

BLACKBURN CENTRAL HIGH SCHOOL PUPIL PREMIUM STRATEGY 2019-20

SUMMARY INFORMATION					
School	Blackburn Central High School				
Academic Year	2019-20	Total PP budget	£337,535	Date of most recent PP Review	10/19
Total number of pupils	891	Number of pupils eligible for PP	361	Date for next internal review of this strategy	10/20
CURRENT ATTAINMENT					
		Pupils eligible for PP (your school)	PP Comparison like for like to national	Pupils not eligible for PP (national average)	
% achieving English and Maths Strong pass, Standard Pass		19.4% (24.3), 45.8%	TBC (25,45)	TBC (50%, 64.7%)	
Progress 8 score average 2019 (2018)		-0.175 (-0.48)	TBC (-0.44)	TBC(0.13)	
Attainment 8 score average 2019 (2018)		36.67 (36.35)	TBC (36.73)	TBC(50.14)	
Ebacc average points score (comparison to average for 1200 schools 3.23)		3.28 (3.34)	TBC (3.07)	TBC(4.4)	
EBACC Entries%, Strong pass, Standard Pass		40.3% 12.5%, 19.4%	TBC (26%, 7%, 12%)	TBC(43%,20%,28%)	
BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)					
In-school barriers					
A	Improving attainment across a wide range of subjects including Maths and English				
B	Continue to improve literacy (especially oracy and reading) and numeracy skills in Year 7				
C	Accelerate the progress of high attaining PP students across KS3 and KS4				
D	Improve performance of PP boys				
E	Improve the attainment of middle ability students across a wide range of subjects				
F	Improve Cultural Capital and IAG of PP students at KS3				

External Barriers	
G	Improve attendance rates for PP pupils focusing on certain groups

DESIRED OUTCOMES		SUCCESS CRITERIA
A	Improving attainment across a wide range of subjects including Maths and English	No gap between PP eligible and non PP in the core subjects. Evidence from Data analysis from all year groups. Ks3 in relation to BHCS targets. KS4 Progress 8 estimates
B	Continue to improve literacy (especially oracy and reading) and numeracy skills in Year 7	PP pupils in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed targets and 100% are on target. This will be evidenced through data captures and end of year exam results. Comparing disadvantaged performance to non-disadvantaged performance. Assessing the progress and impact of the Lexia programme. Having an 'oracy' programme in place and implemented.
C	Accelerate the progress of high attaining PP students across KS3 and KS4	Monitored by ALs in each year group and Most Able Lead. Progress Champion (ICA) for Yr 11 coaching for Most Able. Tracking and intervening to ensure on track to achieve Grade 7 and above in a wide range of subjects by the end of KS4
D	Improve performance of PP boys	Results and data captures Improve aspiration in boys. Better attendance – ties into outcome G. Increased motivation, decrease in behaviour sanctions – ties into implementation of Behaviour Policy and monitoring of high challenge PP boys (2019/20)
E	Improve the attainment of middle ability students across a wide range of subjects	GCSE results 2020 through attainment 8 score and progress 8 score. End of Year examinations for years 7-10 Line manager minutes with all departments to demonstrate action and impact of a range of strategies to improve the outcomes of middle ability students. Whole school QA
F	Improve Cultural Capital and IAG of PP students at KS3	Ensure all KS3 student (Y7,Y8) access one cultural event e.g Bridgewater Hall, University Visit or museum visit per year/ Access SUN or VCOP funding
G	Improve attendance rates for PP pupils focusing on certain groups	Assistant Head teacher working alongside Pastoral Managers to reduce the amount of persistence absence among eligible PP students in every year group. PP attendance to be in line with the rest of the school. Measuring the impact of attendance plans through Progress tutors. Arrange coffee morning for Disadvantaged parents to improve their relationship with school. Targeted Summer School for Disadvantaged to ensure early engagement of parents and pupils.

