



Westborough High School Impact Pupil Premium Strategy spending 2016-2017

During the academic year 2016/17, the school outlined a strategy for the deployment of the Pupil Premium in 2016-17; the impact of the actions was measured termly and where appropriate modifications were made to the provision funded through the Pupil Premium to accelerate the progress of disadvantaged pupils so that any differences in achievement are diminishing.

The evaluation of the impact has taken in to consideration both the schools internal review processes including all stakeholders particularly pupils and governors. Alongside these reviews, external reviews have also been used to obtain different perspectives and evidence from the recent OFSTED inspection (June 2017). The OFSTED inspection commented that “The headteacher and senior leaders know the school, pupils and their areas of responsibilities well. Through this, they put in place appropriate action plans, which they regularly evaluate for success. This is ensuring that the pace of improvement is rapid and that additional funding, for example, for pupils who are disadvantaged, is spent well.”

This is complemented by the comments made during the recent external Pupil Premium review (June 2017) stating “since the initial review in April 2016, there has been a significant shift in the school’s work to support students eligible for PP funding. There is determined and effective leadership from Assistant Headteacher, governance is much more involved and better informed, strategies adopted are being effectively coordinated, all activity is carefully evaluated, and there is evidence of positive impact of the work undertaken.”

Summary information					
School	Westborough High School				
Academic year	2016 2017	Total PP budget £	447,398	Date of most recent PP review	June 2017
Total number of pupils	950	Number of pupils eligible for PP	445	Date of evaluation	September 2017

Barriers to future attainment	
In-school barriers	
A.	A significant number of disadvantaged pupils, notably in Year 9 and Year 11, have lower literacy skills than non- disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
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.
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.
External barriers	
D.	Attendance for pupils eligible for pupil premium is 93% (below the target for all pupils of 95%) and persistent absence (10%) is 14%; this reduces their school hours and impacts on learning and progress.



Data analysis

Current attainment	2016 Results		2017 Results	
	Disadvantaged	Non	Disadvantaged	Non
Average Core KS2 APS per student	25.67 (4c)	27.38 (4b)	25.63 (4c)	26.72 (4b)
New post 2016 measures				
Basics 9-4				
% achieving English and mathematics	35.2%	59.4%	42.7%	45.7%
% achieving A* - C /9-4 in English and mathematics	English 59.0% Maths 37.1%	English 78.3% Maths 67.9%	English 61.0% Maths 46.3%	English 71.0% Maths 48.9%
Basics 9-5				
% achieving English and mathematics			20.7%	21.3%
% achieving grades 9-5 in English and mathematics			English 39.0% Maths 28.0%	English 42.6% Maths 28.7%
Progress and Attainment				
Progress 8 score average	-0.54	+0.1	+0.12	+0.16
Attainment 8 score average	39.8	50.8	37.95	41.95



Impact of expenditure Barrier A £106, 833

<p>A significant number of disadvantaged pupils, notably in Year 9 and Year 11, have lower literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.</p>	<p>Desired outcome - High levels of progress in literacy for pupils eligible for pupil premium</p>
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Chosen action/approach	Impact to date	Recommendation
<p>Accelerated reader used in KS3 classes effectively. Develop questioning techniques to follow up text reviews and increase pupils' vocabulary range</p>	<p>Accelerated reader has been taught across both year 7 and 8 to all pupils by English specialists in the main. In order to measure the impact of this strategy STAR reading tests were taken by pupils in September 2016 (baseline test), January 2017 and June 2017. Where it was deemed that sufficient progress wasn't being made by the pupils, additional more bespoke intervention took place (the impact is outlined later). During the academic year 2015-16 year 7 and 8 pupils showed an average increase of 8 and 11 months respectively compared to in 2016-17 of 6 and 8 months for year 7 and year 8.</p> <p>In terms of the impact of AR the aim is to ensure that reading ages for disadvantaged pupils are in line with their peers or their chronological age, the data that has been obtained supports that to achieve the desired outcome it is important to continue with this strategy over a two-year period. This is indicated by the year 8 cohort last year.</p> <p>Year 7: The percentage of pupils reaching the AR benchmark has risen for the whole year group by 4%. Disadvantaged pupils are behind their peers with 39% requiring intervention as opposed to 23% non. However, those disadvantaged pupils requiring urgent intervention has fallen by 7%.</p> <p>Year 8: The percentage of pupils reaching the AR benchmark has risen for the whole year group by 5%. The disadvantaged pupils by the end of the year</p>	<p>Although the average impact for both year groups in 2016-17 is slightly below that of 2015-16, accelerated reader continues to prove value for money in terms of ensuring that reading ages are in line with non-disadvantaged peers and are in line or above chronological age. Further analysis shows that where less progress has been made this may have been due to the consistency of delivery rather than the accelerated programme itself. With this in mind, the AR lessons will now be led by PE staff who are skilled practitioners in terms of ensuring good routines, behaviour management and it is hoped that a focus on oracy in PE will strengthen the delivery of AR and in turn the progress of the pupils.</p> <p>In order to ensure that there is consistency of delivery, good practice will be filmed by the Lead Practitioners using IRIS and disseminated to staff delivering AR in the autumn term.</p> <p>Continue to engage both pupils and parents through regular communication about the progress of pupils in terms of reading ages. In order to monitor and communicate this effectively, include the reporting of AR at KS3 to ensure parents are aware of the progress and continue to support the school in order to ensure high levels of progress in literacy. Incorporate this in to the monitoring at key assessment points in the academic year 2017-18. Realignment of reading will allow much more of a</p>



