

Pupil Premium Strategy update January 2018.

Total Pupil Premium allocation 2017-18: £441,021

The school has drawn up a strategy for the deployment of the Pupil Premium in 2017-18; the impact of the actions will be measured termly and where appropriate modifications may be made to the provision funded through the Pupil Premium. The main barriers to educational achievement for disadvantaged pupils currently in the school are as follows:

A. A significant number of disadvantaged pupils, notably in Year 9 and Year 10 have lower literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress. £61,844

- Strategies continue to be implemented for pupils with lower literacy skills including a sharp focus on disadvantaged pupils across all year groups. Through the realignment of reading with the SEN department, all pupils have had reading tests to ensure data is accurate and those requiring support can be prioritised. It is clear from the analysis that there is no discernible difference in the reading ages of disadvantaged pupils compared to non, apart from year 8. Although, when comparing the average reading ages to the chronological reading age, on average all year groups are below, this is particularly significant for year 8 and 10. With this in mind those pupils significantly behind their chronological reading age and not making age related progress based on autumn 2 monitoring data will continue to be targeted through the ARROW reading intervention, alongside the Accelerated Reader programme for years 7 and 8. The impact of the Accelerated Reader will be monitored upon the completion of the reading tests which are currently taking place.
- As part of the focus of increasing pupils reading for pleasure, all year 7 pupils received a free book of their choice from a selection of 13. The pupils are in the process of reading the book and completing a postcard review. This was organised by the school librarian as part of the Book Buzz programme led by BookTrust, a reading charity. The impact of this will be monitored through the postcard review and through student voice once all pupils have finished their books. Although it is clear the investment into the librarian and library resources continues to prove value for money.
- Lunchtime clubs and form time activities continue to promote literacy focusing on a word rich culture within the school. The strategies have been well received by both staff and students. This is evident through staff voice which has included comments such as 'my form loved this....they were so into it.... I was impressed with Ahmed who spotted 2 homonyms in' A further pupil voice specifically focussing on form time activities will be conducted as part of the mid-year pupil premium review.
- How pupils construct their written responses continues to be a priority for the school, especially considering the low entry levels for literacy. Last term after school CPD sessions were delivered which focussed on reading comprehension strategies to support pupils to access challenging reading texts/extracts, 84% of staff that attended the reading CPD found the session very useful / useful. A recent CPD session focused on how students construct their written responses with a further session planned on revisiting the TOWER model to ensure that quality extended responses are not impeded by the structure and accuracy. This will be monitored through the schools quality assurance processes over the coming months to review its impact.

B. Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly mathematics, geography, drama and computing. Alongside this ensure

that the most able disadvantaged pupils are supported and challenged to achieve in line with their non-disadvantaged peers. £116,456

- Monitoring for year 11 in terms of the basics measure shows that in 2018, 35% of current pupils are expected to achieve the basic measure (9-4) using the confident fine grading system, this includes all ability bands. When considering those pupils who are less secure in their grades, this increases to 46%. This continues to show an upward trend when comparing to 42% in 2017, if all pupils who are not secure are supported to achieve the forecasted grade. In terms of the strong pass 12% of disadvantaged pupils are on track to achieve a grade 5 or higher, compared to 19% in 2017. Again if all the pupils who are not secure were to go on to achieve this would result in it being broadly the same as 2017 at 20%. It is important that we continue to focus on pushing as many pupils towards the strong pass of a grade 5 over the coming months.
- Analysis in terms of ability bandings for the basics measure shows that the middle ability pupils are performing broadly the same as leavers 2017 in terms of the standard (grade 4) and strong pass (grade 5). Including the unsecure grades, this would mean 41% (30% confident) will achieve a grade 4 or better and 9% (4% confident) will achieve grade 5 or better. This is similar to leavers 2017 where 43% achieved a grade 4 and 10% achieved a grade 5.
- Subject analysis shows that in mathematics 39% are secure in terms of the standard pass and 24% are secure and on track to achieve a strong pass. These are both slightly below that of 2017, but if the minus grades were to be taken in to account there is an upward trend for the standard pass (increase from 46% to 51%) and the strong pass would also increase from 27% in 2017 to 31%. Ability bandings show that this would be broadly the same for the middle ability for the standard pass (4) 48% including minus grades, 35% confident compared to 48% in 2017. In terms of the strong pass 20% including minus grades, 13% confident compared to 21% in 2017. There would be a slight increase in terms of the standard pass for the higher ability, up from 87% in 2017 to 94% (83% confident) and for the strong pass up from 73% to 83%(78% confident).
- In terms of the other reformed GCSEs the most comparable to the legacy A*-C grading system is the 9-4. If all the minus grades were to be converted then computing would see an upward trend, up from 30% to 64% and geography would increase from 28% to 44%. It is important that the focus now is on ensuring that a greater proportion of pupils achieve a grade 5 or better through the support of the Lead Practitioner team in these departments. With a much more stable staffing platform in drama this academic year, 82% of pupils are on track to achieve a L2P or better in the performing arts qualification.
- Rigorous monitoring using data which is then complemented by learning walks and work in books shows that in the most effective lessons pupils are being sufficiently challenged and supported. Where there is underachievement, liaison between the middle leadership teams and classroom teachers, in terms of attainment and progress is allowing for appropriate classroom strategies to be put in place. Bespoke additional interventions are being put in place through registration sessions that are being coordinated through the SLT Raising Achievement Leaders and middle leaders.
- To improved rates of progress at all key stages it is important that we continue to focus on quality first teaching. Analysis from the schools internal quality assurance process for the autumn term shows that written feedback is mainly effective throughout school and this is helping pupils to progress in their leaning. Learning walks and work scrutiny has shown that extended writing and exam skills lessons are becoming more common and this in turn is helping pupils develop the independent and Meta cognition skills.
- Recent KS3 autumn monitoring data shows the majority of students in year 7 and 8 are either on track or excelling in line with their KS2 starting points, particularly in English and mathematics. There are a greater proportion of pupils making excellent progress in English compared to last

year, for example in year 8, 35% of more able pupils are making excellent progress compared to 10% at the same point last year. There is no significant difference between the progress of disadvantaged and their non - disadvantaged peers overall in the vast majority of subjects, where there is this is being addressed through meetings between Team Leaders and the Raising Standards Lead for KS3.

