

Pupil premium strategy statement 2019-20

1. Summary information					
School	Sale High School				
Academic Year	2019-20	Total PP budget	£245,945	Date of most recent PP Review	Oct 19
Total number of pupils	836	Number of pupils eligible for PP	293	Date for next internal review of this strategy	Oct 20

2. Current attainment (TBC)		
	Pupils eligible for PP	All Pupils at SHS (TBC)
% Grade 5 English and Maths	22.7%	36.44%
% Grade 4 English and Maths	52.3%	70.34%
Progress 8 score average	-0.51	-0.07
Attainment 8 score average	40.64	47.45

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	HLL PP make less progress than non PP peers
B.	Literacy skills (reading, comprehension) are lower in Year 7 compared to non PP
C.	Basic numeracy skills and resilience in problem solving targeted at girls
D.	Behaviour for learning to reduce sanctions including FTE
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Overall absence due to vulnerability and needs

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	HLL to make progress in line with non PP peers nationally. Increase the aspirations of PP students	HLL PP make progress in line with non PP peers nationally. Revision techniques are embedded throughout the year groups. Revision, revision guides, PLCs and grade descriptors support and prepare students for the assessment cycle and thus support learning overall.

		<p>Increase in period 6 attendance and attendance at revision sessions</p> <p>Challenge and engagement is embedded throughout the school, seen in lessons</p> <p>Greater % uptake in extra curricular activities including the Leadership Ladder,STEM activities etc</p> <p>Greater uptake in activities organised for Sale Scholars and in master classes. Positive discrimination is used when selecting students for the sale scholars programme to ensure that disadvantaged students are represented in proportion to their % of the school population</p> <p>Learners engage with feedback and TIF activities</p> <p>Learners become more independent,metacognition strategies start to become embedded throughout school</p> <p>Removal barriers to access good quality homework.</p> <p>Aspirations for HE and University increase</p> <p>Applications to sixth form colleges to study A-levels increase</p> <p>NEET figures reduced</p> <p>PP gaps reduce at departmental level</p> <p>Venn diagrams used to identify students and QA barriers/intervention and LM support of departments</p> <p>Greater % PP gain higher grades</p> <p>Increased opportunities for PP students to engage with employers and/or visit workplaces – see Gatsby tracker and compass tool evaluation</p>
B.	High levels of progress in literacy for PP intervention groups	<p>PP Pupils in Year 7 make more progress by the end of the year than 'other' pupils.</p> <p>Students meet expected targets (this will be evidenced using Accelerated Reader assessments and English assessments data)</p> <p>Quality of tutorials</p> <p>Whole school T and L strategies embedded including key words, 'say it like a..', knowledge organisers and recognition stickers</p> <p>Smooth transition from feeder schools</p> <p>Self-esteem raised through reading ambassadors and reading club</p>
C.	Reduce the gap in Maths KS3 (focus on KS3 girls)	<p>PP Pupils at KS3 make more progress by the end of the year than 'other' pupils not in the intervention groups.</p> <p>This will be evidenced using maths assessments data in each term.</p> <p>PP gap reduces in Year 9</p>

		<p>Quality of tutorials and specialist ILs for key students</p> <p>Improvement in maths self- esteem, approach to lessons.</p> <p>Reward trips for girls making effort and progress</p> <p>Girls show a faster rate of progress</p>
D.	Behaviour issues addressed at KS3	<p>Fewer behaviour incidents (behaviour points, C3, IE, and FTE) recorded for these pupils on the school system.</p> <p>FTE in line with national data</p> <p>Increase support for vulnerable students.</p> <p>House points PP are in-line with non PP</p> <p>Increase in the participation in house events, school ethos (Sale Scholars, Leadership Ladder) and community projects</p>
E.	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves 95% in line with 'other' pupils.</p> <p>Increase the number of students eligible for rewards with over 96% attendance</p>

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All (A-E) All teachers can track progress of PP students against expectations Y7-11. Data Tracking	SISRA/internal data files/introduction of SIMs Identification of most vulnerable students, increasing staff awareness of pupils/needs	Greater proportions of students meeting termly expectations, improving P8 outcomes in Y11.	Department Data meetings, data collections, SISRA/SIMs analysis and training	PP Lead/ IT network manager/Data manager	Half termly through data review cycle

