

Pupil premium strategy statement 2017-18

1. Summary information					
School	Sale High School				
Academic Year	2017-18	Total PP budget	£233,750	Date of most recent PP Review	Oct 17
Total number of pupils	627	Number of pupils eligible for PP	250	Date for next internal review of this strategy	Sep 18

2. Current attainment		
	Pupils eligible for PP	All Pupils
% Grade 5 English and Maths	20.51%	39.6%
% Grade 4 English and Maths	48.75%	63.5%
Progress 8 score average	-0.42	0
Attainment 8 score average	39.27	44.6

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
D.	Behaviour for learning to reduce sanctions including FTE (FTE 2016-17 11%)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance is lower for PP at 91.9% compared to for non-PP at 95.1%

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 and there is an increase in aspirations	HLL PP make progress in line with non PP peers nationally. Revision techniques are embedded throughout the year groups. Challenge and engagement is embedded throughout the school, seen in lessons. Greater % uptake in extra curricular activities.

		Learners become more independent and remove barriers of accessing good quality homework. NEET figures reduced
B.	High levels of progress in literacy for Year 7 PP intervention groups	PP Pupils in Year 7 make more progress by the end of the year than 'other' pupils in the intervention groups. 50% exceed progress targets and 100% to meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English assessments data in each term. RA meets expected progress within 12mths Quality of tutorials School expectations, social and learning skills reinforced during Summer School.
C.	Reduce the gap in Maths for Year 9	PP Pupils in Year 9 make more progress by the end of the year than 'other' pupils in the intervention groups. 50% exceed progress targets and 100% to meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using Maths assessments data in each term. Quality of tutorials
D.	Behaviour issues addressed at KS3	Fewer behaviour incidents (C3, IE, FTE) recorded for these pupils on the school system. FTE in line with national data Increase support for vulnerable students. Monitor House Points to ensure PP are in-line with non PP
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91% to 95% in line with 'other' pupils. Increase the number of students eligible for rewards with over 96% attendance

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 Mentoring of most vulnerable students	Greater proportions of students meeting termly expectations, improving P8 outcomes in Y11.	Department Data meetings, data collections, SISRA analysis	LR/ PP Lead	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 higher education courses (such as Sale Scholars) all of which have a direct impact on attainment, resources specific for courses (ingredients, tuning instruments etc)</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 ad outcomes (September exam review meeting)</p>	<p>MLL JMR</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>Improve communication with parents</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</p> <p>Registers taken for homework club and facilities available after school.</p>	<p>JMR (LCA/MLL)</p>	<p>Half Termly reports through QA cycle</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, learning performance)</p> <p>Revision techniques embedded in sol</p> <p>Improving response to feedback.</p> <p>Period 6 provision</p> <p>Year 10 and 11 specific revision forms</p>	<p>Feedback +8 months (Sutton Trust)</p>	<p>Quality Assurance Cycle and SLT Line management. Sharing good practice sessions.</p> <p>KS3 sol have revision lessons built in before assessments</p>	<p>MJM</p> <p>JMR</p> <p>LR</p>	<p>termly through data review cycle/QA</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>TIF</p>	<p>'Take It further' (TL strategy for challenge)</p>	<p>All will be challenged to improve engagement and aspirations</p> <p>Metacognitive strategies+8 months (Suttons Trust)</p>	<p>CPD, QA Process will review success of embedding the strategy</p>	<p>MJM</p>	<p>Termly QA</p>
<p>B</p> <p>Improved Year 7 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 sol</p> <p>Librarian</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</p> <p>English teacher visits to primary</p> <p>Reading scheme overseen by librarian</p>	<p>Head of English/ KS3 coordinator</p>	<p>Termly QA</p>

