



The County High School, Leftwich

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
<p><i>The Pupil Premium is available for Schools and Academies to provide additional support for looked after children and students in receipt of free school meals or who have been eligible for free school meals at any point in the last six years. A smaller amount of funding is provided for the children of service personnel.</i></p>	

Pupil Premium

2014 - 2015

Action Plan and Evaluation

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2013 - 2014 Actions Completed

See *Pupil Premium Action Plan and Evaluation 2013 – 2014* for the detailed Impact Evaluation of the actions completed. http://www.leftwichhigh.com/documents/Pupil%20Premium/CHSL_PP_2013_14_Action_Plan.pdf

Headline Results Analysis	Results and targets of the 37 students who began Year 11 classified as students for whom the Pupil Premium provides support.		
		2014 Leavers PP Results % of PP students achieving indicator	FFT targets (<i>the same progress as similar pupils in the top quartile of similar 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%
	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%
	A*-C in Maths	64%	58%
	3 Levels of Progress in Maths	73%	78%
	4 Levels of Progress in Maths	32%	16%

Amount of Funding	2012/13 - £92,000 2013/14 - £152,000 2014/15 - £167,000
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2013 - 2014 Actual Expenditure - The Academy carefully ring-fences the funding at the beginning of the academic year so that it is spent on a targeted group of students.

Action	Cost
<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

2014 - 2015 Strategies

As a result of the *Pupil Premium Action Plan and Evaluation 2013 - 2014* and detailed Exam Analysis of Pupil Premium students' performance during 2013 – 14, the following strategies will be implemented and embedded during 2014 - 2015.

1. Continue to increase focus, monitoring and accountability of students for whom the Pupil Premium provides support to ensure intervention in subjects is implemented effectively at the earliest opportunity to contribute towards Pupil Premium students making more than expected progress and thus closing the gap

Set every subject Pupil Premium Year 11 targets and teachers with Year 11 Pupil Premium targets evidenced in Appraisal. Record and implement *Individual, Personalised, Pupil Premium Strategies* for Pupil Premium students in all years and all subjects ensuring they meet their challenging targets. These strategies will be derived from detailed Pupil Premium exam analysis as evidenced in each departments' *2014 Exam Evaluation* document and the *Pupil Premium 2014 Results Subject Leader Meetings Summary* document, which summarises the findings of meetings between the Senior Leadership Team and Subject Leaders to analyse 2014 Pupil Premium results and devise strategies to further improve progress. Implement the use of monitoring *Alert Indicators* to highlight students in need of in-subject intervention. *Alert Indicators* to include: lesson attendance; completion of Controlled Assessment Tasks; completion of extended learning tasks and contribution and focus in lessons, as indicated by *Lesson Monitor Grades*. Pupil Premium progress to become a standing agenda item at Subject and Year Leader meetings. Further increase the challenge in Pupil Premium individual targets to ensure that achieving them will contribute towards closing the gap.

2. Increase capacity of Learning Support Assistants (LSA) in Maths to support Pupil Premium students enabling them to achieve or exceed their challenging targets

Ensure LSA working hours facilitate extended learning support in the *Study Zone* after hours group. Provide specialist support to enable targeted groups of students to make rapid and sustained progress in lessons and as part of the completion of extended learning projects. The appointment of a second *Education Support Worker* will enable communication with families ensuring families and students approach the *Study Zone* positively.

3. Continue to utilise specialist LSA in EBacc subjects facilitating high quality support of Pupil Premium students

Utilise EBacc LSAs to work one-to-one and with small groups of Pupil Premium students. Ensure students reach pre agreed, challenging targets, within a specific time frame

4. Implement targeted additional intervention to provide support for Pupil Premium students

A range of targeted actions will reduce inequalities and increase access to the curriculum, including: small group intervention available for selected Pupil Premium 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 Team* of three teachers and a Pupil Premium focused LSA will be deployed to deliver this.

5. Use the *Individual Fund* to ensure that Pupil Premium students have access to the same opportunities as the whole school community

Continue 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. Pupil Premium students will be provided with a fully inclusive educational experience.

6. Continue to focus on increasing attendance so that students are in lessons and learning

Extra *Education Welfare Officer* (EWO) time will continue to be commissioned so that the EWO can be directed towards PP students whose attendance is causing concern. Year Learning Leaders will work with the EWO to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school.

7. Increase parent engagement to facilitate support for Pupil Premium students

Make additional contact with targeted parents / carers to ensure they engage with activities the Academy provides to support them in supporting their child's learning. The appointment of a second *Education Support Worker* will facilitate this.

