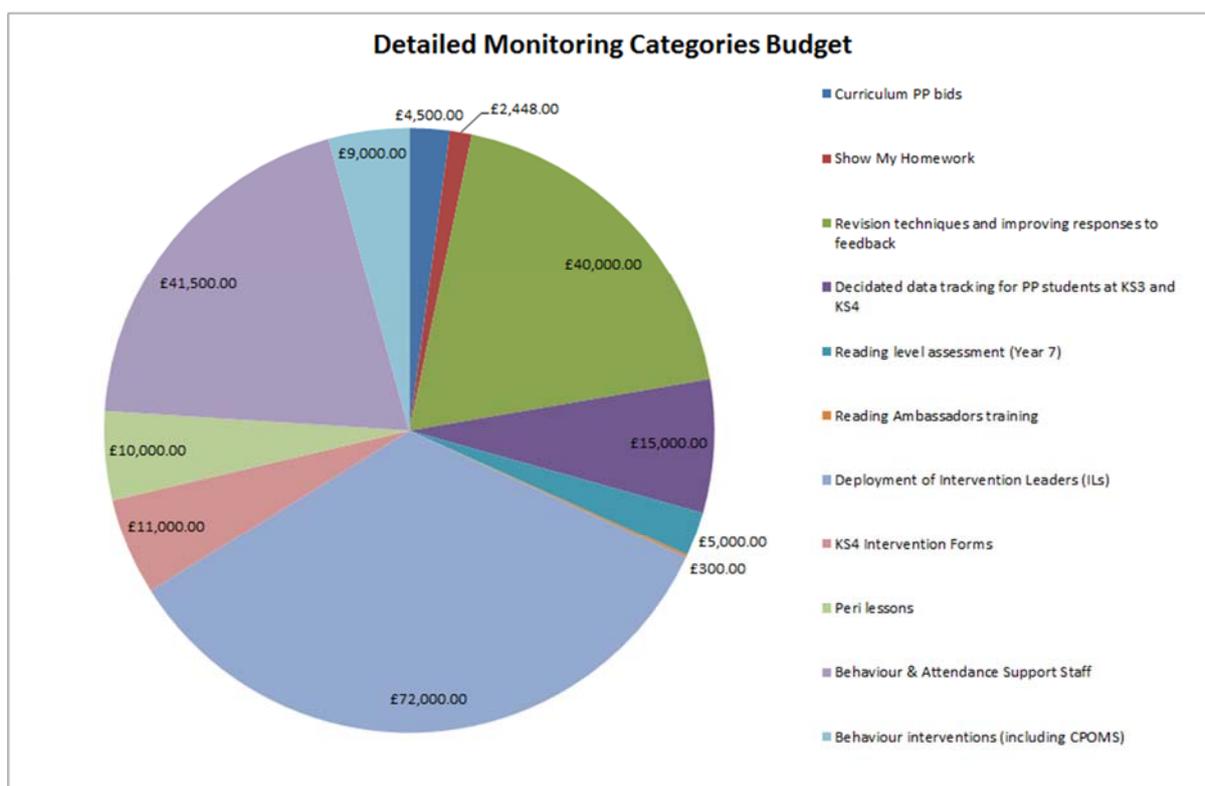


## PUPIL PREMIUM EXPENDITURE AND OUTCOMES 2016/17

Sale High School is committed to providing effective tracking and resources to ensure vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objective in utilising the Pupil Premium grant is to diminish the attainment and progress gap between PP and non PP students.

Summary Information	
Total PP Budget	£223,639
Total Number of Pupils	644*
Number of pupils eligible for PP	268*
Catch Up Premium (for students who did not achieve the expected standards in English or Maths at KS2)	£9,198

\*School data including leavers throughout academic year 2016/17



## EVALUATION

Outcomes 2016/17		
	Pupils eligible for PP funding	National average for ALL pupils
% 5EM	20.51%	Not yet published
% 4EM	48.75%	62.00%
Progress 8	-0.42	0.00
Attainment 8	39.27	Not yet published
Attendance	91.9%	94.7% (2016)

### Highlights

- In 2016, the P8 for High/Disadvantaged pupils was -0.81. This has increased to -0.22 in 2017.
- In science subjects, the disadvantaged/non-disadvantaged pupil gap has remained below 5% for the past two years (for 7+ / A\*-A grades).
- The following subjects have also had small (less than 10%) disadvantaged/non-disadvantaged pupil gaps for the past two years (for A\*-C threshold): Health & Social Care, IT, Additional Science, Biology.
- The A\*-C gap in PE reduced from -53% to -20%.
- The following intervention groups saw an increase in P8 from the score predicted in Autumn 2 to the final exam result:

