

Heaton Manor School Pupil Premium Strategy and Self-Evaluation 2018/2019

1. Summary information – Numbers of students correct October 2018 – will be updated half termly					
School	HEATON MANOR SCHOOL				
Academic Year	2018 - 2019	Total PP budget	£496280	Date of most recent PP Review	October 2018
Total number of pupils	1460	Number of pupils eligible for PP	525	Date for next internal review of this strategy	September 2019
Year Group	Number of students in the Year Group	Number of PP Students (% of cohort)		Number of non PP students (% of cohort)	
7	301 146 G (49%) 155 B (51%)	96 (32%) 51 G (53%) 45 B (47%)	205 (68%) 95 G (46%) 110 B (54%)		
8	291 123 G (42%) 168 B (58%)	123 (42%) 47 G (38%) 76 B (62%)	168 (58%) 76 G (45%) 92 B (55%)		
9	305 151 G (49%) 154 B (51%)	107 (35%) 60 G (56%) 47 B (44%)	198 (65%) 91 G (46%) 107 B (54%)		
10	291 138 G (47%) 153 B (53%)	102 (35%) 48 G (47%) 54 B (53%)	189 (65%) 90 G (48%) 99 B (52%)		
11	272 116 G (43%) 153 B (57%)	97 (36%) 42 G (43%) 55 B (57%)	175 (64%) 74 G (42%) 101 B (58%)		
Total	1460 674 G (46%) 786 B (54%)	525 (36%) 248 G (47%) 277 B (53%)	935 (64%) 426 G (46%) 509 B (54%)		

2. Current attainment			
	All Pupils	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.189	-0.726	0.056 (0.11)

Attainment 8 score average	47.51	35.57	52.9 (49.8)
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)			
A.	PP progress is not as fast compared to non-PP across many curriculum areas in all Year groups 7 - 11.		
B.	25 – 30% of PP students arrived in Year 7 with lower Reading Age, Literacy and Numeracy skills.		
C.	Lack of focus with study and revision for PP students compared to non-PP students.		
D.	Lack of access to equipment and resources for many PP students.		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)			
E.	Poor attendance for PP students compared to non-PP students in all year groups. Particular focus on the current Year 11.		
F.	Behaviour for learning is lower amongst PP students in all year groups. Exclusion and Isolation rates are higher amongst PP students in all year groups.		
G.	Limited aspiration for some PP students in all year groups.		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria	
A.	All students make good progress across all subjects. Measured using internal tracking data and flightpaths for students in Years 7 – 10 against EOY and EOKS targets. Measured using external GCSE performance data for Year 11 students.	Improving P8 and A8 scores for Year 11 PP students to become less negative.	
B.	Increased Literacy and Numeracy levels and Reading ages of all targeted PP students. Measured using internal tracking data (in English and Maths) for Literacy and Numeracy skills. Measured using Accelerated Reader Reading ages for students in Years 7 – 9.	Improving Reading ages for PP students in Years 7 – 9. Narrow the current gap between reading ages of PP and non-PP students. Improved Numeracy scores for students in Year 7.	
C.	All Year 10 and Year 11 PP students are well equipped for lessons, revision and examinations. Measured using questionnaire and survey of Year 10 and 11 students prior to and the end of the examinations.	All Year 10 and Year 11 PP students issued with revision guides, equipment, and resources for examination preparation.	
D.	All PP students are able to complete work using equipment or resources that they do not have access to at home. Measured using questionnaire and survey of identified students before and after intervention.	PP students can utilise school resources such as computers, printers, school library before school, at lunchtime and after school.	
E.	PP students have raised levels of attendance. Measured using ongoing attendance data for all Year groups. PP students vs non-PP students vs National data.	PP students' attendance is in line with non-PP students for all Year groups 7 – 11 and for whole school.	
F.	PP students have reduced PEX, FTE, Internal Exclusion and Isolation rates.	PP PEX, FTE, Internal Exclusion and Isolation rates in line with non-PP students for all Year groups 7 – 11 and for whole school.	

	Measured using ongoing behaviour data for all Year groups. PP students vs non-PP students (and, where appropriate vs National data).	
G.	PP students are well prepared for the next stage of their education, training or employment. PP Students are guided towards aspirational and appropriate pathways at the end of Year 11 and Year 13. Measured using DfE and internal destination data for Year 11 and Year 13.	No NEET students. Higher proportions of PP students progress to an aspirational range of higher and further education establishments, apprenticeships, employment or training.

5. Planned expenditure					
Academic year		2018 - 2019			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All class teachers to be very aware of PP student through highlighting on SIMS. Staff teaching files and tracking info to require PP students to be highlighted. PP students prioritised in all appropriate department and whole school intervention.	To raise the achievement of PP students. Generic strategies for all students in Years 7 – 11.	Ofsted 2013: “Where schools spent the Pupil Premium funding successfully to improve achievement, they ... ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress “	All teaching files contain information regarding PP students to ensure that planning and teaching to support Disadvantaged/PP students is in place. Disadvantaged/PP student planning is evidenced during Learning Snapshots and Lesson Observations. Faculty Action plans detail the tailored support for PP students in each Faculty/department.	STH RSF	December 2018 during Faculty Monitoring and Evaluation review.
Total budgeted cost	£22056 * May be slightly higher/lower subject to finalised staffing costs.				
Undertake a whole school Pupil Premium Review to incorporate learning snapshots, lessons observations, book scrutinies, analysis of schemes of work and Pupil Premium Student Voice. Taking place Monday 3 rd December – Friday 14 th December.	To raise the achievement of PP students.	To further identify the needs of the different Pupil Premium students across each year group. To monitor and evaluate the effectiveness of key elements of the current Pupil Premium strategy.	Assistant Headteacher (Director of Student Progress) will lead the overall process. Deputy Headteacher (Performance and Standards), Assistant Headteacher (Director of Teaching and Learning) and Assistant Headteacher (Director of Student Progress) will then lead different elements of the review.	STH RSF NSH	December 2018.

