

Litherland High School: Pupil Premium Strategy 2019-2020

1. Summary information					
School					
Academic Year	2019-2020	Total PP budget	£246,065	Date of most recent PP Review	September 2019
Total number of pupils	579	Number of pupils eligible for PP	253	Date for next internal review of this strategy	September 2020
2. Current attainment					
			Pupils eligible for PP		All Pupils
Progress 8 score average			-0.72		-0.51
Attainment 8 score average			37.39		42.56
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers					
A.	Literacy poverty of some disadvantaged students leading to lower outcomes at KS4				
B.	Variation in quality first support for disadvantaged students				
C.	Underachievement of MA & HA disadvantaged students				
Additional barriers					
D.	Lack of opportunities to improve student's access to cultural capital				
E.	Attendance				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	Increased opportunities for students to read within school leading to improved reading ages and exposure to literacy			Implementation of whole school reading opportunities evident Evidence of targeted support for students identified that have reading ages well	

		<p>below their chronological age to narrow this gap</p> <p>Opportunities for students to read for pleasure evidenced</p> <p>Narrowing of the gap between PP students reading and chronological ages</p>
B.	Creation of personalised support plans and academic mentoring for disadvantaged students identified as underachieving	<p>Academic mentoring system to be implemented at KS4</p> <p>Appropriate student cohort to be identified using attainment data as well as behaviour and attendance data</p> <p>Training provided to all academic mentors to deliver support effectively</p> <p>Creation of a document to support academic mentoring process</p> <p>Termly review of cohort</p> <p>Comparison of PP student academic outcomes using data from monitoring points throughout the year</p>
C.	Opportunities for MA & HA PP students to be stretched and challenged	<p>KS4 outcomes for MA & HA PP students compared against peers and national average</p> <p>Tracking of MA & HA PP students in Learning Walks and Marking and Feedback reviews</p> <p>Reviewing of subject curriculum offer to ensure it's appropriate for all learners</p>

		carried out by Subject Leaders and supported by SLT
D.	Provision of increased internal cultural capital and access to external opportunities	<p>Production of enrichment offer for all students</p> <p>Improved tracking and monitoring of pupil attendance to after school enrichment activities</p>
E.	Narrowing of the gap between PP and non PP student attendance	<p>Reduction in persistent absence for PP students compared to 2018/19 academic year</p> <p>Improvement in overall attendance rates for PP students compared to 2018/19 academic year</p> <p>Narrow the gap between PP attendance and non PP attendance</p> <p>Introduction of attendance monitoring data updates</p> <p>Effective use of attendance team in school to tackle persistent absence</p>

5. Planned expenditure

Academic year

2019/20

i. Quality of teaching for all

Action	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Introduction of whole school strategy towards reading in school including:</p> <p>Form time reading for all students using wider reading lists</p> <p>Promotion of reading for pleasure through competitions and events</p>	<p>Improving reading ages of students across the school</p> <p>Narrowing the gap of PP students reading age compared to their chronological age</p> <p>Exposing students to a diverse range of reading materials to broaden their vocabulary and deepen their cultural understanding</p> <p>Increasing the amount of students that are reading for pleasure in school</p>	<p>Disadvantaged students on average performed lower than non-disadvantaged students in their English Language examination</p> <p>Reading is crucial to ensuring students develop a wide ranging vocabulary and access more complex learning opportunities. Within this includes specific tasks that target and develop reading comprehension. The EEF toolkit highlights this specific strand of reading intervention to add 6 months of impact for students.</p>	<p>QA of Form time reading through learning walks</p> <p>Student voice to include feedback on form time reading</p>	<p>Assistant Principal and Head of English</p>	<p>ARTi assessments</p> <p>Identification of students requiring additional reading support carried out termly</p> <p>Fortnightly learning walks</p>