	<p>are on a par with their peers.</p> <p>Alongside this to ensure that are high levels of progress for pupils eligible for pupil premium, parents were informed by letter to reinforce the importance of reading and the accelerated reader programme. This coincided with promoting this with pupils during assemblies and monitoring through pupil voice and learning walks. Pupil voice carried out shows that pupils particularly enjoy AR in Year 7. The majority feel that it is a worthwhile lesson and say they can see progress because their levels are regularly tracked. This has also been evident in learning walks which have shown pupils to be engaged in their reading and when completing the quizzes. Pupil voice also indicated that those pupils who don't enjoy AR often cite the lesson as being too long as their reason.</p>	<p>strategic approach to ensure oracy, comprehension and inference skills are developed through the use of the PIXL orate strategies. These are to be embedded within the year 7 and 8 AR lessons and the Year 9-11 to receive this through form time activities at specific points of the year alongside more intensive intervention through the schools "Are you ready for GCSE programme".</p> <p>Accurate testing to ensure that the right pupils are targeted with appropriate interventions in order to ensure that the impact of specific strategies can be monitored. Working closely with the SEN department to ensure a strategic system is in place to tackle the whole school focus of literacy.</p>
<p>Targeted additional support for pupils who are underperforming, including: -</p> <p>Arrow reading intervention Arrow reading is an intensive literacy intervention program.</p>	<p>Arrow involved pre-assessment to obtain accurate reading and spelling ages. They then commence the intervention with a mixture of spelling and topic based sessions. The pupils are in charge of their learning and progress whilst the tutors oversee them. The whole program is completed digitally and focuses on pupils working through a 'Listen, Repeat (Self Voice), Listen, Write and Review' process.</p> <p>This continued 3/4 times a week for 3 weeks at which point they are then re tested for their exit reading age.</p>	<p>During the academic year 2016-17 the intervention is completed with 5 pupils at a time (due to the limited licenses that the school possessed). Also after trialling the implementation, small groups were proven to work best for SEN pupils. As the Arrow programme has shown on average more than a year's increase in reading age and at least 4 months increase in spelling, it is important that the number of licenses are increased, with additional staff training in order to ensure a greater proportion of disadvantaged pupils have access to ARROW reading. This strategy will be continued and an</p>

Analysis for academic year 2016-17

	Total number of pupils	Total no. of disadvantaged pupils	Av. Reading Increase	Av. Spelling Increase
Y7	15	11	1Y2M	4M
Y8	15	7	1Y7M	9M
Y9	15	9	1Y3M	5M
Y10	1	1	Ongoing	Ongoing
Y11	0	0	0	0
Total	46	28 (60%)		

60% of pupils targeted were disadvantaged (greater than the approximately 50% proportion of all pupils who are disadvantaged in school). The primary criterion is based on the need focussing of SEN pupils (53% of these are disadvantaged). Currently pupils are selected based on need followed by those with significantly low chronological reading ages. In order to manage the smooth running of this and increased accountability a tutor (teaching assistant) was assigned to each year group to implement the programme.

Corrective reading; reciprocal reading; Premier Reading Stars; SULP (social use of language programme)

Due to the staffing constraints and all pupils having access to accelerated reader and form time activities, these interventions did not take place as primarily ARROW was deemed to be the most effective. Strategy. This has been complemented by the whole school initiative of investing in book boxes to increase pupils reading for pleasure during form time.

investment in to further licenses has been commissioned to ensure a greater number of pupils benefit from this strategy.

The realignment of literacy with the SEN department will coordinate all literacy based interventions to allow for monitoring and tracking of this, which in turn will ensure pupils receive the appropriate intervention. Alongside this, raising the profile of the role of the form tutor in supporting those pupils with lower level literacy skills.



