

Pupil Premium Strategy Statement: LONGRIDGE HIGH SCHOOL 2018-19

1. Summary information					
School	Longridge High School				
Academic Year	2018-9	Total PP budget	£161,815	Date of most recent PP Review	09/18
Total number of pupils	754	Number of pupils eligible for PP	177	Date for next internal review of this strategy	07/19

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP	
		School	National Average
Progress 8 score average	-1.00	0.10	0.13
Attainment 8 score average	33.92	49.95	49.96
% achieving 4+ English and Maths (Basics)	31	75	
% achieving 5+ English and Maths (Strong Basics)	8	41	

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A	Progress and Attainment Gaps across the curriculum and the key stages.
B	Disadvantaged pupils with significant social, emotional and behavioral barriers to learning. C
	Low aspirations and careers goals including roles of responsibility in school.

<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
D	Attendance - Improve the PUP attendance rate to improve outcomes for the cohort

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	Improve rates of progress and attainment in all subjects at KS3 and KS4	PUP pupils to be at least on track on Progress Check 3 in Year 8 and make as much progress

		as non-PUP pupils in core subjects so that 80% are above or on track by the end of KS4.
B	Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.	Reduced PUP behaviour concerns. PUPs proportionally represented in Rewards' assemblies.
C	Improve the number of PUP pupils in positions of school responsibility to be equal to non-PUPs. To provide high quality career plans and goals for all eligible pupils.	PUPs proportionally represented as prefects and other roles of responsibility. All PUPs have a personalised and aspirational career plan/training place and NEET figures are in line with non-PUPs.
D	Increase attendance rates for PUP pupils to narrow the gap with non-PUP pupils.	Reduce the number of PA for PUP to NA Overall attendance of PUP pupils to improve to 96% in line with all pupils.

5. Planned expenditure

Academic year

2018-9

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

(i) Quality of teaching for all

NFER/EEF research into the most effective ways to support disadvantaged pupils' achievement reinforces the importance of high quality teaching for all. Sir Kevan Collins and John Dunford's research and articles on using the Pupil Premium effectively emphasises the importance of focussing relentlessly on the quality of teaching and learning. Research demonstrates that highly effective teaching disproportionality benefits disadvantaged pupils.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the quality of first-time teaching – specifically regarding challenge for all, effective feedback, modelling and metacognition and self-regulation	Teaching is at least good in 70% of all lessons.	We want to provide high quality day to day teaching to all pupils to improve outcomes for all. EEF research into the most effective ways to support disadvantaged pupils' progress emphasises the importance and impact of high quality teaching for all. Staff training (pedagogy and practical strategies) and regularly measuring its impact on teaching and learning will allow us to provide this.	The process of measuring the quality of teaching and learning (Typicality) embeds the key principles of quality first teaching. There are two rounds per year. Each round is measured with strengths and targets for individuals/teams and whole school. The CPD calendar will focus on the work of the Sutton Trust (EEF Toolkit) to share and develop good practice specifically geared to the needs of pupil premium pupils.	Teaching and Learning /PUP lead	July 2019
To improve the quality of teaching and learning through programs that support personalised provision, differentiation, engagement and question level analysis.	Measured impact and improvement in reading and spelling ages. Improvement in tests/assessments and on track with targets.	Electronic programs – Accelerated Reader, Mathswatch, PiXL are shown to have a positive impact on improving the reading and numeracy levels and having a positive impact on outcomes and learning.	These electronic based programs offer easy access to accurate data on impact, progress and pupil outcomes. These programs are personalised to match the needs of individual learners therefore ensuring the impact is most effective and measurable.	PUP lead/Subject Leaders English and Maths	July 19

Total budgeted cost					
(ii) Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To address weaker performance by some PUP pupils in Maths and English at both Key Stages.	PUP pupils achieving better outcomes in external exams after receiving personalised support and intervention by TA3	The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective, particularly for older pupils.	Use of subject specific TA3s for each area will give targeted and personalised support and interventions to eligible PUP pupils – directed by HOD. Programme of literacy and numeracy interventions at KS3 – organised and monitored by TLR holders in English and Maths. Use of TA2 support staff for individuals and groups.	HOD English and Maths TLR Holders E/M	August 19
To address PUP underperformance at KS4 – in internal data capture and external exams.	Narrowing of the attainment and progress gap in external exams.	Continued underperformance of PUP pupils in external examinations has identified this area and driven the need for further targeted interventions to take place in all subject areas.	HOD in each subject area is responsible for improving the performance of PUP pupils in area of responsibility. Half termly line manager meetings will have a specific focus on the action plan to improve PUP performance and measure the impact of it.	PUP lead/HOD/SLT	August 19
To improve metacognition and to encourage pupils to engage with their own progress, revision resources and plans.	Eligible pupils are more effective in their revision schedules and identifying and addressing areas for improvement.	EEF research suggests that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	Staff training in Spring CPD sessions on using suitable strategies in lessons (KS4). Personalised mentoring sessions for KS4 pupils by SLT and external provider. Monitor and measure impact of personalised sessions.	PUP lead	August 19

