

Pupil premium strategy statement (secondary)

1. Summary information					
School	Litherland High School				
Academic Year	2018-19	Total PP budget	£276,760	Date of most recent PP Review	November 2018
Total number of pupils	568	Number of pupils eligible for PP	278 (49%)	Date for next internal review of this strategy	December 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ English and Maths (2017/18)	28%	71%
% achieving 5+ English and Maths (2017/18)	10%	49%
Progress 8 score (2017/18)	-0.86	0.11
Attainment 8 score (2017/18)	34.13	49.76

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy skills – a third of pupil premium students have a reading age below their chronological age.
B.	Attitude to learning – behaviour points for pupil premium cohort are significantly higher than other students.
C.	A greater proportion of pupil premium students are SEND and require access to further intervention and support.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – a higher percentage of pupil premium students are persistently absent (32%) and overall attendance for this cohort is 89.7% compared to 94.8% for other students. This reduces to 88.6% for students currently in receipt of free school meals with 36% of these students persistently absent.
E.	Parental engagement – 70% of non-attending families at Parents' Evenings during 2017-18 were disadvantaged.
F.	Access to resources to support study at home.
G.	Additional responsibilities at home – 15/18 young carers in the school population are pupil premium.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Progress in reading to allow students to access the curriculum.	Reading ages for pupil premium students are in line with their age.
B.	Behaviour of pupil premium students improve so that low-level disruption is reduced.	Behaviour points for pupil premium students reduce significantly. The gap in behaviour points between PP students and others reduces as a result of improved behaviour of PP students.
C.	Pupil premium students with SEND K make progress in line with their peers.	The proportion of this cohort on track to meet their EOY targets is in line with other students.
D.	Improved attendance of pupil premium students particularly those currently eligible for free school meals.	Attendance of pupil premium students improves from 2017-18. The difference in attendance rates between PP and non-PP students diminishes. PA of pupil premium students reduces significantly (at least 10%).
E.	Improved parental engagement with increased attendance at school events including Parents' Evenings.	A greater proportion of parents attend Parents' Evenings.
F.	Students have access to a full range of resources to support study outside the classroom.	Reduction in behaviour points issued for lack of homework.
G.	Young carers are fully supported and can fully access the school curriculum.	The attendance and achievement of PP young carers is in line with their peers.

5. Planned expenditure

Academic year

2018-19

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?
Improved attainment through quality first teaching for all.	<p>Consistent approach to lesson delivery to be embedded across the school to reduce inconsistencies in teaching [outlined in Teaching and Learning Policy, revisited at Curriculum Leaders and Departmental meetings].</p> <p>School CPD focus throughout the academic year on metacognition, differentiation and challenge [October, November, March, June, July] to ensure that the needs of all learners are met.</p> <p>Additional staffing in English and maths to reduce class sizes.</p>	<p>EEF Toolkit – Quality first teaching for all</p> <p>DfE Research – Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p>	QA calendared activities including lesson observations and work scrutiny [October, November, January, February, March, April, June as outlined in QA calendar]. Regular SLT monitoring drop-ins with actions to subject leaders to follow-up as required.	Vice Principal Extended SLT HODs	Implementation is reviewed continuously through the activities outlined in the QA calendar. Review of impact in November 2018 with further updates in line with School Development Plan timescales January, April and June 2019.
Effective implementation of collaborative learning strategies to engage students and impact positively on progress.	Development of teaching and learning group to deliver whole staff CPD throughout the year [timeframe as above] focusing on embedding and extending collaborative learning approaches demonstrated by Leah Kirkman, June 2018 e.g., Silent Debate, Chocolate Bar etc.	EEF Toolkit – Collaborative learning (+5)	QA calendared activities including lesson observations and work scrutiny [timeframe as above] with a focus on inclusion of collaborative activities. Regular SLT monitoring drop-ins with actions to subject leaders to follow-up as required. SLT line management review of schemes of learning and departmental minutes.	Vice Principal SLE HODs	Implementation is reviewed continuously through the activities outlined in the QA calendar. Review of impact in November 2018 with further updates in line with School Development Plan timescales January, April and June 2019