<p>Increased access to opportunities to develop student's cultural capital</p>	<p>Increased explicit exposure to a range of experiences and activities that help to develop cultural capital</p> <p>Mapping of cultural capital throughout the school curriculum</p> <p>Enrichment promotion for KS3- all students to participate in at least one activity</p>	<p>Sutton Trust research advocates the value that experiences beyond the classroom can add to student progress and understanding. We understand that it isn't always possible for all students to access some of these cultural experiences and therefore want to bridge this gap by providing and promoting new experiences and opportunities for students across the school</p>	<p>Full audit of school clubs, activities and additional opportunities created</p> <p>Cultural Capital to be considered during subject curriculum reviews and development</p> <p>Introduction of tracking tool for after school attendance</p> <p>SLT promotion of enrichment with a tight focus on KS3</p>	<p>SLT VP</p>	<p>Reviews of subject curriculums ongoing throughout the year</p> <p>Enrichment offer audited termly</p> <p>Tracking launched in Autumn term and data analysed at end of each term to target students not accessing additional opportunities in school</p> <p>Cultural Capital review to take place in spring term</p>
Total budgeted cost					£98,900

ii. Targeted support					
Action	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All barriers to learning are identified and removed	<p>Improve attitude to learning and engagement with the curriculum</p> <p>Identify and remove potential barriers to learning in a timely manner</p> <p>Provision of a proactive system to support students to access the curriculum</p>	<p>Student feedback showed an overall positive attitude towards the new school procedures/systems/school life. Surveys were carried out to gather student voice on all aspects of school life at various points of the year. These surveys were carried out as a series of paper questionnaires as well as student forums. All students from each tutor group across school completed questionnaires and student voice representatives attended student forums in which discussions were undertaken around the themes and questions identified in the questionnaires. All students across all five year groups and each tutor group in school were involved. Positive feedback was given around the opportunities to learn, school life, revision strategies especially at Year 11 as well as the ability to receive more 1-1 guidance or mentoring. Most activities were given positive feedback including academic support, emotional resilience and opportunities.</p>	<p>Whilst the whole school review and implementation has been successful and opportunities are in place for more 1-1 support, it is felt that we will now further the impact of this on PP students by potentially introducing 1-1 Academic Mentor support which can personalise targets and offer support to achieve these in school. In addition to this additional staff are attached to each year group to offer small group interventions and supporting SEMH</p>	<p>SLT AHOY HOY Tutors</p>	<p>Survey distribution half termly from Oct 2019</p> <p>Student Voice meetings half termly</p>

<p>Academic Mentoring particularly identified boys. To provide personalised support for identified KS4 PP students that are underachieving in an aspect of their learning</p>	<p>To close the attainment gap between current grade and target grade for identified PP students in targeted subjects</p>	<p>Whilst mentoring is shown to have a minimal impact (0 months) by the EEF toolkit, the academic mentoring will focus around giving high quality feedback to students on an area of their learning they are struggling with. By ensuring that students are accessing good quality feedback from structured meetings and clear target setting we are trying to ensure that students are given valuable formative feedback which is proven to add progress to student learning by the EEF toolkit and is supported by the NFER.</p>	<p>Identification of cohort based on collaboration with Head of Year 11 and SLT using specific criteria based on: Attendance Punctuality Attainment in lessons Contribution to wider school community Homework engagement</p> <p>Training provided to all academic mentors to deliver mentoring effectively. Consistent approach promoted through use of meeting pro-forma</p>	<p>Assistant Principal in partnership with Academic Mentors and Vice Principal</p>	<p>Academic Mentor Model to be introduced in Autumn Term</p> <p>Mentoring cohort reviewed half termly and at specific data points during the year</p> <p>Record of meetings kept in central location accessible to staff working with students.</p> <p>Training to be externally provided by the Enterprise Advisor Workbooks created for use</p>
<p>Support of aspirational goals of students</p>	<p>To provide PP students with the opportunity to access all opportunities available to them within school and beyond</p>	<p>Increased opportunities provided to students including University trips, work experience opportunities, additional funding for school trips deemed to impact attainment directly, use of career connect staff to ensure all Y11 students received a careers interview and that they had arranged appropriate provision beyond Litherland High School. Consequently, we have only all students having an offer of participation in education, employment or training from the Year 11 cohort.</p>	<p>Career Connect will continue to offer support to KS4 students with increasing visibility in school events. Improved careers resources to be provided and embedded into the curriculum for KS3 and KS4 students.</p> <p>Use of Compass Plus to monitor and record those engaging in opportunities.</p>	<p>VP All staff</p>	<p>Half termly review of participation</p> <p>Compass Plus – quarterly audit</p>

