

# The County High School, Leftwich

<b>Objective</b>	Students in receipt of Pupil Premium to achieve or exceed their Fisher Family Trust (FFT) targets. <i>The same progress as pupils of similar ability in the top 20<sup>th</sup> percentile of schools.</i>
<b>What do we expect to see?</b>	<ul style="list-style-type: none"><li>• Pupil Premium students achieving or exceeding their FFT targets</li><li>• Increased achievement in English and Maths</li><li>• Increased attendance</li></ul>
<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

2017 – 2018



2016-17 Evaluation  
2017-18 Strategies

## 2016-2017 Impact Evaluation

<b>2016-17 Year 11 Results</b>	Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools).				
	<b>Pupil Premium Students</b>	Number of Students		30	
		Number of Students included in Progress 8 calculation		29	
		Attainment 8		40.03	
		FFT Attainment 8 Target		41.02	
		Progress 8		-0.06	
		Progress 8 English		-0.37	
		Progress 8 Maths		-0.06	
		Progress 8 EBacc		-0.31	
		Progress 8 Open Slots		+0.40	
		% of entering the English Baccalaureate		53%	
		% achieving a strong pass in the English Baccalaureate (grade 5 or above in English/maths & grade C or above in unreformed subjects)		17%	
		% achieving a standard pass in the English Baccalaureate (grade 4 or above in English/maths & grade C or above in unreformed subjects)		20%	
		% achieving a strong pass in English and maths (grade 5 or above)		27%	
% achieving a standard pass in English and maths (grade 4 or above)		47%			
<b>2016-17 Year 10 (new Year 11) Pupil Premium Tracking</b>	Pupil Premium students' targets are FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools).				
	<b>Pupil Premium Students</b>	Number of Students		42	
		Year 10 <b>Student Tracking 2</b> Attainment 8		44.20	
		Year 10 <b>Student Tracking 1</b> Attainment 8		46.70	
		FFT Attainment 8 Target		48.30	
		Progress 8 (vs FFT targets) <b>Student Tracking 2</b>		-0.42	
		Progress 8 (vs FFT targets) <b>Student Tracking 1</b>		-0.16	
		% of entering the English Baccalaureate (EBacc)		91%	
		% achieving a strong pass in the EBacc at <b>Student Tracking 2</b> (grade 5 or above in English/maths & grade C or above in unreformed subjects)		29%	
		% achieving a strong pass in the EBacc at <b>Student Tracking 1</b> (grade 5 or above in English/maths & grade C or above in unreformed subjects)		31%	
		% achieving a strong pass in English and maths (grade 5 or above) at <b>Student Tracking 2</b>		40%	
		% achieving a strong pass in English and maths (grade 5 or above) at <b>Student Tracking 1</b>		50%	
		<b>2016-17 KS3 Tracking</b>	<b>Pupil Premium Students</b>	<b>2016-17 Year</b>	<b>%T+ (Students Exceeding Target)</b>
7 ST3	14%			62%	24%
8 ST3	19%			58%	23%
9 ST3	9%			50%	41%

***Pupil Premium Award 2017***

In June 2017, The County High School, Leftwich was awarded North West Secondary Regional Champions at the Pupil Premium Awards 2017, recognising the relentless focus on ensuring that every student fulfils his/her potential at the Academy. The award was achieved due to the day-in-day-out high quality teaching and learning in the classroom, backed-up by high quality and dedicated support staff. Winning the award has reinvigorated this team, reflecting that truism 'success breeds success', by providing further validation that our approach to supporting Pupil Premium students is making an impact.