PLANNED EXPENDITURE

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the 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. Improving attainment across a wide range of subjects including Maths and English	<p>Recruitment of specialists AHT into Maths</p> <p>English: continuity is key to pupil achievement.</p> <p>Training of HLTAs and careful deployment of support in core subjects.</p>	<p>Maths progress is provisionally positive however there is still a need to develop the attainment of middle ability disadvantaged students through careful tracking and intervention in Core subjects.</p> <p>Although English attainment is strong it is important to address gaps in progress for Language, especially at the top end. (leading on from doubling 9-7 grades 2018/19 for Lit on previous year)</p> <p>English PP pupils continue to be a focus. Gap is closing, but not quickly.</p> <p>Middle bucket and open bucket performance is improving however gaps need to closed between disadvantaged students and their peers</p>	<p>Appointment of AHT for Strategic Overview of Maths will ensure outcomes for all are driven with expertise. Strong leader as HOD. HOD for Maths and English now work together to collaborate and share best practice. They have been given a shared office to increase greater collaboration.</p> <p>Continue to provide extra set in Maths, English and Science in order to reduce class sizes to allow for a more personalised approach</p> <p>Achievement Lead data is continually used to show students at risk of not gaining Ma and En match. Fortnightly alignment meetings between English and maths leads with Senior leaders to take place to review and develop intervention.</p> <p>English, Maths, Science to operate 7 sets at KS3 rather than 6 and 8 sets at KS4 to reduce class sizes and increase personalisation</p> <p>Increase the Use of PIXL strategies</p>	Both AHT/HOD in Maths and English DHT to coordinate RAP match meetings with AL HODs of Humanities and MFL	<p>At each data collection point. Through Alignment meetings fortnightly</p> <p>Learning walks and department focus weeks</p> <p>Maths weekly assessment reviews with Key stage leaders</p>
A. Improving attainment across a wide range of subjects including Maths and English	ALL core subjects to have a full 'Deep Dive' subject review term one that includes data, teaching and learning, QA and	Whilst results are improving, the 'Deep Dive' will consolidate curriculum changes and ensure all aspects of T&L are robust against the new Ofsted Framework. 'Deep Dives' will maintain a middle	Senior SLT – Deputies, Head teacher and school improvement coach to lead the 'Deep Dives'. External School Improvement Coach to verify findings. (C Hollister)	School improvement Coach - ZPE	October to December

	<p>observations. Pupil and staff voice. PP to be part of each section</p> <p>This strategy to be rolled out across the faculties throughout the year.</p> <p>All curriculum leaders should have the opportunity to shadow a 'deep dive' of another subject too.</p>	<p>leader focus and use of 2nd tier middle leaders to champion PP performance through data, intervention, T and L and pupil voice.</p> <p>Comparison of PP to Non PP performance to form a major part of the 'Deep Dives'.</p>	<p>Report to be scrutinised by Wider SLT and Governing body.</p> <p>Finding to be acted upon through Line management meetings</p>		
A. Improving attainment across a wide range of subjects including Maths and English	Small group tuition.	To facilitate catch up for students who arrive with low KS2 data and or EAL. Use of Lexia to ensure catch up takes pace beyond the classroom	Run by the school SEND team. Constant review / reporting. As soon as students are ready they re-join their peers in mainstream classes.	HOD SEND AHT link to Y7	Regular reviews and resetting.
B. Improve literacy and numeracy skills in Year 7	Closing the Vocabulary Gap	Improved literacy improves outcomes. EEF Annual Report and Gilkerson Report states the gap between PP and non-PP in real terms at Y7 is 9.5 months behind and by age 16 the gap is 19 months.	Staff training through CPD pathways. Teachers to deliver academic language through curriculum. Use of PiXL unlock. Promotion and modelling of academic talk in the classroom, tracked through ML monthly Tuesday am meetings and QA. This will be tracked and monitored by KBO who has strategic responsibility for literacy and numeracy.	Assistant Head teacher responsible for Literacy. AHT responsible for progress time	Each term. CPD pathways QA Line management meetings Progress time learning walks
B. Improve literacy and numeracy skills in Year 7	<p>All year 7 progress tutors given CPD on delivery Lexia</p> <p>Lexia programme extended across all PP in Y7</p> <p>Additional Lexia time allocated through strategic intervention for PP middle ability boys and girls with HLTA</p>	<p>Vocabulary gaps and reading skills have been identified as a weakness from the data.</p> <p>Lexia was shown to have a positive impact in an independent study.</p> <p>We decided to change to Lexia due to research and impact from other schools as well as improvements in the programme. Upgrade to Lexia Power-Up – more KS3 and 4 friendly interface.</p>	<p>AHT will oversee usage and track the impact.</p> <p>The resources will be directed at PP and focus on round one catch up.</p> <p>Round two accelerate the progress the middle ability PP</p> <p>We have high quality resources in place and continually monitor and report on student progress.</p>	Achievement Lead Yr7 AHT	<p>On-going through the year. Students' results are tracked to ensure they are moved through the scheme at an appropriate pace.</p> <p>SLT and governors reports on the use of the Lexia.</p>