8. Increase the capacity of the Pastoral Support team with the appointment of a *Pastoral Support Worker* to further strengthen *Behaviour for Learning*

The new *Pastoral Support Worker* will be available to deal with isolated incidents of students not meeting our high expectations in terms of punctuality and behaviour. The *Pastoral Support Worker* will also be available as a resource for the *Senior Leadership Team* when dealing with incidents of poor behaviour.

9. Free breakfast

The implementation of a Cashless Catering system will reduce any perceived stigma and increase take up. Students will be automatically opted into this service. Students who have a free breakfast will arrive in lessons more focused and ready to learn.

10. Whole school monitoring, review and mentoring

The progress of PP students will continue to be tracked in line with current school systems. There will then be additional analysis of Pupil Premium students' performance, against FFT targets and analysis of Pupil Premium 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. In addition, members of the Senior Leadership Team to mentor targeted groups of Pupil Premium Students as required.

2014 - 2015 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. As a result of the *Pupil Premium Action Plan and Evaluation 2013 - 2014* and detailed Exam Analysis of Pupil Premium students' performance during 2013 – 14, the strategies detailed on pages 3 and 4 will be implemented and embedded during 2014 – 2015, the projected expenditure is detailed below.

Action	Cost
Increase capacity of Learning Support Assistants (LSA) in maths	£ 16,028.40
Continue to utilise specialist LSA in EBacc subjects	£ 48,085.20
Implement targeted additional intervention	£ 47,500.00
Utilise the <i>Individual Fund</i>	£ 25,000.00
Continue to focus on increasing attendance	£ 3,500.00
Increase parent engagement – <i>Education Support Worker</i>	£ 16,000.00
Pastoral support worker	£ 11,000.00
Total	£ 167,113.60