B Improved Year 7 literacy progress	Summer school (Transition)	Summer School: + 2 months (Suttons Trust) Students who attend summer school maintain/improve KS2 level in maths and English. Gap narrowed between PP and NPP students that attend summer school. School expectations, Social and learning skills reinforced	Data analysis KS2 and Yr 7 data capture	JS (OLA/MG)	Oct 17
Total budgeted cost					£23,070
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?
A HLL to make progress in line with non PP peers nationally and there is an increase in aspirations Year 11 support	Next step aspiration- connexions delivering further education advice and support in applications	Aspirations and appropriate college courses	Connexions offer independent advice on future careers and college applications. Report annually	JS	annually

<p>B Improved Year 7 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.</p>	<p>PP progress with RA is in line with peers as a result of the structured reading routines Components of language identified as an area of weakness from moderation and KS2 SATs and embedded in sol Deployment of ILs/LSAs: +4 months (Suttons Trust)</p>	<p>Reading level assessment at start of yr 7 to identify cohort Accelerated reading programme monitored through STAR tests Readers club during form/ Reading ambassadors/ Reading scheme/librarian</p>	<p>Eng MLL/SENCO</p>	<p>STAR tests three times annually RA reviews Termly data collections</p>
<p>C Reduce the gap in Maths for Year 9</p>	<p>Identification of small groups to be included in a new programme focussing on basic Maths skills/exam technique Deployment of Intervention leaders for tutorials</p>	<p>Deployment of ILs/LSAs: +4 months (Suttons Trust) Develop resilience</p>	<p>Monitor maths assessments to ensure PP Pupils in Year 9 make more progress by the end of the year than 'other' pupils in the intervention groups. 50% exceed progress targets and 100% to meet expected targets. Other pupils still make at least the expected progress. Baseline and end of session tutorial assessments will ensure progress</p>	<p>IW/NS</p>	<p>This will be evidenced using Maths assessments data in each term</p>
<p>D Behaviour issues addressed at KS3 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 coanitive elements of the</p>	<p>Record of behaviour incidents and strategies taken Pastoral team intervention with vulnerable students</p>	<p>KC/JS/HOH</p>	<p>Half termly behaviour data analysis</p>

<p>D Behaviour issues addressed at KS3</p> <p>Pivotal</p>	<p>Pivotal strategies including RJ practice to enhance behaviour for learning embedded</p>	<p>Evidence of positive impact in reducing FTE</p>	<p>Pivotal Training staff voice</p> <p>Record of behaviour incidents and strategies taken</p>	<p>KC/HOH</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>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>Support with a range of strategies removing barriers to personal learning and prevent FTE</p>	<p>KC/ZPG</p>	<p>Half termly QA</p>

<p>E 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 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 HOH</p> <p>Aspire facility</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>	<p>KC/ZSK</p>	<p>termly</p>
<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>	<p>KC/ZSK</p>	<p>termly</p>
<p>E Increased attendance rates for pupils eligible for PP.</p> <p>Resilience</p>	<p>Resilience programme</p> <p>Guest motivational speaker</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>	<p>KC/LR</p>	<p>Annually</p>
Total budgeted cost					<p>£220,530</p>

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 £57,448	
Improved quality of TL across a number of subjects	Revision techniques and response to feedback initiatives Show my Homework Dedicated PP tracking Holiday Revision sessions		2015	2016	2017	2017 outliers removed	<p>Show my Homework has improved homework quality and quantity and allowed parents to become more involved with their child's learning. It is also a platform for sharing revision resources.</p> <p>We are continually reviewing what we track but will continue and ensure accurate tracking of all PP students allow identification and swift intervention to take place</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</p> <p>A bigger focus will be on KS3. Revision techniques will continue to be built into schemes of learning and small groups taken by outside agencies to focus on these techniques providing a better foundation to GCSE</p>	
		All	-0.19	0.15	0.12	0.25		
		PP	-0.46	-0.15	-0.45	-0.20		
		<p>In science subjects, the disadvantaged/non-disadvantaged pupil gap has remained below 5% for the past two years (for 7+ / A*-A grades). In 2016, the P8 for High/Disadvantaged pupils was -0.81. This has increased to -0.22 in 2017.</p>						
ii. Targeted support								

