

Pupil Premium Strategy Statement (2016-17)

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the students who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after for 1 day or more. Secondary schools receive £935 for each eligible student.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual students.

We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention or catch up. Our aim is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of Pupil Premium pupils. We aim to ensure that the provision for Pupil Premium students is seen throughout everything we do at in terms of teaching and learning, and is not an 'add on' to what we already provide.

Around 41% of our students are eligible for Pupil Premium which is significantly higher than the national figure. In 2016 - the national Pupil Premium average of for all schools was 28.9% that places the school in the 80th Percentile. At Lostock College we recognise that each individual student has different needs, concerns and aspirations and we aim to ensure the best outcomes for everyone irrelevant of their background and disadvantages. For some students, this may be supporting their progress in reading, whilst for others it may be providing support for individual music lessons, or out of school educational visits. The school is committed to closing the attainment and achievement gap across a range of measures for our disadvantaged pupils particularly, and the additional funding will be used to support this aim.

1 Summary information					
School	Lostock College				
Academic Year	2016/17	Total PP budget	£122818	Date of most recent PP Review	May 2016
Total number of pupils	344	Number of pupils eligible for PP (inc. CLA)	142	Date for next internal review of this strategy	July 2017

2 Attainment (Year 11)						
	2015		2016			
	Pupils eligible for Pupil Premium	Non Pupil Premium	Pupils eligible for Pupil Premium	Non Pupil Premium	Pupil Premium students nationally	All students nationally
% students	44.8	55.2	52.3	47.7	28.9	100
% achieving 5A* - C incl. EM	34.6	31.3	30.4	19	70	42
% achieving expected progress in English / Maths	80.8 / 42.3	81.3 / 43.8	72.7 / 50	70.6 / 37.5	?	62
Progress 8 score average	-0.54	-0.32	-0.67	-1.03	-0.78	0
Attainment 8 score average total	35.35	37.56	39.91	35.76	52.56	49.34

3 Attendance				
	Pupil Premium	All Students	Pupil Premium students nationally	All students nationally
2013	Gap -2.5% (in school gap)		91.7%	94.1%
2014	Gap -2.5% (in school gap)		92.7%	94.9%
2015	Gap -1.57% (in school gap)		92.5%	94.8%
2016 so far	92.91	95.79	92.5%	94.9%

4. Barriers to future attainment (for students eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low student engagement and aspirations
B.	Low levels of literacy and numeracy
C.	Access to enrichment opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low parental engagement
E.	Low attendance and high persistent absence

5. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Low student engagement and aspirations</p> <p>Increase student engagement and aspiration – positive student voice outcomes up to</p> <p>Positive feedback from students and staff regarding Commando Joes Super Learning Day. Students to display improvement self-belief and become positive role models by observation. Increased participation at events via register sheet and percentage attendance.</p> <p>Increase of % attendance at revision sessions – register sheets</p> <p>More vulnerable students attend the clubs shown by % attendance and also student feedback – register sheets</p> <p>Attendance at the Breakfast Club – less disruption in and around the school from Remove Spreadsheet and Buddy Data</p> <p>Students have a good indication what they want to do post - Lostock College as reported by the Careers Lead and Connexions Worker</p> <p>Positive destination outcomes in RAISEonline i.e. > 94% in sustained education or employment / training destination</p> <p>Students using packages e.g. mymaths, Microsoft Office 365 using monitoring software</p>	<p>Greater than 90% of students participate in activities and improve attitudes in and outside of school</p> <p>Students eligible for PP identified from the KS2 levels / raw scores / scaled scores make as much progress as 'other' students identified as high across Key Stage 3 and 4, so that 85% or above are on track for 4 levels of progress/ expected progress by the end of KS4. Where they are not, departments are putting in place interventions monitored by Progress Team, SLT, Pastoral, Heads of Year (Year 7/8 and Y9/10/11).</p> <p>Sub-groups to be discussed after DC2 combined with RAISEonline 2016</p>
B.	<p>Low levels of literacy and numeracy</p> <p>Reduction in the gap from entry in literacy and numeracy levels compared with the national average –</p> <p>% of targeted students to increase above L4 (>+1) using online testing (please see below >+1 Action Plan)</p>	<p>% Literacy and numeracy LOP increased from level of entry from Ks2 SAT and Scale Scores</p> <p>Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that 90% meet expected targets and other students still make at least the expected progress. This will be evidenced using student tracker data and NFER data.</p> <p>Impact of reading interventions and mathematics interventions.</p>
C.	<p>Access to enrichment opportunities</p>	<p>All student take the offer of enrichment opportunities that help them to develop as young</p>

