













PUPIL PREMIUM ACTION PLAN 2020 - 2021

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LITTLE HEATH SCHOOL

Pupil Premium strategy – Action Plan (2020 - 2021)

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 

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CONTEXTUAL INFORMATION OVER TIME						
Comparing to non PP						
	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	↑

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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

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 disapplied from MFL • Inclusion team to support second year 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 Dept 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

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<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 as needed • 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 – start in Jan? • 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 	<ul style="list-style-type: none"> • Mid-year evaluation of impact for numeracy programmes • 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 First round of HT unannounced monitoring days includes focus on vulnerable groups, inc. PP Review departmental recovery curriculum proposals so as to ensure the PP cohort is considered throughout 	<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 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 3) PDT team to review relevance of Twilight projects to PP students, to pull together good practice and inform twilights for Year 3
<p>Incisive diagnostic feedback that encourages upgrading of work</p>	<ul style="list-style-type: none"> Continue to develop staff expertise in incisive diagnostic feedback in line with whole school T&L Strategy, particularly as part of Twilight projects 	<ul style="list-style-type: none"> Consider how Twilight opportunities can be shared so as to inform the wider staff body of the benefits of diagnostic feedback 	<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 2019 - 20 evaluation and action plan summary in order to identify teaching and learning barriers for 2020 - 21 HODs meetings to continually feature the impact our 	<ul style="list-style-type: none"> HODs and SLG meetings continue to share good practice for PP provision Departmental reviews of progress post-recording windows always include PP actions 	<ul style="list-style-type: none"> HODs and SLG meetings continue to share good practice for PP provision Departmental reviews of progress post-recording windows always include PP actions

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	<p>curriculum needs to have on PP pupils</p> <ul style="list-style-type: none"> • SLG meetings focus on recording windows so as to ensure more consistency across and within departments in regards to PP pupils • TAYG meeting cycle begins with the PP committee sharing how best to support PP cohort 	<ul style="list-style-type: none"> • 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"> • 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 2019/20 PP strategy evaluation before it is presented to the Governing body • PP committee reviews the 2020/21 PP strategy so as better ensure continued 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 	<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 • EOY summary on spend submitted to governors
Team around the Year Group meetings	<ul style="list-style-type: none"> • TAYG cycle begins (Year 7 – 11) using Introductory recording analysis • Horsforth quadrant to be used by year groups teams to inform them of who to focus on and how? • Analysis leads to actions at pastoral and departmental level led by PP and HOY teams 	<ul style="list-style-type: none"> • TAYG cycle continues – Year 7 – 11 Interim recording analysis • 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 and AL work to allocate funding and update personal student spend • Reactive spend for individual students implemented and extended

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	<ul style="list-style-type: none"> • HOYs and AL work with PP students and allocate specific funding, as needed • Reactive spend for individual students implemented and extended • Additional enhanced spending as part of PSPs for PP students 	<ul style="list-style-type: none"> • Ongoing HOY and AL work to allocate funding and update personal student spend 	<ul style="list-style-type: none"> • 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 2020/21 • Uniform support for PP families (year 2) • Interventions for PP cohort to support self esteem • Futures Day – targeted conversations with PP students – on hold until spring term • Christmas reading packs for Year 8 students 	<ul style="list-style-type: none"> • Carers 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 • Options ready packs for Year 8 • Possible consideration of Easter booster packs for Year 7 	<ul style="list-style-type: none"> • Preparation for GCSE day for Year 10 • 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 PP information from primary school is used to support families as they transition to LHS, this includes support with uniform and equipment • Support previous Y11 PP KS5 students with their 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 • Consider how we can better use B1 as a study space for our PP cohort • Graduation programme enhancement for PP to be included here? 	<ul style="list-style-type: none"> • May half term revision sessions for targeted Year 11 students to include PP students • PP 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 at the start of their GCSE courses

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		<ul style="list-style-type: none"> Review Year 8 graduation programme and implications for Inclusion work with PP students 	
Enhanced pastoral support due to Covid-19 impact	<ul style="list-style-type: none"> Increase in hours for school counsellour from part to full time Recovery curriculum work being consider by departments in term 1 Inclusion team to continue to support our whole pupil cohort but with an enhanced view of the PP cohort and their families 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Attendance strategy	<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 – DRA through finance committee enough? 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