



Longridge High School

LONGRIDGE HIGH SCHOOL

Pupil Premium Strategy

October 2017

Review Date: September 2018

What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM) or have been in local authority care at any point and children of parents in the armed forces.

It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The DFE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

The purpose of Pupil Premium Additional Funding

Statistics indicate that in England and Wales there is a significant gap in the academic performance (attainment and progress) of pupils who receive free school meals (and/or who are looked after) and those who are not. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that many Pupil Premium (PUP) pupils do exceptionally well in school.

As such, we have used the Pupil Premium funding in a number of different ways, as outlined in this document. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. We will also make sure decisions about the spending of Pupil Premium funding is based on educational research and that data analysis and knowledge of children is used to identify barriers and individualise intervention.

Disadvantaged pupils at Longridge High School commonly face the following barriers to achievement:

- Weak literacy/numeracy
- Social and emotional barriers
- Material poverty in terms of resources for learning, space to work at home
- Low self-esteem, expectations a lack of independence, resilience and confidence
- Limited further and higher education study experience within the family leading to low career aspirations
- Poor diet, exercise and nutrition
- Poor parental engagement and challenging home circumstances
- Behaviour
- Poor attendance and punctuality
- Negative prior experiences of education/learning

There is a projected amount of £158,000 funding for pupil premium during the academic year 2016/17. The following is the strategy and projected spending to address the above barriers to learning.

Pupil Premium Strategy 2017-18

There is a projected amount of £161,000 funding for pupil premium during the academic year 201/18. The following is the address the above barriers to learning. The colour coding key is as follows:

Green – The approach has had an impact and will be continued.

Amber – The approach has had an effect but there will be changes to ensure that maximum impact is seen.

Red – The approach will not be used again due to a lack of measurable impact.

Strategy Area 1					
Academic Support					
Approach	Objective	Evidence Base	Expected Outcome	Cost	Impact
Quality first teaching	To ensure all PUP pupils experience high quality teaching and learning.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	A large majority of pupils require limited intervention due to high quality first teaching.	NONE – all staff salaries paid from outside the PUP funding	Green
Pupil Premium Staff CPD and PUP Priority Pass Strategy	To develop staff skills at identifying barriers to learning and addressing these within the classroom.	Internal evidence of staff gaps in knowledge and understanding of the specific needs of disadvantaged pupils	Pupils who face barriers to learning have these addressed by the class teacher.	5 x 1 hour CPD staff sessions	Green
Appointment of KS3 and KS4 Academic Mentor (TA2)	To provide mentoring support for pupils who face barriers to learning at both key stages	EEF - Mentoring	Address barriers to learning including attendance, literacy, options, career choices and study skills.	TA support £20,408	Amber
Maths and English Intervention, Small Group work and 1 to 1.	Improve core subject GCSE grades of pupils below target.	EEF – High and moderate impact (4-5 months)	Higher GCSE attainment than predicated.	TA Support As above	Amber
Literacy and Numeracy intervention at KS3 – small group work and 1 to 1	Increase numeracy and maths attainment and mastery of key skills.	Internal data of intervention.	Higher GCSE attainment than predicated.	TA support As above	Amber
Accelerated Reader (Years 7 and 8)	To increased reading proficiency of pupils at KS3.	Internal data, accelerated reader assessments and EEF report on accelerated reader.	Improved reading proficiency of PPR pupils relative to peers.	£2,876	Green

Strategy Area 2 Pastoral Support					
Approach	Objective	Evidence Base	Expected Outcome	Cost	Impact
Vertical tutoring and pastoral support of PUPs. Dedicated pastoral TA and officer.	To provide a more comprehensive and personal support programme to the cohort	Differences in attendance and punctuality patterns, lack of parental support, behaviour issues more evident	Improvements in social and emotional wellbeing as well as key factors including attendance, behaviour and academic attainment.	£27,600 PSM £17,910 PSA £2,199 PUP PL (TLR)	
Whole school behaviour improvement	To ensure whole school behaviour is impeccable. Make sure our most vulnerable students experience a purposeful and calm learning environment.	EEF – Behaviour intervention	Learning not disrupted by poor behaviour.	None	
Behaviour intervention	To create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.	EEF – Behaviour intervention	Reduce the risk of exclusion of most vulnerable, disadvantaged pupils.	SK JC	
Attendance Improvement	Improve overall attendance of PPR pupils by 5% through whole school attendance approaches, prioritising of PPR pupils and individual support.	National data on attendance and achievement.	Improve PPR attendance by 5%.	£15,356 PLO	
External agencies working with pupils at risk of exclusion	Improve social and emotional skills of pupils at risk of exclusion.	Internal data and previous experiences	Reduce risk of exclusion and develop social and emotional skills.	£33,000	
Summer School	To improve transition to secondary school for most vulnerable pupils.	EEF – Discover summer schools	Very effective.	£4383	
Counselling	Part-time counsellor to support pupils who are facing emotional barriers to learning.	EEF – Moderate impact	Address social and emotional barriers to learning.	£15,333	

Strategy Area 3					
Providing equity, resources and aspirations					
Approach	Objective	Evidence Base	Expected Outcome	Cost	Impact
Transport costs	PUPs with travel difficulties are assessed and funded/partially funded for transport costs.	Internal data	Improvement of attendance to 95% or at least in line with non-PUPs.	£154.94	
Educational Trips - inclusive and exclusive trips for PUPs.	Pupils have equitable access to cultural and educational trips as their peers.	EEF – Arts participation	Ensure equitable access for educational experiences.	£19,767	
Uniform and equipment	Pupils feel part of the school and reduce anxieties about difference.	EEF – Limited impact but vital for inclusion and well-being.	Make sure all pupils feel included and physically part of the school	£223.00 (U) £165.00 (EQ) £369.52 (food)	
Revision guides for all GCSE subjects	Pupils have equal access to revision guides than peers.	Previous GCSE results	Enable access to revision and raising of attainment.	£623.55	
Study Zone (ICT, support, printing, resources, homework help, stationery, Breakfast Club)	Ensure equipment and nutrition aren't barriers to learning.	EEF – Homework, extended school day.	Remove material barriers to learning.	£858	
Options' support	Provide impartial and aspirational guidance for option choices in Year 8	Internal data	All PUP pupils receive a 1 to 1 interview and advice on choosing the right options.	None	
Duke of Edinburgh Funding enrolment and equipment	Provide all year 10 pupils with funding for D of E.	EEF – Outdoor adventure learning.	Increase opportunities to develop resilience and grit.	£450	
Growth Mindset Training for staff and pupils	Develop growth mindset and metacognition strategies in staff and pupils.	EEF – Metacognition – High Impact	Increase staff and pupils understanding of learning.	None	