

# Pupil premium strategy statement 2018-19

1. Summary information					
School	Sale High School				
Academic Year	2018-19	Total PP budget	£229,750	Date of most recent PP Review	Oct 18
Total number of pupils	786	Number of pupils eligible for PP	290	Date for next internal review of this strategy	Oct 19

2. Current attainment		
	Pupils eligible for PP	All Pupils at SHS (TBC)
% Grade 5 English and Maths	32.69%	39.83%
% Grade 4 English and Maths	55.8%	69%
Progress 8 score average	0.11	0.29
Attainment 8 score average	43.46	47.93

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <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 Year 9
D.	Behaviour for learning to reduce sanctions reducing PEX
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Overall absence shows a gap from 10.24% (FSM) to 5.49% (non- FSM)

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>Access to facilities around school to support revision (library-study room) is improved</p> <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 inmaster classes</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>Greater % PP gain higher grades</p>
<b>B.</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>50% exceed progress targets and 100% to meet expected targets. Other pupils still make at least the expected progress.</p> <p>This will be evidenced using Accelerated Reader assessments and English assessments data in each term.</p> <p>Quality of tutorials</p> <p>Whole school T and L strategies embedded including key words, 'say it like a..', knowledge organisers</p> <p>Smooth transition from feeder schools</p> <p>Self- esteem raised through reading ambassadors and reading club</p>
<b>C.</b>	Reduce the gap in Maths KS3	<p>PP Pupils in Year 9 make more progress by the end of the year than 'other' pupils in the intervention groups.</p> <p>50% exceed progress targets and 100% to meet expected targets. Other pupils still make at least the expected progress.</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</p> <p>Improvement in maths self- esteem, approach to lessons.</p> <p>Girls show a faster rate of progress</p>

<b>D.</b>	Behaviour issues addressed at KS3	Fewer behaviour incidents (behaviour points, C3, IE, and FTE) recorded for these pupils on the school system. FTE in line with national data Increase support for vulnerable students. House points PP are in-line with non PP Increase in the participation in house events, school ethos (Sale Scholars, Leadership Ladder) and community projects
<b>E.</b>	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 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?
<b>All (A-E)</b>  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><b>A</b> 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 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><b>A</b> 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.</p> <p>Assemblies delivered to explain 'My assessment year'</p>	<p>JMR (LCA/MLL)</p>	<p>Half Termly reports through QA cycle</p>

<p><b>A</b> 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, I Learning Performance) Revision techniques embedded in schemes of Learning Improving response to feedback. Period 6 provision PP Intervention during forms time Response to feedback</p>	<p>Feedback +8 months (Sutton Trust)</p>	<p>Quality Assurance Cycle and SLT Line management. Sharing good practice sessions.</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><b>A</b> 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 6<sup>th</sup> form Grammar school</p>	<p>All will be challenged to improve engagement and aspirations</p>	<p>Targeted group supported by 6<sup>th</sup> formers (includes advice, motivational aids, tutorials, revision strategies)</p> <p>Ex-students returning offering advice</p>	<p>AM/JW</p>	<p>termly</p>
<p><b>A</b> 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>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>B</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>B</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</p>	<p>SLT (literacy-JRE) MLL</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					£41,303
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>A</b></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><b>Next step aspiration-</b></p> <p>Connexions delivering further education advice and support in applications</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>B</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>Eng MLL</p> <p>SENCO</p> <p>JRe literacy</p>	<p>STAR tests three times annually</p> <p>RA reviews</p> <p>Termly data collections</p>

<p><b>C</b> 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>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>NS/ KS3-cordinator SENCO</p>	<p>This will be evidenced using Maths assessments data in each term</p>
<p><b>D</b> 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 cognitive elements of the learning' (EEF Toolkit)</p>	<p>Record of behaviour incidents and strategies taken  Pastoral team intervention with vulnerable students</p>	<p>AC/JS/HOY</p>	<p>Half termly behaviour data analysis</p>
<p><b>D</b> Behaviour issues addressed at KS3  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>Behaviour interventions +4 months  PP pupils are three times more likely to receive two or more fixed period exclusions across the year  '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 Monitor the reduction in escalation on behaviour ladder Monitor the reduction in FTE, behaviour points Review of IE practices and procedures. .</p>	<p>AC/ZPG</p>	<p>Half termly QA</p>