<p>Y7 lessons are challenging for all pupils including the most able.</p>	<p>Subject leaders to ensure there is no crossover in the KS2 and KS3 curriculum through analysis of curriculum content. KS3 leaders in maths and English use KS2 QLA to ensure that gaps are addressed swiftly. KS3 action plan in response to findings to be shared with department September 2019.</p>	<p>Ofsted strategy – Key Stage 3: The wasted years?</p>	<p>SLT line management – subject leaders in English and maths to direct and monitor KS3 leads and report to Vice Principal September 2018. SLT line management meetings focus on KS2/KS3 content [September, November, January, March, May, July].</p>	<p>Vice Principal SLT Line Managers HOD</p>	<p>Progress review of impact on progress of PP students in line with monitoring points [November, January, June]. Whole school monitoring report shared at SLT [November, January, June].</p>
<p>An approach to embedding metacognition and self-regulated approaches is implemented so that students develop a repertoire of strategies to support learning.</p>	<p>Whole staff CPD on metacognition and self-regulation i.e., developing students' ability to reflect and think about their learning. CPD programme to be planned by expert practitioners through the creation of Teaching and Learning Group led by SLE Teaching and Learning. Teaching and Learning group to develop resources and provide support to staff through CPD slots [October, November, March, June, July]</p>	<p>EEF Toolkit – Quality first teaching for all (+7) DfE Research – Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p>	<p>Teaching and Learning group meet with subject leaders to support integration of metacognition approach [October 2018]. Teacher and Learning group report half-termly to Vice Principal.</p>	<p>SLE Teaching and Learning group HODs</p>	<p>Implementation will be reviewed following each CPD session [October, November, March, June, July] through drop-ins and discussion with HODs regarding their findings from QA activities.</p>
Total budgeted cost					£89778.99

ii. Targeted support

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?
Improvement in reading so that reading ages match chronological age.	<p>Reading comprehension strategies delivered by HLTA Literacy in targeted intervention groups. Strategies include group reading with comprehension and inference questioning following each chapter with a focus on building confidence of readers and preparing them for more challenging texts.</p> <p>Accelerated Reader programme across KS3.</p>	<p>EEF Toolkit – Reading comprehension strategies (+6)</p> <p>EEF reports significant improvement in reading ages through AR (+)</p>	<p>Intervention Hub manager to monitor provision of targeted literacy intervention with progress reports submitted to SLT.</p> <p>Whole school literacy lead to monitor HLTA Literacy in relation to AR with impact reports to SLT.</p>	SLE Intervention Hub Manager	Progress reports on impact of reading strategies to SLT half-termly with review on progress across subjects in line with monitoring points November, January, June].
Students below national on entry in Y7 catch-up with their peers.	<p>Specific catch-up reading and numeracy intervention programme delivered by HLTA Literacy/Numeracy and TAs in targeted intervention groups. In literacy catch-up, interventions such as Boxcards, Lexia and Look and Listen are used to support individual needs. In numeracy, intervention relates to the findings from diagnostic assessments.</p>	<p>EEF Toolkit – Small group tuition (+4)</p> <p>EEF Toolkit – Reading comprehension strategies (+6)</p>	<p>Intervention Hub manager to monitor provision of targeted literacy intervention with progress reports submitted to SLT.</p> <p>Whole school numeracy lead to monitor the effectiveness of numeracy intervention with progress reports submitted to SLT.</p>	Head of maths Intervention Hub Manager SLT	Progress reports on impact of Y7 catch-up strategies to SLT half-termly with review on progress across subjects in line with monitoring points November, January, June].
Students with SEND are provided with appropriate support so that they make progress in line with their peers.	<p>Analysis of needs with specific support strategies identified for individual students which are shared with teaching staff. Appropriate interventions embedded as a result e.g., one-to-one tuition.</p>	<p>EEF Toolkit – One to one tuition (+5)</p> <p>DfE Research – Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p>	<p>SLT line management of SENDCo to ensure that support plans are robust and shared with staff.</p> <p>SENDCo to monitor the impact of provision through progress data.</p>	Vice Principal Assistant Principal: Pastoral SENDCO	Half-termly review of impact data. Termly review of support plans.
Total budgeted cost					12019.95