B. Improve literacy and numeracy skills in Year 7	AL for Most Able students to ensure that they are monitored, tracked and provided with tailored intervention. Aspiration activities / experiences provided.	Evidence cites that raising aspirations and confidence has a positive impact on school engagement and attainment.	Evidence of positive impact from data collection / reporting cycles.	Most Able – Achievement Lead/Extended SLT	Tracked through reporting and assessment cycles. On-going pupil voice. Increase engagement, reduction in behaviour sanctions.
A. Improving attainment across a wide range of subjects including Maths and English	Introduction of Progress Time each morning. Sessions include: Lexia Whole Year Read, 'PT book club' Numeracy puzzle of the Fortnight Heart/Edge programme	Positive start to each day. Delivery of Heart and Edge curriculum sessions to improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good <i>et al.</i> , 2003; Blackwell <i>et al.</i> , 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.	Evidence of positive impact through reduction of latest and pupil voice. Progress Time exercise books demonstrate progress. Class teachers continue to talk about what they are reading. Progress tutors meet in Year teams each week with their Pastoral Manager and their Achievement Lead. Meetings have a set agenda and are minuted.	Progress Lead Co-ordinator.	On-going, termly and an annual review by the Progress lead.
A. Improving attainment across a wide range of subjects including Maths and English	Implement new behaviour policy and Lesson Monitor to raise effort and engagement in class and minimise disengagement.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Equally regular targeted rewards can raise learners' self-esteem and aid with academic resilience and focus	Lesson monitor data Learning walks Data scrutiny of lesson monitor scores by achievement leads Y11 team challenge to focus on rewards and behaviour points as well as test scores SLT focus on most challenging pupils to support behaviour changes	SLT links	Evidenced through behaviour data, reporting and assessment cycles and pupil voice.
A. Improving attainment across a wide range of subjects including Maths and English	Provide one – one speaking practice for disadvantaged students in MFL	MFL is a strength of the school and by providing personalised practice this will enhance student confidence and lead to stronger examination preparation; and therefore have a marked impact on outcomes especially in the speaking and listening components.	Line management meetings with MFL	SLT links	Data captures KS4
Total budgeted cost					£237,785
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?
A. Improving attainment across a wide range of subjects including Maths and English	An achievement lead (AL) is attached to each year group to monitor and liaise with staff to ensure any underachievement is picked up early and addressed.	We have had the achievement leads in place for three years and have seen a marked improvement in all key measures. However there have been some changes in staffing in these areas and focus is to maintain consistent approach	Each AL is line managed by an assistant head teacher. Achievement leads report data using a consistent approach. Training is provided and they meet regularly to discuss best practice, strategies and impact.	DHT Curriculum and Standards	Fortnightly meetings Termly SLT meetings where ALs present termly reports to SLT
A. Improving attainment across a wide range of subjects including Maths and English C. Accelerate the progress of high attaining PP students across KS3/4 D. Close the gap between PP boys and girls.	Improving parental engagement. AL's work to improve parental engagement and make sure that parents are invited in to school at key points in the academic calendar.	Parental involvement is consistently associated with pupils' success at school but the evidence about how to increase involvement to improve attainment is mixed. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. There is a particular drive on this at Y7 to make the best possible start to school and make the parents feel a valued member of the school community.	AL's report back to AHT each half term about who has been targeted and how. Raising Achievement events are reported on in terms of attendance and engagement. Year group RAPs to identify key events. Each event to have feedback from parents and this feedback to be shared with all staff.	AHT Most Able DHT AL	Each term.
C. Accelerate the progress of high attaining PP students across KS3 D. Close the gap between PP boys and girls. Feedback and marking policy.	Feedback is part of our whole school ethos. The principles of Assessment for Learning are central to teaching and learning. Consistency is key. Standard operating procedures are in place for marking and feedback that ALL staff must adhere to. Development of new Marking Policy.	Studies on feedback strategies indicate high levels of impact on learning in both Primary and Secondary settings. With an effect size of 0.73 and a potential gain of nine months, it provides the highest impact for lowest cost of all the approaches considered by The Sutton Trust. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes. DOL for English and Maths to develop and roll out school-wide new marking policy.	Regular SLT book scrutiny – calendared to target different year groups / groups of students Learning walks Pupil voice	School Imp Officer Teaching and Learning HOD	Weekly Information from weekly SLT book scrutiny will be fed back to the appropriate HOD to disseminate with their team. Revisited focus in staff training / inset sessions

