

Pupil Premium Strategy 2017 -18

(Including Proposed spend of Pupil Premium 17/18)



The term 'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding.

The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£934 per secondary child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a special Guardianship or Residence Order (£1900)
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension for the MoD (£300 per child)

Schools are held accountable for the spending of these monies; performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Burnley High School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic and personal outcomes.

This document details the proposed spend of Pupil Premium for 2017-2018. It is based around five key objectives which have been identified by the school as key barriers faced by PPG eligible pupils.

Pupil Premium 2017-18 - £123,420 (based on 132 pupils in receipt of the grant)

The five key objectives:

1. **Transition:** to improve transition for identified PP students to ensure students are equipped and ready to engage in school life
2. **Attainment:** to improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress
3. **Engagement:** to improve curriculum engagement and academic achievement for PP students.
4. **Attendance / emotional barriers to progress:** to implement strategies addressing the attendance gap between for PP non PP students and remove emotional barriers to progress
5. **Literacy:** to maintain the reading scheme intervention to improve the reading ages of students whose reading age is below chronological reading age.

Key Objective 1:				
Transition: to improve transition for PP students to ensure students are equipped and ready to engage in school life				
Rational:				
Initiative to help disadvantaged students make a successful transition from primary to secondary school. Reduce the traditional attainment dip between year 6 and 7 for an identified group of PP students				
Action 1: transition support days for Year 6 identified PP students				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
March 18 onwards for pastoral transition to begin July 18 for Maths and English PP days	EC and MN HOD for English and Maths	Data analysis of KS2 entry and year 7 first DC point	£600 - £1000 supply cost	Students who attend the transition maintain / improve KS2 level in maths and English. Gap narrowed in year 7 between PP and NPP students and between PP that attended the transition. From a pastoral perspective, PP students are supported in making the transition into the secondary environment, especially those with SEND
Action 2: Identified cohort of parents of PP students to be invited in to look at their child's timetable and go into some lessons and receive advice on how best to support their child in year 7				
Dates	Person Responsible	Monitoring and Evaluation	COST	Success Criteria
November/December 17	EC and PMc	Data analysis of KS2 and first year 7 data entry	Cost of refreshments Potential cover for EC and PMC - £2000	Students of the parents who attend the workshops are shown to be making good progress at each assessment point of year 7
Action 3: all vulnerable or identified PP students have a mentor in an adult or peer in order to support them				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept – Aug 18	JM, EC, MN overseen by PMC	Central records for incidents, including CPOMS inserts	JM time 5 hours a week - £3,500 EC- £4,400 and MN £7,800 time PMC time£8,200	Vulnerable students know who and where to go to for support

Key Objective 2:				
Attainment: to improve attainment outcomes for PP students in subject areas where there is a PP to non differential to ensure attainment is in line with or exceeding expected levels of progress through the Aim Higher, Aim Higher + and intervention programmes				
Action 1: Focussed provision of quality first teaching, along with interventions where appropriate, matched to pupils' needs				
Rational: To ensure that quality first teaching is in place across the school				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September to Christmas	EST to co-ordinate with PMC and AB	QA schedule documentation on Lessons learned, re-evaluated in December 17	No cost to school	All identified PP students and the provision they are receiving is visible in planning and all documentation, triangulated by pedagogy in the classroom
Action 2: Assertive mentoring programme to be further extended, developed and embedded across the school				
Rational: To ensure that PP students who would benefit and are falling behind in their progress have mentoring from an adult				
Dates	Person responsible	Monitoring and evaluation	COST	Success criteria
November 2017 to August 18	PMC over seeing VY, SLT, HOD, AG	Evaluation of data post data drop	Time of staff, 1 hour each week AG salary	A reduction in the attainment gap of PP and non PP students in year 7 to 10 from Dec 2017 in core subjects in particular. Levels of confidence also increase as a result
Action 3: Focussed intervention for core subjects led and coordinated by HOD for English, Maths and Science				
Rational: To support underachieving PP students from a subject level prospective				
Dates	Person responsible	Monitoring and evaluation	COST	Success criteria
September – Aug 18	PMC overview, HOD for English, Mat	Evaluation of data post data drop	Time of staff, 1 hour each week AG salary	A reduction in the attainment gap of PP and non PP students in year 7 to 10 from September 2017 in core subjects in

				particular. Levels of confidence also increase as a result
Action 4: Increased parental engagement for PP students who are not making expected progress				
Rational: Increase engagement and support from home in order to further secure academic progress				
Dates	Person responsible	Monitoring and evaluation	COST	Success Criteria
September 2017 – Aug 18	PMC overseeing AG, VY, HOD, SLT	% of PP attendance at parents evenings Evaluation of data post data drop	Time of staff, 1 hour each week AG salary	Increased engagement of PP students parents at parents evening and other information evenings A reduction in the attainment gap of PP to non students
Action 5: Ensure in class support is being effective and helping secure strong progress for PP students in line with teaching plans				
Rational: All PP students that are working under or at risk of working under EP are supported in lesson				
Dates	Person responsible	Monitoring and evaluation	COST	Success Criteria
September – Aug 18	PMC oversee HOD - DP and Head of Maths AB – SENCO	QA of in lesson support by all LSAs Evaluation post data drop of in class support by AB and the impact it is having	Proportional LSA salary for those working with SEN&PP students	PP students mark expected progress at every data point