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																		
Improved attainment and progress for Year 11 PP, that they are in-line with non PP peers nationally.	KS4 Intervention forms Deployment of IL leaders	<table border="1" data-bbox="689 217 1279 549"> <thead> <tr> <th>Group</th> <th>P8</th> <th>Add Information</th> </tr> </thead> <tbody> <tr> <td>Accelerate form</td> <td>-0.39</td> <td></td> </tr> <tr> <td>English form</td> <td>-0.8</td> <td>% 5+ increased from 20-40%</td> </tr> <tr> <td>Good to great</td> <td>0.99</td> <td>Average A8 increased to 6.58</td> </tr> <tr> <td>Option drop</td> <td>-0.9</td> <td>Low P8 due to not filling buckets</td> </tr> <tr> <td>Maths form</td> <td>-0.1</td> <td>Maths P8 increased from -0.06 to 0.078</td> </tr> </tbody> </table>	Group	P8	Add Information	Accelerate form	-0.39		English form	-0.8	% 5+ increased from 20-40%	Good to great	0.99	Average A8 increased to 6.58	Option drop	-0.9	Low P8 due to not filling buckets	Maths form	-0.1	Maths P8 increased from -0.06 to 0.078	<p>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. Continue to structure maths timetable so that some years are taught together to allow setting and targeted intervention</p> <p>Intervention teachers dedicated in Ma/English to support PP progress in all years through class support or small tutorials. This tended to focus on KS4 and SEN, more focus will be dedicated to KS3 PP.</p>	£83,000
Group	P8	Add Information																				
Accelerate form	-0.39																					
English form	-0.8	% 5+ increased from 20-40%																				
Good to great	0.99	Average A8 increased to 6.58																				
Option drop	-0.9	Low P8 due to not filling buckets																				
Maths form	-0.1	Maths P8 increased from -0.06 to 0.078																				
Improved attainment and progress for Year 11 PP, to ensure a range of intervention is developed to ensure all pupils make progress in line with each other	Curriculum bids including music lessons	<p>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.</p> <p>The A*-C gap in PE reduced from -53% to -20%.</p>	Department bids focussed on targeted support through revision strategies, resources and enrichment in their own departments. This will continue as supports hardship in the supply of revision guides, music lessons and enrichment equipment and activities. This will ensure all pupils have access to support and experiences.	£14,500																		
High levels of progress in literacy for Year 7 PP intervention groups	Year 7 accelerated reading Reading ambassadors	Reading intervention group improved by 0.1 grade.	<p>This will continue to raise literacy levels. 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. Intervention Leaders will also be involved in small tutorial work with specific KS3 groups on a rolling programme.</p> <p>Reading Ambassadors y9 trained by SENCO/librarian to provide reading support to the under achieving students. This will be re-launched with more consideration on pupil</p>	£5,300																		

