

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Ursuline High School				
Academic Year	2018/19	Total PP budget	£180,410	Date of most recent PP Review	Sep'18
Total number of pupils	1052	Number of pupils eligible for PP	177	Date for next internal review of this strategy	Jan'19
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving 5 in Eng & Maths (2017-18 only)		47%		64% (42%)	
% achieving 4 in Eng & Maths (2017-18)		78%		84% (63%)	
Progress 8 score average		+0.64		+0.64%	
Attainment 8 score average		48.56		55.71	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Student's preparation for learning and ability to manage independent work outside of structured school day. Prep for lessons, homework and approach/commitment to revision less well developed than in the rest of the cohort.				
B.	Students disengaged from the school ethos. Non participant and outliers in their relationships with student and staff in school resulting in higher prevalence of sanctions particularly in year 11.				
C.	Problem solving ability in Maths. Despite increased progress in both subjects, disadvantaged students' performance in maths lags behind the achievement of the same students in English. Outcomes in 2018 were 78% 4-9 in Maths (5-9 50%) against 97% In English (5-9 84%). Maths PP Predicted P8 score +0.06, English +1.10				

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance Policy and Procedures less effective in ensuring parity between disadvantaged and non-disadvantaged students Less successful interventions involving home commitment to the Lower attendance for PP students, focussing particularly on current year 10 and 11.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
	Success criteria	
A.	<p>Disadvantaged Students to be known and understood by staff.</p> <p>Specific needs and support to be in place to ensure targets are achieved in 2018.</p> <p>Creation of a strategy group to meet regularly to review student level information to meet the needs of individual students, Staff will be made accountable for knowing the needs of students and make targeted interventions to remove barriers to success.</p> <p>Monitoring and tracking of each student's progress in Maths & English, identifying areas of weakness and setting up individualised intervention to close the gap between PP and non PP students.</p> <p>Intervention staff will liaise with teaching staff to forensically identify areas of weakness, the intervention will be logged weekly using a DDT approach.</p>	<p>Greater than +0.5 P8 Score. Maths Disadv P8 score in advance of +0.5 and no gap to English.</p> <p>Using in school measures to ensure Disadvantaged student's progress will be in line with the cohort with 80% making 3 levels of progress (expected) and 40% making 4 levels of progress (above expected).</p> <p>All students who are underachieving (2 grades off their target grade) in Maths/ English will have been identified and interventions will be in place. Intervention staff will know the areas of weakness for each student.</p> <p>Half termly analysis of grades will be used to monitor the effectiveness of interventions and respond.</p>
B.	<p>Individual support plans for targeted Yr11 PP students will set targets in all subjects, attendance, aspirations, extra-curricular participation, barriers to learning, log interventions and their impact.</p> <p>The support plans will provide us with greater knowledge of each PP student and allow for student level strategic discussions and interventions to remove barriers.</p>	<p>Each targeted student has a bespoke and responsive plan. If intervention is needed it is tailored to the student.</p> <p>Aspirations will be followed up through career guidance. Barriers will be challenged and removed.</p> <p>Student progress will increase and close the gap in attainment, attendance and sanctions.</p>

<p>C.</p>	<p>Each PP student to participate in at least 5 activities outside of curriculum required activities.</p> <p>Students will participate in more extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips. Staff to ensure that PP students are offered and taking up the same opportunities as non PP students.</p> <p>Year 11 to be included in this objective and specific activities in place around transitions and aspirations to be tailored to their needs.</p>	<p>Planned participation in 6 or more enrichment activities (in line with whole-school development plan target).</p> <p>Students to take part in one extra-curricular activity each term and 5 over the course of the year.</p>
<p>D.</p>	<p>Increased attendance rates for students who had an attendance of less than 92% in 2018/2019 (28 students across Years 7-11)</p>	<p>Attendance among disadvantaged pupils increases to 94-96%.</p>

