

## **Pupil Premium Strategy Statement (2017-18)**

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, progress and hence attainment. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teachers rather than be withdrawn for intervention or catch up.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 42% of our students are eligible for Pupil Premium which is significantly higher than the national figure ASP (Analysing School Performance). In 2017/18 - the national Pupil Premium average of for all schools was 28.6%. 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.

After consultation with our School Improvement Adviser, she has advised the school to extend the PPSS 2017- 2018 until the end of the academic year August 2018.

1 Summary information					
School	Lostock College				
Academic Year	2017/18	Total PP budget	£130615	Date of most recent PP Review	May 2016
Total number of pupils	343	Number of pupils eligible for PP (inc. CLA)	143	Date for next internal review of this strategy	Jan 2018

2 Attainment								
	2015		2016		2017			
	Pupils eligible for Pupil Premium	Non Pupil Premium	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	32 (16)	68 (34)	28.6 (801511)	100 (2800097)
Average KS2 Prior Attainment					4.01	4.73		
% achieving 5A* - C incl. EM 5 Standard & 4+ EM	34.6	31.3	30.4	19	31.3 (5)	58.8 (20)		60.6*
% Students achieving 5 Strong Passes inc EM					6.3 (1)	29.4 (10)		
% achieving expected progress in English / Maths or 4+	80.8 / 42.3	81.3 / 43.8	72.7 / 50	70.6 / 37.5	31.3 (5) FFT Target = 37%	58.8 (20) FFT Target = 65%	-27.5 gap -28 Gap	59.10**
% achieving 9-5 in English and Maths					6.3 (1) FFT Target = 20%	29.4 (10) FFT Target = 33%	-23.1 Gap -13 Gap	39.60**
Progress 8 score average	-0.54	-0.32	-0.67	-1.03	-0.882	-0.342	-0.40**	-0.03*
Attainment 8 score average total	35.35	37.56	39.91	35.76	26.58	43.07	37.10**	46.0*
Students Entered For the EBacc					1	1		
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)					0	0		

Students in COHORT Achieving the EBacc (Strong Pass)					0	0		
--	--	--	--	--	---	---	--	--

\*Figures given via the LA (Local Authority). There is an individual reports for Pupil Premium Grant Students regarding their individual results and support that was actioned on request.  
\*\* Figures acquired from LAIT (Local Authority Interactive Tool)

<b>3 Attendance</b>					
	Pupil Premium	All Students	Gap	Pupil Premium students nationally	All students nationally
<b>2013.14</b>	93.75	95.2	-1.45	91.7%	94.1%
<b>2014.15</b>	91.91	93	-1.09	92.7%	94.9%
<b>2015.16</b>	90.73	94.2	-3.47	92.5%	94.8%
<b>2016.17</b>	92.53	95	-2.47	92.8%	95.0%

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

5. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	<p><b>Low student engagement and aspirations</b></p> <p>Increase student engagement and aspiration – positive student voice outcomes</p> <p>Positive feedback from students and staff. 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 intervention 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 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 i.e. &gt; 94% in sustained education or employment / training destination (ASP indicates 84% for 2015 cohort)</p> <p>Students using packages e.g. Tassomai, Doodle, Hegarty Mathematics, Mymaths, PiXL Apps, Microsoft Office 365 using monitoring software, Class Charts</p>	<p>Greater than 80% 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, Y8&amp; 9 and Y10&amp;11).</p> <p>Sub-groups to be discussed after DC2 combined with ASP (Analyse School Performance) 2017</p> <p>Progress 8 was in the bottom quintile (20%) for at least two years for all pupils, low prior attainers and disadvantaged pupils. In 2017, Progress 8 was significantly* below average and in the lowest 10% for the following groups of pupils: high prior attainers.</p> <p>Progress 8 was significantly* below the national for other pupils for at least two years for the following groups: overall disadvantaged.</p>
<b>B.</b>	<p><b>Low levels of literacy and numeracy</b></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 100 (&gt;+1) using online testing and teacher assessment (please see Pupil Premium Catch-up Statement)</p>	<p>% Literacy and numeracy LOP increased from level of entry from 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</p>

