

The County High School, Leftwich

Objective	Students in receipt of Pupil Premium (PP) to achieve or exceed their Fisher Family Trust (FFT) targets. <i>The same progress as pupils of similar ability in the top 20th percentile of schools.</i>
What do we expect to see?	<ul style="list-style-type: none">• PP students achieving or exceeding their FFT targets• Increased achievement in English and Maths• Increased attendance
<i>The Pupil Premium is available for Schools and Academies to provide additional support for students in receipt of free school meals or who have been eligible for free school meals at any point in the last six years, looked after children, children adopted from care and a smaller amount of funding is provided for the children of service personnel.</i>	

Pupil
Premium

2016 – 2017

2015-16 Evaluation
2016-17 Action Plan

2015 – 2016 Impact Evaluation

**2015 16
Year 11
Results**

Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools). *Non-Pupil Premium students had targets the same as similar pupils in the top 25th percentile of similar schools.*

Attainment 8

Results C (5.01, 40 Students)

Student Targets C (5.04, 44 Students)

DfE Progress 8

Progress 8 **0.21**

Progress 8 **English 0.24**

Progress 8 **Maths 0.44**

Progress 8 **EBacc 0.02**

Progress 8 **Open 0.24**

C+EM

Results 73% (29/40)

Student Targets 61% (27/44)

FFT Estimate (50/20/5th) 53/60/66% (August 2016)

EBacc

Results 23% (9/40)

Student Targets 43% (19/44)

FFT Estimate (50/20/5th) 22/27/33% (August 2016)

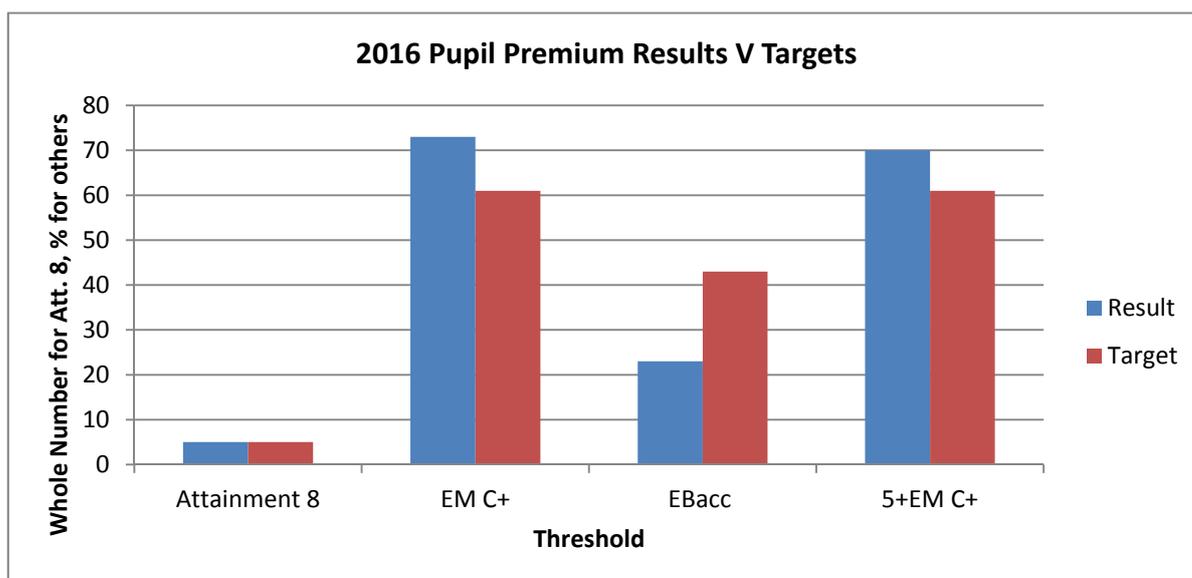
5+EM

Results 70% (28/40)

Student Targets 61% (27/44)

% Entered EBacc

Summer 2016 53% (21/40)



Evaluation

Maintain capacity of Learning Support Assistants (LSA). LSAs are deployed in across year groups £ 64,113.60

Implement targeted additional intervention. Interventions are effectively utilised across all year groups. £ 47,500.00

Continue to increase focus, monitoring and accountability.

Year 11 Results Analysis

The 2016 leavers were the first cohort of Pupil Premium students to be supported by the Pupil Premium fund for each of their 5 years at the Academy. The results demonstrate the positive impact of the 5 years of support these students received.

