

# Pupil Premium Strategy Statement – Diminishing the Difference 2018/19: Fazakerley High School

1. Summary information					
School	Fazakerley High School				
Academic Year	2018/19	Total PP budget	£397,250.00 £ <u>10,500.00</u> (CLA PP) £ 407,830.00	Date of most recent PP Review Update	6 <sup>th</sup> October 2018 February 2019
Total number of pupils Y7: 175 <b>170</b> Y8: 177 <b>169</b> Y9 : 164 <b>174</b> Y10: 142 <b>153</b> Y11: 145 <b>133</b>	Total 799	Number of pupils eligible for PP Y7: 89 52.35% Y8: 85 50.60% Y9: 136 79.53% Y10: 69 45.10% Y11: 59 44.36%	Total 438 55.09% of pupils eligible for PP	Date for next internal review of this strategy  Internal reviews	Directly after external review carried out on 1 December 2017 February 2019 June 2019
2. Summer 2017 Achievement:					
			<i>All Pupils</i>		<i>Pupil Premium</i>
% 4+ English and Mathematics			40.5%		33.3%
% 5+ English and Mathematics			19%		13.7%
Progress 8 score			-1.28		-1.55
Attainment 8 score (ave.)			34.61		28.81
Summer 2018 Achievement:					
% 4+ English and Mathematics			59%		40%
% 5+ English and Mathematics			32%		14%
Progress 8 score			-0.62		-1.07
Attainment 8 score (ave.)			41.97		30.61
Summer 2019:					
E+ M4+			53%		40%
E+ M5+			21%		12%

	<p>understanding pupil data and taking active role in their overall school life. <b>Mentors working closely with parents to overcome parent and pupil barriers to education.</b></p> <p><b>February 2019 – Parental engagement continues to require improvement to encourage families to engage with school to improve the pupil is learning experiences within the educational environment.</b></p>
<b>B.</b>	<p><b>Teaching &amp; Learning:</b> Teaching is not consistently good, consequently pupils do not make good progress across a range of subjects, across year groups. Teaching does not consistently meet the need of disadvantaged pupils including most able disadvantaged pupils. Teaching does not promote high standards of behaviour in class or attitude to learning in lessons with enough consistency. Books show incomplete or poorly presented work. Assessment is not consistently good and holds back the learning of pupils. In some subjects the agreed department assessment systems are not used. Teachers do not always check that pupils understand where they have gone wrong or how to improve. <b>Ofsted Judgement April 2017</b></p> <p><b>September 2018: Joe Ollerton met with small groups of PP students to establish barriers to learning. The most common reasons for slow progress were lessons that were not interesting. Students were very clear that when they found lessons inspiring / interesting, they made far more progress and their assessment scores consistently reflected this. Other factors that students felt was a major barrier did not know how to revise.</b></p> <p><b>February 2019: This has since fed into the “Skills for Success” “Revise till 5” programme for year 11 and will soon be disseminated through other year groups. Again, these initiatives are aimed at benefitting all students, especially those disadvantaged.</b></p> <p><b>Engagement for all...</b></p> <p><b>June 2019: The specific focus on “Engagement For All” in place and has been designed to tackle consistency in the areas highlighted by OFSTED. A comprehensive CPD programme is in place taking into account EEF Research to secure a self-improving model. The focus of ‘engagement’ was particularly pertinent after discussion with PP students who identified that they made most progress when they were actively engaged in their learning.</b></p>
<b>C.</b>	<p><b>Progress:</b> Disadvantaged pupils: Progress of Disadvantaged pupils towards expected grades was lower than other pupils nationally and within school. Poor literacy and numeracy skills are a significant contributing factor to this.</p> <p><b>July 2018: Progress of disadvantaged pupils is expected to be improved / significantly improved for 2018 GCSE cohort. The majority of PP students have followed a 20 lesson programme since November, focussing on raising aspirations, motivation and self-confidence as well as developing key study skills and revision strategies.</b></p> <p><b>March 2019:</b></p> <ul style="list-style-type: none"> <li>• Underperforming disadvantaged group is identified;</li> <li>• RAP plan drawn up;</li> <li>• PP funding used to finance Pet-xi intervention/support;</li> <li>• Progress report card is issued to each pupil;</li> <li>• Parents invited into school for academic board;</li> <li>• Pupils will re-do mock examinations to improve grade – this will demonstrate impact;</li> <li>• Revise til' 5 programme started.</li> </ul>
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>D.</b>	<p><b>Attendance:</b> Disadvantaged pupils: The attendance of Disadvantaged pupils is persistently lower than other pupils. 67.6% of persistent absentees are Disadvantaged pupils. The persistent absence figure is higher than national. <b>July 2018</b></p>