Key Objective 3:				
Engagement: to improve curriculum engagement and academic achievement for PP students				
Action 1: To implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap				
<p>Rational: Sutton document ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’</p> <p>Staff may apply for this support for students. Examples of spending may include revision guides, resources for technology, etc., all of which must have a direct impact curriculum engagement.</p>				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2017	LG, PMC overview of experiences	Progress of students provided with support to be monitored to ensure value for money. Departments rationale for spend in academic / enrichment terms. Music lessons	£2000 peripatetic lessons £10000 towards educational resources and experiences	The attainment gap between PP and non PP reduces. PP students make progress in line with expectations across all year groups Enrichment activities for PP students has an impact on curriculum engagement, as pupils feel more self-confident Departments able to prioritise funding for maximum impact
Action 2: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap.				
<p>Rational: National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement. It is envisaged that students will use VIVOs (or similar) for subsidising their own enrichment activities, e.g. Prom and rewards day.</p>				

Dates	Person responsible	Monitoring and evaluation	COST	Success criteria
September 2017	MN	Progress of students provided with support to be monitored to ensure value for money	Support to participate in enrichment visits (£ 13,000)	PP cohort attendance of extra-curricular activities not inhibited by financial constraints Enrichment activities designed to raise aspirations funded by school; clear impact on engagement in lesson
Action 3: Resilience building to provide PP students with necessary skills to achieve and fully access the curricular and raise aspirations.				
Rational: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'				
Dates	Person responsible	Monitoring and evaluation	COST	Success criteria
November 2017	PMC, MN, AE	Penn Resilience programme implementation to improve mentoring and interventions, to be measured on selected students on data analysis following programme implementation Pass survey results analysis and implementation and review of strategies if needed	£2000 £3000	Staff equipped with a range of strategies to increase cohort engagement and levels of progress Starting points for further interventions identified and strategies implemented

Key Objective 4:				
Attendance: to implement strategies addressing the attendance gap between PP and non PP students and remove emotional barriers to progress				
Action 1: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students				
Rational:				
EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'				
For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.				
Intervention for targeting attendance During registration daily target of PP attendance cohort Rewards for cohort for improved attendance – in line with whole school rewards for high attendance Rewards to maintain PP attendance – in line with whole school rewards for high attendance Removal of barriers to attendance e.g. counselling support, uniform provision				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2017	MN and pastoral team	Pastoral Care intervention to promote attendance Complex role supporting students with problems at home or in school to remove barriers and achieve success.	JM salary MN partial EC partial salary	Attendance gap between PP and non PP reduces. PP student cohort in each year group attain at least attendance average Parental engagement of selected cohort ensures students' confidence levels increase and more willing to attend school
	MN and pastoral team	Rewards for attendance with specific focus on PP students	£10000	Attendance gap between PP and non PP reduces.
	MN and pastoral team including AB	Counselling Support	£20000	Attendance gap between PP and non PP reduces

	JM	Uniform provision	£5000	Pupils' feel part of the community which leads to improved attendance
	AB and MN	Phycology service	£10000	PP students mental wellbeing results in willingness to attend school and attendance therefore improves
	MN and SLT	Appointment of a head of year 8/9	TLR £2500	Pastoral team is strengthened and appropriate intervention and support can be implemented more effectively

Key Objective 5:				
Literacy: to maintain the reading scheme intervention to improve the reading ages of students whose reading age is below chronological reading age.				
Action 1: Embed the Reading scheme and whole school Literacy Policy to improve the reading age of all students whose reading age is below their chronological age.				
Rational: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2017	AB and DP	Reading level assessment at start of Y7 to identify cohort. Similarly for all other year groups too Appointment of TLR to oversee reading and library provision	£IDL £2000	All students targeted for reading support attain their chronological reading age

September 2017	All form tutors and SLT	Form time 'classics' programme to be embedded and delivered	£2000 for further texts	Students receive a high aspiration diet of reading materials, supported by an adult to unpick the difficult language used in these GCSE texts.
----------------	-------------------------	---	-------------------------	--