<p>A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>Department Bids</p>	<p>Department Pupil Premium bids to develop teaching and learning pedagogy to ensure quality first teaching provision. E.g. revision guides, packs, rewards, incentives, resources for technology, staffing for PP visits to HE institutions (such as those organised for Sale Scholars) all of which have a direct impact on attainment. Resources specific for courses (ingredients, tuning instruments, PE courses etc.)purchased</p>	<p>Collaborative learning +5months Mastery learning and revision strategies +5 months</p> <p>Sutton Trust ' the choices that schools make in allocating money will be vital so that the funding can help raise pupils' attainment and aspirations'</p> <p>Provide skills to become independent learners</p>	<p>SLT with PP responsibility to quality assure impact of each department bid against PP predictions and outcomes (September exam review meeting) Department gaps Student voice</p>	<p>MLL/PP lead</p>	<p>Termly through QA</p>
<p>A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>All PP students will complete quality homework and have access to in school facilities and allow parents to become more involved in their learning</p>	<p>Maintain 'Show my Homework' programme</p> <p>Homework availability</p> <p>Improve communication with parents through 'Parent Information Evening'</p>	<p>Homework +5 months (Sutton Trust)</p> <p>Sutton Trust ' the choices that schools make in allocating money will be vital so that the funding can help raise pupils' attainment and aspirations'</p> <p>Homework will improve independent learning and ensure better outcomes</p>	<p>JMR oversees MLL reviews to ensure quality homework is accessed and set.</p> <p>Data shared with SLT to follow up at Line Management. Individual staff, are supported and challenged as appropriate. Follow up action if needed</p> <p>Parent voice to monitor their involvement in learning. Parent Information evenings available to help support their child's learning (attendance)</p> <p>Registers taken for homework club and facilities available after school. School computers are made available out of hours so that SMHW can be accessed and homework completed. However deadlines are generous to allow for this</p> <p>Assemblies delivered to explain 'My assessment year'</p>	<p>JMR (LCA/MLL)</p>	<p>Half Termly reports through QA cycle</p>

<p>A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p><u>Revision techniques</u></p>	<p>Revision techniques (Learning Performance) Revision techniques embedded in schemes of Learning Revision programme shared with parents, students and form tutors Improving response to feedback. Period 6 provision PP Intervention during forms time Response to feedback Cross-curricular approach to embedding opportunities for creation of revision notes in lessons Parents invited to GCSE Revision strategies event led by students</p>	<p>Feedback +8 months (Sutton Trust)</p>	<p>Quality Assurance Cycle and SLT Line management. Sharing good practice sessions.</p> <p>Quality peer assessment and DIRT feedback training and resources</p> <p>KS3 schemes of learning have revision lessons built in before assessments. QA</p> <p>Parent Information Evenings to support revision at home and support their child's learning.</p> <p>Student voice on Accelerate and Learning Performance sessions</p> <p>Monitoring attendance of p6</p>	<p>KC TL NSH QA JMR exams JW period 6/Yr 11 forms</p>	<p>termly through data review cycle/QA</p>
<p>A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>Mentoring Programme</p>	<p>Mentoring Teacher around the child meetings for all Venn diagram students in yr 11 and 10</p>	<p>All will be challenged to improve engagement and aspirations</p> <p>Experiences shared across subjects parents informed of strategies being tired. Pupils tracked in lessons and given 1-1 small grp support in form and period 6</p>	<p>Ex-students returning offering advice</p> <p>Form tutor report for under achievers</p>	<p>JW KC/IW</p>	<p>termly</p>
<p>A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>TIF/Metacognition</p>	<p>Continue to embed 'Take It Further'/ metacognition strategies and training (TL strategy for challenge) Introduce SPEAK for quality first teaching- stickers in books) Metacognition strategies introduced through reading and teaching hubs Disadvantaged teaching hub</p>	<p>All will be challenged to improve engagement and aspirations</p> <p>Metacognitive strategies+8 months (Suttons Trust)</p> <p>In lessons, the work is not always sufficiently challenging..' (Ofsted 2015)</p>	<p>CPD, QA Process will review success of embedding the strategy</p>	<p>KC/NS</p>	<p>Termly QA</p>