Total budgeted cost					£126,862
(iii) Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance rates- target identified pupils in danger of falling below 95%, those who may become PA and PA.	PUP attendance to improve to 96% - in line with all pupils.	Poor attendance is the biggest external barrier to learning and progress.	Personalised support and intervention from AO for each PUP PA. Same day calls for target PUP pupils. Reduced timetable/ STEPS to reintegrate PA pupils into full time education. Pastoral meetings (fortnightly) with SLT attendance lead and AO to discuss target pupils. Incentives for attendance incorporated into the school rewards system	SLT attendance lead and attendance officer	January 19 April 19 July 19
Improved attendance rates – provide a Breakfast Club	As above	Poor attendance is the biggest external barrier to learning and progress. Targeting PUP and vulnerable pupils to attend the breakfast club will have a positive impact on attendance. A positive start with a healthy breakfast and social interaction has been proven to increase attainment in both key stages.	Regular evaluation of attenders and analysis of impact on attendance/punctuality to inform this intervention.	SENCO/TA3 STEPS	July 19
To ensure all PUP pupils have access to effective and engaging revision materials.	Raised use of the Revision guide section of the library. Resources used regularly.	Investing in resources for pupils will allow access to independent study and enable the disadvantaged access to more expensive resources.	PV survey to find most effective and popular revision guides. Purchase of relevant materials including personal copies for most vulnerable. Monitor the use of revision resources section in the library.	PUP lead/Librarian	July 19
To offer cultural and educational experiences for PUP pupils.	Opportunities for PUP pupils to be at least in	A lack of external educational and cultural opportunities limits knowledge of the world and	PUP places to be heavily subsidised for specific cultural and educational visits. HOY to evaluate the impact and numbers of PUPs on these visits.	PUP lead/HOY	July 19

	proportion to non-PUP pupils.	therefore limits aspirations and career goals.			
To ensure all pupils have access to uniform and relevant equipment to foster engagement with school life and build self-confidence.	All eligible/vulnerable PUP pupils have a full and appropriate uniform and equipment for learning.	Providing equality/equity of uniform and equipment allows all pupils to engage in learning and improves self-confidence and resilience. Some issues surrounding attendance will also be addressed.	Form tutors and Heads of Year to monitor the need for uniform and inform pastoral officers. Checkpoint system to monitor pupils who are without equipment. Funding to be allocated to provide equipment for eligible pupils.	Pastoral Officers/HOY/PUP lead/FT	July 19
To ensure that all eligible PUP pupils have access to a quiet revision space.	KS4 pupils regularly use the spaces provided to develop independence and revision techniques.	Access to a quiet working space, including the use of technology/internet/computer as well as paper resources gives pupils a place to work. This is not always possible at home. This will help them to achieve greater success with independent study/revision.	HOY/AHT and Year 11 team will organise the staffing and location of this room (5) ensuring the space is quiet and productive – with a member of staff available for learning support.	AHT/HOY	July 19
To raise aspirations and set career goals through personalised and impartial careers advice. To provide individual options guidance/aspirational pathways and support for Year 8 PUP pupils.	All eligible PUP pupils have a clear aspirational career goal and suitable college offer. All PUP pupils choose options based on full information and support from SLT.	External models of aspirations – family, friends, location, limits of cultural and educational experiences all provide a barrier to pupils aiming high and seeing the bigger picture. Some pupils do not see the value of engaging in school or aiming high enough with qualifications.	All targeted PUP pupils will meet with CEIAG careers advisors (internal and external) to create an aspirational pathway for their future studies/career. College visits/careers talks will target these low aspirational pupils to see the wider world. These to be shared with subject/pastoral staff to encourage all pupils to aim high.	AHT (CEIAG) Careers Advisor	July 19 April 19
To support eligible PUP pupils to develop a range of skills and increase engagement, resilience and self-confidence.	At least a proportional uptake and successful completion on the Duke of Edinburgh	This programme has well-documented evidence for improving confidence, increasing cultural experiences and developing new skills – all areas which would help our PUP pupils	Targeted pupils would be invited to take part in this programme and there would be financial support to meet their needs. A £30 refundable deposit on successful completion of this award. Assistance with	PUP lead/Coordinator for D of E	July 19

