

Litherland High School

Pupil Premium Strategy Statement 2017/18

Litherland High School Academic Year 2017/18	
Total Pupil Premium Budget (Provisional)	£299,440
Number of Pupils Eligible for Pupil Premium	312 (51%)

Barriers to Future Attainment		
In School Barriers		
A	Student attainment on entry is significantly below national average, literacy and numeracy skills are lower	
B	Gap for Middle Ability Boys PP students is impacting on attainment and overall progress as MAB students a proportionally large group in the PP cohort	
C	PP students overall engagement in lessons is lower than non PP students, demonstrated by higher rates of behaviour incidents and student voice surveys	
D	PP students disproportionately struggle with the transition from a primary to secondary school environment	
External Barriers		
E	Greater than proportional number of low attenders are PP students	
F	Greater proportion of lates for PP students	
G	Access to Learning Outside the Classroom opportunities limited by financial constraints on parents	
Desired Outcomes		
	Success Criteria	
1	Diminishing difference with regard to progress across the school	Progress for PP students in line or better than Non PP students. Evidenced through published attainment figures and internal progress tracking of year group data.
2	Progress of PP eligible students to be accelerated in English and Maths	Reading ages for PP students in line with actual age. Pupils eligible for PP in year 7/8 to be on or above target at the end of the year. Evidenced through internal progress tracking of year group data.
3	High levels of progress in literacy for year 7 pupils eligible for PP allowing pupils to access the wider curriculum	Reading ages for PP students to increase at a greater rate than actual age. Reading intervention data used to subsidise this
4	Increased attendance rates for pupils eligible for PP	Reduce percentage of persistent absentees amongst pupils eligible for PP to 10%
5	Behaviour points reduced	Behaviour points recorded on Class Charts reduces through the year
6	Improved aspirations for PP students	Increased number of PP students stay in education or training. High attaining students exposed to university courses in preparation for sixth form college courses

Planned Expenditure						
Academic Year						
Quality Teaching and Learning for All						
Desired Outcome	Chosen Action/Approach	Evidence/Rationale for Choice	Quality Assurance	Staff Lead	Review Period	Evidence
Improved Attainment through Quality First Teaching for All						
Improved Attainment through QFT	In class intervention approach adopted across the school to target PP pupils effectively in class	EEF Toolkit – QFT for all most effective PP intervention No Wasted Years Ofsted Document Staff engagement with PP increases due to increased emphasis on the human side of PP	Monitoring Point data analysis. Internal QA of lessons and work scrutiny Student Voice – Termly		Departmental Reviews Monitoring Points Monthly Meetings	MP data
	Department specific in class intervention policies.	Proactive rigorous targeted intervention with students in the classroom minimises the requirement for external and additional catch up tuition across the curriculum.	PP Lead to work with departments to formulate, adapt and improve in class practice Internal QA of lessons and work scrutiny	Head of Departments PP Lead	Departmental Reviews Monitoring Points Effectiveness of Policy reviewed Termly	Departmental Reviews
Progress of pupils in English and Maths to be accelerated	Employment of additional teacher in English and Maths to lead on Year 7 Catch Up Premium	EEF Toolkit – Highly effective teaching disproportionately impacts on the progress of disadvantaged pupils No Wasted Years Ofsted Document	Head of Department line management	Head of Departments (English & Maths)	Reviewed Annually	Catch Up Premium Reviews
Transition support to improve attainment on entry to KS3	Delivery of bespoke catch up programme for low attaining pupils who are not secondary ready on entry	EEF Toolkit – One to one / small group teaching can accelerate learning by approximately 5 additional months per year	Pupils identified from Y6 performance. Cohort adapted throughout the year	Head of Departments (English & Maths)	Monitoring Points	

