

# 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

2019 – 2020



2018-19 Evaluation  
2019-20 Strategies

## 2018-2019 Impact Evaluation

<b>2018-19 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			22																	
	Number of Students included in Progress 8 calculation			22																	
	Attainment 8			5.35																	
	FFT Attainment 8 Target			5.47																	
	Progress 8			0.35																	
	Progress 8 English			0.58																	
	Progress 8 Maths			0.25																	
	Progress 8 EBacc			0.36																	
	Progress 8 Open Slots			0.23																	
	% of entering the English Baccalaureate			91%																	
	% achieving a strong pass in the English Baccalaureate (grade 5 or above in English/maths & grade C or above in unreformed subjects)			32%																	
	% achieving a standard pass in the English Baccalaureate (grade 4 or above in English/maths & grade C or above in unreformed subjects)			50%																	
	% achieving a strong pass in English and maths (grade 5 or above)			64%																	
% achieving a standard pass in English and maths (grade 4 or above)			77%																		
<b>2018-19 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			39																	
	Year 10 <b>Student Tracking 2</b> Attainment 8			3.77																	
	Year 10 <b>Student Tracking 1</b> Attainment 8			3.98																	
	FFT Attainment 8 Target			4.58																	
	Progress 8 (vs FFT targets) <b>Student Tracking 2</b>			-0.79																	
	Progress 8 (vs FFT targets) <b>Student Tracking 1</b>			-0.58																	
	% of entering the English Baccalaureate (EBacc)			90%																	
	% 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)			10%																	
	% 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)			13%																	
	% achieving a strong pass in English and maths (grade 5 or above) at <b>Student Tracking 2</b>			23%																	
	% achieving a strong pass in English and maths (grade 5 or above) at <b>Student Tracking 1</b>			28%																	
<b>2018-19 KS3 Tracking</b>	<table border="1"> <thead> <tr> <th data-bbox="386 1715 480 1935" rowspan="4">Pupil Premium Students</th> <th data-bbox="480 1715 655 1827">2017-18 Year</th> <th data-bbox="655 1715 895 1827">%T+ (Students Exceeding Target)</th> <th data-bbox="895 1715 1134 1827">%T (Students Meeting Target)</th> <th data-bbox="1134 1715 1378 1827">%T- (Students Below Target)</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 1827 655 1868">7</td> <td data-bbox="655 1827 895 1868">11.6</td> <td data-bbox="895 1827 1134 1868">65.4</td> <td data-bbox="1134 1827 1378 1868">23.0</td> </tr> <tr> <td data-bbox="480 1868 655 1908">8</td> <td data-bbox="655 1868 895 1908">14.7</td> <td data-bbox="895 1868 1134 1908">62.7</td> <td data-bbox="1134 1868 1378 1908">22.6</td> </tr> <tr> <td data-bbox="480 1908 655 1935">9</td> <td data-bbox="655 1908 895 1935">14.5</td> <td data-bbox="895 1908 1134 1935">57.8</td> <td data-bbox="1134 1908 1378 1935">27.7</td> </tr> </tbody> </table>				Pupil Premium Students	2017-18 Year	%T+ (Students Exceeding Target)	%T (Students Meeting Target)	%T- (Students Below Target)	7	11.6	65.4	23.0	8	14.7	62.7	22.6	9	14.5	57.8	27.7
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	2018-19 Actions Completed	2018-19 Impact of Actions	2019-20 Areas for Development
<b>KS4 Progress Support</b>	<ul style="list-style-type: none"> <li>- The Progress Support Group (SLT Lead, Year Leader and SENDCo) 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 one other were achieved;</li> <li>- utilising the Student Support Centre, where students were able to access support with their learning and emotional support;</li> <li>- providing one-to-one counselling;</li> <li>- liaising closely with students' families, ensuring parental evenings/consultation day appointments were open to these parents first;</li> <li>- providing materials for student to use with independent learning and</li> <li>- 1-1 mentoring support from a member of SLT.</li> </ul> </li> </ul>	<p>Evidenced on page 2 and throughout this section.</p> <ul style="list-style-type: none"> <li>- All students achieved 6 GCSE's or more</li> <li>- 11 of the students achieved a positive progress when compared to their FFT 20<sup>th</sup> percentile targets.</li> <li>- Six students on average exceeded their target by at least 1 grade in each subject.</li> <li>- Nine students on average exceeded their target by at least half a grade in each subject.</li> <li>- Fifteen students achieved a higher attainment 8 score than national average of 4.65.</li> <li>- Three students who did not join the school until Year 9+, all ended up with a positive progress 8 score.</li> <li>- From Yr 11 ST2 to GCSE results, 5 students went from a negative progress 8 score to a positive one, and 2 stayed the same. Nine students progress 8 score increased by at least 0.5, meaning they on average achieved half a grade better in each of their subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure a summative collation of data is produced from student tracking, attendance, punctuality, behaviour, enrichment and Student Pathway records to enable accurate identification of students.</li> <li>- Produce a collation of support for students whose progress is causing concern, clearly indicating where this support is coming from and who is responsible for it.</li> <li>- Continue to support the small minority of students with complexities, in particular provide internal Alternative Provisions, where required and where a need is identified, appropriately utilising the Student Support Centre and, where appropriate, utilise external motivational Alternative Provision.</li> <li>- Monitor closely Year 11 Pupil Premium students' progress (in particular in maths and Science) and provide appropriate interventions. Students' Progress 8 score in these subjects at ST2 were -1.10 and -1.08 respectively.</li> <li>- Further improve the attendance and punctuality of students through restoring the number of ESW'S, utilising the Pastoral Support Team and embedding the Attendance and Punctuality model launched in 2018/19.</li> </ul>

