

# Pupil premium strategy statement 2020-21

1. Summary information					
School	Sale High School				
Academic Year	2020-21	Total PP budget	£258,510	Date of most recent PP Review	Oct 20
Total number of pupils	924	Number of pupils eligible for PP	334	Date for next internal review of this strategy	Oct 21

2. Current attainment 2019 (no published results for 2020)		
	Pupils eligible for PP	All Pupils at SHS
% Grade 5 English and Maths	22.7%	36.44%
% Grade 4 English and Maths	52.3%	70.34%
Progress 8 score average	-0.45	-0.11
Attainment 8 score average	40.64	47.45

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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
F.	Lost learning time due to COVID

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Overall absence shows a PP gap
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### 4. Desired outcomes *(desired outcomes and how they will be measured)*

	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.

		<p>Revision, revision guides, PLCs and grade descriptors support and prepare students for the assessment cycle and thus support learning overall.</p> <p>Increase in period 6 attendance and attendance at revision sessions. The expectation is to match school attendance for the day</p> <p>Challenge and engagement is embedded throughout the school, seen in lessons</p> <p>Students and teachers to focus on how to improve statements rather than a grade, particularly at KS3</p> <p>Greater % uptake in extra curricular activities including the Leadership Ladder,STEM activities etc</p> <p>Activities organised for Sale Scholars and in master classes (some maybe delivered virtually this year) are accessed by top 20 in the year group</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>Remote learning offer improved</p> <p>Aspirations for HE and University increase (virtually)</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>Parental engagement with virtual offers of contact to improve attendance and reduce barriers</p>
<p><b>B.</b></p>	<p>High levels of progress in literacy for PP intervention groups</p>	<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 (this will also be a focus in the CUP for other year groups)</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 club (IL/aspire ran and support)</p> <p>Aspire lunch club/literacy games offered</p> <p>Teach first trainee employed</p>

<b>C.</b>	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. 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>Teach first trainee employed</p> <p>Improvement in maths self-esteem, approach to lessons/resilience.</p> <p>Rewards aimed with girl focus making effort and progress</p> <p>Girls show a faster rate of progress</p>
<b>D.</b>	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 (2018/19 figures)</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> <p>Princess Trust projects</p>
<b>E.</b>	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. This may be affected by COVID impact</p> <p>Increase the number of students eligible for rewards with over 96% attendance</p>
<b>F.</b>	Lost learning time due to COVID (catch up programme)	<p>Ensure results are in line with the previous 3 year trend.</p> <p>Implement a plan to catch up lost learning time</p> <p>Access the national tutoring programme</p> <p>Improve and offer virtual catch up lessons to all students</p> <p>Ensure all students have the necessary resources</p> <p>Amend curriculum plans and orders of work to facilitate learning missed</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?
<b>All (A-E)</b>  All teachers can track progress of PP students against expectations Y7-11.  <b>Data Tracking</b>	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><b>Department Bids</b></p>	<p>Department Pupil Premium bids to develop teaching and learning pedagogy to ensure quality first teaching provision and the distance learning package E.g. revision guides, packs, rewards, incentives, resources for technology, staffing for PP virtual 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><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 <b>homework</b> 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/distance learning availability</p> <p>Communication via SMHW regarding submission</p> <p>Improve communication with parents through 'Parent Information Event'</p> <p>Explore virtual parent events/evenings to enhance engagement</p> <p>A member of staff to ring check in with distance learning PP students</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/distance/blended learning is accessed and set.</p> <p>Staff monitor submission and is a tool to communicate with parents</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)- virtually</p> <p>Registers taken for homework club/library/aspire and facilities available</p>	<p>JMR/KCH /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><b><u>Revision techniques</u></b></p>	<p>Revision techniques (Elevate) Revision techniques continue 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</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 to support revision at home and support their child's learning (virtual)</p> <p>Student voice on Elevate sessions</p>	<p>KC 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><b>Mentoring Programme</b></p>	<p>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>Form tutor report for under achievers</p>	<p>JW KC/IW</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><b>TIF/Metacognition</b></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 embedded</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><b>Accelerated Reading</b></p>	<p>CPD on using Accelerated Reader effectively and developing questioning. KS3 Reading scheme. Development of KS3 scheme of learning Use of librarian Involvement in LA Transition project</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 class</p> <p>English KS2 explored</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><b>Whole school TL strategies</b> ('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>					£72,895
<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><b>Year 11 support</b></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/class support</p> <p>Readers club (IL based)</p> <p>Reading lessons</p> <p>Aspire</p> <p>Additional support from teaching staff or IL for pupils under 100 in the form of tutorials.</p> <p>Year 7 CAT identification of those that would have been endanger of performing under 100.</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 S.O.L</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 scheme/librarian</p> <p>Monitor impact of English departments data</p>	<p>VD, SENCO JRe</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>Deployment of Intervention leaders for tutorials/class support</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>Teacher Venn diagrams</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</p> <p>CPOMs Educare</p>	<p>CPOM to monitor behaviour and intervene at the earliest opportunity</p> <p>Educare</p> <p>Key students identified and monitored</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>Safeguard training of all staff</p>	<p>AC/JS/HOY</p>	<p>Half termly behaviour data analysis</p>
<p><b>D</b> 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>C3 procedures</p>	<p>AC/ZPG</p>	<p>Half termly QA</p>

