

Pupil premium strategy statement (secondary)

1. Summary information

School	Fred Longworth High School				
Academic Year	2018-19	Total PP Budget	£281.420	Date of most recent PP Review	April 2018
Total number of pupils		Number of pupils eligible for PP	298	Date of next internal review of this strategy	July 2019

2.

Disadvantaged Students P8: -0.18	Disadvantaged Students E&M 5+: 26.98%	<table border="1"> <thead> <tr> <th>Measure</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.18</td> <td>-0.12</td> </tr> <tr> <td>A8</td> <td>42.97</td> <td>48.93</td> </tr> <tr> <td>English P8</td> <td>-0.42</td> <td>-0.19</td> </tr> <tr> <td>Maths P8</td> <td>-0.45</td> <td>-0.52</td> </tr> <tr> <td>Ebacc P8</td> <td>-0.12</td> <td>-0.07</td> </tr> <tr> <td>Open P8</td> <td>0.10</td> <td>0.13</td> </tr> </tbody> </table>	Measure	PP	Non-PP	P8	-0.18	-0.12	A8	42.97	48.93	English P8	-0.42	-0.19	Maths P8	-0.45	-0.52	Ebacc P8	-0.12	-0.07	Open P8	0.10	0.13
Measure	PP		Non-PP																				
P8	-0.18		-0.12																				
A8	42.97		48.93																				
English P8	-0.42		-0.19																				
Maths P8	-0.45		-0.52																				
Ebacc P8	-0.12	-0.07																					
Open P8	0.10	0.13																					
Non-Disadvantaged Students P8: -0.12	Non- Disadvantaged Students E&M 5+: 38.50%																						
National Other P8:	National Other E&M 5+:																						
Disadvantaged Students A8: 42.28	Disadvantaged Students E&M 4+: 44.44%																						
Non-Disadvantaged Students A8: 49.12	Non- Disadvantaged Students E&M 4+: 66.84%																						
National Other A8:	National Other E&M 4+:																						

3. Barriers to future attainment (for pupils eligible for PP)

In-school Barriers

A.	Poor Literacy skills amongst large numbers of disadvantaged students, on entry. In particular too large numbers of boys have weaknesses in their writing and reading.
B.	Disadvantaged students' mathematical skills and their ability to make adequate progress in Maths KS2-4 has become an issue for the last three years, confounded by the impact of a strengthened exam system. Too few students are achieving Grade 5+

C.	Lack of motivation on entry for too many disadvantaged and vulnerable students. We need to motivate these students and engage their parents, from the start of their secondary school experience.	
External Barriers		
A.	Attendance of disadvantaged students is below N/A	
4. Desired Outcomes		Success Criteria
A.	The gap continues to close between the attainment and progress of disadvantaged students and their non-disadvantaged peers in English. PP students continue to reach higher levels of literacy and develop a love of English as a subject, in line with 'other' students.	Students eligible for PP achieve English GCSE grades in line with 'other students'. Their P8 score is in line with what is expected of them and in line with national expectations. Students eligible for PP continue to develop fluency and precision with their writing skills and their reading shows comparative levels to non PP students. In Humanities subjects, heavily literacy based at GCSE level, PP students improve their ability to write extensively, and they achieve P8 scores at least in line with national expectations, due to their improved writing skills and excellent teaching within the faculty.
B.	GCSE Maths results improve significantly with all disadvantaged students, and specifically with LA students.	Disadvantaged students make rapid progress at KS3 and catch up with their peers. Gaps at KS3 in progress narrow significantly. At GCSE level as a result of high quality teaching and learning and support, disadvantaged students achieve excellent GCSE results and a P8 score which is at least in line with national expectation across the ability range. All students benchmarked to achieve a 'good' pass in mathematics succeed.
C.	Disadvantaged students across the school improve their effort and levels of motivation, leading to P8 score in line with FFT benchmark estimates.	All disadvantaged students to achieve positive P8 scores at the end of KS4 and

		an overall P8 score which is at least in line with national expectations. We will engage these learners and increase their effort. With Year 9, following the implementation of strategies, behaviour monitoring will indicate higher levels of engagement and a reduction in behavioural issues.
D.	Reduce absence rates and improve the attendance of disadvantaged students.	Students eligible for PP achieve attendance in line with other students. The small gap between disadvantaged students and other students will continue to close and national standards for attendance will be met.

