



Falinge Park High School

Pupil Premium funding plan and spend

2017/2018

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Pupil premium and Catch up premium plan for 2017/2018

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2017. PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential and close the gaps between them and their peers
- Supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (Ever6 FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)
- Who have been in receipt of free school meals (Ever6 FSM) at any point in the past 6 years for year groups 7 - 11 (£935 per child)
- Who are defined as Looked-after children in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority for year groups reception to year 11 (£1900 per child)
- Who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order for year groups reception to year 11 (£1900 per child)
- Those pupils aged 4 years and over in year groups reception to year 11 whose parents are either currently serving in the armed forces (Ever6 service child) or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS) (£300 per child)

Falinge Park High School's Pupil Premium Profile 2017-2018 (current on role)	January 2017 census	Allocation 17/18
Total number of pupils in the school:	1192	
Number of PP-eligible pupils:	504	506
Service child	1	0
LAC	8	15
Post LAC	0	0 (6 for Census Jan 18)
Percentage of whole school total:	42%	
Total pupil premium budget:	£471,540	£473,100

Service children

- Those pupils aged 4 years and over in year groups reception to year 11 whose parents are either currently serving in the armed forces (Ever6 service child) or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS) (£300 per child)

We have no pupils who are classed as a 'service child' ever 4, eligible for funding for 17/18

	Sept 16	Census Jan 17	Sept 17	Census Jan 18
Eligible Service children	0	1	0	0

A provision map of interventions support and spend is held confidentially for any service children.

Pupil premium plus funding

Pupil premium plus is the term used for pupil premium funding of £1900 for eligible pupils who fall into specific categories:

- Looked after children/Cared for children (LAC/CfC)** - Pupils defined as 'looked after children' in the Children Act of 1989 as; one who is in the care of, or provided with accommodation by, an English Local Authority for year groups reception to year 11 **or**
- POST Looked after Children/Cared for children (POST LAC/CfC)** - Pupils who have ceased to be 'looked after' by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order for year groups reception to year 11

Unlike pupil premium funding which is used collectively to support disadvantaged pupils, pupil premium plus in relation to LAC/CfC must be used specifically for that child and is **NOT** included in the pupil premium available spend or total figures. Pupil premium plus funding for eligible POST LAC/CfC pupils is to be used under the conditions of the grant and to raise attainment but is not exclusively for the individual POST LAC/CfC pupil.

1) Looked after children (LAC)/Cared for Children (CfC)

Funding is provided to school by the Local Authority responsible for the care of the child. We have 15 pupils who are looked after children (LAC)/Cared for Children (CfC) from four different Local Authorities from Sept 2017 (Rochdale, Manchester, Lancashire and Cumbria). Funding is paid on an instalment basis and released by the virtual school team twice a year on the condition that school have met specific requirements, including the completion of a Personal Education Plan (PEP). The PEP is completed by the school safeguarding officer. 9 pupils are in the care of Rochdale Metropolitan Borough Council (RMBC) and this Authority retains £100 per child to use for central allocation. Pupils who transfer into school during an academic year will be recorded at the next available census and funding available pro rata retrospectively.

LAC/CfC Expected Funding for September 17 to March 18

RMBC Cared for Children/LAC = 9

Other Local Authorities LAC = 6

LAC/CfC expected funding April 18 - August 18

RMBC Cared for Children/LAC = 9 x £1800 = £16,200

Other Local Authorities LAC = 6 x £1900 = £11,400

Total LAC/CfC payments = £25,700

A provision map of interventions, support and spend is maintained and held confidentially by the Safeguarding Officer.

2) POST Looked after children (LAC)

Funding is provided to school by the Local Authority for pupils who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order for year groups reception to year 11. Parents/carers are required to notify the school in these circumstances and provide evidence of the court order. Information is not transferable between schools (Department for Education). Schools must include these pupils on the January census to ensure funding is received.

POST LAC pupils confirmed for the October 2017 census = 6

Post LAC pupils confirmed for the January census (@10/01/18 census due 18/01/18) = 7

Post LAC/CfC Funding for academic year 17/18 will be based on the Jan 18 return 7 x £1900 = £13,300

How Pupil premium funding is received and how we allocate funds

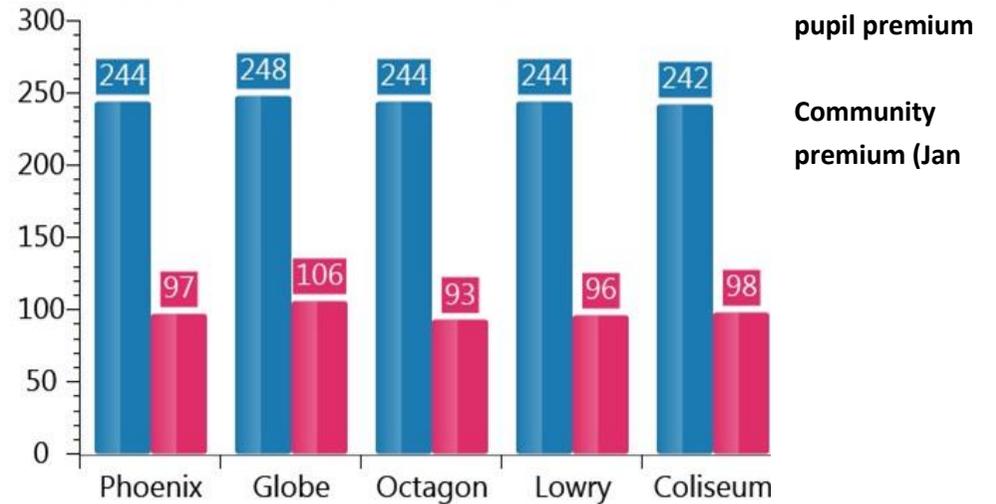
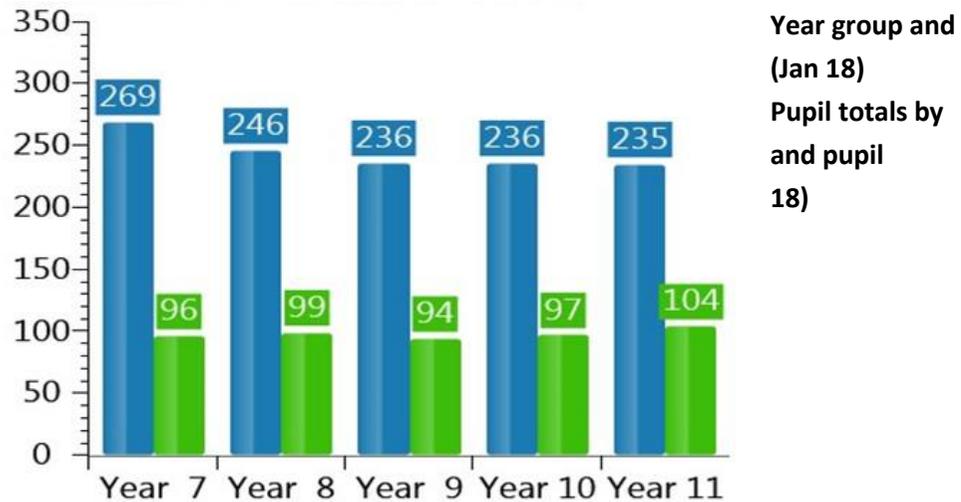
The school believes that all pupils who are eligible for Pupil premium should be our focus, regardless of whether they have claimed funding.

Pupil premium funding is based upon pupils registered on roll in school with the Department for Education at the school January census with funding being received in April the same year. This census information is collated and checked against other data sources (Local Authority, Benefits and Revenues, Service children data etc.) and an update of individual pupils is provided to school in July of each year of all those who are entitled.

However, as this information is collated and funded retrospectively we are still required to identify pupil need and focus for all our pupil premium pupils throughout the whole school in each academic year. In order to do this, we have additional data capture methods that assist us in identifying those pupils who may be eligible for pupil premium before we receive the census check update information in July. This enables us to work with these pupils immediately from the start of the academic year.

Current breakdown on roll by year group and community

The following graphs show the breakdown of pupil premium pupils by graph 1) Year group and graph 2) Community. These totals are based on the number of pupils who we have identified as having pupil premium eligibility and we are actively supporting with pupil premium funding. Pupil premium currently represents 40% of the whole school. (Nov17)



Pupil premium distribution throughout the school

17/18 Pupil premium 40% Year 7 36% Year 8 40% Year 9 40% Year 10 41% Year 11 44%

These figures show a decline of 8% in the Pupil premium cohort from Year 11 to Year 7 for this academic year 17/18

Compared to last 2 years:

16/17 Pupil premium 41% Year 7 39% Year 8 40% Year 9 39% Year 10 44% Year 11 44%

15/16 Pupil premium 41% Year 7 36% Year 8 42% Year 9 43% Year 10 44% Year 11 38%

(Data source SIMS Discover last 3 years @ January 18, 17, 16 respectively)

What is catch-up Premium funding?

This is additional funding provided by the Government and for the academic year 15/16 was specific to year 7 pupils who did not achieve National Curriculum Level 4 at the end of KS2 in either Mathematics or English reading. It is only allocated during the year 7 academic year. The catch up premium funding plan is often inextricably linked with the pupil premium plan as a high proportion of pupils fall into both categories. The funding should be strategically spent to target the gap in performance for these pupils to ensure they “catch-up” with their peers and have full access to the curriculum. Changes to KS2 levels for academic year 16/17 have meant that we will no longer

receive this funding based on the KS2 performance of pupils. The Government confirms *'In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census'*. We are therefore estimating funding of at least £24,000 based upon our allocation in 15/16. Actual funding confirmed Feb 2017 as £25,670.

Catch up premium basic funding information is contained within this Pupil premium document. A comprehensive Catch up premium evaluation for 16/17 and funding document for 17/18 is available separately on the school website.

