# Pupil premium strategy statement 2019 - 2020

| 1. Summary information | | | | | |
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| **School** | Lealands High School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £383,724 | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 1022 | **Number of pupils eligible for PP** | 372 (37% of school cohort) | **Date for next internal review of this strategy** | September 2020 |

| 2. Current attainment | *Lealands PP outcomes 72 Students (37% of cohort) Year 11 2018 - 19* | *Lealands all students outcomes Year 11 2018 - 19* | *Pupils not eligible for PP (national average) (2017-18 data)* |
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| **% achieving Basics 9 – 4 (2019) (2018 47%)** | 37.5% | 44.8% | 64.2% |
| **% achieving Basics 9 – 5 (2019) (2018 22%)** | 19.4% | 24.2% | 43.3% |
| **Progress 8 score average (2019) 71 students eligible (2018 -0.5)** | -0.87 | -0.56 | -0.02 |
| **Attainment 8 score average (2019) 72 students eligible (2018 33.5)** | 30.3 | 34.2 | 46.5 |
| **Attendance** (all students, not just Year 11) | 92.6% | 95.5% | 95.5% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| **In-school barriers** | |
| **A.** | Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self-management skills |
| **B.** | Prior Attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy levels than expected scaled scores of 100 for their chronological age. In 2019 the Year 11 cohort had well below average attainment on entry. |
| **C.** | Aspirations and motivation – for some disadvantaged students there are issues surrounding long-term aspirations. |
| **D.** | Well being – for some disadvantaged students there are issues surrounding mental health and well being that has a negative impact upon their academic progress, causing them to fall behind their peers |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |

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| **E.** | Attendance rates for pupils eligible for PP are 92.6% (2018 -2019) (below the target for all children of 95.5%). This reduces their school hours and causes them to fall behind on average. |
| **F.** | Resources for learning – a significant minority of students eligible for PP lack access at home to resources which facilitate outstanding progress across all curriculum subject areas |
| **G.** | In some cases, parents of students eligible for Pupil Premium do not attend key events at school such as information events and PTCs which can have a detrimental effect on student progress |

| 4. Outcomes | | |
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| | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | Improve the levels of progress in **literacy** of students entering the school. | 70% of eligible Year 7 students reach their appropriate summit step by the end of the academic year. This will be evidenced through reading wise levels, accelerated reader levels, and teacher assessments. |
| **B.** | Improve the levels of progress in **numeracy** of students entering the school. | 70% of eligible pupils in Year 7 reach their appropriate summit step by the end of the academic year. This will be evidenced through, Numeracy intervention and teacher assessments. |
| **C.** | Improved rates of **progress** across all key stages for students eligible for PP | 60% of Year 11 pupils eligible for PP to have a Progress 8 score of 0 or above and 60% of eligible students in all other years reach their appropriate summit steps by the end of the academic year. |
| **D.** | Improve **attendance** to school for all students eligible for PP | Overall attendance among pupils eligible for PP is at or above 95%, in line with 'other' pupils. |
| **E.** | Support those students with mental health or **well being** concerns | All students with well being concerns are logged and appropriate support and provision is in place.<br>Improve attendance and well being of students with concerns. |

| 5. Planned expenditure | | | | | |
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| **Academic year** | | **2019-20** | | | |
| The whole school strategies highlighted below are for the benefit of all within the school. | | | | | |
| **Whole school strategies** | | | | | |
| **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?** |
| **Outcome A, B, C** Improved teaching throughout the school so that all is at least consistently good and the high proportion of outstanding is maintained and increases further. | Outstanding Quality First Teaching throughout the whole school. | Empirical evidence shows that consistent high quality teaching is the most important driver of pupil attainment and achievement. | Through high quality CPD and monitoring of all teaching staff and associated support staff providing coaching and support where needed.<br><br>Ensuring recruitment and retention strategies are in place and effective | Assistant Head Teacher, Teaching, Learning and Training | After each teaching and learning cycle within the school. |
| **Outcome A, B, C** High quality feedback which is provided consistently across the school to enable all students (especially PP) to make good progress. | All students to receive high quality feedback that shows next steps to further progress or consolidation of current learning in line with newly developed policy. | High quality marking and feedback is shown to have high impact when administered correctly. EEF 'A Marked Improvement' report 2016. | Regular CPD and continual monitoring of the use of Journey Questions through work scrutinises, learning walks and lesson observations. | Assistant Head Teacher, Teaching, Learning and Training | After each teaching and learning cycle within the school. |
| **Outcome E.** Improved pastoral care throughout the school so that the needs of the most vulnerable and those suffering mental illness/trauma are well catered for (these tend to be over-represented among the PP cohort) and others are well supported and challenged. | A high quality pastoral care system that ensures all students feel, challenged valued and supported. | Empirical evidence shows that a high quality pastoral care system develops the key characteristics within students to cope with the demands of modern schooling. | Effective deployment of staff to the pastoral teams within the school.<br><br>Clear routines and procedures to ensure that all students receive the very best pastoral support they can. This will involve on-going review and development of staffing and systems.<br><br>The development of the ELSA (Emotional Literacy Support Assistance) programme.<br><br>The further development of the LEAP (Lealands Education Aspiration Program) alternative provision and its relocation into an alternative building. | Deputy Head teacher – Student Welfare, Safeguarding and Attitudes | Termly |