Intervention group	Predicted	Exam	Additional info
Accelerate form	-0.428	-0.395	
English form	-0.685	-0.805	% achieving 5+ in English increased from 20% to 40%
Good to Great form	0.947	0.997	Average A8 grade increased from 6.53 to 6.58
Maths form	-0.480	-0.115	Maths P8 increased from -0.065 to 0.078
Aspire option drops	-1.135	-0.979	

### Challenges

1. **Teaching and Learning:** To ensure all PP and especially HLL PP make progress in line with non-pupil premium peers nationally;
2. **Curriculum:** To develop further the range of interventions to ensure PP students in all years to ensure they are in line in progress with their non PP peers
3. **Wider Outcomes:** To identify and create extra-curricular provision and track attendance especially for HLL PP
4. **Attendance:** to implement strategies addressing the gap between PP and Non PP students
5. **Behaviour:** To implement strategies to reduce the exclusion data for PP students

### Next steps

- We have already adjusted our key intervention groups to have a greater focus on Ebacc and several grade boundaries subjects that will help to improve Attainment 8 / Progress 8 (e.g. English, Maths and Science Form Groups). We have also retained targeted Year 11 form groups, which have consistently shown good evidence of impact.
- 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
- Introduce KS3 Match RAP approach to emulate the good practice of KS4

**Teaching and Learning:** To ensure all pupil premium and especially High Level Learner pupil premium make progress in line with non- pupil premium peers nationally; revision techniques are developed at **both key stages** and engagement and challenge further improves for targeted cohorts:

- Department bids focussed on targeted support through revision strategies, resources and enrichment in their department
- Show my Homework has improved homework quality and quantity and allowed parents to become more involved with their child's learning
- 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
- Accurate tracking of all PP students allow identification and swift intervention to take place
- KS3 Revision techniques built into schemes of learning and small groups taken by outside agencies to focus on these techniques

**Curriculum:** To develop further the range of interventions to ensure pupils in all years make in progress in line with each other:

- Year 6 Summer school to ensure ease of transition between year 6 and year 7 and ensure that the most vulnerable students in the cohort receive additional support
- Year 8 Easter School to increased progress in Ma/Eng/Sc to support underachieving students in year 8 in order to make more rapid progress before they start their GCSE courses.
- Holiday Revision sessions
- Targeted KS3 reading interventions including accelerated reader, reading club support and Year 7 and 8 reading scheme. All students whose attainment falls below the national expectations for reading and functional literacy (RA 9.6) are given additional support by Intervention Leaders.
- Reading Ambassadors y9 trained by SENCO/librarian to provide reading support to the under achieving students.

- Intervention teachers dedicated in Ma/English to support PP progress in all years through class support or small tutorials
- Year 11 academic mentoring of PP students by SLT when data suggests they are not making progress expected of their non PP peers.
- Structure maths timetable so that some years are taught together to allow setting and targeted intervention

**Wider Outcomes:** To identify and create extra-curricular provision and track attendance especially for High Level Learner PP:

- Use of focused intervention forms for Maths, English, Science, Humanities, Accelerate and good to great to academically and pastorally support all pupils and particularly HLL PP and those PP in danger of not making P8
- Creation of Period 6 study sessions for year 11 to support all pupils and particularly HLL PP and those PP at risk of not making P8
- Maintain our aspirational culture through assemblies, parental evenings, trips and visits with a focus on HLL PP attendance colleges, university, apprenticeship and careers fairs for KS3
- Enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap supporting those students who do not have breakfast to support revision, revision guides and students with music tuition
- Aspire to offer support before, break, lunch, after school
- Reward system to recognise achievements

**Attendance:** to implement strategies addressing the gap between PP and Non PP students:

- Continue the resourcing and staffing of key support areas including student services and attendance officer to ensure that disadvantaged students reach and exceed the national attendance levels along with their non PP peers.
- Attendance reward strategies to maintain good attitudes to learning at all times
- Join the LA Pilot developing the 'Mental Toughness' programme for PA Pupil premium students

**Behaviour:** To implement strategies to reduce the exclusion data for PP students:

- Continue to develop the Pivotal programme to enhance the management of behaviour for learning, promote consistent and positive relationships, refine rules to raise expectations and embed culture of inclusion.
- Introduce CPOM to monitor behaviour and intervene at the earliest opportunity
- 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