Total budgeted cost	No anticipated cost for this element of the strategy.				
Moved towards mixed ability teaching in Years 7, 8 & 9. In Year 7, mixed ability groupings in all subjects except Maths & Science (which are blocked together). In Years 8 & 9, mixed ability grouping in Technology, Performing Arts, Accelerated Reading and Citizenship.	To raise the achievement of PP students in KS3.	EEF: On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils. There are exceptions to this pattern, with some research studies demonstrating benefits for all learners across the attainment range.	Assistant Headteacher (Director of Teaching and Learning) assigned mixed ability teaching groups for Years 7 & 8. Assistant Headteacher (Director of KS3) assigned mixed ability teaching groups for Year 7.	RSF	January 2019 as part of the resetting process.
Total budgeted cost	No anticipated cost for this element of the strategy.				
Effective Questioning CPD. 'Pose, Pause, Pounce, Bounce'. Teachers to specifically target PP students.	Effective Questioning	PP students tend to be less active in group discussion or less able to verbally articulate. LO (Oracy lead) is identifying the 'Vocabulary gap' of HMS PP students vs HMS non-PP students as part of a whole school Oracy strategy.	Planning for the questioning of PP students is evidenced during Learning Snapshots and Lesson Observations as part of the Pupil Premium review. Faculty Action plans detail the tailored support for PP students in each Faculty/department.	STH RSF NSH	December 2018
Total budgeted cost	No anticipated cost for this element of the strategy.				

<p>Focus on teaching marking, written feedback to students and student responses to the feedback. Teachers specifically focus upon the books and work of PP students.</p>	<p>Effective written feedback</p>	<p>EEF: Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, tend to have a positive impact. Feedback has effects across all age groups.</p>	<p>Faculty book reviews and scrutinies as part of whole school monitoring and evaluation schedule. Pupil Premium book reviews and scrutinies as part of the whole school Pupil Premium review.</p>	<p>STH RSF NSH</p>	<p>December 2018</p>
<p>Total budgeted cost</p>	<p>No anticipated cost for this element of the strategy.</p>				
<p>Overall Total budgeted cost for this area of the strategy.</p>	<p>£22056 * May be slightly higher/lower subject to finalised staffing costs.</p>				

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue with 1:1 Literacy intervention for identified PP students. Continue to develop and embed the whole school Literacy strategy. Embed Literacy sessions in both lessons and Tutor time. Increase the frequency and consistency to marking for literacy across the school.	To continue to raise the Literacy levels of PP students.	25 – 30% PP students arrive in Year 7 with lower Literacy levels. There are currently 96 students in Year 7 who are Pupil Premium students which equates to 32% of the year group. Of these 96 PP students, 31 of them (32.3%) have KS2 reading scores of below 100. Ongoing lower Literacy/Reading levels could remain a barrier to answering GCSE questions in Year 11.	LO to lead the 'Literacy across the curriculum' strategy. Faculty and whole school book reviews as part of ongoing monitoring and evaluation. Literacy coordinator has provided whole-staff briefings & CPD on strategies for across the curriculum, with more planned in the CPD calendar throughout the year. Literacy representatives from each department continue to model best practice and share resources with departments outside of English. CA to oversee the deployment of the English HLTA to support targeted PP students with 1:1 Literacy intervention.	RSF CA LO	November 2018
Total budgeted cost	£13500 * May be slightly higher/lower subject to finalised staffing costs.				

Continue with 1:1 Numeracy intervention for identified PP students.	To continue to raise the Numeracy levels of PP students.	Many PP students arrive in Year 7 with lower numeracy levels. There are currently 96 students in Year 7 who are Pupil Premium students which equates to 32% of the year group. Of these 96 PP students, 24 of them (25%) have KS2 Maths scores of below 100. For these students this could remain a barrier to progress throughout KS3 – KS4.	CA to oversee the deployment of the Maths HLTA to support targeted PP students with 1:1 Numeracy intervention.	CA	January 2019
Total budgeted cost	£13500 * May be slightly higher/lower subject to finalised staffing costs.				
Continue with 1:1 and group work with identified PP EAL students. Continue to develop and embed EAL teaching strategies.	To support PP students with EAL.	PP EAL students have low levels of English comprehension. This remains a barrier to answering GCSE questions in Year 11.	Appoint an EAL Co-ordinator. Oversee individual and 'whole class' support in place for EAL students.	CA JS	January 2019
Total budgeted cost	£3000 * May be slightly higher/lower subject to finalised staffing costs.				

<p>Continue to develop the role of the Heads of Year, Year Managers and other key staff in relation to PP students through creating a cohort, tracking, and intervention.</p> <p>Completion of questionnaire for all PP students in each year group in order to further identify any barriers to learning and establish how these might be overcome.</p> <p>Ensure that all Year 11 PP students are part of the Assertive Mentoring initiative.</p> <p>Heads of Year and Year Managers work closely with departments to ensure PP students selected for intervention sessions have high rates of attendance</p> <p>Timely identification of all Year group cohorts for intervention and support, based upon intake data and start of year data.</p> <p>Extra Year Manager capacity in Year 8, which has the highest proportion of PP students.</p> <p>Extra Year Manager capacity in Year 9 one day per week.</p>	<p>To improve focused support for PP students.</p> <p>Raise the profile of individual PP students, including their strengths and weaknesses, barriers to learning and needs.</p>	<p>To ensure that all PP students in Years 7 – 11 have extra support in place where it is required and Heads of Year monitor that support.</p> <p>Ofsted 2013: “Where schools targeted the funding well, they ... considered a range of barriers to pupils’ learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school”</p>	<p>Heads of Year appointed July 2018.</p> <p>Directors of Key Stages and Director of Student Progress oversee the work of the Heads of Year in relation to this.</p>	<p>CWA DJM NSH</p>	<p>January 2019</p>
<p>Total budgeted cost</p>	<p>£81677 * May be slightly higher/lower subject to finalised staffing costs.</p>				