<p><b>D</b> Behaviour issues addressed at KS3</p> <p>Heads of Year</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 Forms moved to year groups</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 C3, IE, PEX data</p>	<p>AHT AC MLL/HOY</p>	<p>Half termly QA</p>
<p><b>D</b> Culture of celebrating success through rewards and whole school events</p>	<p>Accountability of form tutors reviewed</p> <p>Competitions/charity events</p> <p>JLT/ key ambassadors</p> <p>Reward assemblies</p>	<p>Aspirations Leadership skills</p>	<p>Monitor house points, behaviour points, attendance, events/rewards, competitions, form tutor QA</p>	<p>AC/JD</p>	<p>Half termly</p>

<p><b>E</b> 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>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/extended form, 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><b>E</b> Increased attendance rates for pupils eligible for PP.</p> <p>Resilience</p>	<p>Resilience programme</p> <p>Elevate</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>					£183,999

**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				
<b>Previous Academic Year 2019-20</b>				
<b>i. Quality of teaching for all</b>				
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></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 2018 year had a positive P8, the gap widened in 2019 and was set to reduce again in 2020 becoming better than NA.</p> <p>Due to no results being published figures quoted are from 2019</p> <table border="1" data-bbox="689 288 1303 403"> <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="689 935 1200 1197"> <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 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>The CUP plan will also address/target lost learning impact made up through the delivery/adjustment to the curriculum and small tutorials offered for students with low CAT scores.</p>	<p>£17,824</p>
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<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>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>	<table border="1" data-bbox="689 65 1303 256"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.15</td> <td>0.12</td> <td>0.3</td> <td>-0.1</td> </tr> <tr> <td>PP</td> <td>-0.15</td> <td>-0.45</td> <td>+0.11</td> <td>-0.5</td> </tr> <tr> <td>PP gap</td> <td>0.3</td> <td>0.57</td> <td>0.2</td> <td>0.4</td> </tr> </tbody> </table> <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 2019-20 continued 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. It was the main platform to support distance learning during lockdown. This was used to share work, resources including spoken power points. It also allowed the school to monitor submission rates and target students/parents who had not completed/submitted work and address these issues.</p> <p>Later</p> <p>Since the introduction of SMHW there is less 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 cancelled and efforts were put into supporting distance learning.</p>		2016	2017	2018	2019	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>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>Distance learning has allowed us to explore SMHW facilities including activating submission to alert parents, this will now continue to be used to monitor homework this academic year and use the classwork feature to set work for students isolating.</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.</p> <p>We were able to perform all out parents evenings last year but the revision events for KS3 was cancelled. Parent events will largely be remotely this year. We will need to monitor closely who accesses the information and conduct more parental surveys. Restrictions preventing parents attending events such as parents evenings may increase contact through phone calls or/and virtual meetings.</p>	<p>£3043</p>
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PP	-0.15	-0.45	+0.11	-0.5																				
PP gap	0.3	0.57	0.2	0.4																				