		<p>progress. This will be evidenced using student tracker data and NFER data.</p> <p>Impact of reading interventions and mathematics interventions.</p>
<b>C.</b>	<p><b>Access to enrichment opportunities</b></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, DofE, Outdoors from previous years – attendance at clubs, SLD</p>	<p>All student take the offer of enrichment opportunities that help them to develop as young people and allow them to experience Modern Britain</p> <p>Log of opportunities uptake (Ebacc)</p>
<b>D.</b>	<p><b>Low parental engagement</b></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>
<b>E.</b>	<p><b>Low attendance and high persistent absence</b></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>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.</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>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

<b>Academic year</b>	<b>2017/18</b>
----------------------	----------------

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
1.1 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 NQTs and Humanities UQT (50% of salary + 50% on costs) Quality first teaching approach, SLC staff	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

1.2 Maintain Year 7 to 11 literacy progress	Dedicated SLT Literacy Champion and 2 <sup>nd</sup> 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 reading as a Learning Group, English 10 minute silent reading and Library lessons KS3 Wasted year – OfSTED Document	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.	AHT Literacy / 2 <sup>nd</sup> English Department	Half-termly and weekly meeting with HT
1.3 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 / 2 <sup>nd</sup> Mathematics Department	Half-term and weekly meeting with AHT
1.4 Effective interventions are in place with targeted students	SL to complete group analysis of PP v nPP and intervention strategies that have been used using the data and during departmental meetings. Look towards sharing good practice. Trial the use of the InterVENTion Diagram.	OfSTED's Effective use of Data	As part of Assessment Policy and the SSE Cycle. March 2018 INSET	PL	As part of SSE Cycle
1.5 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	PP Review / To ensure that PP students are making progress in line with their peers and individual targets.	INSET / Staff Meetings	DHT	Termly

1.6 Identification of students who are at risk of not achieving a positive P8 score through scrutiny of data.	Produce a target group of PP students who are unlikely to achieve target grades at end of Key Stage 4. Mentor, Monitor and support these through liaising with SL/HoDs, class teachers and Heads of Years, meeting with students and engaging parents.	Working with and monitoring students at greatest risk of failing to achieve	Regular feedback on identified group identified from class teachers, and mentors.	Progress Team	January, March and June 2018 GCSE results August 2018
<b>Total budgeted cost</b>					Please Appendix 1
<b>ii. Targeted support (in conjunction with the School Improvement Plan and School Evaluation Form)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
2.1 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	Purchase and training of Class Charts Classroom Teachers know their classes well and academically own their students	Monitoring by SLT, AHT, FL, DoM	DHT/AHT	Weekly and half-termly
2.2 Increase progress of disadvantaged groups	Continue with Assistant SENCO and introduction of Small Learning Community provision	Previous success	Whole school and appraisal target	HT/SLT LS	As in school calendar
2.3 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	SLT	As part of SSE Cycle

2.4 Pupil Premium students to access high quality teaching and learning in all lessons	Tracking provision and interventions at a student level	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 (EEF) 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	Sutton Trust EEF Toolkit - Teaching and Learning and RAISEonline Data			
	Additional Therapy for Ks4 students for English, Mathematics and Science 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				

	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	PiXL Group Data	Scheduled timetable	HT/DHT	Termly
	Introduce the PiXL principles across the school to embed the notion of DTT and every grade counts	PiXL Group Data	Scheduled timetable and meetings	DHT/AHT	Termly
	Establish a homework clubs 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
	Purchase of ipads and software to support teaching, learning, assessment and rewards	Evidence from OfSTED Outstanding Schools and PiXL associate	Monitored by the HT and extended SLT	DHT	Half-termly,
<b>Total budgeted cost</b>					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?
3.1 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/AENCO	DHT	Half-termly and at SLT
3.2 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