	<p>Students have access to a range of enrichment opportunities that complement the curriculum – teacher feedback and student confidence via student voice activities</p> <p>Increase in the range of experiences that support and enrich the education experiences of our students in: Sports, University, Reading, Culture, Outdoors from previous years – attendance at clubs</p>	<p>people and allow them to experience Modern Britain</p> <p>Log of opportunities uptake (Ebacc)</p>
<p>D.</p>	<p>Low parental engagement</p> <p>Increase the number opportunities for school and home links – timetable of events</p> <p>Increase opportunities to meet parents at whole school events record from the previous academic year</p> <p>% attendance to events – parent table</p> <p>Improve communication with parents – less emergencies recorded</p> <p>Parental support sessions – attendance data from Learner Support</p> <p>Encourage staff to be pro-active and contact home as recorded on student database</p> <p>Work with parents to support students – additional support events as part of parents’ evenings</p> <p>Letters to parents following Pupil Progress meetings to inform parents of targets that have been agreed to support student progress</p> <p>Positive parental communication with the school – reduction in emergency parental meetings</p>	<p>Improved parental attendance at school events. Parental engagement is increased. Positive parental feedback sheets.</p>
<p>E.</p>	<p>Low attendance and high persistent absence</p> <p>Reduction in the overall absence in school and persistence absence – attendance and punctuality figures</p> <p>Weekly tracking shared by Early Intervention Officer with Learning Group Tutors</p> <p>Updated in the Intervention Room Boards</p> <p>Mentoring of identified PP students who are PA and/or fall below 97%</p> <p>Ensure that all PP students have an IGO pass</p>	<p>Attendance gap is narrowed. Persistent absence is reduced by 6% so below national average for all students of 12.4%</p> <p>Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 93.7% to 95.2% in line with national averages for all students.</p>

6 Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To maintain a narrow gap but increase the progress and achievement Pupil Premium and Non Pupil Premium	Appointment of staff - Teach First Staff in key subject areas: 2 English UQT + NQT, 2 Mathematics NQT + NQT and Humanities UQT (50% of salary + 50% on costs) Quality first teaching approach	Progress data, succession planning, growth of the school, classes being taught by a subject specialist, greater progress	Induction plan and use of Appraisal SLT will monitor the bids that will be overseen by the PP Governor	HT	Termly and as part of the Appraisal Cycle Governors' Meetings
Maintain Year 7 to 11 literacy progress	Dedicated SLT Literacy Champion - 2 nd English Department	Oral Language Interventions - EEF (Education Endowment Fund) Toolkit indicates +5 months impact Reading Comprehension Strategies - EEF Toolkit indicates +5 months impact Continuation of half ERIC Hour, English 10 minute silent reading and Library lessons	SLT to oversee bids and funding to ensure value for money and impact Leader of Literacy to oversee resources and scheme development with English Department and SENCO.	2 nd English Department	Half-termly and weekly meeting with HT
Introduce Year 7 to 11 numeracy progress	Teacher to champion Numeracy across the curriculum Numeracy Across the Curriculum Support Plan that indicates intervention strategies	Some students require targeted support that has proven successful EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective	AHT to have weekly meetings with the DoM	DoM	Half-term and weekly meeting with AHT

Effective interventions are in place with targeted students	SL to complete group analysis of PP v nPP and intervention strategies	OfSTED's Effective use of Data	As part of Assessment Policy and the SSE Cycle	PL	As part of SSE Cycle
Accurate assessment that allows accurate overview to change T&L strategies	New data package to be utilised to track and monitor – Duddle and the use of PiXL Principles	PP Review / To ensure that PP students are making progress in line with their peers and individual targets.	INSET / Staff Meetings	DHT	Termly
Total budgeted cost					Please Appendix 1

ii. Targeted support (in conjunction with the School Improvement Plan and School Evaluation Form)

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?
To ensure that PP students are making progress in line with their peers and their individual targets.	Every teacher is to have a class profile for each class that supports Pupil Premium students	Trial work on Intervention with Associate AHT from Stretford High School. Classroom Teachers know their classes well and academically own their students	Monitoring by SLT, AHT, FL, DoM	DHT/AHT	Weekly and half-termly
Increase progress of disadvantaged groups	Continue with Assistant SENCO / Nurture Teacher provision	Previous success	Whole school and appraisal target	HT	As in school calendar
Appropriate interventions are in place at departmental and classroom level to accelerate progress when required. SLs to bid for funding for proposed provision. Please see SIP and SEF for specific details.	Subject Leaders (SLs) to monitor the progress PP students in their subject area and interventions to meet the needs of PP students. Part of their DDP.	Given high status as part SSE Cycle. Departmental Development Plans to address PP underachievement. SLs to plan for provisions / interventions and submit proposals to support school drive to close the achievement and progress gap	Monitored by SLT that increase progress through moderated assessment	AHT	As part of SSE Cycle

Pupil Premium students to access high quality teaching and learning in all lessons	Tracking provision and interventions at a student level	Tuition in place for English and Mathematics. Data shows the narrowing the achievement gap and good progress. PP students are able to access all parts of the curriculum. Staff trained to use strategies which make most impact according to the Education Endowment Foundation (EFF) research. More student's complete homework and independent study. Parents encouraging students to complete homework. Doodle and Learning Walks	Monitored by AHT / FLs / DOM	AHT	As part of Progress Data Capture and SSE Cycle
	Teaching Assistants (TAs) to provide for support PP students and offer 1 to 1 and small group tuition				
	Additional tuition for Ks4 students for English and Mathematics as identified in the data capture using the PiXL Principles				
	Staff updated on the latest teaching and research guidance to support PP students				
	Staff CPD and support on Teaching and Learning Strategies directly related to the progress of PP students				
	Tailor catch-up sessions and intervention using Ks2 Data and QLA				
	Introduce the use of Doodle across the school	PiXL Group Data	Scheduled timetable	HT/DHT	Termly