<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>Revision techniques</p>	<p>Revision techniques (Elevate)</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>This was enhanced by using the Elevate 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.</p> <p>Period 6 will also be used to catch up lost curriculum time for 2020-21</p> <p>Revision strategies need to be followed up in form and at a departmental level.</p>	<p>£30400</p>
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<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>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 2019-20 the HLL team included ES to lead on Y10 with SB continuing with KS3 and CH continuing with Y11.</p> <p>Metacognition continued to be embedded 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 were unable to take place during the Summer term. The intention is to continue these offers virtually</p> <p>Continue to monitor Sale Scholars programme. A programme of internal HLL registration masterclasses is planned for Y11s with a new team in place</p> <p>Metacognition needs further time to embed and form a more consistent approach</p> <p>Learning hubs will not continue but disadvantaged remains a key priority for the school and all departments</p> <p>Extension of TIF linked to leadership project</p>	<p>£1500</p>
<p><b>B</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>		<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.</p> <p>There is a greater need to continue with this and students will be identified and monitored.</p> <p>This will need to be reviewed due to curriculum loss</p>	<p>£13028</p>

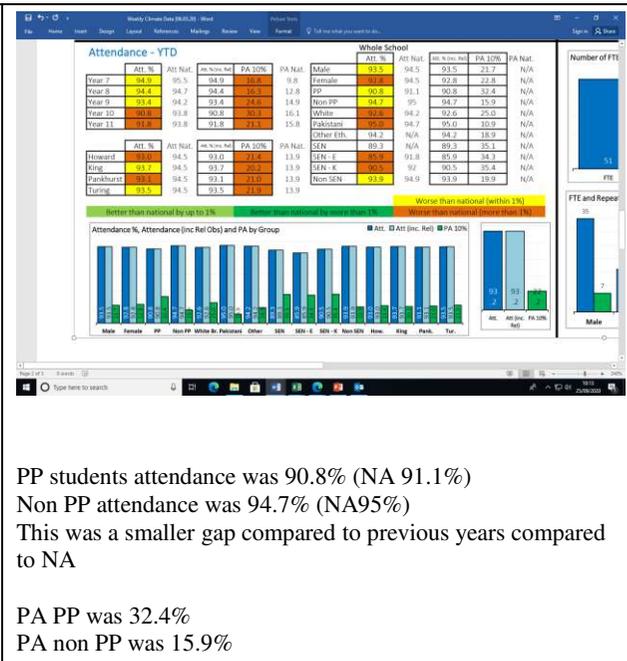
<b>B</b> Improved literacy progress	Deployment of Intervention leaders for tutorials Readers club Reading lessons Additional support from teaching staff or IL for pupils under 100 in the form of tutorials.	<table border="1"> <thead> <tr> <th data-bbox="685 65 846 172">Intervention Group</th> <th data-bbox="846 65 958 172">Year Group</th> <th data-bbox="958 65 1200 172">Avg Grade* Change (Int Group) 2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="685 172 846 244">Reader's Club</td> <td data-bbox="846 172 958 244">9</td> <td data-bbox="958 172 1200 244">0.14</td> </tr> <tr> <td data-bbox="685 244 846 316">Y7 CUP English</td> <td data-bbox="846 244 958 316">7</td> <td data-bbox="958 244 1200 316">0.06</td> </tr> <tr> <td data-bbox="685 316 846 387">Y8 CUP English</td> <td data-bbox="846 316 958 387">8</td> <td data-bbox="958 316 1200 387">0.35</td> </tr> </tbody> </table>	Intervention Group	Year Group	Avg Grade* Change (Int Group) 2019	Reader's Club	9	0.14	Y7 CUP English	7	0.06	Y8 CUP English	8	0.35	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. Due to there being no SATs CATs will be used instead for the identification	£72495.5