Falinge Park High School's Catch-up Premium Profile 2016-2017 (current on role)			
Total number of pupils on roll in Year 7	231 (5/07/16)	247 (7/03/17)	265 (05/09/17)
Number of Catch-up Premium pupils (who are also PP-eligible pupils)	13	85 (93 if include PP no data pupils)	171 (190 if include PP no data pupils)
Number of pupils level 3 and below in Reading at the end of KS2 or <100	19	94	96
Number of pupils level 3 and below in Maths at the end of KS2 or <100	34	70	78
Number of pupils level 3 and below in Reading and Maths at the end of KS2 or <100	13	46	68
Reading KS2 data not available at this stage (internal assessments will be undertaken)	0	16	28
Maths KS2 data not available at this stage (internal assessments will be undertaken)	0		20
Total Catch up Premium budget:	£24,000 (15/16 allocation)	£25,670 (16/17 allocation)	Expected Feb 18

Key statements from last Ofsted report(s) relating to the performance of disadvantaged pupils at Falinge Park High School:

'Pupils known to be eligible for support through the pupil premium attain above the national average for similar pupils. Their attainment is very close to other pupils in the school. This reflects the excellent support and guidance that they receive'.

Focus of Funding allocated 2017-2018

The aim of our Pupil Premium (PP) funding at Falinge Park High School is to raise the attainment of all disadvantaged pupils of all abilities and to close the gaps between them and their peers nationally. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of our spend as an ongoing process throughout each academic year. These include headline measures as well as individualised monitoring and evaluation processes which are developed in conjunction with staff and pupil premium stakeholders who have specific responsibilities for reviewing our pupil premium spend. The school allocates its funding in the following key areas;

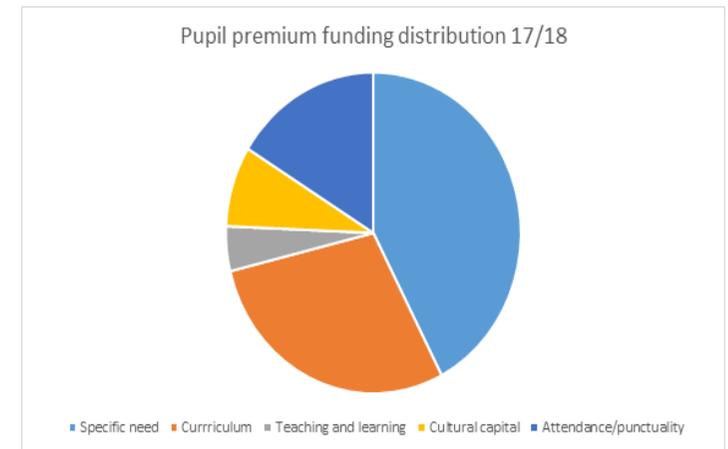
Curriculum - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups.

Specific need - Pupils who are identified with a specific need including; SEND pupils, high attaining pupils on entry, those eligible for FSM and pupils with behavioural issues are supported to ensure that the gap between PP and non PP pupils with these needs narrows.

Teaching and Learning - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between PP and non PP pupils whilst improving provision for all.

Cultural capital - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils.

Attendance and punctuality - To implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils.



Development for 2017-2018

Following the review and evaluation of progress made for 2016/17 several key actions for the academic year 2017/18 have been established to inform our improvement plan;

- To continue to develop PP strategies through the PPRT with Stakeholder support by using key internal data and external evidence (EEF) to determine rationale for the allocation of PP funding.
- PPRT to continue to develop links with both internal and external stakeholders creating a clear strategic plan for the academic year 17/18.
- To ensure that stakeholders re-engage and adapt strategic plans within their areas as part of the planning process. Particular focus on adapting success criteria/expected outcomes and how the impact will be measured.
- PPRT to investigate other funding allocation opportunities based on evaluation from previous year, eg investigation of funding for Spanish MFL assistant based on the success of French assistant being allocated from PP.

- Catch up premium to be fully reviewed for effectiveness with a clear strategy for identification, funding, resource allocation and progress tracking.
- Stakeholder evidence and evaluation to be monitored termly and quality assured by the PPRT.
- Review and increase the PPRT funding for the extra-curricular budget to meet the increased need for faculties and staff to develop pupil enrichment opportunities, social, emotional learning and wellbeing.
- PPRT to look at the development of PP provision mapping using SIMS interventions.
- PPRT to consider PP case studies based upon FPHS Learning and experience journey, enabling PPRT to develop PP strategies through pupil voice feedback and practical experience.

Data analysis December 2017

Category		Type	FPHS Y11 Predicted Autumn		GAP	FPHS Y11 results achieved		GAP	
<u>Disadvantaged students Cohort</u>			PP	Other	Y11		Other	2017	2016
PP	Other	Progress 8	-0.267	-0.243	PP	-0.113	-0.1009	0.004	

56%(130)	44%(102)	Attainment 8	37.36	41.18	-0.024	40.93	41.95	-1.02	-2.39
Average grade		Maths and English 7+	1.00%	1.50%	-0.50%	-3.82	5.5%(7)	2.40%	
PP	Other	Maths and English 5+	21.60%	23.10%	7.9%(9)	34.2%(39)	37%(47)	-2.80%	
4-	4+	Maths and English 4+	48%	58.50%	-1.50%	52.6%(60)	55.9%(70)	-3.30%	-4.6
		9-4 pass Eng	68.60%	80.00%	-10.50%	73.70%	71.70%	2%	3
		9-5 pass Eng	39.20%	47.70%	-11.40%	57.90%	54.30%	3.60%	
		9-7 pass Eng	2.00%	2.30%	-8.50%	15.80%	11%	4.80%	
		9-4 pass Ma	52.90%	61.50%	-0.30%	56.10%	63.80%	-7.70%	-7.6
		9-5 pass Ma	26.50%	26.20%	-8.60%	36.80%	44.10%	-7.30%	
		9-7 pass Ma	5.90%	7.70%	0.30%	15.80%	14.20%	1.60%	
		% Achieving EBacc strong pass	2.00%	3.80%	-1.80%	7%	10.20%	-3.20%	-1.40%
		% Achieving EBacc standard pass	2.90%	7.70%	-1.80%	6.10%	9.40%	-3.30%	
		Total Average points			-4.80%	4.09	4.2	0.11	
		WBRI males 5-9 Eng/Ma	12.50%	21.50%	0	45.50%	27.30%	18.20%	
		WBRI males 4-9 Eng/Ma	25%	57.10%	-9.00%	63.30%	36.40%	27.20%	

Plan of Pupil Premium funding allocation 2017-2018

Curriculum

Ofsted report 2013 'Achievement is good and rising. The vast majority of pupils make the progress expected of them. The proportion making better progress than this in English is in line with the national average while in mathematics it is above.

pupils known to be eligible for support through the pupil premium make good progress and achieve well. Their attainment is significantly above that of similar pupils nationally. These pupils attain, on average, approximately one third of a GCSE grade lower in English and mathematics than other pupils in the school. Information about pupils' progress, show that effective action taken by the school in recent years has closed the gap securely and that the gap is continuing to narrow'.

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale (based on EEF findings and internal data)
Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils	Low reading levels from KS2 EAL needs (Catch up premium) Disengagement/inability to relate to texts Access to first language spoken English models at home Specific literacy need creating a barrier to accessing the wider curriculum. Access to reading materials at home.	CUP measures: Gap in Reading Ages reduced Receptive vocabulary improves nearer to the 8,000 word families needed for academic texts Access to wider school curriculum improves PP measures: Access to wider school curriculum improves Gap in reading ages reduces for PP students Pupils access and read outside the school Pupils feel compelled to read for pleasure Pupils reading skills are improved through the focus on guided reading and accelerated reader programme Receptive vocabulary improves nearer to the 8,000 word families needed for academic texts Staff plan to teach tier 2 vocabulary Staff explicitly teach tier 2 vocabulary in guided reading and in Humanities and Science Evidence of tier 2 vocabulary seen in English Learning Reviews FDT focus on improving vocabulary in written and spoken English in the classroom.	EEF research indicates that that accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – Delivery within library lessons is a part of a larger strategy to engage pupils in reading. +5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. <ul style="list-style-type: none"> ● They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: ● Targeted reading aloud and discussing books with young children. Explicitly extending pupil's spoken vocabulary. ● The use of structured questioning to develop reading comprehension. +5 months: Reading comprehension strategies. Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. +5 months: Mastery learning strategies. Breaks subject matter and learning content into units with clearly specified objectives. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months'. +5 months: Homework. Homework may be preparation practising,

			<p>completing tasks or activities already taught or started in lessons. +8 months: Feedback. Feedback redirects or refocuses, it can be verbal, written or given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peer.</p>
<p><u>Chosen strategies and actions</u></p>			
<p>Accelerated Reader/Library lesson in Year 7 (thirty minutes per week) Accelerated Reader lesson in Year 8 (one hour every two weeks) Reading intervention targeting PP/catch-up pupils twice a week from CALL and English (thirty minutes per session) Guided reading in Year 8 Tutor time peer-reading with Year 9 reading champions After school guided reading session Carnegie shadowing group for High Attaining PP pupils on entry Training staff of Year 7 Humanities and Science in approaches to active reading in the classroom. Partnership teaching with VA, RM, MBr, SH Hub work developing professional learning in regards to teaching vocabulary in the classroom. To improve mark-sheet entry with the inclusion of a Catch up premium (CUP) column for ease of tracking, monitoring and impact of this specific reading cohort English FDT supporting faculty in planning for the use of tier 2 vocabulary in lessons</p>			
<p><u>How is impact monitored</u></p>	<p><u>Cost</u></p>	<p><u>Person responsible</u></p>	
<p>Case studies related to PP pupils demonstrating specific impact. Analysis of data demonstrates a reduction in gap between the reading ages of PP and CUP compared with non PP. Pupil voice questionnaires Staff questionnaires Planning in SoL for Humanities and Science shows guided reading/active reading approaches Partnership teaching Hub work evaluations Vocabulary baselines and re-testing through Paul Nation tests English Learning Reviews/ walks Book studies throughout the year</p>	<p>Pupil Premium (PP) Director of Literacy HLTA TA 4 English intervention TA - 75% P. Cost of UPS 1 (not charged) Cost of UPS 2 (not charged) Cost of UPS 3 (not charged) Total PP £129,907 Catch Up Premium (CUP) English Intervention TA - 25% Accelerated reader £4007 Resources £488 Total CUP £10,440</p>	<p>PP review team SWa/JH - evaluate overall impact related to literacy development Direction of Literacy SJY - monitoring and tracking internal data to measure impact. Direct colleagues within LIT team and train whole school. Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice. HLTAs + ENG intervention TA - track progress of work within areas and input data</p>	

Evaluation of impact**Term 1**

CUP review of cohort <100. Meeting with PPRT and EAL to determine strategies for specific EAL CUP cohort.