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• Use of the PP funding is effectively planned.</li> <li>• Provision is clearly mapped and closely monitored with high levels of accountability.</li> <li>• The gap between PP/Disadvantaged and others narrows</li> </ul>	<ul style="list-style-type: none"> <li>• Expenditure is strategically planned and transparent: Funding is targeted appropriately.</li> <li>• Leadership will ensure monies expended for PP and Disadvantaged are costed acutely and outcomes measured for success.</li> <li>• Leadership evaluate and monitor the provision for PP spending and hold to account</li> </ul>

19		
A.	<p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>➤ Quality of teaching over time moves from 53% to 70% good or better through a focus on our 5 priority areas (5toDrive) <ul style="list-style-type: none"> <li>• Challenge &amp; Engagement</li> <li>• Progress and Use of Data</li> <li>• Motivation &amp; Confidence</li> <li>• Planning Preparation and Creativity</li> <li>• Feedback and Independent Learning.</li> <li>• Specific focus for 2018 – 19 is Engagement for All</li> </ul> </li> <li>➤ Teachers use assessment and feedback which supports all groups of disadvantaged pupils in knowing what they are doing well and what they need to do to improve.</li> <li>➤ All teachers have high expectations of behaviour and work and challenge pupils to always do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school coaching triads CPD programme following the lesson stud model allow teachers to work on identified areas for development over the year with peer support. CPD is an embedded process which has impact.</li> <li>• New CPD programme for 2018-19 designed by the newly formed Fazakerley Teaching Learning Collaborative (Fazakerley TLC). Taking into account relevant research from EEF etc.</li> <li>• Levels of challenge and engagement increase through improved quality and consistency of feedback and pupil response (Dedicated Improvement Reflection Time DIRT) and peer and self-assessment (self-regulation and metacognition) (identified as strategies which have the most impact by EEF toolkit).</li> <li>• Teachers use Question Level Analysis (QLA) to inform planning and identify and close gaps in all pupils' knowledge in all year groups.</li> <li>• PP/Disadvantaged Work Scrutiny carried out whole school and within faculties to identify areas for improvement and share good practice.</li> <li>• The % gap between disadvantaged and other pupils narrow as teaching improves for all pupils.</li> <li>• Pupils are motivated through teaching which is planned to meet the needs of all groups.</li> <li>• Motivation increases through increased opportunities to attend extra-curricular activities.</li> </ul>
June 19	<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>➤ PP Progress 8 Measure increases from -1.55 to -0.5</li> <li>➤ PP Basics measure (M and E) increases from 30% to 50%</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are aware of which pupils are PP and this informs planning.</li> <li>• Progress of PP/Disadvantaged is closely monitored in all subjects and year groups.</li> <li>• Gaps between PP/Disadvantaged and others begins to narrow. (Results August 2018)</li> <li>• Regular data updates indicate progress, where progress is slow, targeted intervention takes place and is monitored.</li> <li>• Weekly intervention lessons for PP students.</li> <li>• More robust assessment for learning / GCSE mark schemes to enable students to achieve greater progress.</li> <li>• Good attendance for lesson 7 and Easter revision school.</li> <li>• 'Revise 'til 5' – every evening from March 2019 a targeted group of students – the majority of which are PP – attend a revision session in room 6 with JON. The sessions combine study skills with a silent revision periods allowing students to revise in an environment that they may not have access to otherwise. After 20 sessions of 'Revise 'til 5' we have had an average of 18 students attending each session. This is an extra 26 hours revision (based on an average of 80 minutes per session) so far for the students – a total revision time approximately 480 hours.</li> </ul>
B.	<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>➤ PP Attendance increases to 90%</li> <li>➤ PP PA reduces to 15%</li> </ul>	<ul style="list-style-type: none"> <li>• New attendance strategies are in place to secure improvement.</li> <li>• The attendance team review weekly the effectiveness of initiatives currently operation e.g. 25 Day Challenge.</li> <li>• Weekly sessions to encourage attendance</li> </ul>
C.	<p><b>Careers</b></p> <p>Ensure pupil are suitably prepared for the transition to post 16 education</p>	<p><b>Specific to PP</b></p> <ul style="list-style-type: none"> <li>• Pupils are signposted for early Careers intervention to include one to one guidance</li> </ul>