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?
Improvement in attendance which impacts positively on outcomes.	<p>Whole-school attendance strategy embedded to include:</p> <p>Employment of parent liaison officer to monitor attendance and provide first day absence response.</p> <p>Individualised support programme for priority students lead by the Behaviour and Welfare team to secure good attendance and provide holistic intervention.</p>	<p>DfE Research – Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p>	<p>Implementation of attendance strategy to be monitored by the Principal.</p> <p>Assistant Principal responsible for attendance to oversee activities of the attendance team.</p> <p>HOY/AHOY teams present to SLT to report impact of support programmes.</p>	<p>Assistant Principal: Attendance</p> <p>HOY/AHOY teams</p>	<p>Weekly at SLT meetings for attendance strategy.</p> <p>Half-termly presentations to SLT to report impact and next steps for each year group. First presentation October 2018.</p>
Improvement in behaviour.	<p>Targeted behaviour interventions for identified students including support programme lead by the Behaviour and Welfare team to prevent poor behaviour before it occurs.</p> <p>Focus on improving teaching and learning so that incidents of low level disruption reduce. Analysis of behaviour data to monitor impact of improved teaching and learning on incidents of disruption.</p>	<p>EEF Toolkit – Behaviour interventions (+3)</p> <p>DfE Research – Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p>	<p>Assistant Principal responsible for behaviour to hold regular meetings with AHOY to monitor impact.</p> <p>Assistant Principal to report on impact of behaviour strategies to Principal half-termly from October 2018.</p>	<p>Assistant Principal: Behaviour HOY/AHOY</p>	<p>Fortnightly meetings for Behaviour and Welfare team with pastoral lead.</p> <p>Half-termly presentations to SLT to report impact and next steps for each year group. First presentation October 2018.</p>

<p>Increased parental engagement.</p>	<p>Employment of Family Support Worker to develop links with families and identify and address barriers to engagement.</p> <p>Pastoral team to hold termly coffee mornings for parents to build relationships in a supportive environment.</p>	<p>EEF Toolkit – Parental engagement (+3)</p>	<p>Family support worker caseload monitored by AP with regular updates to SLT.</p>	<p>Assistant Principal: Attendance</p>	<p>Fortnightly meetings for support worker and Assistant Principal. Information from meetings to inform half-termly impact reports to SLT from October 2018.</p>
<p>Support for young carers so that they make progress in line with their peers.</p>	<p>Designated member of staff to identify barriers and provide appropriate support for this cohort. Student support plans created for young carers and shared with staff.</p> <p>Provision of homework support programme to provide an environment for out of class learning. Development of homework monitoring system to review impact of homework support.</p>	<p>EEF Toolkit – Homework (+5)</p>	<p>Designated member of staff for young carers reports barriers to Heads of Year.</p> <p>Homework lead to monitor the Intervention Hub provision to ensure that is appropriately resourced. Issues identified with resourcing to be shared with Principal as noted.</p>	<p>Safeguarding Officer HOY</p> <p>Lead Practitioner T&L Intervention Hub Manager</p>	<p>Half-termly reviews of support plans to HOY and SLT to report impact of strategies on attendance, achievement and attitudes.</p> <p>Homework submission reports to HOD and SLT half-termly from October 2018.</p>
<p>Continued enrichment support though trip subsidies to ensure that disadvantaged students are able to access opportunities that contribute to their personal development and raise aspirations.</p>	<p>Learning outside the classroom lead to monitor participation rates for PP students. PP subsidies to be allocated through trip organisers.</p>	<p>EEF Toolkit - Arts participation (+2)</p>	<p>LOTG lead to liaise with trip organisers to allocate PP subsidies. LOTG lead to provide participation summary report termly to SLT and Governors.</p>	<p>Assistant Principal: Pastoral Staff organising trips</p>	<p>Termly participation summary to SLT and Governors [Autumn, Spring, Summer term FGB].</p>