Meeting with EAL to determine cohesive CUP strategies and review meeting set.

Year 7 Reading Age (RA) scores

Whole cohort September 2017 Average RA 10.1, December 2017 10.8 = 7 months progress in 4 months

CUP September 2017 average RA 8.11, December 2017 9.6 = 7 months progress in 4 months

PP September 2017 average RA 10.0, December 2017 average RA 10.6 = 6 months progress in 4 months

The Average scores for PP students are hugely affected by a small number of students who appear to have regressed hugely in the past four months. Most of these students' anomalous results seem to derive from over-inflated scores in September 2017-especially when compared to KS2 reading scores, teacher assessments and RA re-testing several times in Dec. The RAs that these students are achieving now after retesting seem more accurate and reliable.

Year 8 Reading Age (RA) scores

Whole cohort September 2017 average RA 11.3 (regressed 2 months over Summer), December 2017 average RA 11.7 = expected progress 4 months in 4 months

PP September 2017 average RA 11.0 (regressed 4 months over the summer), December 2017 average RA 11.5 = 5 months progress in 4 months.

Guided reading is being trialled for the first time in Year 8 during most of the Year 8 library lessons. This didn't start until Oct half term. This also only happens once every two weeks so I expect impact in RA to be more evident next term.

Tutor time reading

In September 2017 there were 54 year 7 pupils invited to tutor time reading with a reading age of 8 years 6 months and under. After testing in December 2017 this number has reduced to 33 year 7 pupils who will attend during the Spring term 2018.

There were 24 year 8 pupils invited to attend tutor time reading, these pupils had a reading age of under 9 years. After testing, 3 of those pupils increased their reading ages above 9 years. Due to the numbers of year 7 pupils increasing their reading ages we have invited 30 year 8 pupils to attend during the Spring term 2018. The 30 pupils are those with a reading age of under 9 years.

All teachers in literacy hub successfully completed one round of lesson study with Tier 2 vocabulary as the focus.

Guided reading and vocabulary instruction evident in CALL, History, RE and some Science SoL for year 7 and some other years.

Paul Nation tests administered.

Vocabulary tests for four sample tutor groups show that direct instruction of Tier two vocabulary in tutor time improved students' receptive understanding. Testing of these words happened after a 6 week period to show long term memory recall of the new words.

Curriculum

Ofsted report 2013 'The school uses Year 7 catch-up funding effectively to provide extra, targeted support for lower attaining pupils in reading, communication and writing. The school's records show that these pupils make good progress and achieve well as a result'.

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Narrowing the gap in numeracy levels at KS3 in particular low and high attainers on entry	<p>Low numeracy levels from KS2 EAL needs (Catch up premium) Variability in numeracy levels from KS2 challenge within maths curriculum Access to maths basics skills to catch up deficit at KS2 Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital Low Literacy levels on entry Access to appropriate specialist equipment</p>	<p>CUP measures: Improved engagement and attainment at KS3 and KS4 Pupil functional maths ability improves Pupils feel compelled and empowered to problem solve using maths skills. Pupils have the resilience to not give up on challenging mathematical problems</p> <p>PP measures: Improved engagement and attainment at KS3 and KS4 Pupil functional maths ability improves Pupils feel compelled and empowered to problem solve using maths skills. Pupils have the resilience to not give up on challenging mathematical problems</p>	<p>+5 months: Mastery learning strategies. Breaks subject matter and learning content into units with clearly specified objectives. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months'.</p> <p>+4 months: Small group tuition. Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>+8 months: Metacognition and self-regulation. Aims to help learners think about their own learning explicitly. By teaching pupils specific strategies to set goals and monitor and evaluate their own academic development.</p> <p>+8 months: Feedback. Feedback redirects or refocuses, it can be verbal, written or given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peer.</p>

Chosen strategies and actions

Continuation of UPS performance development target programs to work with PP pupils

TW - Year 7 low attainers on entry (**catch up premium**) identify through KS2 data, teacher assessment and PUMA assessment :

- Group identified through gaps in knowledge in specific group set up and timetabled let by TW
- Passport maths programme purchased for CUP pupils
- Pupils requiring additional support entered into intervention group with TW
- Intervention group to be fluid dependent upon pupil need.

UPS groups to be determined for Term 2 and projects up and running

Homework club for KS3 and KS4 - TW

- Tuesday and Wednesday 3 - 4pm
- Helping pupils with the topics they struggle with
- Boosting pupils confidence
- Utilising QR cards (evaluation on effectiveness)

Lunch club for KS3 and KS4

- Monday, Tuesday and Wednesday TW

High attainers club

- Wednesday lunchtime GM
- University challenge encouragement
- Maths challenge as individuals or groups building maths skills, problem solving

Passport maths resource

To improve maths skills for CUP and LA on entry.

Specialist resource to focus on manipulatives for CUP pupils

Establishment of Maths intervention google doc for monitoring and tracking of all intervention activities

CUP cohort data

Progress and tracking KS3 and KS4

<u>How is impact monitored?</u>	<u>Cost</u>	<u>Person responsible</u>
<p>UPS projects to be determined for Term 2</p> <p>TW KS4 successes</p> <ul style="list-style-type: none"> • After the mock exam the number of pupils attending revision sessions should increase • The full impact will be revised after obtaining GCSE results <p>TW KS3 successes</p> <ul style="list-style-type: none"> • Intervention group during tutor time • Passport maths progress <p>Impact case studies for individual pupils/groups</p> <p>Data for Catch up premium cohort is extracted and progress shown</p> <p>Pupil voice</p> <p>Staff observations and feedback</p>	<p>Pupil Premium (PP)</p> <p>Maths Intervention HLTA - 75% PP</p> <p>Cost of UPS 1 (not charged)</p> <p>Cost of UPS 2 (not charged)</p> <p>Cost of UPS 3 (not charged)</p> <p>Total PP £18,785</p> <p>Catch Up Premium (CUP)</p> <p>Math Intervention HLTA - 25% CUP</p> <p>Passport Maths £1038</p> <p>Resources £1962</p> <p>Total CUP £9262</p>	<p>PP review team SWa/JH - quality assure and evaluate the overall impact related to narrowing the gap in numeracy levels at KS3 in particular low and high attainers</p> <p>Head of Maths Faculty SG - monitor, track and evaluate overall Maths interventions for impact</p> <p>UPS staff - monitor, track and evaluate impact of progress on individual pupils on programs</p> <p>Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice.</p> <p>HLTA (TW) - monitor, track and evaluate impact of progress on individual targeted pupils on programs</p>

Evaluation of impact**Term 1**

Passport maths - The maths intervention HLTA is working with 100 year 7 pupils to improve their Mathematics skills. These pupils were selected based on their KS2 results. Any pupils who scored less than 100 or had no result recorded undertook an initial assessment. We purchased a passport on www.passportmaths.org for each pupil who scored less than 40 out of 60 on the initial assessment. During tutor time each day she has pupils from a different community and takes them out of one Mathematics lesson per week. During these sessions each pupil works through the topics on the screen and filling in worksheets. They are currently working through whole numbers and will then move on to algebra. Initial evaluation from staff feedback to the maths intervention HLTA by teaching assistants and class teachers shows that pupils are enjoying this program and the fact that it is more visible seems to be helping some pupils.

Homework clubs - The maths intervention HLTA has pupils who come to complete homework during lunchtimes and they know she is also available after school on Tuesday, Wednesday and Thursdays. Numbers of pupils is steadily increasing.

Lunchtime club -The maths intervention HLTA has a group of year 10/11 pupils who attend regularly at lunchtime to go over things from class which they are unsure about or to help with topics they have worked on in their own time.

High attainers club - GM is leading the sessions. Attendance of these sessions is minimal. Those who do attend appear to have developed reliance in approaching problems and do not fear struggling.

Use of new resources - The maths intervention HLTA has started to use some of the new resources with small groups. All teachers have been using the new Cuisenaire Rods with year 7 pupils.

UPS - Information available on the system - UPS project established during term 1 - new format and structure used to improve consistency, expectations and rigor

CUP data application, evaluation and impact -

The mathematics faculty have started to create a database to monitor pupil progress. This is very much in the infancy stages and will be a document that will require updating and improvement. At this stage it contains basic information; wrt KS2 score, MIDYIS Data and Assessments that the Faculty carry out at key points in the year. Staff are also actively using their 'Starters'/ Homework to ensure highlighted areas where pupils lack understanding, are covered. The use of assessments is highlighting these areas of concern. Pupils in lessons are more actively asked to explain their thinking as opposed to just giving an answer. Opportunities to make progress are also being developed with the use of the 'Blue Books' in which key aspects are marked to allow for progression of understanding. Some staff are using seating plans to encourage pupils who work at a higher pace to support those pupils who work at a slower pace, this could be encouraged to ensure it is done more consistently across the Faculty.

<p><u>Specific need</u> <u>Ofsted report 2013</u> 'Pupils who are disabled or with special educational needs, those who speak English as an additional language and those who join the school at other than normal times make good progress and achieve well because of the excellent support that they receive and the outstanding care and guidance that the school provides. This demonstrates the school's highly effective promotion of equality of opportunity'</p>			
<u>Focus</u>	<u>Barriers to learning</u>	<u>Desired outcomes/success criteria</u>	<u>Rationale</u>

<p>Narrowing the attainment gap of PP pupils who are identified with a specific need</p>	<p>Specific need of pupil based on: SEND LAC pupils - attachment issues, unsettled home environment Safeguarding issues Social and emotional barriers to learning Access arrangements - assistance with reading, scribing, additional time and prompts. Transition Yr6 - Yr7 and Post 16</p>	<p>Pupils with needs are identified by SENDco, transition documents, admission, EHCP/Statements of educational need, SEN register information Pupils engage in school – behaviour, achievement and/or attendance and punctuality data improves Progress and attainment data for these pupils demonstrates academic improvement pupils feel supported socially, emotionally and academically Pupils’ independent thinking, resilience, stability develop with a can do attitude, growth mind set and engagement in compelling learning experiences Improvements in the quality of provision for pupils with SEND through the further development of a PD programme for TAs (SDP).</p>	<p>+5 months: One to one tuition. Intensive individual support. +4 months: Small group tuition. Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area. +5 months: Social and emotional learning. Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. +1 month: Mentoring. Adult role models aim to build confidence or to develop resilience and character. +1 month: Teaching Assistant support. Evidence suggests that teaching assistants can have a positive impact on academic attainment. +3 months: Individualised Instruction. Based on the idea that all learners are different and have different needs, therefore a personally tailored approach will be more effective. +8 months: Feedback. Feedback redirects or refocuses, it can be verbal, written or given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peer. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at pupils with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.</p>
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Chosen strategies and actions

Continue with parental and pupil engagement activities and Investigate packages of support for most vulnerable parents, implement, monitor and evaluate.
Utilise google doc impact of evaluation document for ongoing recording and monitoring of parental activities by the Inclusion team - providing regular termly updates to PPRT
Offer counselling service and drop-ins from outside agencies to support the mental health and wellbeing of pupils
Utilise google doc impact of evaluation document for ongoing recording and monitoring of all TA activities throughout the year - providing regular termly updates to PPRT
Continue to utilise the LAC/CfC google doc with information relating to PP+ for each individual LAC pupil
Continue to support staff with CPD to develop skills and knowledge to further support the needs of pupils

Develop PD programme for Teaching Assistants based on Teaching Assistant Standards to improve quality of provision and levels of achievement of pupils with SEND
Continue to fully participate in Virtual team network meetings sharing best practice, developing skills and knowledge, ways to improve life chances, latest updates and legislation.