- BAE Education STEM Roadshow
- STEP Up Career Booklets in PHSE

#### **Year 8**

- Careers Focused Dimension Day / Preparation for Options (Shaping Futures / Kudos / STEM / Local Labour Market Info / Importance of GCSEs for Career and What way now booklets)
- University of Liverpool Assembly
- Raising Aspiration workshop at LJMU for 60 pupils – Pupil Premium
- STEP Up Career Booklets
- Kudos sessions during PHSE

#### **Year 9**

- STEP Up Career Booklets
- Kudos Sessions during PHSE
- Edge Hill 'Raising Aspirations' visit to Campus for 30x PP
- The Big Bang Careers Fair – Liverpool Exhibition Ctr
- What's your Emergency (STEM) Day – funded via Shaping Futures and delivered by Elevate EBP

#### **Year 10**

- STEP Up Career Booklets & It's your Choice booklets during PHSE
- Edge Hill 'Raising Aspirations' visit to Campus for 30x PP including 1 lesson in school before and 1 lesson in school afterwards
- Apprenticeship Theatre Performance – Funded via Liverpool Apprenticeship Hub
- 'What Career Live' – year trip to Exhibition Ctr Liverpool
- Nursing Insight event at Aintree Hospital – select cohort of pupils up to x30
- Work Experience – July 8<sup>th</sup> -12<sup>th</sup>
- Shaping Futures in school sessions for all pupils – Choosing post 16 options
- Assemblies – Hugh Baird / Uni of Liverpool / Knowsley College
- Future Focus Event – Careers Fair in school
- Speakers4Schools – Exterion Media Employer Presentation
- Various letters / texts / careers information shared with pupils & parents throughout the year
- Colleges / University/ Apprenticeship Provider present at Parents evenings
- KPMG (Solving Digital problems in a Business Environment) – All Day Event – 70 Business & ICT Students inc PP
- Jobs for Tomorrow - meet the employer event delivered by Career Connect and funded via Career & Enterprise Company

- Future Focus Event – Careers Fair in school
- Colleges / University/ Apprenticeship Provider present at Parents evenings
- Various letters / texts / careers information shared with pupils & parents throughout the year
- ‘What Career Live’ – Saturday event promoted to parents
- Apprenticeship Theatre Performance – Funded via Liverpool Apprenticeship Hub
- Mock Interviews – EY Foundation funded via Careers and Enterprise Company
- Apprenticeship and CV drop in / Careers Hub
- One to One Guidance Interviews

**CEIAG (Careers Education Information Advice & Guidance – Pupil Premium)**

**Year 7**

- One to One Careers Advice- prioritised

**Year 8**

- One to One Careers Advice – prioritised

**Year 9**

- One to One Careers Advice – prioritised
- Big Bang Fair Transport paid for PP
- Cohort of 30 PP take part in the Futures Plus programme with Edge Hill University

**Year 10**

- One to One Careers Advice – prioritised
- Work Experience P/P supported with travel and equipment/clothing costs if required
- Cohort of 30 PP take part in the Futures Plus programme with Edge Hill University
- Future Focus Career Event – PP Parents and Pupils encouraged to attend

**Year 11**

- One to One Careers Advice – prioritised
- Cohort of 30 PP take part in the Futures Plus programme with Edge Hill University
- Future Focus Career Event – PP Parents and Pupils encouraged to attend
- National Citizens Service Provided free of charge including Hoody.
- Summer follow ups for all PP

completed during PHSE. Provided by prospects education £200

Pupil in year 10 take part in one week work experience - Improve pupil understanding of the world of work and employability skills - £22 per pupil

Year 10 pupils who are in receipt of FSM are invited to attend The Big Bang Career Event and Career Live events.

