



The County High School, Leftwich

Pupil Premium

2013 - 2014

| | Page |
|--|------|
| 2012 - 2013 Actions Completed and Impact | 1 |
| 2012 - 2013 Actual Expenditure | 2 |
| 2013- 2014 Planned Actions | 3 |
| 2013 - 2014 Planned Expenditure | 4 |
| 2013 - 2014 Impact Evaluation | 5 |

Action Plan and Evaluation

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| Objective | Students in receipt of Pupil Premium (PP) to achieve or exceed their Fisher Family Trust (FFT) targets. <i>The same progress as pupils of similar ability in the top quartile of schools.</i> |
| What do we expect to see? | <ul style="list-style-type: none"> • PP students achieving or exceeding their FFT targets • Increased attainment in English and Maths • Increased attendance |
| Amount of Funding | 2012/13 - £92,000 2013/14 - £152,000 2014/15 - £167,000 |



2012 - 2013 Actions Completed

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| Results Analysis | FFT targets (the same progress as similar pupils in the top quartile of similar schools) | | 2013 Leavers PP Results |
| | 5+A*-C including English and Maths | 48% | 57% |
| | 5+A*-C | 48% | 83% |
| | At least one A*-A grade | 9% | 39% |
| | 7+A*-G | 100% | 100% |

| Action | Evaluation |
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| Deliver quality WWW and EBI Feedback | A student voice exercise was carried out in June 2013 consisting of nine students in receipt of the Pupil Premium, from Year 7 to 10. Students were positive about the WWW and EBI advice they regularly received from a range of subjects and felt it helped them achieve progress. Developmental points that arose from the scrutiny included: teachers extending deadlines for homework that required the use of computers, to allow students to utilise the school's equipment and further improving the quality of WWW and EBI. |
| Intervention Programmes | <p>Timetabled Intervention Lessons Twelve students attended timetabled intervention lessons beginning in March 2013. These were of a varying number of lessons a fortnight, which was determined by the tracking and in consultation with the Learning Leader: Year and relevant Curriculum Leaders. Students were focusing on a range of subjects.</p> <p>67% of these students achieved 5+A*-C including English and Maths, against a target of 64%. 92% of these students achieved 5+A*-C, against a target of 83%.</p> <p>Registration Maths Intervention The Learning Leader for Maths was covered for registration (20 minutes a day) to enable her to deliver focused sessions at a small number of targeted PP students, for a month before the final GCSE Maths Exam. Students improved their Maths grade from a D in November 2012 to a result of a C.</p> <p>60% of these students achieved a C in Maths, against a target of 20%.</p> <p>LINC Time A small number of students in receipt of the Pupil Premium had timetabled lessons in the LINC. All of these students achieved 5+A*-C.</p> |
| E-Learning | <i>Accelerated Reader</i> is used to identify students reading age and level. It provides intervention reports personalised for each student. During 2013 – 2014 it will be used for all Year 7 students and Year 8 Literacy students to identify additional support required. |

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| <i>Increase Attendance</i> | <p>Attendance differences between Pupil Premium students and non-Pupil Premium students were an area of focus. Directing the EWO towards PP students whose attendance is causing concern will continue to be a strategy during 2013 - 2014. Regular meetings will be held between the Assistant Principal with responsibility for the Pupil Premium and the EWO. Year Leaders will be provided with data on PP students' attendance and expected to implement strategies to address low attendance.</p> <p>2012 – 2013: Pupil Premium students were absent 6% more than non-Pupil Premium students.</p> |
| <i>Monitoring and Review</i> | <p>Existing Academy systems are used to collect data on students at four pre planned points during the year. Pupil Premium students' data is then extracted and analysed to highlight students who may benefit from additional personalised support. There is an expectation that students will exceed their FFT target and intervention programmes are put place for those whom the tracking indicates are at risk of not fulfilling this challenging expectation.</p> <p>Pupil Premium data is shared at Senior Leadership meetings and then cascaded to Year Leaders and Curriculum Leaders.</p> |