<p><b>D</b> 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><b>D</b> 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><b>E</b> 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</p> <p>Aspire facility</p> <p>Teens and toddler programme</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><b>Education Endowment Foundation:</b> <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><b>E</b> 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>	KC/ZSK	termly
<p><b>E</b> 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><b>Education Endowment Foundation:</b> <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
<b>Total budgeted cost</b>					£188,447

**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?
<b>Total budgeted cost</b>					

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><b>All (A-E)</b> All teachers can track progress of PP students against Yr7-11.</p> <p>Data tracking</p>	<p>SISRA/internal data files. Mentoring of most vulnerable students</p>	<p>PP group this year had a positive P8</p> <table border="1" data-bbox="689 140 1281 256"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.19</td> <td>+0.15</td> <td>+0.12</td> <td>+0.3</td> </tr> <tr> <td>PP</td> <td>-0.46</td> <td>-0.15</td> <td>-0.45</td> <td>+0.11</td> </tr> </tbody> </table> <p>P8 for maths high improved in 2018 results from -0.45 2017 ASP to 0.17 (KS4 performance tables 2018)</p> <p>P8 maths for disadvantaged students improved from -0.45 (ASP 2017) to -0.06 (KS4 performance tables 2018)</p> <p>Languages has a positive VA for disadvantaged of +0.886 (2018 results using SISRA estimates) a great improvement from -0.65 in 2017</p> <p>Humanities has a VA for disadvantaged at +0.061 (2018 results using SISRA estimates) a great improvement from -0.84 in 2017</p> <p>The gap for 4EM has reduced from 14% to 13.2% and for 5EM it has reduced from 21% to 6.31%.</p> <table border="1" data-bbox="689 970 1200 1206"> <thead> <tr> <th></th> <th>All</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>4EM</td> <td>69%</td> <td>55.8%</td> </tr> <tr> <td>5EM</td> <td>39.8%</td> <td>32.69%</td> </tr> </tbody> </table>		2015	2016	2017	2018	All	-0.19	+0.15	+0.12	+0.3	PP	-0.46	-0.15	-0.45	+0.11		All	Disadvantaged	4EM	69%	55.8%	5EM	39.8%	32.69%	<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>The approach will be continued. It allows easy identification of students and performance to be monitored at a whole school, department and class level. More focus will be given to KS3 in terms of tracking performance this year.</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</p>	<p>£14263. 60</p>
	2015	2016	2017	2018																								
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<p><b>A</b> HLL to make progress in line with non PP peers nationally and there is an increase in aspirations Department bids</p>	<p>Department Pupil Premium bid pays for: revision guides, packs, rewards, incentives, resources for technology, staffing for PP visits to higher education courses such as those for Sale Scholars, resources specific for courses (ingredients, tuning instruments etc.)</p>	<table border="1" data-bbox="689 65 1283 181"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.19</td> <td>0.15</td> <td>0.12</td> <td>0.3</td> </tr> <tr> <td>PP</td> <td>-0.46</td> <td>-0.15</td> <td>-0.45</td> <td>+0.11</td> </tr> </tbody> </table>		2015	2016	2017	2018	All	-0.19	0.15	0.12	0.3	PP	-0.46	-0.15	-0.45	+0.11	<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>£5,670</p>
	2015	2016	2017	2018															
All	-0.19	0.15	0.12	0.3															
PP	-0.46	-0.15	-0.45	+0.11															