<p>VCOPs</p>	<p>The VCOP (vocabulary, connectives, openers and punctuation) is a strategy was implemented to raise the profile of literacy across the curriculum at KS3. Internal quality assurance shows 57% of staff feel that the VCOPs cards help pupils to focus on their learning and it is also evident in the number of pupils taking part. In total 138 pupils participated across year 7 and 8, completing at least one or more VCOPs cards.</p>	<p>It is important to ensure that the 'VCOP' challenge is regularly refreshed and the initiative receives the awareness from all staff at key points in the year, it was also mentioned in the Pupil Premium review to avoid it becoming tired and ineffective.</p>
<p>CPD for staff on helping pupils to think about how they construct their written responses more explicitly – teaching sequence for writing: this will be linked to the Improving Writing Quality study in 2014</p> <p>CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts.</p>	<p>Lead Practitioners have led a series of sessions which focused on continuing to develop the skills of pupils in order for them to be able to write extended answers particularly focussing on the structure and accuracy and it not impeding the quality. The school introduced the TOWER and SQUID model in order to provide staff with strategies which allow pupils to think about how to construct extended pieces of writing. Staff voice shows that this has been well received and work scrutiny shows that this is being implemented well, particularly in English and science. The impact of this was also commented on by OFSTED (June 2017) stating “Quality training for teachers is leading to better teaching and consistent strategies, for example, when highlighting key words and using connectives in all subject areas”.</p> <p>Bespoke CPD sessions for all staff took place to develop pupil’s ability to access challenging texts, alongside the increasing challenge in reading ages and complexity of the new reformed GCSEs. Lead Practitioners worked with Team Leaders to develop key exam skills and shared strategies on interpreting</p>	<p>Lead Practitioners are continuing to work with departments where quality of written response or the sequence for writing is less effective. They are providing bespoke strategies for the Performing Arts, Computing and Humanities departments in order to equip staff with skills, thus supporting pupils to access challenging texts and articulate clearly when writing extended responses. Quality assurance systems to monitor the impact of this and best practice is to be shared and revisited in future CPD sessions throughout 2017-18. This includes continuing to develop questioning techniques to follow up text reviews and increase pupils’ vocabulary range.</p> <p>Lead Practitioners to share strategies in accessing the more challenging reformed GCSEs including strategies which help pupils effectively use exam time.</p>



	the command words and structuring responses. This was well received by Team Leaders but this must be revisited in terms of the first series of exams for the reformed GCSE's.	
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Impact of expenditure Barrier B £83,905

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.	Desired outcome - Improved rates of progress, particularly for pupils from the middle band of prior attainment
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Chosen action/approach	Impact to date	Recommendation
<p>Continue to improve the consistency of quality first teaching , including the recommendations from the pupil premium review May 2016: -</p> <p>in relation to marking and feedback , when pupils are expected to respond to marking comments , teachers look at this extra work and check it for accuracy not just completion</p>	<p>Continued improvement can be seen in the quality of effective feedback through the school's quality assurance processes including lesson observations. Analysis revealed an improvement in the number of staff providing effective feedback (72% in 2015/2016 to 81% in 2016/2017). This was triangulated with an improving trend evident through work scrutiny: 54% showing feedback as a strength in summer term 2016 to 81% in summer term 2017.</p> <p>Improvement in the quality of effective feedback has also been verified by external advisors. The improvement was noted during a maths review: "There are many examples of clear impact of teachers' feedback on students' subsequent progress." "All were able to point to examples of marking and feedback that had helped them to improve their skills." Julie Price Grimshaw 14th</p>	<p>A wide range of CPD sessions including effective responses lessons have been shared by the Lead Practitioner team to ensure written feedback has maximum impact on the learning of disadvantaged pupils. The contribution of the team in providing high quality CPD continues to prove value for money and it is intended to be continued and key school priorities to be focussed on this academic year.</p>