	to improve the accuracy of assessments further and to ensure that staff, students and parents know the gaps in student learning i.e. skills, knowledge and application				
	Introduce the PiXL principles across the school to embed the notion of DTT and every grade counts	PiXL Group Data	Scheduled timetable and meetings	HT/DHT	Termly
	Establish a homework club so all students have access to computers and the internet to complete work in a quiet and purposeful environment	Students do not have a space or equipment to work or expertise to help them	Monitored by FL/DOM/AHT	AHT	Half termly SLT Item

Total budgeted cost Please Appendix 1

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Appropriate resources are targeted where required	Establish a 'Monitoring Group' to discuss groups of students including PP	Need formalised time to communicate	Community Managers, PL, FLs, SENCO/ASENCO	DHT	Half-termly and at SLT
Increase in attainment and progress to go above floor targets and sustain them	Introduce and utilise Key Stage (KS) Intervention Rooms to monitor and track students' progress	Evidence from PiXL Schools	Departmental Meetings	PL/DHT	After data entry
Bring new ideas to the school	Keep up to date with National Guidance in relation to PP. Visit other local schools which have demonstrated progress in Closing the Gap and analyse the provisions of	Recommendation from the SIA as part of PP Review	Specific time allocated to DHT's timetable	DHT	SLT Meetings

	the Pupil Premium Award winning schools				
	Write an action plan that promotes accelerated progress for this group of students. Deputy Headteacher to take responsibility for below L4 students in Y7 & 8.	New OfSTED Framework	Through specific data tracking	DHT	Data tracking meetings
Increase attendance rates Reduce persistent absence of Pupil Premium students	Early Intervention Officer employed to monitor students and follow up quickly on absence and first day response provision. In partnership with the EWO service.	Attainment for students cannot improve if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Direct link between attendance and attainment at the school. Increased parental contact.	Early Intervention Officer with the Community Managers	Head of Learner Support	Once a week
Strong transition between Year 6 and Year 7 to support improved attainment on entry	Bridging units completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all.	No loss/ dip in performance – KS3 the wasted years OfSTED document	Ensure that there is no cross over in the KS2 and 3 curriculum and plan for a through curriculum	Tbc	Termly
Total budgeted cost					Please Appendix 1

7a. Review of expenditure				
Previous Academic Year		2016.2017		
i. Quality of teaching for all				
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 / % of budget
To maintain a narrow gap but increase the progress and achievement Pupil Premium and Non Pupil Premium	<p>Appointment of staff - Teach First Staff in key subject areas: 2 English UQT + NQT, 2 Mathematics NQT + NQT and Humanities UQT (50% of salary + 50% on costs) Quality first teaching approach</p> <p>NQT, 2 Mathematics NQT + NQT and Humanities UQT(50% of salary + 50% on costs)</p>	<p>Success criteria was met including the impact on pupils that are not eligible for PP.</p> <p>Progress data, succession planning, growth of the school, classes being taught by a subject specialists and greater progress.</p> <p>All the Teach First have achieved 'Outstanding' grade in their first year.</p> <p>Progress 8 Scores:</p> <p>Current data for Y11 i.e. DC5 is showing PP -1.14 against -0.84 i.e. -0.3</p> <p>2015.16 data PP -0.78 against nPP -0.92 = 0.14</p> <p>Attainment 8 Scores:</p> <p>Current data DC5 PP 30.69 / nPP 45.6</p> <p>2015.16 showing PP 39.19 / nPP 36.06</p>	<p>With the school reshaping with a new impetus of shared vision, core values, mission/aim, commitments and shared priorities all old and new staff are working towards a common goal.</p> <p>With new academic year 2017.2018, the SLT believe that this will bring a new hope and excitement about what can be achieved in this new beginning.</p> <p>This year 2016.17 through rigorous target setting during Performance Management and a programme of support, staff have been made more accountable.</p> <p>There has been a movement in staff that has allowed for a new impetus. Should certain roles in school been a allowed the luxury of time and been directed to the support that was been offered.</p>	£73308 (62%)
Maintain Year 7 to 11 literacy progress	Dedicated SLT Literacy Champion - 2 nd English Department	<p>The summer examination results 2017 will confirm whether this action has been a success in Y11. 55.8% Summer Examinations Results 2016 v 56% Y11 DC5 2017.</p> <p>The literacy across the curriculum has not been as success as it could have been because of additional priorities.</p>	<p>Invited external inspection verified that some crucial roles were too large. The budget constraints and giving time and support to staff to make improvements might have been too costly.</p> <p>The Leadership Team sometimes needs to be active rather than reactive.</p> <p>Greater monitoring by the HT and DHT.</p>	DSG