<p><b>A</b> 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 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>Show my Homework has improved homework quality and quantity and allowed parents to become more involved with their child's learning.</p> <p>SMHW user activity report for 2017-18 rates student, staff and parent engagement as 'High' for all three</p> <p>It is also a platform for sharing revision resources</p>	<p>More monitoring will be around quality of homework 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.</p>	<p>£3,220</p>
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<p><b>A</b> 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) Revision techniques embedded in Schemes of Learning, improving responses to feedback Period 6 provision Intervention forms</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>This was enhanced by using the Accelerate revision programme where strategies were taught for independent revision</p>	<p>This year period 6 will be registered to further improve attendance and value of the sessions and non-attendance will be followed up sooner.</p> <p>Study room, was introduced at the end of last year and suited independent learners who could use their PLCs more effectively. This will be introduced earlier this year.</p>	<p>£2,000</p>
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<p><b>A</b> 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 (T and L strategy for challenge)</p>	<p>TIF is now seen regularly in lessons and some exercise books. It continues to be embedded by departments. Student voice states that all students understand what a 'TIF' activity involves.</p>	<p>Continue with the initiative and monitor through department QA procedures of learning walks and book scrutiny.</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. Provision was significantly increased in 2017-18 with 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. 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. Sale Scholars programme launches with Y7 autumn 1 2018 (JMR is currently identifying the cohort to be targeted, leaflet has been designed, internal masterclass programme is partially constructed). A programme of internal HLL registration masterclasses is planned for Y11s.</p>	<p>£3,550</p>
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<p><b>B</b> Improved Year 7 Literacy progress</p> <p>Accelerated Reader</p>	<p>CPD on using Accelerated Reader effectively and developing questioning. KS3 reading scheme Development of KS3 schemes of learning Librarian</p>	<p>Display of 'Say it like' posters evident in most (not all) classrooms, staff were issued with a batch of 'Well said'</p>	<p>Continue with a focus on oracy and vocabulary</p>	<p>£12,600</p>
<p><b>B</b> Improved Year 7 Literacy progress</p>	<p>Summer school (Transition)</p>	<p>Students that attended Summer School enjoyed a range of settling in activities including creative writing, robotics, visits off site. All stated that they had made new friends, felt more comfortable recognising the site and teachers. Parent voice Year 7: all parents agreed that the school responds to concerns raised and were happy at Sale High School.</p>	<p>This has not continued this year due to building work upgrades preventing the use of the building. The year 7 transition package and work with feeder schools will continue to be a focus for the school and will be constantly reviewed.</p>	<p>£0 (self funded)</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>A</b></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 aspirations</p> <p>Connexions delivering further education advice and support in applications</p>	<table border="1"> <thead> <tr> <th></th> <th>2016 leavers</th> <th>2017 leavers</th> </tr> </thead> <tbody> <tr> <td>% FSM in college, job etc.</td> <td>97.3</td> <td>94.74</td> </tr> <tr> <td>% All in college, job etc.</td> <td>99.05</td> <td>96.91</td> </tr> <tr> <td>NEET</td> <td>0.95</td> <td>3.09</td> </tr> </tbody> </table>		2016 leavers	2017 leavers	% FSM in college, job etc.	97.3	94.74	% All in college, job etc.	99.05	96.91	NEET	0.95	3.09	<p>A gap does exist but we believe this would be much larger if this service was removed. PP are seen as a priority when arranging interviews and chasing destinations. NEET figures often depend on the cohort and explanations can be given for individual students.</p>	<p>£18,000</p>
	2016 leavers	2017 leavers														
% FSM in college, job etc.	97.3	94.74														
% All in college, job etc.	99.05	96.91														
NEET	0.95	3.09														
<p><b>B</b></p> <p>Improved Year 7 Literacy progress</p>	<p>Deployment of intervention for tutorials</p> <p>Readers club</p> <p>Reading lessons</p> <p>Additional support from teaching staff or IL for pupils under 100.</p>	<p>The students involved in literacy tutorials</p> <p>Subject Meeting or exceeding target</p> <p>English 77%</p> <p>Reading club improved at a greater rate, improving their standardised score.</p> <p>Literacy catch up tutorials improved 0.15 grade greater than those not involved in the programme.</p> <p>Intervention tutorials run by teaching staff- all student made progress. 57% now exceeding targets</p>	<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.</p> <p>All students whose attainment falls below the national expectations for reading and functional literacy (RA 9.6) are given additional support by intervention leaders.</p> <p>Intervention leaders and English staff under allocation will also be involved in small tutorial work with specific KS3 groups on a rolling programme.</p> <p>Reading ambassadors y9 continue to be trained by SENCO/librarian to provide reading support to the under achieving students.</p>	<p>£13,680</p>												