Stretch and Challenge of MA and HA students	Narrow the gap between MA & HA PP students and their national target grades at KS4	MA & HA PP students underperformed against their target grades and are a whole school focus. PP students within this cohort also comparatively underperformed.	Learning Walk feedback to evidence stretch and challenge of all students in lessons CPD delivered by AP Teaching and Learning Curriculum Journey reviews Curriculum Map creation KO creation linking	Assistant Principal SLT Subject Leaders	Learning Walk Feedback (termly) Marking and Feedback reviews including student voice (termly) Explicit focus of Subject reviews with SLT and Subject Leaders Curriculum meetings
Total budgeted cost					£138,700.00

iii. Other approaches

Action	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E, Attendance Monitoring	Narrow the gap between PP and non PP student attendance Reduce punctuality concerns for PP students as well as to identify and remove and barriers to attendance	School attendance rates have a direct impact on progress, whilst research such as the institute of education (2011) and EEF suggests successful implementation of attendance policy and use of key staff is vital to success and a designated member of the leadership team to oversee implementation of the policy will	Review of attendance between SLT and attendance officer half termly. Production of an Attendance Strategy document to ensure that all staff are aware of their roles in addressing the issue of whole school attendance concerns	Assistant Principal Attendance Staff	Year Group attendance reviewed through pastoral meeting Whole school review carried out half termly by Assistant Principal

		maximise the impact of attendance interventions used	<p>Weekly HOY/AHOY meetings to include a focus on attendance monitoring</p> <p>Use of Attendance Officer to support students that become persistently absent with regular reports provided to relevant staff following each visit</p>		
Continued provision of social emotional support	<p>To support student's emotional health and to ensure students can access their learning by removing this potential barrier to progress</p> <p>Students that are at risk of school refusal due to SEMH related issues are identified and supported in a timely manner</p>	<p>Impact is shown to be negligible according to the EEF toolkit review of Mentoring as a provision. However the mentoring at Litherland High focusses on students moving towards self-regulation and using a metacognitive approach. By supporting students to move towards these independent and research proven strategies we hope to impact on their progress in the long term.</p>	<p>Use of staff appraisal for AHOY Team</p> <p>Termly review of mentoring cohort</p> <p>Use of referral system to ensure students can receive support at the time needed</p> <p>Wellbeing Wednesdays to support students – partnerships and external support</p> <p>Mental Health Training provided by outside agency to all staff</p>	VP/ AP	<p>Termly Review of mentoring cohort</p> <p>AHOY Appraisal Review</p>
Total budgeted cost					£112,400

Review of expenditure				
Previous Academic Year		2019-2020 Due to Covid- 19 many of the actions had to be paused as priorities drastically changed focus therefore will be carried over to 2020-2021		
i. Quality of teaching for all				
Action	Intended outcome	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
<p>Introduction of whole school strategy towards reading in school including:</p> <p>Form time reading for all students</p> <p>Promotion of reading for pleasure through competitions and events</p>	<p>Improving reading ages of students across the school</p> <p>Narrowing the gap of PP students reading age compared to their chronological age</p> <p>Exposing students to a diverse range of reading materials to broaden their vocabulary and deepen their cultural understanding</p> <p>Increasing the amount of students that are reading for pleasure in school</p>	<p>Mixed successes with an intense amount of work to be focused on this next year.</p> <p>Successful World Book Day Event highlighted the thirst for reading within the students and is something we need to develop and focus on next year.</p> <p>Every student received a free book. Staff promotion and role models for reading - displays</p> <p>ICC book range has been increased according to student voice requests</p>	<p>Due to Covid restrictions, allocated lesson 6 will be adapted with a focus of reading for pleasure. Library trolleys will be in each zone with a more diverse range of reading materials.</p> <p>CAT testing and GL assessments will be introduced to ensure a more accurate picture of improved progress</p>	<p>£89,208</p> <p>Library Cost Stock/Resources Reading materials Texts ICC admin support World Book Day Arti Testing</p>