<p>B Improved literacy progress</p> <p>Accelerated Reading</p>	<p>CPD on using Accelerated Reader effectively and developing questioning. KS3 Reading scheme. Development of KS3 scheme of learning Use of librarian Reading ambassadors Links with local feeder schools</p>	<p>Components of language identified as an area of weakness from moderation and KS2 SATs</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	<p>HOD to oversee resources and sol with KS3 lead for English and SENCO.</p> <p>RA reported to parents on termly reviews Accelerated programme explained in assembly</p> <p>English teacher to visits to primary</p> <p>Reading scheme overseen by librarian/KS3 co-ordinator</p>	<p>Head of English/ KS3 coordinator</p>	<p>Termly QA STAR tests, RA</p>
<p>B Improved literacy progress</p> <p>Whole school TL strategies ('Speak like a..', key word tests, knowledge organisers)</p>	<p>TL strategies embedded 'Speak like a...' Key word tests to increase vocabulary Whole school spelling tests Reading during form (see further detail through literacy document) Key words highlighted on marking sheets</p>	<p>There is a vocabulary deficit of pupils from welfare families compared to pupils from professional families</p> <p>Some students' written work shows weakness in their literacy skills, including the correct use of English grammar. Sometimes, a few students are not helped to express their spoken ideas in detail or clarity' (Ofsted 2015)</p>	<p>QA programme to monitor whole school strategies PM targets New literacy coordinator role created. New department literacy leads appointed</p>	<p>SLT (literacy-JRE) MLL</p>	<p>Half termly</p>
Total budgeted cost					£84,047
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A</p> <p>HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>Year 11 support</p>	<p>Next step aspiration-</p> <p>Connexions delivering further education advice and support in applications</p> <p>Increased opportunities for PP students to engage with employers and/or visit workplaces – see Gatsby tracker and compass tool evaluation</p>	<p>Aspirations and appropriate college courses</p>	<p>Connexions offer independent advice on future careers and college applications. Report annually on NEET figures.</p> <p>Monitor next steps</p> <p>Student voice review careers support in school</p>	<p>JW</p>	<p>annually</p>
<p>B</p> <p>Improved literacy progress</p>	<p>Deployment of Intervention leaders for tutorials</p> <p>Readers club</p> <p>Reading lessons</p> <p>Additional support from teaching staff or IL for pupils under 100 in the form of tutorials.</p> <p>Year 10 PP form focus on English</p>	<p>PP progress in reading age is in line with non PP peers as a result of the structured reading routines</p> <p>Components of language identified as an area of weakness from moderation and KS2 SATs and embedded in sol</p> <p>Some students' written work shows weakness in their literacy skills, including in the correct use of English grammar. Sometimes, a few students are not helped to express their spoken ideas in detail or clarity' (Ofsted 2015)</p>	<p>Reading level assessment at start of Y7 to identify cohort</p> <p>Accelerated reading programme monitored through STAR tests</p> <p>Readers club during form/ Reading ambassadors/ Reading scheme/librarian</p> <p>Monitor impact of English departments data</p> <p>New structure and posts created to widen literacy offer. New literacy coordinator posts and new department literacy leads</p>	<p>VD, SENCO JRe</p>	<p>STAR tests three times annually</p> <p>RA reviews</p> <p>Termly data collections</p>

<p>C Reduce the gap in Maths for Year 9</p>	<p>Deployment of Intervention leaders for tutorials</p> <p>Year 9 lead to monitor maths attainment and progress</p> <p>Identification of students under achieving and to be given material and support</p>	<p>Deployment of ILs/LSAs: +4 months (Suttons Trust)</p> <p>Develop resilience</p>	<p>Baseline and end of session tutorial assessments will ensure progress</p> <p>Maths assessment data</p>	<p>NS/ KS3-cordinator SENCO</p>	<p>This will be evidenced using Maths assessments data in each term</p>
<p>D Behaviour issues addressed at KS3</p> <p>CPOMs</p>	<p>Introduce CPOM to monitor behaviour and intervene at the earliest opportunity</p>	<p>'Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of the learning' (EEF Toolkit)</p>	<p>Record of behaviour incidents and strategies taken</p> <p>Pastoral team intervention with vulnerable students</p>	<p>AC/JS/HOY</p>	<p>Half termly behaviour data analysis</p>
<p>D Behaviour issues addressed at KS3</p> <p>IE</p>	<p>Enhance the provision of Internal Exclusion by providing subject specific work and support, embed reflective practice to increase pupil control and confidence and use restorative justice conversations to build and maintain good pupil-teacher relationships</p> <p>Students are more engaged in learning whilst in IE</p>	<p>Behaviour interventions +4 months</p> <p>PP pupils are three times more likely to receive two or more fixed period exclusions across the year</p> <p>'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' (EEF Toolkit)</p>	<p>Identify cohort from behavioural data</p> <p>Monitor the reduction in escalation on behaviour ladder</p> <p>Monitor the reduction in FTE, behaviour points</p> <p>Review of IE practices and procedures.</p>	<p>AC/ZPG</p>	<p>Half termly QA</p>