C.Low aspirations and self-esteem for a number of disadvantaged pupils across all year groups is having a detrimental impact on their academic progress. £167,731

- As last year, a comprehensive programme to enhance the curriculum is continually being implemented and the impact of individual visits monitored throughout the year. Visits that have taken place over the last term include a visit to Sheffield university, this focused on women in engineering and was particularly well received by pupils. A comment made by one of the pupils, "It's amazing how the university want to inspire women/girls". Some other visits have included Hepworth Art Gallery, Production Futures and Opera North Orchestral Concert which are enabling the disadvantaged pupils to be exposed to the wider world and in turn have a positive impact on their aspirations and self esteem. These strategies are most definitely continue to prove value for money.
- Careers work continues to be embedded this year with many of the local post-16 providers delivering sessions in year 11 assemblies. They have provided pupils with information alongside professional advice about the range of options available post 16. Pupils at risk of becoming NEET or requiring support have also received individual appointments with the schools careers adviser allowing them to get bespoke advice on future career pathways. The careers focus has also been part of the curriculum enrichment event involving year 10 and 11 pupils, these included sessions on apprenticeships, preparation for work experience and interview practice.
- The school continues to develop and implement strategies which minimise disadvantaged students in terms of misbehaviour statistics. In terms of the autumn term this is around 65% for moved room and 64% for C3. Further analysis carried out in terms of disadvantaged pupils shows that a large proportion of this is made up of pupils who consistently fail to meet the schools expectations, these pupils will receive targeted support from the behaviour and support officer (8 in total) to help develop their low self esteem and emotional resilience over the coming months as this had a positive impact last year. In terms of the number of positive stamps awarded, 122 pupils have achieved a bronze award (300 points), 16 achieving the silver award (600 points) and 3 who have achieved a gold award. This excludes the year 7 pupils as we are awaiting the January census for their eligibility for free school meals.

D. Attendance for pupils eligible for pupil premium is 93% and persistent absence (10%) is 15%; this reduces their school hours and impacts on learning and progress. £94,990

- Dedicated pastoral support including HOY, inclusion managers, behaviour and attendance officers continue to relentlessly monitor and address the attendance of disadvantaged pupils. This has led to refining existing systems in terms of protocols, strategies, tracking and monitoring enabling key groups and trends to be identified in a timely manner and thus implement appropriate strategies.
- Analysis of last year's attendance showed that a major factor in terms of absence is illness, in order to tackle those pupils who have a significant amount of time off due to illness; the school nurse is working with a targeted group in order to support the students and families to manage their illness more appropriately. As part of the pupil premium review we are currently in the process of reviewing the impact of this, initial findings show that it is helping build relationships and better educate some of the hardest to reach families.

- In terms of percentage absence for disadvantaged pupils, this has decreased to 6.2% compared to 7.5% at the same point last year. Although there still remains a gap between the disadvantaged and non-disadvantaged pupils, it is important that we continue to prioritise the attendance of disadvantaged pupils. HOY are providing form tutors with weekly information on attendance as part of the school priority of attendance as everybody's business and it is important that this remains high profile.
- Pupils who are classed as persistently absent (over 25 sessions) is slightly higher at 6.3% compared to 5.6% last year. To ensure there is an improvement in the attendance of disadvantaged pupils at risk of potentially becoming PA, pupils close to becoming persistently absent are being tracked and monitored by the behaviour & attendance teams regularly. This is enabling discussions to be held with pupils and parents to reinforce the importance of attendance and where it is deemed necessary the local authority attendance and pupil support officer is having robust conversations including the use of parenting contracts and other appropriate action including fines.
- The use of the school breakfast club continues to support in encouraging working families to ensure pupils attend school on time. The attendance officer is working with the breakfast club coordinator in order to support pupils and families at risk of poor attendance and address punctuality. Initial findings in terms of numbers shows that this continues to be good value for money.

Areas for improvement:

- Continue to evaluate the reading strategies, ensure those significantly below their chronological reading age and are also underperforming in terms of monitoring data are supported to address the low literacy levels using the Arrow reading programme, particularly for those pupils in year 8 and 10.
- Continue to strengthen the consistency of quality first teaching particularly in computing, humanities and mathematics, through a relentless focus on the middle attainers' and the most able pupils. Ensure strategies shared within CPD sessions, particularly with regards to developing quality extended writing, developing the resilience and independence of pupils using meta-cognition and self-regulation strategies are implemented and embedded in to classroom practice to ensure a greater proportion of pupils with minus grades are secure in terms of the standard and strong pass.
- Monitor the attitudes to learning (total of 8 pupils) of those disadvantaged pupils who consistently fail to meet the schools expectations. Ensure relevant support is in place including strategies to increase parental engagement with the school which is complemented with rewarding those who get it right. This will be monitored in terms of pupils achieving the school awards.
- Continue to track and monitor attendance of disadvantaged pupils, particularly those at risk of becoming persistently absent. Ensure that those at risk of not meeting the school attendance target of 95% are put on to appropriate reports which will enable regular discussions between pupils and where necessary liaising with parents to ensure pupils are fully supported in order to minimise unauthorised absences. The impact of this will be monitored over the term and best practice can be shared through the CPD sessions.