3.3 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 the Pupil Premium Award winning schools	Recommendation from the SIA as part of PP Review	Specific time allocated to DHT's timetable	DHT	SLT Meetings
	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
3.4 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.	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
3.5 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	Transition/HOY 7	Termly
3.6 Increase in progress and attainment	Introduction of Pupil Premium Departmental Champions	Evidence from Pupil Premium Award Winner 2017 – Rose Bridge Academy	Cross reference data check with Progress Leaders	SLT Liaison Team	Termly KS3 / Half Termly KS\$
<b>Total budgeted cost</b>					Please Appendix 1

2017.2018 - PP v nPP Demographics

	PP	Total for the year	%
Y7	22	62	35%
Y8	41	89	46%
Y9	26	71	37%
Y10	33	70	47%
Y11	21	51	41%
Total for the school	143	343	42%



**7a. Review of expenditure**

**Previous Academic Year**

**2016.2017 Appendix 2**

**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	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>Success criteria was not met including the impact on pupils that are not eligible for PP in Year 11 (2016.2017).</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>2015.16 data PP -0.78 against nPP -0.92 = 0.14</p> <p>2016.17 data PP -0.882 against nPP -0.342 = -0.54</p> <p>Attainment 8 Scores:</p> <p>2015.16 showing PP 39.19 / nPP 36.06</p> <p>2016.17 showing PP 26.38 / nPP 43.07</p> <table border="1" data-bbox="651 997 1263 1257"> <thead> <tr> <th></th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td rowspan="3">% achieving expected progress in English / Maths or 4+</td> <td>31.3 (5)</td> <td>58.8 (20)</td> </tr> <tr> <td>SISRA Target = 81.3%</td> <td>SISRA Target = 97.1%</td> </tr> <tr> <td>FFT Target = 37%</td> <td>FFT Target = 65%</td> </tr> <tr> <td rowspan="3">% achieving 9-5 in English and Maths</td> <td>6.3 (1)</td> <td>29.4 (10)</td> </tr> <tr> <td>SISRA Target = 43.8</td> <td>SISRA Target = 91.2</td> </tr> <tr> <td>FFT Target = 20%</td> <td>FFT Target = 33%</td> </tr> </tbody> </table>		PP	nPP	% achieving expected progress in English / Maths or 4+	31.3 (5)	58.8 (20)	SISRA Target = 81.3%	SISRA Target = 97.1%	FFT Target = 37%	FFT Target = 65%	% achieving 9-5 in English and Maths	6.3 (1)	29.4 (10)	SISRA Target = 43.8	SISRA Target = 91.2	FFT Target = 20%	FFT Target = 33%	<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 opportunities to review the staffing structure in line with the revised curriculum model.</p> <p>Need to be mindful about changes in the calculations</p> <p>Continued</p>	£73308 (62%)
	PP	nPP																			
% achieving expected progress in English / Maths or 4+	31.3 (5)	58.8 (20)																			
	SISRA Target = 81.3%	SISRA Target = 97.1%																			
	FFT Target = 37%	FFT Target = 65%																			
% achieving 9-5 in English and Maths	6.3 (1)	29.4 (10)																			
	SISRA Target = 43.8	SISRA Target = 91.2																			
	FFT Target = 20%	FFT Target = 33%																			
Maintain Year 7 to 11 literacy progress	Dedicated SLT Literacy Champion - 2 <sup>nd</sup> English Department	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>Invited external inspection verified that some crucial roles were too large. This led to changes in the staffing structure to separate and focus leadership roles.</p> <p>Greater monitoring by the HT and DHT.</p>																		