Pupils are invited to participate in the National Citizens Service with a financial support incentive for the PP/Disadvantaged pupils.

**Staying in employment or education**

	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19 *</b>	<b>National other</b>
<b>School %</b>	<b>84%</b>	<b>85%</b>	<b>86%</b>	<b>100%</b>	<b>100%</b>	<b>96%</b>

\*2017-2018 not yet reported by DfE – All pupils left with a destination

\*2018-2019 all pupils will leave FHS with a destination

5. Planned expenditure			
Academic year		2018/19	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support who			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Evidence & rationale for choice	E
Improve quality of teaching and learning.	<ul style="list-style-type: none"> <li>Teachers complete T,L&amp;A audit in September 2017 as a reflection and self-assessment tool to identify areas for development.</li> <li>New coaching triads CPD system to secure sustained improvement and avoid lack of impact which can be an issue with 'one off' CPD sessions. Teachers work in a triad identified through the T,L&amp;A audit to plan and deliver lessons using the lesson study model</li> <li>From September 18 designated Monday CPD Teaching and Learning sessions every half term.</li> <li>3 of the Monday CPD sessions were focussed on the PP students. The first one was focussed on the importance of effective teaching especially for disadvantaged students and the difference between 'engaging' students and 'occupying' them in the classroom. The second one was to raise the awareness of the members of staff about our cohorts and what measures could be put into effect to ensure that these target groups are well supported. The third one was on how to promote and celebrate cultural enrichment. Faculties were advised to update their PP Action Plans and illustrate therein how they proposed to identify, develop and implement enrichment programmes which reflected the rich array of cultural experiences which could be found locally, nationally and internationally. (These discussions helped to grow projects such as the Duke of Edinburgh Award Scheme, developments via the PTCA, the diverse offering coming through Careers education and other schemes).</li> </ul>	<ul style="list-style-type: none"> <li>Studies show that this of style of CPD has greater impact on teacher performance than traditional stand-alone sessions.</li> <li>Staff recognised that greater awareness with regard to the background of our pupils and the impediments to learning would facilitate a much more strategic approach in terms of overcoming the barriers our pupils are facing; this in turn, would facilitate appropriate actions to eliminate barriers and level the playing field.</li> <li>CPDs run by JON and MGU</li> </ul>	T r s R S s
Improve the quality and consistency of feedback	<ul style="list-style-type: none"> <li>Feedback and pupil response is structured through the DIRT approach and target stickers.</li> <li>Monitor the use of DIRT through whole Learning Walks and Work Scrutiny – take action where necessary to address inconsistencies.</li> <li>Work Scrutiny carried out within faculties involving all teachers. Everyone in the faculty scrutinises the books and gives feedback on good practice and areas for improvement.</li> <li>Teachers use year 7 and 11 QLA to inform planning. Teachers start to use QLA of internal testing to inform planning.</li> <li>New assessment policy in place from September 18 to improve feedback and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>EEF research states that feedback is one of the strategies which has the most impact on pupil progress including disadvantaged pupils (+8 months).</li> <li>Evidence from other schools indicates that this is a good method for monitoring and securing improvement through its transparent nature.</li> <li>QLA allows teachers to identify areas of weakness in teaching and / or pupil learning and address the issue by securing mastery.</li> </ul>	D a  T a f S P
Improve pupils' metacognition and self-regulation	<ul style="list-style-type: none"> <li>Teachers introduced to the concept in December 2016 INSET focusing on the Magenta Principles and EEF Toolkit.</li> <li>T,L&amp;A briefing used to share expert research findings (Dylan William, John Hattie etc)</li> </ul>	<ul style="list-style-type: none"> <li>EEF research states that metacognition and self-regulation is one of the strategies which has the most impact on pupil progress including Disadvantaged pupils (+8 months)</li> </ul>	C t