<p>D Behaviour issues addressed at KS3</p> <p>Introduction of Heads of Year (pastoral system revisited)</p>	<p>Enhance the pastoral system in terms of ownership, accountability, tracking, patterns and analysis Identify early intervention Enhance the role of the form tutor</p>	<p>Behaviour interventions +4 months</p> <p>PP pupils are three times more likely to receive two or more fixed period exclusions across the year</p> <p>'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' (EEF Toolkit)</p>	<p>Pastoral meetings Data meetings</p>	<p>AHT AC MLL/HOY</p>	<p>Half termly QA</p>
<p>D Culture of celebrating success through House ethos</p>	<p>Directors of House introduce healthy competition, helping others</p> <p>Accountability of form tutors reviewed</p> <p>House competitions</p>	<p>Aspirations Leadership skills</p>	<p>Monitor house points, behaviour points, attendance, events/rewards, competitions, form tutor QA</p>	<p>AC</p>	<p>Half termly</p>

<p>E Increased attendance rates for pupils eligible for PP.</p> <p>Support</p> <p>Strategies to help absent student close information gaps and help them feel welcome on return</p>	<p>Continue the resourcing and staffing of key support areas including student services, EWO and attendance officer to ensure that disadvantaged students reach and exceed the national attendance levels along with their non PP peers.</p> <p>Involvement with HOY</p> <p>Aspire facility</p> <p>Btec hair and beauty</p> <p>Develop work buddy to keep books up to date</p>	<p>At secondary level PP pupils are three times more likely than their peers to be classed as 'Persistently absent' that is to miss more than one in five schooldays across the year.</p> <p>Education Endowment Foundation: <i>'The choices that schools make in allocating the money will be vital so that funding can help raise pupil's attainment and aspirations'</i></p>	<p>Attendance figures monitored and reported</p> <p>Aspire form monitored through form time checks</p> <p>EWO employed and evaluated annually</p>	AC/ZSK/HD	termly
<p>E Increased attendance rates for pupils eligible for PP.</p> <p>Rewards</p>	<p>Reward system embedded and monitored every half term through assemblies, parent contact and form time</p>	<p>National college research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement. Students will use points collected for reduced price Prom tickets.</p>	<p>Attendance figures monitored and reported</p>	AC/ZSK	termly
<p>E Increased attendance rates for pupils eligible for PP.</p> <p>Resilience</p>	<p>Resilience programme</p> <p>Guest motivational speaker</p> <p>Accelerate</p> <p>Learning Performance</p>	<p>Education Endowment Foundation: <i>'The choices that schools make in allocating the money will be vital so that funding can help raise pupil's attainment and aspirations'</i></p>	<p>evaluated through student voice and performance</p>	JRe/JW	Annually
Total budgeted cost					£144,870

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>All (A-E)</p> <p>All teachers can track progress of PP students against expectations Y7-11.</p> <p>Data Tracking</p>	<p>SISRA/internal data files/introduction of SIMs</p> <p>Identification of most vulnerable students, increasing staff awareness of pupils/needs</p>	<p>PP group this year had a positive P8</p> <table border="1" data-bbox="689 140 1310 256"> <tr> <td></td> <td>2016</td> <td>2017</td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All</td> <td>+0.15</td> <td>+0.12</td> <td>+0.3</td> <td>-0.11</td> </tr> <tr> <td>PP</td> <td>-0.15</td> <td>-0.45</td> <td>+0.11</td> <td>-0.45</td> </tr> </table> <p>P8 maths for disadvantaged students went from -0.06 to -0.58 (KS4 performance tables 2019)</p> <p>Languages has a positive VA for disadvantaged of +1.86. (2019 results using SISRA estimates.</p> <p>Humanities has a VA for disadvantaged at -0.46 (2019 results using SISRA estimates) an improvement from -0.84 in 2017.</p> <p>The gap for 4EM was 17.7%</p> <p>and for 5EM was 13.7%</p> <table border="1" data-bbox="689 786 1200 1050"> <thead> <tr> <th></th> <th>All</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>4EM</td> <td>70%</td> <td>52.3%</td> </tr> <tr> <td>5EM</td> <td>36.4%</td> <td>22.7%</td> </tr> </tbody> </table>		2016	2017	2018	2019	All	+0.15	+0.12	+0.3	-0.11	PP	-0.15	-0.45	+0.11	-0.45		All	Disadvantaged	4EM	70%	52.3%	5EM	36.4%	22.7%	<p>Half termly data meetings with tracking and intervention strategies</p> <p>This has allowed PP gaps for different subjects to be monitored and underachievement to be focussed on at all levels</p> <p>More class accountability will be introduced through the use of Venn diagrams. Where the gap has widened departments will be given extra support.</p> <p>We need to refine our KS3 intervention package and focus on high-quality teaching and learning and interventions to so pupils will be provided with a better foundation to GCSE and fewer remedial actions will be needed in KS4. The KS3 intervention will involve a maths and english form, this will allow regularly short recaps.</p>	<p>£15,000</p>
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	2016	2017	2018	2019															
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<p>A</p> <p>HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>All PP students will complete quality homework and have access to in school facilities and allow parents to become more involved in their learning</p>	<p>Maintain 'Show my Homework' programme</p> <p>Homework availability</p> <p>Improve communication with parents through 'Parent Information Evening'</p>		2016	2017	2018	2019	<p>SMHW is increasing in capacity to do self-marked tests and used for spellings tests. All departments will be expected to produce these once per half term for all classes</p> <p>Continue to monitor through QA and at department level by MLL.</p> <p>Encourage more involvement and interaction with show my homework from parents monitored through parent voice. ICT manager will continue to attend parent events</p>	<p>£3220</p>
		All	0.15	0.12	0.3	-0.1		
		PP	-0.15	-0.45	+0.11	-0.5		
		PP gap	0.3	0.57	0.2	0.4		
		<p>Show my Homework has improved homework quality and quantity and allowed parents to become more involved with their child's learning. SMHW user activity report for 2018-19 continue to show rates student, staff and parent engagement as 'High' for all three</p> <p>It is also a platform for sharing revision resources and lists.</p> <p>Since the introduction of SMHW there are fewer parental complaints on not setting homework and more ownership on students completing homework to a good standard</p> <p>Parents evenings was attended by the ICT manager to ensure parents could log onto all school IT facilities such as SMHW, parent pay, SIMs etc</p> <p>A parent Information evening was well attended on revision techniques</p>						