Introduce Year 7 to 11 numeracy progress	Teacher to champion Numeracy across the curriculum Numeracy Across the Curriculum Support Plan that indicates intervention strategies	Numeracy Ninjas and work on the new GCSE has paid dividends. Not as much success with the numeracy across the curriculum progress because of unclear misguided support from the Line Manager for mathematics.	Supporting staff so that they have the confidence to move on, or is the lack of support so that they feel they need to move? The appointment of permanent 2 nd in Mathematics will enhance progress and results and give parity with English.	Dedicated Schools Grant
Effective interventions are in place with targeted students	SL to complete group analysis of PP v nPP and intervention strategies	A raft of intervention have been put in place to maximise progress from purchase of food to Pet Xi. Some of the success has been apparent, with others we are awaiting the Summer results and DC6.	Encouraging all staff to seek innovative ways of increasing attainment, progress and gaining impact.	15528 / 13.3%
Accurate assessment that allows accurate overview to change T&L strategies	New data package to be utilised to track and monitor – Doodle and the use of PiXL Principles	In the landscape of Life without Levels; Doodle and PiXL Principles has been invaluable. These actions have had an impact.	Rigorous monitoring and targeted training.	9100 / 7.79%

ii. Targeted support (in conjunction with the School Improvement Plan and School Evaluation Form)

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
To ensure that PP students are making progress in line with their peers and their individual targets.	Every teacher is to have a class profile for each class that supports Pupil Premium students	The PP v nPP has been mixed. We have many pupils that are JAM families (Just About Managing). From observations, staff know who their PP students are, but mixed in how they are positively working with them.	To look at once again at the InterVENNsion Diagram, a simplistic method of recording and monitoring PP students. Lesson Observations, Drop-in, Learning Walks and Work scrutinises to specifically look at this specific group.	Dedicated Schools Grant
Increase progress of disadvantaged groups	Continue with Assistant SENCO / Nurture Teacher provision	This action has diminished the difference between PP and nPP.	This group of students need to accelerate hence the move towards the new SENCO and ASESCO/Nurture Teacher that will staff Small Learning Community (SLC).	£22158 / 18%
Appropriate interventions are in place at departmental and classroom level to accelerate progress when required. SLs to bid for funding for proposed provision. Please see SIP and SEF for specific details.	Subject Leaders (SLs) to monitor the progress PP students in their subject area and interventions to meet the needs of PP students. Part of their DDP	Variable success in meeting the success criteria. Clearly done with Y11 but less so with other groups.	Line Managers need to support Pupil Premium Grant Bids. TIS Session on 'Pupil Premium Strategies that Work' (T&L Interventions) needed to have been schedule early on in the year. Not enough close monitoring by SL hence Line Manager. Data Manager needs to completed new data matrix for all year groups.	Time
	Tracking provision and interventions at a student level	Student have access to better teaching provision but success criteria is variable depending on the teacher.	TIP List for PP students.	Time
	Teaching Assistants (TAs) to provide for support PP	Success Criteria not met.	Provision is allocated on an SEN Need rather than PP. TAs need to be made more accountable.	Time

	students and offer 1 to 1 and small group tuition			
	Additional tuition for Ks4 students for English and Mathematics as identified in the data capture using the PiXL Principles	Thursday Evening sessions and some holiday sessions taught by the English Department. Wednesday Evening, holiday and weekend sessions by the Mathematics Department. But this confined to the Y11. Success with the LAC students.	PEP needs to be forwarded to PP Lead. PiXL Harrogate and half day event PET Xi was used in mathematics to catch-up, secure and booster results but would not be use again because of the cost implications and inconsistent staffing.	£1525 / 1.3%
	Staff updated on the latest teaching and research guidance to support PP students	Criteria not meet.	PP Lead to liaise with the new AHT T&L	Time
	Staff CPD and support on Teaching and Learning Strategies directly related to the progress of PP students	Partially met with the TIS Session.	PP Lead to liaise with the new AHT T&L	Time
	Tailor catch-up sessions and intervention using Ks2 Data and QLA	All students are on the whole have been placed on data from previous attainment sets. Lessons have hence been tailors to students needs	QLA to be used as a tool to develop curriculum in conjunction with PiXL Classroom.	
	Introduce the use of Doodle across the school to improve the accuracy of assessments further and to ensure that staff, students and parents know the gaps in student learning i.e. skills, knowledge and application	This criteria has been mostly met. Additional support has been provide to SL who regarded additional support via expert staff, FL and Doodle Consultant.	Plans need to be made more explicit. Deadlines to be monitored by SLT liaison.	Meeting time
	Introduce the PiXL principles across the school to embed the notion of DTT and every grade counts	This criteria was not met. There was an INSET delivered in December 2016, but no follow-up or joined up thinking was implemented with key staff.	Push ahead despite resistance from certain quarters, especially if there is a clear belief that this is the right thing to do.	Meeting time
	Establish a homework club so all students have access to computers and the internet to complete work in a quiet and purposeful environment	Criteria has been partially met. Lunchtime homework club but nothing really after school other than Y11 and 10 Intervention Classes.	Establish a rota at from middle leaders and SLT that are willing to support.	Time after school