<p>Close monitoring of attendance and punctuality of PP students, particularly those at risk of being persistent absentees by Heads of Year.</p> <p>'Risk list' of PP students in place for all year groups.</p> <p>'Traffic light' intervention strategy in place to include early intervention from the EWO for those causing concern with a particular focus upon Year 11.</p> <p>Effective and timely communication of concerns to parents.</p> <p>Students arriving persistently very late (e.g. break time) to be issued with truancy comment as well as late comment.</p> <p>Heads of Year, Year Managers, and Attendance Officer work with the EWO to ensure good attendance for PP students.</p>	<p>Improve attendance and punctuality for PP students.</p>	<p>Internal attendance data shows that attendance rates are lower for PP than non-PP students for all Years groups 7 – 11. Clear correlation between high levels of attendance and high levels of attainment.</p>	<p>Heads of Year appointed July 2018. Directors of Key Stages and Director of Student Support oversee the work of the Heads of Year in relation to this.</p>	<p>RAK CWA DJM</p>	<p>January 2019</p>
<p>Total budgeted cost</p>	<p>£26870 * May be slightly higher/lower subject to finalised staffing costs.</p>				

<p>Actions to raise achievement of Year 11 PP students include:</p> <p>Assertive Mentoring Programme. English, Maths and Science Peer Mentoring programme. English Literature Super Learning Day. Compulsory Period 7 study and revision programme. 6 week Saturday morning English & Maths school. Revision packs to include revision guides. How to support your child Parent/Carer information evening. February Half term revision sessions. Easter School revision sessions. May half term revision sessions. Examination support programme throughout the duration of the examination period. Appoint an Associate Head of Year 11 to support and oversee the Year 11 intervention programme. Developing independence in learners at KS4 and KS5 CPD in place.</p>	<p>To raise the achievement of Year 11 PP students. Specific intervention strategies to support PP students in Year 11.</p>	<p>Analysis of GCSE results 2017 – 2018 show that PP students’ progress improved from 2016 – 2017. Therefore, the programme will be repeated.</p> <p>Ofsted 2013: “Where schools had successfully begun to narrow the gaps in achievement... reflected on ways in which they could better support older pupils to study independently outside of the school day”</p> <p>Mentoring EEF: ‘Some studies have found positive impacts for pupils from disadvantaged backgrounds’.</p> <p>Peer Mentoring EEF: ‘Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress’.</p>	<p>Director of Student Progress has written a detailed Year 11 intervention plan. The progress of key interventions will be tracked through weekly Senior Leadership Team meetings.</p>	<p>NSH</p>	<p>November 2018</p>
<p>Total budgeted cost</p>	<p>£58706 * May be slightly higher/lower subject to finalised staffing costs.</p>				

<p>Targeted compulsory Period 7 revision sessions for all PP students prior to the Year 10 summer mocks</p> <p>Revision packs for all PP students prior to the summer mocks.</p> <p>Purchase revision guides for PP students.</p> <p>Developing independence in learners at KS4 and KS5 CPD in place.</p>	<p>To raise the achievement of Year 10 PP students.</p> <p>Specific intervention strategies to support PP students in Year 10</p>	<p>Analysis of Year 10 Summer mock results 2017 – 2018 show that PP students’ progress improved from 2016 – 2017. Therefore, the programme will be repeated.</p> <p>EEF: As above regarding independent Learning.</p>	<p>Director of Student Progress will write a detailed Year 10 intervention plan to start Easter 2019. The progress of key interventions will be tracked through weekly Senior Leadership Team meetings from Easter 2019.</p>	NSH	July 2019
Total budgeted cost	£2000				
<p>Roll out the Accelerated Reading programme into Year 9 in addition to Year 7 & 8.</p> <p>Analysis of reading progress of PP students can be analysed after first star reading window and every star reading test thereafter.</p> <p>Non-teaching staff to support and listen to the reading of weaker readers, starting with PP students.</p> <p>NB – This year Accelerated Reader is being paid for from the Year 7 Literacy and Numeracy catch-up funding.</p> <p>Proportion of extra books paid for by PP funding.</p>	<p>To continue to raise the Reading levels of PP students</p>	<p>There are currently 96 students in Year 7 who are Pupil Premium students which equates to 32% of the year group.</p> <p>Of these 96 PP students, 31 of them (32.3%) have KS2 reading scores of below 100. Ongoing lower Literacy/Reading levels could remain a barrier to answering GCSE questions in Year 11.</p> <p>Disadvantaged students average reading age increased by +0.05 (5 months) in year 7 last year. Aiming to increase this this year with more close tracking of PP students after each star reading test.</p>	<p>LO to oversee the delivery of the Accelerated Reading scheme and tracks the progress of Reading ages of PP students.</p>	RSF	January 2019
Total budgeted cost	£12709 * May be slightly higher/lower subject to finalised staffing costs.				

<p>Heads of Year track underachievement of LAC students. LAC designated teacher to attend all PEPs to ensure predicted grades are met, and where needed intervention is put in place.</p>	<p>Improve achievement of Looked After Children</p>	<p>The data indicates that Year 11 LAC students have underachieved compared to non-PP students.</p>	<p>LAC designated teacher to oversee the Heads of Year monitoring the action plans and PEPs for all LAC students.</p>	<p>CA</p>	<p>January 2019</p>
<p>Total budgeted cost</p>	<p>No anticipated cost for this element of the strategy.</p>				
<p>Tailored CEIAG provision for all PP students. Provide guidance and access to opportunities such as trips, events and progression opportunities, aspirational progression pathway visits - visits to employers, local colleges and universities. Offer a Higher Education information opportunity to all PP students at some point in Years 7 – 11. Close monitoring of all PP potential NEETs. Funded Connexions appointments for all Year 11 PP students as part of their transition at KS4. Funded Connexions appointments for all Year 9 PP students as part of the 'Routes and transition into KS4' process. Year 10 Work Experience is tailored to raise ambitions and aspirations of PP students. All PP students given a Connexions WEX placement. College and Nurture group in lieu of work experience for the most vulnerable PP students. Monitor and track destination data by key groups, in particular PP students.</p>	<p>Raise aspirations and ambitions of all PP students.</p>	<p>Sustained Destination data (not NEET) is strong for all students including PP students. However, ongoing analysis indicates that we could continue to raise further the proportion of PP students progressing to an aspirational range of higher and further education establishments, apprenticeships, employment or training (compared to national data).</p>	<p>Careers Leader consultant oversees the Careers Plan and directs some of the work of the Careers Manager. Overseen by Director of Student Progress.</p>	<p>NSH</p>	<p>January 2019</p>
<p>Total budgeted cost</p>	<p>£21885 * May be slightly higher/lower subject to finalised staffing costs.</p>				

