

The County High School, Leftwich: Pupil Premium Evaluation and Strategies for support 2020-21

1. Summary information					
Academic Year	2019-20	Total PP budget	£153,000	Publish Date	Dec 2020
Number on Roll	991	Number of pupils eligible for PP	194	Review Date	Sept 2021
Pupil Premium Lead	Mrs M Yates, Assistant Principal		Governor Lead	Mrs J Flower	

2. 2019-2020 Impact Evaluation Year 11 Results CAG*				
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20 th percentile of similar schools)				
Number of Students	39			
Number of Students included in Progress 8 calculation	N/A*			
Attainment 8	44.85			
FFT Attainment 8	44.90			
Progress 8	*			
Progress 8 English	*			
Progress 8 Maths	*			
English Baccalaureate	Progress 8 EBacc	% Entered	% achieving Grade 5 or above	% achieving Grade 4 or above
	*	71.8%	25.6%	38.5%
Progress 8 Open Slots	*			

% achieving a strong pass in English and Maths (Grade 5 or above)		46.2%		
% achieving a standard pass in English and Maths (Grade 4 or above)		64.1%		
2019-2020 Impact Evaluation Year 10				
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)				
Number of Students		36		
Attainment 8		*		
FFT Attainment 8		4.58		
Progress 8 (vs FFT targets) Student Tracking 2		*		
Progress 8 (vs FFT targets) Student Tracking 1		-0.46		
English Baccalaureate		% Entering	% achieving Grade 5 or above at Student Tracking 2	% achieving Grade 5 or above at Student Tracking 1
		88%	*	56%
% achieving a strong pass in English and Maths		Student Tracking 2		Student Tracking 1
		*		28%
2019-2020 Impact Evaluation Key Stage 3*				
Year Group	Number of Students	% T+ (Students exceeding target)	%T (Students meeting target)	%T- (Students below target)
Year 7	35	6%	81%	13%
Year 8	34	7%	70%	23%
Year 9	50	13%	67%	20%

*Due to the Coronavirus Pandemic, school closed on March 20th 2020.

Whilst online / remote teaching and learning resources continued to be shared with students after this time, no formal assessments were completed for the second half of the academic year (Student Tracking 2). As a result, there are areas unable to be evaluated.

At the instruction of the DfE, Centre Assessed Grades were used to award Year 11 GCSE grades with national comparisons being suspended.

3. Evaluation of Strategies for Support 2019-2020

<p>A.</p>	<p>KS4 Progress Support</p>	<p>Sept 2019 – March 2020 Progress Support Group (SLT Lead, Year Leader, SENDCo) ensured students received a range of personalised interventions including, for example:</p> <ul style="list-style-type: none"> - Implementation of bespoke curriculums and specialist support to ensure core qualifications of English, Maths, Science and one other subject, were achieved - Learning and Emotional support accessed through the Student Support Centre - One to one mentoring (SLT-led) - Communication links with parents/carers strengthened i.e Consultation Day appointments opened to PP parents/carers before whole-school - Independent learning materials provided to support Student Tracking windows <p>March 2020 – July 2020</p> <ul style="list-style-type: none"> - 'Vulnerable' and 'Priority' group students encouraged to access school site for support with online learning and oversee emotional well-being - Enhanced weekly pastoral support facilitated through telephone contact by Year Leader, Education Support Workers, SEND Team - Year 10 students without IT access provided with equipment to continue online, remote learning - June 2020 – Schedule of face to face teaching across Year 10 cohort, across the curriculum - July 2020 – evaluation of engagement with online learning across the curriculum to inform implementation of support packages from September 2020
<p>B.</p>	<p>Timetabled Teacher Intervention</p>	<p>Analysis of data to ensure deployment of Timetabled Teacher Intervention Lessons, centred upon students with most need. Gaps in students' knowledge / understanding supported by subject specialist Learning Support Assistants. High quality teaching delivered by subject specialists to students across both key stages accessing the Student Support Centre.</p>
<p>C.</p>	<p>KS3 Progress Support</p>	<p>Sept 2019 – March 2020 Progress Support Group (SLT Lead, Year Leader, SENDCo) convened prior to Student Tracking 1 following analysis of previous performance data to support the following:</p> <ul style="list-style-type: none"> - Analysis of KS2 'Alert' information to monitor attendance, SEND, transition concerns - Additional support / mentoring by Form Tutors to support preparation for Student Tracking 1 - Literacy skills supported through whole—school literacy programme alongside a programme of Tutor Time intervention sessions and paired reading - Numeracy skills supported by in-class interventions led by subject specialist teachers and Learning Support Assistants - Communication links with parents/carers strengthened i.e Consultation Day appointments opened initially for identified parents / carers to secure attendance. - Systematic follow-up following non-engagement with Consultation Day, including home visits by Education Support Workers. - After-school support in the Learning Inclusion Centre for homework / clarification of understanding.