Intervention Group	Year Group	Avg Grade* Change (Int Group) 2019														
Reader's Club	9	0.14														
Y7 CUP English	7	0.06														
Y8 CUP English	8	0.35														
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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>The number of Sale High students choosing training/apprenticeship had been increasing over the last four years (2018 - 10.35%, 2017 - 8.25%, 2016 - 3.81%, 2015 - 2.17%) but has slipped slightly in 2019 at 6.72%. Only 2013, 2017 and 2018 have been higher over last 10 years.</p> <p>In 2019 97.62% of school leavers who were FSM students were in education, employment and training (above Trafford average of 96.89%) – which is only 1.54% below the whole cohort level of 99.16%.</p> <p>We have made significant progress against Gatsby benchmarks over the last 2 years. As of July 2020: BM1 100%, BM2 60%, BM3 72%, BM4 75%, BM5 50%, BM6 75%, BM7 90%, BM8 100% (some of these BM%s in 2019-20 would have been higher but were affected by Covid closure.)</p>	<p>In order to further develop our careers provision in the year 2020/21 and ensure our progress towards the Gatsby benchmarks our Careers lead has:</p> <ul style="list-style-type: none"> <li>Continued to work with enterprise co-ordinator and enterprise advisor to review and improve careers planning and provision and work towards the Gatsby benchmarks</li> <li>Worked with Trafford Housing Trust School Partnership to develop resources for use in schools towards Gatsby Benchmarks</li> <li>Joined the Greater Manchester Community of Practice</li> <li>Signed up to GM Higher (to improve HE links) and ASK (to improve apprenticeship provision)</li> </ul>	<p>18400</p>
<p><b>C</b></p> <p>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</p> <p>Deployment of Intervention leaders for tutorials</p>	<p>In 2019-20 tutorials did not have enough time to make an impact to be measured. In 2018-19 Year 9 maths tutorials improved projections by 0.82 of a grade</p> <p>Year 8 9 maths tutorials improved projections by 0.8 of a grade</p> <p>Year 9 have an average attainment of 4.63 which is in line with NA (NA 4.65)</p>	<p>Maths CUP will continue through the CUP programme and small tutorials. Small tutorials will be facilitated by aspire for other year groups.</p> <p>Students identified for the catch up programme (catch up funding)</p>	<p>£6529.5</p>
<p><b>D</b></p> <p>Behaviour issues addressed at KS3</p> <p>CPOMs</p>	<p>Introduce CPOM to monitor behaviour and intervene at the earliest opportunity</p>	<p>2019-20 PP FTE further reduced to 11.04% 15.4% below NA is 23%</p> <p>2019-20 PP PEX increased to 2.21% from 1.75%, NA is 0.49%</p> <p>PP with 1 or more FTE further reduced to 6.31% from 8.77%, below NA of 10.1%.</p> <p>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>FTE work well but applied within the tiered sanction system</p>	<p>£3148</p>