2012 - 2013 Actual Expenditure - The school carefully ring-fences the funding at the beginning of the academic year so that it was spent on a targeted group of students.

| <u>Action</u> | <u>Cost</u> |
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| <i>Deliver Quality WWW and EBI Feedback</i> | £16,000 |
| <i>Intervention Programmes</i> | £61,000 |
| <i>E-learning</i> | £800 |
| <i>Increase Attendance</i> | £1,200 |
| <i>Monitoring and Review</i> | £13,000 |
| Total | £92,000.00 |

2013 - 2014 Planned Actions

Increase capacity and reorganisation of Learning Support Assistants (LSAs)

Three additional LSAs will be employed to enable nominated LSAs to be attached to EBacc departments (English, Maths, Science, Humanities and Modern Foreign Languages). They will be utilised to work one-to-one with students or with small groups. They will ensure students reach pre agreed, challenging targets, within a specific time frame.

Intervention

A range of targeted actions will reduce inequalities and increase access to the curriculum, including:

- Small group intervention available for selected PP students, with increased support for Year 11 in the Autumn and Spring terms.

Students who have such intervention will show an increase in progress as a consequence of this. A Specialist Intervention Teacher will be deployed to deliver this.

Learning Inclusion Facility (LINC)

A range of targeted actions will reduce inequalities and increase access to the curriculum. Pastoral and curricular support will be available so that students achieve or exceed their FFT targets. An additional LSA will be employed to work in the LINC, tasked with measurable, time specific attainment targets, working one-to-one or with small groups of PP students.

Literacy / Numeracy Classes

Students whose data and tracking suggest that basic literacy and numeracy skills are causing barriers to their learning will receive extra timetabled lessons to increase their skill level. This will allow students to better access the full curriculum.

Document strategies for individual students

All teachers will document personalised strategies for PP students, which will assist planning and raise teacher awareness of their PP students. Teachers will review these strategies and use them to ensure students achieve or exceed their FFT targets.

Increase Attendance

Extra hours will be funded so that the *Educational Welfare Officer* can be directed towards PP students whose attendance is causing concern, providing additional focus.

Free Breakfast

Students who opt in for this service will arrive in lessons ready to learn.

Enrichment Activities

Funding will be provided for a range of enrichment activities. For example, *Fit 4 Figures*, a once weekly KS3 club before school, will improve KS3 students' physical and mathematical ability. All students will be able to access a range of enrichment activities, resulting in them feeling included and part of the school community.

Individual Fund

The *individual fund* will be used to enable targeted bespoke support for students in a range of areas and activities. Practical barriers to learning will be reduced as a result of this fund.

Monitoring and Review

The progress of PP students will continue to be tracked in line with current school systems. There will then be additional analysis of PP student performance, against FFT targets and analysis of PP students' progress in English

and Maths compared to their KS2 results. Where underperformance is highlighted, further intervention strategies will be examined and teachers will be made aware of targeted students within their groups.

2013 - 2014 Planned Expenditure - The school carefully ring-fences the funding at the beginning of the academic year so that it was spent on a targeted group of students.

| Action | Cost |
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| <i>Increase capacity and reorganisation of Learning Support Assistants</i> | £70,000 |
| <i>Specialist Intervention Teacher</i> | £26,000 |
| <i>LINC</i> | £10,000 |
| <i>Literacy Numeracy Classes</i> | £13,000 |
| <i>Increase Attendance</i> | £1,200 |
| <i>Free Breakfast</i> | £7,800 |
| <i>Enrichment Activities</i> | £1,000 |
| <i>Individual Fund</i> | £18,000 |
| <i>Monitoring and Review</i> | £5,000 |
| Total | £152,000 |