<p><b>C</b> Reduce the gap in maths for year 9</p>	<p>Identification of small groups to be included in a new programme focussing on basic math skills/exam techniques Deployment of intervention leaders for tutorials</p>	<p>Student voice stated that confidence and self-esteem was increased in maths and the ability to problem solve. General maths skills improved from baseline. 83% made good progress</p> <p>Year 7 and 11 tutorials were also included</p>	<p>This tutorial style will continue and start earlier in the year.</p> <p>A greater amount of time may needed for students to see more impact on whole school maths results.</p> <p>Boys dominated the sessions so review mix of students, aim for all girl tutorials.</p>	<p>£17,480</p>
<p><b>D</b> Behaviour issues addressed at KS3</p> <p>CPOMs</p>	<p>Introduce CPOMs to monitor behaviour and intervene at the earliest opportunity.</p>	<p>All teachers and staff have access to CPOMs and is used to monitor behaviour and safeguarding concerns within the school. Paper copies are rarely used.</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>£5,000</p>
<p><b>D</b> Behaviour issues addressed at KS3</p> <p>Pivotal</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 of restorative justice conversation</p>	<p>PP exclusions made up 53.3% of all FTE's and 25% of PEX last academic year. PEX PP was 1 student compared to 4 non PP.</p>	<p>Coaching of staff to embed behaviour management practice and improve relationships in the classroom.</p> <p>Continue to embed reflective practice and embed the principles of Pivotal, 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>£3,550</p>

<p><b>D</b> Behaviour issues addressed at KS3</p> <p>IE</p>	<p>Enhance the provision, providing subject specific work and support, embed reflective practice</p>	<p>High proportion of PP students accessed IE. Student voice states that they found this a supportive measure and a time for reflection. It is a place where restorative justice can take place and a layer of the behaviour system,</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>There will be an increased use of the 'step out' procedure to prevent fixed term exclusions and add a further layer to the pastoral system</p>	<p>£10,000</p>
<p><b>E</b> Increased attendance rates for pupils eligible for PP</p>	<p>Resourcing key areas of support (student services, attendance officer) to ensure disadvantaged students reach and exceed national attendance levels along with non PP peers HOH Aspire facility</p>	<p>The support offered by these services (student services, attendance officer, HOH and Aspire), is accessed by a high number of disadvantaged students.</p> <p>Overall absence 2017-18 shows a gap from 10.29% (FSM) to 5.56% (non- FSM) but is above FSM NA which is 92.2%.</p>	<p>The attendance was impacted this year by adverse weather conditions and bus strikes.</p> <p>Mental health, safeguarding and bus strikes all impacted on absence this year.</p> <p>Continue the resourcing and staffing of key support areas including student services, Aspire and attendance officer to ensure that disadvantaged students reach and exceed the national attendance levels along with their non-PP peers.</p> <p>The layout of the pastoral base will improve communication and encourage students to attend lessons but still be supported.</p>	<p>£104,960</p>
<p><b>E</b> Increased attendance rates for pupils eligible for PP</p> <p>Rewards</p>	<p>Reward systems embedded and monitored every half term through assemblies, parents and form time</p>	<p>As above</p>	<p>Attendance reward strategies will remain to maintain good attitudes to learning at all times and embed our learning culture.</p> <p>This will be enhanced, by embracing the House system and competition element. Rewards will be more visible to students to encourage aspirations.</p>	<p>£5,748</p>