<p><b>D</b> 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>2019-20 PP FTE further reduced to 11.04% 15.4% below NA is 23% 2019-20 PP PEX increased to 2.21% from 1.75%, NA is 0.49% PP with 1 or more FTE further reduced to 6.31% from 8.77%, below NA of 10.1%. Autumn 2020 figures already show an improvement</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 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>C3 sanctions enhanced/ BP trigger for report</p>	<p>£15000</p>																																				
<p><b>D</b> Behaviour issues addressed at KS3</p> <p>Introduction of Heads of Year (pastoral system revisited)</p> <p>Aspire</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 2019-20</p> <table border="1" data-bbox="683 646 1296 821"> <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>3569</td> <td>2345</td> <td>65.70%</td> <td>1224</td> <td>34.30%</td> </tr> <tr> <td>9</td> <td>7268</td> <td>3169</td> <td>43.60%</td> <td>4099</td> <td>56.40%</td> </tr> <tr> <td>10</td> <td>7098</td> <td>3209</td> <td>45.21%</td> <td>3889</td> <td>54.79%</td> </tr> <tr> <td>11</td> <td>4340</td> <td>1365</td> <td>31.45%</td> <td>2975</td> <td>68.55%</td> </tr> <tr> <td>ALL YEAR GROUPS</td> <td>28216</td> <td>10327</td> <td>36.60%</td> <td>17889</td> <td>63.40%</td> </tr> </tbody> </table>	CURRENT YEAR GROUP	ALL PUPILS	PP	PP %	NON-PP	NON-PP %	8	3569	2345	65.70%	1224	34.30%	9	7268	3169	43.60%	4099	56.40%	10	7098	3209	45.21%	3889	54.79%	11	4340	1365	31.45%	2975	68.55%	ALL YEAR GROUPS	28216	10327	36.60%	17889	63.40%	<p>Continuation of SIMs incorporated the behaviour and reward system. It has allowed the monitoring of different groups and easier identification of pupils.</p> <p>PP students have less behaviour points compared to non PP apart from year 7. This will be monitored as this year group moves to year 8.</p>	<p>100000</p>
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<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>Achievement points 2019-20</p> <table border="1" data-bbox="683 1082 1296 1305"> <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>53818</td> <td>23521</td> <td>43.70%</td> <td>30297</td> <td>56.30%</td> </tr> <tr> <td>9</td> <td>50076</td> <td>16690</td> <td>33.33%</td> <td>33386</td> <td>66.67%</td> </tr> <tr> <td>10</td> <td>46104</td> <td>16851</td> <td>36.55%</td> <td>29253</td> <td>63.45%</td> </tr> <tr> <td>11</td> <td>19588</td> <td>5091</td> <td>25.99%</td> <td>14497</td> <td>74.01%</td> </tr> <tr> <td>ALL YEAR GROUPS</td> <td>184451</td> <td>62333</td> <td>33.79%</td> <td>122118</td> <td>66.21%</td> </tr> </tbody> </table>	CURRENT YEAR GROUP	ALL PUPILS	PP	PP %	NON-PP	NON-PP %	8	53818	23521	43.70%	30297	56.30%	9	50076	16690	33.33%	33386	66.67%	10	46104	16851	36.55%	29253	63.45%	11	19588	5091	25.99%	14497	74.01%	ALL YEAR GROUPS	184451	62333	33.79%	122118	66.21%	<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>A new TL holder will be responsible for the delivery of rewards and has an emphasis on 'kindness' They will be asked to monitor PP difference and promote this with staff, particularly with KS4.</p> <p>The movement to the year group forms makes it more challenging for the house system to run.</p>	<p>£2833</p>
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**E**  
Increased attendance rates for pupils eligible for PP.  
  
Support

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.  
  
Involvement with HOY, Aspire facility Teens and toddler programme



PP students attendance was 90.8% (NA 91.1%)  
Non PP attendance was 94.7% (NA95%)  
This was a smaller gap compared to previous years compared to NA  
  
PA PP was 32.4%  
PA non PP was 15.9%

There is a small gap with PP and attendance overall, especially when compared to NA. The gap widens when comparing PA of our students. This is addressed in the school action plan and will continue to be monitored closely. The EWO will target PP students.

£30000

**E**  
Increased attendance rates for pupils eligible for PP.  
  
Rewards

Reward system embedded and monitored every half term through assemblies, parent contact and form time

**Achievement Points 2019-20**

CURRENT YEAR GROUP	ALL PUPILS	PP	PP %	NON-PP	NON-PP %
8	53818	23521	43.70%	30297	56.30%
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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.

£1000

## 7. Additional detail

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