<p>A</p> <p>HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>Revision techniques</p>	<p>Revision techniques (Accelerate, ILearning Performance)</p> <p>Revision techniques embedded in schemes of Learning</p> <p>Improving response to feedback.</p> <p>Period 6 provision</p> <p>PP Intervention during forms time</p> <p>Response to feedback</p>	<p>Period 6 Provision improved attendance to revision sessions and allowed all Year 11 students to access them focussing on revision strategies as well as reviewing content. Period 6 was registered which allowed to monitor attendance more accurately and follow up on absence.</p> <p>Period 6 was registered which allowed HOY to monitor attendance more accurately and follow up on absence through tutors the next day. C3s were awarded for missed period 6 sessions.</p> <p>This was enhanced by using the Accelerate revision programme where strategies were taught for independent revision</p>	<p>Period 6 will be registered to further improve attendance and value of the sessions and non-attendance will be followed up sooner. Attendance will be monitored reviewed against previous year half-termly to monitor impact.</p> <p>Revision strategies need to be followed up in form and assemblies as well as at departmental level.</p>	<p>£42567</p>
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<p>A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>Mentoring Programme</p>	<p>Mentoring/Tutorial programme working with 6th form Grammar school</p>	<p>Student voice was positive for the year 10 PP programme. Revision strategies and organisational skills were shared.</p>	<p>Year 10 PP mentoring was within collaboration with a grammar school. It was difficult to arrange times that were mutually beneficial. When they did meet both six formers and years 10 enjoyed it and student voice was positive.</p> <p>If this was to continue it would need to involve a more local six form school/college.</p>	<p>£1660</p>
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<p>A</p> <p>HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>TIF/Metacognition</p>	<p>Continue to embed 'Take It Further'/ metacognition strategies and training (TL strategy for challenge)</p> <p>Metacognition strategies introduced through reading and teaching hubs</p> <p>Disadvantaged teaching hub</p>	<p>TIF is now seen regularly in lessons and some exercise books. It continues to be embedded by departments.</p> <p>Student voice states that all students understand what a 'TIF' activity involves.</p> <p>For 2018-19 the HLL team has been expanded to include ES to lead on Y10 with SB continuing with KS3 and CH continuing with Y11.</p> <p>Metacognition was introduced through training and research.</p> <p>Learning hubs involved research, student voice, implementing strategies and coaching.</p>	<p>Continue with the initiative and monitor through department QA procedures of learning walks and book scrutiny.</p> <p>The programme including several STEM events, Cambridge University residential, Cumbria University PP Summer School residential, Oxford University talk to Y11, Loreto 6th form College masterclasses.</p> <p>Anecdotal evidence is that these have been very well received by students and parents. More formal student and parent voice needs to be established. New contacts have been established which now need to be developed to widen our provision further.</p> <p>Continue to monitor Sale Scholars programme. A programme of internal HLL registration masterclasses is planned for Y11s.</p> <p>Metacognition needs further time to embed and form a more consistent approach</p> <p>Learning hubs will continue with disadvantaged being a key area.</p>	<p>£3600</p>												
<p>B</p> <p>Improved literacy progress</p> <p>Accelerated Reading</p>	<p>CPD on using Accelerated Reader effectively and developing questioning.</p> <p>KS3 Reading scheme.</p> <p>Development of KS3 scheme of learning</p> <p>Use of librarian</p> <p>Reading ambassadors</p> <p>Links with local feeder schools</p>	<table border="1"> <thead> <tr> <th>Interventi on Group</th> <th>Year Grp</th> <th>Avg RA* Change (Int Group)</th> <th>Whole yr group</th> </tr> </thead> <tbody> <tr> <td>Y7 English</td> <td>7</td> <td>0.61</td> <td>0.25</td> </tr> <tr> <td>Y8 English</td> <td>8</td> <td>0.62</td> <td>0.33</td> </tr> </tbody> </table>	Interventi on Group	Year Grp	Avg RA* Change (Int Group)	Whole yr group	Y7 English	7	0.61	0.25	Y8 English	8	0.62	0.33	<p>Students in the intervention group improved their reading age at a faster rate.</p> <p>The accelerated reading scheme is embedded in year 7 and 8 creating good reading habits and comprehension. Rewards enhanced students participation in the scheme. This was successful and will continue next year.</p>	<p>£10600</p>
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Y7 English	7	0.61	0.25													
Y8 English	8	0.62	0.33													
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TL