		<p>March 2020 – July 2020</p> <ul style="list-style-type: none"> - 'Vulnerable' and 'Priority' group students encouraged to access school site for support with online learning and oversee emotional well-being - Students without IT access provided paper resources mirroring online learning - Daily, online contact made with whole cohort by Year Leader - Enhanced weekly pastoral support facilitated through telephone contact by Year Leader, Education Support Workers, SEND Team - July 2020 – KS3 face to face consultation preparing for recovery curriculum and new ways of working from September 2020 - July 2020 – evaluation of engagement with online learning across the curriculum to inform implementation of support packages from September 2020
D.	Attendance – Target for Whole School Attendance % Target for PP %	<p>Attendance and punctuality across all cohorts analysed fortnightly</p> <p>Increased Form Tutor / Year Leader support and communication with parents/carers</p> <p>Education Support Workers deployed for home visits / to support persistent absentees / students vulnerable of becoming school refusers</p> <p>Fortnightly reward incentive across all cohorts to celebrate 100% attendance</p>
E.	Continued focus, monitoring and accountability	<p>Across all teaching staff, continued accountability including, for example:</p> <ul style="list-style-type: none"> - Pupil Premium achievement target analysis - Exam evaluation - Aspirational target setting - Focused, in-class teacher interventions for students below target, shared with parents/carers - Student tracking analysis separated by PP and Non-PP, shared across teaching staff by formal presentation - Middle Leader work scrutiny / student voice evaluation and analysis, scheduled bi-annually - SIMS indicator on all marksheets and datasheets - Progress and actions shared with SLT and Governors termly
F.	Individual Fund	<p>Ensuring every student access to the many opportunities offered by the County High School, Leftwich, including for example:</p> <ul style="list-style-type: none"> - Purchase / subsidy of uniform - Music lessons - Learning beyond the classroom – planned excursions / field trips / foreign residentials - Theatre trips
G.	Free Breakfast / Meal Vouchers	<p>Continuance of the free breakfast offer to support lesson focus and engagement</p> <p>March – July. Distribution of meal vouchers via Government support scheme</p>

4. Aims for disadvantaged pupils 2020-21		
Aim	Target	Target date
Progress 8	Achieve national average progress for all pupils	Sept 21
EBacc Entry	Better than national average EBacc Entry for all pupils	Sept 21
Yrs 7-10 Students: follow an Academic Curriculum	On average, at least meeting 20 th percentile targets	Sept 21

5. Priority Strategies for Support 2020-21	
i. Teaching and Learning	
Quality first teaching for all	Maintaining a first-class curriculum and achievement for all, incorporating online learning; 'Live' online tutorials; temporary home-working processes, allowing for considered adjustments to reflect new ways of working whilst maintaining covid-compliance.
High Quality in-lesson interventions	Through formative assessment, teachers identify gaps in knowledge and adapt lesson planning and delivery accordingly. Bespoke, teacher-led actions identified following summative assessments to support students at risk of not achieving their academic potential.
Professional Development	Mastery of a range of online platforms to support the learning of all students to ensure uninterrupted access to education.

ii. Targeted Support (KS3 and KS4)	
Targeted, timetabled interventions	Continue to ensure summative collation of data is used to identify students whose progress is of concern. Identified students to receive additional Maths/Numeracy and English/Literacy support, devised and monitored by specialist teachers (KS4) and Learning Support Assistants (KS3) delivered in small groups.
Support of complex needs	Explore a range of internal and external alternative provisions to support the small number of students with complex learning and behavioural needs in order to ensure engagement and progress is maintained.
Attendance and Parental Engagement	Continue to focus on improving attendance of targeted students whilst taking into consideration the restrictions of self-isolation / anxieties surrounding the Covid-19 pandemic. Bi-monthly monitoring of concerns, alongside regular dialogue with students and parents to encourage greater attendance and punctuality. Use of Education Support Workers to continue to forge close links between home and school.

iii. Wider strategies	
Behaviour Approaches	Embed the Behaviour Expectations of the school by staff and students adhering to the stepped-process of swift interventions and restorative actions.
Individual Fund (including Free breakfast*)	Subsidy / purchase of uniform, key equipment, revision materials, enrichment opportunities to oversee parity of those considered from disadvantaged backgrounds.
Access to online learning platforms	Support disadvantaged families to access and gain confidence in utilising a range of online learning platforms to provide additional support for learning and provide appropriate challenge.

2020 - 2021 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 to support the variety of strategies detailed above. The projected expenditure is detailed below.

Priority Strategies	Cost
Teaching and Learning	£10,000
Targeted Interventions	£95,000
Utilise Individual Fund	£15,000
Focus on increasing attendance and parental engagement (ESW)	£10,000
Support of complex needs (ESW)	£19,000
Free Breakfast*	£19,000
Total	£168,000

*Suspended by Catering Company until Summer Term 2021