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using 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?
A) Disadvantaged students to achieve progress across all subjects in line with other students.	Further development of high quality first teaching, engaging all students with effective questioning, challenge levels and support.	Disadvantaged students will not make rapid progress if they are not taught well and they are vulnerable due to potential external factors. They can become 'invisible' in class if they are not engaged and	Action Research programme has engaged all staff in looking at strategies that will impact on pupil attainment and progress. Head of Faculty and SLT have monitored the quality of Action research. Training and	K Walters P Davies G Maher Heads of Faculty Lead Practitioners	QA Cycle <ul style="list-style-type: none"> • W/C 12th Nov • W/C 4th Feb • W/C 10th June Assessment points and subsequent RAP meetings with Heads of Faculty

		<p>targeted for questioning. Other students often have the support at home to 'counter' teaching that is 'less than good' and will be pushed at home. This is not always the case for students eligible for PP. EEF research is guiding the CPD provision for staff ensuring that there is a constant focus on:</p> <ul style="list-style-type: none"> • feedback • explicit teaching of metacognitive strategies. • Collaborative Learning • Homework • Low-stakes testing and retrieval practice • Oracy • Questioning • Effective use of TAs 	<p>support provided to all leaders in overseeing Action Research. CPD calendar has been planned to support this. The QA cycle will allow leaders to evaluate the impact of the training and monitor the impact on provision, issues arising with students and with teachers will be addressed through the Raising Attainment and Progress (RAP) Meetings.</p> <p>Training is continually being delivered which will improve the effectiveness of TAS in the classroom and to utilise them in small group interventions, ensuring 'value for money'.</p>		<ul style="list-style-type: none"> • W/C 3rd December • W/C 11th March • W/C 8th July
Total budgeted cos			£47,661		

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?
B) Improved literacy skills leading to improved English GCSE results for all PP students; and improved outcomes in all subjects.	<p>To continue to build on and develop the work outlined in the 2017-18 PP strategy, including:</p> <p>Provision of Period 6 to raise attainment in English and Maths.</p> <p>Explore the strategies outlined in the <i>Vocabulary Gap</i> and start to develop appropriate resources centred on etymology and morphology.</p> <p>Monitor setting at KS3 - ensuring that PP students are boosted by their grouping.</p> <p>Establish links with 4 key feeder primary schools, engaging</p>	<p>English GCSE results have not improved and gaps in achievement are still not closing rapidly enough. Our internal QA continues to highlight boys' writing as a barrier to success and this is a continued focus throughout English SoL at both Key Stages.</p> <p>Disadvantaged students too often end up being placed in lower sets based on attainment at KS2 which re-enforces previous underachievement. The setting structure needs to be continually reviewed, ensuring PP students are not allowed to fall behind. In Y7 the school's traditional method of setting in English and Foundation subjects has</p>	<p>The progress of students in Y7 will be monitored at 3 points across the year in order to monitor the impact of the new groupings in Y7. This review will inform curriculum planning for the subsequent year.</p> <p>January 2018 setting across both Key Stages will be reviewed, but with a particular focus on disadvantaged students in Y7 and Y8.</p> <p>English Faculty with AGo to explore approaches to teaching etymology/morphology. Plans in place ready for roll out 2019-20</p>	<p>P Davies A Gough S Lewis K Walters J Thomson Foundation Heads of Faculty</p>	<p>November 2018 – initial review of groupings</p> <p>January 2019 following the December interim.</p> <p>Y7 curriculum review and development is ongoing.</p> <p>During the QA cycle.</p>

	<p>disadvantaged students in literacy based transition projects in the Summer Term.</p> <p>Carefully monitor the alternative Y7 curriculum model which will support students who on entry in Y7, require significant boosting in their literacy skills.</p>	<p>been redefined for this academic year. We have maintained in Y7 and Y8 a 'Top Set' to stream the most able and adopted a mixed ability model for the other students. For the most vulnerable students in the year group we have created the Accelerate Groups. These groups are heavily supported by specifically trained TAs.</p> <p>Using effective transition links we will continue to offer booster sessions to disadvantaged students in the Summer of Y6 post SATS.</p>			
<p>C) Improved GCSE Maths attainment and results.</p>	<p>1) Continue to roll out strategies outlined in the 2018-19 PP Strategy including: <i>See also SIP and Maths Action Plan.</i></p> <p>Remodelling of Key Stage 3 Maths Curriculum to ensure that the basics of number are constantly taught and revised.</p>	<p>Students need constant repetition throughout their Maths courses as opposed to distinct blocks, they benefit from key methods, equations and Maths ideas being consolidated throughout their courses.</p> <p>Disadvantaged students must receive 'good or better' teaching in order for them to make good progress, they are</p>	<p>The Leadership Team in Maths will monitor all strategies along SLT Links. Data will be reviewed at key assessment points (as per English)</p> <p>SLT/Maths Leadership team will carry out an internal QA exercise in Autumn and Feedback will be given to the faculty.</p>	<p>I Brannagan P Davies J Whalley</p>	<p>All strategies will be monitored by leaders within Maths at key assessment points</p> <p>T and L to be reviewed via internal QA.</p>