		<p>The literacy across the curriculum has not been as success due to staffing implications.</p> <p>English Language / English Literature for PP / nPP numbers</p> <p>4+ Autumn = 6.6 / 25.23 4+ Spring = 6.8 / 27.26 4+ Summer = 6.8 / 27.26</p>	Continued	
Introduce Year 7 to 11 numeracy progress	<p>Teacher to champion Numeracy across the curriculum</p> <p>Numeracy Across the Curriculum Support Plan that indicates intervention strategies</p>	<p>Numeracy Ninjas and work on the new GCSE has paid dividends. Progress data has shown an increase in attainment and effort</p> <p>Mathematics for PP / nPP numbers</p> <p>4+ Autumn = 4 / 19 4+ Spring = 4 / 23 4+ Summer = 5 / 24</p>	<p>Supporting staff so that they have the confidence to move on. The appointment of permanent 2<sup>nd</sup> in Mathematics will enhance progress and results and give parity with English.</p> <p>Continued</p>	
Effective interventions are in place with targeted students	<p>SL to complete group analysis of PP v nPP and intervention strategies</p> <p>Re-launch of the InterVension</p>	<p>A raft of intervention have been put in place to maximise progress from purchase of food to PET - Xi.</p> <p>English 4+ Autumn 64% English 4+ Examination 66%</p> <p>Mathematics 4+ Autumn 46% Mathematics 4+ Examination 56%</p>	<p>Encouraging all staff to seek innovative ways of increasing attainment, progress and gaining impact.</p> <p>Continued</p>	15528 / 13.3%
Accurate assessment that allows accurate overview to change T&L strategies	New data package to be utilised to track and monitor – Doddle and the use of PiXL Principles	In the landscape of Life without Levels; Doddle and PiXL Principles has be invaluable. These actions have had an impact e.g. rank order of PP Examination Results v Predictions shows a trend of greater accurate prediction as time, moderation of work in line with examination boards, standardisation with other schools, use of Doddle etc.	<p>Rigorous monitoring and targeted training.</p> <p>Continued</p>	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 variable. From observations, staff know who their PP students are, but mixed in how they are working with them to increase attainment and progress.	<p>To look at once again at the InterVENNsion Diagram, a simplistic method of recording and monitoring PP students. The effective use of Class Charts.</p> <p>Lesson Observations, Drop-in, Learning Walks and Work scrutinises to specifically look at this specific group.</p> <p>Continued</p>	Time

Increase progress of disadvantaged groups	Continue with Assistant SENCO / Nurture Teacher provision	Yes as seen from the data below:  SEN PP Autumn Average Total Progress 8 = -0.813 Examination 2017 = -0.184	This group of students need to accelerate hence the move towards the new SENCO and ASENCO/Nurture Teacher that will staff Small Learning Community (SLC).  Continued	£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 KS4 but less so with other groups.  Please see Examination Review Meetings analysis regarding use and impact of PP intervention strategies.	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.  Continued	Time
Pupil Premium students to access high quality teaching and learning in all lessons.	Tracking provision and interventions at a student level	Student have access to better teaching provision as seen by lesson observations data and	TIP List for PP students.  Continued	Time
	Teaching Assistants (TAs) to provide for support PP students and offer 1 to 1 and small group tuition	Success Criteria not met because of TA bereavement, recruitment and resignation SENCO in April 2017  Please see individual post Y11 PP Report.	Provision is allocated on an SEN Need rather than PP. TAs need to be made more accountable.  Continued	Time
	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.  23 pupils attended PET-Xi – please see individual mathematics report for this cohort of students.  Autumn 2 to Examination 2017 Average Grade 11aMa1 from 5+ to 6+ / 11aMa2 from 4- to 4+	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.  Selective	£1525 / 1.3%
	Staff updated on the latest teaching and research guidance to support PP students	Partially met with work of the RSL	PP Lead to liaise with the new AHT T&L  Continued	Time
	Staff CPD and support on Teaching and Learning Strategies directly related to the progress of PP students	Partially met with the TIS Session on Friday, 10 <sup>th</sup> March 2017	PP Lead to liaise with the new AHT T&L  Continued for new staff	Time
	Tailor catch-up sessions and intervention using Ks2 Data and QLA	All students have been placed on data from previous attainment sets. Lessons have hence been tailored to meet and hopefully accelerate students' needs.	QLA to be used as a tool to develop curriculum in conjunction with PiXL Classroom.	Monitoring