<p>PP pupils are identified and their needs are taken into account when planning lessons.</p>	<ul style="list-style-type: none"> <li>• <b>MINT class programme purchased to give teachers easy access to pupil information (PP, SEN, HAPs and to plan seating which takes PP needs into account easily, reducing workload.)</b></li> <li>• <b>PP highlighted on department trackers. Department intervention takes place as necessary.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating plans support organised learning.</b></li> <li>• <b>Teacher awareness of PP pupils enables targeted support.</b></li> </ul>	<p>U l t c</p>
<p>Improve engagement of PP / Disadvantaged pupils in science.</p>	<ul style="list-style-type: none"> <li>• <b>Take part in the Shaping Futures – ‘Chemistry for All’ programme. Delivered to a group of 30 year 9 and 30 year 10 PP pupils from target wards with sessions delivered by LJMU staff at FHS and LJMU. Resources will be provided to deliver the programme to all pupils in the year by FHS staff.</b></li> <li>• <b>Partnership with the Physics Institute to develop the delivery of physics in school.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Partnership with expert providers / institutions / organisations will improve self-esteem, access and create opportunity for all. Motivation and engagement improves through awareness of career pathways.</b></li> </ul>	<p>S b P</p>
<p>A range of academic intervention strategies are in place to support all pupils not working on target including PP / Disadvantaged.</p>	<ul style="list-style-type: none"> <li>• <b>Intervention strategies in place for all year groups (see Academic Intervention Strategy 2017-18 assertive mentoring, period 7 etc.)</b></li> <li>• <b>PP progress set as a performance management target for all staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Programme will address underachievement across all year groups with a particular emphasis on the specific interventions for PP / Disadvantaged.</b></li> <li>• <b>All staff to ensure PP pupils are monitored and tracked effectively and interventions are timely and well targeted.</b></li> </ul>	<p>S a A p f</p>
<p>Increased awareness of the importance of numeracy and literacy.</p>	<ul style="list-style-type: none"> <li>• <b>The development and introduction of strategic initiatives to promote literacy (language for learning) and numeracy across the curriculum; working with the National Literacy Trust and the LCQM and through these mediums address deficits for PP/Disadvantaged.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Testing and results revealed weaknesses for a significant cohort of PP /Disadvantaged pupils in terms of literacy and numeracy. We believe that arresting this deficit will lead to improved outcomes for all.</b></li> </ul>	<p>R S t a</p>
<p>Increase extra-curricular provision.</p>	<ul style="list-style-type: none"> <li>• <b>Departments to set up additional clubs at lunch time / after school and promote them with pupils to increase engagement.</b></li> <li>• <b>Increase pp participation in extra-curricular activities</b></li> <li>• <b>All or most pp including CLA partake in DofE programme</b></li> <li>• <b>Paid TLR to run DofE, run weekend expeditions for full DofE programme</b></li> <li>• <b>All faculties to run at least one extra-curricular programme</b></li> <li>• <b>Create area of responsibility for PP uptake of activities</b></li> <li>• <b>Research clubs outside school and increase CLA participation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extra-curricular provision has been shown to increase motivation, especially in disadvantaged pupils. It also provides opportunities for pupils to extend their learning and experience. Our range of extra-curricular activities were not well enough attended and where they did exist, did not always capture pupils’ interest. Monitoring of attendance was not thorough enough and did not highlight PP.</b></li> <li>• <b>Working with CLA and their carers to work towards engaging pupils into external outdoor clubs: Air, police and army cadet’s programmes. Looking at their interest and talents and exploring their options.</b></li> </ul>	<p>A c l f R a</p>
<p>Improve ICT equipment and access to information whole school</p>	<ul style="list-style-type: none"> <li>• <b>Upgrade all school laptops and PCs across the school through a new rental programme.</b></li> <li>• <b>Enter three year lease to enable the school to upgrade as much hardware for faculties</b></li> <li>• <b>Catch-up funding programmes</b></li> <li>• <b>Introduce information TV’s throughout the main mall which display current guidance and information on the following:</b></li> <li>• <b>Attendance</b></li> <li>• <b>Extra-curricular activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>New hardware will improve speedier access for all students including Disadvantaged and SEN pupils. Pupils will be able to carry out research more effectively and compose assignments more easily.</b></li> <li>• <b>Lexia and Mathletics (Catch Up funding no PP) software will run more effectively and will boost literacy and numeracy outcomes.</b></li> <li>• <b>SEN pupils needing laptops for every lesson will have good</b></li> </ul>	<p>V v e H R M c</p>