iii. Other approaches

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
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Appropriate resources are targeted where required	Establish a 'Monitoring Group' to discuss groups of students including PP	No monitoring group, but work done in QA / liaison meetings and with the Progress Team.	Replace TLR Staff if on maternity leave. More intensive work with the Progress Team.	Time
Increase in attainment and progress to go above floor targets and sustain them	Introduce and utilise Key Stage (KS) Intervention Rooms to monitor and track students' progress	Intervention Room set up but very few staff used the room for meetings. Key staff failed to come to the initial meeting despite many invites to accommodate them. Y11 and 10 TIP lists and mentoring was done well.	A background/shadow calendar to ensure all is complete.	Time
	Keep up to date with National Guidance in relation to PP. Visit other local schools which have demonstrated progress in Closing the Gap and analyse the provisions of the Pupil Premium Award winning schools	No school visits were undertaken but staff information and CPD was provided via PiXL.	Joined up thinking at SLT.	Time and Forum
	Write an action plan that promotes accelerated progress for this group of students. Deputy Headteacher to take responsibility for below L4 students in Y7 & 8.	Work with SENCO and ASENCO to accelerate this groups of students. Progress and interventions have been monitored. Please see Appendix 2.	Effective SLC needs to be sent up ASAP.	Time and funds
Increase attendance rates Reduce persistent absence of Pupil Premium students	Early Intervention Officer EIO employed to monitor students and follow up quickly on absence and first day response provision. In partnership with the EWO service.	This criteria has been met. Attendance has increase for PP 92.91% from 90.73% and non PP from 94.15% to 95.79%. PP-nPP = -2.88.	To support EIO to monitor individual year gaps for example Y11 gap is -9.13% points compared to Y10	Meeting times
Strong transition between Year 6 and Year 7 to support improved attainment on entry	Bridging units completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all.	This criteria has been partially met. There has difficulty engaging primary school. Primary visits still ongoing. Some schools still reluctant to meet with Lostock Staff. We have PiXL transition resources ready to give to our Primary colleagues.	Invite primary HT into school to meet with HT and SENCO.	Meeting time

7b. Review of Expenditure 2015.2016

Previous Academic Year

Pupil Premium used for and monitored by:	Amount allocated to the intervention / action In £ (Number of PP students)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
1 Contribution towards the Nurture Teacher's Salary SENCO + ASENCO	43268 (5+14)	Continued – well established provision.	Bespoke pathway for transition of vulnerable students	<p>To provide a nurturing environment with high staff: student ratios</p> <p>To ensure students achieve to at least potential by offering a highly differentiated curriculum with some specialist interventions.</p> <p>To provide additional time for closer liaison with parents and consultation with advisory services. Individual progress/success and attainment.</p>	<p>Teaching and learning will be monitored by SENCO through line management meeting/performance management and termly formal school led lesson observations.</p> <p>Student progress will be monitored through SISRA half termly and bi-annual evaluations on interventions, e.g. Success maker and phonics.</p> <p>Advisory services will monitor the progress of one ASC student.</p> <p>Concerns about student issues will be shared within SEN departmental meetings.</p>	A separate report was made available to Governors' tracking this specific cohort of students.

					<p>All student outcomes will be collated for students' annual and or IEP review.</p> <p>Success will be evidenced by: the number of students making progress in line with or above previous progress.</p> <p>The number of student who will move into other learning pathways.</p>	
<p>2 Learning Mentor's Salary AHT + LM</p>	<p>25737 (14)</p>	<p>To establish academic support for PP pupils who are of mid to high ability</p>	<p>Day to day working with 14 pupils across years ten and eleven. Liaising with parents to create whole and holistic support to push students to achieve full potential.</p>	<p>To promote engagement to reduce removes and IE. To promote aspiration, motivation and resilience. To invest in pupils who may be 'lost' in a system which, rightly or wrongly, prioritises middle attainers or the less well behaved.</p>	<p>Meetings between Learning Mentor and Assistant Head Teacher; collation of text messages and contact with parents; notes from pupils meeting; data collection.</p>	<p>The Academic Mentor has built strong relationships with the majority of students and with their parents, helped by use of a work mobile phone. He has attended Parents' Evenings and has been on hand to deal with any issues day to day, stepping into lessons where teachers (or pupils) request. Impact on learning for English was very positive, as AM has been working with pupils on their controlled assessment</p> <p>He has ensured students attend revision sessions in Science, Maths and Music.</p>
<p>3 Carrington Riding Centre SENCO</p>	<p>1995 980 (1)</p>	<p>Continued</p>	<p>Individualised Curriculum for a Year 11 student with a statement who has emotional and learning difficulties.</p> <p>Riding lesson for one hour per week.</p>	<p>To promote engagement to reduce removes and IE. To promote aspiration to follow an equestrian career. To increase self-confidence.</p>	<p>Community Manager/TAs to monitor weekly attendance, engagement and transport then to report back to SENCO. Success evidenced by attendance rate, reduction in removes and IE, reports from stables and audit of skills acquired by student. Impact on self-confidence to be evidenced by soft data.</p>	<p>As a result of this activity this student has 95.6% attendance and has had only one remove this year compared to 5 last academic years. He has developed skills in horse riding. He reports that he has increased his confidence as he now feels that he is good at something. Staff have noticed</p>