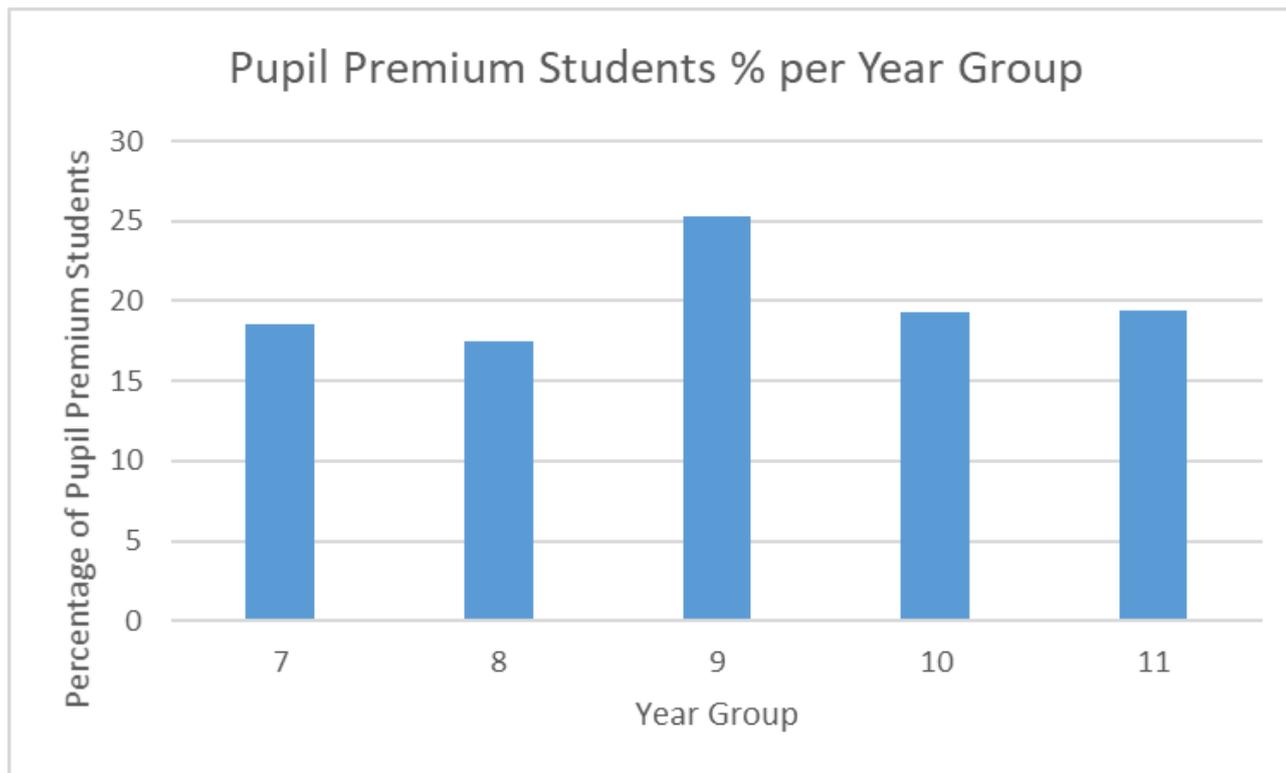
<b>Timetabled Teacher Intervention</b>	<ul style="list-style-type: none"> <li>- Data was used to ensure deployment of Timetabled Teacher Intervention Lessons focused on students with most need.</li> <li>- Subject Specialist Learning Support Assistants resulted in subjects identifying and addressing gaps in students' knowledge and/or understanding.</li> <li>- Deployment of staff to working in the Student Support Centre ensure high quality support and teaching of students with bespoke timetables, Social and Emotional and/or medical issues and attendance concerns affecting them from being able to attend full-time mainstream lessons.</li> </ul>	<p>Evidenced on page 2 and within Subject Exam Evaluations.</p>	<p>Subjects to implement findings from 2019 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>   <li>- SLT, SENDco and Learning Leaders to ensure that teachers are deployed to work with students in the SSC whose progress is of a concern.</li> <li>- Recruit a high quality Higher Level Teaching Assistant to ensure the Student Support Centre continues to provide a first class learning experience for the students who access it.</li> </ul>
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<b>KS3 Progress Support Parental Engagement</b>	<ul style="list-style-type: none"> <li>- Interventions/support were identified for each student requiring additional support as identified via the tracking data. The types of support/interventions that were put into place were form tutor/Year leader/LSA mentoring, referral to AESW/ESW, input from the SEND team, additional support with numeracy and/or literacy.</li> <li>- For Consultation Day, identified parents/carers were provided an earlier opportunity to book an appointment. Any appointments that were not attended then this was initially followed up by the form tutor then the Year Leader and if required a home visit was made by an ESW.</li> <li>- Students were given the opportunity to work in the LINC after-school to get help with homework.</li> </ul>	<p>Through all the data that has been produced individual student's barriers to learning and needs have been identified and addressed with the variety of support and skills the Academy has to offer.</p>	<ul style="list-style-type: none"> <li>- Ensure a summative collation of data is produced from student tracking, attendance, punctuality, behaviour, enrichment and Student Pathway records to enable accurate identification of students.