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A</p> <p>HLL to make progress in line with non PP peers nationally and there is an increase in aspirations</p> <p>Year 11 support</p>	<p>Next step aspiration-</p> <p>Connexions delivering further education advice and support in applications</p>	<p>The number of Sale High students choosing training/apprenticeship has been increasing over the last four years: 2018 - 10.35%, 2017 - 8.25%, 2016 - 3.81%, 2015 - 2.17% and is the second highest level in 9 years, apart from 10.99% in 2013. In 2016 only 3.81% of students chose apprenticeships/training.</p> <p>There were no NEET students from the 2018-19 cohort.</p> <p>The school continues to develop it careers provision to ensure that students are fully aware of the apprenticeships pathway and the opportunities available. This is done through:</p> <ul style="list-style-type: none"> • Apprenticeship assemblies • Sessions covering the apprenticeship pathway during our Super Learning Days (this year we have arranged for i-accountancy to deliver a session to our Years 11s during SLD 2, focusing on a career in accountancy and accountancy apprenticeships) • Promotion of apprenticeship fairs and open evenings <p>There has been an increase in the number of employer encounters and workplace visits, particularly in Years 10 and 11</p>	<p>In order to further develop our careers provision in the year 2019/20 and ensure our progress towards the Gatsby benchmarks our Careers lead has:</p> <ul style="list-style-type: none"> • Successfully applied to work with an Enterprise Network Advisor - we were allocated our ENA in December 2018 • Worked with a representative of the Growth company to review and improve the careers section of our website and update our careers policy to reflect recent legislation and the increased focus on the Gatsby benchmarks • Continued to work with our Enterprise Network Advisor and a representative of the Growth company to review and improve the careers section of our website and update our careers policy to reflect recent legislation and the increased focus on the Gatsby benchmarks • Trained teaching staff on the Gatsby benchmarks • Made links with several employers (HE SIMM, Hayes Accountancy, Arval, Whitfield and Brown) in order to facilitate employer encounters and workplace visits • Launched the SHS Employers Network to increase capacity for delivering quality employer encounters and workplace visits • Increased the number of work place visits and employer encounters in years 10 and 11 • Organised external speakers for SLD careers sessions • Arranged for all of Y10 to attend Skills NorthWest Careers fair • Planned to start an SHS alumni in order to utilise past students in raising aspirations 	<p>£18000</p>

