Pupil Premium Strategy update May 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 for the following academic year 2018-19. 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

- In order to address the lower literacy skills of pupils, Accelerated Reader continues to be implemented with the focus remaining on questioning techniques to develop their skills of following up text and increasing the range of vocabulary that they are exposed to. This continues to provide value for money, particularly for the disadvantaged pupils but also for the non. Recent data analysis of the STAR reading tests shows that, the year 7 disadvantaged pupils have improved their reading age by an average of 4 months (5 months for non-disadvantaged). This upward trend can also be seen in the year 8 cohort, who have continued to improve their reading age on average by a further 3 months (4 months for non-disadvantaged). When considering the long-term impact (over two years), year 8 pupils have continued to make significant progress, an increase of one full year on average. Further analysis of this cohort between the disadvantaged and non-shows that the disadvantaged pupils have made on average 1 year 1 month improvements compared to 11 months for the non.
- Those pupils who are significantly behind their chronological reading age and not making age related progress based on monitoring data will continue to be targeted through the ARROW reading intervention, alongside the Accelerated Reader programme for years 7 and 8. There has been a specific focus on the year 10 cohort last term; this strategy again continues to provide value for money with all pupils who have been targeted increasing their reading ages.
- Form time activities continue to promote literacy focusing on a word rich culture within the school. One of the strategies implemented this year has been the PiXL Orate programme. This is a short course designed to support KS3 pupils in their development of oracy. This programme aligns itself with the University of Cambridge's 'Oracy Skills Framework', addressing four main principles of physical, linguistic, cognitive and social & emotional areas aiming to develop the confident and effective use of spoken language. The strategies have been well received by both staff and pupils, a recent staff voice shows that vast majority of staff felt that form time literacy activities have been successful at improving pupils literacy over the coming months, it is important that this continues to remain a priority; the impact of the strategies is monitored through the school's quality assurance processes, where required the implementation of the PiXL Orate programme will be refined into the next academic year, particularly focussing on the quality of work produced in lessons and pupil voice.

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 the current year 11 in terms of the basics measure shows that 22% of current pupils are forecasted to achieve a strong pass for all ability bands. This continues to show an upward trend when compared to 19% in 2017, although it is below the FFT 20 target of 28%.
- To ensure that we continue to support disadvantaged pupils who are borderline grade 5's or those who have one or the other subject, pupils (21) have been targeted to attend the Pixel 'Strive for 5' course for English and maths (60% of pupils who attended were disadvantaged). Initial pupil voice has been complimentary of both

courses but particularly the English one where pupils felt they received strategies to help them with constructing and scaffold their exam responses.

- In terms of grade 4 and above, 43% of current pupils are expected to achieve the **basic measure**, this includes all ability bands. This is broadly the same when comparing to 42% in 2017. Out of the cohort of 87 disadvantaged pupils, there are a total of 26 pupils who are achieving a grade 4 or above in one subject but not the other. As with the grade 5, these pupils have been identified so that they receive the appropriate interventions in order for them to make the marginal gains required for the summer series of exams.

- The upward trend continues into year 10 where 22% (12% confident) of pupils are expected to achieve the basics measure in terms of the strong pass and 52% (46% confident) in terms of the standard pass. It is important that we focus on the overlap pupils in English and maths alongside continuing to focus on pushing as many pupils towards the strong pass of a grade 5, with this in mind there has been renewed focus on the most able pupils in the current year 10 cohort.

- Further 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 39% (36% confident) will achieve a grade 4 or better and 11% (7% 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. In terms of other ability bandings there is an upward trend for the higher ability, in terms of grade 4 100% and for grade 5 72% when compared to 2017 of 67% grade 4 and 87% grade 5. Any pupils who are borderline for the strong pass continue to be targeted to ensure that they attend all intervention sessions and are being supported in class to access the more demanding questions.

