

Pupil Premium strategy statement

1. Summary information					
School	Penketh High School				
Academic Year	2018-19	Total PP budget	£257,015	Date of most recent PP Review	APR 2017
Total number of pupils	887	Number of pupils eligible for PP	258	Date for next internal review of this strategy	Dec 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM /9-4 IN EN/MA			36.1		
Progress 8 score average - Estimates			-1.15		
Attainment 8 score average			44.31		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Middle and high band pupils make significantly below national average progress in most areas				
B.	Low academic aspirations from some PP families leading to low motivation to learn (meta-cognition)				
C.	Fixed term exclusions higher for PP pupils				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Lower attendance for PP pupils compared to non PP pupils				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	Improved outcomes in all subject areas in line with national averages. (Improved rates of progress among PP learners)			Liaise with newly appointed progress leaders for KS3 and KS4. Appoint PP champions again but emphasis on year group not subject. Each HOD/PP champion to write a PP action plan.	

		<p>Liaise with JB re subject learning walks and ensure involvement in all planned learning walks during the academic year.</p> <p>Work scrutiny evidence to be sent home—good and poor.</p> <p>Ensure all staff are using the” Go to” strategy launched last year.</p> <p>Ensure all staff have seating plans up to date with appropriate go to strategies.</p> <p>All teachers to be aware of their departmental PP action plan and follow it accordingly.</p>
B.	To promote improved attendance for PP pupils	<p>Half termly 100% attendance draw to promote full attendance. Increase in budget to support this.</p> <p>Approval of bids for transport to support pupils getting into school that cannot afford the cost on a short term basis.</p> <p>Breakfast club re-launch with emphasis on poor attenders, in particular PA.</p> <p>Fortnightly attendance tracker—discussions with at least 1 PP pupil each session as possible.</p> <p>Liaise with the attendance lead on strategies to reduce PA in PP pupils via attendance meetings each half term.</p>
C.	To improve holistic development of PP pupils	<p>A variety of trips will be organised per year group to raise aspirations.</p> <p>Metacognition booklets to be used in form to promote pupils thinking about their own learning.</p> <p>Reward trips during activities week to motivate pupils further as they are recognised for hard work and effort.</p> <p>To promote PP involvement in whole school groups e.g. School council/sports participation</p> <p>To run motivational workshops Via Elevate for our more disaffected PP pupils.</p> <p>Parental engagement sessions to be organised in the second 1/2 term.</p> <p>Continued contact with a target group of parents to discuss progress and issues.</p> <p>Contact with primary schools re transition pupils with lack of parental support/poor attendance</p>
D.	To effectively deploy resources from the PP fund to close gaps and ensure impact.	<p>Ensure all expenditure is PP specific with specific objectives.</p> <p>Track expenditure each half term</p>

					Measure impact of key expenditure.
5. Planned expenditure					
Academic year					
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?

<p>Improved outcomes for all PP pupils-</p> <p>All subjects</p>	<p>Appointment of PPL champions in each year group.</p> <p>Feedback first – PP pupils to have their books marked first to ensure effective feedback.</p> <p>PP pupils to be asked more questions in lessons. - “Go to” Strategy</p> <p>Details of any intervention to be added to seating plans by class teachers.</p> <p>CALS to write Department action plans detailing strategies that will be used during the year.</p> <p>Departmental documents will evidence PP interventions/strategies. QA2/QA4</p>	<p>Sutton trust – tutoring has a moderate impact for high cost.</p> <p>Pupils will also be gaining extra feedback which is the most cost effective as per Sutton trust.</p> <p>Sutton trust and EEF – feedback, high impact low cost</p>	<p>Regular meetings with champions to discuss progress and share good practice.</p> <p>Attendance at RAP meetings.</p> <p>EPS tracking for middle and high band pupils monitored.</p> <p>Staff training- circulation of documents at CAL meetings</p>	<p>JET HM MCY EC JP GM</p> <p>JET and CALS</p>	
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Total budgeted cost					£200,000
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?
Improved rates of progress among middle and high band PP pupils- core subjects	Maths/Eng/Sci intervention Y 11	The use of small group tuition for the PP eligible pupils in Y11. These pupils will gain extra feedback evident as high impact.	Progress tracked at the end of each term. Attendance promoted via FTs and AM.	AM/HM	
To promote high levels of literacy and numeracy	Small group intervention for yr. 8-10	The use of small group tuition for the PP eligible pupils in Y8-10 as identified by English teachers. These pupils will also gain extra feedback evident as high impact.	Progress tracked at the end of each term by Eng. Dept- groups will change as and when needed.	EC/ASH	
Improved rates of progress among middle and high band PP pupils- core subjects	Weekly small group session y11 English	The use of small group tuition for the PP eligible pupils in Y11 as identified by PP English champion These pupils will also gain extra feedback evident as high impact.	Progress tracked at the end of each term by PP champion and groups will change as and when needed.	EC	
Total budgeted cost					

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?
To promote improved attendance for PP pupils	<p>Specific attendance role for PP pupils to support them and their families.</p> <p>Breakfast club for more vulnerable PP pupils in the Orchard centre and for FSM in canteen.</p> <p>Attendance competitions to run throughout the year to promote 100% attendance among PP pupils.</p> <p>FTs to have fortnightly focused individualised conversations with PP pupils re attendance data</p>	<p>Attainment for our pupils cannot be improved if they are not in school.</p> <p>Invite targeted PA to breakfast club in Orchard centre with SM/CS</p>	<p>Same day call home to PP absent pupils.</p> <p>Home visits as necessary to PA and development of individual timetables as necessary.</p> <p>Help with travel expenses arranged by LMs as necessary.</p> <p>Monitor improvements in attendance during competitions to establish if it is worthwhile.</p>	<p>EK</p> <p>SM/CS</p> <p>PPLs</p>	
To Improve holistic development of PP pupils	<p>For KS4 learners to attend various workshops aimed at enhancing study skills and increasing motivation to learn.</p> <p>Elevate to be used as external provider.</p> <p>Ensure "Success feels good" assemblies includes PP pupils.</p> <p>To promote PP involvement in whole school groups e.g. School council/sports</p>	<p>EEF puts Meta-cognition at the top of its list for improving progress.</p> <p>Various study skills courses will be arranged as well revision packs distributed in an attempt to promote motivation to learn (self-regulation).</p>	<p>Pupil voice for trips to ensure their effectiveness from the pupils' point of view.</p> <p>Tracking of number of pupils attending enrichment sessions/involvement in sports teams etc.</p>	JET/SM	

	participation and enrichment activities Parental engagement sessions to be organised in the second 1/2 term.	Moderate evidence from the EEF foundation -a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact and at very low cost. This is deemed essential at Penketh High school as a way of encouraging pupils to work harder at home.			
Total budgeted cost					