<p>Extension of Intervention Hub provision so that students can access resources and support for homework and out of class learning.</p>	<p>Intervention Hub Manager employed to create an out of class learning environment for students that is appropriately staffed and resourced. Pupil voice activity to evaluate impact on attitudes to learning of those pupils accessing Intervention Hub provision.</p>	<p>EEF Toolkit – Homework (+5)</p>	<p>Intervention Hub provision monitored by Vice Principal and homework lead. Impact report from Intervention Hub Manager to SLT October 2018 then half-termly.</p>	<p>Vice Principal Lead Practitioner: T&L Intervention Hub Manager</p>	<p>Half-termly usage report to SLT including pupil voice summary from October 2018.</p>
Total budgeted cost					£170304.43
Overall total					272103.37

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Students below national on entry in Y7 catch-up with their peers.	Close gap between PP students with low literacy and numeracy levels to that of their peers regarding attainment	Subject leaders to ensure there is no crossover in the KS2 and KS3 curriculum through analysis of curriculum content. KS3 leaders in maths and English use KS2 QLA to ensure that gaps are addressed swiftly. KS3 action plan in response to findings to be shared with department September 2019. End of Year data shows that a greater proportion of PP students were on track than non-PP students across all subjects.	Partnership with primaries and collaboration to continue	£50,000
ii. Targeted support				
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
Improvement in reading so that reading ages match chronological age.	Provision of literacy and numeracy support within key lessons, using both in-class support and targeted intervention Close gap between PP students with low literacy and numeracy levels to	Mixed success. Those PP students that took part in Thinking Reading intervention all improved their reading ages significantly over the course of the academic year, narrowing this closer to their chronological age which has continued the trend identified in previous years. Year 11 students that had taken part in the intervention previously all achieved positive P8 outcomes.	AR to continue. Consideration given to extending and widening the cohort access to this intervention given proven success.	Additional Literacy and Numeracy £49,756 AR £34,434

Students with SEND are provided with appropriate support so that they make progress in line with their peers.	Staff to have access to Quality First training with a specific focus on specific SEND strategies To support student's emotional health and to ensure students can access their learning by removing this potential barrier to progress	Mentor 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 on a voluntary basis which was well attended. Emotional resilience sessions were incorporated into the Form Time sessions with students experiencing fortnightly sessions aimed at improving self-regulation. Some group sessions on anxiety continued, however there is still more room to explore specific cohorts	Mentoring to continue and include further opportunities for further group interventions where possible to allow for a cost-effective approach.	£105,000
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

<p>Improvement in behaviour.</p>	<p>Improve attitude to learning and engagement with the curriculum</p>	<p>Identify and remove potential barriers to learning in a timely manner Whole school behaviour for learning implementation</p> <p>Provision of a proactive system to support students to access the curriculum</p>	<p>Whilst the whole school system implementation has been successful and 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>£43,000</p>
<p>Continued enrichment support though trip subsidies to ensure that disadvantaged students are able to access opportunities that contribute to their personal development and raise aspirations.</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 Y10 students received a careers interview and that all Y11 students had arranged appropriate provision beyond LHS. Consequently, we have only 96% of students that are participating in education, employment or training from the Year 11 cohort which has created a three year trend of improvement in our meeting duty to participate data.</p>	<p>Careers Connect will continue to offer support to KS4 students with increasing visibility on school assemblies and school events. Improved careers resources to be provided during form time such as a workbook for KS4 students</p>	<p>£35,500</p>

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