- Subject analysis in terms of the middle ability in mathematics shows that 46% (43% confident) are forecasted to achieve the standard pass and 27% (23% confident) are on track to achieve a strong pass. Comparing this to leavers 2017, the strong pass is slightly higher (21%) and the standard pass is broadly the same (48%). Maths are also forecasting an increase in terms of the standard pass for the higher ability, up from 87% in 2017 to 100% (100% confident) and for the strong pass up from 73% to 89% (78% confident). The upward trend continues for the middle ability in year 10, although it is important that the relatively small cohort of more able disadvantaged pupils (13 pupils) are targeted and supported to ensure that they all achieve the highest grades possible.

- 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 art would see an upward trend, up from 50% to 84%, computing up from 30% to 73% and geography up from 28% to 43%. Other subjects which are broadly the same to 2017 in terms of grades 9-4 for the reformed GCSEs are history who are forecasting 56%, religious studies 69% and science combined at 44%. As with English and maths it continues to be a priority that the focus now is on ensuring that a greater proportion of pupils achieve a grade 5 or better through the support of the bespoke revision timetable including catch up sessions which are planned to address specific gaps in knowledge or understanding. With a much more stable staffing platform in drama this academic year, 100% of pupils are on track to achieve a L2P or better in the production BTEC qualification.

- Rigorous monitoring using data is being complemented by targeted learning walks of underachieving pupils, this includes looking at work in books. This continues to supplement and support these pupils who require additional intervention whether it is intervention lessons or mentoring. The RSL leads, senior leaders and middle leaders continue to identify underachievement in their faculties, which then allows liaison between the middle leadership teams and classroom teachers to collaborate and identify appropriate classroom strategies.

- The school's quality assurance systems continues to provide valuable intelligence in terms of the quality of teaching and learning. Recent spring data has identified curriculum knowledge, high expectations and attitudes to learning as strengths in the vast majority of lessons. In terms of feedback, in the most effective lessons staff are using effective written and verbal feedback to support pupils to articulate and deepen their knowledge. This in turn is allowing them to be better prepared for the rigours of the reformed GCSEs. It is important that we continue to focus on quality first teaching to improve the rates of progress at all key stages for disadvantaged pupils, particularly in terms of accessibility and challenge including pupils who may have additional SEN. In order to support this, the teaching and learning team have delivered and continue to share appropriate strategies

focusing on these areas, although it is important that time is spent ensuring that this is implemented and embedded consistently by all teachers.

- Recent KS3 spring monitoring data shows the majority of pupils in year 7 and 8 are either on track or excelling in line with their KS2 starting points, particularly in English and mathematics. There is no significant difference between the progress of disadvantaged and their non - disadvantaged peers. It is important that the KS3 curriculum continues to be a high priority, as with KS4, any pupils who have fallen below based on KS2 starting points are supported to address any gaps in knowledge in order to better prepare them for the rigours of the reformed GCSEs.

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

- A comprehensive programme to enhance the curriculum is continually being implemented and the impact of individual visits are monitored thoroughut the year. A range of activities and visits have taken place this year which has resulted in a 100% of disadvantgaed pupils taking part in an event, e.g. the launch of the National Enterprise Challenge at the Curriculum Enrichment day in March, we have 2 teams entered as finalists who will attend the national final in July 2018. Further detailed analysis of events is currently being carried out to continue to refine this approach, although this strategy continues to be value for money in terms of providing opportuniites and experiences that help raise the aspirations and develop the low self esteem of disadvantaged pupils.

- Staff continue to provide guidance in school through widening participation events and to parents during parents' evenings. The school is continuing to make efforts to build links with organisations in Kirklees in order to better support parents and pupils out of school. In order to bridge the gap the school based social worker has planned a programme of workshops to be delivered over the course of the summer term. These are broken down into 4 sessions focusing on adolescent development, attachment theory and its relevance to parenting, managing friends and social relationships and communicating effectively with teenagers. Initially a pilot group of pupils and parents have been selected based on the schools misbehaviour statistics, a total of 20 pupils/parents, 15 (75%) of whom disadvantaged pupils.