| | | | An extensive network of support agencies in place to ensure that all students feel supported and valued. | | |
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| 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. | | | | | |
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| **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?** |
| **Outcome A.** Improved Year 7 literacy progress | The LRC (Learning Resource Centre) manager to deliver (1 hour per week on students timetables) high quality accelerated reader lessons to all Year 7 and 8 students and targeted Year 9 students. Responsibilities will also include the monitoring and reporting of progress. | Accelerated Reader has been shown to have a positive impact from independent evaluations and through EEF efficacy trial. Acknowledged by the What Works clearinghouse as one of the most effective reading interventions available. | Literacy Co-ordinator to monitor on a half termly basis. All relevant staff to receive appropriate CPD before implementation and when needed. | Literacy Co-ordinator monitored by AHT for Teaching, Learning and Training | Impact reviews will be conducted after each half term. |
| **Outcome B.** Improved Year 7 maths progress | Students identified from the school's internal monitoring process of falling behind their expected summit steps. Placed onto small intervention groups with HTLAs. | Competency with key mathematical building blocks has considerable impact on their ability to access current and future skills. Continuous retrieval practice is proven to be one of the most effective ways to secure key knowledge. | The Director of Maths to monitor on a fortnightly basis for engagement and progress. Reward and reporting scheme implemented to ensure student and parental engagement. | Director of Maths monitored by AHT for Rewards, Pupil Premium and Disadvantaged students | ½ termly review |

| Outcome C.
Improved rates of progress across all key stages for students eligible for PP | Use of low stake testing to continually revisit topics and concepts. Accessible through a series of Apps and online learning tools. | School based evidence from the 2017, 2018 and 2019 cohort and research conducted by PIXL show that for low investment moderate to high impact testing can be seen to have a positive impact on student progress. | Directors of subjects to plan, implement and monitor usage rates and attainment rates under direction of AHT. Epraise reward schemes attached to usage and attainment outcomes. Text system implemented to ensure parental engagement. Directors of subjects to continually review the data presented from APPS and online learning tools to inform curriculum and content planning. | Assistant Head Teacher, Rewards, Pupil Premium and Disadvantaged students | ½ termly review of progress |
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| | | | **Total budgeted cost** | | £75,400 |

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| Other approaches | | | | | |
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| **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?** |
| **Outcome D.** Increased attendance rates | Employment of Education Welfare officer to assist the school with the monitoring of students attendance with a particular focus on PP eligible students.<br><br>Work with target students and families to improve attendance. | Attainment of students cannot be improved if they are not attending school.<br>NfER briefing for school leaders identifies addressing attendance as a key step. | Thorough briefing of Education Welfare Officer and School Attendance Officer about existing absence issues.<br>Close liaison with school pastoral team to ensure that immediate intervention is in place for PP students not attending that day.<br>Education Welfare Officer and School Attendance Officer to ensure that all PP students attendance is scrutinised daily. | Deputy Head teacher – Student Welfare, Safeguardin g and Attitudes | Half termly review. |
| **Outcome D.** Increased attendance rates and attitudes towards education.<br><br>**Outcome E**. Support those students with mental health or well-being concerns | Employment of the LEAP (Lealands Education Aspiration Program) staff and resources to work with disengaged students as part of an alternative curriculum.<br><br>12 week programme and close work with parents. | Increasing the attendance of students and their attitudes towards their education are vital if they are to succeed within the education system. Including within this is the need for high levels of parental engagement. The EEF and Sutton trust highlight disengagement from students' eligible for PP as one of the main barriers to learning and progress. | Continuous monitoring of the school's cohort, ensuring a high percentage of the students they work with are eligible for PP. Monitoring of cohort's attendance, behaviour points and exclusions as well as STEP points and attitude to learning grades. Improvements in data to be evident and tracked. | Deputy Head teacher – Student Welfare, Safeguardin g and Attitudes | Half termly review. |
| **Outcome C.** Increased percentage of PP pupils to gain a positive progress 8 score. | Year 11 intervention strategies within English, Maths, Science and Humanities. | Targeted interventions using the DTT principle developed by PIXL are known to be highly effective. | Monitoring of department intervention plans to ensure that targeted interventions are taking place and appropriate outcomes for these interventions are achieved. Ensure underachieving PP students are identified and attending interventions. Track their progress. | Assistant Head Teacher, Attainment, Tracking, Monitoring, Reporting & KS4 | After each Tracking Pupil Progress capture. (TPP) (3 per year.) |

