



Sale High School

PUPIL PREMIUM STRATEGY

2017-18

Diminishing the Gap for Disadvantaged Students

'If we can respond to the massive challenge to use the Pupil Premium funding to close the gaps, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others' (Sir John Dunford National Pupil Premium Champion)

Sale High School Pupil Premium Plan

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Proposed spend of Pupil Premium and Catch-up Premium 2016-2017

The Pupil Premium (PP) provides funds for pupils:

- Who have been in receipt of free school meal (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past six months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD

Sale High School is committed to providing effective resources and ensuring 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. National trends indicate a gap of 27% in attainment A*-C including Maths and English. 2016 unvalidated data for Sale High School puts the gap at 6%. (Trend: 2014 36%. 2015 16% 2016 6%)

This document details the proposed spend of the Pupil Premium 2017/2018 based on the evaluation of impact 2016/2017, to maintain the narrowing gap trend at Sale High.

A proportion of the Pupil Premium is committed to maintaining provision for disadvantaged students that is currently in place.

Pupil Premium 2017-2018 (approx.) £233

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)

The Five Key Objectives:

1. **Teaching and Learning:** To ensure all PP and especially High Level Learner (HLL) PP make progress in line with non- pupil premium peers nationally; revision techniques are developed at both key stages. This year will see a bigger emphasis at KS3 and engagement and challenge further improves for targeted cohorts
2. **Curriculum:** To develop further the range of interventions to ensure PP students in all years make 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 and support vulnerable students.

Key Objective 1 Teaching and Learning: To ensure all Pupil Premium (PP) and especially High Level Learner (HLL) PP 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

£23,070

The objective will be met by the following actions:

1. Continue with 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 all of which have a direct impact on attainment, resources specific for courses (ingredients, tuning instruments etc)
2. Maintain 'Show my Homework' programme
3. Further develop revision techniques and improving response to feedback for PP students especially at KS3. Provision of period 6 sessions for all year 11 students
4. Maintain dedicated data tracking to ensure accurate and effective intervention for all PP across KS3 and KS4

Rationale for actions:

The chosen actions focus on strategies known to particular support disadvantaged students:

- Feedback +8 months
- Metacognitive strategies+8 months
- Homework +5 months
- Collaborative learning +5months
- Mastery learning and revision strategies +5 months

Sutton Trust ' the choices that schools make in allocating money will be vital so that the funding can help raise pupils' attainment and aspirations'

To support underachieving students in year 11 in danger of not achieving P8 and to support students struggling to meet increasing demands of linear and Non CA subjects.

Provide skills to become independent learners

Key Objective 2: Curriculum: To develop further the range of interventions to ensure PP students in all years make progress in line with their non PP peers

£84,780

The objectives will be met by the following actions:

1. Continue 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
2. Continue to ensure that students in year 7 and 8 with a reading age below 9.6 (functional literacy) are supported with additional reading interventions including accelerated reader, reading club support and Year 7 and 8 reading scheme.
3. Underperformance in numeracy tackled through small tutorials
4. Continue the deployment of intervention teachers in Ma/English to support PP progress in all years (LR)
5. Use of intervention forms and teachers in year 11 for Ma/English/Science/Higher Grades (Good to Great), organisational skills, revision strategies. To support all pupils and particularly HLL PP and those PP in danger of not making P8
6. Revision sessions during non- teaching hours

Rationale for actions:

The chosen actions focus on strategies known to particular support disadvantaged students:

- Summer School: + 2 months
- Reading Comprehension Strategies +5 months
- Peer tutoring/peer assisted learning +6 months,
- Parental involvement +3 months
- Deployment of ILs/LSAs: +4 months
- One to one tutoring +5 months

'Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free school meals' TES. David Linsell 2012

Research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment additional months progress. (*Making the best use of Teaching Assistant guidance report Education Endowment Foundation 2015*)

<p>Key Objective 3 Wider Outcomes: To provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom</p>
<p>£77,560</p>
<p>The Objectives will be met by the following actions:</p> <ol style="list-style-type: none"> 1. Maintain an academic subsidy – engagement subsidy to 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 2. Embed an aspirational culture – Trips and visits to colleges, university, apprenticeship and careers fairs for KS3. HLL team meetings to track and intervene with KS3 PP HLL 3. Next step aspiration- connexions delivering further education advice and support in applications 4. Year 11 academic mentoring of PP students by school staff when data suggests they are not making progress expected of their non PP peers. <p><u>5.4.</u></p>
<p>Rationale</p> <ul style="list-style-type: none"> • Parental involvement +3 months • Deployment of ILs/LSAs: +4 months • One to one tutoring +5 months <p>National College Research cites effective embedded reward policies as being contributory factor to improving attainment and engagement.</p>
<p>Key Objective 4 Attendance: To further develop strategies addressing the attendance gap between PP and non PP students</p>
<p>£26,064</p>
<p>The objectives will be met by the following actions:</p> <ol style="list-style-type: none"> 1. 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. 2. Attendance reward strategies and ladder of sanctions with a specific focus for PP students. Year 11 prom pass to help raise attendance and maintain good attitudes to learning at this often stressful time 3. Resilience/motivational speaker
<p>Rationale:</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>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><i>Education Endowment Foundation: ‘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>Key Objective 5: Behaviour to implement strategies to reduce exclusions for PP students</p>
<p>£19,948</p>

The objectives will be met by the following actions:

1. Further fund to develop the Pivotal programme to enhance the management of behaviour for learning
2. Further fund CPOM to monitor behaviour and intervene at the earliest opportunity
3. Provide pastoral support strategies
4. Access to alternative provision
5. 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

Rationale:

- 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)

'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)

Proposed total spend of: (£231,422)

Allocation: (£233,000)