<p>Attitude and equipment (A&amp;E)</p>	<ul style="list-style-type: none"> <li>• This needs to become a mantra for all staff and pupils. Pupils to be greeted at the 'Fazakerley Line' every morning by SLT / pastoral team. All staff to familiarise themselves with this term and use this on a daily basis at the start of each day.</li> <li>• Form time – form tutors to reinforce the message of correct equipment and uniform.</li> <li>• Lessons and corridors – class teachers to do the same</li> <li>• Headteacher / Deputy Head and SLT – have a presence around the whole school, calling into form classes at the start of the school day, be present at all school assemblies to welcome and greet the pupil on arrival and ask the question A&amp;E?</li> <li>• Ensure all pupils are wearing the correct school uniform and if not use spare uniform to ensure standards remain high at all times.</li> <li>• Introduce signage around the building relaying the message of correct A&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an environment where teaching and learning is not hindered by unprepared pupils.</li> <li>•</li> </ul>	<p>A n</p>
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ii. Targeted support			
Desired outcome	Chosen action/approach	Evidence & rationale for choice	E
<p>To provide focused intervention for pupils where performance is</p>	<ul style="list-style-type: none"> <li>• Use KS2 and reading age data to inform Catch Up Literacy sessions in year 7.</li> <li>• Run the Accelerated Reading Programme for Y7 and Y8 to encourage reading for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• By carefully tracking and analysing PP pupil data and implementing the planned interventions the gap between PP/Disadvantaged pupils and others will be diminished.</li> </ul>	<p>H A c</p>

	<ul style="list-style-type: none"> <li>• <b>Technicians to provide targeted technical support to PP pupils in creative subjects.</b></li> </ul>		
Provide additional mentoring for all PP/disadvantaged pupils in year 11.	<ul style="list-style-type: none"> <li>• PP mentoring group focused on a weekly programme of meetings to develop pupils' exam technique; support emotional resilience; reflection time and importance of independent study; building self-esteem; supporting other core interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• The group has been identified as having specific impediments that could affect academic outcomes. This programme will support challenge and engagement for the pupils involved.</li> </ul>	J v p b
Improving attitude to learning in a core year 11 group of pupils.	<ul style="list-style-type: none"> <li>• Cameo project – community project involving selected PP/Disadvantaged year 11 pupils who are below target and display difficult behaviours working with a local church group on a variety of projects.</li> <li>• Group nominated for LJMU community award – ceremony held at St George's Hall. Parents invited.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging these pupils in a community activity will allow them to develop interpersonal, organisational, transferable skills and therefore encourage engagement in lessons.</li> </ul>	R R p
Targeted support for HAPs PP/Disadvantaged to increase challenge and engagement.	<ul style="list-style-type: none"> <li>• PP pupils included in HAPs challenge classes (after school club).</li> <li>• Creation of HAPs year 8 form of which 90% are PP.</li> <li>• Mentoring of PP HAPs in year 10 and 11 by Lead Practitioner.</li> <li>• HAPs PP pupils involved in university link projects.</li> <li>• Project Based Learning delivered in HAPs form and HAPs challenge classes.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number of our PP pupils are HAPs and need additional support to ensure challenge and engagement as they may not receive the desired level of challenge from home.</li> <li>• Project Based Learning is proven to be highly successful with HAPs groups and PP pupils because of ownership.</li> </ul>	L P a
Targeted support for MAPs PP/Disadvantaged challenge and engagement.	<ul style="list-style-type: none"> <li>• MAPs intervention programme in place (majority PP pupils).</li> <li>• MAP Aspiration Programme run by Lead Practitioner.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensure MAPs PP pupils are challenged and engaged and good communication with parents / carers is secure.</b></li> <li>• Enhance the link between our curriculum and vocational employment for MAPs PP pupils. A series of trips and visits to various training centres and vocational employment bases organised. Guest speakers will attend school to talk to groups of students about vocational employment. This will tackle disengagement, encourage independence and align pupil aspirations with the curriculum.</li> </ul>	L t o p
Counselling - Ensure pupils emotional well-being and mental health is supported by an expert.	<ul style="list-style-type: none"> <li>• Continue to provide counselling services for pupils in need with John Quigley.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing this essential support for pupils in crisis and for those with ongoing needs has provided a much needed safety net for vulnerable pupils including Disadvantaged and SEN over the last year. This additional support will ensure those pupils needs are met within the school environment rather than relying on external (NHS) support.</li> <li>• As well as running timetabled sessions John has also supported ad hoc in emergency situations.</li> </ul>	S s A a
Student Assisted Programme (yr10)	<ul style="list-style-type: none"> <li>• The Student Assisted Programme group (yr10) will meet weekly for group therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Better mental health contributes to better academic outcomes,</li> </ul>	S