<p>B Improved literacy progress</p>	<p>Deployment of Intervention leaders for tutorials Readers club Reading lessons Additional support from teaching staff or IL for pupils under 100 in the form of tutorials. Eng form (yr 10)</p>	<table border="1"> <thead> <tr> <th>Intervention Group</th> <th>Year Group</th> <th>Avg Grade* Change (Int Group)</th> </tr> </thead> <tbody> <tr> <td>Reader's Club</td> <td>9</td> <td>0.14</td> </tr> <tr> <td>Y7 CUP English</td> <td>7</td> <td>0.06</td> </tr> <tr> <td>Y8 CUP English</td> <td>8</td> <td>0.35</td> </tr> </tbody> </table>	Intervention Group	Year Group	Avg Grade* Change (Int Group)	Reader's Club	9	0.14	Y7 CUP English	7	0.06	Y8 CUP English	8	0.35	<p>Literacy intervention groups have increased predictions. They were based on students with SAT scores under 100. This will continue next year but with less extraction and more time given during form.</p>	<p>£1152.5</p>
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Reader's Club	9	0.14														
Y7 CUP English	7	0.06														
Y8 CUP English	8	0.35														
<p>C Reduce the gap in Maths for Year 9</p>	<p>Identification of small groups to be included in a new 'Upgrade' programme focussing on basic maths skills/exam technique Deployment of Intervention leaders for tutorials</p>	<p>Year 9 maths tutorials improved projections by 0.82 of a grade Year 8 9 maths tutorials improved projections by 0.8 of a grade Year 9 have an average attainment of 4.63 which is in line with NA (NA 4.65).</p>	<p>Maths CUP 8 will continue during form time. There is currently no staffing capacity to continue year 9 but it will be closely monitored and intervention sent home if required.</p>	<p>£15720</p>												
<p>D Behaviour issues addressed at KS3 CPOMs</p>	<p>Introduce CPOM to monitor behaviour and intervene at the earliest opportunity</p>	<p>PP FTE reduced to 44 (15.4%) NA is 23% PP FTE reduced to 6 (1.75%) NA is 0.49% PP with 1 or more FTE was 25 (8.77%) below NA of 10.1%. Excellent safeguarding practices was upheld by Ofsted 2019.</p>	<p>CPOMs had a successful launch to monitor behaviour and safeguarding issues and intervene at the earliest opportunity in order to support our most vulnerable students. This will be continued reviewing how to use it more effectively for reports.</p>	<p>£5000</p>												

