

Pupil premium strategy statement: **Shevington High School 2018/19**

1. Summary information					
School	Shevington High School				
Academic Year	2018/19	Total PPG budget (£66906 + est 19/20 £53762) Year 7 Catch Up	£120668 + £7619	Date of most recent PP Review	Mar 2018
Total number of pupils	688	Number of pupils eligible for PP	138	Date for next internal review of this strategy	Mar 2019

2. Current attainment		
	<i>Pupils eligible for PP (20) School results 2017-18</i>	<i>Pupils not eligible for PP (England state-funded schools average) 2017-18</i>
% achieving 5+ Grade 9-5 incl. EM 5+	20%	37.76%
% achieving 5+ Grade 9-4 incl. EM 4+	73%	65.31%
% achieving English / Maths Threshold strong pass	33.33%	42%
% achieving English / Maths Threshold standard pass	73%	65.31%
Progress 8 score average	-0.48	-0.34 (All our pupils)
Attainment 8 score average	42.07	46.53 (All our pupils)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower Literacy and Numeracy skills on Transition for a high proportion of disadvantaged students.
B.	High ability disadvantaged students do not achieve as well as their peers due to low aspirations and low student engagement
C.	Lower mathematical ability with many disadvantaged students meaning that there is an attainment gap at GCSE Maths
D.	Social and Emotional difficulties are a barrier for an increasing number of disadvantaged students, leading to lack of progress, disengagement and behaviour issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Attendance of Disadvantaged students is below that of the rest of the school. Attendance of Disadvantaged students is below that of the rest of the school at 92.2% compared to 96.13% (non PP). Persistent Absence of disadvantaged students is 22.68% Poor Attendance impacts on the learning due to reduced hours and contributes to them falling behind.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in Literacy and Numeracy for Year 7 and 8 students eligible for Pupil Premium	Students eligible for PP in Year 7&8 make more progress by the end of the year than 'other' students. Evidence: Screening Analysis Reports, Literacy Progress Reports, Reading Progress Reports & Numeracy Progress Reports.
B.	Improved rate of progress for high ability disadvantaged students in KS3 and KS4	Students eligible for PP identified as High Attaining from KS2 Data make as much progress as 'other' students identified as High Attaining across KS3 and KS4
C.	Improved GCSE Maths results for disadvantaged students	Students eligible for PP make rapid progress at KS3. At KS4 GCSE level disadvantaged students achieve GCSE results and P8 scores that are in line or above national expectations.
D.	Improved motivation and engagement with education	Reduce the number of low level behaviour incidents for students eligible for PP without changing the recording practice or standards and expectations. Reduce the percentage of exclusion or isolations for students eligible for PP in line with national averages.
E.	Increase attendance rates for disadvantaged students and reduce the Persistent Absence (PA) rates.	Increase overall attendance for students eligible for Reduce the number of persistent absentees (PA) for students eligible for PP to 10% or below.

5. Planned expenditure

Academic year

2018/19

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 first teaching

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?
<p>High levels of progress in Literacy and Numeracy for Year 7 and 8 students eligible for Pupil Premium</p>	<p>Increase contact time in Maths and English for all students.</p> <p>IDL Reader used in year 7&8 English lessons.</p> <p>Targeted small group intervention in Year 7&8</p> <p>Targeted 1:1 intervention with pupils throughout school based on identified needs.</p>	<p>Increase quality first teaching.</p> <p>IDL Reader has shown to have a positive impact on reading.</p> <p>Reading Lions and Numeracy Groups in Form period shows positive impact over time.</p> <p>Reading volunteers to listen to the students read once per week in form time.</p> <p>These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>All key staff will have appropriate training on needs and barriers to learning for PP students.</p> <p>Quality Assurance to ascertain impact through monitoring and evaluation of all strategies.</p> <p>Increased reading proficiency by an improvement in reading Test.</p> <p>Quality Assurance to ascertain impact through monitoring and evaluation of HLTA Team intervention strategies eg Targeted 1:1 interventions and small group interventions.</p> <p>PP Students will be prioritised to include lower ability pupils who need further support and Most Able students who need greater challenge.</p>	<p>LW, LJ</p>	<p>Termly – January, March, June</p> <p>Ongoing for targeted interventions and following each 6-10 week intervention.</p>

	<p>Dedicated Numeracy and Literacy Co coordinators</p> <p>Dedicated reading time in Form Time/Reading Lions Club/Reading Buddies Numeracy Ninjas across school/Home Reading Programme</p> <p>Teachers with timetabled intervention periods work with target group of students on improving low levels of literacy and numeracy. Mastery learning with clear targets.</p>	<p>Raise the profile of Numeracy and Literacy for all staff through training. Literacy Group and Numeracy Champions</p> <p>Reading for pleasure improves reading skills.</p> <p>'Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.'</p>	<p>Quality Assurance to ascertain impact through monitoring and evaluation of practice and strategies by Literacy and Numeracy Leads.</p> <p>Monitoring consistent application of new polices.</p> <p>Analysis of screening data focus on progress and impact of interventions.</p> <p>Literacy Group to drive increased focus on reading comprehension and extended writing. Opportunities for reading and comprehension across school. Extended Writing to be in focus across school</p>	<p>LW</p> <p>LW, LJ</p>	<p>Termly – January, March, June</p> <p>Feb onwards</p>
<p>Improved rate of progress for disadvantaged students in KS3 and KS4 focus - High Ability</p>	<p>Further develop quality first teaching, engaging all students through challenge</p> <p>CPD - Increase staff focus on target disadvantaged Groups in lessons.</p> <p>Subjects to track interventions of PP students.</p> <p>Mentoring programme for high ability PP students</p>	<p>Increase awareness of PP students and possible teaching strategies to support their progress.</p> <p>Disadvantaged students must have good or better teaching if they are to make progress.</p> <p>Sutton Trust EEF Teaching and Learning Toolkit is a summary of educational research on how to use resources to improve the attainment of disadvantaged pupils.</p>	<p>Quality Assurance to ascertain impact through monitoring and evaluation of practice</p> <p>Staff aware of PP pupils in their form and teaching groups.</p> <p>Through sharing of good practice and lesson observations.</p>	<p>ZH</p> <p>HOF</p> <p>ZH</p>	<p>Termly January, March & June.</p>