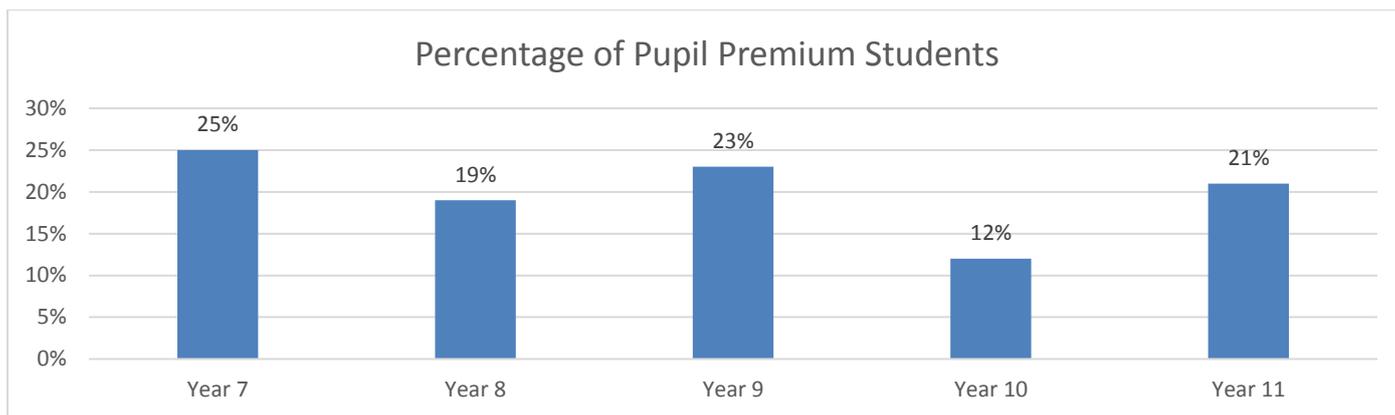
Pupil Premium Award Case Study – Appendix 1

	2016-17 Actions Completed	2016-17 Impact of Actions	2017-18 Areas for Development
<b>KS4 Progress Support</b>	<ul style="list-style-type: none"> <li>- The Progress Support Group (SLT Lead, Year Leader, SENDCo and Education Support Worker) ensured that students with complexities received a range of personalised interventions including, for example: <ul style="list-style-type: none"> <li>- implementation of bespoke curriculums and specialist support to ensure that, for a very small number of students, core qualifications of English, Maths, Science and an IT qualification were achieved;</li> <li>- supporting a student to complete their exams at home;</li> <li>- providing one-to-one counselling and</li> <li>- liaising closely with students' families.</li> </ul> </li> </ul>	<p>Evidenced on page 2 and throughout this section.</p> <ul style="list-style-type: none"> <li>- 13 students achieved positive progress when compared to their FFT 20<sup>th</sup> percentile targets.</li> <li>- 14 students achieved a positive DFE Progress 8 score.</li> <li>- The student with the lowest progress score, when compared to target was - 1.45, which although means they didn't meet their FFT 20<sup>th</sup> percentile targets, would have been considerably lower without the support they received.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that impactful interventions are implemented for students highlighted at being around the <i>thresholds</i> boundaries (i.e. English and Maths at grade 5 and above).</li> <li>- Continue to support students with complexities, in particular provide internal and external Alternative Provision, where required.</li> <li>- Ongoing evaluation and refinement of the internal and external Alternative Provision for students who are following the alternative pathways.</li> <li>- Monitor closely Year 10 Pupil Premium students' progress and provide appropriate interventions. 41% of student targets were not achieved at the end of Year 9.</li> </ul>
<b>Timetabled Teacher Intervention</b>	<ul style="list-style-type: none"> <li>- Data driven deployment of Timetabled Teacher Intervention Lessons and of Subject Specialist Learning Support Assistants resulted in subjects identifying and addressing gaps in students' knowledge and / or understanding.</li> </ul>	<p>Evidenced on page 2 and within Subject Exam Evaluations.</p>	<p>Subjects to implement findings from 2017 Exam Evaluations, which include, for example:</p> <ul style="list-style-type: none"> <li>- continuing to use the data to drive intervention decisions and</li> <li>- ensuring students who are receiving intervention have fully addressed gaps in knowledge before returning to standard lessons.</li> </ul>
<b>KS3 Progress Support</b>	<ul style="list-style-type: none"> <li>- Study Zones have been provided for students highlighted as underperforming. Specialist LSAs have supported students at these after-school sessions.</li> </ul>	<p>Analysing the impact of these sessions in terms of attendance to them and impact on student achievement, suggests further refinements are required.</p>	<ul style="list-style-type: none"> <li>- Empower LSAs in the LINC to proactively encourage student attendance and follow up absence.</li> <li>- Ensuring the content of the sessions is engaging.</li> <li>- Improve students' perception of the sessions.</li> </ul>

