

## Pupil premium strategy statement (secondary)

### 1. Summary information

<b>School</b>	<b>Fred Longworth High School</b>				
<b>Academic Year</b>	2019-20	<b>Total PP Budget</b>	£281.195	<b>Date of most recent PP Review</b>	April 2018
<b>Total number of pupils</b>	1301	<b>Number of pupils eligible for PP</b>	298	<b>Date of next internal review of this strategy</b>	July 2020

### 2.

Disadvantaged Students P8: <b>-0.60</b>	Disadvantaged Students E&M 5+: <b>23.9%</b>	<table border="1"> <thead> <tr> <th>Measure</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Eng P8</td> <td>-0.84</td> <td>-0.10</td> </tr> <tr> <td>Ma P8</td> <td>-0.38</td> <td>-0.16</td> </tr> <tr> <td>EBa P8</td> <td>-0.59</td> <td>-0.17</td> </tr> <tr> <td>Op P8</td> <td>-0.59</td> <td>-0.04</td> </tr> </tbody> </table>	Measure	PP	Non PP	Eng P8	-0.84	-0.10	Ma P8	-0.38	-0.16	EBa P8	-0.59	-0.17	Op P8	-0.59	-0.04
Measure	PP		Non PP														
Eng P8	-0.84		-0.10														
Ma P8	-0.38		-0.16														
EBa P8	-0.59		-0.17														
Op P8	-0.59		-0.04														
Non-Disadvantaged Students P8: <b>-0.11</b>	Non- Disadvantaged Students E&M 5+: <b>50%</b>																
National Other P8:	National Other E&M 5+:																
Disadvantaged Students A8: <b>4.9</b>	Disadvantaged Students E&M 4+: <b>41.3%</b>																
Non-Disadvantaged Students A8: <b>3.7</b>	Non- Disadvantaged Students E&M 4+: <b>74.5%</b>																
National Other A8:	National Other E&M 4+:																

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

#### In-school Barriers

<b>A.</b>	Poor Literacy skills amongst large numbers of disadvantaged students, on entry. In particular, large numbers of boys have weaknesses in their writing and reading.
<b>B.</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+
<b>C.</b>	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

<b>A.</b>	Attendance of disadvantaged students is below N/A	
<b>4. Desired Outcomes</b>		<b>Success Criteria</b>
<b>A.</b>	The gap closes between the attainment and progress of disadvantaged students and their non-disadvantaged peers in English. PP students 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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-20</b>			
<b>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.</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Disadvantaged students to achieve progress across all subjects in line with other students.	Continued development of a high quality curriculum that is delivered by quality first teaching.	Disadvantaged students will not make progress if they are not taught well. An effective curriculum is needed to develop cultural capital amongst this group because opportunities for this may be missing at home. Other students also often have access to support at home which is not always the case for students eligible for PP. EEF research is guiding the CPD provision for staff	The Action Research programme has engaged all staff in strategies that will impact on pupil attainment and progress. Head of Faculty and SLT have monitored the quality of Action research. Training and support provided to all leaders in overseeing Action Research and the leadership and development of curriculum. The CPD calendar has been planned to support this.	K Walters P Davies D Waring Heads of Faculty Lead Practitioners	QA Cycle <ul style="list-style-type: none"> <li>• W/C 11<sup>th</sup> Nov</li> <li>• W/C 3<sup>rd</sup> Feb</li> <li>• W/C 8<sup>th</sup> June</li> </ul> Designated SLT Book Looks focused on provision for vulnerable groups.  Faculty Deep Dives to evaluate effectiveness of provision and the curriculum.

		<p>ensuring that there is a constant focus on:</p> <ul style="list-style-type: none"> <li>• feedback</li> <li>• explicit teaching of metacognitive strategies.</li> <li>• Collaborative Learning</li> <li>• Homework</li> <li>• Low-stakes testing and retrieval practice</li> <li>• Questioning</li> <li>• Effective deployment of Learning Coaches</li> </ul>	The QA cycle will allow leaders to evaluate the impact of their curriculum.		
<b>Total budgeted cost</b>			<b>£48,972</b>		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>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.	Implement the strategies outlined in the <i>Vocabulary Gap</i> and start to develop appropriate resources centred on etymology and morphology and the effective teaching of reading. Improve the school's identification of weak readers	English GCSE results have improved but 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>The setting structure needs to be continually reviewed, ensuring PP students are not allowed to fall behind. The progress of students is monitored at 3 points across the year and groupings are reviewed accordingly.</p> <p>We have maintained in Y7 and Y8 a 'Top Set' to</p>	P Davies A Gough S Lewis K Doherty K Walters J Thomson Foundation Heads of Faculty	<p>November 2019 – initial review of groupings</p> <p>January 2020, further review following the December interim.</p> <p>Y7 curriculum review and development is ongoing.</p> <p>Using NGRT data, monitor the impact of alternative</p>