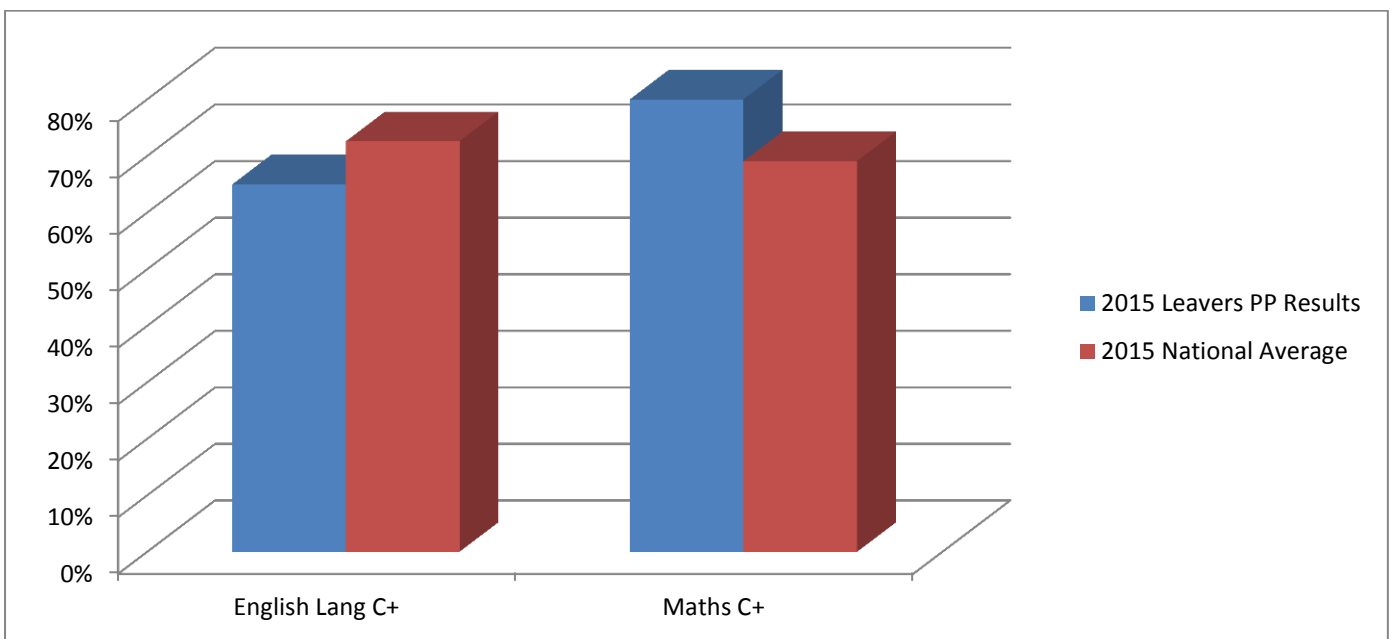
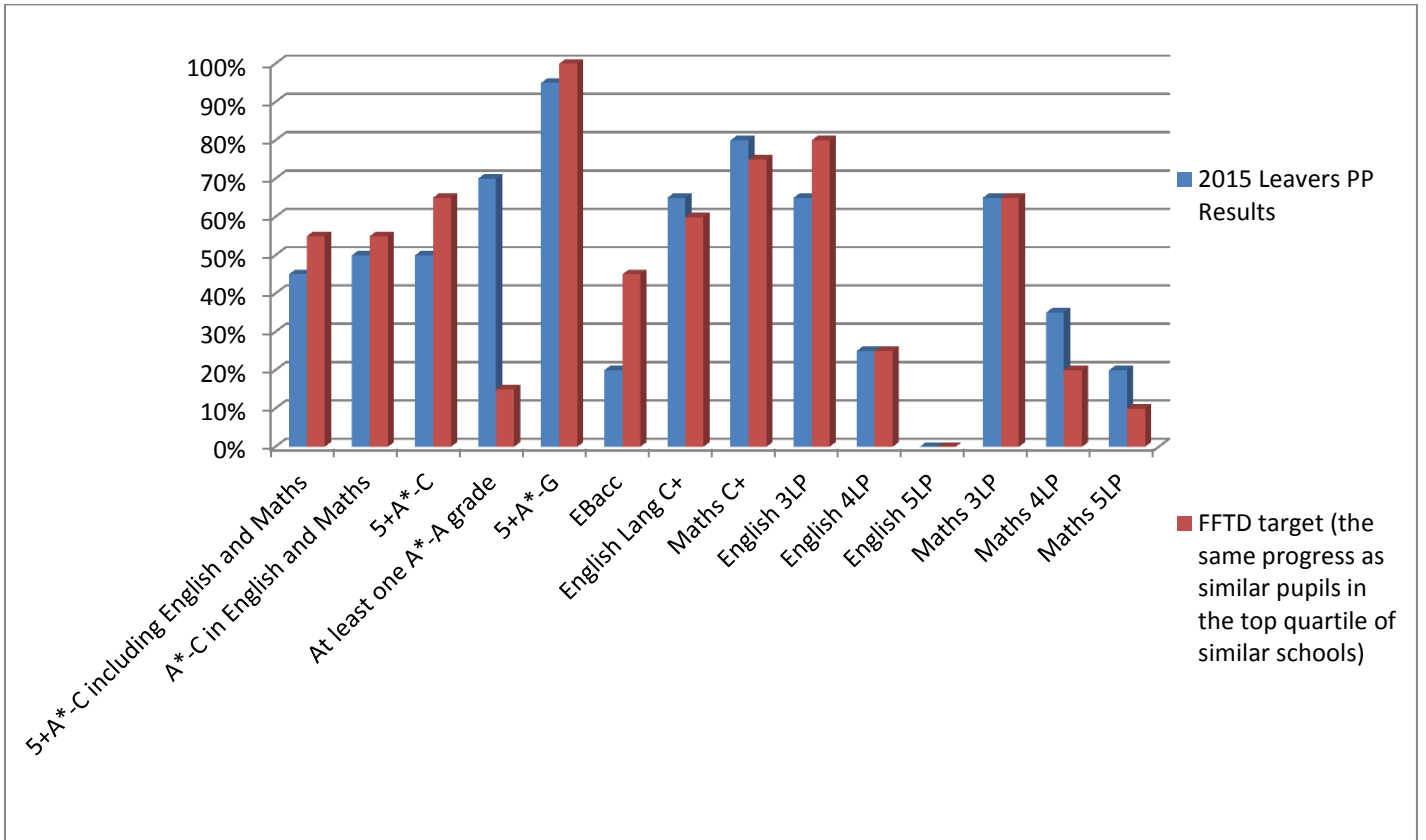
2014 - 2015 Impact Evaluation

Results and targets of the 20 students who began Year 11 classified as students for whom the Pupil Premium provides support. 7 students were on Free School Meals, 11 students had received Free School Meals at some point during the last 6 years, 1 student was a Child in Care and 1 student was a Service Child in Education.