B. Improve literacy and numeracy skills in Year 7	LSA to work with small groups on Mondays after school. Targeted intervention packs.	Components of numeracy that have been identified as a weakness. LSA's follow a targeted programme developed by the maths HOD. Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress.	Initiative to be overseen by AHT in charge of Literacy and Numeracy Catch Up, HOD and Numeracy Lead.	AL for Y7 – HLTA x 2	On-going through the year. Pupils will be targeted in small groups for 6 week interventions.
D. Close the gap between PP boys and girls.	Achievement Leads use data to target small groups of disadvantaged boys in their year group for targeted mentoring and intervention (both academic and extra-curricular) to improve engagement.	Whilst we have halved the PP gap this year there is still a significant gap comparing the performance of PP boys to PP girls. This is also the case nationally.	Deputy Head teacher will champion PP and other vulnerable students to ensure they are tracked and supported. Provide and monitor personalised intervention and enrichment. Intervention tracking whole school.	Deputy Head Teacher – Pupil Premium.	While closing the PP gap overall the gap between PP boys and PP girls will also close.
D. Close the gap between PP boys and girls.	School Improvement Officer Disadvantaged Mentoring – project to continue to be led by ALs All PP to have three meetings per year Weekly T&L focus “Make it Stick” on strategies to improve engagement and memory re-call.	Whilst we have halved the PP gap this year there is still a significant gap comparing the performance of PP boys to PP girls. This is also the case nationally. Boys generally are more passive learners and need a range of strategies to engage boys, especially in practising working memory and re-call.	School Improvement Officer through “Make It Stick” disseminates strategies whole school. Boys progress at all key stages is a focus in SLT link meetings and appears on all curriculum agendas.	School improvement officer	Each data capture to provide report on improvement in PP
D. Close the gap between PP boys and girls.	Duke of Edinburgh Project.	To improve engagement and achievement by raising aspirations and improving relationships.	Deputy Head teacher – Wellbeing and attendance to oversee.	DHT.	Increase engagement, reduction in behaviour sanctions.