<p>Continue to embed the Praise Code. Refine support provision for 'at risk' PP students.</p> <p>Heads of Year and Year Manager to intervene with 'at risk' PP students promptly and effectively.</p> <p>Formalised behaviour support for identified PP students.</p> <p>Heads of Year and Year Manager to support consistent use of the Praise Code for 'at risk' PP students by monitoring planner comments for those students regularly and liaising with teaching staff who need additional guidance in the application of the Praise Code.</p> <p>If uniform is an issue that leads to PP students receiving time in Isolation, ensure that school provides, where possible, the uniform item required.</p> <p>Senior staff to show due consideration of PP status when deciding upon the appropriateness and length of a fixed term exclusion. Use of Internal Exclusion in lieu of External Exclusion (where appropriate) for identified PP students.</p> <p>Alternative Provision in place for PP students identified as at risk of PEX.</p>	<p>Reduce the numbers of PP students receiving Fixed Term Exclusion, Internal Exclusions and Isolations.</p>	<p>Extract from the OFSTED monitoring inspection visit: 'However, the new robust and consistent approach to pupils' behaviour has created some unintended consequences. A significant minority of pupils continue to flout the rules and, as a result, the proportion of pupils who are excluded for a fixed period has increased. Leaders are confident that the number of pupils who are excluded will reduce soon. Nevertheless, information provided by the school demonstrates that this has not yet started to happen'.</p> <p>EEF: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours... School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening the same time. This is why Head of Year behaviour interventions sit alongside whole school academic interventions.</p>	<p>Directors of Key Stage to oversee the work of the Heads of Year in supporting PP students at risk of exclusion.</p> <p>Directors of Key stage to report to SLT the progress of identified students' plans. For Year 11, this is part of the Year 11 intervention plan.</p>	<p>DJM CWA</p>	<p>November 2018</p>
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Total budgeted cost	£203716 * May be slightly higher/lower subject to finalised staffing costs.
Overall Total budgeted cost for this area of the strategy.	£437563 * May be slightly higher/lower subject to finalised staffing costs.

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tracking database set up by SLT admin. Every time a PP student receives intervention or other support this is recorded into the database and associated costs recorded.	Tracking database set up matching up key interventions to each individual PP student.	An overview of the support for all PP students is available for SLT to monitor.	Heads of Year give SLT admin key information. SLT admin oversees the database.	NSH	November 2018
Total budgeted cost	£7599 * May be slightly higher/lower subject to finalised staffing costs.				
Continue with the well-established transition arrangements developed within the Ouseburn Learning Trust and other Primary schools that Year 6 students are transferring from so that we have a detailed knowledge of PP students' strengths and needs for September planning. Organise an event in the summer term for Year 6 students as part of transition work. Continue with transition meetings with feeder Primary schools' pastoral staff for handover of information, with specific focus included on PP students, including barriers to learning and parental engagement. A dedicated Year 6 to 7 Head of Year and Year Manager is now in place.	Continue to develop Year 6 to 7 transition to Heaton Manor for PP students to enable them to settle in quickly.	Pastoral information (in particular behaviour and attendance and underpinning performance scores) indicate that PP students feature disproportionately therefore the smooth transition of PP students and their Parents/carers remains a priority. Proportion of Parents/Carers of PP students attending Parental information evenings remains low.	Director of Key Stage 3 oversees Year 6 to 7 transition and reports regularly to Senior Leadership Team meetings regarding the process.	CWA	January 2019
Total budgeted cost	£3000				

<p>Careful analysis of Year 9 PP performance data to ensure that PP students are placed in the most appropriate route for success in Years 10 & 11.</p> <p>New curriculum for Year 10 2018 – 2019 in place rolled out to new Year 10 2019 - 2020. Curriculum design specifically changed to support and accelerate the progress of low and mid prior attaining PP students.</p>	<p>Year 9 – 10 transition for PP students.</p>	<p>Analysis of Year 11 GCSE results 2016 – 2017 and 2017 – 2018 identified underperformance particularly within the Open Bucket for low and mid prior attaining students. Vocational subjects in place to accelerate the progress of these students in this bucket.</p>	<p>Director of Student Progress and Director of Performance and Standards oversee the routes process and curriculum offer.</p>	<p>STH NSH</p>	<p>January 2019</p>
<p>Total budgeted cost</p>	<p>No anticipated cost for this element of the strategy.</p>				
<p>Heads of Year and Year Managers to be alert to the possibility that different groups of students may be in need of counselling, e.g. boys, PP, SEN, ethnicities other than White British, and to make referrals accordingly.</p> <p>Heads of Year and Year Managers refer 'at risk' students to School Counselling service.</p>	<p>Ensure school counselling service is as effective as possible for PP students</p>	<p>Ofsted 2013: "Where schools targeted the funding well, they ... considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school"</p>	<p>Directors of Key Stage oversee the work of the Heads of Year in relation to this.</p>	<p>CWA DJM</p>	<p>January 2019</p>
<p>Total budgeted cost</p>	<p>£17766 * May be slightly higher/lower subject to finalised staffing costs.</p>				
<p>Text messaging system used to communicate with all Parents/Carers of PP students.</p> <p>Form Tutors made aware of importance of engaging parents.</p> <p>Year 11 Assertive Mentors to contact home to praise positives outcomes from</p>	<p>To improve communication with Parents/Carers of PP students</p>	<p>Analysis of attendance to Parental events 2017 – 2018 and at the start of 2018 – 2019 indicates that the Parents/Carers of PP students remain underrepresented.</p>	<p>Director of Student Progress oversees the work of the SLT admin and Heads of Year in promoting the attendance of Parents/Carers of PP students to all parental events. This is also a key part of the Year 11 Intervention plan.</p>	<p>NSH</p>	<p>January 2019</p>