| Outcome C. Increased percentage of PP pupils to gain a positive progress 8 score. | Departments/Year teams or individuals can apply for PP funding to ensure that any barriers to learning and progress are reduced or removed for PP eligible students. | Evidence indicates that many PP students have barriers to learning that inhibit their ability to make accelerated progress in relation to their non PP peers.  Removal of these barriers can often be the catalyst for change that is needed to make greater progress. | Implementation plan completed and evaluation of impact report completed upon completion. | Rewards, Pupil Premium and Disadvantaged students | Upon application and completion of project. |
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| | | | | **Total budgeted cost** | £164,950 |

| 6. Review of expenditure | | | | |
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| **Previous Academic Year** | | **2018/2019** | | |
| **Whole school strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Improved teaching throughout the school so that all is at least consistently good and the high proportion of outstanding is maintained and increases further. | Outstanding Quality First Teaching throughout the school. | The percentage of outstanding teaching observed through formal observations was <u>29%</u>. The number of lessons judged as good or better was <u>89.2%.</u> **High** | Ensuring that all students experience quality first teaching on a daily basis remains the main priority of the school. Developments for this academic year include a more robust induction programme for new staff and a research based CPD program throughout the year. **Continued** | |
| High quality feedback which is provided consistently across the school to enable all students (especially PP) to make good progress. | All students to receive high quality feedback that shows next steps to further progress or consolidation of current learning in line with newly developed policy. | Both work scrutinise, book trawls and lesson observation data show improvements in the quality of feedback being provided to students. However, the introduction of "Journey Questions" during last academic year still needs to be embedded, in particular, with staff new to the school. **High** | Consistency across the school needs to be developed further. Further embedding of the "Journey Question" strategy needs to ensure even greater impact. **Continued** | |
| Enhanced assessment and monitoring of students' progress | Agreed standardised assessments to be implemented throughout the year. | All key stage 3 students completed standardised progress tests in maths, English and science. All year 11 students took part in mock exams at 3 points during the year (2 were planned). **High** | Improve staff's use of this data to better guide both planning and teaching. November Year 11 mock exams highlighted areas of concern and therefore an additional mock exam cycle was scheduled in February. | |

| Improved pastoral care throughout the school so that the needs of the most vulnerable and those suffering mental illness/trauma are well catered for (these tend to be over-represented among the PP cohort) and others are well supported and challenged. | A high quality pastoral care system that ensures all students feel, challenged valued and supported. | Staff are fully aware of the PP eligible students through the use of our management systems (SIMS, ePraise and SISRA). Staff awareness is also heightened through regular staff meetings/briefings and the continuous monitoring of their progress.<br><br>**Medium** | Improve further the staff awareness of the most able students who are eligible for PP funding. Ensure that all new staff are made aware of PP students within the school.<br>**Continued with developments** | |

| Quality of teaching for all | | | | |
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**<br>(and whether you will continue with this approach) | **Cost** |
| **Outcome A.**<br>Improved Year 7 literacy progress | 'Overstaffing' within English team including the employment of a specialist HLTA to provide small targeted support for identified students, particularly using Reading Wise program. | **Partially Met**<br>Success criteria = <u>70%</u> to reach their chronological reading age by the end of the summer term.<br><br>Result = <u>20%</u> of the Year 7 PP cohort reached their chronological reading age by the end of the summer term.<br><br>However, <u>78%</u> of PP students made expected progress within English.<br><br>**Medium** | There is clearly a discrepancy between the Reading data and English progress data.<br><br>The use of Reading Wise will need to be reviewed as the methods may not be having the desired impact.<br><br>Many PP students in EWO cohort made significant improvements in attendance.<br><br>**Not Continued** | |