<p>E. Improve the attainment of middle ability students across a wide range of subjects</p> <p>B. Continue to improve literacy (especially oracy and reading) and numeracy skills in Year 7</p>	<p>Oracy – Develop oracy skills, building on the gains made at KS2 for Y7 pupils.</p>	<p>Lack of Tier 2 vocabulary. Inability to articulate. Low-self-esteem; low aspiration. Whatever our pupils’ route into employment, employers continue to tell us that teamwork and communication skills are central to their success and need to be of a higher standard when our young people enter the workforce.</p> <p>EEF and PiXL research identifies Oracy as a key driver in social mobility.</p>	<p>Key staff to establish English Speaking Board Programme – external assessors and parental engagement</p>	<p>AHT for PP</p>	<p>Successful completion of the ESB programme.</p>
<p>A. Improving attainment across a wide range of subjects including Maths and English</p> <p>F. Improve Cultural capital of PP students at KS3 and KS4</p>	<p>Introduction and rolling out of PiXL Edge</p>	<p>Evidence of the programme having strong impact across a range of schools in the North West.</p> <p>Evidence of positive impact on behaviours and attitude – rewards strong character.</p>	<p>Builds upon Heart Curriculum from KS3. Identify a leader to track and monitor. Ensure focus and mentoring of key students identified as PP to complete and gain rewards. Continue PiXL membership.</p>	<p>Training for MA Lead Training by MA lead to PTs and ALs</p>	<p>Designated mentoring time Display boards Rewards events Completion events</p>

Total budgeted cost £54867

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?
<p>G. Improve attendance rates for PP pupils focusing on certain groups</p>	<p>Attendance officer compiles late list every morning as soon as progress time registers are done. Phone calls are made straight away. Google docs updated and passed to pastoral managers for follow up. First day response provision. Pastoral Managers provide pastoral and family support</p>	<p>Attainment can only improve if students attend school. Infer briefing for school leaders identifies addressing attendance as a key step. Improved attendance is linked to academic improvements.</p>	<p>Use of google docs to ensure all staff are working collaboratively to improve / tackle poor attendance.</p> <p>Assistant Headteacher oversees late catch up each lunchtime/after-school. 20 minutes on the day the offence occurs. This has led to a significant drop in latest over the past three years. Persistent PP offenders to have additional parental meetings with AHT links to year groups to tackle late</p>	<p>Assistant Head Teacher – Wellbeing and attendance.</p>	<p>Weekly. Google docs are updated daily with late figures and weekly with attendance figures.</p>

	for some of our more vulnerable families.		Year / Progress group's attendance leader board in student entrance. 100% attendance badges awarded.		
G. Improve attendance rates for PP pupils focusing on certain groups	Counselling and wellbeing programmes	Improved wellbeing has a positive influence on attendance, behaviour and overall attitude to learning.	Pastoral managers make referrals and check up on students who they know have accessed the service.	Assistant Head Teacher – Wellbeing and attendance.	Ongoing.
G. Improve attendance rates for PP pupils focusing on certain groups	Tackling persistent absence.	Key Pastoral staff including support teacher for disadvantaged to visit families to discuss eliminating barriers to attendance	Persistent absence weekly focus at SLT. Weekly meetings with EWO strategies discussed at meeting	Assistant Head Teacher – Wellbeing and attendance.	WEEKLY
F Improve Cultural capital of PP students at KS3 Ensure PP students have engaged with future education aspirations and given a futures interview	Ensure PP students have at least accessed one cultural experience in Y7 and Y8. Also at least one contact with an employer or university in both Y7 and 8 Ensure that all y7 have had some input from a university by the end of y7	Research suggest that raising aspiration by improving contact with employers, Universities and cultural has a huge impact on aspirations. Aspirations then lead to greater effort and desire to be successful which in turn improves engagement with learning and the curriculum	Trips to be targeted at specific students Middle ability PP to be given priority for cultural visits in A Band classes. All KS4 interviews with a careers advisor and priority for middle ability PP y7 to have a careers appointment. All students to be inducted into start programme	AHT CIEAG, AHT Most Able DHT AL Y7 and Y8	Fortnightly and on all EVOLVE forms to ensure all Tracker to be held and shared monthly with DHT from ALs
G. Improve attendance rates for PP pupils focusing on certain groups	Parental Engagement	Research tells us academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement. Parental involvement leads to better classroom behaviour. Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behaviour. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.	Coffee Mornings Lexia engagement – extend Lexia to home use Grandparents Day PP Summer School Mums and Daughters Dads and Lads Events	AHT for PP	Calendared events
Total budget costs					£45075