	Bronze Award – year 10	to achieve greater outcomes in external exams.	equipment needs and any other barriers to success.		
To ensure that a proportional number of eligible PUP pupils hold positions of responsibility in school.	At least a proportional uptake and success in appointment into positions of responsibility.	External models/examples of leadership may be barriers to aspirations or aiming high and seeing the bigger picture. Some pupils do not see the value of engaging in school or taking responsibility/leadership roles.	Invite/encourage applications from the PUP cohort for positions of leadership across the school – especially as prefects/senior prefects and sports leaders. Monitor the proportion of successful applications and support pupils once in positions of responsibility. Encourage unsuccessful applicants to reapply in later rounds.	HOY/AHT	April 19
Total budgeted cost					£34,962

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
To improve the quality of first-time teaching – specifically regarding challenge for all, effective feedback, modelling and metacognition and self-regulation	Teaching is at least good in 70% of all lessons.	The school judges teaching as good – through the typicality of teaching, which measures the quality of teaching and learning, there have been improvements in all areas identified, and no areas are on ‘watch.’	Continue to develop T and L through CPD, typicality and support.	

<p>To improve the quality of teaching and learning through programs that support personalised provision, differentiation, engagement and question level analysis.</p>	<p>Measured impact and improvement in reading and spelling ages. Improvement in tests/assessments and on track with targets.</p>	<p>Increase in reading ages of PP pupils following accelerated reader. Majority of PP students O or A target P8 score Attainment in English has improved from -0.05 in 2018 to + 0.14 in 2019. Alternative provision was not successful and students achieved very poor results. However % of PP pupils Permanently excluded has fallen. In addition, there has also been a fall in FTE for PP pupils of 2%.</p>	<p>Continue our work on literacy. Member of English department to work specifically on literacy. She coordinates Accelerated reader programme, identifies, and develops pupils with low reading ages. Accelerated reader has now been Timetable as a discreet lesson in Year 7 and 8. Alternative provision for PP has not been as successful as we would have wanted. PP pupils are to be in school where they can access pastoral support and follow personalised timetables. They will receive additional support from PP mentors. Early identification of pupils who need literacy support.</p>	
<p>To address weaker performance by some PUP pupils in Maths and English at both Key Stages.</p>	<p>PUP pupils achieving better outcomes in external exams after receiving personalised support and intervention by TA3</p>	<p>PP pupils achieving 9-7 grade in English has risen from 3.8% in 2018 to 6.1% in 2019. PP pupils gaining 9-5 in Maths has risen from 11.5% to 21.2 % in 2019. PP pupils achieving 9-5 including E and M has risen from 3.8% in 2018 to 18.2% in 2019. Increase in reading ages of 93 % PP pupils following accelerated reader and reading mentor scheme. Majority of PP students O or A target P8 score Attainment in English has improved from -0.05 in 2018 to + 0.14 in 2019. 50% PP pupils have positive effort scores. GCSE 2018: PUP/NON -1.0/-0.7 gap of 0.30 GCSE 2019: PUP/NON -1.46/-0.26 gap of 1.20 Gap widened in maths. Group with large proportion of PP pupils had a member who had long term illness. Limited capacity in the department to offer additional support to PUPs outside of normal lesson time. Negative impact when SMD is taken for trips or exam invigilation, when this happens, our intervention sessions have to stop.</p>	<p>Use of subject specific TA3s for each area will give targeted and personalised support and interventions to eligible PUP pupils – directed by HOD. Programme of literacy and numeracy Interventions at KS3 – organised and monitored by TLR holders in English and Maths. Use of TA2 support staff for individuals and groups. Accelerated reader timetabled as a discreet lesson Year 11 learning mentor to support Year 11 English set with high proportion of PP pupils. All PP to be assigned a mentor. Improve positive effort grades to 60% Develop provision for Numeracy support.</p>	
<p>To address PUP underperformance at KS4 – in internal data capture and</p>	<p>Narrowing of the attainment and progress gap in external exams.</p>	<p>Overall gap is still big. Number of PP pupils did not gain P8 scores as were educated via Alt Provision. PP pupils achieving 9-7 grade in English has risen from 3.8% in 2018 to 6.1% in 2019.</p>	<p>Alternative provision for PP has not worked. PP pupils are to be in school where they can access pastoral support and follow personalised timetables. They will receive</p>	