Improved GCSE Maths results disadvantaged students	Quality first teaching approach. Embedding KS3 Maths Curriculum – Mastery PP student interventions such as parent workshops Hegerty Maths. Effective Data Tracking to inform teaching.	Disadvantaged students must have good or better teaching if they are to make progress. Data led teaching and support will lead to effective interventions and support Sutton Trust EEF Teaching and Learning Toolkit is a summary of educational research on how to use resources to improve the attainment of disadvantaged pupils.	Quality Assurance of learning with a focus on Disadvantaged student progress in lessons. Quality Assurance to ascertain impact through monitoring and evaluation. Analysis of screening data focus on progress and impact of intervention strategies.	LD, LW, Maths team.	Termly – January, March & June
Total budgeted cost					£59300 PP £4000 Y7
ii. Targeted support					
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?
Improved motivation and engagement with education	1:1 targeted intervention through coaching Staff CPD on engagement PP Pupils in Lower School have individual meeting with HLTA and HOY. Pupils Plan produced with clear targets. Support in English sessions. 1:1 or small group intervention Literacy sessions with HLTA in MFL and other identified curricular areas. Sundown School daily 3-4pm Targets Literacy for	Some of the students need targeted support to catch up or for greater challenge. We use a programme which has been independently evaluated and shown to be effective in other schools. Disadvantaged students need engaging teaching and learning needs met in the lesson.	Quality Assurance to ascertain impact through monitoring and evaluation. Termly review of individual Pupil Plans Assistant Head to monitor progress and success of individual intervention alongside screening working closely with Hof F. Analysis of screening data focus on progress and impact of intervention strategies.	ZH ZH/HOF	Termly – January, March, June

Long term improved attendance of identified groups of students.	Targeted small group intervention. Weekly group meeting to encourage young people to understand the importance of attendance in preparation for life outside school.	EEF Toolkit – Small group intervention - A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.	Clear entry and exit measure of attendance of identified groups. Pastoral team to identify groups and liaise with invited guests. Careers advisor to support group work interventions. Use of Year 7 catch up funding to be allocated to this project.	LJ, ZH	
Staff extra 1%	Child of the month – staff give an extra 1% in their day to support a PP student. Staff briefed on PP needs and a range of data such as CATS, PASS, RA etc.	Every member of staff giving an extra 1% will have a positive impact on PP students with negative attitudes towards school	Send an email every month with 'child of the month' details, monitor and remind staff each briefing.	ZH	
PP file for every class	All teachers are to have additional details on PP students they teach, including CAT scores and the teacher report with strategies on how they learn best, PASS scores and KS2 info.	The more knowledge a teacher has of the students, the more they can plan to meet individual needs	Files monitored by Assistant Head, HOF Progress tracked at all faculty meetings.	ZH/HOF	
PP books go to the top of the file	All teachers to mark PP books first and give detailed feedback.	Effective feedback is proven to be highly beneficial to progress.	QA of PP books and feedback to relevant staff	ZH	
Total budgeted cost					£9668 PP £3619 Y7

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>High levels of progress in Literacy and Numeracy for Year 7 and 8 students eligible for Pupil Premium</p>	<p>Reading Lions Club/Handwriting Club</p> <p>One-to-one tuition in English and Maths Tuition provided during the school day and as an extra-curricular activity</p> <p>All Year 7 and 8 pupils enrolled onto Accelerated Reader Programme</p>	<p>Students attending these interventions showed improvement in reading ages.</p> <p>Students made progress from maths entry level scores to maths exit level scores in relation to the interventions.</p>	<p>These approaches will continue as data shows good levels of progress in literacy and numeracy.</p> <p>We will introduce systems to measure groups receiving intervention to those with no targeted intervention.</p>	<p>Reading Lions £7000</p> <p>Sundown £100</p> <p>One to One £8000</p> <p>Review days/printing/data £2500</p> <p>AR £2500</p>
<p>Improved rate of progress for disadvantaged students in KS3 and KS4 focus</p>	<p>HLTA team delivered targeted intervention with PP students in lower school</p> <p>Mentoring programme in place for identified students across the curriculum.</p> <p>Quality first teaching. Seating plans and lesson plans identify disadvantaged groups</p> <p>Targeted review days for all PP students</p>	<p>HLTA evaluation report of student progress in lower school indicates improvements in progress based on academic screening.</p> <p>Good attendance rates of students on the programme. Individual targets were achieved in relation to course work / controlled assignments. Programmes of revision were put in place.</p> <p>EEF - Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p>	<p>The model was effective in KS3 and now been developed into KS4 learning zone.</p> <p>This will continue in 2018/19.</p>	<p>LSA/HLTA £25592</p> <p>Mentoring £500</p> <p>Y11 Interventions £2490</p> <p>CPD £5000</p>

7. Additional detail				