REVIEW OF EXPENDITURE

Previous Academic year 2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated Impact: did you meet the success criteria	Lessons learned	Cost
A. Improving attainment across a wide range of subjects including Maths and English	<p>Recruitment of specialists into Maths and English.</p> <p>Training of HLTAs and careful deployment of support in core subjects.</p> <p>Training of new leaders in Maths, English and Science.</p>	<p>Attainment 8 improved from 3.61 to 3.67. Equally this was with a weaker cohort on entry.</p> <p>Progress 8 improved from -0.48 to -0.175 a significant improvement</p> <p>English attainment improved at the grade 4 boundary by 2% despite a weaker cohort</p> <p>Maths attainment increased at the 5 boundary by 0.4% despite a weaker cohort</p> <p>Maths progress 8 improved to -0.082 from -0.3</p> <p>English progress improved from -0.6 to -0.051</p>	<p>All departments need to prioritise Disadvantaged for wave one.</p> <p>Essential that each core subject has one TLR holder specifically tracking the progress of the cohort in Y11</p> <p>Regular meeting with core subject leaders are essential to ensure that consistency happens between the subjects</p> <p>English and Maths leads to share an office and board</p>	<p>TLE post holder in maths]</p> <p>NPQML for second in maths with a specific focus on disadvantaged</p> <p>Time for Each lead with school improvement coach</p>
A. Improving attainment across a wide range of subjects including Maths and English	<p>Increase staffing and numbers taking a language at GCSE to increase the numbers accessing the EBACC Pathway</p> <p>Reduce class sizes for Humanities to improve outcomes to improve EBACC average points score</p>	<p>88.9% achieved a grade 4 in Urdu</p> <p>53% were entered for ebacc this has grown for to 57 for 2020 cohort and to 60 for 2022</p> <p>Smaller class sizes in history have been implanted for one option cohort and further reduction in class sizes are planned with a specific group of 10 being taught by a subject specialist</p>	<p>KS3 curriculum needs to prepare students for the high level paper.</p> <p>Parental engagement is essential around the option process.</p> <p>KS3 progress is essential to close the gaps.</p> <p>Primary liaison was difficult despite offering free teaching hours they were non-committal.</p> <p>Cost are heavy on staffing</p>	<p>Extra member of the Spanish team to reduce class sizes and support intervention</p> <p>New TLR created to support the subject leader especially at KS3</p> <p>Over staff in humanities to cope with increasing demand</p>

A. Improving attainment across a wide range of subjects including Maths and English	ALL core subjects to have a full 360 subject review term one that includes data, teaching and learning. Pupil and staff voice. PP to be part of each section This strategy to be rolled out across the faculties throughout the year.	All subjects completed a 360 review. This examined teaching and learning, leadership, data analysis and outcomes. PP was a focus throughout each one interns of groups	Sharp focussed questions ensured that leaders tracked and knew how to close the attainment gaps. The next 360s round need to focus specifically on a particular group of learners	School improvement coach. Cover costs for each leader to prepare SLT meeting time to conduct the reviews
A. Improving attainment across a wide range of subjects including Maths and English	Small group tuition.	All Disadvantaged Y7s accessed the lexia recovery programme Key students received one to one support from trained TAs	All middle ability and disadvantaged accessed lexia and support was targeted clearly. More licences are needs to track the reading recovery higher up the school. This will incur additional costs.	Lexia licences and staff training. TA time and intervention from TA3s
B. Improve literacy and numeracy skills in Year 7	Literacy and Numeracy Co-ordinators in post and	Literacy briefings focussed on core ideas for all staff	Greater emphasis to share the work of Alex Quigley and to be led by a senior leader in school also. Need to focus whole school on less and embed the core skills. Staff need to feel confident delivering key aspects of literacy	TLR post holders in both English and Maths. Intervention time against A band for the AL – cost specially £2000
B. Improve literacy and numeracy skills in Year 7	All year 7 progress tutors given CPD on delivery Lexia	Training delivered by KBO to the Y7 team as the Senior Link	Specialist form tutors will be needed going forward to make the best use of tutor time. This would enable a core team to be trained into reading recovery to use in progress time	Lexia programme and staff CPD
B. Improve literacy and numeracy skills in Year 7 C. Accelerate the progress of high attaining PP students across KS3	High quality feedback and marking. Green for Grow. Purple pens.	Work scrutiny was specially carried out by Subject leaders. progress	Work scrutiny needs to be returned to SLT in the first instance to ensure rigour. All Achievement leads need to conduct work scrutiny with students to discuss progress as part of the mentoring scheme	.time