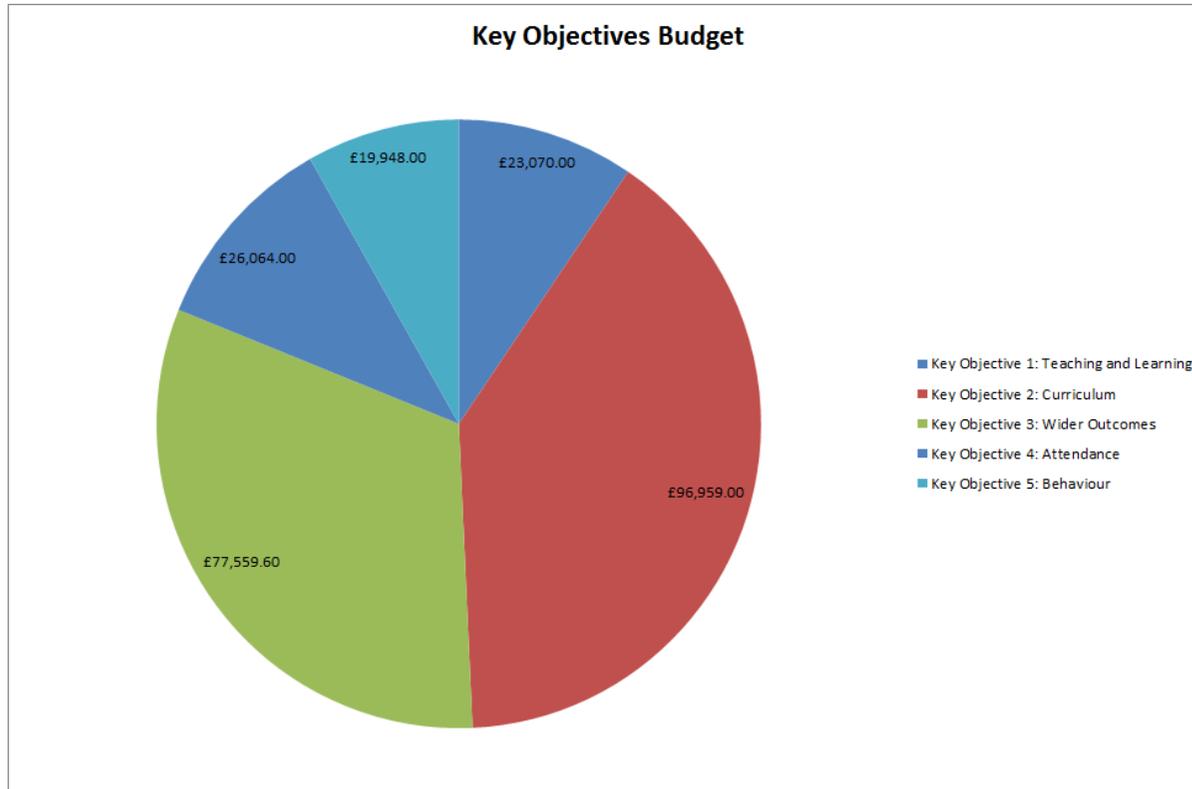
<p><b>E</b></p> <p>Increased attendance rates for pupils eligible for PP</p> <p>Resilience</p>	<p>Resilience programme</p> <p>Guest motivational speaker</p>	<p>Speaker invited in March after PPE exams for Year 11.</p> <p>Student voice agreed that the speech was inspirational</p> <p>It had an impact on progress more than attendance</p>	<p>Messages on resilience will continue through a mixture of assemblies and external guest speakers for more impact.</p> <p>Explore the possibility of using ex-students and sixth form mentors to act as mentors or deliver key messages.</p> <p>Engagement with Teens and Toddler programme will now continue in house.</p>	<p>£200</p>
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**iii. Other approaches**

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></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