<p>All barriers to learning are identified and removed</p>	<p>Improve attitude to learning and engagement with the curriculum</p> <p>Identify and remove potential barriers to learning in a timely manner</p> <p>Provision of a proactive system to support students to access the curriculum</p>	<p>Student feedback showed an overall positive attitude towards the new form time structure. Surveys were carried out to garner student voice at the mid-point of the year. These surveys were carried out as a series of anonymous paper questionnaires as well as student forums. Four students from each tutor group across school completed the questionnaire and attended a student forum in which discussions were undertaken around the themes and questions identified in the questionnaire. 137 students across all five year groups and each tutor group in school were involved. Positive feedback was given around the opportunities to learn revision strategies especially at Year 11 as well as the ability to receive more 1-1 guidance or mentoring from form tutors given the extended time. Most activities were given positive feedback including homework support, emotional resilience and assembly time.</p>	<p>Whilst the whole school review implementation has been successful and changes have been made, more opportunities are in place for some 1-1 support, it is felt that we will now further the impact of this on PP students by introducing 1-1 Academic Mentor support which can personalise targets and offer support to achieve these in school.</p> <p>Additional staff to be attached to each year group to offer small group interventions around SEMH regulation</p>	<p>Revision guides Academic mentors GL assessments Knowledge organisers Stationary Uniform Ingredients TA support</p>
--	---	---	---	---

ii. Targeted support

Action	Intended outcome	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
<p>Stretch and challenge</p>	<p>Narrow the gap between MA & HA PP students and their national target grades at KS4</p>	<p>Mixed success. Magnetic pupil progress boards worked for the success of year 11 and 10 PP students identifying their potential and rank. A whole school approach to identify and monitor those students to ensure all are achieving their full potential after each MP will be a focus.</p> <p>Maths 9-4 59% PP / 71% NPP Eng 9-4 52% PP / 78% NPP An improvement from the previous year – Maths 9-4 42%PP /44% NPP Eng 32% PP/ 66% NPP</p>	<p>Clear focus on the Middle and High ability cohorts as a whole school reaped rewards but the underperforming HA cohort must also benefit from the Quality First approach. Further opportunities to stretch and challenge students to be incorporated into the curriculum.</p>	<p>£123,540</p>

<p>Provision of Social, Emotional and Mental Health support for support for vulnerable students</p>	<p>To support student's emotional health and to ensure students can access their learning by removing this potential barrier to progress</p> <p>Students that are at risk of school refusal due to SEMH related issues are identified and supported in a timely manner</p>	<p>AHOY review of cohorts show a positive impact of the mentoring intervention for all students including the PP students accessing the provision. Mental Health training was provided to staff by WYP on a voluntary basis which was well attended. Emotional resilience sessions were incorporated into the Form Time sessions with students experiencing sessions aimed at improving self-regulation. Group and 1-1 sessions on anxiety continued on Wellbeing Wednesday and this is something that needs to continue next year. Kooth training was offered on a voluntary basis and was received well by staff as they supported vulnerable students through daily phone calls and email communication.</p>	<p>Mentoring to continue and include further opportunities for further group interventions where possible to allow for a cost-effective approach.</p> <p>Increased SENCO involvement and progress monitoring to be embedded.</p>	
---	--	---	--	--

iii. Other approaches

Action	Intended outcome	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
<p>Support of aspirational goals of students</p>	<p>To provide PP students with the opportunity to access all opportunities available to them within school and beyond</p>	<p>Increased opportunities provided to students including University trips, additional funding for school trips deemed to impact attainment directly, use of careers connect staff to ensure all Y 11 students received a careers interview.</p> <p>PP priority targeted selection for events and activities</p> <p>EitC work experiences</p> <p>Meet the Employer – Career Connect Events</p> <p>Virtual Wallet funding for increased aspirational events</p>	<p>Careers Connect will continue to offer support to KS4 students with increasing visibility on school events. Improved careers resources to be provided for KS3 and KS4 students.</p>	<p>£5,000</p> <p>Trip/ Event subsidies</p> <p>Career Connect</p>