Mentor/Mentee meetings. Attendance at subject parental engagement evenings of PP students closely monitored, with identified admin staff writing again and (where appropriate or possible) ringing Parents/Carers to encourage attendance.					
Total budgeted cost	£20678 * May be slightly higher/lower subject to finalised staffing costs.				
NEMCO music support in place. Uniform assistance in place. Financial support for trips and educational visits in place.	Financial assistance is in place to support PP students as and when identified.	PP students studying GCSE Music and PP students in KS3 can often not afford Music lessons. Motivational and enrichment trips are supported for PP students where cost is prohibitive.	School Business Manager oversees all student financial assistance and reports all expenditure to the Senior Leadership Team.	AJS	January 2019
Total budgeted cost	£4347				
Overall Total budgeted cost for this area of the strategy.	£53390 * May be slightly higher/lower subject to finalised staffing costs.				
Entire strategy of the three areas budgeted cost	£513009 * May be slightly higher/lower subject to finalised staffing costs.				

6. Review of expenditure

Previous Academic Year		Review of Pupil Premium plan 2017 - 2018						
KEY PRIORITY	ACTIONS	OUTCOMES/SUCCESS CRITERIA	EVALUATION OF IMPACT Estimated impact: <i>Did you meet the success criteria?</i> Lessons learned: <i>Will you continue with this approach?</i>	STAFF	TIMESCALE	STAFF OR EXPENDITURE	COST	REVIEWS
1 Improve attendance and punctuality for PP students.	<p>Close monitoring of attendance and punctuality of PP students, particularly those at risk of being persistent absentees.</p> <p>Employ an EWO.</p> <p>Early intervention from the EWO for those causing concern with a particular focus upon Year 11. Effective and timely communication of concerns to parents.</p> <p>Students arriving persistently very late (e.g. break time) to be issued with truancy comment as well as late comment.</p> <p>Year Managers, Attendance Officer work with the EWO to ensure good attendance for PP students.</p>	<p>Reduction in the overall number of lates and persistently late PP students compared to previous year. Punctuality levels globally of PP students is largely in line with non-PP students in each year group.</p> <p>An overall attendance level of 96% for PP students in each year group and no more than 10% persistently absent (the same as the main school targets for all students).</p>	<p>PP students overrepresented in late to school data, low attendance data and PA data. Awaiting final information regarding late PP students compared to non-PP students by year group 2017/2018. Awaiting an overview of % attendance for PP vs non-PP students by year group 2018/2018. Awaiting a comparison of %PA PP vs non-PP for each year group 2017/2018. New MIS Manager will provide data (November 2018).</p> <p>All actions relating to this strategy were undertaken and final analysis of impact is ongoing. Attendance of PP students affected by overrepresentation of PP students in Exclusion statistics.</p> <p>This will remain a priority for PP students 2018 – 2019 with key actions listed with milestones.</p>	YM SLT responsible for attendance	September 2017 ongoing Half termly	0.5 FTE AO salary EWO Salary	21870	Sept 2017 Half termly and annually

<p>2 Continue to improve offer of focused support for PP students. Raise the profile of individual PP students, including their strengths and weaknesses, barriers to learning and needs.</p>	<p>Continue to develop the role of Year Managers and other key staff in relation to PP students through creating a cohort, tracking, and intervention.</p> <p>Completion of questionnaire for a selected cohort of PP students in each year group (approx. 20 students) in order to further identify any barriers to learning and establish how these might be overcome.</p> <p>All Year 11 PP students are part of the Assertive Mentoring initiative.</p> <p>Year Managers and other key staff work closely with departments to ensure PP students selected for intervention sessions have high rates of attendance</p> <p>More timely identification of all Year group cohorts for intervention and support, based upon intake data and start of year data.</p>	<p>Questionnaires completed and barriers to learning removed as far as possible. Year Managers to take a sample cohort from each year group.</p> <p>PP attendance at intervention sessions is improving.</p>	<p>This will remain a key priority for September 2018 – 2019.</p> <p>In Year 10 99% of all those PP students in school attended the compulsory Period 7 revision sessions. (Based upon attendance records). Two students refused to attend the first session, were sanctioned and attended all subsequent sessions.</p> <p>In Year 11 the attendance to compulsory P7 sessions remained very high and was sustained over the course of the Year 11 intervention plan.</p> <p>The timely identification of all Year group cohorts for intervention and support, based upon intake data and start of year data remains a key priority for 2018 – 2019 and will be undertaken by newly appointed Heads of Year. This will be written into the new PP plan.</p>	<p>YM SLT</p>	<p>Half termly for attendance and punctuality</p>	<p>0.3 FTE all YM salary</p>	<p>59511</p>	<p>Sept 2017 half termly</p>
<p>3 Tracking database set up matching up key interventions to each individual PP student.</p>	<p>Tracking database set up by SLT admin. Every time a PP student receives intervention or other support this is recorded into the database and associated costs recorded.</p>	<p>Database in place. Interventions and support received by each student recorded and costed where appropriate.</p>	<p>Database in place so that interventions for PP students have been tracked and (where appropriate) costed.</p>	<p>SLT admin SLT responsible for PP students</p>	<p>January 2018 ongoing</p>	<p>0.3 FTE admin salary</p>	<p>5599</p>	<p>January 2018 Half termly</p>