Continue to support LAC/CfC activities and events from LAs included 'Our big day', fun days, LAC and carers awards.

Continue to seek ways to offer additional support to LAC/CfC from outside organisations and agencies best suited to meet individual need.

Case studies produced termly for Wave 3 pupils

Governor development days focused on priorities.

<u>How is impact monitored</u>	<u>Cost</u>	<u>Person responsible</u>
<p>Case studies related to PP pupils demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. Data demonstrates improved performance of PP high attaining pupils on entry across all years Engagement/attendance on projects, programmes and trips pupil voice questionnaires demonstrating pupil view towards activities Parental engagement questionnaires and feedback on parental activities Pupil engagement with services offered by outside agencies</p>	<p>Pupil Premium Pastoral Officer PP, LAC and SEND salary - 50% PP Inclusion lead, TA HLTA and Safeguarding officer (Not charged) Counselling services £6669 Total PP spend £13,081</p>	<p>PP review team SWa/JH - quality assure and evaluate the overall impact related to narrowing the attainment gap SWa/JT - to evaluate the impact of the newly created role of Pastoral Officer for PP/LAC and SEND Head of Inclusion JT - monitor, track and evaluate interventions undertaken by the Teaching Assistant team and Mentors where applicable; monitor, track and evaluate interventions undertaken by outside agencies Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice.</p>

Evaluation of impact

Term 1: TA intervention groups established for: Precision teaching, lego club, Thursday club, evaluation methods in place via google doc.

POST LAC processes in place for self referral with communication to all parents/carers via mail shot Sept 17.

Counselling services secured to meet pupil need and commenced Sept 17. Evaluation and review expected termly.

Midyis data shows:

Year 7 - There are 6 pupils with EHCPs – one achieved Band C and the other five Band D overall. One student did not take the Midyis assessment and has since returned to special school.

In the SEND K cohort 9 pupils (21%) achieved Bands A or B and 57% achieved Band D. For the whole SEND cohort, 20% achieved Bands A or B and 56% are in Band D. 9 SEND pupils' KS2 data was 100-109.9. 7 of whom achieved Bands A or B. One pupil achieved Band B with a KS2 average of 94.5 and another achieved Band B but had no previous data. 2 pupils with SEND both achieved Band C although they had KS2 averages of 103 and 105.5 reflecting a mismatch between their KS2 and their Midyis scores. SEND K have performed in line with expectation for maths and non verbal but have underperformed overall and also in vocabulary and skills.

Year 8 - Of the four pupils with EHCPs, one achieved Band A overall and the others are in Band D. For the whole SEND cohort 10 pupils (26%) achieved Bands A and B with 39% in Band D. 10 pupils' KS2 data was 100-109.9. 6 of these pupils achieved Bands A or B with 4 achieving Band C representing less than expected progress. 4 pupils with SEND who joined with KS2 averages of less than 100 achieved Bands A or B indicating more than expected progress. Overall Non-SEND pupils have outperformed SEND pupils due to the performance of SEND K pupils in maths which is 21% compared to 59% for Non-SEND. In vocabulary however the performance of these two cohorts are in line with each other with the largest gap of 34% occurring in the skills category. 50% of EHC pupils have achieved Band A and B in skills and non verbal compared to 25% in maths and vocabulary.

Year 9 - Three pupils in Year 9 currently have a Statement or an EHCP. Only one pupil took the Midyis Assessment and achieved Band C representing good progress as he achieved Band D the year before. In the SEND K cohort 4 pupils (14%) achieved Bands A or B and 45% achieved Band D. For the whole SEND cohort, 12.5% achieved Bands A or B and 41% are in Band D. Overall there is a widening gap of 52% (40% previous year) in the performance of Non-SEND and SEND pupils with this being greater in vocabulary and maths categories at 42% and 43% accordingly.

Counselling services evaluation for T1 shows: 16 pupils were seen by the counsellor, 9 of whom are PP (56%). The 'drop-in' facility was used 7 times by 4 different pupils, 2 of whom are PP (50%). The counsellor is in the process of creating her own evaluation. Data from our online safeguarding recording tool, MyConcern highlights the high number of referrals related to pupils' emotional and mental health. Being able to refer some pupils to this specialised service is crucial as part of our early intervention strategy.

Specific need

Ofsted report 2013 'Pupils who are disabled or with special educational needs, those who speak English as an additional language and those who join the school at other than normal times make good progress and achieve well because of the excellent support that they receive and the outstanding care and guidance that the school provides. This demonstrates the school's highly effective promotion of equality of opportunity'

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
<p>Narrowing the attainment gap of PP pupils who are identified with a specific need</p>	<p>Specific need of pupil based on mentoring category: LAC pupils - attachment issues, unsettled home environment Safeguarding issues Social and emotional barriers to learning Managed moves - transition issues & social and emotional barriers Access arrangements - Assistance with reading, scribing, additional time and prompts. Behavioural issues including: Compelling behaviour policy, fixed term exclusions and Reflection Transition support for Year 6 - Year 7, KS3 - KS4 and Post 16</p>	<p>Pupils with needs are identified by Senior leadership team (SLT) and Heads of Community (HOCs) and targeted by mentors Pupils engage in school – behaviour, achievement and/or attendance and punctuality data improves Progress and attainment data for these pupils demonstrates academic improvement Pupils feel supported socially, emotionally and academically Pupils' independent thinking, resilience, stability develop with a can do attitude, growth mind set and engagement in compelling learning experiences New computer system for exam access arrangements will facilitate the provision of readers and scribes. This will have a positive impact on staff workload. The effectiveness of the Pastoral system and personal development, welfare and behaviour improve</p>	<p>+3 months: Behaviour interventions. These are shown to have an impact on academic performance along with a decrease in problematic behaviours. +4 months: Small group tuition. Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area. +5 months: Social and emotional learning Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. +3 months: Individualised Instruction. Based on the idea that all learners are different and have different needs, therefore a personally tailored approach will be more effective. +8 months: Feedback. Feedback redirects or refocuses, it can be verbal, written or given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peer. +1 month: Mentoring. Adult role models aim to build confidence or to develop resilience and character. +5 months: Collaborative learning. Can be defined as learning tasks or activities where pupils work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at pupils with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.</p>

Chosen strategies and actions

Review of Pastoral services, structure, roles and responsibilities, policies and procedures for 17/18

Mentors

Progress and Tracking document to be completed for ALL mentored pupils. Information to be utilised to ensure intervention activities are effective and impact is demonstrated.

Explore and implement methods of whole cohort analysis.

Continue with parental and pupil engagement activities.

Investigate packages of support for most vulnerable parents, implement, monitor and evaluate.

To continue to support staff with CPD to develop skills and knowledge to further support the needs of pupils including counselling, mental health support and access arrangements.

To continue to develop Managed Move process of guidance, fresh start and overcoming barriers to learning. Fully mentor supported 12 week placements to continue with specific mentor specialism in this area.

Group work case studies to continue, regular reviews to ensure progress and impact with quality assurance check by LP.

Data from behaviour logs, observations, transition information to be analysed to determine group work activities and Mentor allocation for 17/18. Groups to be determined quickly and a programme of interventions to be developed by end of November 2017

Reflection room and exclusion data from 17/18 to be used to identify trends and groups extracted for further intervention work ie repeat offenders, specific behaviour incidents, year groups, peer groups, ethnicity, and gender.

Regular Mentor meetings to continue.

Triage of incidents at the end of each day to ensure consistency of interventions and inform intervention.

Weekly behaviour reports submitted to Head teacher

Weekly meetings with AT and AHT

Monthly data patterns submitted as report to Head teacher

Termly reviews including pupil and staff voice

RPT reviews focussed on this priority

Case studies produced termly for Wave 3 pupils

Governor development days focused on priorities.

Head of Community

Review of pastoral team policies and procedures for 2017-2018

Data from behaviour logs, observations, transition information to be analysed to determine group work activities and Mentor allocation for 17/18. Groups to be determined quickly and a programme of interventions to be developed by end of November 2017

Reflection room and exclusion data from 17/18 to be used to identify trends and groups extracted for further intervention work ie repeat offenders, specific behaviour incidents, year groups, peer groups, ethnicity, and gender.

Regular HOC meetings to continue.

Triage of incidents at the end of each day to ensure consistency of interventions and inform intervention.

