

## PUPIL PREMIUM

| Review of Expenditure 2016/17 and Strategy 2017/18   |  |   |  |              |
|--|--|---|--|--------------|
| Desired Outcome  | Chosen Approach  | Estimated Impact: Did you meet the success criteria?<br>Include impact on students not eligible for PP, if appropriate  | Lessons Learned (and whether continuing with approach)   | Cost         |
| <b>Quality Teaching for All</b>  |  |   |  |              |
| Colleagues are aware of the very best practice, developing metacognition skills for Pupil Premium cohort and academic peer coaching. | Use of NPQSL cohort to lead on elements of Education Endowment Foundation (EEF) proven strategies to raise attainment of cohort. | Success criteria met. NPQSL candidate leading on metacognition. INSET provided to all staff.<br><br>Academic Peer coaching in place for English and Mathematics only. System not yet embedded.                              | INSET will continue through 2017/18 and challenge is to ensure that these approaches are consistently adopted by subject teachers.<br><br>Adopted with current Year 11 students. Led by NPQSL candidate. More successful in English than Mathematics. To be continued into Year 11 and work to be completed to ensure Mathematics Curriculum Area is fully engaged with initiative – offer the approach with very small targeted cohort. | £4K          |
| Development of meta-cognition, focusing on the most able Pupil Premium students.   | Whole school training and follow through across all Curriculum Areas.  | Training delivered in June and September 2017.<br><br>Curriculum Areas provided with time to develop approach September 2017.<br><br>11 Year 7 and Year 8 most able students enrolled in Brilliant Club Scholars Programme. | INSET will continue through 2017/2018 and challenge is to ensure that these approaches are consistently adopted by subject teachers.<br><br>Students visited Manchester and Liverpool Universities and produced a research project. Achieved 5 x 1st, 1 x 2:1, 1 x 2:2, 4 x 3rd<br><br>Decision to continue will depend upon Y7 cohort profile.  | £3K          |
| Use of data tracking in all departments to support Pupil   | Responsibility devolved to Subject   | Pupil Premium data regularly discussed in Pastoral  | The adoption of SISRA will allow Pupil Premium progress to be better tracked.  | £2K<br>SISRA |

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| Premium students.  | Leaders.  | Meetings.<br><br>Discussed with SLT at subject reviews and during line management.   | Approach will be continued until it becomes an integral part of discussions with Subject Leaders, line managers and Subject Area staff. |                |
| Teachers clearly knowing their Pupil Premium students.<br><br>The adoption of simple, low-cost teaching strategies to promote engagement (questioning / written feedback)                              | Responsibility devolved to Subject Leaders and classroom teachers.  | All colleagues more aware of the cohort as evidenced in lesson observations and learning walk seating plans, etc.<br><br>Work is still required to maintain this awareness.  | Approach will continue and Subject Leaders encouraged to challenge their colleagues knowledge of how the cohort are progressing.        |                |
| <b>Targeted Support</b>  |   |  |   |                |
| Pupil Premium students have knowledge and understanding of higher education, different career paths and post-16 pathways.<br><br>Year 11 Pupil Premium students have a career path for September 2017. | Careers programme from Years 7-11, additional Pupil Premium workshops, provision from Careers North / Mark Blagborough tailored to students' needs, university trips and guest speakers.<br><br>Close monitoring of Careers | Year 11 Pupil Premium students visited appropriate providers and were able to apply with confidence for post 16 courses.<br><br>Of the 20 Pupil Premium students in last year's Year 11, 10 are continuing at FHS, two are enrolled on Apprenticeship Schemes and we are awaiting destinations information for the remainder.<br><br>Careers North completed | Mark Blagborough to be employed as Pupil Premium Coach with specific brief to mentor and guide students though Year 10 and 11.          | £9K<br><br>£1K |