<p>Parents group / coffee mornings to encourage parental engagement.</p>	<ul style="list-style-type: none"> <li>• <b>Encourage those parents of disadvantaged pupils to come into school once per week for a two-hour session.</b></li> <li>• <b>Support workers will engage with parents to assist them in any issue they may have, this can lead to sessions on how to manage finances, stress busting sessions, help with benefits, encourage training and take up of course available.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Better communication and relationships with parents of Disadvantaged and SEN pupils facilitates better engagement of pupils. By engaging with our most disadvantaged parents this will ensure both parent and teacher are working together for the best outcome for the pupil. 'Educate the parent and you will educate the child'.</b></li> </ul>
<p>Transition day – Utilise this day to engage with parents, ensure registration groups are in place for the day and all pupils attending have this time to get to know who their form tutor will be. Induction packs for parents with all information is available once the parent has selected the school they want.</p> <p>All new starters are entered on sims as early as March.</p> <p>Move towards a paperless file for pupils within SIMS.</p>	<ul style="list-style-type: none"> <li>• <b>Administrator to work closely with pastoral lead to ensure all parents receive all relevant information in a timely manner, once returned from the parent ensure all information is uploaded onto SIMS and any paper files received from the feeder primary school are scanned and disposed of in a secure way.</b></li> <li>• <b>All SEN and any safeguarding files are transferred and communicated to the appropriate person in charge of that specific area.</b></li> <li>• <b>Change the format of the transition day whereby the pupil will get to meet their new form tutor and spend the day getting to know them. Invite all parents / carers back to an information evening. Support staff to offer drop in sessions to parents for support and guidance and encourage an open door policy whereby we are working together for the best possible outcomes for the pupil.</b></li> <li>• <b>Address attendance issues, sending a message out of the importance of good attendance at all times.</b></li> <li>• <b>Communicate to parents identifying key staff within the school so parents feel they can contact a key person at any time to address any concerns they may have.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Better organised office systems and working practice. Utilising the SIMS management system to its full potential.</b></li> <li>• <b>By ensuring good communication early in the transition process this will lead to a smoother start to the school year in September.</b></li> <li>• <b>Pupils will know exactly where they need to be and who those key staff members are. Parents will feel more reassured and make the transition easier for both parent and child at the start of the new term.</b></li> </ul>

### iii. Other approaches

Desired outcome	Chosen action / approach	Evidence & rationale for choice
<p>Improve PP attendance and PA.</p>	<ul style="list-style-type: none"> <li>• <b>Raise staff and pupil awareness of attendance figures through weekly attendance email.</b></li> <li>• <b>Attendance team meet weekly to discuss progress and targets.</b></li> <li>• <b>25 Day Challenge – pupils are rewarded with a trip at the end each half term if they have 100% attendance for the required period.</b></li> <li>• <b>Attendance cards used to monitor pupil attendance – issued to pupils below 92%</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Whole school awareness ensures all staff are giving pupils the same message.</b></li> <li>• <b>Targeted interventions as set out in the Attendance Action Plan ensures compliance.</b></li> <li>• <b>Attendance team meet weekly to discuss figures, targets and planning</b></li> </ul>