<p>4 To raise the achievement of PP students. Generic strategies for all students in Years 7 – 11.</p>	<p>All class teachers to be very aware of PP student through highlighting on SIMS. Staff teaching files and tracking info to require PP students to be highlighted. PP students prioritised in all appropriate department and whole school intervention.</p>	<p>All teaching files contain information regarding PP students. Planning and teaching to support Disadvantaged/PP students is in place. Disadvantaged student planning is evidenced during Learning Snapshots and Lesson Observations. Faculty Action plans detail the tailored support for PP students in each Faculty/department.</p>	<p>Evidence of teacher planning for identified PP students in teaching files.</p> <p>Faculty and Departmental action plans for 2017/2018 have been evaluated to include analysis of impact of PP student planning upon student outcomes and gaps between PP and non PP students.</p> <p>This will remain a key priority and will be written into the 2018 – 2019 Pupil Premium plan.</p>	<p>All teaching staff HoF HoD SLT Line Managers</p>	<p>September 2017 and ongoing</p>	<p>0.3 FTE AHT T&L</p>	<p>20056</p>	<p>Half termly as part of the Leadership calendar</p>
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<p>5 To raise the achievement of Year 11 PP students. Specific intervention strategies to support PP students in Year 11.</p>	<p>Actions to raise achievement of Year 11 PP students include: Assertive Mentoring Programme. English, Maths and Science Peer Mentoring programme. English Literature Super Learning Day. Compulsory Period 7 study and revision programme. 6 week Saturday morning Maths school. Revision packs to include revision guides. How to support your child Parent/Carer information evening. NECOP Academic Mentoring strategy. February Half term revision sessions. Easter School revision sessions.</p>	<p>High level PP student attendance to all interventions.</p>	<p>GCSE results 2016/2017.</p> <p>Overall P8 -0.446</p> <p>PP P8 -0.924 Non PP P8-0.177 Gap 0.747</p> <p>PP EP8-0.818 Non pp EP8 -0.084 Gap 0.734 PP MP8-0.706 Non pp MP8 0.094 Gap 0.8 PP EbP8-0.753 Non pp EbP8 0.094 Gap 0.847 PP OP8-1.310 Non pp OP8 -0.746 Gap 0.564</p> <p>GCSE results 2017/2018.</p> <p>Overall P8 -0.190</p> <p>PP P8 -0.713 Non PP P8 0.056 Gap 0.769</p> <p>PP EP8-0.831 Non pp EP8 0.244 Gap 1.075 PP MP8-0.476 Non pp MP8 0.184 Gap 0.66 PP EbP8-0.717 Non pp EbP8 -0.003 Gap 0.714 PP OP8 -0.788 Non pp OP8 -0.096</p>	<p>LC SLT intervention HoF HoD Year 10 teaching staff</p>	<p>September 2017 and ongoing</p>	<p>0.4 FTE AHT Student progress Revision packs Saturday morning Maths school Assertive Mentoring costs Super Learning Day costs Peer Mentor cost Revision guides cost Period 7 programme cost Revision Session costs February 18 half term Easter 17 May 17 cost</p>	<p>43706</p>	<p>September 2017 and weekly/monthly/half termly as appropriate to the intervention</p>
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			<p>Gap 0.692</p> <p>Although progress of both PP and non-PP students remains a concern, there has been an increase in progress for both PP and non PP students which indicates that the Year 11 Intervention plan for both PP and non PP students was more successful this year and will be continued.</p> <p>However, non-PP have improved faster than the PP and the gap has widened overall in English and the Open bucket. It has narrowed slightly in Maths and Ebacc.</p> <p>Overview of analysis of Year 11 intervention is part of the review of Year 11 Intervention plan.</p> <p>Acceleration of Year 11 PP students' progress will remain a specific priority for Year 11 2018 – 2019.</p>					
<p>6 To raise the achievement of Year 10 PP students. Specific intervention strategies to support PP students in Year 10</p>	<p>Targeted compulsory Period 7 revision sessions for all PP students prior to the Year 10 summer mocks Revision packs for all PP students prior to the summer mocks. Purchase revision guides for PP students.</p>	<p>Attendance to Period 7 revision sessions is high for all PP students. All PP students have a revision study pack.</p>	<p>Near 100% to compulsory P7 for all students.</p> <p>Year 10 Summer mock results 2016/2017.</p> <p>Overall P8 -1.335</p> <p>PP P8 -1.751</p> <p>Non PP P8-1.149</p>	<p>LC SLT intervention HoF HoD Year 10 teaching staff</p>	<p>May-18</p>	<p>Revision packs. Period 7 programme cost Revision guides cost</p>	<p>388</p>	<p>May 2018 and July 2018</p>

Gap 0.602

PP EP8-1.603

Non pp EP8 -0.795

Gap 0.808

PP MP8 -1.082

Non pp MP8 -0.592

Gap 0.49

PP EbP8 -1.344

Non pp EbP8 -0.950

Gap 0.394

PP OP8-2.704

Non pp OP8 -1.954

Gap 0.75

Year 10 Summer mock results
2017/2018.

Overall P8 -1.364

PP P8 -1.610

Non PP P8 -1.227

Gap 0.383

PP EP8 -1.466

Non pp EP8 -1.249

Gap 0.217

PP MP8 -1.742

Non pp MP8 -1.199

Gap 0.543

PP EbP8 -0.990

Non pp EbP8 -0.522

Gap 0.468

PP OP8 -1.610

Non pp P8 -1.227

Gap 0.383

Overall P8 very similar for
both years. At this stage,
accelerating progress for both

			<p>PP and non-PP students is a focus of the Year 11 intervention plan.</p> <p>The gap has narrowed compared to last year; this is, in part, due to improved performance of the PP cohort, however, it is also due to underperformance of the non-PP cohort.</p> <p>Larger gap in Maths where PP have significantly underperformed. Significantly narrower gap in English (although due to non-PP underperformance). Narrower gap in Ebacc (although due to non-PP underperformance). Narrower gap in Open bucket where progress is higher in both PP and non-PP.</p> <p>Information from this analysis will form part of the planning of the Year 11 intervention plan 2018 – 2019.</p>					
<p>7 To continue to raise the Literacy levels of PP students. To support PP students with EAL</p>	<p>Continue with 1:1 Literacy support for identified PP students. Continue with 1:1 and group work with identified PP EAL students. Continue to develop and embed the whole school Literacy strategy. Continue to develop and</p>	<p>Literacy lessons embedded in all lessons Years 7 – 11. Weekly Literacy sessions in Tutor time</p>	<p>Weekly literacy sessions in place during KS3 registration</p> <p>Increased the frequency and consistency to marking for literacy across the school.</p> <p>Literacy representatives from each department continue to model best practice and share</p>	<p>All teaching staff Form Tutors HoF HoD SLT responsible for T&L.</p>	<p>September 2017 and ongoing</p>	<p>Cost of the Literacy HLTA Cost of the EAL HLTA Cost of Literacy resources (RSF)</p>	<p>59152</p>	<p>September 2017 half termly</p>