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|   | North's engagement with Pupil Premium in Year 11.  | additional interviews with targeted students.<br><br>Extended work placement offered to two of the most disaffected students – one student successfully developed work place skills (Year 11). One student refused to attend (Year 10).<br><br>Weekly College placement for one Year 10 student very successful and continuing into Year 11. | Extended work placements to be judged on individual basis.<br><br>Weekly College placement to continue for Year 11 student.  |      |
| To ensure we have an understanding of the individual needs of each Pupil Premium student. | 1:1 interviews with RSI/AWL.<br><br>Individualised review for each year group led by the CfLL.<br><br>Critical path identified for each student.<br><br>Activity supported by surveys and targeted workshops focusing on motivation. | Individual needs of each student were identified by CfLL and Deputy Headteacher and shared with staff. Documents are of a high quality and recognise individual barriers to learning.<br><br>Whilst the documents identify the needs, work needs to be done to provide the 1:1 mentoring of students.  | This will continue to be adopted by Pupil Premium Coach who has been appointed for one day per week to work with the students in Year 10 and 11 who have been identified as most at risk of underperformance.<br><br>Appointment of Pupil Premium Coach to support most vulnerable cohort. | £10K |
| To increase Pupil Premium students' well-being, motivation and positivity.                | Increase lunchtime sport options to increase sense of belonging and engagement for boys.   | Initiative was not implemented.  | Further exploration of cost and appropriate staffing to be explored.   |      |

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|   | Counselling through Brighter Horizons.  | Ongoing – 11 students received valuable social and emotional support from fortnightly counselling through Brighter Horizons.            | Initiative will be continued.   | £2K         |
|   | Pupil Premium educational visits.   | Pupil Premium students received funding for educational visits.   | Initiative will be continued.   | £2K         |
| Successes of the PP cohort recognised and celebrated. | Headteacher to lead on celebrating the success of the cohort (for example, through letters to parents).   | Headteacher wrote to seven students who achieved positive progress scores from predicted grades. Each student received a COSTA voucher. | Early indications are that these students all achieved well; however, awaiting Progress 8 data to clarify. The involvement of the Headteacher to recognise success and improvement will be increased this year. | £100        |
| <b>Other Approaches</b>                               |   |   |   |             |
| Recognise best practice in similar schools.           | KBL to visit alternative successful providers.  | Success criteria met.   | The visit to Ripley St Thomas provided valuable insight into how an outstanding provider led Pupil Premium.   | £500        |
| Increase in parental engagement.                      | Text package purchased to enable a range of messages to be targeted towards parents (to celebrate success, inform about homework, forthcoming examinations, parents meetings, etc). | Success criteria met. Staff use the system and feedback from parents and students is positive.  | System will be refined to include more regular requests to staff to complete texts home.<br><br>Texts will be used more regularly to inform parents of forthcoming events.                                      | £1K         |
| Increase in parental engagement.                      | Review approach to Parent Consultation Evenings – take a personal approach with Pupil Premium parents (for  | Success criteria met for Year 7.  | Pupil Premium parents were called and had appointments made in advance of system opening for all parents. 96% Year 7 Pupil Premium parents attended Parents' Evening.   |             |

