

Newall Green High School - Pupil Premium Spending

Evaluation: Autumn 2019



The Pupil Premium is additional funding given to schools to raise the attainment of disadvantaged pupils and to close the gap between them and their peers and so improve their life chances.

Principles: We want to ensure that teaching and learning opportunities meet the needs of all of the pupils. We want to ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Number of pupils and Pupil Premium Grant received			
	2016-2017	2017-2018	2018-2019
Number on roll	675	562	614
Number of pupils eligible for pupil premium grant (PPG)	453	363	388
Number of looked after children (LAC)_ eligible for pupils premium)	6		
Amount of pupil premium received per pupil	£935 PPG £1900 LAC	£935 PPG £1900 LAC	£935 PPG £1900 LAC
% of pupils who are entitled to pupil premium grant	70.7%	64.5%	63.2%
Amount of pupil premium grant received	£457,908	£371,267	£362,780

Pupil Premium Outcomes:

The table below shows the outcomes for Newall Green High School Pupil Premium students in 2017, 2018 and 2019 compared to National Averages.

Pupil Premium Performance	2017			2018			2019			
	NGHS PP	National Average - All	GAP	NGHS PP	National Average - All	GAP	NGHS PP*	National Average-All	GAP	Trend
Progress 8 Score	-0.72	0.11	0.89 ↑	-1.36	-0.13	-1.23 ↑	-1.19			
Attainment 8 Score	33.4	44.6	11.2 ↓	28.8	50.1	22.2 ↑	29.8			
Basics Eng Maths 4+%	22%	63.9%	49% ↑	27%	71.5	44.5 ↓	35.9%			
Basics Eng Maths 5+%	8%	39.6%	31.6%	9%	50.1	41.1 ↑	17.9%			
EBACC %	5%	19.7%	14.7 ↓	9%	28.5	17.5 ↑	10.3%			
English Attainment 8 score	6.88	9.9	3.1 ↑	6.6	10.6	4.0 ↑	6.97			
Maths Attainment 8 score	5.11	9	4.59 ↓	5.3	9.3	4.0 ↓	5.92			

↓ = Gap diminishing

↑ = Gap widening

* = Sisa unvalidated data

Pupil Premium Spending:

The premise of the Pupil Premium funding and its use at Newall Green High school is to ensure all disadvantaged pupils have their needs met, to ensure there are NO barriers to learning and to close the gaps between attainment and progress of all disadvantaged pupils when compared to National other pupils. The approach to spending pupil premium funding is divided into key areas of support.

Attainment and Progress
Literacy and Numeracy support (Supported via Year 7 Catch Up Funding)
Pastoral, Social and Emotional support- including Careers Education and Guidance
Alternative provision
Resources and Systems

The table below sets out the details of how the funding was allocated during the academic year 2018-19

Pupil Premium used for:	Amount allocated to the intervention / action (£)	New or continued activity	Brief summary of the intervention or action.	Specific intended outcomes.	Monitoring	Impact: What was achieved
1. Quality First teaching	£68,044	Continued	Retention and recruitment of experienced staff with specialist knowledge and skills in urban challenging schools, especially in humanities and maths	Improvement of quality first teaching in humanities and maths. Improved outcomes across each year group. Gaps narrowing towards national others.	Monitoring of teaching and learning through lesson observations, data tracking and work scrutiny. Monitoring of data using SISRA, reports to HT, EHT and LGB.	<ul style="list-style-type: none"> • 2019 GCSE results indicate the strategies the school has employed have diminished the difference between PP students and other students (P8, A8 and basics) • We know the school is improving in English and Maths, particularly in maths, as evidenced from the respective Attainment 8 Scores. The underperformance in Ebacc results for 2019 is due to low attainment in the Ebacc Element.
2. Faculty Intervention	£11,915	Continued	Revision materials, preparation and delivery. Purchase of PiXL membership.	Improved outcomes. Support for exam preparation for pupils with little support at home - provision of place, time	Monitored and tracked using HT / DHT and assessment systems.	.