5. Planned expenditure					
Academic year		2018/2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Increased attainment in maths for disadvantaged students, particularly underachievers in current year 11.	Splitting the year group (7 form entry) teaching of maths into 8 teaching groups.	<p>The offer of high quality teaching to all students across year groups in maths by making class sizes smaller.</p> <p>High quality teaching for all – as identified as a building block for success in the NfER research relating to disadvantaged pupils. The EEF teaching & learning toolkit identifies the positive impact reducing class sizes has on attainment. Increased opportunity to provide feedback on learning. Positive value score EEF toolkit</p>	<p>HOF to impart specific and effective resources and scheme of learning to ensure high quality teaching.</p> <p>Disadvantaged co-ordinator will monitor progress through data analysis half termly.</p> <p>Intervention staff will work on gaps in learning/areas of weakness provided by the subject teacher. DTT approach. 1:1 withdrawal catch up intervention in place for prioritised students.</p>	HOF and Key stage co-ordinators Intervention staff PP co-ordinator	Jan '19
Total budgeted cost					£60,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A - Increased attainment in maths for the disadvantaged students who are 2 more grades below their target grade in year 11. P8 score for Disadv students to remain in excess of +0.5</p>	<p>1:1 / small group maths lessons, additional to timetabled lesson. DTT approach for all students. SMART resources specific to student needs eg Pixl App in maths. Each student below 4 and 5 threshold on a specific plan in maths.</p>	<p>Some of the disadvantaged students need targeted 1:1 support on specific areas in maths. Disadvantaged students who are underachieving by 2 or more grades have been identified for this support.</p> <p>'Deploying staff effectively' has been identified in the NfER research as a building block for success when supporting disadvantaged pupils.</p>	<p>Weekly lessons will address individual needs. The maths teacher will log the progress made on a weekly basis. HOF and disadvantaged co-ordinator along with DH (standards) will identify students. Weekly tracking of progress will take place. Disadvantaged co-ordinator will monitor progress through data analysis half termly. Book scrutinies and learning walks will also take place for intervention classes.</p>	<p>Maths teacher working on 1:1 intervention</p>	<p>Weekly discussion of students through strategy group.</p> <p>Weekly tracking on DTT proforma.</p> <p>Half termly impact review after half termly analysis.</p>
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A- Increased attainment in foundation subjects disadvantaged students who are 2 or more grades below their target grade in year 11. P8 score in Ebacc element of +0.5. P8 score in Open slots +0.4</p>	<p>Strategy group management. CPD on sharing priorities and new learning. Leadership of HOF group to deliver results on target in subject areas. SLT LM of data half termly reviews to monitor and respond to learning. Co –ordinated intervention strategy</p>	<p>Subjects recorded In the year 10 exmas that there are 77 disadv students across subjects 2 or more grades below target. (some students duplicated across different subjects) These disadvantaged students need targeted interventions outside of lessons to address AO1 misconceptions or A04 Skills gaps in foundation subjects. Deploying staff effectively' has been identified in the NfER research as a building block for success when supporting disadvantaged pupils.</p>	<p>Weekly intervention lessons will address individual needs. The intervention staff will log progress using DTT proforma. HOF and disadvantaged co-ordinator along with DH (standards) will identify students. Disadvantaged co-ordinator will monitor progress through data analysis half termly. Learning walks and book scrutinies will take place.</p>	<p>HOF leading departmental staff to ensure specific plans in place to discuss known students.</p>	<p>Weekly discussion of students through strategy group. Weekly tracking on DTT proforma. Half termly impact review after half termly analysis.</p>

<p>B – Staff to have thorough knowledge of who disadvantaged students are and their targets/strategies for specific support and improvement.</p>	<p>Strategy Group. CPD and sharing of Priorities. Monitoring Seating Plans Learning walks. Disadv strategy group to ensure that we meet the needs of all 37 PP students in year 11. Students will be interviewed, and prioritised for intervention / careers advice. Disadv students have full resources and support in place to enable effective revision.</p>	<p>Some students (for a number of reasons) lack study skills / need support with numeracy / literacy. May not understand how to fulfil their aspirations. As reported in the PP next steps Richardson identifies “it is a mistake to group all PP pupils together... they all have different strengths and weaknesses”. It is vital that we know the individual needs of our students.</p>	<p>Through regular strategy group meetings. Each targeted student will have an individual support plan. Individual programmes of support will be set up by the strategy group and evaluated by HOY and PP co-ordinator. Amended and responded to in real time. B - Individual support plans for targeted PP students will look at targets in all subjects, attendance, aspirations, extra-curricular participation, barriers to learning, log interventions and their impact. The support plans will provide us with greater knowledge of each PP student.</p>	<p>Strategy group HOF Group</p>	<p>Half termly analysis of grades in subjects – although weekly meeting may identify other students’ needs. Review participation rates on Serviam Passport to monitor and direct progress to objective of 6 activities. Attendance and punctuality data for Disadv.</p>
<p>A -Reading intervention prioritised in year 7 and year 8 will improve reading skills; student’s reading mileage and their attitude towards reading.</p>	<p>1:1 intervention of students identified by SENCO / English department.</p>	<p>Prior evidence has shown for each month students are accessing the intervention they advance by 2.2 months on their reading age. Research shows the positive impact of removing students from non-core curriculum lessons for tailed support from a HLTA trained in specialist reading intervention. NFER survey of Headteachers showed small groups / pairing as the most effective way of raising attainment of disadvantaged students.</p>	<p>Ensure identification of pupils is fair and accurate. Progress will be monitored and regular re-testing will show progress being made.</p>	<p>HLTA (specialist in reading intervention)</p>	<p>Half termly impact review.</p>
Total budgeted cost					£75,000
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C - Increased participation and engagement in school life. Extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips in Year 10 and 11 Aspirations. Staff to ensure that PP students are offered and taking up the same opportunities as non PP students.	PP co-ordinator ot work through the Pastoral team school structure. School effectiveness group contribution from PP co-ordinator. Tutors, HOY along with other staff who are organising extra-curricular events will ensure that the number of PP participating equates to the number of pp in the school (17.6%).	Promoting cultural and other extra-curricular activities makes a real difference to children. Gillian Allcroft, deputy chief executive of the NGA believes that it is difficult to show the immediate impact "long term, it will make a difference".	Remind staff that they need to ensure that the PP students are included in extra-curricular activities. When planning, they need to involve a minimum of 16.8% of PP students. Rigorous checking of Serviam Passport to ensure that PP students are recording their activities.	Strategy team HOY Tutors Extra-curricular staff	Termly review of activities and PP numbers involved. Serviam Passport and student 1:1 and small group surveys.
D - Increased attendance rates for students who had an attendance of less than 92% in 2017/18. Focussing particularly on year 10 &11	PSAs, tutors, HOY	Improving attendance has a direct impact on the attainment of students. NFER briefing for school leaders identifies addressing attendance as a key step. Students do not make the same progress if they are not in school.	Through briefing key staff about existing attendance concerns. Students will be identified and attendance actions put in place.	Pastoral Support Assistants Tutors HOY	Weekly through A&I meetings. Half termly review of attendance action plan.
Total budgeted cost					£45,410