	2015 Leavers PP Results % of PP students achieving indicator	FFT targets (<i>the same progress as similar pupils in the top quartile of similar schools</i>)	
5+A*-C including English and Maths	45% (9/20)	55% (11/20)	
A*-C in English and Maths	50% (10/20)	55% (11/20)	
5+A*-C	50% (10/20)	65% (13/20)	
At least one A*- A grade	70% (14/20)	15% (3/20)	
5+A*-G	95% (19/20)	100% (20/20)	
EBacc	20% (4/20)	45% (9/20)	
English Lang C+	65% (13/20)	60% (12/20)	72.6 - * 2015 National Average for all students
Maths C+	80% (16/20)	75% (15/20)	69.1- * 2015 National Average for all students
English 3LP	65% (13/20)	80% (16/20)	
English 4LP	25% (5/20)	25% (5/20)	
English 5LP	0% (0/20)	0% (0/20)	
Maths 3LP	65% (13/20)	65% (13/20)	
Maths 4LP	35% (7/20)	20% (4/20)	
Maths 5LP	20% (4/20)	10% (2/20)	

These results are all first entry results.

- * <https://www.gov.uk/government/news/summer-2015-gcse-results-a-brief-explanation>



2014 - 2015 Action and actual expenditure	2014- 2015 Evaluation <i>(developments drawn from these findings for 2015/16 will be documented in the 2015 - 16 Pupil Premium Action Plan)</i>
<p>1. Continue to increase focus, monitoring and accountability of students for whom the Pupil Premium provides support to ensure intervention in subjects is implemented effectively at the earliest opportunity to contribute towards Pupil Premium students making more than expected progress and thus closing the gap</p> <p>2. Increase capacity of Learning Support Assistants (LSA) in Maths to support Pupil Premium students enabling them to achieve or exceed their challenging targets</p> <p>3. Continue to utilise specialist LSA in EBacc subjects facilitating high quality support of Pupil Premium students</p> <p>4. Implement targeted additional intervention to provide support for Pupil Premium students</p> <p>Combined cost of - £111,613.60</p>	<p>An incessant focus on quality teaching and support was implemented for all students, with a particular focus on PP students, by all teaching and support staff across the curriculum, for all year groups. Year 11 support and an example of a reading intervention programme are cited here. However, a vast amount of focus and support, both inside and outside of the classroom, was provided for PP students in all year groups.</p> <p>This focus on PP students was formalised with every teacher having a specific PP data target evidenced in their Appraisal. It is also evidenced in the writing of “Teacher Actions” for any PP student who was predicted to be below at a tracking point. The “Teacher Actions” documented strategies the teacher implemented to ensure that the student was at least meeting their target at the next tracking point. The “Teacher Actions” were posted home to relevant parents/carers to enable them to support their child’s learning. Learning Leaders of subjects routinely and rigorously interrogated data throughout the year to highlight students in need of in-department intervention. This data interrogation is formalised at the beginning of the Autumn term in the “Exam Results Evaluation” which includes detailed and specific PP results analysis. Lessons learnt from the PP results’ and developments as a result of them are then documented on a Subject Improvement Plan and implemented and evaluated throughout the year.</p> <p>Year 11 2015</p> <p>Following the Student Tracking 2 (ST2) Mock Exams in December, personalised timetables were created for identified PP students as a result of focused discussions with students, parents/carers and subject teachers. Thirteen PP students followed a bespoke timetable which focussed on additional English and Maths support, along with additional time for other targeted subjects. All PP students with a personalised timetable also completed an approved Level 2 IT User certificate (ECDL) - 100% achieving a merit or above. The personalised support sessions were led and delivered by qualified teachers. From the ST2 Mock Exams to the results, PP students who followed a personalised timetable improved in: English (ST2 - 35% A*-C, improving to 60% A*-C), Maths (ST2 - 53% A*-C, improving to 80% A*-C) and 5 A*-C including English and Maths also improved (ST2 – 30%, improving to 45%).</p> <p>Focusing on the key employability subject of Maths, outstanding attainment and progress were achieved by a combined package of: quality Maths teaching in lessons, including small group support for targeted PP students, delivered either by a Learning Support Assistant (LSA) or their teacher; additional support during registration sessions; after school invitation only <i>Study Zone</i> sessions and personalised timetables. Both the registration sessions and <i>Study Zone</i> sessions were delivered by the Specialist Maths LSAs and led and monitored by Maths teaching staff. Gaps in students’ knowledge were identified by the Maths teaching staff and communicated to the LSA running the support sessions. This Maths blended support package resulted in PP students achieving: 80% A*-C, exceeding FFT target by 5%, with 25% of PP students achieving an A*-A, exceeding FFT target by 10%.</p> <p>Focussing on another key employability subject of English, at the ST2 Mock</p>

