

PUPIL PREMIUM STRATEGY – 2019 - 2020 ACTION PLAN

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LITTLE HEATH SCHOOL

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

CONTEXTUAL INFORMATION OVER TIME AND PREDICTIONS						
Comparing to non PP						
	2014-15 Retrospective measures	2015-16	2016-17	2017-18	2018-19	2019 -20
% 9-4 incl. En and Ma	72%	69%	74%	70%	79%	↑ 73%
% 9-4 incl. En and Ma (DIS)	62%	24%	49%	50%	53%	↑ 60%
% 9-4 incl. En and Ma gap	-10%	-45%	-25%	-20%	-26%	↓ -13%
% 9-5 incl. En and Ma			52%	50%	56%	↑ 50%
% 9-5 incl. En and Ma (DIS)			22%	38%	30%	↓ 37%
% 9-5 incl. En and Ma gap			-30%	-12%	-26%	↓ -13%
A8 Score		54.87	50.3	48.12	52.19	↑ 50.15
A8 (DIS)		35.4	34	38.5	39.74	↑ 42.5
A8 gap		-19.47	-13.95	-9.62	-12.45	↓ -7.69
P8 Score		+0.09	+0.14	-0.01	-0.06	↓ +0.23
P8 (DIS)		-1.09	-0.31	-0.54	-0.77	↓ -0.11
P8 Gap		-1.18	-0.45	-0.53	-0.71	↓ -0.34

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	
<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 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 • 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 •
<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 • literacy masterclasses for borderline Year 11 PP students • Extended revision sessions in holidays and after school, with PP students targeted • Final revision sessions on English writing and reading skills with PP students targeted
<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 • Numeracy masterclasses for PP students

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 focuses on differentiation, including for PP • 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 • 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 • Through this process, HODs identify improvement priorities for PP students in department • Draw out PP priorities from first round of data evaluation documents • 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 		
<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 • Book Looks 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 • 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 • Inspection training for all HODs and KSLs to allow middle managers to understand how OFSTED will conduct inspection and seek answers to how we are trying to close disadvantage gap 		

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	<ul style="list-style-type: none">• TAYG meeting cycle with the PP committee sharing how best to support PP cohort• Departmental reviews of progress post-recording windows always include PP actions
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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 and presents to the Governing body • 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 • 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 improved cost centres and recording processes for PP Spend with Finance team • 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 • Analysis leads to actions at pastoral and departmental level led by PP and HOY teams • HOYs interview PP students and allocate funding, on rotation • Reactive spend for individual students implemented and extended • Additional enhanced spending as part of PSPs for PP students • 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 • Ongoing HOY interviews to allocate funding and update Personal student spend through PP Learning profiles or similar record • 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 		

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<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"> • 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 • Easter booster packs for Year 7 & 8 	<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"> • 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 • May half term revision sessions for targeted Year 11 students to include PP students • Review Year 8 graduation programme and implications for Inclusion work with PP students • Revisit plans for use of B1 Study Hub to support PP and other students • 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 		
<p>Attendance strategy</p>	<ul style="list-style-type: none"> • Publish whole school Attendance action plan, including section for PP students • Ongoing reporting to governors via HT reports • Escalation process continues to apply to PP students • Current EWO more proactive with PP pupils • Continue to implement Hot list of PA students, including PP • Regular review windows for PP students 		