</li> <li>- Produce a collation of support for students whose progress is causing concern, clearly indicating where this support is coming from and who is responsible for providing it.</li> <li>- Continue to support the small minority of students with complexities, in particular provide internal Alternative Provisions, where required and where a need is identified, appropriately utilising the Student Support Centre and, where appropriate for a small number of students, utilise external motivational Alternative Provision.</li> <li>- Further improve the attendance and punctuality of students through restoring the number of ESW'S, utilising the Pastoral Support Team and embedding the A&amp;P model launched 2018/19.</li> </ul>
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<b>Attendance</b>	<ul style="list-style-type: none"> <li>- The number of ESW's was increased, thus increasing the capacity to support students whom are deemed as persistent absentees.</li> </ul> <p>A new whole school strategy was launched which:</p> <ul style="list-style-type: none"> <li>- promoted the importance of good attendance and punctuality to staff, students and parents/carers;</li> <li>- tracked students attendance closely, putting in interventions where necessary and ensuring a consistency across all year groups.</li> <li>- Provided support via the SSC and Pastoral Support Team to students who were vulnerable of becoming school refusers.</li> </ul>	<p>Pupil Premium attendance increased by 0.65%. The number of persistent absentees across Yr 7 – 10 is down from 51 to 48.</p>	<ul style="list-style-type: none"> <li>- Remains a high priority to increase the attendance of Pupil Premium students. Whole school attendance is above 95%, PP attendance is 91.27% and FSM is 88.94%.</li> <li>- To continue to embed and refine the new whole school attendance policy ensuring that swift interventions and actions are put into place.</li> <li>- Prioritise and closely monitor the PP attendance in KS4 due to these two-Year groups PP attendance not improving last year.</li> <li>- Research new ways as to further improve the attendance of PP students.</li> </ul>
<b>Individual Fund</b>	<p>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.</p>		
<b>Free Breakfast</b>	<p>During 2018-19, 119 students took up the offer of a breakfast before tutor time.</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 whom they feel would benefit from the service.</p>		