B.	AHT for most able students to ensure that they are monitored, tracked and provided with tailored intervention. Aspiration activities / experiences provided.	Regular meetings with Most able cohort took place across all 5 year groups This impacted upon literacy and oracy through the regular discussion and driving of aspirations All Y7 were taken to university on a visit to raise aspirations	All students require a comprehensive raising aspirations progress Priority for events and funding must be given to disadvantaged students. The school has already achieved 7/8 Gatsby benchmarks	TLE for Most able. Meeting time with Disadvantaged Trip funding Coaches
A. Improving attainment across a wide range of subjects including Maths and English	Introduction of Progress Time each morning. Sessions include: Growth Mindset Lexia Shared Read Numeracy puzzles		Progress time activities need regular review	On-going, termly and an annual review by the Progress lead.
A. Improving attainment across a wide range of subjects including Maths and English	Implement new behaviour policy and reward system to raise effort and engagement in class	New points system is in place using sims Behaviour points have been removed to identify specific needs Classroom behaviour has improved based on the number of recorded incidents	More emphasis needs to be given to visible rewards in order to promote high aspirations in the classroom and recognise good models of behaviour and engagement more frequently. Introduction of the achievement boards has also tied in with behaviour as well as the new assemblies with parents presents which leads to greater engagement.	AHT behaviour lead cost Staff training SIMS management training for Admin
A. Improving attainment across a wide range of subjects including Maths and English	Provide one – one speaking practice for disadvantaged students in MFL	MFL value added for the disadvantaged was +0.199. This compares to SISRA collaboration of -0.187 which indicates that students achieved a 1/3 grade higher on average than their peers and above the average for non-disadvantaged which was 0.052	Focused early intervention that is specific has real impact. Budget cost of extra member of staff to reduce class sizes and provide specific support is very high	Extra teaching member of staff for MFL
Total budgeted cost				£247126

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated Impact: did you meet the success criteria	Lessons learned	Cost
A. Improving attainment across a wide range of subjects including Maths and English	An achievement lead (AL) is attached to each year group to monitor and liaise with staff to ensure any underachievement is picked up early and addressed.	Achievement leads have grown in confidence and stature. They have developed clear consistent raising achievement strategies and taken on additional responsibility, They all provided regular contact with parents planned parental events to raise attainment.	Empower middle leaders to track and liaise with teaching staff across the range of staff ensures all student have a focal point. Regular mentoring conducted at this level, year group has real impact on relationships with students which in turn leads to better results.	ALs TLE + 3000 x 5 for the three extra non-contact periods each
A. Improving attainment across a wide range of subjects including Maths and English C. Accelerate the progress of high attaining PP students across KS3/4 D. Close the gap between PP boys and girls.	Improving parental engagement. AL's work to improve parental engagement and make sure that parents are invited in to school at key points in the academic calendar.	Between 95 and 100% turn out from the targeted parental support evening had a real impact. The Saturday coffee mornings also had real impact in terms of 100% turnout from Y7 parents. Feedback was extremely positive from the event	Targeted smaller numbers for events with specific aims ensures better turnouts from the disadvantaged cohorts. Key advice given needs to be given in a consistent fashion in order to support parents with managing homework etc	Saturday opening. Directed time cost for all form tutors Planning time Refreshments
C. Accelerate the progress of high attaining PP students across KS3 D. Close the gap between PP boys and girls.	Feedback is part of our whole school ethos. The principles of Assessment for Learning are central to teaching and learning. Consistency is key.	Feedback was reviewed by SLT and other middle leaders	Staff workload must be taken into consideration. Visits to other schools to be conducted to look at how they manage feedback	Time to see other schools