<p>Staff use the seating plans effectively so that they focus on PP pupils in each lesson and adding reading ages to seating plans</p>	<p>October 2016. During a review of SEN pupils, it was noted that: “the impact of feedback was most evident where teachers had clearly focused on verbal feedback and concise written comments. Some high-quality marking was seen, for example, in art.” Julie Price Grimshaw 10th May 2017.</p> <p>Pupil voice shows an improved perception of how teachers mark work. 85.92% state that teachers' comments and actions make it clear what they need to do to improve their work, 92.48% state they get the opportunity to improve their work following feedback and 90.3% feel that their improvements show progress in their work.</p> <p>Staff perception of CPD sessions targeting effective feedback is incredibly positive. The most recent focus was on structuring response lessons to maximise pupil progress as result of feedback and included clips of strategies. When surveyed, 97% of staff felt confident with the structuring response training.</p> <p>The implementation of class charts continues to be embedded to ensure staff have relevant data which is accessible in a simple but an effective format. This has enabled staff to ensure seating plans take in to account the disadvantaged pupils in the class along with reading ages to ensure appropriate teaching strategies are implemented and disadvantaged pupils receive appropriate support.</p>	<p>Where there is inconsistency in terms of the quality of effective feedback or with regards to relevant support and challenge in lessons, the internal quality assurance processes to continue to be used to develop staff. Alongside this to look at offering bespoke CPD sessions which can be informed through line managers or staff wishing to develop certain areas of their practice.</p> <p>Continue to ensure that these are used through the use of the grab files. Incorporate regular reminders throughout the year of revisiting these seating plans based on the current and predicted grades which inform data monitoring. Ensuring that the most accurate reading ages are uploaded in a timely manner throughout the year.</p>
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<p>TLR & LPs in English, history and mathematics to ensure pupils receive high quality first teaching</p>	<p>Lead Practitioners continue to be prove value for money contributing not only to high quality first teaching for disadvantaged pupils but also significantly contributing to the school's priorities in terms of highly effective CPD for staff. Some examples are outlined below:</p> <ul style="list-style-type: none"> • The attainment of disadvantaged pupils in History has significantly increased in 2016/17. In terms of A*- A 15.4% of pupils achieved the top grades, up from 2.2% in 15/16. This is also reflected in the achievement in terms of A*-C which has also increased to 53.8% compared to 33.3% in the previous year. • Lead Practitioner directly responsible for leading on barrier A has contributed to the whole school focus on ensuring pupils are word rich and their literacy levels increase. This was commented on in the 2016-17 PP review <i>'the school is effectively trying to diminish the effect of low literacy levels amongst PP students by establishing a culture of engagement in reading alongside strengthening students functional reading skills'</i>. • Class results also show that the pupils that are taught by the Lead Practitioners continue to perform strongly considering the low prior attainment of pupils, for example one class in English Language resulted in 88% achieving grades 9-4 and 67% achieved grades 9-5. The figures are similar for the class in terms of English Literature. In terms of this class's performance in mathematics 92% achieved a grade 9-4 and 84% 9-5. • In terms of the achievement in mathematics 	<p>This continues to prove value for money and it is important that the school continues to evaluate the performance of the classes taught by Lead Practitioners through the school's quality assurance and appraisal processes. It is clear that high quality first teaching is having a significant impact on the achievement of disadvantaged pupils, maybe worth considering that as part of their role they are accountable for the achievement of disadvantaged pupils in the department to ensure a greater impact on, not only for those pupils that they teach or alternatively having a specific responsibility across school which will directly impact high quality first teaching.</p>
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	<p>overall, this continues on an upward trend for the standard pass (46%). If considering the standard pass as equivalent to the old grade C this is an increase (9%) from 2016 of 37%.</p> <ul style="list-style-type: none"> • The performance of the middle ability in mathematics has seen a significant increase of 15% in terms of the standard pass (grade 4). 48% of pupils achieved the standard pass and 21% achieved the strong pass (grade 5). • The PP review also commented on the quality of CPD by the Lead Practitioners. Some comments that were made: <ul style="list-style-type: none"> ○ the improved use of assessment data by teachers in informing their planning; ○ a greater focus on challenge for all in lessons to help students make more progress; ○ effective staff training which has focused on such aspects as teachers' questioning to bring about challenge in discussions; ○ more specific feedback by teachers which is impacting on learning by helping students to respond more effectively to targets set; 	<p>In terms of the supporting the schools teaching and learning priorities, it is intended that Lead Practitioners will continue to be assigned a whole school responsibility aligned with their appraisal targets, this will be informed through the SEF.</p>
<p>Lead practitioners to support in foundation subjects – subjects which underperform in the open basket</p>	<p>CPD sessions have taken place at a whole school level and internal quality assurance processes shows that these subjects have taken on appropriate strategies ranging from scaffolding work for pupils, developing extend writing responses, challenges of the new curriculum.</p>	<p>Increase the work between Lead Practitioners to provide specific training to develop the quality of extended writing, working closely in subjects where pupils are underperforming. This will be informed through the external GCSE results and internal quality assurance processes.</p>
<p>Targeted additional support for pupils who are underperforming at KS3 and</p>	<p>Improved use of data by the class teacher and middle/senior leadership team has allowed for the</p>	<p>During the external PP review, it was noted that homework is an area for continued development,</p>



<p>KS4, notably mathematics</p>	<p>school to put specific and timely interventions in place. Data analysis shows an improving trend in Attainment 8 and Progress 8 for disadvantaged students. Provisional 2017 results show A8 as 37.95 for disadvantaged pupils compared to 41.95 for non. In terms of Progress 8 provisional results (based on DFE 2017 estimates) it currently stands at 0.12 for disadvantaged pupils compared to 0.16 for non. In terms of progress there has been a significant improvement from -0.54 in 15/16.</p> <p>With respect to the Total Attainment 8 scores average they are not comparable to 2015/16 but in terms of the difference between disadvantaged and non, this was 11 in 15/16 compared to 4 in 16/17.</p> <p>Classroom teachers have access to timely information on pupils' outcomes and produce individual action plans to tackle underachievement. This is monitored through the quality assurance processes and increased communication between the Raising Standards Leads for KS3 and KS4 have allowed for ensuring that these are in place and also monitoring the impact of them. This is done through the quality assurance and achievement meetings report, the increased use of performance data to inform quality first teaching and intervening and monitoring of key targeted pupils.</p> <p>Improved links between pupil outcomes and quality first teaching has been shared through the CPD sessions. These have allowed the teaching staff to reflect and implement bespoke strategies that can be used to accelerate the progress of targeted groups.</p>	<p>specifically at Key Stage 4. The school will undertake more research to understand in greater depth the response in the recent student voice questionnaire that some pupils felt homework was not always appropriately set.</p>
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Impact of expenditure Barrier C £109, 988