<p><b>Continue to increase focus, monitoring and accountability</b></p>	<p><i>Actions completed during 2018-19 and to be continued during 2019-20</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 received 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>Summary Sheets:</b> progress and actions shared with SLT and Governors termly.</li> </ul>
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## 2019 - 2020 Strategies



As a result of the *Pupil Premium Action Plan and Evaluation 2018 - 2019* and detailed Exam Analysis of Pupil Premium students' performance during 2018 – 19, the following strategies will be implemented and embedded during 2019-2020.

**1. The progress of Pupil Premium students will continue to be a focus in subjects. Subjects will monitor and be accountable for the progress of students for whom the Pupil Premium provides support. Subject Leaders will ensure that intervention is carried out in an effective manner at the earliest opportunity in striving for Pupil Premium students to achieve their full potential.**

Each subject will continue to be set Pupil Premium Year 11 targets and teachers will be set Year 11 Pupil Premium targets for their classes, 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. Lesson observations, learning walks and work scrutinies will evidence these actions are being implemented.

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. Continue to invest in the professional development of teaching staff through the Teaching and Learning Communities Programme. Further embed the training and support for teachers in their early career and continue to invest in the recruitment and retention of staff.**

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. The SLT member who has responsibility for Teaching and Learning will implement a 2019-20 CPD and TLC programme, which continues to facilitate engaging and enjoyable lessons in the classroom that maximises student outcomes, strengthening lesson observation processes and the Academy's evaluation procedures. Training time will be prioritised so that teaching staff, through the TLC programme, are skilled to deliver high quality lessons and that there is a consistency throughout all teaching staff.

Alongside the TLCs, subject-specific CPD will be utilised to improve the quality of pedagogical subject content knowledge. The programme will further embed 'curriculum design' and '*effective delivery*' so that students are engaged, challenged and successful.

The Academy will continue to deliver a robust training programme and provide support for newly qualified teachers and new members of staff, ensuring that there is consistency in the quality of Teaching and Learning across the school.

The Academy will continue to be involved in the training and development of Trainee Teachers.

**2. Individual subjects to continue to utilise targeted interventions, including specialist LSA in subjects facilitating high quality support of Pupil Premium students. Continued increased parental engagement through the work of LSAs and Education Support Workers.**

LSAs will work with Pupil Premium students one to one and in small group sessions. Pupil Premium students will be issued challenging targets and they will be given a time frame to achieve these targets. In Maths and English, where additional teacher timetabled lessons are deployed, Pupil Premium students will receive the support of subject specialists to increase their progress should the accurate data collected from the student tracking windows and in lesson assessments suggest intervention is needed.

Ongoing contact will be maintained with targeted Pupil Premium students' parents/carers to ensure that they are aware of the support the Academy offers to maximise student progress. Students who require further support will be allocated an LSA or Educational Support worker, who will work closely with families and their child to enable them to better support their child's learning.

**3. Further focus on increasing attendance and punctuality so that students are in lessons and learning.**

Continue to embed the whole school strategy to monitor and improve attendance and punctuality across all year groups.

The ESW team will facilitate a sustainable model for attendance themed home visits.

Year Leaders and Form Tutors will be proactive in identifying problems and implementing early intervention, making effective use of SSC/LINC, to prevent a student from becoming a persistent absentee.

Good practice will be cultivated amongst staff ensuring that gaps in learning due to student absence are addressed and students are supported to catch up.

A diverse enrichment programme will be implemented to help create an environment where students want to be in school.

**4. 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 and motivational experience.

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

The *Assistant Education Support Workers* will be available to deal with isolated incidents of students not meeting our high expectations in terms of punctuality and behaviour. The *Assistant Education Support Workers* will also be available as a resource for the *Senior Leadership Team* when dealing with incidents of poor behaviour to provide additional guidance for these students with the intention of sustaining the students engagement and motivation to further their progress.

**6. 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.

**2019 - 2020 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 2018-2019* and detailed Exam Analysis of Pupil Premium students' performance during 2018-19, the strategies detailed above will be implemented and embedded during 2019-2020. The projected expenditure is detailed below.

Action	Cost
Teaching & Learning	£5000
Interventions - In class and outside of class: <i>Maintain capacity of Learning Support Assistants (LSA), Additional Timetabled Teacher Lessons</i>	£90 000
Utilise the <i>Individual Fund</i>	£10 000
Continue to focus on <i>increasing attendance</i>	£5000
Further Increase parent engagement <i>Education Support Workers</i>	£11 000
Further strengthen Behaviour for Learning – Assistant Education Support Worker	£13 000
Free Breakfast	£19 000
<b>Total</b>	£153 000