

Central Lancaster High School 2016/17

Pupil premium strategy statement

1. Summary information					
School	CENTRAL LANCASTER HIGH SCHOOL				
Academic Year	2016/17	Total PP budget	£248,135	Date of most recent PP Review	
Total number of pupils	629 (YR7-11)	Number of pupils eligible for PP	264 42%	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (compared to national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	33.9%	45.3% (64.7%)
% achieving expected progress in English / Maths (2015/16 only)	71%/ 54.1%	77.1%/ 64.7% (75.8% / 73.4%)
Progress 8 score average (from 2016/17)	-0.46	-0.25 (0.12)
Attainment 8 score average (from 2016/17)	38.65	45.93 (52)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	Literacy and numeracy skills entering Year 7 are less than average for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B	RAISE online defines disadvantaged middle ability learners as a the lowest performing group in the school. High ability disadvantaged pupils also perform poorly.
C	Behavior and attendance (incl. punctuality) issues for a small group of KS4 (mostly eligible for PP) is having a negative effect on their academic progress and that of their peers.

D	Confidence, self-esteem and resilience is lower for most pupils eligible for PP than other pupils, which prevents them from making good progress at KS3 and 4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Social and emotional development is impeded for a small group of pupils eligible for PP due to their poor home environments, which in turn has a negative impact on their progress at Ks3 and 4

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP	Improved PP pupil progress in literacy (AR) 100% meeting expected target Improved PP pupils progress in numeracy (AM) 100% meeting expected target
B	Literacy and numeracy improvement for all PP in all years	Improved PP pupil progress in literacy at KS3&4
C	To improve the attainment of PP pupils, including the high ability PP pupils	Improved PP attainment Improved PP high ability attainment (achieving higher grades)
D	Improved behaviour of KS4 pupils	Reduced fixed term exclusion Reduced internal exclusions 2.2% Fewer low level behavior incidents logged on Sims
E	Improved attendance, consistently above the national average	Improved PP attendance 96% Reduced PP PA below 90% Improved punctuality at start of day to 1.2% and improve punctuality to lessons.
F	Improved capacity for learning through building confidence, self-esteem and resilience	Improved attendance Improved behavior Improved pupil outcomes- Literacy Numeracy/ maths
G	Improved attainment of PP pupils in maths	Consistent improvement of pupil progress with KS3 Accelerated maths Improved GCSE results in maths

Planned expenditure						
Academic year		2016/17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A. Improved Year 7 literacy progress	CPD for Accelerated Reader for staff delivering weekly reading lessons.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialed this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	The school librarian (VL) is to oversee resources and scheme development with Head of English (AN). Reading lessons held in the library for all KS in the library, with direct access to library books, AR resources and PCs for online tests/ quiz. Teachers delivering AR lessons will track and monitor pupil progress and award certificates to encourage further progress.	VL, AN	17,350	
B. Improved Year 7 numeracy progress	CPD for Accelerated Maths for maths staff delivering weekly AM lessons on PCs/ tablets	This scheme was a pilot last year with a Year 7&8 group. The progress of individual pupils was very positive. We want to now roll this out to all KS3 pupils.	A teacher in the maths department (BP) will oversee resources and the scheme of work. Each maths department teacher will deliver the AM lesson once a week in a computer room (or book the tablets). The maths teachers will track and monitor pupil progress, and award certificates to encourage further progress.	BP	17,350	
Total budgeted cost					£34,700	

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A.Improved KS3 literacy progress	Provision of 1:1 and/or small group reading catch-up sessions.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Pupils identified for intervention based on their CATs and KS2 data. The reading test used measures their accuracy and comprehension skills. Pupils are withdrawn from form time twice a week by 1 TA (DW) and the library assistant (CW) for a 25 min sessions. The pupils progress is measured on a ½ termly basis. Once a pupil has reached a reading age of 11years, they are then returned to form time activities.	JEG, DW, CW	2,500 29,200	
B.Improved KS3 numeracy progress	Provision of 1:1 and/or small group numeracy catch-up sessions.	Some of the students need targeted numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Pupils identified for intervention based on their CATs and KS2 data. The Accelerated Maths tests will identify gaps in skills and knowledge. Pupils are withdrawn from lesson time once a week by 1 TA (JH) for a 25 min sessions. The pupils progress is measured on a ½ termly basis. Once a pupil has made sufficient progress, they will return to their TT classes.	JEG, JH, BP	2,500 29,200	

