

PUPIL PREMIUM STRATEGY – 2019-2020 Evaluation













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LITTLE HEATH SCHOOL

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

CONTEXTUAL INFORMATION OVER TIME						
Comparing to whole cohort rather than non-PP						
	2015-16	2016-17	2017-18	2018-19	2019-20	
% E+M 4+	62%	70%	70%	74%	72%	↓
% E+M 4+ (DIS)	24%	49%	50%	52%	56%	↑
% E + M 4+ gap	-38%	-21%	-20%	-22%	-16%	↑
% E+M 5+		48%	48%	51%	48%	↓
% E+M 5+ (DIS)		22%	38%	30%	38%	↑
% E+M 5+ gap		-26%	-10%	-21%	-10%	↑
A8 Score	51.85	48	48.1	50.1	49.1	↓
A8 (DIS)	35.4	36	38.5	39.1	40.8	↑
A8 gap	-16.45	-12	-9.6	-10.9	-8.4	↑
P8 Score	-0.09	+0.1	-0.06	-0.16	+0.19	↑
P8 (DIS)	-1.09	-0.3	-0.54	-0.72	-0.31	↑
P8 Gap	-1.00	-0.4	-0.48	-0.56	-0.5	↑

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

CONTEXTUAL INFORMATION OVER TIME					
Comparing to non PP instead					
	2015-16	2016-17	2017-18	2018-19	2019-20
% E+M 4+	69%	74%	70%	79%	77% 
% E+M 4+ (DIS)	24%	49%	50%	52%	56% 
% E + M 4+ gap	-45%	-25%	-20%	-27%	-21% 
% E+M 5+		52%	50%	56%	51% 
% E+M 5+ (DIS)		22%	38%	30%	38% 
% E+M 5+ gap		-30%	-12%	-26%	-13% 
A8 Score	54.87	50.3	48.1	52.4	51.8 
A8 (DIS)	35.4	36	38.5	39.1	40.8 
A8 gap	-19.47	-14.3	-9.6	-13.27	-11 
P8 Score	+0.09	+0.14	-0.01	-0.04	+0.33 
P8 (DIS)	-1.09	-0.3	-0.54	-0.72	-0.31 
P8 Gap	-1.18	-0.44	-0.53	-0.68	-0.64 

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

DRAFT TARGETS			
Based on Bronze and Silver targets and trends in achievement over time; target single figure top of range			
	2020-21 (Current Year 11)	2021-22 (Current Year 10)	2022-23 (Current Year 9)
% E+M 4+	67%	82%	tbc
% E+M 4+ (DIS)	57%	62%	tbc
% E + M 4+ gap	Less than -20%	Less than -20%	tbc
P8 Score	+0.0	+0.05	tbc
P8 (DIS)	-0.3	-0.25	tbc
P8 Gap	Less than -0.3	Less than -0.3	tbc

Strand 1: Functional literacy and numeracy skills for disadvantaged students

Over time, implement a Pupil Premium strategy that improves functional literacy and numeracy skills for disadvantaged students, in line with the whole school strategy for RWCM

Rag rated as per usual and blue denotes not able to be undertaken due to school closure.

Key strategic focus	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Year 7 Catch Up premium – literacy and numeracy</p>	<ul style="list-style-type: none"> • Design and launch effective Catch Up premium programme based on Y6 data (range of activities) • Use CAT, SA and RA testing scores to refine this data • Intense intervention programme with students disappplied MFL • Inclusion team to support the launch of Accelerated reader for Years 7 and 8 using the Booster Reading programme • Small group and one to one provision begins • Design and launch effective programme for additional English and Maths intervention within and outside lessons • Refine KS3 Leader job descriptions to reflect importance of PP leadership, and agree method of delivery and meeting structure; starting with En and Ma 	<ul style="list-style-type: none"> • Mid-year evaluation of impact for all Catch Up premium activities including Booster Reading (Cohort one to be assessed at the end of their programme and small group end of programme assessments) • Booster Reading Cohort Two to begin • Small group Cohort Two to begin • Adjusted 123 Maths programme launched for weakest Maths pupils 	<ul style="list-style-type: none"> • EOY evaluation of impact for all Catch Up premium activities including Booster Reading and small group programmes • Booster Reading Cohort Three to begin • Small group Cohort Three to begin • 123 Maths Cohort Two to begin • Establish priorities for next AY – see 2020 2021 action plan