- The positive Progress 8 figures demonstrate students progressed at a faster rate than their KS2 scores predicted. The Attainment 8 score (5.01 against a target of 5.04) shows students achieved slightly less than their 20th percentile targets. 8 students had *empty buckets*, which were all in the *EBacc column* and two students also had an *empty bucket* in the *Open column*. Further increases in numbers of our students taking MFL and all of new Year 10 students completing double science, will mean that there will be fewer *empty buckets* in the EBacc column. The Academy needs to continue to ensure that all students and in particular Pupil Premium students leave with an appropriate quantity of grades as well as maximising the quality of these grades.
- 12% more Pupil Premium students achieved C+EM than their 20th percentile targets predicted, compared to 8% more of the non-Pupil Premium students achieving C+EM than their 25th percentile targets predicted.
- 9% more Pupil Premium students achieved 5+EM than their targets predicted. This equals the previous highest percentage increase on target, for Pupil Premium students, achieved in 2012-13. However, these results can be seen as the *best ever* 5+EM as in 2012-13 the targets were 25th percentile. If the 2016 cohort of Pupil Premium students had 25th percentile targets, they would have exceeded the target by more than 9%. Although 5+EM is no longer an accountability measure for the Academy, for the students this means they can access Level 3 courses and are not required to resit GCSE English and Maths at College.
- The 2016 cohort of Pupil Premium students included a small number of students with extreme complexities. To have achieved these results, (*a positive Progress 8 score (0.21), 73% EM against targets of 61%, 70% 5EM against targets of 62%*), with a cohort including the students with these extreme complexities, demonstrates how well the rest of the Pupil Premium students did and that the targeted interventions were effective.
- When examining the EBacc, the Pupil Premium students were 20% below their targets compared to the Non-Pupil Premium students who were 14% below their targets. This was largely due to students not achieving a C in MFL. However, again, some of this is explained by the Pupil Premium students having more challenging targets compared to the non-Pupil Premium students.

Year 11 Results Analysis (Subject Specific)

10 subjects achieved positive progress when comparing results to the FFT 20th percentile targets. 9 subjects achieved progress of less than -0.20, when comparing results to the FFT 20th percentile targets. Each Subject Leader and their team have analysed their results, in detail, using a common pro-forma, which included specific sections on Pupil Premium progress. The following are examples of their findings:

- The English and Maths departments both highlighted the effectiveness of deploying high quality intervention, led by a teacher, in the four months before the exams as well as utilising the specialist LSAs throughout the year.
- Further increasing Pupil Premium students' participation in revision sessions and ensuring they complete exam questions set as homework were identified as requiring further improvements in Science.
- The History department plan to increase even further the focus on Pupil Premium students,

utilising the additional teacher timetabled intervention lessons.

- The Creative Computing and Media department found a need to increase the amount of one-to-one and small group work with a selection of new Year 11 Pupil Premium students who are at risk of missing their target in Computing. Their findings suggest this was a successful tactic for 2016 Pupil Premium students when preparing them for the BTEC Media and GCSE ICT exams.
- The Geography department identified focussing on Pupil Premium students with lower targets to ensure they at least meet them as a development point.

2015 16 KS3 Impact Analysis

KS3 Pupil Premium support was coordinated via the Progress Support panels consisting of an SLT Key Stage 'Lead', Learning Leaders: Year, Learning Leader: Learning Support and Education Support Workers. The remit of these panels was to:

- a. Analyse the progress of all students in a cohort and identify those in need of whole-school intervention support. In particular, review the progress of students who may have recognised potential barriers to learning (eg Pupil Premium, LAC students).
- b. Identify and co-ordinate appropriate support for individual students, matching the full range of intervention strategies offered by the Academy to individual needs.
- c. Evaluate the impact of all of the above interventions on a regular basis to inform the provision of on-going effective support for students in the Academy.

An example of support provided for Pupil Premium students, coordinated by the Progress Support group, was the implementation of Study Zones. The subject specific Study Zones were after school, in five week blocks, following bespoke Schemes of Learning created by departments and delivered by specialist LSAs. The impact of each Study Zone was measured using the following Student Tracking (ST). For example, the ST following the first Year 9 Geography Study Zone demonstrated that four of the seven students involved moved from Below at ST1 to Meeting at ST2. Following the ST after a Year 7 English Study Zone, of the six students involved, four students moved from Below at ST1 to Meeting at ST2. The Study Zones will be further adapted and utilised during 2016-17.