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

Desired outcome - Increased self-esteem, resilience and ambition for the future

Chosen action/approach	Impact to date	Recommendation
<p>A comprehensive programme to enhance the curriculum which includes: Visits to universities Financial support to ensure participation in school trips, and visits (team building, exposure to the Arts Enterprise and sporting activities).</p>	<p>KEY STAGE 3 A range of visits and activities including a Higher Education day at the University of Huddersfield and Leeds Beckett University to raise the aspirations of disadvantaged pupils. Other activities included working with a professional poet in school, an anti-bullying workshop and subject specific university events (Hull York Medical school, and 'Bridging Engineer event'). Student voice and feedback from the university and school staff shows that these were high quality events with high impact on students' expectations and aspirations.</p> <p>KEY STAGE 4 University visits and experience days continue into Key Stage 4 with some more subject specific events too. Students went along to a general careers event – 'Skills Yorkshire & Humber 2016' and a group of students also visited Leeds city college. Students also attended an apprenticeship show including a follow up session in school where they received a talk in school from Cambridge University.</p>	<p>It is clear from staff and student voice that pupils benefit from the enrichment visits and thus this strategy will be carried forward in to the next academic year, as it continues to prove value for money. The main events that will be carried forward into the next academic year are those with high impact through staff and student voice, e.g. Huddersfield University HE day as it showed a change in aspirations and expectations. Some also widened the experiences of students as they visited areas and places they had never been before. Some smaller scale events (particularly the HE events) will be rolled out to larger numbers and some of the subject specific events will be offered to a more tailored group using information from Heads of Year, subject staff and Senior Leaders.</p> <p>As part of the widening participation programme review, larger numbers of year 11 pupils are planned to attend the careers fair so that more students can have access to a wide range of information. It is also intended the school will offer a selection of college taster days at the Curriculum Enrichment Day events to try to minimise impact on curriculum time for Key Stage 4.</p>



		<p>Those not taken into the next year are some of the smaller group sessions with low impact. For example, the visit to Kirklees college, as the destinations data and pupil voice shows that it does not affect the decisions of many Key Stage 4 students but has a wide impact of curriculum time and low impact on aspirations and career choices.</p>
<p>Participation in local and national competitions.</p>	<p>Students in the whole of Year 10 took part in the Rymans National Enterprise Challenge with a group being selected to represent the school at the national final which they then went on to win as Key Stage 4 and overall winners.</p>	<p>This is an excellent opportunity and it is intended that a select number of national competitions are carried forward in to the next academic year such as the Rymans Enterprise Challenge. Pupils commented that they really enjoyed being part of the competition, enjoyed working as part of a team and developed their confidence in terms of presenting to their peers.</p>
<p>Access to specialist careers advice and guidance.</p>	<p>As part of the curriculum enrichment day's year 10 students have had opportunities to visit colleges to gain a taster of college life after 16. Careers events have also included information for parents such as on Year 10 and Year 11 parents evening, a range of colleges and other post 16 providers were invited into school which meant that parents / carers along with students could sit down and have important discussions around their future following year 11. The impact of this is also reflected in pupil voice:</p> <ul style="list-style-type: none"> • 99% of students surveyed said they were either satisfied or very satisfied with the careers help and support they have received this year. • 97% of students said that they knew how to contact the careers adviser for careers support. 	<p>It is important that the year 10 taster days are based on getting accurate information from the pupils on what they would like to study post 16 and thus the school and careers service can support and advise the most suitable post 16 providers for them. This will be particularly important in terms of supporting all through the Widening Participation programme, particularly students in year 11 in order to help them refine career choices. Where it is deemed necessary focus on apprenticeships through events, and supporting families to make informed choices in terms of choosing option subjects.</p>



- 92.5 % of students felt that they received careers support at the right time to help them make decisions about their future.

In terms of pupils leaving Westborough and accessing further education, employment or training the school remains close to the Kirklees participation rate and above national data.

2016			2015		
WHS Participation in EET	Kirklees Participation in EET	National Participation in EET*	WHS Participation in EET	Kirklees Participation in EET	National Participation in EET
95%	96%	91%*	96%	97%	91%
Disadvantaged; 92.55 %	Disadvantaged; 95%		Disadvantaged; 87%	Disadvantaged; 97.6%	

Students specifically at risk of being NEET are identified each year. In 2016-17, students were identified, implementing bespoke strategies with these 33 students shows that only 12% of those identified did not progress onto education or training.