<b>Parental Engagement</b>	<ul style="list-style-type: none"> <li>- 30 families each attended 3 Structured Conversations during 2016-17. LSAs facilitated these conversations and mentored the students involved in the programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Empowerment of LSAs as full and valued members of staff.</li> <li>- Intermediary between parents and teachers (and between parents at times).</li> <li>- Parents have commented on huge difference to attitudes to learning.</li> <li>- Access to interventions for students.</li> <li>- Support for students with preparation for learning (equipment, uniform etc).</li> </ul> <p>Year 11 data analysis:</p> <ul style="list-style-type: none"> <li>- One of the 12 students achieved a positive Progress 8 score.</li> <li>- A further 6 of the students achieved a score of greater than -0.3,</li> <li>- At the start of the programme, all the students were at risk of achieving even lower progress scores.</li> </ul>	<ul style="list-style-type: none"> <li>- Students involved in the programme will be identified via the Progress Support meetings, where associated data (progress, attendance, FFT Aspire Alert Indicators etc.) will be closely examined.</li> <li>- There will be at least two Structured Conversations with parents / carers per year, if appropriate.</li> <li>- These will be scheduled taking cognisance of Student Tracking windows for each year group and staggered accordingly.</li> <li>- There will be half termly mentoring meetings with students providing regular checkpoints throughout the year.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>- Extra <i>Education Welfare Officer (EWO)</i> time continued to be commissioned so that the EWO was directed towards Pupil Premium students whose attendance was causing concern.</li> <li>- Year Leaders continued to work with the EWO to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school.</li> </ul>	<p>Pupil Premium students attended school 5% less than non-Pupil Premium students.</p>	<ul style="list-style-type: none"> <li>- Remains a high priority to increase the attendance of Pupil Premium students.</li> <li>- Key Stage SLT link, Year Leader, EWO and Tutors to continue focus on attendance for all, through a variety of strategies, including: <ul style="list-style-type: none"> <li>- tutor meetings with students causing concern and</li> <li>- continue with the increased awareness campaign (i.e. posters in classroom, notices on website and in the newsletter, presentations at Information Evenings and Assemblies) so that students, parents / carers are aware of the importance of attendance and the impact of not attending.</li> </ul> </li> </ul>

<b>Individual Fund</b>	Examples of how the Individual Fund has been utilised to ensure every student can take up the opportunities the Academy offers include, for example, the purchase / subsidy of: School shoes, PE kits, School uniforms, France, Spain and Conwy residentials, musical instrument lessons and theatre trips.
<b>Free Breakfast</b>	<p>During 2016-17 on average, 89 students took up the offer of a breakfast before school started.</p> <p>All Pupil Premium students' parents / carers have been notified that their son / daughter is entitled to the breakfast. Tutors / Year Leaders continue to sensitively and confidentially promote the breakfast to individual students who they feel would benefit from the service.</p>
<b>Continue to increase focus, monitoring and accountability</b>	<p><i>Actions completed during 2016-17 and to be further embedded during 2017-18</i></p> <ul style="list-style-type: none"> <li>- <b>Appraisal Targets:</b> all teachers have a Year 11 Student Achievement target, plus a separate Pupil Premium Year 11 Student Achievement target.</li> <li>- <b>Exam Evaluation:</b> specific sections for Pupil Premium analysis.</li> <li>- <b>Challenging Targets:</b> Learning Leaders have the discretion to increase or decrease targets but must keep the aggregate number the same (so for every target they reduce they must increase another).</li> <li>- <b>Teacher Actions:</b> All students have formally receive What Went Well (WWW) and Even Better If (EBI) comments two times a year, Pupil Premium students who are below receive an additional comment explaining what the teacher will do to move the student from below to meeting. These Teacher Actions are sent home.</li> <li>- <b>Lesson Observations:</b> the observer checks the Teacher Action prior to the observations, via SIMS. The observer then 'checks' the Teacher Actions are being followed during the observation.</li> <li>- <b>Work Scrutiny:</b> Learning Leaders conduct a work scrutiny every half term, checking agreed, basic standards are being followed within their department and sharing good practice. Pupil Premium students must make up part of each scrutiny.</li> <li>- <b>Tracking:</b> all students are tracked and their progress is checked against key indicators and performance measures. Separate Pupil Premium tracking follows the same profile.</li> <li>- <b>SIMS:</b> all marksheets and datasheets have the Pupil Premium Indicator visible.</li> <li>- <b>Briefings:</b> used to share Pupil Premium progress and Pupil Premium strategies so the whole staff can buy into them and contribute towards achieving them.</li> <li>- <b>Parent Engagement Programme:</b> a selection of Pupil Premium students are part of this programme. Parents/Carers, student and an LSA meet at least two times a year to agree how the school and home will support the student's learning. Teachers are asked to provide updates to the LSAs. LSAs feedback to teachers.</li> <li>- <b>Summary Sheets:</b> progress and actions shared with SLT and Governors termly.</li> </ul>