	<p>Revamp the reading programme that takes place during the pastoral curriculum. Redesign the English curriculum for three of the groups in Y9 to boost reading and the enjoyment of reading</p> <p>Monitor setting at KS3 and KS4 – to ensure that vulnerable students are boosted by their grouping.</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>Continually monitor and review staffing levels in English to ensure greater flexibility to provide support for PP students.</p>	<p>Reading Ages for a significant number of vulnerable students remain below the national average. This is having a negative impact on attainment and progress.</p> <p>Disadvantaged students too often end up being placed in lower sets based on attainment at KS2 which re-enforces previous underachievement.</p>	<p>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 two Accelerate Groups. These groups are heavily supported by specifically trained Learning Coaches in both Y7 and Y8. Staffing of these key groups is vital.</p> <p>Appointment of a Literacy Co-ordinator within English to develop the reading curriculum for those students still identifying as weak readers in Y9.</p> <p>A group of 8 staff, trained in the <i>Vocabulary Gap</i>, are carrying out Action Research projects focused approaches to teaching etymology/morphology and the teaching of reading. This is to be rolled out at Faculty level.</p> <p>QA of pastoral reading programme.</p>		<p>provision for all students following alternative schemes of learning, designed specifically to boost reading. July 2020</p>
Improved GCSE Maths attainment and results.	Remodelling of Key Stage 3 Maths Curriculum to ensure	Students need constant repetition throughout their Maths courses as	The Leadership Team in Maths will monitor all strategies along SLT Links.	A Roylance J Whalley P Davies	All strategies will be monitored by leaders within

	<p>that the basics of number are constantly taught and revised. 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>Continually monitor and review staffing levels in Maths to ensure greater flexibility to provide support for PP students.</p>	<p>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 vulnerable to less effective teaching due to external barriers.</p> <p>Staffing needs to be 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 informed 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.</p>	<p>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>Maths at key assessment points</p> <p>T and L and Maths curriculum to be reviewed via internal QA.</p>
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		Accelerate Groups in place in Maths to support vulnerable students			
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"> <li>• External Mentoring</li> <li>• Motivational Assembly Programme</li> <li>• Walk Talk Mocks</li> <li>• Study Skills Day</li> <li>• Careers Convention</li> </ul> <p>Working closely with Heads of Faculty to target intervention for most vulnerable students at risk of underachieving. Ensure that these students access additional support. Also, provision of high quality revision materials for PP students.</p> <p>Targeting 'Hard to Reach' Parents, monitoring their</p>	<p>Each year we continue to roll out different activities to motivate year 11 students. These plans are based on strategies championed by PiXL.</p> <p>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 Y11, this group is carefully monitored. We are utilising external links to provide mentors for</p>	<p>Deputy Head and HoY meet regularly to monitor and review progress of Y11 boys.</p> <p>Ensure Heads 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.</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>Training of Learning Coaches (formerly known as TAS) is continually being delivered which will improve the effectiveness of Learning Coaches in the classroom and to utilise them in small group interventions, ensuring 'value for money'. Changed working patterns of certain Learning</p>	<p>P Davies J Whalley C Charnock D Waring 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>

	<p>engagement with parental Information Evenings and Progress Review Evenings.</p> <p>Y8 and 9. Aspire 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 students are accessing key rewards such as BEST awards.</p> <p>Continue to develop high quality careers education.</p> <p>Develop the role of the Learning Coaches to support more effectively vulnerable students through the</p>	<p>this group of boys. This is additional to internal support provided by the Head of Year, Pastoral Deputy and the Inclusion Centre.</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.</p> <p>The high profile development of <i>careers education</i> is to negate the impact of low aspirations that many of our most vulnerable/disadvantaged students face.</p>	<p>Coaches is so that homework clubs can be staffed effectively. Attendance at clubs is monitored by SLT and Heads of Year.</p> <p>The careers team carefully plan and deliver a comprehensive package of careers education.</p>		
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	establishment of homework clubs.				
<b>Total budgeted cost</b>			<b>£ 156.715</b>		
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance for PP students	<p>Maintaining the development of the Inclusion Centre to target key students who need additional support.</p> <p>Additional support provided for PP students within the attendance team.</p> <p>Develop stronger provision in the Inclusion Centre for students who are referred to or who regularly access the IC.</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 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. We are also utilising PiXI Build Up with 19</p>	<p>D Waring to monitor attendance and target PP students where appropriate.</p> <p>S Carrington is working closely with key groups of poor attenders to boost attendance</p> <p>IC support to be carefully planned out based on what each student needs.</p>	<p>J Whalley D Waring S Carrington P Davies Head of Year</p>	<p>Every two weeks. Half termly and termly comparisons and analysis of attendance data.</p> <p>Termly review of attendance at homework clubs</p>

		<p>vulnerable students in the IC.</p> <p>In order to encourage vulnerable students to complete homework we have extended access to homework clubs.</p>			
<b>Total budgeted cost</b>			<b>£108, 388</b>		