Utilise the Individual Fund £10,000

The Progress Support groups also implemented a number of individual actions and utilised the Individual Fund to reduce barriers to engagement and learning. Examples of how the individual fund was utilised include: facilitating transport to alternative provision, designed to ensure targeted students engage with the curriculum; purchasing PE kits and uniforms so all students continue to feel part of the Academy community; encouraging Pupil Premium students to take up the free breakfast provided for them, ensuring they are focused and ready to learn and subsidising educational visits, enriching the learning that goes on inside the classroom.

Increase Parental Engagement – Education Support Worker £16,000 . Achievement for All £7,500, plus the time of the LSAs.

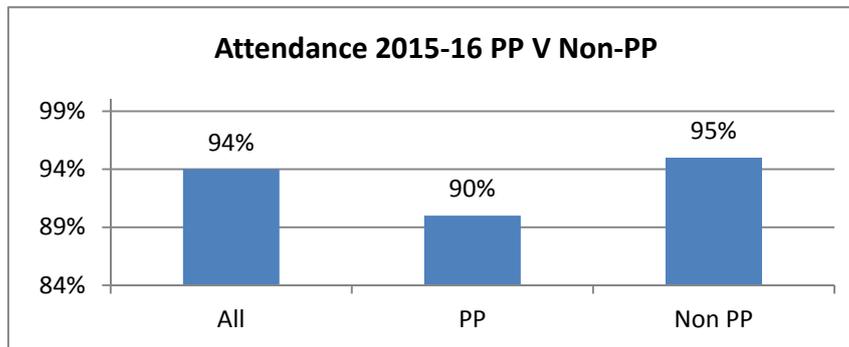
Parental Engagement

In January, the Academy started working with an organisation called Achievement for All following a two year programme designed to raise the achievement of those students who are below their targets in a number of subjects, including English and/or Maths. The Achievement for All programme involves the Academy working closely with selected families to explore any issues, which are resulting in their son/daughter not achieving their targets and then agreeing individual, achievable goals. LSAs have been allocated families to: act as a mentor for the students, being a point of contact for the parents/carers and inviting parents/carers into school for Structured Conversations, three times a year. Structured Conversations create a culture of mutual listening, rather than telling, between school and parents/carers. Evidence from external monitoring and evaluation consistently recognises a very high impact on progress and achievement following ongoing Structured Conversations. From January to July, the Academy implemented two sets of Structured Conversations where students, parents/carers and LSAs all agreed short term, achievable targets, aimed at raising attainment. There are currently 54 families involved in the programme. The impact of the Structured Conversations will be measured during 2016-17 analysing ST data of the students involved.

Continue to focus on increasing attendance – additional EWO support £3,500

Attendance

As well as the standard Education Welfare Officer (EWO) support, the Academy commissioned additional hours to further increase the attendance of Pupil Premium students. Year Leaders and the EWO met fortnightly to develop strategies to increase the attendance of all students with attendance below 90%. For Pupil Premium students, any student below 94% was also considered and strategies developed. MS and the EWO met termly to monitor the overall attendance of Pupil Premium students.



The overall attendance comparison between Pupil Premium and non-Pupil Premium suggests further improvement is required. When analysing the Pupil Premium attendance data, it demonstrates that the number of persistent absentees needs to be reduced further. 36% of Pupil Premium students had attendance below 90% and 16% had attendance below 80%. There is evidence of impact from the additional support provided by the Year Leaders and EWO. In January 2016, 30 students were highlighted as at risk of becoming persistent absentees. The EWO met with the students and involved the parents via letters and, in some cases, home visits. By April of 2016, 9 of the 30 students had increased their attendance and, by the end of the year, 16 students had increased their attendance. 24 of the 30 students (80%) had avoided having attendance below 90% and thus not becoming persistent absentees.