			based on KS3 performance	English and Maths Y7 Catch Up Premium Leads		
Accelerated Reader Programme used to accelerate reading ages of PP students	Implementation of AR within English Department KS3 curriculum	Improvement in reading ages directly impacts on students ability to attain across the curriculum	Monitoring Point data analysis. Annual reading assessments. Head of English support	English Teacher with Responsibility for AR	Monitoring Points Annual Review	Accelerated Reader Testing
	Year 7 AR Intervention Programme	Additional reading intervention required upon entry to close reading age gap at greater rate than non PP students	Monitoring Point data analysis. Annual reading assessments. PP Lead support	English Teacher with Responsibility for AR		Accelerated Reader Testing
Improved Engagement with school curriculum	Academic Subsidy Fund	PP students must be able to access the learning in the classroom. Departments to maximise learning by bidding for additional funding for projects which will disproportionately positively impact on PP students	Funding Application for every expense – Department set success criteria scrutinised by PP Lead and reviewed upon completion of funding/prior to renewal	PP Lead	Ongoing (application by application basis)	“Fund” to Middle Leaders
Increased Aspirations of PP students	Engagement Subsidy Fund	Increase the involvement of PP students in LOTC activities to improve attendance and engagement with school curriculum	Funding Application for every trip – purpose of trip and pupils targeted recorded Increase in PP engagement in LOTC opportunities	PP Lead	Ongoing (trip by trip basis) Annual Review (July 2018) £5000	“Fund” to Middle Leaders
Targeted Support						
Careers, Education, Information and Guidance Programme	Provision of aspirational visits to colleges and universities	Local circumstances mean that some pupils may not have access to social/academic activities which can broaden	Funding Application for every trip – Engagement Subsidy Fund	Assistant Head in charge of Transition	Ongoing (trip by trip basis) Annual Review (July 2018)	Careers folder

		horizons and raise aspirations	Activities planned and justified to target key groups with clear impacts tracked with pupil voice			
	Appointment of CEIG Advisor	Some pupils may struggle to make well-informed academic decisions on their education beyond I6.	Post I6 Destination Data	Assistant Head in charge of Transition	Annual Review (July 2018) £28,000	Destination Data 2016/17 (Jan 2018)
Transition support to improve attainment on entry	Additional targeted visits to LHS during the summer term	Increase the proportion of pupil premium students joining LHS. Increase the range of primary schools sending students to LHS	Attendance monitored PP students targeted Increase in PP students arriving at LHS	Assistant Head in charge of Transition	Bi-Annual (July 2018, January 2019)	* Transition days scheduled June/July
Greater Focus on PP Students across the school	Appointment of Lead Teacher of Pupil Premium	Raising the importance of quality first teaching requires the provision of a classroom practitioner to develop and enhance the teaching practice of others and lead on classroom initiatives Improved tracking of PP students to ensure more effective support across the curriculum	Monitoring Point data analysis. Vice Principal support in developing PP initiatives at both KS3 and KS4	Vice Principal	Monthly Updates Monitoring Points Annual TLR (July 2018) £4500	See Improved Attainment Through GFT Section
Improved rates of progress across all year groups, in particular for middle attaining pupil premium boys	5 x HoY employed to monitor pupils and devise individual support plans	EEF Toolkit – targeted interventions to specific students with particular needs can be effective Improved tracking and intervention with PP students across the curriculum	Monitoring Point data analysis. PP Lead support in identification of students	Assistant Principal in charge of Pastoral	Annual TLR (July 2018) £22500	* HoY progress tracking and intervention needs whole school development at present it doesn't happen

						particularly effectively (HoYs)
Attendance, Behaviour, Punctuality and Inclusion						
Increased attendance and punctuality rates for pupils eligible for PP	Employment of 2 x Attendance Officers to monitor pupils, follow up on absences, and provide home visit provision	NfER school leaders briefing identifies attendance as key step in improving attainment	Weekly data analysis of PP Attendance and Punctuality tracked by Attendance Team & Assistant Head HoY cohort monitoring	Assistant Head in charge of Behaviour and Attendance	Termly (Easter 2018) £35000	
	Minibus service to pick up targeted students with low attendance	Negates reluctance of students to travel to school	Register of students using the service kept	Attendance Officers	Annual (July 2018)	* Case Study 1 * Case Study 2 * Register is kept daily (final copy due July LMO)
Reduction in Behaviour points amongst PP students	Behaviour and Welfare Officers x5 appointed with year group responsibility for behaviour	EEF Toolkit – targeted interventions to specific students with particular needs can be effective	Student Voice Class Charts data demonstrates reduction in behaviour instances SLT line management	Assistant Head in charge of Behaviour and Attendance	Annual (July 2018) £100,000	* Student Voice