## 2017 - 2018 Strategies



As a result of the *Pupil Premium Action Plan and Evaluation 2016 - 2017* and detailed Exam Analysis of Pupil Premium students' performance during 2016 – 17, the following strategies will be implemented and embedded during 2017-2018.

### **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 sent home to relevant parents/carers to enable them to support their child's learning.

Continue 'Progress Support Meetings': panels consisting of a SLT member, 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; 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 continues to enable 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 succeed in the EBacc suite of subjects and are expected 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. In order to enhance their employability by securing appropriate post-16 pathways.

### **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, where the accurate and reliable data evidences need.

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, encouraging families and students to 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 Parent Engagement programme element of the Progress Support Group.**

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 families on the Parent Engagement programme, implement a minimum of two purposeful conversations a year. These conversations will jointly involve the student, a Learning Support Assistant, and the parents/carers. Ensure the conversations foster a culture of mutual listening rather than telling between school and parents/carers. Students will also receive bespoke, on-going mentoring and support from their specific LSA.

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

In the Autumn term, whilst the Local Authority continue to provide an *Education Welfare Officer (EWO)* service, additional time will continue to be commissioned so that the EWO can be directed towards Pupil Premium students whose attendance is causing concern. The Academy will then put in place its own procedures and systems to maintain the focus on supporting Pupil Premium students whose attendance is below 94%, in an attempt to prevent them from becoming persistent absentees. Year Leaders and Tutor teams will implement interventions, in the first instance, for students whose attendance is causing concern.

**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. Pupil Premium 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.

**2017 - 2018 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 2016-2017* and detailed Exam Analysis of Pupil Premium students' performance during 2016-17, the strategies detailed above will be implemented and embedded during 2017-2018. The projected expenditure is detailed below.

<b>Action</b>	<b>Cost</b>
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>	£ 5,000.00
Further Increase parent engagement <i>Education Support Workers</i>	£ 17,000.00
Further strengthen Behaviour for Learning - <i>Pastoral support worker</i>	£ 13,000.00
Free Breakfast	£ 15,000.00
<b>Total</b>	£ 160,000.00

## Appendix 1

### Pupil Premium Awards 2017 Secondary Regional Champions

#### School name

The County High School, Leftwich

#### Case Study Title

The County High School, Leftwich was awarded Secondary Regional Champions at the Pupil Premium Awards 2017, recognising the relentless focus on ensuring that every student fulfils his/her potential at the Academy.

#### About the Academy

The County High School, Leftwich has been a Converter (ie no-sponsor) Academy since September 2012 and was judged Outstanding in every area at its most recent Ofsted inspection in March 2016. There are currently 989 students on roll, aged 11-16. The Academy is over-subscribed and has a reputation for strong academic performance and high standards of student behaviour. The intake is fully inclusive. Currently, there are 195 students, 19% of the Academy population, for whom the Pupil Premium provides support.

#### What did you do to create such notable success with the Pupil Premium?

The Core Purpose of the Academy is to:

- facilitate the educational, personal and social development of its students and thereby maximise their achievement and thus life chances.

This theory is translated into practical reality via our unwavering focus on delivering consistently high-quality teaching across the curriculum offer. Teachers provide students with individualised, motivational targets, which are challenging but achievable in each subject. Subject Leaders and their teams track student achievement against these targets to identify students who are at risk of not achieving them. Personalised subject specific interventions are actioned promptly and designed to take account of each student's individual circumstances. For instance, if extended study is an issue in the home environment then our 'Study Zone', supported by specialist Learning Support Assistants, funded via Pupil Premium monies, provide a supportive environment, which is why we refer to extended learning not homework. Pupil Premium money is also used to assist in the purchase of basic equipment, such as calculators, stationary and PE kit to remove real or perceived barriers to learning, appropriate, impactful interventions, primarily in-lesson, are also deployed to ensure that students at least meet their targets. For example, all subjects have access to a Subject Specialist Learning Support Assistant and additional timetabled teacher intervention is provided for core subjects.