	<p>embed EAL teaching strategies.</p> <p>Literacy sessions in both lessons and Tutor time.</p> <p>Ensure incoming Year 7 PP pupils are 'secondary ready' in terms of their literacy skills.</p>		<p>resources with departments outside of English.</p> <p>Literacy coordinator has provided whole-staff briefings & CPD on strategies for across the curriculum, with more planned in the CPD calendar throughout the year.</p> <p>This remains a priority and will be written into the 2018 – 2019 plan.</p>					
<p>8 To continue to raise the Reading levels of PP students.</p>	<p>Roll out the Accelerated Reading programme into Year 8 in addition to Year 7.</p>	<p>Number of books borrowed from the Library increased. Reading age of PP students increased.</p>	<p>Data for increase in number of books borrowed: from 1336 in 2015/2016 to 9684 in 2017-2018.</p> <p>LO has provided support at information evenings and through literature sent home on 'How to support your child with reading'. Increased spending in the library to provide a wider range of books for disadvantaged students.</p> <p>Disadvantaged students average reading age increased by +0.05 (5 months) in year 7 last year over a 10-month period. This is being more frequently tracked 2018/2019.</p> <p>This remains a priority and will be written into the 2018 – 2019 plan. The Accelerated Reading programme is being</p>	<p>LO JB</p>	<p>September 2017 and ongoing</p>	<p>Proportion (0.5) of the cost of the Accelerated Reading programme. Proportion (0.5) of the cost of extra books purchased for the library</p>	<p>20962</p>	<p>September 2017 half termly</p>

			rolled out to targeted students in Year 9 instead of studying a second MFL.					
9 Improve achievement of Looked After Children	Year Managers to take responsibility for the monitoring of LACs in their year groups and to attend review meetings as necessary. LACs to be prioritised in terms of interventions, both academic and attendance.	Each LAC achieves at least 90% attendance. Each LAC achieves minimum predicted grades across all subjects. No LACs become NEET at the end of Year 11.	No LAC NEET 2017/2018 LAC attendance 2017/18 Yr12 – 68.8% Yr11 – 87.2% Yr11 – 91.4% Yr10 – 96.3% Yr10 – 97.6% Yr9 – 95.5% Yr8 – 98.7% Yr8 – 82.2% Yr8 – 91% We now have HOYs tracking underachievement of LAC students. In addition, the LAC designated teacher attends all PEPs to ensure predicted grades are met, and where needed intervention is put in place. This remains a priority and will be written into the 2018 – 2019 plan.	YM SLT responsible for LAC	Ongoing	Each LAC student has a costed plan on the Disadvantaged database.	0	Termly and September 2017

<p>10 Raise aspirations and ambitions of all PP students.</p>	<p>Tailored CEIAG provision for all PP students. Provide guidance and access to opportunities such as trips, events and progression opportunities, aspirational progression pathway visits - visits to employers, local colleges and universities. Offer a Higher Education information opportunity to all PP students at some point in Years 7 – 11. Close monitoring of all PP potential NEETs. Funded Connexions appointments for all Year 11 PP students as part of their transition at KS4. Funded Connexions appointments for all Year 9 PP students as part of the 'Routes and transition into KS4' process. Year 10 Work Experience is tailored to raise ambitions and aspirations of PP students. All PP students given a Connexions WEX placement. College and Nurture group in lieu of work experience for the most vulnerable PP students. Monitor and track destination data by key groups, in particular PP students.</p>	<p>PP students have higher aspirations – to be evidenced in student voice questionnaire. Year 11 students are guided onto the best and sustained post-16 destination for them individually and no PP students are NEET.</p>	<p>1 PP unknown – not known if NEET from 2017/2018 Leavers' cohort.</p> <p>Evidence of higher aspirations for PP students needs to be considered and remains a priority.</p> <p>This remains a priority and will be written into the 2018 – 2019 plan.</p>	<p>ST NSH ARC Sixth Form Team</p> <p>Connexions advisers.</p>	<p>Options and Routes advice – as calendared in spring term.</p> <p>Sixth Form advice – as calendared throughout Year 11.</p> <p>Post 16 destination advice as calendared throughout Year 11.</p>	<p>0.5 FTE Cost of Careers Leader 0.3 FTE Careers admin Cost of Connexions appointments for Year 9 Year 11 Other Work experience placements Nurture group cost.</p>	<p>37576</p>	<p>Sept 2017 reviewed half termly</p>
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<p>11 Continue to develop Year 6 to 7 transition to Heaton Manor for PP students to enable them to settle in quickly.</p>	<p>Continue with the well-established transition arrangements developed within the Ouseburn Learning Trust and other Primary schools that Year 6 students are transferring from so that we have a detailed knowledge of PP students' strengths and needs for September planning. Organise an event in the summer term for Year 6 students as part of transition work. Continue with transition meetings with feeder Primary schools' pastoral staff for handover of information, with specific focus included on PP students, including barriers to learning and parental engagement.</p>	<p>Year Teams and all teaching staff have a detailed 'all round' knowledge of our PP strengths and needs both 'Pastoral' and 'Academic'. This is evidenced in pastoral support plans for identified PP students and in teaching files for all PP students. Parental meetings for identified PP students in place early in the new academic year. Attendance to new Year 7 Parents/Carers evening is increased for PP students</p>	<p>Analysis of Year 7 PP cohort and underpinning performance grades analysis happening October 2018. 31 (33%) PP Parents/Carers attended the Year 7 Meet the Tutor Evening. (This is compared with 63% of non PP Parents/Carers). Engagement of Parents/Carers of PP students remains a priority and will be written into the 2018 – 2019 plan.</p>	<p>YM SLT responsible for Year 6 to Year 7 transition SLT responsible for performance data/intervention.</p>	<p>Transition arrangements – in summer term, ready for Sept 2018.</p>	<p>Transition costs</p>	<p>3000</p>	<p>Sept 2017 and ongoing</p>
<p>12 Year 9 – 10 transition for PP students</p>	<p>Careful analysis of Year 9 PP performance data to ensure that PP students are placed in the most appropriate route for success in Years 10 & 11.</p>	<p>Year 9 PP students are placed in Routes studying subjects aimed at maximizing their Progress 8 score at the end of Year 11 and their transition beyond KS4.</p>	<p>New curriculum for Year 10 2018 – 2019 in place. Curriculum design specifically changed to support and accelerate the progress of low and mid prior attaining PP students. Will remain as a key priority for 2018 – 2020.</p>	<p>YM LC SLT responsible for KS3 to KS4 transition.</p>	<p>January – March 2018</p>	<p>N/A</p>	<p>0</p>	<p>January 2018 and ongoing. Review in October 2018 after first Data Collection.</p>
<p>13 Reduce the numbers of PP students receiving Fixed Term Exclusion, Internal</p>	<p>Introduce the Praise Code. Introduce a new Isolation room – G2. Introduce a new Internal Exclusion room. Refine Flexi School provision for 'at risk' PP students.</p>	<p>Reduction term by term on previous year's figures for Isolation, Internal and External Exclusion for PP students aiming to bring these in line with figures for non-PP students.</p>	<p>PP students remain overrepresented in Isolation, Internal and External Exclusion statistics. Exact comparison data will be provided by new MIS Manager (November 2018).</p>	<p>RAK LAU CA SLT YM</p>	<p>PRAISE code introduced in October 2017. Continued reinforcement</p>	<p>0.3 FTE cost of DHT Praise 0.3 FTE Directors of KS3 & KS4 Cost of introduction</p>	<p>191227</p>	<p>Data analysis completed each half term. Isolation & Internal</p>