Weekly behaviour reports submitted to Head teacher

Weekly meetings with AT and AHT
 Monthly data patterns submitted as report to Head teacher
 Termly reviews including pupil and staff voice
 RPT reviews focussed on this priority
 Governor development days focused on priorities.
 Case studies produced termly for interventions groups by HOC

<u>How is impact monitored</u>	<u>Cost</u>	<u>Person responsible</u>
<p>Case studies related to PP pupils demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. Data demonstrates improved performance of PP high attaining pupils on entry across all years Engagement/attendance on projects, programmes and trips pupil voice questionnaires demonstrating pupil view towards activities Data shows a reduction in Reflection referrals and Fixed term exclusions Parental engagement questionnaires</p>	<p>Pupil Premium 4 Mentors HOC 40% (Not charged) Total PP spend £119,660</p>	<p>PP review team SWa/JH - quality assure and evaluate the overall impact related to narrowing the attainment gap SWa/LP - to evaluate the impact of the newly created role of Pastoral Officer for PP/LAC and SEND Head of Pastoral and welfare LP - monitor, track and evaluate interventions undertaken by the Mentor team and HoC for impact Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice. Mentors - to monitor and track on-going projects and impact of specific strategies including Reflection room data Heads of Community - To identify individual pupils, groups and cohorts:to set up, deliver, monitor and track on-going projects and impact of specific strategies including FTE, reflection, behaviour and attendance data.</p>

Evaluation of impact

Term 1

Introduction, promotion and delivery of FPHS Compelling learning policy to all staff, pupils, parents and Governors as a draft document for agreement.
 Personal Development and Welfare Assistant head in post.
 Mentors and HOCs participant and engaged in pupil behaviour 'triage' daily - analysing behaviour incidents by pupil, type, class to inform intervention activities.
 Development of behaviour data systems to track, monitor and identify behaviour trends and patterns. CREATE framework utilised to plan daily, weekly, half termly, termly data, communication and audience for distribution and actions.
 Mentor interventions established for group work; pyramid club. Google doc in place for ongoing monitoring and evaluation.
 Mentor intensive 121 work developed for specific pupil need (approx 6 pupils at any one time). Close monitoring and tracking of progress to measure impact.
 CB cohort - since being on intensive support ⅓ has ended being in reflection; there haven't been any exclusions. 1 male pupil has had a 55% reduction in behaviour logs. 1 female pupil has had 8% reduction in behaviour logs.

SC cohort -4% pupils have made significant improvements. 1 male pupil has had 71% reduction in behaviour logs; 1 male 40% reduction; 1 male 69% reduction and 1 male 41%.

JM cohort - Significant improvements shown with 4/7 pupils. One pupil who was at risk of permanent exclusion has modified his behaviour significantly and no longer is at risk.

Staff feedback encouraged for behaviour and formalised through survey Nov 17.

Data HT 1: Full analysis report available including steps to improve.

Reflection: 48 referrals with 6 pupils repeat offending (13%)

Exclusions: 5 exclusions HT1 compared to 25 for the same period last year.

Senior detention: Significant improvements in the number of senior detentions from 126 for HT 1 last year compared to only 55 this year

Procedural review introduced to lengthen detention duration, reflective work and non attenders tracked down with parental involvement. The impact has been reduced senior detentions, reduced non attenders and reduced repeat offenders

Behaviour: 1668 behaviour logs. 82% male, 18% female. High proportion of repeat offenders especially in Year 9. Intervention groups established with all HOCs. Each assigned a year group of mixed community pupils to develop their ability to self-regulate their behaviour.

Data HT 2:

Reflection: 73 referrals with 12 pupils repeat offending (16%)

Exclusions: 17 exclusions HT2 compared to 19 for the same period last year.

Senior detention: 118 referrals with 29 repeat offenders (compared with same time last year 113 referrals and 16 repeat offenders)

Behaviour: 3019 behaviour logs.

Pastoral team evaluation of staff survey (Nov) available

Triage evaluation: Increasingly staff are dealing with behaviour much better within their classrooms and faculties. This is due to regular feedback from pastoral team to faculties on behaviour logs and strategies to deal with behaviour. LP identified staff and faculties who are need of further support and this is being given.

90 day impact actions and review:

Compelling behaviour review: LP collating data and to share with SLT Jan 18. Pastoral team will use this to inform future actions/interventions.

Specific need

Ofsted report 2013 'The school prepares students well for future success. Nearly all go onto further education, training or employment when they leave'.

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Narrowing the gap in the attainment and progress of high attaining (HA) PP students on entry	Aspiration Access to focused/ differentiated curriculum entitlement curriculum presenting appropriate challenge Understanding of roots to further and higher education	NEET figures improve for high attaining PP pupils on entry A*-A grades (or equivalent 7/8 grades) proportion is in line with cohort expectations Aspiration of HA PP pupils on entry improves	HA students achieve the highest grades because the challenge of teaching and expectations are explicitly high +5 months: Mastery learning strategies Mastery learning appears to be particularly effective when students work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring) EEF data suggests that this is an area of underperformance during

	Motivation Parental engagement Access to cultural capital based activities	HA PP pupils feel challenged but build confidence and resilience HA PP pupils have access to high quality CEIAG and colleagues	the past three years when compared to similar schools and national PP cohort in this area for FPHS
Chosen strategies and actions			
Development of “challenge” curriculum through SOL’s in all faculty areas Development of networking evening for KS4 students - access to business leaders and post 16 provision Develop further links with employers and business leaders UPS KS3 cultural capital projects - X2 staff UPS KS3 High attainers development through creative arts project - X2 staff Effective CEIAG - focus on access to college and university (MM) Development of work experience for year 11 pupils			
How is impact monitored	Cost	Person responsible	
Case studies related to PP students demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. Data demonstrates improved performance of PP high attaining students on entry across all years Engagement/attendance to projects, programs and trips Student voice questionnaires Parental engagement activities Low NEET figures	Pupil Premium CEIAG - 40% Cost of UPS 1 (not charged) Cost of UPS 2 (not charged) Cost of UPS 3 (not charged) Total PP spend £11,966	PP review team SWa/JH - Quality assure and evaluate the overall impact related to high attaining PP students on entry MM - monitor, track and evaluate impact of CEIAG UPS project staff - monitor, track and evaluate impact of intervention projects	
Evaluation of impact			

Term 1**CEIAG and NEET**

Careers networking event organised and took place on Thursday 19 October 2017. Evaluation summary held.

Careers Fair organised and took place on Wednesday 18 October 2017. Evaluation summary held. Parents and carers also had access to the Careers Fair as this was also the date of the year 11 parents evening.

Zen Internet Business Enterprise Day in school 19 December 2017. Zen employees attended to judge the competition they had set earlier in the academic year.

Work Experience offered to all year 11 pupils from Monday 2nd October to Friday 13th October 2017 inclusive. This will also be offered to year 11 pupils in September 2018.

In order for 3 specific pupils to access this opportunity pupil premium additional funding was utilised to support their placement. 1 pupil was provided with work boots from PP funding in order for them to participate in their chosen work placement.

4 x year 11 assemblies covering post 16 options, progress routes, A levels, vocational courses, and training/apprenticeship opportunities, 16th and 17th, 19th and 20th October 2017.

All year 11 pupils offered careers interviews to discuss post 16 options, all parents and carers are invited to attend with their son/daughter. See attached action plans for PP pupils.

Destination 2017 leavers NEET figures and full report available. Spotland and Falinge ward NEET Oct 16 6.6% compared to 4.1% in Oct 17 a improvement of 2.5%. NEET figures to be analysed and compared with data over time.

Pupil action plans Example 1 Pupil A, who is now at Rochdale 6th form studying A levels. Example 2 Pupil B, who is now on a level 1 engineering course at Bury College full action plan evidence available.

UPS and 'Challenge' curriculum

UPS project - Staff have been allocated their UPS project during the target setting stage November 2017. There is an expectation that all staff complete UPS framework developed for this year to improve consistency and raise expectations in terms of the raising achievement model.

44 UPS projects determined, 4 additional projects, 13 reviewers in place with between 3 and 6 projects each to review. UPS projects include; Primary school links for specific curriculum areas, Catch up premium cohort, Developing tracking and targeted intervention, Stretch and challenge for high attaining pupils, Young translators project, Autism friendly school status project, Pupil leadership program. Full cohort updates (including PP/non PP data) and project progress available following first interim review taking place before 2nd February 2018.

Impact for high attaining pupil premium - this is as a result of a combination of factors including curriculum delivery and expectation as well as developments related to T&L

Year 7

On entry there was a gap of 4% between PP and non PP with a score of 110+ (PP cohort -4%). For pupils with 100-110, a gap of 2%. Total gap for expected 6%.

For pupils with deep knowledge, a gap of 1.6%. For pupils with secure knowledge, a gap of 1.3%. Total gap for secure and deep knowledge 2.9%. Reduced the gap

For pupils with deep skills, a gap of 1.2%, For pupils with secure skills, a gap of 1.8%. Total gap for secure and deep skills - 3%. Reduced the gap

Year 8

On entry there was a gap of 2% between PP and non PP with a score of 110+ (PP cohort +2%). Larger gap of 16% 100-110. Total gap 14%

For pupils with deep knowledge, a gap of 0.1% in favour of PP. For pupils with secure knowledge 4.2%, Total gap 4.1%. Reduced the gap

For pupils with deep skills, a gap of 0.4%. For pupils with secure skills a gap of 2.6%. Total gap 3%. Reduced the gap

Year 9

Remains an area of focus for the gap reduction

Specific need

Ofsted report 2013 'The proportion of pupils known to be eligible for support through the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.) About 75 % of

pupils are from minority ethnic backgrounds, mostly of Pakistani or Bangladeshi heritage. The proportion of pupils who speak English as an additional language is well-above average'.

<u>Focus</u>	<u>Barrier to learning</u>	<u>Desired outcomes/success criteria</u>	<u>Rationale</u>
Pupil access to appropriate nutrition for their studies and nutritional information for health and wellbeing (EEF and NAHT studies show the link between pupil health and wellbeing and attainment)	Financial Social and economic impact for families Structural organisation and routine in the home Education and access to appropriate nutrition to support cognitive development and physical growth Fixed school start time can be inflexible for home life balance and needs of family unit Knowledge, experience and awareness of health, nutrition and wellbeing	Pupil uptake to fully funded and supported breakfast club daily Uptake of FSM Supply of healthy choices for a range of dietary needs to support the physical growth and cognitive development of pupils Improvements in punctuality and attendance Variable start to school day enables preparation time Wellbeing and social interaction with peers before start of school day in readiness for learning Breakfast club mentor supported enabling pupils to seek assistance, ask questions, feel supported prior to lesson commencement in readiness for learning PP/FSM hub to promote healthy schools, nutrition, fitness and wellbeing via improvements to website, pupil voice and parental engagement	British Nutrition foundation. NAHF Studies for the link between health and wellbeing and attainment. Rochdale MBC Healthy schools programme. Childrens food Trust. +1 month: Mentoring. Adult role models aim to build confidence or to develop resilience and character. +4 months: Outdoor adventure learning. Outdoor experiences consistently show positive benefits on academic learning. +3 months: Parental involvement. Active engagement of parents in supporting their children's learning at school. +2 months: Sports participation. The overall impact of sports participation tends to be positive and the participation in sports and physical activity is likely to have wider health and social benefits.