2013 - 2014 Impact Evaluation

| Headline Results Analysis | Results and targets of the 37 students who began Year 11 classified as students for whom the Pupil Premium provides support. | | |
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| | 2014 Leavers PP Results | FFT targets (<i>the same progress as pupils in the top quartile of schools</i>) | |
| | 5+A*-C including English and Maths | 54% | 56% |
| | 5+A*-C | 59% | 58% |
| | At least one A*-A grade | 30% | 5% |
| | 5+A*-G | 92% | 100% |
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| | A*-C in English Language | 81% | 67% |
| | 3 Levels of Progress in English Language | 84% | 78% |
| | 4 Levels of Progress in English Language | 49% | 30% |
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| | A*-C in Maths | 64% | 58% |
| | 3 Levels of Progress in Maths | 73% | 78% |
| | 4 Levels of Progress in Maths | 32% | 16% |

| Action | Impact Evaluation |
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| <p>Increase capacity and reorganisation of Learning Support Assistants (LSA)</p> | <p>English, Maths, Humanities and Language now have specialist LSAs to facilitate additional in lesson-intervention. LSAs have supported the classroom teacher by working with Pupil Premium students in small groups and one-to-one. LSAs have worked with Pupil Premium students in all years to enable students to fulfil their potential and to prevent ‘top-loading’ of intervention, by not solely focusing on Year 11 Pupil Premium students. LSAs have also facilitated additional out of lesson intervention. For example, the Maths department have utilised their specialist LSAs to deliver intervention within registration time for Year 8 and 9 Pupil Premium students, where tracking indicates they are at risk of not achieving their target grade.</p> |
| <p>Additional Intervention focusing on supporting Year 11 Pupil Premium students to prepare for their English and Maths GCSE Exams</p> <p><i>NB – wherever ‘target’ has been referred these are FFT Targets</i></p> | <p>September to November 2013 - Preparation for English and Maths GCSE November Exams 12 Pupil Premium students focused on Maths, 7 Pupil Premium students focused on English, 5 of these students focused on both.</p> <p>From September to November Results, intervention students had improved their Maths grades, on average, by 0.8 of a grade, non-intervention students improved their Maths grades, on average, by half a grade from September to November Results.</p> <p>In English Language, November Results indicated that 1 student had improved by a grade while 4 students remained on the same grade the September tracking suggested.</p> <p>January to Summer Exams Intervention - Preparation for English and Maths GCSE Summer Exams</p> <p>In January 2014 GCSE examination results from the November entry and in school tracking was used to highlight Pupil Premium students in need of additional intervention in English and Maths.</p> <p>January to May English intervention 10 Pupil Premium students received additional intervention, for on average 5 hours a week, with the specialist intervention teacher, to support their English Language GCSE. 9 of the 10 achieved or exceeded their English Language target grade, 2 of these 9 students achieved a C grade against a D grade target. This group achieved, on average, 10% of a grade higher than their targets predicted.</p> <p>The Pupil Premium LSA supported intervention for 6 students, for on average 3 hours a week, with preparation for their GCSE English Language Exam. All 6 students at least achieved their English Language target, with 4 of the 6 exceeding their target by 1 grade. These 6 students all achieved a C grade against a D grade target. On average these students achieved over half a grade higher (0.67 of a grade) than their targets predicted.</p> <p>Non-PP students, who did not receive the additional intervention in English, achieved 0.18 of a grade higher than their English Language target predicted, in comparison to the average of 0.25 of a grade higher than targets predicted achieved by the Pupil Premium students who were supported by additional intervention (20 students in total).</p> <p>January to May Maths intervention 14 Pupil Premium students received additional Maths support from the specialist intervention teacher. 9 of these students at least achieved their Maths target grade, 2 of these 9 achieved a C grade against a target of a D. On average, the 14 students achieved just below what their target predicted (-0.2 of a grade). When looking at the progress from January to Summer results, 6 of the 14 improved by at least a grade, with 2 of the 5 moving from an E grade to a C grade. On average, the 14 students improved by half a grade from January to the Summer Results.</p> <p>The Pupil Premium LSA supported intervention in Maths for 6 Pupil Premium students. 4 of these students at least achieved their FFT Maths, 1 of these 6 students exceeded their Maths target by a</p> |

