

The County High School, Leftwich

Objective	Students in receipt of Pupil Premium to achieve or exceed their Fisher Family Trust (FFT) targets. <i>The same progress as pupils of similar ability in the top 20th percentile of schools.</i>
What do we expect to see?	<ul style="list-style-type: none">• Pupil Premium students achieving or exceeding their FFT targets• Increased achievement in English and Maths• Increased attendance
<i>The Pupil Premium is available for Schools and Academies to provide additional support for students in receipt of free school meals or who have been eligible for free school meals at any point in the last six years, looked after children, children adopted from care and a smaller amount of funding is provided for the children of service personnel.</i>	

Pupil
Premium

2018 – 2019



2017-18 Evaluation
2018-19 Strategies

2017-2018 Impact Evaluation

2017-18 Year 11 Results	Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools).																				
Pupil Premium Students	Number of Students			33																	
	Number of Students included in Progress 8 calculation			33																	
	Attainment 8			43.50																	
	FFT Attainment 8 Target			45.33																	
	Progress 8			+0.18																	
	Progress 8 English			+0.24																	
	Progress 8 Maths			+0.16																	
	Progress 8 EBacc			+0.40																	
	Progress 8 Open Slots			-0.09																	
	% of entering the English Baccalaureate			76%																	
	% achieving a strong pass in the English Baccalaureate (grade 5 or above in English/maths & grade C or above in unreformed subjects)			18%																	
	% achieving a standard pass in the English Baccalaureate (grade 4 or above in English/maths & grade C or above in unreformed subjects)			36%																	
	% achieving a strong pass in English and maths (grade 5 or above)			39%																	
% achieving a standard pass in English and maths (grade 4 or above)			61%																		
2017-18 Year 10 (new Year 11) Pupil Premium Tracking	Pupil Premium students' targets are FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools).																				
Pupil Premium Students	Number of Students			24																	
	Year 10 Student Tracking 2 Attainment 8			4.89																	
	Year 10 Student Tracking 1 Attainment 8			5.08																	
	FFT Attainment 8 Target			5.52																	
	Progress 8 (vs FFT targets) Student Tracking 2			-0.51																	
	Progress 8 (vs FFT targets) Student Tracking 1			-0.44																	
	% of entering the English Baccalaureate (EBacc)			92																	
	% achieving a strong pass in the EBacc at Student Tracking 2 (grade 5 or above in English/maths & grade C or above in unreformed subjects)			33%																	
	% achieving a strong pass in the EBacc at Student Tracking 1 (grade 5 or above in English/maths & grade C or above in unreformed subjects)			29%																	
	% achieving a strong pass in English and maths (grade 5 or above) at Student Tracking 2			54%																	
	% achieving a strong pass in English and maths (grade 5 or above) at Student Tracking 1			50%																	
2017-18 KS3 Tracking	<table border="1"> <thead> <tr> <th data-bbox="389 1720 480 1939" rowspan="4">Pupil Premium Students</th> <th data-bbox="480 1720 655 1823">2017-18 Year</th> <th data-bbox="655 1720 895 1823">%T+ (Students Exceeding Target)</th> <th data-bbox="895 1720 1134 1823">%T (Students Meeting Target)</th> <th data-bbox="1134 1720 1378 1823">%T- (Students Below Target)</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 1823 655 1861">7</td> <td data-bbox="655 1823 895 1861">15</td> <td data-bbox="895 1823 1134 1861">66</td> <td data-bbox="1134 1823 1378 1861">18</td> </tr> <tr> <td data-bbox="480 1861 655 1899">8</td> <td data-bbox="655 1861 895 1899">11</td> <td data-bbox="895 1861 1134 1899">65</td> <td data-bbox="1134 1861 1378 1899">25</td> </tr> <tr> <td data-bbox="480 1899 655 1939">9</td> <td data-bbox="655 1899 895 1939">18</td> <td data-bbox="895 1899 1134 1939">53</td> <td data-bbox="1134 1899 1378 1939">30</td> </tr> </tbody> </table>				Pupil Premium Students	2017-18 Year	%T+ (Students Exceeding Target)	%T (Students Meeting Target)	%T- (Students Below Target)	7	15	66	18	8	11	65	25	9	18	53	30
Pupil Premium Students	2017-18 Year	%T+ (Students Exceeding Target)	%T (Students Meeting Target)	%T- (Students Below Target)																	
	7	15	66	18																	
	8	11	65	25																	
	9	18	53	30																	