Feedback and marking policy.	Standard operating procedures are in place for marking and feedback that ALL staff must adhere to.			
B. Improve literacy and numeracy skills in Year 7	LSA to work with small groups on Mondays after school. Targeted intervention packs.	Additional homework clubs were attended by a small number of students	Targeted names and communication is key to making this work	LSA time – 1 hour per day built into the hours of contract
D. Close the gap between PP boys and girls.	Achievement Leads use data to target small groups of disadvantaged boys in their year group for targeted mentoring and intervention (both academic and extra-curricular) to improve engagement.	Targeted mentoring took place with all middle ability disadvantaged students	Key tracking across all five years was effective and key messages were constantly shared with all the team and staff. This led to improved results across all 5 year groups	AL TLR. Directed time for Progress tutors
D. Close the gap between PP boys and girls.	School Improvement Officer BOB Boost Our Boys Weekly T&L focus on strategies to improve engagement of boys within Wave 1 Intervention.	Boys P8 improved from -0.4 in 2018 to -0.157 in 2019	Key teaching and learning strategies need to embed and simple constant messages and communications with staff need to take place in order to improve the impact of the strategies implemented	School Improvement office/coach staff cost
D. Close the gap between PP boys and girls.	Duke of Edinburgh Project.	Larger uptake of after school group In school group engagement improved as measured by reduction in behaviour incident and exclusion data is below national averages	Need to find time in the curriculum for D of E	HLTA cost to lead and track

Total budgeted cost £64300

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated Impact: did you meet the success criteria	Lessons learned	Cost
G. Improve attendance rates for PP pupils focusing on certain groups	Attendance officer compiles late list every morning as soon as progress time registers are done. Phone calls are made straight away. Google docs updated and passed to pastoral managers for follow up. First day response provision. Pastoral Managers provide pastoral and family support for some of our more vulnerable families.	Attendance for the whole school improved to be at national Number of PA reduced to below LA average	Attendance will remain a barrier for the disadvantaged especially. Progress for those with attendance at 95% or above was + 0.087 (disadvantaged only) whereas for those between 90 and 95 progress was -0.367. These figures demonstrate that those just above PA suffer the most in terms of progress.	AHT attendance Attendance officer
G. Improve attendance rates for PP pupils focusing on certain groups	Counselling and wellbeing programmes	Improved wellbeing has a positive influence on attendance, behaviour and overall attitude to learning.	Tracking the continuum of need is helpful in terms of allocating limited resources	Counselling service Access provision
G. Improve attendance rates for PP pupils focusing on certain groups	Tackling persistent absence.	PA was better than national and local pictures	EWO and school early intervention is key. There is a need for a specific attendance officer just for the disadvantaged.	Attendance officer AHT SLA for EWO

<p>F Improve Cultural capital of PP students at KS3 Ensure PP students have engaged with future education aspirations and given a futures interview</p>	<p>All Y7 and * to have a range of experiences from culture to IAG</p>	<p>Y7 and 8 all had trips including Bridgewater Hall, UCLAN, Liverpool slavery museum to enhance cultural capital Pupils were prioritised by the tracking of IAG</p>	<p>Cultural capital can't be ignored in order to make further progress in terms of closing the GAP, Introduction of the edge programme in school is the next step to track and monitor impact</p>	<p>AHT – IAG Coaches Supply Tickets to events etc</p>	
Total budget costs					£54419