<p>B.Improved Year 7 literacy and numeracy progress F.Improve self confidence, self-esteem and resilience</p>	<p>Provision of nurture group to focus on meeting KS2 targets (secondary ready)</p>	<p>We want to provide extra support for pupils who have not met their targets in the KS2 Sats tests and have low scores in their NFER tests. Small group interventions with highly qualified staff are known to be effective. We want to use these sessions to build up skills in literacy and numeracy, as well as confidence, self-esteem and resilience. We recognize that an exit plan needs to be devised and gradually implemented for each child to ensure that they do not become dependent on the support.</p>	<p>A qualified primary school teacher will plan lessons based on the shortfall of skill acquired in the KS2 Sats. The sessions will take up 50% of the Year 7's TT and will take place where the pupils are unable to fully access and engage in the curriculum; maths, English, MfL and hist/geog. These sessions will focus on the numeracy and literacy skills/ knowledge needed for 'secondary ready', as well as building confidence, self-esteem and resilience. Once the pupils have progressed to secondary ready, the teacher can then work with our partner primary schools to identify the next cohort of pupils and work with them in the primary school setting to ease their transition to secondary school.</p>	<p>JEG, RA, JH</p>	<p>16,900</p>	
<p>C.Improved PP attainment in E&M</p>	<p>Small group intervention</p>	<p>Our data identifies that PP pupils are not performing at expected levels of progress. Small group intervention has proven successful with other identified groups in the past. Prior performance and gaps in knowledge will be identified and addressed in the group sessions.</p>	<p>Extra investment to over recruit teachers in English and maths to address this issue through small group teaching and targeted intervention.</p>	<p>JO MCA</p>	<p>3,551 8,416</p>	
<p>C.Improved PP attainment including high ability PP pupils</p>	<p>Staff CPD</p>	<p>It is recognized that teaching to the higher ability requires improvement. There is good practice in school and this needs to be shared across the whole school through staff INSET, coaching, peer observation and shared lesson planning.</p>	<p>Internally recruit four Temp TLRs to address teaching and learning (including High ability/most able), Aspiration and Data to inform planning</p>	<p>TLR3 WM</p>	<p>4,016 7,900</p>	

C.Improved PP attainment, including high ability PP pupils	Small group intervention	It is recognized that more learning time is required across the whole school. With the new school day structure, lesson time has been lengthened and an additional 40min period has been created. The additional period is to be structured as an intervention session for KS4. The PP pupils will be monitored to ensure that they are being appropriately supported.	To redesign the school day to include a P7 on Friday morning to provide intervention classes for disadvantaged pupils.			
F. Improved Learning	Identify KS4 underachieving PP pupils and target for booster classes	As part of extra-curricular intervention, booster classes on a Saturday have proven to have a positive impact of pupil confidence and performance. We would like to continue to offer these sessions in the lead up to the GCSE exams, with an even great focus on PP pupils.	The AHT in charge of KS4 intervention will coordinate the timings of Saturday sessions. Subject leaders will identify underachieving PP pupils, as well as those PP pupils not meeting their full potential. Class teachers will plan and deliver sessions to prepare for examinations.	DRC, subject leaders	19,570	
Total budgeted cost					£123,753	
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
E.Improved attendance	Attendance officer to focus on PP pupils with below 96% attendance. AO to draw up individual action plan for each PP pupil. AO to monitor and follow up with action plan interventions.	Pupil attainment cannot improve if the pupils do not attend school. Poor attendance is a known barrier to pupils' progress. It is also recognized that pupils attending lessons for part of the day (going home, to a medical appointment or being internally withdrawn from afternoon lessons) has a negative impact on their attainment.	Use Keep Kids Safe text messaging to parents to remind about attendance and alert to non-attendance. Provide minibus shuttle service for pupils living in Morecambe/ Torrsiholme/ Reylands/ Heysham KS\$ return to work style meetings with AO, DHT and parent. Learning mentor boy/ girl	LM, MA, NM	16,182	

			group meeting with a focus on improving attendance. Rewards for improved attendance. Parental involvement			
E.Improved punctuality	Attendance officer to focus on PP pupils with poor punctuality.	Lateness to school causes severe disruption to the late pupil and to others in their class. Timetable planning often results in the same morning lessons being disrupted by pupils' lateness.	Provision of Breakfast Club Provision of mini bus shuttle service for pupils living in Morecambe/ Torrisholme/ Ryelands/ Heysham AO on 'late gates' to monitor poor punctuality and then to establish AO form group with 5xlate cohort, detentions issued for lateness.	LM, MA	17,500	
D.Improved behavior	Pupil Inclusion Centre Manager to use Sims behavior records used to identify poorly behaved PP pupils. PIC Manager to draw up support plan for each PP pupil. PIC manager to monitor and track behavior points to inform exit strategy or step up action plan.	Poor behavior in lessons has a negative impact on the progress of all pupils. Targeted intervention matched to specific pupils with particular needs or behavioral issues has proven to be effective and successful in supporting pupils in improving their behavior and attitude to their learning.	Top 10 behaviour points for each year group identified and targeted for support plan and monitoring. PIC staff to observe pupils in lessons to identify 'trigger' for poor behavior. This will then be shared with teaching staff to identify support for staff in dealing proactively with pupils. Rewards given to improved behavior for identified pupils. Parental involvement with top 10 behaviour pupils. PIC staff to use girl/ boy groups to focus on behavior.	LM, JK, NM	39,100	
B.Improved Year 7 literacy and numeracy	Summer School for new intake September 2017 with one intensive week of numeracy and literacy focus.	Previous Summer Schools have had a focus on the emotional support for pupils coming from primary to secondary school. We would like to build on the success of previous Summer Schools and include	The Primary Transition Coordinator will take on the role of Summer School coordinator with a team of qualified teachers and teaching assistants.	VJO, MT	16,900	

		creative sessions on numeracy and literacy.	A week of well-planned sessions with a balance of physical, creative and numeracy and literacy activities.			
Total budgeted cost					£89,682	