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| | <p>whole grade. On average, the 6 students achieved just below what their target predicted (-0.3 of a grade). When looking at the progress from January to Summer Results, 4 of the 6 students improved by at least a grade, with 2 of the 4 improving by 2 grades. On average, these students improved by a whole grade from January to Summer Results.</p> <p>Non-PP students, who did not receive the additional intervention in Maths, achieved 0.2 of a grade higher than their Maths target predicted. From January to Summer Results non-PP students, who did not receive the additional intervention, improved by 0.3 of a grade, compared to the 0.7 of a grade improvement shown by the Pupil Premium intervention students.</p> <p>Intensive May Half Term Revision Day 10 of the students described above also attended an intensive Maths and English half term revision day. Students received half a day of English and half a day of Maths intervention to prepare for the exams, which followed the half term. All 10 students achieved their English target, with 4 exceeding it. 4 students achieved their Maths target and 1 students exceeded their Maths target, on average the 10 students improved by half a grade from January to the Maths Results.</p> <p><i>It should be considered that alongside this additional intervention all students received expert in-lesson support from class teachers and specialist subject LSAs, as well as additional English and Maths sessions during morning registration in preparation for the exams. This intervention is just one variable, which can be credited with the progress and attainment obtained.</i></p> |
| <p>Literacy Numeracy Classes</p> | <p>The Year 10 and 11 Literacy and Numeracy classes were used as additional support for English and Maths GCSE preparation.</p> <p>Year 8 Literacy lessons facilitated one-to-one reading, which was also followed during registration and for some students an intensive one-to-one reading intervention programme was created. This one-to-one reading programme lasted for 20 minutes a day over a 2 month period. Evidence of impact is summarised using three Pupil Premium students as a case study below. The Accelerator Reader program was used to analyse progress.</p> <p>Student A: +3yrs 1month Student B: +0yrs 5months Student C: +1yr 2months</p> |
| <p>Increase Attendance</p> | <p>Two formal attendance panels were held during the year for Pupil Premium students whose attendance was causing concern, chaired by the EWO and an Assistant Principal. Parents / Carers of Pupil Premium students whose attendance was causing concern were invited to the panels, along with their child, to discuss supportive strategies. The conversations revolved around how the school could support the families to increase their child's attendance.</p> <p>From February to June 2014, 11 Year 10 Pupil Premium students were identified as requiring additional support to raise their attendance. A programme of three home visits by the EWO and discussions with the students and the EWO in school was implemented. 7 students increased their attendance by a range of 1% to 8%, 2 students' attendance remained the same. Strategies will continue as these students moved from Year 10 to Year 11.</p> <p>The attendance gap improved in 2013/14. In 2012/13 the gap was -6% between Pupil Premium students and non-Pupil Premium students, in 2013/14 this gap reduced to -4%.</p> <p>Strategies will continue in 2014/15 with Year Leaders focusing even more sharply on data for Pupil Premium students' attendance and they will be expected to implement effective strategies to address low attendance.</p> |
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| Free Breakfast | 30 students from Year 7 to 11 regularly arrive at school early to have a free breakfast. Cashless catering was introduced in July 2014 and the uptake increased to 50 students a day. |
| Individual Fund | The Individual Fund was used to ensure all students have equality of access to the opportunities the Academy provides. The Academy used Pupil Premium funds to contribute towards activities such as: music lessons, outward bound weekends, a WW1 enrichment activity in France, a Dance enrichment activity in Liverpool, students completing the Duke of Edinburgh Bronze Award, the purchase of safety equipment to enable a student to attend their Mid Cheshire College course, the purchase of various revision guides, enabling students to attend the RESPECT course at Winsford Fire Station and the purchase of school uniform and sports uniform for a number of students. |