external exams.		PP pupils gaining 9-5 in Maths has risen from 11.5% to 21.2% in 2019. PP pupils achieving 9-5 including E and M has risen from 3.8% in 2018 to 18.2% in 2019.	additional support from PP mentors.	
To improve metacognition and to encourage pupils to engage with their own progress, revision resources and plans.	Eligible pupils are more effective in their revision schedules and identifying and addressing areas for improvement.	CAM has delivered assemblies, PSHE and KS4 Parents Evenings on revision skills.	CAM to continue to provide programme of support for Y 11 pupils with revision skills and techniques. Roll this programme out to Year 10 pupils before End of year exams. In 2018-19 a new member of staff Mr Frawley has been appointed as a learning Mentor to support students in engaging with their classroom studies and support in organisation and developing good revision habits. In addition provide reinforcement and positive support towards behaviour for learning and to encourage improving attendance. New team of support staff NTF Year 10 and 11, SWA Year 8 and 9 , SME Year 7 to support to monitor and provide intervention for pupils who have attendance and progress issues.	Total £126,862
Improved attendance rates- target identified pupils in danger of falling below 95%, those who may become PA and PA.	PUP attendance to improve to 96% - in line with all pupils.	PP attendance is at 92% for 2019 which is the same at 2018	In 2018-19 a new member of staff Mr Frawley has been appointed as a learning Mentor to support students in engaging with their classroom studies and support in organisation and developing good revision habits. In addition provide reinforcement and positive support towards behaviour for learning and to encourage improving attendance. New team of support staff NTF Year 10 and 11, SWA Year 8 and 9 , SME Year 7 to support to monitor and provide intervention for pupils who have attendance and progress issues. Attendance intervention begins at 97% for PP. Maintain current focus on attendance. Weekly AHT and PP support staff attendance review. Meetings with parents of PP students with low attendance. Attendance officer to provide UCAN sessions for KS3 pupils and Blossom tree project for Y 11 girls.	

<p>To ensure all PUP pupils have access to effective and engaging revision materials.</p>	<p>Raised use of the Revision guide section of the library. Resources used regularly.</p>	<p>All PP pupils were given revision resources and guides to support</p>	<p>Continue to support pupils who require additional resources. PP mentors to support pupil needs.</p>	
<p>To offer cultural and educational experiences for PUP pupils.</p>	<p>Opportunities for PUP pupils to be at least in proportion to non-PUP pupils.</p>	<p>All PP are given financial assistance to attend school trips or visits. Year 8 trip to Towerwood has a heavy subsidy for PP pupils. 60% PP attended end of Year reward trip.</p>	<p>Continue to assist pupils financially to allow them to access trips and visits. Increase number of pupils attending reward trips.</p>	
<p>To ensure all pupils have access to uniform and relevant equipment to foster engagement with school life and build self-confidence.</p>	<p>All eligible/vulnerable PUP pupils have a full and appropriate uniform and equipment for learning.</p>	<p>All PP who required support for uniform and equipment including PE kit were given necessary resources.</p>	<p>Continue to support pupils who require additional resources. PP mentors to support pupil needs. Behaviour and engagement support from PP mentor.</p>	
<p>To ensure that all eligible PUP pupils have access to a quiet revision space.</p>	<p>KS4 pupils regularly use the spaces provided to develop independence and revision techniques.</p>	<p>Room 5 has been used successfully as a base for KS4 revision.</p>	<p>Continue to use Room 5 as a revision base for KS4 pupils. Homework catch up has been relocated to library to give additional resources to pupils.</p>	
<p>To raise aspirations and set career goals through personalised and impartial careers advice. To provide individual options guidance/aspirational pathways and support for Year 9 PUP pupils.</p>	<p>All eligible PUP pupils have a clear aspirational career goal and suitable college offer. All PUP pupils choose options based on full information and support from SLT.</p>	<p>Pupils follow a comprehensive programme of careers guidance which provides aspirational and personalised advice. (see Careers spreadsheet) NEET data show that 97% of our PP pupils have enrolled at a local collage for post 16 education or entered into employment with training. SEET figures are 95% compared to a National Average of 94%. 9% of our pupils go on to Apprenticeships compared to 4% Nationally. 3 PP pupils attending Alt. Provision have all secured apprenticeships.</p>	<p>All PP to have priority for careers appointments. Develop links with University's to improve pupil aspirations.</p>	

To support eligible PUP pupils to develop a range of skills and increase engagement, resilience and self-confidence.	At least a proportional uptake and successful completion on the Duke of Edinburgh Bronze award	15 % of PP took part in D of E in 2018. This has risen to 22% in 2019.	Continue to increase pupil % through encouragement through bursaries.	
To ensure that a proportional number of eligible PUP pupils hold positions of responsibility in school.	At least a proportional uptake and success in appointment into positions of responsibility.	42% PP were prefects in 2018 compared to 82% non PP	To increase prefect applications for PP pupils. Actively promote PP pupils as prefects in 2019. NTF to help PP pupils with application.	Total £34,962

7. Additional detail

1. Post 16 Destinations (Sept 2019)

Destination	Numbers of PP students 2018 (33)
Newman College	6
Preston's College	16
Blackburn College	2
Myerscough College	3
Apprenticeships	2
Employment	0
Unknown	4

This summary data shows the impact of the additional support provided to PP. Extra 1:1 sessions with the careers advisor, mentor and tutor ensured that all post 16 plans were closely monitored. Individuals were supported with College/Apprenticeship applications to ensure their post 16 plans were realised. Targeted support and provision made a discernible difference.