	<p>Exams PP students were predicted to achieve 35% A*-C. Through a focus on quality teaching in English lessons, the constant responsiveness to data of Specialist English LSA timetables and a variety of intervention strategies PP students achieved 65% A*-C, exceeding the students' FFT targets. English staff also provided targeted after-school exam intervention on each night of the week, so that PP students always had access to a specialist teacher. The Learning Leader for English delivered a 'Controlled Assessment clinic' during Consultation Day to complete or replace work that was below target. Specialist English LSAs supported this day. Targeted revision was provided for all Intervention sessions; revision books were provided and tasks were set for use on SAM learning.</p> <p>KS3 Reading Intervention</p> <p>Intervention time was also provided for targeted KS3 PP students where evidence from the "Accelerated Reader" program indicated they were below their expected reading age. During November and December 2014 an intensive daily reading programme was followed by three Year 9 boys with a reading age of just over 7. Two students improved their reading age by nearly 3 years during this intense programme, whilst the other student continued to receive reading intervention throughout the year and by the end of the year had improved his reading age by 2 years.</p>
<p>5. Use the <i>Individual Fund</i> to ensure that Pupil Premium students have access to the same opportunities as the whole school community</p> <p>Cost - £25,000.00</p>	<p>The individual fund subsidised a number of PP students enabling them to attend a variety of educational visits and experiences, including: the Year 9 outward-bound weekend at Boreatton Park, the Year 7 outward-bound weekend at the Conway Centre and the combined Languages and Art visit to Paris. Funding was also provided for one Year 10 student to participate in the Duke of Edinburgh Award. Some PP students were provided with equipment for Art, their Construction course and school PE kit, removing potential barriers to learning. Taxis were provided by prior discussion and agreement to ensure selected students could attend after school sessions and benefit from the specialist support available.</p>
<p>6. Continue to focus on increasing attendance so that students are in lessons and learning</p> <p>Cost - £3,500.00</p>	<p>Year Leaders monitored attendance for their year group with a particular focus on PP students. They regularly met with the EWO to jointly implement strategies aimed at increasing attendance.</p> <p>From January to May 2015, a group of targeted PP students from each year group were highlighted as requiring additional support. The EWO designed a personalised support programme, which included a mix of home visits and meetings with the students in school. This programme supported 28 students and families with their attendance. Students were set the target of achieving at least 95% attendance from the January to July. As a result of the intervention 50% of students involved increased their attendance from January to July 2015. Unfortunately only 6 students achieved their revised 95% target.</p> <p>Developments to the way PP students attendance is supported in 2015/16 will be documented in the 2015 – 16 Pupil Premium Action Plan.</p>
<p>7. Increase parent engagement to facilitate support for Pupil Premium students</p> <p>Cost -</p>	<p>The ESW further improved communication between the Academy and hard to reach parents. They maintained regular dialogue to enable parents to support their children's learning. For example, prior to each Year group's Information Evening, where key messages about how parents can support their children's learning are communicated, the ESW made contact with every PP student's</p>

£16,000.00	parent/carer to ensure they were attending the evening. Where parents couldn't attend, the ESW ensured they received the appropriate information. The ESW also worked closely with identified students in school providing them with strategies and tools to ensure they could access the curriculum.
8. Increase the capacity of the Pastoral Support team with the appointment of a Pastoral Support Worker to further strengthen Behaviour for Learning Cost - £11,000.00	The <i>Pastoral Support Worker</i> dealt with isolated incidents of students who did not meet our high expectations in terms of punctuality and behaviour. The <i>Pastoral Support Worker</i> was also available as a resource for the <i>Senior Leadership Team</i> when dealing with incidents of poor behaviour.
9. Free breakfast Cost - £4,000	Over 50 students from Year 7 to 11 regularly arrived at school early to have a free breakfast, facilitated by the Cashless Catering system.
10. Whole school monitoring, review and mentoring	Existing Academy systems were used to collect data on students at three pre planned ST points during the year. Pupil Premium students' data was then extracted and analysed to highlight students who could benefit from additional, personalised support. Pupil Premium data was shared at Senior Leadership and Governor meetings and cascaded to Year Leaders and Curriculum Leaders. Support for PP students was also monitored through the whole school lesson observation programme, including the formal observations and the informal observations implemented within the Teaching and Learning Communities. Where good practice was evidenced this was shared with other staff.