

Pupil Premium & Year 7 Literacy & Numeracy Catch-up Premium

Pupil Premium funding is allocated to schools based on the number of students who are in receipt of Free School Meals (including anyone who has been eligible at any time in the last six years), children of parents in the armed services and those students who are looked after (for six consecutive months).

The government believes it is up to schools to decide how they spend Pupil Premium and Year 7 catch-up funding, as they are best placed to assess what additional provision should be made for disadvantaged students. Schools are held accountable for how they have used the spending and required to publish online information about how the funding was used and its impact on attainment of disadvantaged students.

We would encourage any eligible parents/carers to apply for free school meals as it not only provides the student with a lunch, but also helps the school to fund additional support for individual learners. This can be in the form of additional curriculum activities or targeted support. If you are unsure about your eligibility please contact the school or Lancashire County Council for further information. The use of cashless catering in our canteen ensures complete discretion and confidentiality for students who are in receipt of free school meals.

Achievement for All Project

In the academic year 2016/17 the school has begun working with Achievement for All (AfA), a national not-for-profit charity that works with school to tackle underachievement in children from disadvantaged backgrounds.

As part of their 3 year project with the school the AfA carried out a review of our pupil premium spend and identified areas for improvement. The Pupil Premium Practice Review was a unique opportunity to understand the potential scope of the impact of effective spending on our most vulnerable children. The review process is fully supportive and designed to investigate and evaluate the PP spend, the impact and make positive and constructive recommendations.

This service is quality assured and based upon both OFSTED expectation and outstanding professional practice.

We will be working closely with the AfA over the next three years to ensure that the gap between the performance of disadvantaged and disadvantaged pupils is eliminated rapidly.

The report focussed on 5 main areas, with recommendations provided to further improve practice. These are summarised below:

1. Targeting the funding from the outset—responsibilities of the Leadership Team

The school has a strong commitment to tackling under-achievement. Although interventions have been identified, especially in English and Maths, they have not been further broken down to evidence which Pupil Premium pupils have been targeted in order to show value for money or any impact on pupil progression and attainment.

The administrative processes of planning, resource allocation, intervention, tracking, monitoring and evaluation are not managed by a single person who is responsible for the PPG fund. This needs to be addressed and one person manage the system and be accountable to the governors and the head teacher. Processes and systems need clarifying and streamlining to ensure there is good foundation for further change and development. The Headteacher may wish to consider a system where staff can bid for funding to target specific students to focus their attention clearly on how to use PPG funding and evidence progress.

It is recognised by the Headteacher that, as a priority for improvement and part of building sustainable capacity for the future, there needs to a more extensive and targeted approach to the deployment of the PP grant. To ensure that this change can take effect quickly, there needs to be a firm alignment of purpose and approach by senior and middle leaders so that the key messages on responsibility and accountability are clearly understood by all staff.

Recommendations:

- Develop tracking and evaluation systems to clearly distinguish between the performance of the Pupil Premium cohort and other pupils.
- Introduce a bidding system for staff to use the PP grant for specific programmes to monitor their effectiveness.
- Develop a system of analysing the effectiveness of each intervention matched to the Pupil Premium funding and intervention for each child.
- Review the roles and responsibilities of middle leaders to ensure clear line of management and reporting surrounds Pupil Premium.
- Plan early intervention at Key Stage 3 to provide a stimulating and enquiring curriculum, which inspire students to learn rather than “catch up” interventions in KS4.

2. Impact of Assistance in class

The use of a specialist team of intervention teachers and teaching assistants for KS4 support in-class and through withdrawal of pupils from the classroom (and on Saturdays), was the main vehicle for intervention for 2016/2017.

Intervention teachers need to be aware of how to baseline pupils, track small steps to show progress and have a clear exit strategy to ensure intervention is targeted and affective. In order to accomplish this, they will need to understand the role fully, be able to give effective feedback to class teachers and offer high-level personalised intervention planning. The Teaching Assistants (TAs) need training to fully accept their level of accountability and become conversant with the new GCSE standards. They provide intervention but this is not quality assured.

Recommendations:

- Audit the present work of TAs against the standards for best practice as detailed in the recent report from the Education Endowment Foundation (EEF).
- Identify ways to measure, monitor and record the evidence of TA work as impact of Pupil Premium spend.

- TA appraisals need to build in targets around the progress of disadvantaged pupils and be supported by planned CPD.

3. Personalisation - how does Quality First Teaching meet pupil needs?

The senior leadership in the school has recognised that on-going future improvement requires a more focussed and more targeted approach to intervention, based upon classroom practice. The school has a proactive and positive staff with all teaching good or better so this is within the schools current capacity.