			Purchase of Doodle software.	and expertise to address shortfall.		<ul style="list-style-type: none"> • Nevertheless, the Basics for Maths & English (Grade 5+ Grade 4+), the Attainment 8 Score for English and Maths shows that the school is continuing to reduce the gap between Pupil Premium Students and Other Students nationally. This is very pleasing. • PP Female outperform PP Male in terms of Attainment 8 Score, Progress 8, Grade 5+ (Eng and Maths). However PP Male have achieved 5% higher than PP female for Grade 4+ (English and Maths).
3. Tuition	£8,000	Continued	One to one tuition and small group tuition by staff after school and at lunchtimes for pupils in Y11 cohort. Subject dependent on need.	Improved standards/ outcomes in key subjects. Closing the gap to meet national expectations	Monitored through pupil tracking and data analysis of outcomes by SLT and HoF fortnightly, monthly and half termly.	
4. Literacy & Numeracy support	£10,500	Continued	Development of resources to deliver whole school strategies to improve basic skills. Teacher Staffing costs to provide intervention activities. Contribution to TA costs.	Improved reading ages and improved confidence of readers when accessing exam papers.	Monitored by SLT English & Maths Faculty leaders.	See Year 7 Catch up report, pages 6 to 9 below.
5. Attendance strategies	£79,915	Continued	Continued use of staffing to address attendance, commissioning of LA support to work with key pupils and families.	Attendance improves to match national average.	Monitored weekly by attendance team and SLT	<ul style="list-style-type: none"> • Whole school absence increased from 5.8% at the end of 2018 to 9.9% at the end of 2019. Corresponding PP absence which was 6.9% at the end of 2018 increased to 11.5% at the end of 2019. • Early identification and targeted pastoral mentoring has supported the school in improving outcomes for PP students (See PP outcomes above). • It is also clear that students with needs are identified at a much earlier stage of their education career and support targeted in a more effective manner.
6. Identification and early help	£18,783	Continued	Continued development by DHT of Early Help interventions	Early identification and help for vulnerable students. Long term reduction in number of students requiring alternative provision. Reduction in exclusions.	Monitoring by HT, EHT and link Governor	
7. Pastoral mentoring	£61,491	Continued	A focused approach by associate staff.	To provide support for vulnerable pupils, to improve attendance and outcomes	DHT pastoral and SLT	

8. Careers education	£6,590	Continued/new	Refine and further develop the curriculum to meet local need and develop aspiration. Purchase of alumni provision	To provide detailed career advice to pupils. To improve aspiration by use of role models.	Monitoring by appropriate AHT.	<ul style="list-style-type: none"> The percentage of students moving into Employment Education or Training has increased from 84% in 2018 to 90.6 in 2019.
9. Internal Alternative Provision strategy	£112,933	Continued	Further development of provision to provide a suitable outcome driven alternative for students at risk of permanent exclusion.	Improved responsibility of pupils for their own learning, improved active learning, and improved outcomes. Pathways planned for all students	Monitored through governor visit, lesson observation and data	<ul style="list-style-type: none"> The revised Alternative Provision Strategy (Greenacres) has seen an increase in numbers following personalised pathways with a corresponding decline in students based in alternative provision For this targeted group Progress 8 improved from -2.7 in 2018 to -2.1 in 2019. On average this targeted cohort were entered for 4.9 GCSE equivalent qualifications in 2019 compared to 4.4 in 2018. Improved partnerships with key Alt Ed providers remains a priority to ensure student experience of challenge and expectation is consistent with that of NGHS.
10. External Alternative provision	£98,258	Continued	Provision of alternatives for Pupil premium students with ESB needs	Suitable provisions with measurable outcomes for KS4 and improved engagement access to education for KS3 and KS4	Monitored by SLT HoY and inclusion team	
11. Resources	£293	Continued	Supply of resources for pupil premium students to ensure full access to the curriculum, to include extracurricular activities, food costs, uniform costs, etc.	Access to full curriculum. Support of social and emotional needs	Monitoring of spend by SBM	<ul style="list-style-type: none"> Increased used of SiSRA across the school staff is helping to refine the accuracy of assessment data allowing focused tracking and monitoring of targeted students.
12. Pupil Tracking and SISRA	£3,177	Continued	Purchase and implementation of pupil tracking systems to ensure accurate data analysis. Training for staff.	Accurate tracking, usable by all staff		
Total	£352,751	Pupil Premium Spend				

Newall Green High School – Year 7 Catch Up Funding

Evaluation: Autumn 2019

Total	£9,293	Year 7 Catch Up Spend
-------	--------	-----------------------



The Literacy and Numeracy Catch-Up Premium gives schools additional funding to support Year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2). (Previously below level 4 currently working on Standard Score <100.)

NGHS Objectives for Year 7 Catch Up Grant: Number of eligible pupils and Catch Up Grant received			
	2015-2016	2016-2017	2018-2019
<ul style="list-style-type: none"> Raising literacy and numeracy levels across the school cohort. Moving students to secure 'expected' performance in Reading and Mathematics. 			
<ul style="list-style-type: none"> Improved levels of expected / better than expected progress in English and Maths as these students progress through KS3. Building enjoyment for reading. 	170	679	541
Number of pupils eligible for Year 7 Catch Up Grant	20	21	35
Amount of Catch Up Premium received per pupil	£500	£500	£500
% of pupils who are entitled to Catchup pupil premium grant	2.5%	3.1%	6.4%
Amount of Catch Up Premium received	£10,000	£9,394	£9,293

HOW THE GRANT HAS BEEN USED:

At Newall Green High School we use the grant in 3 ways:

- To deliver a **core entitlement** for all students who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2).
- To provide **personalised intervention** - Through this process students are able to be identified and appropriate intervention programmes or strategies can be put in place specifically for them.
- To adapt **enrichment opportunities** that promote reading for pleasure.