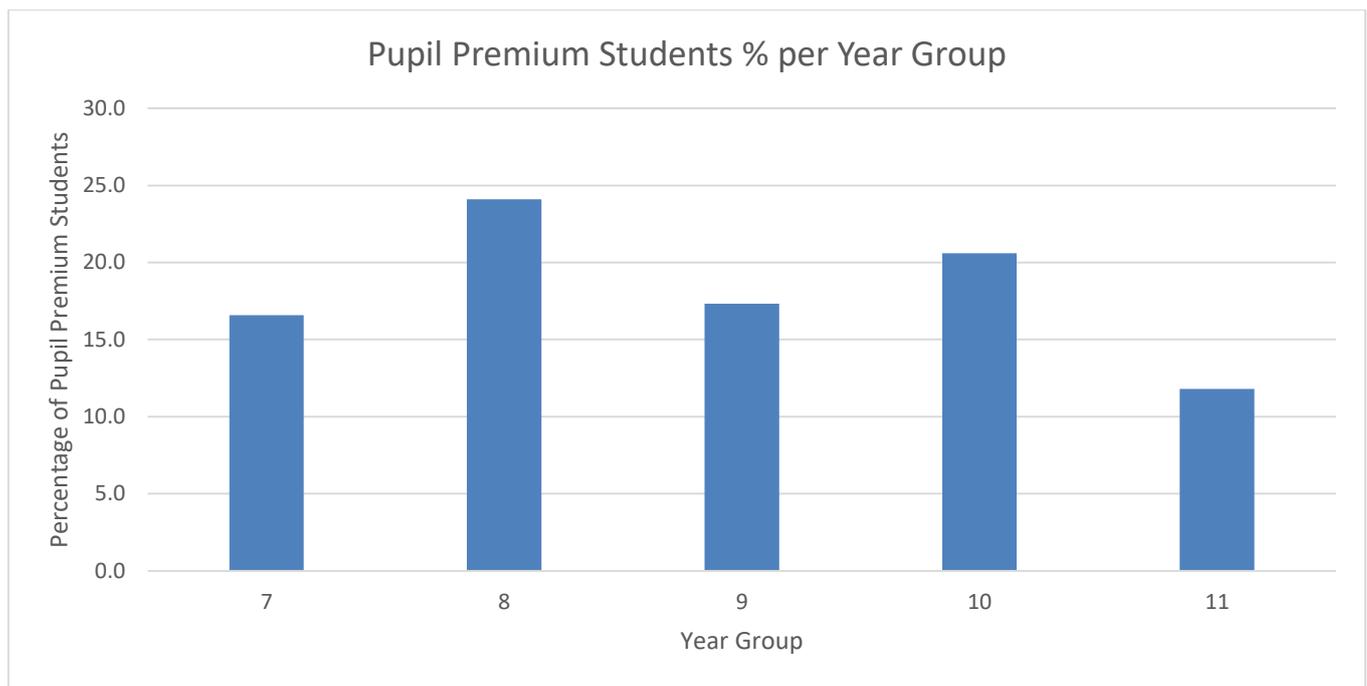
	2017-18 Actions Completed	2017-18 Impact of Actions	2018-19 Areas for Development
KS4 Progress Support	<ul style="list-style-type: none"> - The Progress Support Group (SLT Lead, Year Leader, SENDCo and Education Support Worker) ensured that students with complexities received a range of personalised interventions including, for example: <ul style="list-style-type: none"> - implementation of bespoke curriculums and specialist support to ensure that, for a very small number of students, core qualifications of English, Maths and Science were achieved; - supporting one student to complete exams at home; - two students completed their exams at a local college; - a small number of other students were supported in school in completing their exams; - providing one-to-one counselling and - liaising closely with students' families. 	<p>Evidenced on page 2 and throughout this section.</p> <ul style="list-style-type: none"> - 100% of students achieved 4 GCSEs or more - 58% of students achieved a positive progress 8 score - 14 students achieved positive progress when compared to their FFT 20th percentile targets. - Three students achieved on average 2 grades higher than other students nationally with similar starting points - At ST2 the lowest student progress score was -4.20 and four students had progress scores ranging from -4.20 to -3.50. In the final GCSE results, the lowest progress score was -3.40 and the next lowest progress score was -2.30. - The academy was the only school in Cheshire West to achieve a positive progress 8 figure for Pupil Premium students. 	<ul style="list-style-type: none"> - Ensure that impactful interventions are implemented for students highlighted at being around the <i>thresholds</i> boundaries. Ensure that the Maths and English departments continue to identify and support students at risk of not achieving English and/or Maths at grade 5 where their targets suggest they should. - Continue to support students with complexities, in particular provide internal Alternative Provision, where required and where a need is identified, appropriately utilising the Student Support Centre and, where appropriate for a very small number of students, utilise external Alternative Provision.
Timetabled Teacher Intervention	<ul style="list-style-type: none"> - Data driven deployment of Timetabled Teacher Intervention Lessons especially within the core subjects of Mathematics and English - Subject Specialist Learning Support Assistants resulted in subjects identifying and addressing gaps in students' knowledge and / or understanding. 	<p>Evidenced on page 2 and within Subject Exam Evaluations.</p>	<p>Subjects to implement findings from 2018 Exam Evaluations, which include, for example:</p> <ul style="list-style-type: none"> - continuing to use the data to drive intervention decisions and - ensuring students who are receiving intervention have fully addressed gaps in knowledge before returning to standard lessons.