Chosen strategies and actions

PP/FSM links with Healthy schools, nutrition, fitness and wellbeing to develop a strategy for academic year 17/18 and relevant projects and initiatives to address barriers to learning and seek to meet desired success criteria.

Pupil engagement questionnaire to look at reasons for attendance at breakfast club and areas for improvement - to be undertaken as a PP project by Mentors.

Close working links with external healthy schools team and best practice sharing from relevant sources and organisations

PP/FSM hub to liaise with PSHE curriculum, PE, Inclusion and the Pastoral team to promote and support health, nutrition, fitness and wellbeing throughout the school

<u>How is impact monitored?</u>	<u>Cost</u>	<u>Person responsible</u>
<p>Pupil engagement and feedback Website improvements Case studies from Mentors. Progress and tracking information will include contact with pupils during breakfast club/unstructured times Uptake figures for FSM PP/FSM hub progress, evaluation and project evaluation PSHE curriculum Pastoral and inclusion activities and assemblies PE curriculum and additional activities</p>	<p>Pupil Premium FSM Estimated £75,000 Nov 17 Breakfast club allocation £2500 Mentor salary charge in Specific need Pastoral PP/FSM hub lead JH charge in Specific need/Cultural capital Healthy schools lead PM no charge Resource allocation £500 Total PP spend £78,000</p>	<p>PP Review Team SWa/JH - quality assure and evaluate the overall impact related to pupil access to appropriate nutrition EB Director of resources - FSM uptake, breakfast club costs PP/FSM hub and PM Lead on Healthy schools Complete termly updates for PPRT directly into the PP document. Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice. ML Catering manager - provision of healthy choices LP Pastoral and welfare lead – co-ordination of mentor breakfast club support, mentor case studies, pupil engagement and numbers and impact of breakfast club attendance Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice.</p>

Evaluation of impact

Term 1

PP/FSM hub

PP/FSM hub meetings each half term. Action plan and minutes available. Priorities set for 17/18. Projects determined and distributed to group members: AS breakfast club, LD and PM diners exit poll, JH and EB data over time. Healthy schools week 11th-15th June 2018 planning. Promotional material and school website update focussed meeting planned for Term 2. Pupil voice and parental engagement opportunities to be explored.

PP display and presence at school events.

JH PP/FSM Registration and research via Healthy schools team recommendations into www.foodafactoflife.com, British nutrition foundation, 5 ways to wellbeing, www.change4life.co.uk, Children's Food Trust. Healthy schools week resources requested from all sources.

Contact established with Healthy schools team Rochdale for available resources and support for healthy schools week.

Funding allocation

Funding allocation completed EB and JH Nov 17 and projected figures for FSM (£75,000) and breakfast club (£2500) determined. Allocation of £500 project funding introduced for 17/18.

Spend planning arranged for HT3 in conjunction with projects, PP/FSM promotion materials and healthy schools week.

Healthy schools

Confirmed Healthy schools status and enhanced status achieved, letter to Head teacher and certification received from Local Authority to confirm status criteria met and awarded for 3 years. Review date 2020.

PM confirmed as PP stakeholder and healthy schools lead.

Breakfast club

17/18 Breakfast club allocation £2500 based on year upon year spend.

Spend in financial years; 15/16 £1668.30 (Increase of £286.65 on 14/15). 16/17 £2438.40 (Increase of £770.10 on 15/16 and £1056.75 14/15).

Termly costs to be determined and monitored throughout this academic year.

FSM

Cost £75,828 Financial year 15/16. £76,550 Financial year 16/17 (Increase of £722.00). £75,000 Allocation for 17/18.

Cultural Capital

Ofsted report 2013 'Pupils' spiritual, social, moral and cultural development is outstanding. It is underpinned by the school's strong respect for each pupil as a valued individual. They feel very safe in school and are proud of their school. Leaders and managers are exceptionally successful in creating a harmonious school community in which all pupils, regardless of ethnicity or background, get along outstandingly well with each other'.

Focus

Barriers to learning

Desired outcomes/success criteria

Rationale

<p>Narrowing the gap in attainment of PP MFL</p> <p>French pupils compared with non PP pupils</p>	<p>Target language modelling is limited to the teacher</p> <p>Pupils' limited cultural capital related to target country</p> <p>Pupils' perception about the value of languages to them personally</p> <p>Literacy need identified in first language</p> <p>Lack of prior learning of MFL in KS2</p>	<p>Continuation of improved attainment and progress in French for PP pupils compared with non PP pupils.</p> <p>Improved attainment in Spanish GCSEs (when compared with mock results).</p> <p>Pupils' engagement and cultural capital improves</p> <p>Improve metacognitive and memory skills of pupils</p> <p>Pupils' speaking and listening skills improve.</p>	<p>The performance of PP pupils in MFL has significantly improved since the employment of the FLA. Funding has been allocated to continue this strategy to maintain success in this area for PP pupils.</p> <p>+4 months: Small group tuition. Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>+5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> ● Targeted reading aloud and discussing books with young children. ● Explicitly extending pupil's spoken vocabulary. ● The use of structured questioning to develop reading comprehension. <p>+5 months: Reading comprehension strategies. Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p> <p>+5 months: Mastery learning strategies. Breaks subject matter and learning content into units with clearly specified objectives. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months.</p> <p>+8 months: Meta-cognition and self-regulation. Aims to help learners think about their own learning explicitly. By teaching pupils specific strategies to set goals and monitor and evaluate their own academic development.</p>
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Chosen strategies and actions

FLAs to work with targeted pupils in French/Spanish classes from Y7-Y11
 Targeted Intervention Groups across all years
 Lunchtime catch-up and support sessions
 Language Club weekly
 Spelling bee entry and support

How is impact monitored**Cost****Person responsible**

Rigid tracking and monitoring system to measure progress in order to put appropriate and timely interventions when required - HC and AL
 Evaluate the impact of specific interventions to ensure that funding is being effectively evaluated - HC and AL
 Case studies for individual pupils/groups to check an impact of interventions on the progress - AL
 Engagement/attendance to projects, trips, Languages Club
 Internal and external tracking data demonstrates improved attainment for PP pupils compared with non PP pupils
 Termly evaluation of impact done by HC & AL
 Pupil voice questionnaires

MFL French FLA
 Allocation for Spanish MFL FLA
Total PP spend £21,134

PP review team SWa/JH - evaluate the overall impact related to narrowing the gap in attainment of disadvantaged MFL French pupils
FLA (AL) to monitor and track progress and impact of interventions and work with targeted pupils, using data, student voice and case studies
HC - Monitor and track progress and impact of interventions and work of FLA, complete termly updates for PPRT directly into the PP document, provide the PPRT with case studies and evidence to support impact, liaise with PPRT for assistance, support and advice.

Evaluation of impact**Term 1**

Spanish FLA (RC) employed for 12 hours per week with costs being met by PP. AL/RC timetabled to work with targeted pupils in KS4 and KS3 French/Spanish. Year 11 2nd mock results in French improved since 1st mock in year 10. AL set up and running weekly language club with attendance increasing due to the support of RC. Year 7 spelling bee competition entered, set up and led by AL. Initial pupil voice carried out with the PP pupils with whom AL works (to be done by RC during term 2). To be re-done in Term 2.

Cultural capital

Ofsted report 2013 'Pupils known to be eligible for support through the pupil premium attain above the national average for similar pupils. Their attainment is very close to other pupils in the school. This reflects the excellent support and guidance that they receive'.

Focus	Barrier to learning	Desired outcomes/success criteria	Rationale
Access to strategic extra-curricular/enrichment opportunities	Financial barriers for pupils paying for trips Equipment Confidence in engagement with extra-curricular activities Aspiration limitations due to social and economic group and exposure to cultural capital Fear of failure and measured risk taking	Pupils have access to all trips and equipment regardless of social and economic situation Increased numbers of PP pupils accessing extra-curricular opportunities Increased funding requests from staff for further PP pupil opportunities Evaluation of impact related to allocated funding improves Funding is directed/advised based on research related to reducing barriers pupils are given the opportunities to grow, develop and see opportunities beyond their experience Improvement of pupil opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and pupil potential is realised. Pupils to develop own ideas for funding opportunities via pupil council, pupil voice, pupil feedback ie: breakfast club project. Pupil self-developed projects SDP Personal development, welfare and behaviour	+4 months: Outdoor adventure learning. Outdoor experiences consistently show positive benefits on academic learning. +3 months: Parental involvement. Active engagement of parents in supporting their children's learning at school. +2 months: Sports participation. The overall impact of sports participation tends to be positive and the participation in sports and physical activity is likely to have wider health and social benefits. +5 months: Collaborative learning. Can be defined as learning tasks or activities where pupils work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. +5 months: Social and emotional learning. Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. +2 months: Arts participation. Involvement in artistic and creative activities, such as dance, drama, music, painting or sculpture. +5 months: Peer tutoring. A range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Cross age tutoring is encouraged through Vertical tutoring groups.

Chosen strategies and actions

Pupil premium review team to:

Actively promote and encourage (dependent on available funds) funding opportunities to support 'closing the gap' to all staff

Target specific areas identified through data and observation as requiring support and funding to help to 'close the gap'

With the support of the Business Director, ensure budgets are adhered to and funding spend is carefully managed

Ensure group and individual pupil need is balanced and fairly apportioned and distributed

<u>How is impact monitored?</u>	<u>Cost</u>	<u>Person responsible</u>
<p>Evaluation of impact of allocated funding requests takes place and is stored centrally by review team</p> <p>On-going process, monitoring and review cycle to be agreed based on strategy, trip, program, resource etc.</p> <p>Funding requests and associated evaluations of activities for effectiveness and impact</p> <p>Case studies of pupils/groups who have benefitted from PP funding</p> <p>Half termly reviews of academic progress to determine specific Faculty/area consideration for allocation of PP funding</p> <p>Half termly reviews of PP spend and fund availability for targeted allocation</p>	<p>Pupil Premium</p> <p>Allocated funding available £15,000</p> <p>Pastoral Support Officer 50%</p> <p>Total PP spend £21,412</p> <p>Spend T1 £5363.50 (HT 1 £1447, HT 2 £3916.50)</p>	<p>All staff to have access to PP funding application process and actively encouraged to consider innovative ways, events, programmes, intervention activities to narrow the gap between PP and non PP pupils</p> <p>PP review team SWa/JH and Director of Resources EB</p> <p>- to quality assure, monitor and track funding applications and PP spend, measuring the impact through collation of evaluation for funding activities.</p>

Evaluation of impact**Term 1****PPRT stakeholders:**

PPRT meeting with Key stakeholders to evaluate 16/17, share strategic planning and prepare funding document for 17/18

Updates collated and website updated with all 16/17 information and evaluation of impact and spend.