Due to the high aspirations of our students in 2016, 57% of all our students went onto level 3 courses at college or sixth form. This compares favourably with other local schools and remains close to the Kirklees figure

Continue to work with our hardest to reach students in terms of appropriate progression. – Early identification of potential NEETs and drop out to ensure appropriate intervention is in place – one to one support.

Activities/programmes which

Pupils that have been selected for instrumental

This is not proving to be value for money at the



<p>promote resilience – music lessons</p>	<p>lessons have shown a love for music. They see music as a vehicle for expression and enjoy having the chance to learn to play or sing. Peripatetic lessons were always well attended. To ensure this didn't have a detrimental impact on the pupil's curriculum time, they were withdrawn from different lessons each week. In terms of impact, this has not translated in to academic performance, although it has developed the confidence of pupils taking part.</p>	<p>moment in terms of links with academic attainment. Although the impact of lessons missed was minimised, pupils were missing key learning. Furthermore, a study carried out by the EEF to compare the impact of music and drama workshops also confirms this in terms of its impact on attainment similarly to the school's findings. It also cites that the pupils enjoyed participating in the programme and staff reported that pupils' confidence and social skills improved during the program. With this in mind this will now be incorporated in to the after-school club and the school production of Blood Brothers. We will continue to monitor this through working closely with the performing arts department and pupil voice to maybe reintroduce at a later date.</p>
<p>Staff visit the community to talk to parents about the importance of learning.</p>	<p>Some work has been carried out by the behaviour and pastoral teams to increase the communication with parents and local feeder schools, such as a meeting with the local mosques in terms of how poor attendance to school can have a detrimental impact on the life chances of pupils. Alongside this parent's evenings continue to be a success, in terms of engaging with parents, the succes is evident through the attendance of 92% of parents attending a year 11 parents evening. Parent voice carried out on the day was extemely positive, parents commented on how they appreciate the quality of teaching, support that teachers and support staff provide, both in terms in lessons and the pastoral systems.</p>	<p>The school will continue to engage with parents in terms of raising aspirations, particularly focussing on the most able disadvantaged. Alongside projects to support those whose children are below national expected levels for the new year 7's. In terms of valuing school, it is important that we continue to communicate with both parents/carers but also the local community in terms of ensuring that pupils regularly attend school. This will continue to be focus in to the next academic year.</p>
<p>Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress</p>	<p>In the vast majority of lessons, learning proceeds without disruption. Analysis from the school's positive behaviour system including from the moved room referral system shows a decline in the percentage of disadvantaged pupils (approx 10%) being requested</p>	<p>The revised behaviour system continues to prove value for money. Both staff and pupils value the new school expectations, the school will continue with reinforcing the behaviour expectations and ensure they are being implemented consistently and fairly</p>