KS3 Progress Support Parental Engagement	<ul style="list-style-type: none"> - 37 families each participated in 3 Structured Conversations during 2017-18. LSAs facilitated these conversations and mentored the students involved in the programme. - As part of the whole school progress and mentoring and support system subject based LSAs continued to offer support to PP students whose progress was of a concern. 	<p>LSAs continue to feel empowered and parents commented on how the conversations enabled them to better understand and then support the progress of the students.</p>	<ul style="list-style-type: none"> - Empower LSAs to proactively encourage student attendance and follow up absence. (see page 5) - Students involved in the programme will be identified via the Progress Support meetings, where associated data (progress, attendance,) will be closely examined. - There will be at least two Structured Conversations with parents / carers per year, as appropriate. - These will be scheduled taking cognisance of Student Tracking windows for each year group and staggered accordingly. - There will be half termly mentoring meetings with students providing regular checkpoints throughout the year.
---	--	--	--

Attendance	<ul style="list-style-type: none"> - Year Leaders worked with an Assistant Principal to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school. 	<p>Pupil Premium students attended school 6% less than non-Pupil Premium students.</p>	<ul style="list-style-type: none"> - Remains a high priority to increase the attendance of Pupil Premium students. - Key Stage SLT link, Year Leader, Education Support Workers and Tutors to continue focus on attendance for all, through a variety of strategies, including: <ul style="list-style-type: none"> - tutor meetings with students causing concern and - continue with the increased awareness campaign (i.e. posters in classroom, notices on website and in the newsletter, presentations at Information Evenings and Assemblies) so that students, parents / carers are aware of the importance of attendance and the impact of not attending. - Embed the new strategy for the monitoring of attendance and punctuality throughout the school
Individual Fund	<p>Examples of how the Individual Fund has been utilised to ensure every student can take up the opportunities the Academy offers include, for example, the purchase / subsidy of: School shoes, PE kits, School uniforms, visits to France/Spain and residentials, musical instrument lessons and theatre trips.</p>		
Free Breakfast	<p>During 2017-18 on average, 66 students took up the offer of a breakfast before tutor time.</p> <p>All Pupil Premium students' parents / carers have been notified that their son / daughter is entitled to the breakfast. Tutors / Year Leaders continue to sensitively and confidentially promote the breakfast to individual students whom they feel would benefit from the service.</p>		

<p>Continue to increase focus, monitoring and accountability</p>	<p><i>Actions completed during 2017-18 and to be continued during 2018-19</i></p> <ul style="list-style-type: none"> - Appraisal Targets: all teachers have a Year 11 Student Achievement target, plus a separate Pupil Premium Year 11 Student Achievement target. - Exam Evaluation: specific sections for Pupil Premium analysis. - Challenging Targets: Learning Leaders have the discretion to increase or decrease targets within the whole cohort or the Pupil Premium cohort but must keep the aggregate number the same (so for every target they reduce they must increase another). - Teacher Actions: All students have formally received What Went Well (WWW) and Even Better If (EBI) comments two times a year. Pupil Premium students who are below target receive an additional comment explaining what the teacher will do to move the student from below to meeting. These Teacher Actions are sent home. - Lesson Observations: the observer checks the Teacher Action prior to the observations, via SIMS (the Academy's Management Information System). The observer then 'checks' the Teacher Actions are being followed during the observation. - Work Scrutiny: Learning Leaders conduct a work scrutiny every half term, checking agreed, basic standards are being followed within their department and sharing good practice. Pupil Premium students must make up part of each scrutiny. - Tracking: all students are tracked and their progress is checked against key indicators and performance measures. Separate Pupil Premium tracking follows the same profile. - SIMS: all marksheets and datasheets have the Pupil Premium Indicator visible. - Briefings: used to share Pupil Premium progress and Pupil Premium strategies so the whole staff can buy into them and contribute towards achieving them. - Summary Sheets: progress and actions shared with SLT and Governors termly.
---	--

2018 - 2019 Strategies



As a result of the *Pupil Premium Action Plan and Evaluation 2017 - 2018* and detailed Exam Analysis of Pupil Premium students' performance during 2017 – 18, the following strategies will be implemented and embedded during 2018-2019.