New PP document for 17/18 completed and on school website by agreed deadline Nov 17.

Revised funding process promoted through staff bulletin to all staff.

121 meeting arranged and held with all new stakeholders.

Increased parental contact. Staff referring parents to PPRT direct and PPRT contacting parents to explain PP, PP+ and support families in conjunction with stakeholders and safeguarding officer. PPRT to keep note of contact.

PP/FSM team available to attend school events and promote PP/FSM, Healthy schools links forged and to work in tandem.

PPRT research and data meeting Oct 17 for CUP and 121 meeting held with CUP stakeholders to determine cohort, spend allocation, distribution and allocation of resources

and funds.

PP/CUP google doc created to monitor and track all funding requests and spend by all PPRT and Business Director.

Stakeholder deadline 1/11/17 for impact of PP funding 17/18. PPRT deadline 3/11/17 for Quality assurance check and website publishing. All stakeholder areas completed and updated within agreed time frames.

PPRT funding review completed for all areas of PP and CUP.

PPRT data evaluation

Midyis data identifies area of development for PPRT - Year 8 and Year 9 underperforming pupils in vocab and skills. Cohort identification sought from Assessment data manager for action plan T2. Plan to engage PP stakeholders and PPRT to determine tracking group in HT3.

CUP identification shows EAL percentage for <100 pupils 74%, 2% higher than Year 7 whole school. Meeting held with Literacy Director and EAL Lead to allocate and focus CUP funding to support. Initial meeting 20th Nov, review meeting 4th Dec. Actions determined and strategies put into place. Next meeting Jan 18

PPRT Pupil premium and CUP funding allocation

Nov 17 PPRT review meeting JH/EB to determine allocation across all PP and CUP areas. Full review undertaken of all allocated and expected funding available for academic year 17/18. Full review of all stakeholder areas, pupil need and allocation of specific areas and resource spend. Quality assurance undertaken by PPRT.

Pupil premium summary £15,000 allocation:

19 Funding requests totalling (HT1 £1447 and HT2 £3916.50) = £5363.50. £9636.50 remaining funds.

Areas funded = Science revision guides, RE revision guides, Individual PP pupil support, support for trips as part of Science week, choir uniform, Art photography cameras, Individual pupil support, Food and nutrition guides, Aspiration trip for Land Rover Jaguar.

This compares to: 15/16 £3315 total spend for whole academic year and 16/17 £1835 spend T1 (£7020 for counselling services allocated from PP funding for 16/17, For 17/18 counselling services allocated to specific need) for 8 applications.

Evaluation of pupil premium funding spend: Every agreed funding application is followed up by an evaluation to ensure impact and value for money. Evaluation in some cases takes time before it can be successfully assessed. Processes are in place for the PPRT to obtain and quality assure all evaluations, these form part of the pupil premium evaluation of impact evidence file. Examples of recent evaluations:

PP funding was used to pay for GCSE PE revision guides for the 2016/17 year 11 cohort. The revision books helped the pupils revise in the lead up to their theory of PE exam. They were especially important for a number of students who didn't have adequate information in their workbooks. Pupils remembered their 'new revision' books when we had theory lessons which meant that they were put to good use both in the classroom and at home. On average the pupils each moved up a grade on their final GCSE exam when compared to the mock exam which they had prepared for without the aid of the revision guides.

PP funding was granted which paid for 62 new waterproof jackets to be used during outdoor PE lessons. This was necessary due to larger number of pupils in PE at once and having not enough room for all pupils to be indoor when it is cold/raining heavily outside. We have only have the facility for around 90 students in doors at one time so it is frequently necessary for students to have to do PE outside in the elements because up to 185 students can be on at one time. We have found that since the purchase of the jackets pupils can partake in PE lessons when it is wet/cold weather instead of being taken to classrooms. Ensuring that the physical elements of fitness, wellbeing and activity are maintained. Also for GCSE PE students supporting their mastery of skill, expertise and to gain experience in a number of sports to maximise their skills within the number of practical elements needed. It has led to more students engaging with PE outside and enjoying it all year round.

Catch up premium allocation summary £27,000 allocation:

Maths resources: £9262 including resources, ICT and staffing, Reading resources: £10,441 including resources, ICT and staffing, EAL/SEN additional support:£7297 allocation to support maths and reading for this additional needs group.

Reviewed and updated PP document for 17/18 to be completed by Stakeholders by 10/01/18. PPRT to quality assure for school website by 12/01/18.

<p>Teaching and learning</p> <p>Ofsted report 2013 'Pupils known to be eligible for support through the pupil premium attain above the national average for similar pupils. Their attainment is very close to other pupils in the school. This reflects the excellent support and guidance that they receive. Teaching is usually good with some that is outstanding. Most teaching is purposeful and promotes very strong relationships between adults and pupils. pupils behave well and have positive attitudes to learning'.</p>			
<u>Focus</u>	<u>Barriers to learning</u>	<u>Desired outcomes/success criteria</u>	<u>Rationale</u>

<p>Creative and consistent approach to Teaching and Learning to narrow the PP gaps in attainment across the curriculum</p>	<p>Staff transition to the school – understand schools strategies, ethos, inclusive agenda Staff ownership of tracking groups Skill deficit in effective strategies for PP pupils Variation in staff skills related to identifying and tracking PP Regular whole school awareness on Key pastoral factors specifically PP</p>	<p>Impact of HUB research is evident in learning reviews and lessons Development of SOL ensure that all pupils are aiming for excellence and appropriate scaffolding is in place Responsive teaching is evident in planning and in classrooms Cold calling and no opt out strategies are implemented so that no pupil misses out Question are planned for and delivered effective to improve learning (focus on Hinge questions) Knowledge checkers are developed as an effective tool for assessment to support responsive teaching Staff begin to use knowledge and skills continuum to plan for progress for all improved ability for leaders to be able to identify gaps in performance</p>	<p>Evidence from the Sutton report and ‘what makes good teaching’ used to plan CPD that develops quality teaching in order to maximise progress for PP pupils and all. Hubs are designed in response to pupil need and the diagnostic element of lesson study means that barriers to PP pupils are recognised and teachers can implement interventions or teaching strategies in order to tackle this. The impact is then reviewed in the lesson study cycle and staff share ideas of techniques which have worked and had a positive impact on learning. Effective use of data to inform tracking target groups to inform planning is essential to ensure that all pupils (including PP pupils make appropriate progress) +8 months: Metacognition and self-regulation. (Sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly and understand how to repeat success. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. +5 months: Mastery learning strategies. Breaks subject matter and learning content into units with clearly specified objectives. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months’.</p>
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Chosen strategies and actions

Induction programme established for new staff related to PP and T and L link
PP pupils must be one of three pupils tracked as part of lesson studies in hubs - for cycle 2 and 3 where appropriate
T and L Hubs established to provide action research/lesson study related to Growth mind set, meta-cognition, literacy (reading and extended writing) and other areas to support PP pupils
Growth mindset ethos created throughout school, using language to tackle fixed mindset and create a culture of challenge and risk taking.
T&L briefing used to explore classroom habits to promote participation and rigour
FDT used to support the development of big picture, SOL, questioning and responsive teaching

Leading learning used to plan and support middle in developing FDT		
<u>How is impact monitored</u>	<u>Cost</u>	<u>Staff responsible</u>
<p>Internal and external tracking data demonstrates improved attainment for PP pupils compared with non-PP pupils across the curriculum</p> <p>Evaluation of T&L hubs take place throughout the year</p> <p>Evaluation of training and induction processes</p> <p>Data collected from Lesson Study and case studies created</p> <p>Evaluation during learning views and faculty reviews</p>	<p>Pupil Premium 25% of T&L salary (not charged)</p>	<p>Headteacher: JA - quality assure and evaluate impact related to T and L development</p> <p>Deputy Head: SWa - monitoring and tracking internal data to measure/evaluate impact</p> <p>Assistant Head: PO'R - Hubs - track progress of work within hubs Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice.</p>
<u>Evaluation of impact</u>		
<p>Term 1</p> <p>T&L Briefing is very successful with an average of 50 teachers attending each session. This is very much linked to asking better questions and improving vocab. This approach to direct instruction of tier 2 vocab is crucial to aid the progress of our disadvantaged learners. A deficit in vocab hinders progression and in some cases pupils from disadvantaged backgrounds have a language deficit and many of our PP pupils are also EAL therefore this approach is relevant. All of the strategies we are exploring in the briefing are being seen in classrooms and this means that all pupils are being exposed to this. This goes beyond the teachers who attend because all faculties are also discussing asking better questions during FDT. This also links directly to the work being done on guided reading and the partnership planning that takes place in order to embed this in to curriculum subjects.</p> <p>Lesson studies - The quality of lesson study is improving with each cycle and teachers are basing these directly on pupil need. For this reason many teachers have identified the learning need and then it has become clear that some of these pupils are PP. The nature of lesson study also means that the whole class are being exposed to the intervention and that the 3 target pupils are the ones where impact is considered directly. However, many of the lesson study write ups show that the impact of a successful intervention has impacted on all not just the target 3. Teachers are completing 3 cycles of lesson study throughout the year and therefore PP are constantly being exposed to action research within the classroom. This constant focus on learning is having an impact because teachers are identifying learning barriers and using this process to improve learning.</p> <p>Induction for new staff at the start of the year was strong with a six week programme attended by all new starters. POR/SWA to look at a session for all staff on social mobility and PP gaps. This is to be delivered at the start of the summer term during hub time and linked to choosing target pupils.</p> <p>Evaluations of the new curriculum show that subjects have identified excellence and that planning is now focused on the pupils working towards and reaching excellence meaning that expectations for all are high. The learning review in October 2017 showed that staff are planning for learning rather than planning tasks. Book sampling shows that the new curriculum is being delivered in the classroom. Curriculum and Assessment continue to be a school priority.</p> <p>Growth mindset themed impacted assemblies x2 have taken place for year 11 in preparation for examination. Also year 11 were provided with a revision pack containing a 'how to revise' guide and equipment that is appropriate for structuring and supporting revision process to ensure that no pupil is disadvantaged due to financial pressures preventing them from having the appropriate operational support.</p>		

FDT and leading learning time has taken place fortnightly throughout Term 1 - The focus has been developing SOL, sharing of best practice, collaboratively planning with a focus around questioning in particular multiple choice questions and hinge questions. These are designed to support the idea of improved scaffolding of learning for all pupils including PP. In terms of impact - all faculties are developing SOL until Spring, greater focus on asking better questions and effectively planning those questions into lessons at appropriate time has been witnessed during learning reviews and informal drop ins. Greater consistency in the quality of planning and questioning witnessed across most faculties during learning review and drop ins.