Pupil Premium students are further supported via the Progress Support Group, consisting of a Senior Leadership Team member, Year Leader, SENDCo and Education Support Worker. The Progress Support Group use the tracking data to highlight students at risk of underperforming and then plan and implement the aforementioned impactful actions to reduce the risk of underperformance. For example, a student and their family may be enrolled in the Parent Engagement programme, where a Learning Support Assistant will mentor the student and work closely with the family to enable them to provide additional support for their son / daughter outside of school. Another example of the work of the Progress Support Group is where students exhibit more extreme complexities, for example persistently low attendance. The Education Support Worker is deployed to visit this small number of students and

take the learning to their homes. The goal of this work is to eventually reintegrate the student into the mainstream school setting.

As well as the incessant focus on the quality of teaching and learning for students for whom the Pupil Premium provides support, via the planning and delivery of engaging lessons, the Academy offers subsidised enrichment activities, including outward bound residentials and trips abroad to France and Spain, for example. The Academy believes that these experiences enrich the lives of students and that all students should have the opportunity to experience them, thereby ensuring in a proudly inclusive environment that all students 'enjoy', attend and achieve. Through varied enrichment activities and a focus on personalised academic achievement, students are prepared for appropriate post-16 pathways and ultimately fulfil our mission of 'learning for employability.'

The Cashless Catering system in the canteen removes any perceived stigma in taking up the offer of a free breakfast, provided for every Pupil Premium student, which ensures that students start the day in a friendly environment and arrive in lessons ready to learn.

Through every aspect of Academy life, the Senior Leadership Team, Subject Areas and Support Staff ask themselves:

- Will this initiative, activity, event, for example, enrich the lives of our students?
- Will it improve their life chances?

These questions are asked in conjunction with:

- Will this work for Pupil Premium students and, if not, can Pupil Premium funding be used to make it work for them?

Decisions are run through the Pupil Premium filter. By inculcating this culture across all year groups, Pupil Premium students are not at all stigmatised and thus 'buy in' more readily.

### **The impact of the strategy**

The impact of the strategy is evidenced by the Academy's continued academic success, which would not be possible without the strong underpinning principle that students: enjoy their time at the Academy; attend and achieve outstanding results; move on to appropriate post-16 pathways and ultimately lead fulfilling lives. In terms of end of Key Stage 4 results, students for whom the Pupil Premium provides support progressed at an above average rate when compared to **all students nationally** using the Progress 8 calculation in 2016 and in line with **all students nationally** for 2017, using the Progress 8 calculation. Students for whom the Pupil Premium provides support consistently perform considerably higher than Pupil Premium students nationally, using the Progress 8 calculation.

### **What next for your Pupil Premium Strategy?**

The 2017 Year 11 results have been forensically analysed by Subject Leaders and their teams. Findings from this analysis form part of their Subject Improvement Plans, which feed Performance Management. Every teacher has a Pupil Premium progress target written into their Performance Management. With the majority of subjects delivering the reformed 9-1 GCSEs to Year 11 for the first time this year, cognisance has been paid to learning the lessons from the new English and Maths 9-1 GCSEs, which were assessed for the first time in 2017. Ensuring all students are successful with the reformed 9-1 GCSEs, therefore including Pupil Premium students, is a priority for all subject areas. The 'tougher' GCSEs provide new challenges for all students and particularly those Pupil Premium students where motivation can occasionally prove problematic. Maintaining motivation and resolving the real or perceived barriers to learning is now even more important. As ever, Pupil Premium students will continue to be seen as

individuals and the Academy will continue to deploy a number of strategies tailored to meet their individual needs in order to continue to increase their engagement.

**How are you sharing your good practice?**

The Academy engages in the Cheshire West and Chester Pupil Premium Leaders group and regularly shares good practice through it. The Academy is also delivering a presentation to the Cheshire West and Chester Association of Headteachers, followed by a question and answer session, in November.

**What impact has winning the Award made in School?**

The achievement of our Pupil Premium students is a real team effort. It is achieved by the day-in-day-out high quality teaching and learning in the classroom, backed-up by high quality and dedicated support staff. Winning the award has reinvigorated this team, reflecting that truism 'success breeds success', by providing further validation that our approach to supporting Pupil Premium students is making an impact.

**Contact Preferences and details**

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