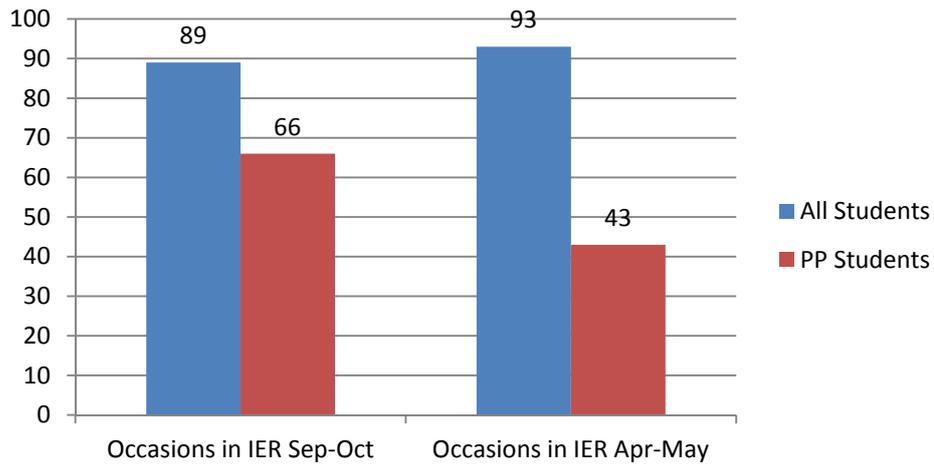
Further strengthen Behaviour for Learning – Pastoral support worker £11,000

Behaviour for Learning

The *Pastoral Support Worker* has continued to be available to deal with isolated incidents of students not meeting our high expectations in terms of punctuality and behaviour. The *Pastoral Support Worker* continued to be available as a resource for the *Senior Leadership Team* when dealing with incidents of poor behaviour to provide additional guidance for these students. For the small number of students whose behaviour requires time in the Internal Exclusion Room (IER), a proportion of the time is spent working with the students to improve their behaviour.

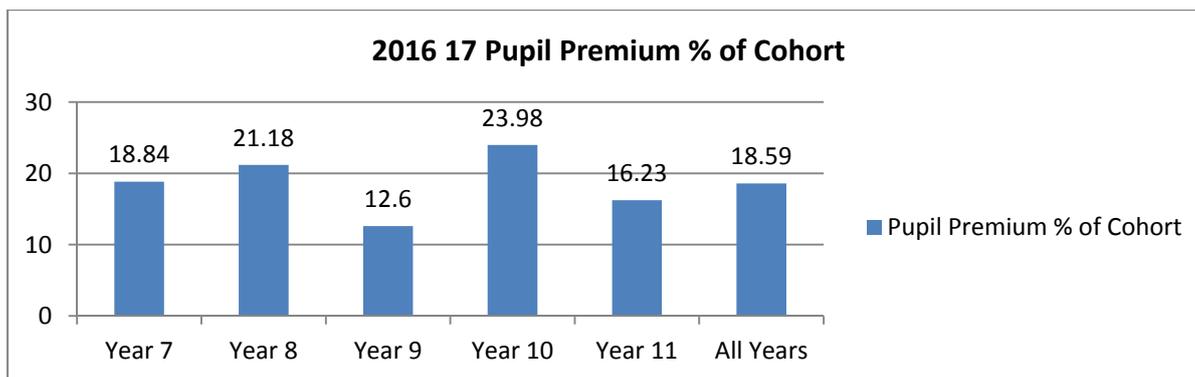
The following chart has been created by analysing the data collected by the IER and comparing two, two month periods. It contains students from all year groups. It shows that while the overall occasions students have been in the IER has stayed relatively consistent, the number of Pupil Premium students requiring to go into the IER has reduced.

Occasions in IER 2015-16



The Pastoral Support worker was also utilised to administer the 'late for school, late home,' initiative, with KS4 students. This increase in focus resulted in more 'Lates' being recorded on SIMS by Tutors; the impact of the initiative will be assessed during 2016-17 when like-for-like data can be compared.

2016 - 2017 Strategies



As a result of the *Pupil Premium Action Plan and Evaluation 2015 - 2016* and detailed Exam Analysis of Pupil Premium students' performance during 2015 – 16, the following strategies will be implemented and embedded during 2016 - 2017.

1. Continue to increase focus, monitoring and accountability of students for whom the Pupil Premium provides support to ensure intervention in subjects is implemented effectively at the earliest opportunity to contribute towards Pupil Premium students maximising their potential.

Continue to set every subject Pupil Premium Year 11 targets and teachers with Year 11 Pupil Premium targets, evidenced in Appraisal documentation. *Teacher Actions* will continue to be written for any Pupil Premium student who is predicted to be below at a tracking point. The *Teacher Actions* will document strategies the teacher plans to implement to ensure that the student will at least meet target at the next tracking point. The *Teacher Actions* will be posted home to relevant parents/carers to enable them to support their child's learning.