- The school continues to develop and implement strategies which minimises disruption to learning, specifically focussing on disadvantaged pupils in terms of misbehaviour statistics. In terms of the data for when pupils fail to meet the school's high expectations there is a downward trend in terms of the number of moved room and C3 incidents over the spring term. The percentage of incidents in terms of moved room data has decreased from 74.5% in half term 1 to 58% in half term 4 for disadvantaged pupils. In terms of the raw number of incidents overall this has also significantly decreased by 55%. In terms of the C3 detentions there has seen a slight decrease of disadvantaged pupils contributing to this sanction, falling from 64.5% in HT1 62.5% in HT4. In terms of the total number of incidents HT4 has seen the lowest number of incidents so far, significantly lower than HT3 resulting in a reduction by 48%.

- In order to support those pupils who consistently fail to meet the schools expectations, 10 pupils have received targetted support to help develop their low self esteem and emotional reslience last term by the behaviour and support officer. The impact of this has been significant, a 73% reduction in moved rooms for these pupils. A further 2 pupils have been added to this cohort taking the total to 12, they will be monitored and supported throughout the remainder of the year.

- The school continues to invest in the positive behaviour system, rewarding pupils when they meet the school's high expectations. The impact can be seen in terms of the number of positive stamps awarded, 77% of disdvantaged pupils in school have received a praise award. Breaking this down further shows that 29% have achieved a bronze award, 31% achieved a silver award, 9% achieved a platimum award, 6% achieved a diamond award and less than 1% achieving an SLT award. It is important though that pupils who have not yet achived at least a bronze award are encouraged and motivated to buy into the system in order to raise their aspirations and self esteem.

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. This has enabled key groups and trends to be identified in a timely manner and thus implement appropriate preventative strategies or appropriate sanctions. Strategies this year have included a bespoke tracker, a revised letter for persistent absence, staff training on using achievement data systems to raise the awareness of the link between achievement and attendance and raising the awareness of identifying and using data to highlight trends and patterns increasing the importance of preventative work. Other initiatives implemented to celebrate the success of good attendance has included an attendance lottery, form competitions, regular briefings about attendance to staff which has helped raise the profile of attendance.
- In terms of percentage absence for disadvantaged pupils, this has decreased to 6.1% compared to 6.7% 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 through the new pastoral structure including ensuring form tutors are provided with weekly information on attendance and appropriate conversations are being held with pupils and parents. Moving forward and looking towards 18-19 the focus is to embed the revised attendance flow chart and track/monitor the use of the school contracts in order to continue to increase the attendance of disadvantaged pupils.
- Pupils who are classed as persistently absent (over 25 sessions) has also decreased by 1.3%, from 15.4% in 16-17 to 14.1% this year. To ensure there continues to be an upward trend in the attendance of disadvantaged pupils at risk of potentially becoming PA, pupils close to becoming persistently absent continue to be tracked and monitored by the behaviour & attendance teams, specifically looking at historic data to have a greater emphasis on preventative measures. A work scrutiny is also planned in the coming months to look at the links between attendance and achievement through catching up with work missed, ensuring that this remains high profile in departments and staff have a solution centred approach for pupils with poor attendance.
- Appropriate pastoral staff continue to hold discussions 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.

Areas for improvement:
- Continue to evaluate the impact of the reading strategies, ensuring that best practice in departments is shared during the teaching and learning sessions. Alongside this continue to encourage the word rich culture to complement the school focus on encouraging a culture where there is an increase on reading for pleasure.
- 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, particularly in year 10. Ensure strategies shared within CPD sessions, particularly with regards to the more able are implemented and embedded into classroom practice to ensure a greater proportion of pupils are secure in terms of the strong pass.
- Monitor the attitudes to learning of disadvantaged pupils, particularly those who consistently fail to meet the school's high expectation and the awarding of the praise awards. Alongside this evaluate the impact of the parenting course delivered by the school based social worker with the intention of targeting additional families and if required refining the programme based on pupil and parent voice. Possibly looking at this cohort of pupils as a pilot for action research to monitor its impact over a longer period of time.
- Continue to track and monitor the 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 identified early and where necessary liaise with parents to ensure pupils are fully supported to minimise any unauthorised absences. Where pupils have had a significant amount of time off, the focus remains on strategies implemented in departments to allow for these pupils to catch up on work missed. The impact of this will be monitored over the remainder of the year through work scrutiny and the best practice shared through the CPD sessions ensuring that this remains high profile.