	<p>through the moved room referral system. This was also noted as part of the of the external pupil premium carried out in June 2017, that 'students display improved attitudes to learning as a result of the school having clear and enforced expectations'.</p> <p>The school's rewards system Sleuth is an electronic behaviour tracking system that records and analyses behaviour. It provides an effective, consistent, whole school system for managing behaviour, positive and negative. When comparing the positive points awarded to pupils for disadvantaged pupils compared to non, this currently stands at an approximate ratio of 2:3 (PP vs Non).</p> <p>CPD sessions for all staff and bespoke sessions dependent on the role of staff in school were commissioned using a specialist behaviour consultant (Jason Bangbala). The sessions included use of videos and strategies to develop relationships not only with challenging pupils but also with hard to reach parents. They were extremely well received and is evident through staff voice where 92% of staff thought it was either useful or very useful.</p>	<p>by all staff. Where required further CPD sessions will be delivered once consulting all stakeholders to ensure the system continues to be refined and provides a positive learning environment at school.</p> <p>Disadvantaged pupils make up a disproportionately high number of those who appear in the recorded misbehaviour statistics and this is also reflected in the ratio between disadvantaged and non, in terms of awarding of sleuth points. To improve the meaningful conversations with the pupils the recording and awarding of positive sleuth points has been revised through the use of stamps by teachers, these will be awarded in planners in 2017-18. This complements the school's expectations of taking responsibility for their own learning. The intention is to encourage dialogue between pupils and form tutors but also with parents and carers to ensure that they support the school in valuing the importance of learning. Where pupils' fail to meet the school's high expectations, then to ensure appropriate timely intervention is put in place by the behaviour support officers.</p> <p>Continue to monitor the strategies and expectations from staff. These will be revisited to ensure staff embed this within their day to day practice, although initial findings are suggesting that this is most definitely value for money. Where further support is required to ensure that staff receive this in collaboration with the Teaching & Learning team and senior leaders in charge of behaviour.</p>
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<p>Targeted support for pupils who struggle to pay attention and therefore cannot access learning</p>	<p>Intervention sessions have taken place for those pupils consistently failing to meet the school's high expectations by the Behaviour and Support team. A total of 8 pupils were targeted, 7 of whom were disadvantaged. This has proved successful with 7 out of the 8 students reducing the amount of times they have been referred to the moved room over the last half term and one remaining the same. In total, the moved rooms for this cohort this half term has reduced from 70 to 45, a 36% decrease. A further 4 Y8 students have been targeted for the same support and coaching until the end of the year and in to 2017-18.</p>	<p>This continues to provide value for money and again this will continue to be reviewed and refined to maximise its impact. Careful planning and analysis of 2016-17 data will be carried out to ensure that the hardest to reach are targeted and the quality assurance of this to include a trial programme of conversations which stem from progress in lessons and linking this to attitudes to learning both with pupils but also parents/carers.</p>
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Impact of expenditure Barrier D £146, 672		
<p>Attendance for pupils eligible for pupil premium is 93% (below the target for all pupils of 95%) and persistent absence (10%) is 15%; this reduces their school hours and impacts on learning and progress.</p>	<p>Desired outcome - Increased attendance rates for pupils eligible for pupil premium</p>	
Chosen action/approach	Impact to date	Recommendation
<p>Dedicated support staff (including School Nurse & Attendance Officer) and Heads of Year focus on monitoring pupils and following up quickly on truancies.</p>	<p>Dedicated pastoral support consisting of Heads of Year and Assistants continue to monitor and address the attendance of disadvantaged pupils. The attendance of disadvantaged pupils is the same better (September – Easter) compared to the last academic year (15-16); overall attendance for disadvantaged pupils was 93.3% and in terms of the three year trend the percentage of absence has steadily decreased from 2014 (8.6%) to 6.7% (like the last academic year 15/16).</p>	<p>The school will continue with the current strategies to ensure dedicated staff monitor the attendance of vulnerable groups and where required appropriate and timely interventions are put in place.</p> <p>Continue to make use of the Possible PP Persistent Absentee list. Although PP pupils are made aware of their attendance on a regular basis, we need the HOY's & AHOY's to demonstrate further impact on the list which is generated on a fortnightly basis with senior leaders including PP Champion. This will correspond with further improving our effective</p>



	<p>Attendance per year group: Year 7 PP 94.02% Non 95.76% (D:-1.74%) Year 8 PP 94.01% Non 95.52% (D:-1.51%) Year 9 PP 93.00% Non 94.22% (D:-1.22%) Year10 PP 92.71% Non 94.68% (D:-1.97%) Year11 PP 92.43% Non 94.06% (D:-1.63%)</p> <p>The use of the school mini bus by the behaviour and attendance team to pick pupils up in the morning has specifically targeted those pupils at risk of becoming persistently absent each half term.</p>	<p>relationship with our exceptional APSOs. Ensure that parents continue to engage with the school particularly in terms of attendance and target hard to reach parents by holding appropriate discussions, if required events within the community or at school for these parents. Where it is deemed appropriate, utilise the skills of the recently appointed school based social worker to build lasting links with the school.</p> <p>Records of pupil's targeted need to be analysed at key points (QA attendance calendar) to ensure that appropriate pupils benefit from this strategy and where improvement isn't seen then robust and appropriate discussions take place with parents and carers. The use of the minibus to done strategically throughout the year based on the data analysis of absence but also punctuality.</p>
<p>Isolation manager with a specific focus on attitudes to learning and internal absence.</p>	<p>A range of strategies have been implemented ranging from PX2 course and Mind Buzz for pupils to reflect on their behaviour in lessons and its impact on their academic outcomes. Those pupils who have been internally isolated as they have failed to meet the school's expectations are given the opportunity to reflect on their behaviour and impact in terms of their learning. The isolation managers have liaised with parent/carers to ensure that all stakeholders are aware of the reason why pupils were in isolation, arranged restorative meetings and where required provided coaching for less experienced staff. 110 disadvantaged pupils were referred to isolation last year and out of these 42 (38%) of them were only ever referred once. It is clear that the isolation managers add immense value to the running of the school but</p>	<p>This strategy continues to prove value for money, it is important that disadvantaged pupils at risk of not meeting the school's expectations consistently continue to be supported. An area to develop this academic year is the importance of ensuring that when pupils have failed to meet the school's expectations due to internal absences they do not fall behind in terms of the learning. With this in mind work relevant to pupils needs to be set through Edlounge. This will ensure that pupils who have extended absences catch up on work missed using the extensive resources available.</p>