<p>Reduction in behaviour events such as C3, FTE</p> <p>Strategies implemented to reduce the gap between PP and non-PP</p>	<p>Behaviour and attendance officer CPOMs</p>	<p>Attendance overall 94.5% 2017 Attendance PP 91.9%</p> <p>Reduction in the % pupils with more FTE 7.7% 2015-16 7.3% 2016-17.</p> <p>FTE 2016-17 PP was 13.2%</p>	<p>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.</p> <p>Attendance reward strategies will remain to maintain good attitudes to learning at all times and embed our learning culture.</p> <p>Although went well, the LA Pilot developing the 'Mental Toughness' programme for PA Pupil premium students, this will be replaced by resilience in exam programme and use lessons learned from the programme.</p> <p>Continue to develop and embed the principles of 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.</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>Continue to provide provision of Internal Exclusion by providing subject specific work and support, embed reflective practice to increase pupil control and confidence and improve and use restorative justice conversations to build and maintain good pupil-teacher relationships and reduce exclusions. More focus will be on KS3 boys. Extended IE will be introduced as another layer before FTE.</p>	<p>£50,500</p>
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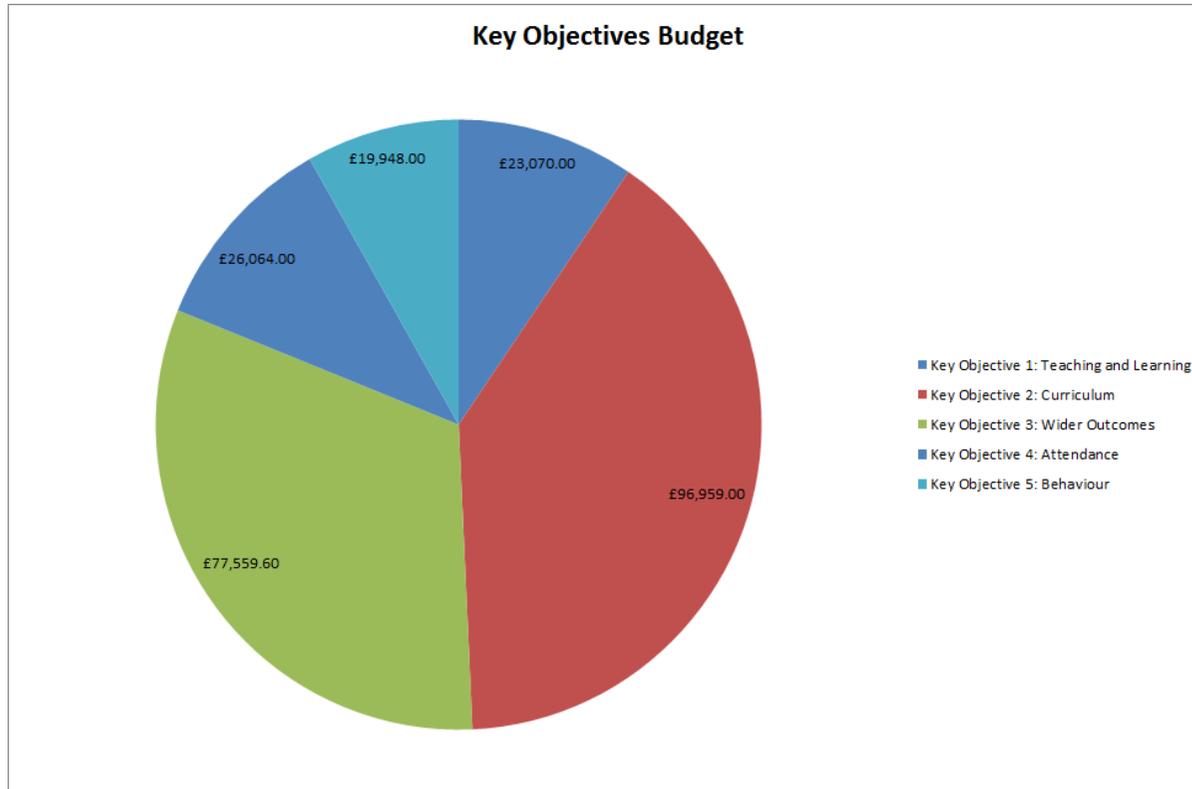
iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £500</p>
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Improved engagement and transition process	Summer school	<p>Student voice indicated that 100% enjoyed the experience and settled quicker in September.</p> <p>Parent voice Year 7: all parents agreed that the school responds to concerns raised and were happy at Sale High School.</p>	<p>The school will continue to offer Summer School as part of the transition process and act as a tool to offer enrichment experiences, ease transition so pupils settle quicker and offer catch up lessons in literacy and numeracy. It ensure that the most vulnerable students in the cohort receive additional support</p>	

7. Additional detail

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



Key Categories Budget