Continue 'Progress Review Meetings': panels consisting of SLT Key Stage 'Leads', Learning Leaders: Year, Learning Leader: Learning Support and Education Support Workers. The remit of these panels is to: analyse the progress of all students in a cohort, with a particular focus on Pupil Premium students and identify those in need of whole-school intervention support and identify and co-ordinate appropriate support for individual students, matching the full range of intervention strategies offered by the Academy to individual needs.

Ensure the Curriculum Design enables maximisation of Pupil Premium achievement and ensure that Pupil Premium students continue to follow a broad and balanced curriculum. Continue to ensure that Pupil Premium students are provided with the opportunity to achieve the EBacc suite of subjects and are encouraged to do so. Continue to ensure that all students and in particular Pupil Premium students leave with an appropriate quantity of grades as well as maximising the quality of these grades.

2. Individual subjects to continue to utilise targeted interventions, including specialist LSA in all subjects facilitating high quality support of Pupil Premium students.

Continue to utilise LSAs to work one-to-one and with small groups of Pupil Premium students. Continue to ensure Pupil Premium students reach pre agreed, challenging targets, within a specific time frame. For EBacc subjects, where additional teacher timetabled intervention lessons are deployed, ensure that Pupil Premium students receive high quality, expert support.

Continue to provide Study Zone after hours support groups. Provide specialist support to enable targeted groups of Pupil Premium students to make rapid and sustained progress in lessons and as part of the completion of extended learning projects. The *Education Support Workers (ESW)* will continue to enable communication with families, ensuring families and students approach the Study Zones and out-of-hours provision positively.

3. Increase parent engagement to facilitate support for Pupil Premium students through the work of the Education Support Workers and by implementing the Achievement for All programme, focussing primarily on conducting effective Structured Conversations.

Continue to maintain contact with targeted Pupil Premium parents/carers to ensure they engage with activities the Academy provides to support them in supporting their child's learning. For students on the Achievement for All programme, implement a minimum of three purposeful Structured Conversations a year. These conversations will jointly involve the student, a Learning Support Assistant, and the parents/carers. Ensure the Structured Conversations foster a culture of mutual listening rather than telling between school and parents/carers.

4. Continue to focus on increasing attendance so that students are in lessons and learning.

Extra *Education Welfare Officer* (EWO) time will continue to be commissioned so that the EWO can be directed towards Pupil Premium students whose attendance is causing concern. Year Leaders will continue to work with the EWO to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school. Year Leaders and the EWO will focus on all students below 90% but for Pupil Premium students they will focus on students below 94%, in an attempt to prevent them from becoming persistent absentees.

5. Use the Individual Fund to ensure that Pupil Premium students have access to the same opportunities as the whole school community.

Continue to enable targeted bespoke support for Pupil Premium students in a range of areas and activities. Practical barriers to learning will be reduced as a result of this fund. PP students will be provided with a fully inclusive educational experience.

6. Maintain the capacity of the Pastoral Support team to further strengthen Behaviour for Learning.

The *Pastoral Support Worker* will continue to be available to deal with isolated incidents of students not meeting our high expectations in terms of punctuality and behaviour. The *Pastoral Support Worker* will also continue to be available as a resource for the *Senior Leadership Team* when dealing with incidents of poor behaviour to provide additional guidance for these students.

7. Free breakfast.

The Cashless Catering system will continue to reduce any perceived stigma and will continue to increase take up. Pupil Premium students will be automatically opted into this service. Students who have a free breakfast will arrive in lessons more focused and ready to learn.

2016 - 2017 Planned Expenditure - The Academy carefully ring-fences the funding at the beginning of the academic year so that it is spent on a targeted group of students. As a result of the *Pupil Premium Action Plan and Evaluation 2015 - 2016* and detailed Exam Analysis of Pupil Premium students' performance during 2015 – 16, the strategies detailed on pages 6 and 7 will be implemented and embedded during 2016 – 2017. The projected expenditure is detailed below.

Action	Cost
Interventions - In class and outside of class: <i>Maintain capacity of Learning Support Assistants (LSA), Additional Timetabled Teacher Lessons</i>	£ 100,000.00
Utilise the <i>Individual Fund</i>	£ 10,000.00
Continue to focus on <i>increasing attendance</i>	£ 4,000.00
Further Increase parent engagement <i>Education Support Workers</i> <i>Achievement for All</i>	£ 16,000.00 £ 7,500.00
Further strengthen Behaviour for Learning - <i>Pastoral support worker</i>	£ 11,000.00
Free Breakfast	£ 13,650.00
Total	£ 162,150.00

2016 – 2017 Impact Evaluation

Results Analysis	
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