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

<p>Bespoke literacy packages for other year groups</p>	<ul style="list-style-type: none"> • Year 8 literacy programme for disapplied groups • Targeted additional literacy programmes for Year 8 – 11 • Literacy incorporated into the KS4 Curriculum Pathways provision • Functional Skills for Year 11 targeted cohort • En/ Ma Leads to coordinate in class PP intervention Yr 8 to 11 	<ul style="list-style-type: none"> • DRA literacy masterclasses for borderline Year 11 PP students • Extended revision sessions in holidays and after school, with PP students targeted • Mid-year evaluation of impact for literacy programmes • Functional Skills for Year 11 targeted cohort • En/ Ma Leads to coordinate in class PP intervention Yr 8 to 11 	<ul style="list-style-type: none"> • EOY evaluation of impact of all activities in order to establish priorities for next AY • Final revision sessions on English writing and reading skills (DRA) with PP students targeted • En/ Ma Leads to coordinate in class PP intervention Yr 8 to 11
<p>Bespoke numeracy packages for other year groups</p>	<ul style="list-style-type: none"> • Numeracy incorporated into the KS4 Curriculum Pathways provision • Functional Skills for Year 11 targeted cohort • En/ Ma Leads to coordinate PP intervention Yr 8 to 11 • Other whole school numeracy work? 	<ul style="list-style-type: none"> • Mid-year evaluation of impact for numeracy programmes in CP • Functional Skills for Year 11 targeted cohort • En/ Ma Leads to coordinate in class PP intervention Yr 8 to 11 • Year 8 disapplied programme – numeracy element • Numeracy masterclasses for PP students? 	<ul style="list-style-type: none"> • EOY evaluation of impact of all activities in order to establish priorities for next AY • En/ Ma Leads to coordinate in class PP intervention Yr 8 to 11

Strand 2: “First quality teaching,” differentiation and departmental intervention for disadvantaged students

Over time, implement a Pupil Premium strategy that ensures standards of teaching and learning are high in all curriculum areas, with a view to making a fundamental shift to how departments evidence intervention and the impact on stronger PP progress outcomes

Key strategic focus	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Sharp differentiation, including “stretch, support and scaffold” in mixed ability lessons to support PP students</p>	<ul style="list-style-type: none"> Twilight training continues to focus on differentiation, including for PP (through more able and less able workshops, for example) October INSET continues to work on differentiation with a clearer focus on how our curriculum reflects this First round of HT unannounced monitoring days includes focus on vulnerable groups, inc PP Review departmental profiling documents, to check HODs are using this as a tool for improving outcomes for all students, including PP 	<ul style="list-style-type: none"> Evaluation of standards of T&L in relation to dis. students through HT monitoring days Pupil Trail looking at provision for more able (Band 1 and 2) PP students – Exec group activity early term 5? Feedback to SLT and HODs through SLG/HODs meeting Through this process, HODs identify improvement priorities for PP students in department Draw out PP priorities from first draft of departmental profiles 	<ul style="list-style-type: none"> Review standards of T & L for dis. students through monitoring activities including HT formal activity HODs complete further monitoring activities to check on improvement across the year Review of standards of teaching and learning for KS3 PP/ SEN students (continue Year 2) PDT team to review relevance of Twilight projects to PP students, to pull together good practice and inform twilights for Year 2
<p>Incisive diagnostic feedback that encourages upgrading of work</p>	<ul style="list-style-type: none"> Develop staff expertise in incisive diagnostic feedback in line with whole school T&L Strategy 	<ul style="list-style-type: none"> Ongoing review of assessment practice, including twilight provision 	<ul style="list-style-type: none"> Book Look considers marking, feedback and upgrading opportunities for PP students, to inform planning for Year 2
<p>Impact of departmental intervention for disadvantaged students</p>	<ul style="list-style-type: none"> Publish 2018 - 19 evaluation and action plan summary in order to identify teaching and learning barriers for 2019-20 	<ul style="list-style-type: none"> HODs and SLG meetings continue to share good practice for PP provision 	<ul style="list-style-type: none"> HODs and SLG meetings continue to share good practice for PP provision

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

	<ul style="list-style-type: none"> • HODs meetings to continually feature the impact our curriculum needs to have on PP pupils • SLG meetings focus on recording windows so as to ensure more consistency across and within departments in regards to PP pupils • OFSTED training for all HODs and KSLs allowed middle managers to understand how OFSTED will conduct inspection and seek answers to how we are trying to close disadvantage gap • TAYG meeting cycle begins with the PP committee sharing how best to support PP cohort 	<ul style="list-style-type: none"> • Departmental reviews of progress post-recording windows always include PP actions • Begin to improve consistency of intervention across depts. (English as good example, and Music) • TAYG meeting cycle continues with this committee sharing how best to support PP cohort 	<ul style="list-style-type: none"> • Departmental reviews of progress post-recording windows always include PP actions • TAYG meeting cycle continues with this committee sharing how best to support PP cohort • Improve further consistency of intervention across depts. (English as good example, and Music)
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Strand 3: Pastoral support interventions