					Student outcomes will be collated for his annual review.	<p>an improvement in his speaking and listening skills.</p> <p>He is working above target in English, Science and Performing Arts and on target in his other subjects. He made 3+ LOP or more in 5 out of his 6 examinations.</p> <p>The student began studying Horse Care at Northern Racing College in Doncaster during August 2015.</p>
4 NT&AS SESCO / HoLS	192 (1)	New	Tuition Service	Prevent student at risk of being expelled and becoming NEET.	Students will not become Permanently Excluded and wants to continue with education.	Continuing in education.
5 Sarah Szunko SD	100	Continued	One to one tuition at targeted students in Year 11, primarily, then further down into Year 10 and 9 (filling gap left by AMM Learning).	To move students who are more than one grade below target to meet their target, over a period of twelve weeks. The sessions give students chance to work on specific topics they find difficult, and allow them to build confidence by working in a pair/one to one.	Weekly monitoring by Head of English /AHT. At the end of half term, HoE/AHT collates summary reports sent by the tutor, which detail what was studied and any progress made. Impact reports from class teachers are also collected to identify pupil progress in class, not just in private sessions.	Sarah was re-employed for eight weeks to work with Year 11 pupils AROF. She reports weekly to AHT. Clear targets are set and impact monitored by the English Dept.
6 Renaissance Learning Accelerated Reader AC January 2015	68 + 15 (All students)	Continued	Accelerated Reader License	Increased literacy and reading levels. Increase progress and attainment in subjects. Improver partnership work with TAs & teachers in classrooms, increased attainment for students. To move students reading age to at least their chronological age, thus helping them to access the curriculum across the school.	Through assessments and data from the interventions. Data tracking. Classroom observations, attainment of students. Monitored by AHT/DHT	AC has produced a separate report regarding Accelerated Reader that can be made available to Governors on request. This shows an increase in reading ages across the year groups.

7 Music Lessons SLoMu	6900	Continued	Music lessons – offered all students (currently take up of 36 students) every year group.	Through attending lessons this will give students the same opportunities to excel in the Music environment and will enhance musical understanding and engagement within lessons.	Subject teacher will monitor attendance to lessons and engagement within the Music Curriculum every lessons and given to the Subject Leader for Music. Also students will perform work learnt within lessons to a wider audience building confidence and self-esteem.	As a result of this several students that are PP have opted to take music as a Year 10 BTEC option. Current year 10 cohort consists of 50% PP students of which are targeted A*-C grades KS3 students engage better in the lesson and are more willing to participate in practical performance tasks as they receive the extra support from one to one lesson(s).
8 Alfiesoft FL STEM	400 All Ks3	Continued	Used to set end of topic assessments for KS3 Science. Can be differentiated at different levels. Used to baseline test new starters in ILH	Allow teachers to assess students throughout the year and differentiate for different levels. Allows science and maths to baseline new students as they enter and set accordingly. Software ties in with read write gold so can be used with students who have SEN needs. Provides personalised progress charts for each pupil and identifies weaknesses and strengths.	Can be monitored each data check by subject teachers per class and head of department. Can compare progress of PP and non PP students Can check progress of new students. Pupil discussion.	Pupil discussion in 2015– students in year 9 liked the way they are assessed using an online tool as well as written assessments in class. The combination of these assessments reflects a more accurate working level for each pupil. Results at Ks4 indicated continued success of the Science Department. Please see positive GREEN RAISEonline outcomes.
9 PE - Swimming and personal survival skills FL CAPE	280 (Y11 5/10 and Y10 - 4/9 total)	Continued	19 students to take part in personal survival lessons to enhance their scores in the practical side of GCSE PE as we have struggled to get the required marks with previous groups. 6 weeks with a further 3 to be added.	Give the students the access to activities that they wouldn't ordinarily have in school. Successes will be students achieving 8 out of 10 or more.	Monitored by MJL and success will be evidenced in their practical marks and overall GCSE grade.	As a result of this action these students have achieve their highest GCSE marks. Many students who took this option last year achieved 8 out 10 or higher. As a result, their practical scores are much

			There needs to be a moderation session for the good work to be seen.			higher. Three students achieved 10 out of 10. In the final assessment all students expect 1 scored 7 or more out of 10. PE needs to become self sufficient.
10 AMM Learning DoM	1080 (20)	Discontinued	One to one tuition at targeted students All Year Groups	To move pupils who are more than one level below target to meet their target, over a period of six weeks (some stay for two blocks). The sessions give pupils chance to work on specific skills they find difficult, and allow them to build confidence by working in a pair/one to one. To move pupils who are more than one grade below target to meet their target, over a period of twelve weeks. The sessions give pupils chance to work on specific topics they find difficult, and allow them to build confidence by working in a pair/one to one.	Weekly monitoring by Head of Mathematics and Department staff. Tutor reports to DoM each week, which detail which topics were covered and any progress made.	Pupils make improvements in attainment and LOP after 1 or 2 six week sessions. Case Studies from Mathematics: 2015 Tutor was working with 10 targeted students each week until the end of academic Year 2014/15. He writes a log about the topics covered and progress made. Please see individual reports. All subject made atleast 3+ LOP.
11 GCSE Geography Controlled Assessment 2014 SLoG	3531 (9/12)	Carried out once before not using pp funding	Year 10 GCSE Geography students, all students to get a reduced cost.	All students able to attend the fieldtrip to complete their course work worth 25% at a specially designed centre using the most up to date equipment.	Speak to students, analyse results.	Carried out once before not using Pupil Premium funding. Students have shown a deeper understanding of their coursework and are currently completing the controlled conditions section in school. The full impact will be there results in 2016.