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| **Outcome A.** Improved Year 7 literacy progress | Designated member of staff to deliver high quality accelerated reader lessons to all Year 7 and 8 students and targeted Year 9 students. Responsibilities will also include the monitoring and reporting of progress. | **Not met.** Success criteria = 70% to reach their chronological reading age by the end of the summer term.  Result = 20% of the Year 7 PP cohort reached their chronological reading age by the end of the summer term.  However, 78% of PP students made expected progress within English.  **Medium** | There is clearly a discrepancy between the Reading data and English progress data.  The accelerated reader program has been a success across key stage 3 with all students having 1 hour per week on their timetable. However, a more targeted approach may be needed for PP students with the reading results are to be improved.  **Continue** | |
| **Outcome B.** Improved Year 7 maths progress | Students identified from the schools internal monitoring process of falling behind their expected summit steps. Placed onto Hegarty key skills timetable. | **Fully Met.** Success criteria = 70% to make at least expected progress from their starting point.  Result = 70.5% of students made at least expected progress with Maths.  **Medium** | The use of Hegarty Maths across the school has been a success and is used consistently as a means of setting additional home learning tasks.  **Continue with developments** | |
| **Outcome C.** Increased percentage of PP students to gain a positive progress 8 score. | Use of low stake testing to continually revisit topics and concepts. Accessible through a series of Apps and online learning tools. | **Not Met** Success criteria = 60% of PP students to have a Progress 8 score of 0 or above.  Result = 28.2% of PP students achieved a Progress8 score of 0 or above. The average Progress8 score for PP students was -0.875.  **Medium** | Despite the online learning tools being widely used across year 11 and strategies put in place to ensure PP students were engaging with these tools, the impact cannot be seen.  A full review of the impact of these online tools will need to take place to ensure it has the desired impact.  **Continue with reviewed strategy** | |
| | | | | £75,403 |

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| Outcome C.<br>Increased percentage of PP students to gain a positive progress 8 score. | Use of targeted questioning, marking and feedback within all lessons. Staff to ensure that they question PP students and in particular PP boys most often within the classroom. Ensuring that they receive the most feedback throughout the lesson and from any marked work. | **Not Met**<br>Success criteria = 60% of PP students to have a Progress 8 score of 0 or above.<br><br>Result = 28.2% of PP students achieved a Progress8 score of 0 or above. The average Progress8 score for PP students was -0.875.<br><br>**Medium** | Despite there being a focus on questioning, marking and feedback across the school and the introduction of the journey questions strategy, we have not seen the desired impact.<br><br>These strategies need to be embedded throughout the school with further CPD for new staff to the school.<br><br>**Not Continued** | |
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| Other approaches | | | | |
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| **Outcome D.** Increased attendance rates | Employment of Education Welfare officer to assist the school with the monitoring of students attendance with a particular focus on PP eligible students. | **Not met.** Success criteria = Overall attendance for PP students to be 95% or above.<br><br>Result = Overall attendance for PP students was 92.6%.<br><br>**Medium** | Despite not meeting the success criteria, significant work was put into gaining the 92.6% figure. This figure was significantly affected by a number of school refuses and exclusions.<br><br>**Continue**. | |
| **Outcome D.** Increased attendance rates and attitudes towards education. | Employment of Re-engagement staff and resources. | **Not met.** Success criteria = Overall attendance for PP students to be 95% or above.<br><br>Result = Overall attendance for PP students was 92.6%.<br><br>**Medium** | Despite not meeting the success criteria the re-engagement staff implemented a number of strategies to target students with attendance issues. These strategies had a significant impact upon these students.<br><br>**Continue** | |

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| Outcome C. Increased percentage of PP pupils to gain a positive progress 8 score. | Year 11 intervention strategies at Tier 2 and 3 (Tier 2 Targeted, Tier 3 individual) across all curriculum areas. | **Not Met** Success criteria = <u>60%</u> of PP students to have a Progress 8 score of 0 or above. Result = <u>28.2%</u> of PP students achieved a Progress8 score of 0 or above. The average Progress8 score for PP students was <u>-0.875.</u> <u>**Low**</u> | The internal school data for all the year 11 intervention strategies indicated that as a school we completed more interventions than previous years. Lesson observation data also suggests that the in class strategies were also implemented across the school. However, it is clear that they did not have the desired impact. **Continue but review.** | |
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| Outcome C. Increased percentage of PP pupils to gain a positive progress 8 score. | Departments/Year teams or individuals can apply for PP funding to ensure that any barriers to learning and progress are reduced or removed for PP eligible students. | **Not Met** Success criteria = <u>60%</u> of PP students to have a Progress 8 score of 0 or above. Result = <u>28.2%</u> of PP students achieved a Progress8 score of 0 or above. The average Progress8 score for PP students was <u>-0.875.</u> <u>**Low**</u> | All applications for funding were granted to remove barriers. These include music lessons, educational trips, revision resources, IT recourses and extra tuition. The impact of these funding applications needs to be more rigorously monitored the ensure the desired outcome is met. **Continue but review**. | £124,595 |