Over time, implement a Pupil Premium Strategy that improves the quality of pastoral support (including in relation to attendance) for disadvantaged students, through the work of tutors, Heads of Year, the Inclusion team and the PP committee

Key strategic focus	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
PP Committee	<ul style="list-style-type: none"> PP committee approves 2018/19 PP strategy evaluation before it is presented to the Governing bod PP committee reviews the 2019/20 PP strategy so as better ensure joint ownership across the keys stages Calendar for TAYG meetings established by PP committee PP committee prepares for Autumn term TAYG meetings – to include Horsforth quadrant 	<ul style="list-style-type: none"> PP committee continues to work together to ensure consistency in provision PP committee reviews autumn term TAYG meetings and prepares for spring term TAYG meetings PP Committee agrees cost centres and recording processes for PP Spend with finance team (ready for next financial year) 	<ul style="list-style-type: none"> PP committee continues to work together to ensure consistency in provision PP committee reviews spring term TAYG meetings and prepares for summer term TAYG meetings Additional PP Committee meeting to plan full year cycle of meetings for following AY Timeline to be drawn up by TCA for new academic year when assessment calendar finalised
Team around the Year GP meetings	<ul style="list-style-type: none"> TAYG cycle begins (Year 7 – 11) using Introductory recording analysis Analysis leads to actions at pastoral and departmental level led by PP and HOY teams HOYs and AL work with PP students and allocate funding, as needed Reactive spend for individual students implemented and extended 	<ul style="list-style-type: none"> TAYG cycle continues – Year 7 – 11 Interim recording analysis. Y11 took place Analysis leads to actions at pastoral and departmental level led by PP and HOY teams Reactive spend for individual students implemented and extended Additional enhanced spending as part of PSPs for PP students 	<ul style="list-style-type: none"> TAYG cycle completed (Year 7 – 11) using End of Year recording analysis Analysis leads to actions at pastoral and departmental level led by PP and HOY teams Ongoing HOY interviews to allocate funding and update personal student spend Reactive spend for individual students implemented and extended - some SKIDz, and laptop provision

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

	<ul style="list-style-type: none"> Additional enhanced spending as part of PSPs for PP students 		<ul style="list-style-type: none"> Other support during school closure like printing or distribution of resources Additional enhanced spending as part of PSPs for PP students
<p>Planned personal student spend (on every child as a Year group) and other pastoral interventions</p>	<ul style="list-style-type: none"> Careers provisions for PP cohort established for 2019/20 Futures Day – targeted conversations with PP students Christmas reading packs for Year 8 students Individual PP Learning profiles used as record of Personal Student spend and to support TAYG meetings 	<ul style="list-style-type: none"> Careers provision for PP cohort continues PP intervention at Year 11 Parents Evening by PP Lead Reflections day – targeted conversations with PP students and revision packs provided Possible consideration of Easter booster packs for Year 7 	<ul style="list-style-type: none"> Preparation for GCSE day for Year 10 – days on site undertaken and where needed materials were given to pupils as part of their meetings with tutors Central purchase of Year 10 revision packs or other materials to encourage work for PPEs and over Summer break Rewards for PP students who have been successful through graduation in Year 8
<p>Supporting PP students at key transition points</p>	<ul style="list-style-type: none"> Ensure information received from Y6 transition meetings includes PP pupils and allocate uniform funding to all families. Ensure all other provisions are in place for PP pupils as part of transition work for Year 6 into 7 Ensure previous Y11 PP pupils are supported with bursary applications 	<ul style="list-style-type: none"> Holiday provision for Year 11 in February to support PP students with CV writing, post-16 applications and interviews Easter revision sessions for targeted Year 11 students to include PP students B1 study hub launch Review Year 8 graduation programme and implications for Inclusion work with PP students 	<ul style="list-style-type: none"> May half term revision sessions for targeted Year 11 students to include PP students Enrichment week (across Year 8 to Year 10) at start of summer holiday to encourage students to improve EwL grades Summer school at end of summer holiday to support Year 6 with transition to LHS, including PP students Planning for Year 9 transition holiday work to target PP students post-graduation in the first year of their GCSE courses