12 Contribution towards PE GCSE Residential - Camel Camp FL CAPE	160 (4)	New one off in conjunction with another grant given by the Trafford Youth Service	4 pupils will take part in the activities which will allow them to score higher practical marks and give them an opportunity to take part in activities that are not readily available for them.	Give the pupils the access to activities that they wouldn't ordinarily have in school. Successes will be pupils achieving 8 out of 10 or more.	Monitored by MJL and success will be evidenced in their practical marks and overall GCSE grade.	As a result of this action these students have achieved their highest GCSE marks. It was a fantastic trip, students enjoyed the time. All the students can use rock climbing, sailing and orienteering as one of their activities as one of their four activities. All scoring at least 7 out of 10 with many students higher.
13 Future Scholars Scheme – Entrance to the life centre and refreshments LM	17/06/2015 £55 (1+5)	New	Pupils will access the Life centre during their visit to kill time before University activities begin. Pupils will experience the development of science and technology over the years, including exploring how video games have been developed.	Pupils will see live exhibits of both science and technology so they will get to engage in these topics outside of a classroom. This coupled with the university visit, may make pupils consider further study in one of these subject areas, or lead them to consider their future careers.	Success will be measured by pupils' engagement in the day and their enjoyment of their experience.	Please see extremely positive feedback from the student voice discussions. All students have a desire to go to University
14 PROM 2015 HoLS	75 (2)	New	Payment for two students to attend the PROM 2015	For students to have positive memories that allow them to engage and aspire to further activities of this nature.	By post-Lostock student tracking and mechanisms	Both students are EETs.
15 Science Boardworks FL STEM	720 (137)	New	Boardworks publishes educational software designed for whole-class teaching on interactive whiteboards and projectors.	To improve Science progress for all students because of accessibility of a different medium rather than teacher talk.	Through Quality Assurance Meetings between FL STEM and DHT regarding progress of students and achievement in year 11 and 10.	The impact across the board has seen e.g. Year 11 Science Additional % A*- C increased from 48% to 66% on first entry from 2015 to 2016. NO RI teachers in the department. This costing will eventually be consumed by the funding of Doodle.
16 MathsWatch DoM	375 (137)	New	MathsWatch is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service	To improve progress hence attainment by having dedicated software that staff and students can reference	Through Quality Assurance Meetings between FL STEM and AHT regarding progress of students and achievement at all Key Stages.	The impact has seen an increase in progress in Year 11 2016 leavers.
17 Laburnum Educational AHT	206 (137)	New	New texts for Accelerated reader to be stored in the library. These can be accessed by all pupils, but are predominantly for	To improved ability to access texts used in lessons across the school.	We will assess pupils via STAR reading test again at the end of the year, but we should see results sooner than this in the	Please see individual STAR Reading Year reports that show an increase in results.

			lower ability readers ZPDs 2.1-4.9.		end of book reading tests pupils complete.	
18 YPO FLT Team	65 (4)	New	Foundation Learning Tier – new resources	Provide resources so that student that were in the Nurture Group can access a curriculum that meets their academic needs	The curriculum and progress will be monitored via the BTEC process	Please see Edexcel QMR by Pearson's Quality Centre Reviewer May 2016.
19 A4 Drawing Pads Art UQT	66 (10)	New	A4 Drawing Pads have been purchased for students at Ks4	So students that they can gain access to the curriculum that will increase their well-being, progress and achievement	Quality Assurance Meeting with the FL CAPE	Students have access to resources
20 Rathbones HoLS	700 (1)	New	Rathbone is an alternative education provider. That delivers programmes to young people through schools and their vocational centres. They cater for young people aged 14-16 who may be struggling at school, at risk of permanent exclusion or have special needs and require extra support.	Engage in education	Students will not become Permanently Excluded and wants to continue with education.	Continuing in education. As a result of this students continued in education until the end of Y11.