	<p>2) Continue to Focus on 'teaching that makes a difference with disadvantaged students', led by Lead Practitioner in Maths. Emphasis on high quality first teaching and intervention within the classroom by all teachers</p> <p>3) Use PiXL methodology for effective tracking and intervention at KS3 and KS4. PiXL Wave to be utilised with Y11.</p> <p>4) Continually monitor and review staffing levels in Maths to ensure greater flexibility to provide support for PP students.</p>	<p>vulnerable to less effective teaching due to external barriers.</p> <p>Staffing needs to kept under constant review, research shows that smaller classes (15 to 20) with regular high quality teaching and feedback will have a positive impact. Data led teaching and support will lead to timely intervention, re-setting of students and appropriately matched work for students will also benefit disadvantaged students</p> <p>Year 7 need to catch up quickly to their peers so that they are secondary ready in Maths. Accelerate Groups in place in Maths to support vulnerable students</p>			
D) Improved motivation and engagement levels amongst PP students	<p>Year 11 strategies to motivate PP students particularly boys. Including:</p> <ul style="list-style-type: none"> • SLT Mentoring 	<p>Each year we continue to roll out different activities to motivate year 11 students. These plans are based on strategies championed by PiXL and our experiences of utilising them in 2017-18. Faculties also bid for</p>	<p>Deputy Head and HoY meet regularly to monitor and review progress of Y10 boys. Data will be reviewed every four weeks – attendance/LOR/101 referrals.</p>	<p>P Davies J Whalley C Charnock G Maher SLT Heads of Year Head of Faculty</p>	<p>This work will be reviewed continually through learning walks, weekly meetings with students and HoY/SLT progress checks.</p>

	<ul style="list-style-type: none"> • Motivational Assembly Programme • Walk Talk Mocks • Study Skills Day • Careers Convention <p>Targeting 'Hard to Reach' Parents, monitoring their engagement with parental Information Evenings and Progress Review Evenings.</p> <p>Y8 and 9. Aspire Higher Programme Year 9 – Reach Higher Programme</p> <p>Faculty Programmes to engage PP Students. Most notably Arts and PE. Targeting of PP students to engage them in extra-curricular activities</p> <p>Utilising the Rewards system and ensuring that disadvantaged</p>	<p>funds in order to promote the engagement of PP students. The Arts Faculty and PE play a key role in engaging PP students in extracurricular activities, developing cultural capital and providing experiences that they would not normally receive from home.</p> <p>In other year groups we monitor closely disadvantaged students and implement appropriate interventions. It is appropriate for some of our Y8 and Y9 PP students to be placed in the Aspire Higher Programme.</p> <p>There are ongoing issues with 15 challenging boys in current Y10, this group is carefully monitored. We are utilising external links to provide mentors for this group of boys. This is additional to internal support provided by the Head of Year, Pastoral Deputy and the Inclusion Centre.</p>	<p>All interventions are evaluated in terms of their success.</p> <p>The number of Real World Initiatives that are developed will be closely monitored as they come on-line across different faculties.</p>		
--	--	--	---	--	--

	<p>students are accessing key rewards such as BEST awards.</p> <p>Establishing suitable links and a network of contacts that will be able to implement 'Real World' Learning opportunities within the curriculum.</p>	<p>The development of <i>Real World Learning</i> opportunities is to negate the impact of low aspirations that many of our most vulnerable/disadvantaged students face. Utilising the Gatsby Benchmarks we are aiming to increase the number of meaningful encounters with employers from a range of different sectors.</p>			
Total budgeted cost			£ 152.521		
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?
Improved attendance for PP students	<p>Maintaining the development of the Inclusion Centre to target key students who need additional support.</p> <p>Work with partner schools to support PP learners with behavioural difficulties.</p>	<p>There is a gap in attendance between PP and non PP students. We need to close this gap, if students are not in lessons they will not achieve well.</p> <p>The IC is putting high levels of support in place for vulnerable students We need to maintain and</p>	<p>G Maher to monitor attendance and target PP students where appropriate.</p> <p>IC support to be carefully planned out based on what each student needs.</p>	J Whalley G Maher Head of Year	Every two weeks. Half termly and termly comparisons and analysis of attendance data.

		<p>develop the good work that the IC is doing. Exclusions are not always the most effective sanction for certain students. Our work with partner schools has high impact with PP learners, has led to these students making continued progress. We need to maintain these links and develop them further.</p>			
<p>Improved levels of parental engagement from the parents of disadvantaged students</p>	<p>Target more effectively 'Hard to Reach' Parents, monitoring their engagement with parental Information Evenings and Progress Review Evenings.</p> <p>Develop the role of the TAS to support more effectively PP students.</p> <p>Provide on-going support, guidance and (when appropriate) challenge to help them to support their children more effectively through secondary school.</p>	<p>Attendance at parents evenings is strong but we need to continue to work on positive and effective parental engagement. Attendance at parents evening does not necessarily equate to effective parental support for disadvantaged children. Attendance at other key events such as Progress Review and Curriculum Information Evenings is much lower and is indicative of the complex issues that this group of parents present. We have already started to invest heavily in the training of TAs to ensure they are used more effectively in lessons. We need to continue to</p>	<p>Ensure Head of Year are focused on targeting 'hard to reach' parents by monitoring patterns in attendance at key events and following non-attendance up with appropriate actions. There are career development opportunities for some TAS in supporting the work of the Heads of Year. We have already started to invest heavily in the training of TAs to ensure they are used more effectively in lessons. We need to continue to rationalise their use to ensure maximum impact.</p>	<p>SLT Heads of Year G Maher</p>	<p>Monitoring attendance at key events and using this to put in place alternative plans to engage this group of parents.</p>

		rationalise their use to ensure maximum impact.			
		Total budgeted cost	£105, 487		