1. The progress of Pupil Premium students will continue to be a focus in subjects. Subjects will monitor and be accountable for the progress of students for whom the Pupil Premium provides support. Subject Leaders will ensure that intervention is carried out in an effective manner at the earliest opportunity in striving for Pupil Premium students to achieve their full potential.

Each subject will continue to have a separate target for Pupil Premium students in Year 11 which will be evidenced in Appraisal documentation. After each student tracking point *Teacher Actions* will continue to be written for each Pupil Premium student who is predicted to be below their target at the end of that academic year. The *Teacher Actions* will be a record of what the teacher plans to carry out to help the student to meet or exceed their target at the next tracking point. A record of the *Teacher Actions* will continue to be sent home to parents/carers to enable them to support their child's learning.

Progress support meetings will continue after each student tracking window. Whilst the remit of these meetings is to analyse the progress of all the students in a cohort, a particular focus will be placed upon the progress of Pupil Premium students. The progress meetings will take into account the data from the student tracking windows and input from relevant staff such as Learning Leaders: Year, Learning Leader: Learning Support and Education Support Workers. This will enable the individual students who are identified as needing intervention to have the most appropriate form of support given to them by the Academy.

The Academy will ensure the Curriculum Design continues to enable maximisation of Pupil Premium achievement and ensure that Pupil Premium students continue to follow a broad and balanced curriculum. We will continue to ensure that Pupil Premium students are provided with the opportunity to succeed in the EBacc suite of subjects and are expected to do so. We will continue to ensure that all students and in particular Pupil Premium students leave with an appropriate number of grades as well as maximising the quality of these grades in order to enhance their employability by securing appropriate post-16 pathways.

2. Individual subjects to continue to utilise targeted interventions, including specialist LSA in subjects facilitating high quality support of Pupil Premium students. Continued increased parental engagement through the work of LSAs and Education Support Workers.

LSAs will work with Pupil Premium students one to one and in small group sessions. Pupil Premium students will be issued challenging targets and they will be given a time frame to achieve these targets. In Maths and English, where additional teacher timetabled lessons are deployed, Pupil Premium students will receive the support of subject specialists to increase their progress should the accurate data collected from the student tracking windows and in lesson assessments suggest intervention is needed.

Ongoing contact will be maintained with targeted Pupil Premium students' parents/carers to ensure that they are aware of the support the Academy offers to maximise student progress. Families which are on the Parental Engagement programme will have a minimum of two purposeful Structured Conversations a year, to enable them to better support their child's learning.

3. Further focus on increasing attendance and punctuality so that students are in lessons and learning.

A new whole school strategy to monitor attendance and punctuality will be launched within the Academy 2018-19 and clear roles have been defined within the pastoral team in terms of who is dealing with students at each stage of the process. This will involve *form tutors, Education Support Workers, Year Leaders and Assistant Principals*.

4. 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 Pupil Premium 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 and motivational experience.

5. Maintain the capacity of the Pastoral Support team to further strengthen Behaviour for Learning.

The *Assistant Education Support Workers* will be available to deal with isolated incidents of students not meeting our high expectations in terms of punctuality and behaviour. The *Assistant Education Support Workers* will also be available as a resource for the *Senior Leadership Team* when dealing with incidents of poor behaviour to provide additional guidance for these students with the intention of sustaining the students engagement and motivation to further their progress.

6. Free breakfast.

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

2018 - 2019 Planned 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. As a result of the *Pupil Premium Action Plan and Evaluation 2017-2018* and detailed Exam Analysis of Pupil Premium students' performance during 2017-18, the strategies detailed above will be implemented and embedded during 2018-2019. The projected expenditure is detailed below.

Action	Cost
Interventions - In class and outside of class: <i>Maintain capacity of Learning Support Assistants (LSA), Additional Timetabled Teacher Lessons</i>	£ 107,000.00
Utilise the <i>Individual Fund</i>	£ 10,000.00
Continue to focus on <i>increasing attendance</i>	£ 5,000.00
Further Increase parent engagement <i>Education Support Workers</i>	£ 11,000.00
Further strengthen Behaviour for Learning – Assistant Education Support Worker	£ 13,000.00
Free Breakfast	£ 19,000.00
Total	£ 165,000.00