Central to this personalised approach are the systems in place for accurate and consistent assessment on a regular basis and the quality of on-going feedback given to pupils on their learning. There was a discrepancy between what the students were being taught in interventions and what skills the class teacher said they needed to achieve for their target grade. This needs to be tracked and monitored by the class teacher to ensure a solid and focussed approach is utilised.

There is no pupil level record of in-class intervention. As part of sharpening focus in the improvement process the school may wish to strengthen and clarify the criteria for referral and enhance the responsibilities of classroom teachers. There needs to be a clear line of management and reporting to ensure that there is accountability for the progress of pupils with specific, targeted intervention with clear learning outcomes.

Interventions were also very subject specific. One of the main issues for PPG pupils is the lack of social opportunities and lack of awareness of job pathways and opportunities available after Y11. This needs to be tackled with clear careers advice and opportunities in KS3 in order to raise aspirations.

Recommendations:

- Subject specific interventions need to be with a highly skilled member of staff in order to ensure that pupils make progress in line with national expectations and are in line with new GCSE specification.
- Provide opportunities for the Pupil Premium lead to undertake focused learning walks to monitor the learning of the PP pupils
- Identify teachers in the school who consistently demonstrate quality first teaching and use them to coach and mentor others particularly around closing the gaps with disadvantaged pupils.
- Higher ability PP pupils also need to be stretched and given opportunities to make better than expected progress.
- Develop aspirations of learners through engagement with the world of work through University days, effective work experience and careers advice at KS3
- Class teachers need to ensure there is a clear “assess, plan, do, review” cycle with students and they are responsible for the progress of the students.

4. Encouraging active Governor involvement

There is evidence that the governing body had already been involved in monitoring the school's performance with regards to Pupil Premium. They have received and reports on these issues, but as yet

governors are not fully involved and do not present challenge around the PPG spend. However, there is currently no governor with responsibility for the tracking and monitoring of the Pupil Premium Grant expenditure. This needs addressing at the next governors meeting.

Recommendations:

- Appoint and train a Pupil Premium Governor who can provide a sharp focus on the performance of PP pupils.
- Facilitate regular meetings for the Pupil Premium Governor to meet with the Pupil Premium lead.
- Ensure governors are familiar with the critical questions they should ask regarding the use of the PP funding and the sorts of impact data/ evidence that can provide measures of success.

5. Examination, analysis and removal of barriers

Governors, SLT, teaching and support staff are aware of what the social and economic context brings to the work of the school. They know the value of raising aspirations and expectations but this needs to begin in Year 7 rather than Year 11. ALL pupils, not just those that are expected to get the highest grades, should be shown life experiences and given chances to raise aspirations and have an opportunity to expand their horizons.

The school's tracking data tends to confirm that progress of the Pupil Premium cohort is generally improving but this needs to be monitored closely in order that improvement is consistent and that the achievement gap is closing rather than the non PPG pupils achieving less well than previously.

When analysing the Closing the Gaps trend, the school is attempting to address the gap but the gap is widening the longer the pupils stay in the school. This demonstrates that systems in school are not addressing the root cause of underperformance. Pupils that have been in school from the beginning of their school life need to be tracked against those which arrive mid-term.

In order to close the national gap for all pupils and particularly the Pupil Premium, the school will need to determine the exact degree of challenge needed when setting pupil targets. Staff recognise the need for improvement in outcomes but the setting of such challenging targets can act as a clear sign of the school's intent to drive up expectations and become an outstanding school.

Recommendations:

- Set challenging targets for pupils in the key target groups with particular reference to the Pupil Premium cohort that aim to close the gap by the end of KS3
- Ensure that staff fully understand the need for greater challenge and their own responsibilities to that end.
- Explore ways to raise the aspirations of pupils by sharing and celebrating their progress and achievements with respect to these challenging targets.
- Ensure that data is collected to inform future goals, planning and interventions so progress can be tracked.

Impact of PP funding:

Amount received:

	2015/16	2016/17
Number of pupils eligible for PP	245	247
Total amount of PP received	£232,875	£234,240

The school has used its Pupil Premium (PP) allocation on a variety of support programmes and interventions for both individual and groups of disadvantaged students. This funding was also used to part fund additional staff, support systems and additional services which as well as benefitting disadvantaged students, have raised the attainments of all students in the school. Examples of the use of PP funding for 2016/17 include:

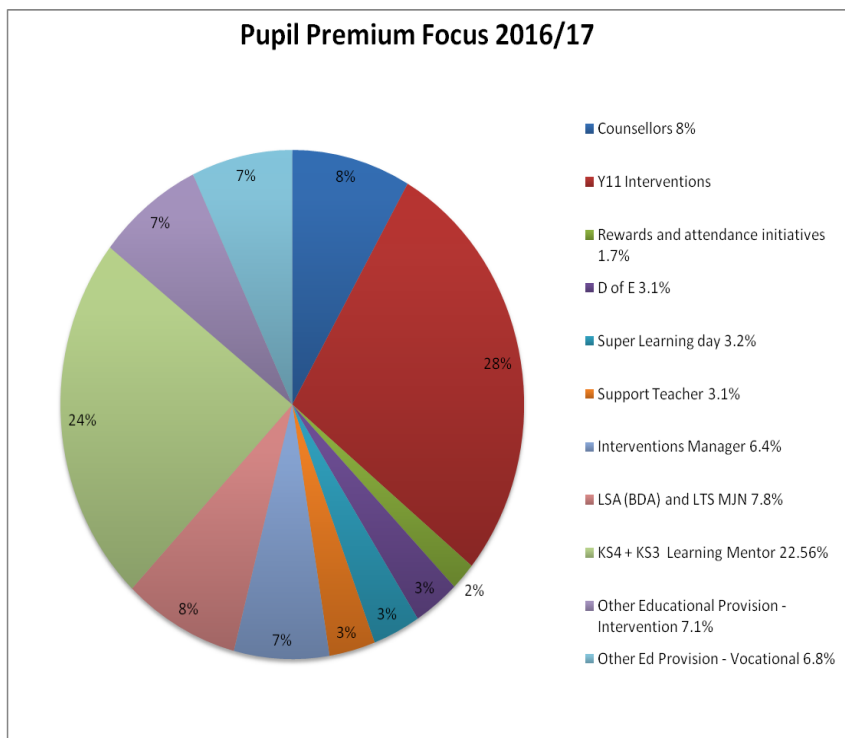
Breakfast club	Additional SEN & EAL support
Homework club	School Counsellor
Lunchtime enrichments clubs	School Educational Psychologist
Rewards trips	Duke of Edinburgh scheme
Revision schools during holidays	Vocational learning programmes for targeted students
One-to-one maths & English tuition	Key stage 3 & 4 Learning mentors
Small group intervention in maths	Revision guides and study support materials for Key Stage 4 students
Saturday school sessions for English, Maths & Science	Attendance intervention
Music & dance lessons	
Super Learning days	

Literacy and Numeracy catch-up Premium is additional funding provided to schools by the government to help support students to 'catch-up' in English and Maths. Secondary schools receive the premium to help to support year 7 students who achieved below a level 4 in reading and maths by the time they leave primary school. It is expected that it will be used to deliver additional literacy and numeracy catch-up during Year 7 and evidence shows that this can make a critical difference to students at this important stage of their educational journey.

The £15,000 Literacy and Numeracy catch up premium has been used to provide a two week literacy and numeracy based Summer School for the targeted students. Students were provided with lessons based around basic literacy and numeracy skills as well as motivational activities to encourage them to engage fully with school life.

We also employed an additional literacy teacher for low ability learners, along with purchasing of reading and numeracy schemes to support these students. We have planned a personalised and sustainable program of intervention for identified Year 7 students over the academic year 2016/17.

Pupil Premium Focus 2016/17



Performance of PP students: GCSE Performance:

The data for 2016/17's GCSE performance is not validated yet and may change (this information is based on current data from FFT Aspire - Sept 2017). The data will be updated when we receive validated national data from FFT and RAISE ONLINE later in the autumn term.

	2014/15			2015/16			2016/17 (TBC) Mean grade	2016/17 (TBC)		
	All	PP	Non-PP	All	PP	Non-PP		PP	Non-PP	Gap
Students making expected progress in English	63	54	71	70	61	74	2016/17 data is not comparable to previous years due to changes in examinations	3.65	4.02	-0.37 (-9%)
Students making expected progress in maths	60	49	69	68	61	78		3.41	3.91	-0.5 (13%)
Progress 8 score	-0.11	-0.35	+0.13	+0.02	-0.29	+0.25		TBC	TBC	TBC

GCSE results have been affected by the new rigorous exams and grading systems. Performance has been affected as we had several students who were on full time vocational placements or were being educated off site. These factors have been detrimental to our results.

Performance of PP students: Years 7-10 Summer Term

In order to improve the system of measuring student attainment and progress, the school has moved to using annual external tests in English, maths and science. These are used to benchmark the students

against the national picture and allow detailed analysis of where student's strengths and weaknesses lie. It also allows gaps in particular student groups, such as SEN & Pupil Premium, to be identified. The students sit the tests at the start of Year 7 and then again at the end each academic year in 7 to 9. Reports on the results on generated and shared with staff, students and their families.

Summer Term examinations for years 7 to 9 were carried out by GL Assessments. Year 10 were assessed using past examination papers.