Data - all internal data for Midyis and data capture 1 has been analysed at whole school and faculty level. The consistency of this is still an area for development which is being picked up during middle leadership development during Term 2 with JA and SWa. Analysis includes GAP analysis for targeted groups including PP.

Attendance and punctuality

Ofsted report 2013 'The progress of the very few pupils who attend Hopwood Hall College on a part-time basis is checked meticulously. Information provided by the school shows that they make good progress and achieve well. The school has very thorough procedures for checking on attendance and promoting its importance. Consequently, attendance is has improved and is now in line with the national average'.

<u>Focus</u>	<u>Barriers to learning</u>	<u>Desired outcomes/success criteria</u>	<u>Rationale</u>
Narrowing the gap in attendance and punctuality rates between PP and non PP pupils Supported extended curriculum	PP attendance rates are lower. Morning structure and routines Accessibility to appropriate transport issues Parental engagement and support pupils attitude to attendance and punctuality Religious observance History of unemployment (into 3 rd generation for some families) Single parents Uniform issues Parents not in work mean they can allow younger children to stay at home Holidays taken in term time Language barriers (parents) Extended curriculum pupils demonstrating non-compliance with school systems for example: Attendance issues Behavioural issues Disengagement Specific educational needs	Gap reduced in overall attendance of PP pupils PP pupils attendance is in line with national figure of 94% Persistent absence rate reduces for PP pupils Punctuality improves with a reduced number of pupils attending punctuality detentions Targeted mentoring/group work has a positive impact on absence levels , attendance figures and punctuality Parental engagement strategies to target barriers, understanding and impact of absence on pupil learning Work with EWO to request legal sanctions in cases of poor attendance where unauthorised Reward systems for 100% attendance and improved attendance is effective in motivating pupils Improvements to the monitoring of potential NEET Opportunities created in vocational routes combined with core subjects Improvements in attendance, punctuality and behaviour Careers opportunities SDP Personal development, welfare and	PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils. If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress. Attendance pyramid. +4 months: Small group tuition. Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area. +1 month: Mentoring. Adult role models aim to build confidence or to develop resilience and character. +3 months: Parental involvement. Active engagement of parents in supporting their children's learning at school.

		<p>behaviour SDP Develop understanding of associate staff who work with children and provide structured opportunities for them in order to progress to the required standard.</p>	
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Chosen strategies and actions

Further Development of tracking systems (google docs) broken down to individual attendance team members who manage their own pupils and directly measure and evaluate impact of attendance interventions of PA pupils. PP children are recorded by category on the spreadsheets.

Half termly attendance panels with EWO to take place with parents encouraged to be present

Further development of 1-2-1 and group work sessions utilising data analysis and identified trends with a PP focus. Attendance contracts devised to target PP PA pupils

SIMS Discover adapted via CAPITA to enable clearer monitoring for all attendance data inc PP for scorecard completion (and breakdown of all other categories)

Continue to develop team skills and knowledge through improved CPD for SIMS discover, SIMS, ICT and other relevant training, skills and knowledge opportunities

Closer liaison with attendance stakeholders (pastoral team), attendance team 4 weekly presence at Pastoral team meetings where data is shared and discussed with HOC's

and AH/PDW.

Further use of attendance communication strategies with parents by School Gateway, SMS or app messages to inform of attendance concerns

Weekly information email "Attendance Matters" sent to all staff every Thursday and summary of data in school bulletin weekly. Detailed colour coordinated data is sent to all HOCS and form tutors every Monday morning to enable and encourage discussion around the attendance pyramid/triangle displayed in forms

New procedures in place for Attendance team to own the punctuality system from start to finish as part of revamped Attendance / Punctuality Policy (Sep 17)

Develop effective timetabling of Attendance team resource including specific priority tasks ie home visits and group work sessions to ensure completion

Attendance policy reviewed as necessary in line with any changes

Compare FPHS attendance, absence and punctuality data to National averages

Extended curriculum - reduced and limited use of ACE Training in Rochdale currently used with two year 11 pupils attending, both PP.

<u>How is impact monitored</u>	<u>Cost</u>	<u>Person responsible</u>
<p>At risk groups identified through data collation and trends.</p> <p>Case studies to be introduced for group sessions and targeted 121 work based on key pastoral factors/PP</p> <p>Gap reduced in overall attendance of PP pupils. Data analysed from HT 1 - HT 6 and YTD using scorecard.</p> <p>Following appropriate training, guidance and time to explore new concepts - Further use of SIMS whole school reporting and SIMS Discover to support data capture, trends, at risk groups, comparative information ie for PP and Non PP</p> <p>Persistent absence rate reduces through the following measures; HOC regular timetabled fortnightly case conferencing meetings, attendance panels, closer monitoring of 92% or less(alerts set) and targeted pupil/parental improvement letters issued</p> <p>Punctuality improves with a reduced number of pupils attending punctuality detentions by targeting any lates</p> <p>Targeted mentoring of pupils 121 determined through data collation and observations of pupil behaviours (tracking), reviews of individual pupil</p> <p>cases for trends and patterns of absence/attendance/punctuality</p> <p>Parental engagement strategies such as letters home for less than 92% prior to PA rate of 90% being hit</p> <p>Tracking for improvement of specific individual pupils identified as high risk with SEAP panels, home visits, regular telephone calls and parental engagement</p>	<p>Pupil Premium</p> <p>2 Attendance Officers</p> <p>Attendance lead</p> <p>Total PP spend £82,486</p>	<p>Lead Attendance KB - To monitor, track and show impact</p> <p>Complete termly updates for PPRT directly into the PP document, Provide the PPRT with case studies and evidence to support impact, Liaise with PPRT for assistance, support and advice.</p> <p>PP Review Team SWa/JH - quality assure and evaluate the overall impact related to Narrowing the gap of Attendance and punctuality rates between PP and Non PP pupils.</p> <p>Extended Curriculum Officer KB and reviewing Dep Head AF</p> <p>- Following a review of this work area to monitor, track, show progress and impact</p>

School communications systems utilised for first day response and for all unexplained absences.

Reward systems for 100% attendance and improved individual pupil attendance

Competition held every half term for an inter form competition.

Winning form receives non-uniform day and refreshments, pupil engagement for choices of rewards including achievement points

National average attendance information to be used as a comparative measure for impact of strategies and interventions.

Extended curriculum pupils are closely monitored by the Attendance team leader. SIMS updates via linked docs, Clerical data held for placements, set up placements completed by HOC/SLT, attendance at provision monitored by Attendance team leader. Daily contact from school to provider to be introduced and review of systems by AF expected 16/17.

Evaluation of impact

Term 1

Term 1 2017 ended with 96.1% cumulative overall attendance and 8.8% persistent absence (PA). Last year for the same period was 94.5% and 12.4% PA. The National Average is 95% and PA 12.4%. Last year at the end of Term 1 (2016) our PP children had 93.5% attendance, our non PP children had 95.2%. The gap was 1.7%. This Term 1 PP children 95.3% attendance and non PP 96.7%. The gap was 1.4%. There is a reduction in the the gap between PP and non PP of 0.3%

In HT 1 we presented a section on attendance in the rewards assembly and prizes were allocated for high and improved attendance for individuals and forms. The tracking and monitoring tool, introduced last term is working well, it is broken down with a separate list for each staff member. There are 130 names of PA pupils currently on the document being monitored, 75% of these pupils are PP. From these 130 pupils, 87% have improved attendance and are either no longer PA or have improved their attendance and they will continue to be monitored. New names are added to the document daily.

To start the year with our new year 7 intake we gained attendance information from their primary school and sent letters to the parents of new pupils who were PA at primary school. We introduced new attendance contracts at the start of the year for PAs from the previous year, for all year groups and we added their names to our tracking and monitoring document. Both initiatives have proved to be successful.

We are working with the Education Welfare Service and we held an Attendance Panel in October 2017. 12 sets of parents were invited to attend. We referred 25 pupils for a penalty notice fine in Term 1 for either a term time holiday or general poor attendance. We have 6 parents currently referred for Fast Track to court and one set of parents of these 6 appeared in court in December 2017.

Currently there are 3 pupils accessing alternative provision at ACE training, all are PP. Daily contact and monthly visits take place. One of these pupils has extremely poor attendance due to the complexity of his needs but the others attendance is acceptable.

Overview of funding 2016/17	Costs (£) Sept 2016	Costs (£) Jan 2017	Costs (£) March 2017	Costs (£) Sept 2017
Staffing Total projected to be charged against	401,473		418,319	396,762* allocated
Access to strategic extra-curricular/enrichment opportunities and resources	14,702 to be allocated		15,804	15,000* available funding allocation 9,669* resources (Counsellor, Nutrition, Breakfast club)
FSM estimated 270 pupils x 190 days x £2.05 = £105,165	80,000 uptake estimated	71,104.29	76,550	75,000*
Catch up premium Funding	24,000	25,670	25,670	27,000* (expected) 19,703 allocated 7,297 TBC EAL
Pupil premium Funding	472,475		471,540	473,100 (expected) 496,431* allocated
Total Funding	496,175		497,210	500,100 (expected PP + CUP)
Total Spent	481,473		510,673	523,431* (496,431 PP actual allocation + 27,000 CUP)
Contribution from ISB	49,024 (63,726 additional staff not yet charged)	Staffing costs not charged UPS, JT, PJ, SWa, AF, HOC 60% (3 staff), MM 60%	13,463 further staffing identified but not charged identified throughout document, e.g. UPS, SLT.	Staffing costs not charged UPS, T&L PO, HOC 23,331