	<p>also developing the independence and reflective abilities of learners. The work that is carried out by them is valued by staff through informal staff voice.</p>										
<p>Family Liaison Officer</p>	<p>Due to staffing constraints and long-term absence of the previous school based social worker, the impact of this has been limited during the last academic year. In the short time the Family Liaison Officer has been with the school it is evident the impact with hard to reach families. She has supported some of the most vulnerable pupils and where required made referrals to social care, completed signal assessments and led on TAF plans. The impact of this is clear in terms of the confidence of the pupils, ensuring pupils punctuality and increase in attendance.</p>	<p>Pupils who come from families where poor attendance is an historic issue, it is important that this forms part of the case load of the FLO. This in turn will allow for monitoring and tracking of the attendance of these vulnerable pupils and will allow for appropriate interventions to be put in place.</p>									
<p>LA attendance officers work with hard to reach pupils</p>	<p>PA</p> <table border="1" data-bbox="703 794 1408 1102"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>14.3%</td> <td>15.4%</td> </tr> <tr> <td>Non</td> <td>9.8%</td> <td>9.9%</td> </tr> </tbody> </table> <p>In terms of those pupils classed as persistently absent this has risen from 14.3% to 15.4%. Although this does include potential outliers, after careful consideration and recalculation, without those that are at alternative providers, classed as CME cases and managed transfers from other schools, the persistently absent were 14.2%. This is marginally better. The school has benefited from recent staffing changes in the APSO</p>		2016	2017	PP	14.3%	15.4%	Non	9.8%	9.9%	<p>It is imperative that the pupils which are between 85% and 90% (37 out of the 77 pupils) are a key focus group in the autumn term. The attendance of these pupils should be tracked and monitored to ensure that a significant improvement is achieved in 2017/18 including the introduction of a tracking system which tracks historic attendance alongside current to better inform timely interventions. It also includes holding early discussions with pupils and parents whether it is through the school's support systems or the local authority Attendance and Pupil Support Officers. This continues to prove value for money and is intended that this is carried in to 2017-18, with increased collaboration between the schools and external support systems such as the APSO and school nurse where extensive absence has occurred due to medical needs.</p>
	2016	2017									
PP	14.3%	15.4%									
Non	9.8%	9.9%									



	<p>provision. The school commissioned them to work with a targeted group of PP pupils. 100% of cases referred to the APSO have seen an improvement in attendance.</p>	
<p>First day response provision</p>	<p>Systems are currently in place in terms of first day response and monitoring of attendance by non-contact Assistant Heads of Year who contact parents and carers when pupils are marked absent after the morning registration has closed. Alongside this the school's implementation of same day evening text messages for those pupils who have been marked as 'I' (illness) or those with unauthorised absence 'O' is currently has been trailed by the school's attendance officer, with the intention of improving communication with parents and reducing the length of absence. In terms of quantitative impact, it is difficult to gauge but it continues to ensure that parents/carers realise the importance of attending school and is communicated to ensure the school can support them in terms of increasing the attendance of pupils.</p>	<p>Further analysis is required to ensure that we review current protocols and refine the conversations between the school and parents to ensure the significance between missed lessons and achievement is communicated clearly. In terms of the first day provision, the school will continue to use the attendance officer and pastoral team to communicate with parents the importance of attending school including refining the trigger points of escalation to external support systems.</p>
<p>CPD session of 'attendance as everybody's business' and ensuring pupils catch up with work missed.</p>	<p>A staff group dedicated to monitoring PP attendance has been established, enabling specific strategies to be employed and impact scrutinised. Quality assurance shows that where the practice is most effective in school, providing form tutors with weekly information on attendance has enabled discussions between pupils.</p>	<p>Embed the CPD session of 'attendance as everybody's business', particularly the consistent approach and valuable contribution that form tutors can play in terms of monitoring and tracking attendance. This is particularly the case in terms of liaising with parents to ensure pupils are fully supported in order to minimise unauthorised absences and increase the role of the form tutor in terms of monitoring this on a daily basis. Also introduce the improvement of attendance as a suggested target in the appraisal process with Heads of Year taking responsibility of holding</p>



		appropriate conversations.
Breakfast club	<p>In partnership with Huddersfield Town Foundation the school offers a breakfast club between 7.30 – 8.20am every morning in order to prepare pupils for the learning ahead. A range of activities are offered ranging from games, sports, homework and reading areas. This was specifically targeted at disadvantaged pupils in conjunction with HOY and the Attendance Officer. Analysis shows that the average daily attendance increased to 113 pupils, up from 99 in the previous year. On average 54% of these pupils were disadvantaged although this was 62% during January to April. Pupil voice also supports that this strategy is helping pupils to prepare themselves for the school day and helps improve their attendance and punctuality.</p>	<ul style="list-style-type: none"> • Continue to offer the breakfast club but increase the strategic planning between the coordinator and the pastoral team to ensure specific pupils with poor attendance and punctuality are targeted. • Increase the profile of the breakfast club through letters/text. Also incorporate this in to the school's positive rewards system by including a 'breakfast club' stamp; possibly launch the breakfast club attendance passport. • Liaise with the Barrier A leads to promote and support the school's strategy to raise literacy levels and create a word rich culture.