<p>Exclusions and Isolations.</p>	<p>Develop use of daily report by making this more systematic. Pastoral staff to optimise the impact of daily reports for 'at risk' PP students, liaising with classroom teachers as appropriate to ensure consistency. Pastoral staff intervene with 'at risk' PP students promptly and effectively. Formalised behaviour support for identified PP students. Pastoral staff support consistent use of the Praise Code for 'at risk' PP students by monitoring planner comments for those students regularly and liaising with teaching staff who need additional guidance in the application of the Praise Code. If uniform is an issue that leads to PP students receiving time in Isolation, ensure that school provides, where possible, the uniform item required. Senior staff to show due consideration of PP status when deciding upon the appropriateness and length of a fixed term exclusion. Alternative Provision in place for PP students identified as at risk of PEX.</p>	<p>Reduction in the numbers of PP students receiving repeated spells in Internal, Isolation, or Fixed Term Exclusions of longer than 3 days.</p>	<p>As was outlined in the OfSTED monitoring visit:</p> <p>'However, the new robust and consistent approach to pupils' behaviour has created some unintended consequences. A significant minority of pupils continue to flout the rules and, as a result, the proportion of pupils who are excluded for a fixed period has increased. Leaders are confident that the number of pupils who are excluded will reduce soon. Nevertheless, information provided by the school demonstrates that this has not yet started to happen'. Therefore this strategy has increased Isolation, Internal and External Exclusion of key students who are also PP.</p> <p>This will remain a priority for PP 2018 – 2019 and key actions listed with milestones.</p>		<p>throughout the year.</p>	<p>of the Praise code Cost of Isolation staffing Cost of Flexi-School staffing Cost of Praise Admin 0.5FTE Cost of Isolation room Cost of Internal Exclusion room Cost of AP</p>		<p>Exclusion considered and refined at regular intervals.</p>
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14 Ensure school counselling service is as effective as possible for PP students	Year Managers to be alert to the possibility that different groups of students may be in need of counselling, e.g. boys, PP, SEN, ethnicities other than White British, and to make referrals accordingly.	Fewer reported incidents of self-harm, fewer days missed through anxiety, fewer disciplinary actions e.g. Exclusions, Isolations in relation to anger management issues for PP students.	Very difficult to quantify impact of this strategy. Year Managers are monitored to ensure a timely referral of 'at risk' students to the School Counselling service.	YM PH RE SLT DoS	September 2017 ongoing	0.5FTE Cost of School Counsellor	12718	Jul-18
15 To improve communication with Parents/Carers of PP students	Text messaging system used to communicate with all Parents/Carers of PP students. Form Tutors made aware of importance of engaging parents. Assertive Mentors to contact home to praise positives outcomes from Mentor/Mentee meetings. Attendance at subject parental engagement evenings of PP students closely monitored, with identified admin staff ringing parents to encourage attendance wherever appropriate.	Attendance of PP students at outside the classroom intervention sessions such as Easter school, Peer mentoring and exam revision classes improves because of improved parental engagement.	There has been much more frequent communication with all Parents/Carers of PP students.	YM SLT	September 2017 and ongoing	Cost of admin staff contacting home Cost of text message service	20678	After each Parent/Carer evening and July 2017.
16 Financial assistance is in place to support PP students as and when identified.	NEMCO music support in place. Uniform assistance in place. Financial support for trips and educational visits in place.	All PP students have access to wide range of opportunities including trips, curriculum achievement events and SMSC experiences.	Financial Assistance fund remains for the academic year 2018 – 2019 and will remain a priority.	YM SLT	September 2017 and ongoing	A budget of £5000 has been put aside for this.	4347	September 2017 and half termly