	Year Group	2014/15				2015/16				2016/17 GL Mean Score (Year 7, 8 & 9) Mean Grade (year 10)			
		All	PP	Non-PP	Gap	All	PP	Non-PP	Gap		PP	Non-PP	Gap
% students making expected progress in English	7									2016/17 data is not comparable to previous years due to changes in examinations and the GL assessment tests	93.3	100	-6.7
	8	29	31	37	-6	31	30	32	-2		94.9	100.4	-5.5
	9	28	31	35	-4	41	37	44	-7		98.9	99.4	-0.5
	10	84	78	89	-11	55	47	61	-14		3.3	3.8	-0.47 (-12%)
% students making expected progress in maths	7									99.7	104.3	-4.6	
	8	37	41	43	-2	53	57	50	+7	99.1	106.6	-7.5	
	9	26	21	30	-9	49	48	50	-2	99	101.2	-2.4	
	10	60	39	70	-31	26	15	32	-17	3.2	3.71	-0.51 (-14%)	

Year 7 results overall are above the national average in all the maths skills tested, particularly algebra and probability. They have also identified that our students are slightly below national average in spelling, punctuation and grammar. The pupil premium students performed slightly below the rest of cohort and the national average in both subjects (4-5% below).

Year 8 GL data shows the group above average in all areas of maths, particularly in probability. Grammar and punctuation is an area of weakness in the year group, this reflects the low literacy levels on entry and many of the students are below where they should be at this stage. However, they performed better at comprehension. The pupil premium students performed slightly below the rest of cohort and the national average (3-4% below).

Our year 9 students are also above average in all areas of maths, particularly in algebra, statistics and probability. The results found that grammar and punctuation is an area of weakness for year 9 as well, and many of the students are below where they should be. However, they performed better at comprehension and spelling. The pupil premium students performed very slightly below the rest of cohort but in line with national average.

Attendance

Cohort	2014/15				2015/16				2016/17			
	All	PP	Non-PP	Gap	All	PP	Non-PP	Gap	All	PP	Non-PP	Gap
School	94.7	92.3	95.6	-3.3	94.8	92.8	94.5	-1.7	93.9	92.1	95.4	-3.3
Year 11 (leavers 2017)	94.6	92.9	95.9	-3.0	95.5	94.8	95.9	-1.1	94.2	91.9	95.9	-4
Year 10	92.5	89.2	95.0	-5.8	92.7	89.8	94.9	-5.1	94.7	93.9	95.5	-1.6
Year 9	94.3	92.7	95.5	-2.8	95	94.7	95.4	-0.7	93.0	90.7	94.4	-3.7
Year 8	95.0	93.1	96.7	-3.6	94.5	92.9	95.6	-2.7	93.6	91.4	95.6	-4.2
Year 7	96.5				93.9				94.2			

Persistent Absence (10% Threshold)

Cohort	2014/15 (%)				2015/16 (%)				2016/17 (%)			
	All	PP	Non-PP	Gap	All	PP	Non-PP	Gap	All	PP	Non-PP	Gap
School	12.6	20.8	8.5	12.3	11.9	17.9	9.2	8.7	13	20	6	14
Year 11 (leavers 2017)	17.6	26.1	11.3	14.8	10.5	15.4	7.1	8.2	12	18	9	9
Year 10	15.7	29.5	5.2	24.4	12.2	18.2	7.4	10.8	9	13	5	8
Year 9	14.1	23.3	7.1	16.1	9.3	13.5	5.4	8.1	15	29	6	23
Year 8	9.4	9.4	9.4	0.0	12.0	20.0	6.7	13.3	13	19	8	11
Year 7	6.1				13.8				16			

Attendance data shows that the all cohorts across the school have improved attendance and the impact of the interventions is clear in the reduction of gap between attendance of the two cohorts. The PA figure also remain below national average and we continue to narrow the gap between persistent absentees in the PP and non-PP cohorts.

Impact of Literacy & Numeracy Catch-up Premium

Attainment & Attendance data:

	2014/15	2015/16	2016/17
	(Current Year 9)	(Current Year 8)	(current Year 7)
Number Attending Summer School	25	31	26
% students making expected progress in English	36%	71%	46%
% students making expected progress in maths	38%	52%	54%
% Attendance of cohort	92.4%	95.3%	96.6%
Persistent absence (10% threshold)	5 pupils	3 Pupils	1 Pupil

Action Plan for 2017/18

Based on a PP review in May and considering the significant gap that can be seen in the GCSE results of PP and non-PP some extensive changes will be made to the use of, and implementation of, funding. Some actions will be a whole school approach, other actions will be geared to specific groups of students or staff.