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|   | example, call parents, send prearranged meeting).   |   | 96% of parents of Pupil Premium students in Year 7 attended Parents' Evening. Highly effective and to be rolled out to all years.  |      |
| Routine review of the progress of Year 10 and 11 Pupil Premium students against target grades, focusing on students underachieving in three or more subjects. | Department interventions for Year 11 after school or in-class strategies and approaches; for example, targeted questioning of Pupil Premium students. | Success criteria met.   | This has become embedded and as such is routine rather than an initiative and will continue moving forward.  |      |
| Routine review of the progress of Year 10 and 11 Pupil Premium students against target grades, focusing on students underachieving in three or more subjects. | Sixth Form mentoring programme – most able students are mentored in an academic capacity in English, Mathematics and/or Science.                      | Success criteria met.   | Students need more specific Mathematics and English intervention in order to close the attainment gap - this will be built in to 2017/18 strategy.                         |      |
| Students have a place to study after school and at lunchtime because some do not have a positive or quiet learning environment at home.                       | Implement a study support session three times a week.<br><br>Implement lunchtime silent study room Monday – Thursday.                                 | Study support was implemented but not focussed purely on Pupil Premium students.<br><br>Lunchtime silent study was not implemented. | Continue to offer a working space after school for Pupil Premium students with access to internet and printer. Implement approach through paying member of staff to cover. |      |
| Focus on raising reading ages in school, specifically with Year 7 Pupil Premium students.   | KRA to lead on intervention for cohort through Pupil Premium paired reading programme.  | Paired reading was sporadic due to unforeseeable circumstances.   | Improving basic skills a key element of funding for 2017/18 – implement IXL English and Mathematics.   |      |

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| Shared vision throughout the school to drive and sustain improvement for the Pupil Premium cohort. | Increased focus on reviewing data for Pupil Premium cohort and ensuring timely, appropriate interventions are in place.                    | Success criteria met.   | Initiative to continue.  |      |
| Shared vision throughout the school to drive and sustain improvement for the Pupil Premium cohort. | 2016/17 Teacher Appraisal has targeted Pupil Premium objectives for each CfLL Years 7 – 11, SENCo, Deputy Headteacher and Well-being Team. | Success criteria met.   | Initiative to continue.  |      |
| Shared vision throughout the school to drive and sustain improvement for the Pupil Premium cohort. | 2016/17 funded additional member of Well-being Team.   | Through the year became apparent attendance needed to be focus - member of Well-being Team moved to single focus on attendance. | Initiative to continue to improve persistent absenteeism (impact of two outliers).<br><br>Overall, attendance for cohort improved by 0.7% from 93.9% in 2015/16 to 94.6% in 2016/17; likely to be well above national averages. PA remains a priority for improvement at 13.2% in 2016/17. | £24K |
| Shared vision throughout the school to drive and sustain improvement for the Pupil Premium cohort. | Literacy and Numeracy intervention   | Small cohort of students receive five lessons of targeted intervention per fortnight delivered by SENCO and TAs.                | During 2016/17 Year 7 reading ages improved by an average of 2 years 2 months, Year 8 by 3 years 3 months and Year 9 by 2 years 9 months.  | £20K |
| Shared vision throughout the school to drive and sustain improvement for the Pupil Premium cohort. | Summer School initiative to focus on settling into new school, meet peers and key staff.   | Known Pupil Premium students targeted to attend week long Summer School. LAC students also targeted.                            | Successful for students who attended (70% of cohort identified by Primary Schools on transition).  | £2K  |
| Address underperformance of cohort in Mathematics.   | Additional Mathematics teacher.  | Allow intervention for Pupil Premium Mathematics  | 75% of cohort attained grade 9-4 in 2017 (compared with 87% for non-PP). Awaiting  | £30K |

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|  |   | students.  | Progress 8 data to fully evaluate; however, decision taken to continue with approach.  |      |
| Students receive Music tuition.  | Students have the same opportunities of developing musical and cultural experiences as their peers. | Improves engagement of disadvantaged students.   | Learning an instrument can be very powerful in developing cultural capital. This will be opened to all disadvantaged students next year studying Music GCSE. | £4K  |
| PP students are fully equipped and receive support where required with additional lunch and breakfast.             | Provide uniform and equipment (revision guides etc).  | EEF suggests limited impact but vital for inclusion and wellbeing. Students feel part of the school and reduce anxieties about difference. | Initiative to continue.  | £3K  |
| PP students complete Duke of Edinburgh Bronze and are supported to attend the Geography Outward Bound residential. | Students experience outdoor learning.   | EEF recognize benefit of Outdoor Adventure Learning.   | Initiative to continue.  | £1K  |