6. Review of expenditure	
Previous Academic Year	
i. Quality of teaching for all	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve learning	Curriculum Enhancement bids for PP-targeted activities/resources	Motor Vehicles: 3LOP- 90% PP/ 100% nonPP 4LOP- 90% PP/ 66.7% nonPP 5LOP- 30% PP/ 0% nonPP PP pupils performed very well in MV. 10 of the cohort of 13 were PP pupils. Hairdressing: 3LOP – 57.1% PP/ 100% nonPP 4LOP- 28.6%/ 25% nonPP 5LOP- 14.3%- 0% nonPP PP pupils performed better at 4&5LOP than nonPP pupils. There were 7 PP pupils in the cohort and 4 nonPP.	Whilst there was success in MV for PP pupils, the cost is very high. An alternative approach to delivering MV and construction is being explored to ensure that more pupils can be successful on such courses, but also be more cost effective for the school. The hairdressing course is run at another school and is cost effective. It provides a good pathway for the students, who then often go on into the Hair and Beauty vocational route.	£5,000
	Swimming lessons Y7PP			£2,750
	Work-Related Learning: FSM Hair/Motor Vehicles			£16,000
	IRIS			£2,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve achievement	Intervention provision-mapping/ Personal +Social Development Gridmaker.	42% of cohort PP. 5 A*-C: 33.9% PP/ 47.7% non PP 5 A*-C incE&M : 33.9% PP/ 45.3% non PP 3LOP Eng : 71% PP/ 77.1% non PP 3LOP Maths : 54.1% / 64.7% non PP	Due to a positive impact on outcomes for PP we wish to increase our intervention provision.	£1,500
	Clerical data support (WM)			£2,400
	Maths tutoring/additional class (GC/JO)			£27,500
	Booster classes			£10,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve behaviour, attendance + safety	Rewards	Average attendance of PP pupils: 92.5(B) 92(G) 92.2(all) improved by 0.4% from last year	The use of rewards acts as an incentive for our PP pupils to attend and behave positively in school. We wish to continue using our rewards system. Our use of the texting service has proved successful in keeping parents informed of their child's attendance and punctuality. It also acts as a useful communication tool for whole school messages to parents.	£5,000
	Keep Kids Safe			£2,712
Improve resources	Analysis Software	All staff trained and using SISRA Analytics and SIMs reporting to monitor and track PP pupils progress.	The successful usage of whole staff with SISRA Analytics will continue. SIMs reporting and data capture points will be used more frequently to identify under performance and to target intervention appropriately. The Literacy and Numeracy support across all year groups (in addition to the Year7 Catch- Up) will continue to be delivered. The additional recruitment in English will be secured to permanent. Other additional recruitments will be made in English and maths.	£5,700
	Staffing costs			£95,550
Improve extra curricular	Duty meals	Staff duty meals are provided as 'payment' for supervision at lunchtimes and delivery of clubs Peri music lessons for PP pupils are subsidized by school, recognizing that these lessons harness talent and boost self-confidence. Breakfast club is well attended and ensures that PP pupils are well nourished for their day of learning. Educational trips are subsidized by school, thus ensuring that PP pupils are not denied access to invaluable learning experiences. Summer School provided an essential transition experience to PP pupils (approx. 42% of new Year pupils). DoE is subsidized by school so that PP pupils can participate in activities that increase resilience, improve self-confidence and build positive relationships with peers.	We wish to maintain the 'payment' of staff for providing these sessions but recognize that not all pupils who attend our PP pupils. So this cost will be covered elsewhere in the budget in future. Peri music will be covered from the PP Grant. Breakfast club is well attended by PP pupils and is a vital provision to prepare the pupils for their day. We will continue to fund this provision from the PP grant. Trips are highly valued by staff and pupils and have a positive impact on learning and wellbeing. We will continue to support these trips financially for PP pupils to ensure that they attain full access to them. Summer school was well attended by PP pupils and provides an excellent transition provision for our new Year 7 pupils. We will continue to provide this funding from the PP grant but will ensure that there is a greater focus on the academic transition in both numeracy and literacy catch-up style sessions. DoE will continue to be subsidized for PP pupils to ensure that they benefit from the positive experience.	£10,500
	Peri-music lessons			£2,160
	Breakfast Club			£8,050
	FSM Allowance			£32,000
	Educational Trips			£7,700
	Summer school			£5,000
	Duke of Edinburgh Award			£3,000