			Package use good but greater targeted use is required.	
	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.  Continued and relaunch at Leadership Conference in February 2017.	Meeting time
	Introduce the PiXL principles across the school to embed the notion of DTT and every grade counts	This criteria was fully met. There was an INSET delivered in December 2016. With vast changes in staff there will be a re-launch in the next academic year 2017/18  Please PiXL Graph 2017 Results. Much more work to be done across certain department with regards to Predictions v Actual.	Push ahead despite resistance from certain quarters, especially if there is a clear belief that this is the right thing to do.  Continued and relaunch at next Leadership Conference in the new term.	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. Need a register.  Continued	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
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 but this has a cost implication. More intensive work with the Progress Team.  Continued	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 occasional used.  Y11 and 10 TIP lists and mentoring was done well but concern over students not moving from the TIP List.	A background/shadow calendar to ensure all is complete.  Continued	Time
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 the Pupil Premium Award winning schools	School visits to Stretford High School were undertaken but staff information and CPD was provided via PiXL	Joined up thinking at SLT.  Continued	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 3.	Effective SLC needs to be sent up ASAP.  Continued	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  Continued – need attendance rates for all year groups	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.  We have PiXL transition resources ready to give to our Primary colleagues.	Invite primary HT into school to meet with HT and SENCO.  Continued Work with Learner Services Head of Admissions and Y7.	Meeting time

**Appendix 1 2017.2018 Spend until January 2018**

Reference Planned Expenditure	Salaries		Lead	%
1.1	Small Learning Community and Assistant SENCO (50%)	22,677.00	HT	17.361712
1.1, 1.2	Assitant Headteacher Literacy (50%)	20,189.00	HT	15.456877
1.1	2nd Year Teach First (3 Staff)	42,452.00	HT	32.501627
<b>Salary Costs to 31 March 2018</b>		<b>65,129</b>		<b>49.863339</b>

**Provisions**

1.2, 1.4, 1.5	The PiXL CLUB LIMITED O/No:414102513	800.00		0.6124871
1.2 – 1.6	Travel Master (Mcr) Limited Inv:19004 O/No:414102562 Travel to Albert's Venue	150.00		0.1148413
1.2 -1.6	Travel Master (Mcr) Limited Inv:19085 O/No:414102517 Travel Harrogate PiXL Venue	350.00		0.2679631
1.6, 2.4	PET-Xi Training Limited Inv:29328 O/No:414102512	11,385.00		8.7164568
1.2 – 1.6 / 2.1 – 2.4	PALL MALL MEDICAL Inv:75175 O/No:414102606 EP-J Paediatrician	225.00		0.172262
Refund	PET-Xi Training Limited Crd.Nt:3825	-1,425.00		-
2.3	JV071656 CASTLEFIELD ROOMS : Albert's Venue	400.00		1.0909926
	JV071724 Petty Cash Expenditure 00000284	15.64		0.3062435
1.3	QDS BOOKS O/No:414102901 Mathematics Textbooks	959.52		0.0119741
1.3	METHOD MATHS LTD Inv:ASE1020 O/No:414102768	500.00		0.734617
	PALL MALL MEDICAL Inv:76173 O/No:414102788	225.00		0.3828044
2.3 / 3.6	FLIXTON GIRLS SCHOOL Inv:fgs1001109 O/No:414102714 Step-out Meals	31.85		0.172262
	CGP Inv:2697673 O/No:414102724	110.00		0.0243846
2.3	LOSTOCK COLLEGE Inv:BNK2/PROM O/No:414102704	30.00		0.084217
1.5, 2.4	BOARDWORKS LTD Inv:INV47143 O/No:414102761	5,300.00		0.0229683
	PALL MALL MEDICAL Inv:77559 O/No:414102855 SA Paediatrician	225.00		4.0577269
				0.172262