Appendix 1

Pupil Premium to April 2017

	£		Lead	%
Salaries				
JJ Basic	17,711		MB	15.16924184
JJ Costs	4,447		MB	3.808797835
50% 3* 1st Year Teach First	22,923	From September 16	CO	19.63332001
50% 2* 2nd Year Teach First	28,227		CO	24.17577941
Salary Costs to 31 March 2016	73,308			62.78713909

JV069085 FSM Music Lessons to PP	5,962.01		DR/KL	5.106384254
Music lessons	8,892.00		DR/KL	7.615882696

Provisions

Targeted support (in conjunction with the School Improvement Plan and School Evaluation Form)

JV066165 Petty Cash Expenditure 00000265	169	Travel to THS; Fuel minibus Wales Tripx3 buses; pendant for student textile coursework CM-C;	SC/GM	0.14466066
JV067435 Petty Cash Expenditure 00000267	89	AMW - Yr11 Food Tech ingredients	AMW	0.07593614
JV069062 Petty Cash Expenditure 00000273	61	AMW - Yr11 Food Tech ingredients	AMW	0.052014458
ESSENTIAL FLEET SERVICES LTD O/No:414101920	117	Hire of minibus - Wales Geography Trip	RF	0.10038028
PASSENGER CARS GROUP O/No:414101983	48	Taxi travel to Hotel Football 11.05.16	KC	0.041111378
The PiXL CLUB LIMITED O/No:414102104	2,650		LF/SP	2.269690637

BCNS LTD O/No:414102126	2,060	Office 365 Migration	VD	1.764363288
ACE ACHIEVERS LIMITED Inv:0045 O/No:414102101	373	Tutoring LAC funds	CA	0.319760869
ACE ACHIEVERS LIMITED Inv:0052 O/No:414101945	640	Tutoring LAC Funds	CA	0.548151701
ACE ACHIEVERS LIMITED Inv:0759 O/No:414102453	512	Tutoring	CA	0.438521361
COMMANDO JOES FUN & FITNESS LTD Inv:02346 O/No:414101963	200		LF	0.171297407
METHOD MATHS LTD Inv:956 O/No:414101960	500		CG	0.428243516
SARAH HENSON Inv:17 O/No:414102030	47	Yoga Classes SLD 12/05/16	ML	0.040254891
Hotel Football Inv:2426 O/No:414102000	417		KC	0.356872452
LOSTOCK COLLEGE Inv:BNK2/PPTRIPCAST O/No:414101987	138	Castleton Trip	ML	0.118195211
YORKSHIRE CLIMBING COMPANY LIMITED Inv:111 O/No:414102028	133		ML	0.114221111
DANCE MANCHESTER LTD Inv:03.16.17 O/No:414102087	100	Moving Space Workshops 22.06.16	ML	0.085648703
MANCHESTER CITY COUNCIL Inv:8500477568 O/No:414102140	600	Driving Lessons	CA	0.51389222
JV066223 Reprographics Recharge 30.03.16 -29.04.16	14	Foundation Learning	SC/GM	0.012341978
JV067421 NAMCO OPERATIONS : ML	258		ML	0.220973654
POSITIVELY MAD O/No:414102419	1,000		CG/PJ	0.856487033
BCNS LTD Inv:5630 O/No:414102126	600	Office 365 Migration	VD	0.51389222
Velo Times Limited Inv:INV-0010 O/No:414102311	367	Bicycle hire ML 20.09.16	ML	0.314039535
TRAFFORD M.B.C. Inv:1800229222 O/No:414102341	26.00	FSM Charge from Trafford - educated off-site	CA	0.022268663

JV069092 Move Doodle subscription to PP	5,300.00		LF/SP	4.539381274
JV069132 REPROGRAPHICS RECHARGE 29.04.16-29.06.16	38.94	Foundation Learning	SC/GM	0.033351605
JV069133 REPROGRAPHICS RECHARGE 30.06.16 - 14.10.16	8.54	Foundation Learning	SC/GM	0.007314399
JV069791 REPROGRAPHICS RECHARGE 14.10.16 - 21.11.16	14.28	Foundation Learning	SC/GM	0.012230635
JV069793 Hospitality Visitor Reconciliation 01.04.16 - 01.12.16	117.06	School meals	SC/GM	0.100260372
JV070063 eBay / Paypal- CA	7.68	LAC funds star gifts	CA	0.00657782
JV070129 PP STEM re Rajinders claims	732.00		RA	0.626948508
JV070130 REPROGRAPHICS RECHARGE 22.11.16-13.01.17	11.64	Foundation Learning	SC/GM	0.009969509
JV069494 Petty Cash Expenditure 00000274	19.98	AMW - YR11 food Tech ingredients (2)	AMW	0.017112611
JV070054 Petty Cash Expenditure 00000276	100.00	Reward "book vouchers" 10x LAC students	CA	0.085648703

Pet Xi	9,975.00		CG	8.543458152
Pixl	1,150		SP/LF	0.984960088
Total Provisions	43,448			37.21269999

			0
Total Pupil Premium Spend	116,756		99.99983908
			0
Budget 2016/17	122,318		104.7637809
			-
Budget Adjustment	-1,405		1.203364281
			0
Remaining Budget	4,157		3.560577516

Appendix 2

Below 100 Scale Score in	Number of students Total (88) 47 below in 100 Scale Score in one or more subjects	% of the cohort Year Group <100 Scale Score	Number that increased atleast 1 sub-level	% that increased atleast 1 sub-level	Number that achieved > 100	% that achieved atleast 100
English	40	40/88 = 45.5% 40/47 = 85.1%	35/40	87.5%	3/40	7.5%
Mathematics	28	28/88 = 31.8% 28/47 = 58.6%	21/28	75%	3/28	10.7%
Both subjects	21	21/88 = 23.9% 21/47 = 44.7%	13/21	61.9%	2/21	9.5%