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

<p>Attendance strategy</p>	<ul style="list-style-type: none"> Review reporting of sharper attendance data to governors through BWS committee 	<ul style="list-style-type: none"> Publish whole school Attendance action plan, including section for PP students Ongoing reporting to governors and pastoral team meeting 28th Feb to move forward, further planning 11th March. Escalation process needs to apply to PP students Review use of EWO Continue to implement Hot list of PA students, including PP Regular review windows for PP students 	<ul style="list-style-type: none"> Further implementation of action plan for PP students Ongoing reporting to governors Regular review windows for PP students
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SPENDING SUMMARY

STRAND 1: FUNCTIONAL LITERACY AND NUMERACY SKILLS FOR DISADVANTAGED STUDENTS				
TOTAL PLANNED TERMLY COST OF STRAND	£43547	£33397	£33397	<ul style="list-style-type: none"> • Cost across three terms for this strand is relatively consistent • Individual cost centre breakdown kept in Finance department • Need to develop a better way of tracking cost within those cost centres across time
WHOLE YEAR PLANNED COST OF STRAND	£110341			<ul style="list-style-type: none"> • Planned cost is mainly made up of staffing in this strand , for obvious reasons to do with intervention • This staffing cost was £101,122 or 92% of the overall cost
WHOLE YEAR ACTUAL SPEND ON STRAND 1	£53229			<ul style="list-style-type: none"> • As of March 2020, we had spent 48.2% of the planned budget, which makes sense given that school closed at almost exactly the half way point of the term

STRAND 2: "FIRST QUALITY TEACHING," DIFFERENTIATION AND DEPARTMENTAL INTERVENTION FOR DISADVANTAGED STUDENTS				
TOTAL PLANNED TERMLY COST OF STRAND	£20047	£13872	£13872	<ul style="list-style-type: none"> • Costs were slightly higher in Term 1 and 2 due to PiXL payments • Some uncertainty over organisation of planned and reactive spend, to be corrected in next AY
WHOLE YEAR PLANNED COST OF STRAND	£47791			<ul style="list-style-type: none"> • Much lower planned cost than other two strands, which is significant – departmental practice needs to be shifted significantly in 2020-21 AY
WHOLE YEAR ACTUAL SPEND ON STRAND 2	£30319			<ul style="list-style-type: none"> • This represents 63.4% of the planned cost • Still not a good enough % of departmental cost, and not evenly distributed across departments

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

STRAND 3: PASTORAL SUPPORT INTERVENTIONS				
TOTAL TERMLY COST OF STRAND	£57716	£35970	£46353	<ul style="list-style-type: none"> Costs were varied across the year as much of the pastoral provision was Term-specific, for example careers work in advance of PPEs
TOTAL PLANNED YEARLY COST OF STRAND	£140039			<ul style="list-style-type: none"> High cost to this strand, as the activities are so diverse and in lots of cases (outside agency support) relatively expensive However, the impact can be significant Evaluations therefore need to be sharper, focused on value for money
TOTAL ACTUAL YEARLY COST OF STRAND	£119352			<ul style="list-style-type: none"> Some costs for the summer term were avoided, but this was offset by overspend in certain areas, such as outside agency costs This is the hardest strand to accurately predict, as the provision can be quite volatile depending on student need This represents 85% of budget, which is much closer than the other two strands, perhaps because of the student-centred nature of the activities in this strand Lots of these activities continued during lockdown

TOTAL PLANNED COST OF STRANDS	STRAND 1	£110341	Compared against budget of £300731.16 (£29698.16 carry forward from AY 18/19), including CU premium
	STRAND 2	£47791	
	STRAND 3	£140039	
	TOTAL PLANNED	£298171	
	CONTINGENCY	£2560.16	
TOTAL PLANNED COST OF STRATEGY	£300731.16		AVOIDS UNDERSPEND AND CARRY FORWARD

TOTAL ACTUAL COST OF STRANDS	STRAND 1	£53229	
	STRAND 2	£30319	
	STRAND 3	£119352	
	ACTUAL SPEND	£202900	

Pupil Premium strategy – Action Plan for Year Two (2019 - 2020)

TOTAL ACTUAL COST OF DELIVERY	£202900	
CARRY FORWARD	£97831.16	Salary costs still paid despite lockdown
	£65000	RECONCILIATION, BASED ON 75% of 2018-19 STAFFING FIGURE FOR TERM 4-6
	£37831.16	CARRY FORWARD