1.4 / 2.3	ACE ACHIEVERS LIMITED Inv:1283 O/No:414102767 LAC Students	2,070.00	1.5848103
1.5	The PiXL Club Limited Inv:INV3898 O/No:414102736	2,400.00	1.8374612
2.4	YORKSHIRE CLIMBING COMPANY LIMITED Inv:261 O/No:414102820	40.50	0.0310072
1.4 / 2.3	H & A LEARNING LIMITED Inv:INV-0492 O/No:414102846 Hegarty Mathematics	999.00	0.7648432
3.1	TASSOMAI Inv:TAS1718055 O/No:414102839	1,000.00	0.7656089
	QDS BOOKS Inv:57530 O/No:414102856	639.70	0.48976
	JV072059 REPROGRAPHICS RECHARGE 16.05.17 - 20.06.17	9.65	0.0073881
	JV072060 REPROGRAPHICS RECHARGE 01.04.17 - 15.05.17	13.23	0.010129
	JV072077 TRAFFORD VIRTUAL SCHOOLS	-1,035.00	0.7924052
	JV072450 Hospitality Visitor Adults April 2017 - July 2017	17.93	0.0137274
	JV072638 TRAFFORD VIRTUAL SCHOOLS	-600.00	0.4593653
	JV072671 REPROGRAPHICS RECHARGE 21.06.17-14.07.17	8.74	0.0066914
	JV072675 REPROGRAPHICS RECHARGE 15.07.17-28.09.17	33.68	0.0257857
	JV072493 Petty Cash Expenditure 00000288	19.37	0.0148298
2.4	EDUKEY EDUCATION LIMITED O/No:414102867	2,045.00	1.5656701
	PEARSON EDUCATION LTD Inv:1685032 O/No:414102892	399.80	0.3060904
	QDS BOOKS Inv:57626 O/No:414102901	959.40	0.7345251
2.4	EDUKEY EDUCATION LIMITED Inv:6007 O/No:414102867	1,010.75	0.7738391
	JV073742 Petty Cash Expenditure 00000290	13.30	0.0101826
	JV073794 REPROGRAPHICS RECHARGE 29.10.17 - 03.11.17	1.57	0.001202
	JV074035 Petty Cash Expenditure 00000292	6.98	0.0053439
3.3	Rosebridge Academy Inv:23 O/No:414103005	100.00	0.0765609
	JV074078 HOSPITALITY CORRECTION JUL17 - DEC17 TO JOURNAL : JV074074	36.10	0.0276385
	JV074104 REPROGRAPHICS RECHARGE 04.11.17 - 15.12.17	15.01	0.0114918

		0
Total Provisions	29,487	22.575294
		0
		0
Total Pupil Premium Spend	94,616	72.438633
		0
Budget 2017/18	130,615	100

Remaining Budget

35,999

0  
27.561367

## Appendix 2 2016/2017 Spend

	£		Lead	%
<b>Salaries</b>				
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 2017	73,308			<b>62.78713909</b>

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	KBell 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 CMcG. RK. LMc. AR	AMW	0.07593614
JV069062 Petty Cash Expenditure 00000273	61	AMW - Yr11 Food Tech ingredients CMcG. RK. LMc. AR	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 SArmitage LAC funds	CA	0.319760869
ACE ACHIEVERS LIMITED Inv:0052 O/No:414101945	640	Tutoring J Mills & K Mills LAC Funds	CA	0.548151701
ACE ACHIEVERS LIMITED Inv:0759 O/No:414102453	512	Tutoring S Roberts & Sarmitage	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 Crichards	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	MSmith FSM Charge from Trafford - educated off-site	CA	0.022268663

JV069092 Move Duddle 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	Gardiniers & JS school meals	SC/GM	0.100260372
JV070063 eBay / Paypal- CA	7.68	LAC funds star gifts - CA	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 CBM & JH	AMW	0.017112611
JV070054 Petty Cash Expenditure 00000276	100.00	CA - 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

Budget 2016/17

122,318

Budget Adjustment

-1,405

Remaining Budget

4,157

0
104.7637809
-
1.203364281
0
3.560577516

### Appendix 3

#### Impact 2016.17

Below 100 Scale Score in	Number of students Total (88) 47 below 100 Scale Score	% of the catch -up cohort	Number that increased at least 1 sub-grade	% that increased at least 1 sub-grade	Number that achieved at least 101	% that achieved at least 101
English	40	40/47 = 85.1%	35/40	87.5%	18/40	45%
Mathematics	28	28/47 = 59.6%	21/28	75%	7/28	25%
Both subjects	21	21/47 = 44.7%	13/21	61.9%	2/21	9%