Core entitlement for all Year 7 Catch Up students

Intervention through English Lessons:

The English curriculum places a high priority on delivering reading, writing and communication skills through a daily English lesson. English teachers utilise a number of schemes and interventions depending on the need of the students including a discrete Oracy curriculum.

Intervention through Maths Lessons:

The Maths team remodelled the Year 7 curriculum specifically to target the needs of Year 7 Catch Up students in the transition towards a Mastery Curriculum. During the Autumn Term pupils eligible for catch-up funding received a transition curriculum with a reduced class size with a specialist class teacher and teaching Assistant. In Academic Review all Yr 7 students participated in Numeracy Ninja sessions.

Personalised Intervention

Students who were identified as having barriers to learning were also identified and given additional interventions from a number of specific strategies to support their learning.

Additional Literacy interventions –

- **GROW @KS3** – An intervention programme based on the GROW@KS2 literacy intervention programme which was developed by the International Literacy Centre, Institute of Education, UCL, London. This small group programme is for students who are identified as ‘working towards expected reading standard’ as indicated by their KS2 SATS results. It focused on ‘growth’ in reading, oracy and writing, and is taught in a ten-week cycle of three thirty minutes’ sessions per week. It includes cross-curricular reading of non-fiction texts which can be barrier during Yr6-Yr 7 transition; this includes the pre-teaching of vocabulary and concepts. Reading skills are made explicit and demonstrate to them the skills of a good reader. Writing is linked to the reading texts e.g. writing as an historical figure to explore past tense and summarise changes in Roman Britain. To measure impact

results from the Salford Reading Test (sat in the intervention lesson), and online GL reading test (tested as part of a pupil's school reading age) are compared to identify strengths and development skills.

Additional Numeracy interventions - Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support.

- Maths small group – diagnostic based (Numeracy) using PiXL resources focussing on addressing key areas of misconception for those “working towards expected maths standard”

Learning Support specific interventions

- SLPD intensive support
- Speech and Language therapy
- Educational Psychologist
- KS2-3 Transition support

EAL Interventions

- Intervention group for our Year 7 EAL pupils who would be categorised as early acquisition of English

Enrichment

- To foster a love of reading all Year 7s participate in a Summer Literacy Transition project, which involves reading an age-appropriate novel and completing literacy, numeracy and science-related challenges as part of a Transition Programme.
- We have introduced Bedrock Vocabulary as part of our new whole-school Reading Strategy. As well as developing students' tier 2 academic vocabulary, this programme gives them regular opportunities to read short pieces of fiction and cross-curricular non-fiction texts.
- Library lessons have been introduced once a week for KS3 English classes. During these lessons, students complete a Bedrock session, a handwriting revision session and an independent reading session. Students are supported by the Librarian to choose books of interest and suitable for their reading ages.
- A new Reading for Pleasure initiative has been introduced at whole-school level. Year 7s, like all other students, are expected to have a reading book on them as part of equipment. They are given regular scheduled opportunities to read. Students are encouraged to read aloud in class, use the Library regularly, take part in reading challenges and complete Reading Record entries.

Impact of Intervention:

Historical Performance of Low Attaining Pupils (LAPs) at the end of KS4			
	2016-2017	2017-2018	2018-2019
English Attainment 8 (LAPs)	4.76	4.63	3.82
National English Attainment 8 (LAPs)	5.14		
GAP	-0.38		
English Progress 8 (LAPs)	-0.60	-0.64	-1.11
Maths Attainment 8 (LAPs)	2.62	2.95	2.55
National Maths Attainment 8 (LAPs)	3.62		
GAP	-1		
Maths Progress 8 (LAPs)	-0.79	-0.58	-0.84

2018-2019: Year 7

All students who achieved below 100 on the Key Stage 2 Reading Test accessed literacy support programmes.
In Autumn 2018-2019 there were 28 students of which 24 remained on roll for the academic year
At the end of the year, 17 students had made expected or above progress* which equates to 71% of the cohort.
At the end of the year, 8 students had made above expected progress* which equates to 33% of the cohort.

All students who achieved below 100 on the Key Stage 2 Maths Test in Maths accessed a bespoke curriculum programme.
In Autumn 2018-2019 there were 25 students of which 22 remained on roll for the academic year
At the end of the year, 14 students had made expected or above progress* which equates to 64% of the cohort.
At the end of the year, 11 students had made above expected progress* which equates to 50% of the cohort.

* Progress defined in relation to comparison to national population through external assessment.