improved employability.			
Improve behaviour for learning.	<ul style="list-style-type: none"> <li>• Behaviour for learning INSET to be delivered by Jason Bangbala with a follow up programme.</li> <li>• Reduce lunchtime and restructure the school day, alter the start of the day from 8:40am to 9:00am</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils including PP will be better prepared for learning.</li> <li>• Reduce the length of lunchtime to improve behaviour for learning in preparation for after lunch sessions.</li> </ul>	T U C P S i
To provide carefully targeted advice and experiences related to work for all disadvantaged pupils.	<ul style="list-style-type: none"> <li>• All year 11 pupils to receive a one hour careers guidance session with JJS (in school Careers Officer). PP pupils will receive follow up sessions.</li> <li>• Careers convention for all year 10 and 11 pupils.</li> <li>• Post 16 options event for year 11.</li> <li>• CIAG is available for all year groups in the new Careers Hub Monday – Thursday by appointment.</li> <li>• Kudos programme used in careers lessons, PSHE and Dimension Days to support the delivery of impartial careers guidance for all year groups.</li> <li>• All pupils complete the STEP UP programme – a series of workbooks delivered in PSHE / form time to support pupils in making informed decisions.</li> <li>• Work experience programme for year 10 pupils</li> <li>• Which Way Now / It's Your Choice resource packs purchased.</li> <li>• Careers posters up around the school building to encourage pupils to consider options available and promote engagement in careers sessions.</li> <li>• CDI membership allows the school to access expert advice, events etc.</li> <li>• As a school we are applying for the Career Connect Quality Award to sharpen our careers offer and to specifically target PP/Disadvantaged pupils.</li> <li>• All year 10 PP pupils to attend the Big Bang and Career Live events.</li> <li>• PP pupils receive additional support through Barclays Life Skills sessions.</li> <li>• The National Citizens Service and the Social Mobility Foundation are promoted to year 11 including PP pupils.</li> <li>• JON Intervention sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence shows that a well-defined and strategically planned programme with clear aims and objectives which includes all year groups will widen the opportunities for PP pupils et al.</li> </ul>	C r
Reward positive work and behaviour to incentivise all pupils including PP.	<ul style="list-style-type: none"> <li>• Star of the Day – pupils nominated each day by the class teacher- the list is read out in form time to celebrate and pupils will receive certificates in assemblies.</li> <li>• Rewards assemblies at the end of each term to celebrate progress and effort.</li> <li>• New positive behaviour points system in sims from Sept 18</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating pupil progress and effort across the school in every area will support participation and engagement.</li> </ul>	B C r h
To encourage PP/Disadvantaged pupils to be punctual and ready to learn.	<ul style="list-style-type: none"> <li>• A Breakfast Club is available from 8am onwards for all pupils and is free for PP/Disadvantaged pupils. Support workers run breakfast club and area available for pupils to make contact with in the dining room each morning. Encourage parental engagement by inviting parents in to discuss any issues / concerns they may have with</li> </ul>	<ul style="list-style-type: none"> <li>• Providing breakfast will ensure that PP/Disadvantaged pupils have a good start to the day and will be more likely to be punctual. It will also encourage parents to send their child into school in time to receive the free breakfast.</li> </ul>	S e

linked PP-SEN-LAC	<ul style="list-style-type: none"> <li>▪ PP report to parents</li> <li>▪ Dashboard for governors re vulnerable children</li> <li>▪ Raise online</li> <li>▪ Local offer</li> <li>▪ Assessment</li> <li>▪ Parent view</li> </ul> <p>Create portal on website for governor information which contains governor minutes, agendas, training information etc.</p>	<ul style="list-style-type: none"> <li>• To celebrate the school's achievements and to invite both support and critical evaluation of our academic and community culture.</li> </ul>	
Improve communication by having a set structure of weekly meetings.	<ul style="list-style-type: none"> <li>• Staff meetings to take place each week:</li> <li>• SLT – 1 per week</li> <li>• Pastoral Meeting – 1 per fortnight</li> <li>• Head of Faculty – 1 per week.</li> <li>• These meetings will be scheduled between 8:30 – 8:55 with short agendas. PP will be a central theme. By holding these meetings at this time it will ensure there is minimum disruption to teaching &amp; learning and ensure key staff do not require cover to attend meetings during the school day.</li> <li>• Faculty meeting 1 per week</li> </ul>	<ul style="list-style-type: none"> <li>• To improve communication between and within al groups across the school.</li> <li>• To promote a positive collegial approach to issues and school development.</li> <li>• To facilitate speedy accountability and review.</li> </ul>	J p