<p>D Behaviour issues addressed at KS3</p> <p>IE</p>	<p>Enhance the provision of Internal Exclusion by providing subject specific work and support, embed reflective practice to increase pupil control and confidence and use restorative justice conversations to build and maintain good pupil-teacher relationships Students are more engaged in learning whilst in IE</p>	<p>PP FTE reduced to 44 (15.4%) NA is 23% PP FTE reduced to 6 (1.75%) NA is 0.49% PP with 1 or more FTE was 25 (8.77%) below NA of 10.1%</p> <p>High proportion of PP students accessed IE. Student voice states that they found this a supportive measure and a time for reflection and a layer of the behaviour system, Extended IE and step outs were also introduced as an additional layer to the behavioural system</p>	<p>Coaching of staff to embed behaviour management practice and improve relationships in the classroom.</p> <p>Continue to embed reflective, to increase pupil control and confidence and improve and use restorative justice conversations to build and maintain good pupil-teacher relationships and reduce exclusions.</p> <p>New staff behaviour training will need to continue and feature on the NQT programme. Continue to provide provision of Internal Exclusion by providing subject specific work and support, embed reflective practice to increase pupil control.</p>	<p>£15000</p>																																				
<p>D Behaviour issues addressed at KS3</p> <p>Introduction of Heads of Year (pastoral system revisited)</p>	<p>Enhance the pastoral system in terms of ownership, accountability, tracking, patterns and analysis Identify early intervention Enhance the role of the form tutor</p>	<p>Behaviour Points</p> <table border="1" data-bbox="685 576 1296 794"> <thead> <tr> <th>CURRENT YEAR GROUP</th> <th>ALL PUPILS</th> <th>PP</th> <th>PP %</th> <th>NON-PP</th> <th>NON-PP %</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7746</td> <td>3479</td> <td>44.91%</td> <td>4267</td> <td>55.09%</td> </tr> <tr> <td>9</td> <td>11515</td> <td>5446</td> <td>47.29%</td> <td>6069</td> <td>52.71%</td> </tr> <tr> <td>10</td> <td>9943</td> <td>4179</td> <td>42.03%</td> <td>5764</td> <td>57.97%</td> </tr> <tr> <td>11</td> <td>6195</td> <td>3439</td> <td>55.51%</td> <td>2756</td> <td>44.49%</td> </tr> <tr> <td>ALL YEAR GROUPS</td> <td>40947</td> <td>16600</td> <td>40.54%</td> <td>24347</td> <td>59.46%</td> </tr> </tbody> </table>	CURRENT YEAR GROUP	ALL PUPILS	PP	PP %	NON-PP	NON-PP %	8	7746	3479	44.91%	4267	55.09%	9	11515	5446	47.29%	6069	52.71%	10	9943	4179	42.03%	5764	57.97%	11	6195	3439	55.51%	2756	44.49%	ALL YEAR GROUPS	40947	16600	40.54%	24347	59.46%	<p>SIMs was used for the first year and as such incorporated the behaviour and reward system. It has allowed the monitoring of different groups and easier identification of pupils.</p> <p>KS3 PP are responding to the behaviour system but it reverses at year 11. This system will be refined and continue to be used for tracking purposes and communication with parents.</p>	<p>16200</p>
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<p>D Culture of celebrating success through House ethos</p>	<p>Directors of House introduce healthy competition, helping others</p> <p>Accountability of form tutors reviewed</p> <p>House competitions</p>	<table border="1" data-bbox="685 1007 1296 1225"> <thead> <tr> <th>CURRENT YEAR GROUP</th> <th>ALL PUPILS</th> <th>PP</th> <th>PP %</th> <th>NON-PP</th> <th>NON-PP %</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>58698</td> <td>19111</td> <td>32.56%</td> <td>39587</td> <td>67.44%</td> </tr> <tr> <td>9</td> <td>49486</td> <td>17297</td> <td>34.95%</td> <td>32189</td> <td>65.05%</td> </tr> <tr> <td>10</td> <td>29196</td> <td>8719</td> <td>29.86%</td> <td>20477</td> <td>70.14%</td> </tr> <tr> <td>11</td> <td>20760</td> <td>6136</td> <td>29.56%</td> <td>14624</td> <td>70.44%</td> </tr> <tr> <td>ALL YEAR GROUPS</td> <td>174203</td> <td>52700</td> <td>30.25%</td> <td>121503</td> <td>69.75%</td> </tr> </tbody> </table>	CURRENT YEAR GROUP	ALL PUPILS	PP	PP %	NON-PP	NON-PP %	8	58698	19111	32.56%	39587	67.44%	9	49486	17297	34.95%	32189	65.05%	10	29196	8719	29.86%	20477	70.14%	11	20760	6136	29.56%	14624	70.44%	ALL YEAR GROUPS	174203	52700	30.25%	121503	69.75%	<p>Parents can view the SIMs app and therefore view achievement points. This will continue to be used but staff will have a target to reward more PP pupils this year.</p> <p>The House ethos is being promoted more strongly through assemblies, posters, competitions and transition</p>	<p>£500</p>
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<p>E</p> <p>Increased attendance rates for pupils eligible for PP.</p> <p>Support</p>	<p>Continue the resourcing and staffing of key support areas including student services, EWO and attendance officer to ensure that disadvantaged students reach and exceed the national attendance levels along with their non PP peers.</p> <p>Involvement with HOY, Aspire facility Teens and toddler programme</p>	<p>58% PP met the absence threshold Compared to 17% for all students</p> <p>The absence threshold is missing 10%</p>	<p>There is a clear gap with PP and attendance. This is addressed in the school action plan and will continue to be monitored closely. The EWO will target PP students.</p>	<p>£62000</p>																																				
<p>E</p> <p>Increased attendance rates for pupils eligible for PP.</p> <p>Rewards</p>	<p>Reward system embedded and monitored every half term through assemblies, parent contact and form time</p>	<p>Achievement Points</p> <table border="1" data-bbox="685 568 1292 775"> <thead> <tr> <th>CURRENT YEAR GROUP</th> <th>ALL PUPILS</th> <th>PP</th> <th>PP %</th> <th>NON-PP</th> <th>NON-PP %</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>58698</td> <td>19111</td> <td>32.56%</td> <td>39587</td> <td>67.44%</td> </tr> <tr> <td>9</td> <td>49486</td> <td>17297</td> <td>34.95%</td> <td>32189</td> <td>65.05%</td> </tr> <tr> <td>10</td> <td>29196</td> <td>8719</td> <td>29.86%</td> <td>20477</td> <td>70.14%</td> </tr> <tr> <td>11</td> <td>20760</td> <td>6136</td> <td>29.56%</td> <td>14624</td> <td>70.44%</td> </tr> <tr> <td>ALL YEAR GROUPS</td> <td>174203</td> <td>52700</td> <td>30.25%</td> <td>121503</td> <td>69.75%</td> </tr> </tbody> </table>	CURRENT YEAR GROUP	ALL PUPILS	PP	PP %	NON-PP	NON-PP %	8	58698	19111	32.56%	39587	67.44%	9	49486	17297	34.95%	32189	65.05%	10	29196	8719	29.86%	20477	70.14%	11	20760	6136	29.56%	14624	70.44%	ALL YEAR GROUPS	174203	52700	30.25%	121503	69.75%	<p>Parents can view the SIMs app and therefore view achievement points. This will continue to be used but staff will have a target to reward more PP pupils this year.</p>	<p>£2000</p>
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



