

Pupil premium strategy

1. Summary information					
School	High Storrs School				
Academic Year	2017/18	Total PP budget	£137,445	Date of most recent PP Review	n/a
Total number of pupils	1623 (1198 Y7-11)	Number of pupils eligible for PP	143	Date for next internal review of this strategy	Jan 2018
2016-2017 outcomes (Unvalidated September 2017)					
	Pupils eligible for PP High Storrs 2016/17 (34 pupils)	Non PP cohort High Storrs 2016/17 (236 pupils)		GAP	
Progress 8	-0.43	0.41		-0.84	
Attainment 8	39.76	55.43		-15.67	
Progress 8 element breakdown					
English	-0.24	0.69		-0.93	
Maths	-0.21	0.70		-0.91	
EBAC	-0.39	0.36		-0.75	
Open element	-0.74	0.09		-0.83	
Attainment 8 element breakdown					
English	9.00	12.22		-3.22	
Maths	8.00	11.50		-3.50	
EBAC	10.68	15.24		-4.56	
Open element	12.06 (GCSE 9.84. None GCSE 2.22)	16.40 (GCSE 15.42. None GCSE 0.98)		-4.34	
Basics Measures					
Basics (grade 5+ in EM)	44%	72%		-28%	
Basics (grade 4+ in EM)	53%	84%		-31%	
English 4+ and 5+	68% (4+), 59% (5+)	90% (4+), 83% (5+) (85% A*-C 2015/6)		-22%(4+) -24%(5+)	
Maths 4+ and 5+	56% (4+), 50% (5+)	87% (4+) and 74% (5+) (79% A*-C in 2015/6)		-31%(4+) -24%(5+)	
Attendance	92.4	95.9		-3.5	

2. Barriers to future attainment (for pupils eligible for PP including high ability)

The students facing the greatest barriers to learning in our school is the PP cohort. Within that, the most challenged groups are students who are also EAL and APKN.

In-school barriers

A.	Lower levels of literacy and numeracy than peers, particularly in reading, spelling and writing formal academic language.
B.	Lower attainment on entry: Therefore we need to narrow and close the gap between KS4 PP/ non-PP in Progress 8 measures
C.	Lower level of engagement with school leading to poor attendance and gaps in knowledge.

External barriers

D.	Attendance rates for pupils eligible for PP are 91.2% (below the target for all children at 95.1%). This reduces their school hours and causes them to fall behind with their learning.
E.	Less support from home to complete homework at a standard which will support the student to develop and embed learning.

3. Outcomes

	<i>Barriers to future attainment</i>	<i>Success criteria/how it will be measured</i>	<i>Actions</i>
A.	Lower levels of literacy than peers, particularly in reading and writing formal academic language	We will begin our work to close the gaps in reading ages of EAL and PP students in KS3. Data tracking of these students will show impact of the package of support.	<ul style="list-style-type: none"> Y7 PP, EAL and SEND students with weak reading skills will be identified using KS2 data and CATs results Reading programme will be delivered to PP students in Y7-9 by our teaching assistants once or twice a week dependent upon students' individual needs. This will take place during morning roll call so it does not impact on learning.
		Attainment gaps across literacy based subjects reduces in KS3. Students make measurable progress in literacy intervention. Data tracking of these students to show impact of the programme.	<ul style="list-style-type: none"> Y7 PP and SEND students with weak literacy skills are identified using KS2 data and CATs results All students in Y7 take the CATs tests. PP students who have difficulties with verbal processing are identified for literacy intervention. Students will receive a two year package of literacy intervention in lieu of French lessons and will receive 2 hours small group teaching in Y7 and 8. Students will be able to pick up another language in Y9. A dyslexia support lesson is also available in Y9 and Y10. Spelling intervention group will be run every morning in learning support for students with weak spelling skills.
		Underachieving PP students identified for small group and 121 work in numeracy to improve their skills	<ul style="list-style-type: none"> Students who have difficulties with none verbal processing or who were flagged at primary school with poor numeracy skills will be identified for Numeracy intervention which will runs every morning during roll call in learning support roll call so it does not impact on learning.

		<p>Language acquisition improves access to the curriculum for PP and EAL students. Data tracking of these students to show impact of the programme.</p>	<ul style="list-style-type: none"> • Identify Y7 PP and EAL students with weak language skills using KS2 data (Reading scores in KS2 assessment between 95 and 104 and writing levels at borderline secondary ready). • Students receive 2 hours additional small group teaching and/or additional EAL support in Y7 and Y8 in lieu of French. • Enrichment language will also be offered to these students in Y9 as part of the options process. • EAL whole school strategy to develop staff confidence and ability to increase use of academic language amongst EAL students and those with low-literacy. • EAL team provide 1:1 support in Option subjects in KS4 where there are high numbers of EAL learners • Specialist 'New arrivals' teacher will provide 1:1 support for 2 vulnerable students both in and outside the classroom.
		<p>Develop a love of reading and writing to improve language acquisition and literacy.</p>	<ul style="list-style-type: none"> • Author Caroline Lawrence who wrote, 'Amongst other things', the Roman Mysteries series of kids' books will run an illustrated study day 'How to write a great story' which all Y8 students will attend. • At lunchtime PP students in Y8 will be invited to meet the authors book signing in the Library. • All PP students with a free book which the author will sign
		<p>The skills needed to support the secondary curriculum will begin to be embedded.</p>	<ul style="list-style-type: none"> • Every Y7 English teaching group will be taught by specialist literacy teachers who were previously primary school teachers. This will support transition, support identification of gaps in knowledge or particular needs of students. It will also begin to build relationships with teachers who work cross curricular to support students with PP and EAL further up the school.
		<p>Improved text knowledge, writing skills and extended vocabulary.</p>	<ul style="list-style-type: none"> • PP and EAL students will be invited to attend weekly English Literature revision sessions which will not only improve text knowledge but also focus on revision strategies and essay writing skills and extending vocabulary.

Aii.	Weaker Maths skills than peers	<p>Maths intervention form Students make good progress from starting points in maths</p>	<ul style="list-style-type: none"> • KS3 maths intervention form is a short intensive intervention with small groups of students during morning roll call. Each intervention form group runs for 2 or 3 weeks. Each group of students is identified by class teachers and/or the KS3 leader in learning in maths. Identification is informed by progress across a block of lessons and performance in end of unit tests. The aim of KS3 maths intervention form is to plug gaps in pupils' knowledge, learn and practise problem solving skills and to involve pupils thinking about their learning. • KS3 In class support to increase staff:pupil ratio, small group withdrawal and regular progress reviews for targeted pupils. • HLTA greets identified pupils in class, checks understanding of teaching during each lesson to build confidence, follows up of any lack of understanding, assists pupils with organisation, re-engages pupils throughout the lesson and checks progress each lesson. • KS4 in class support to increase staff:pupil ratio. HLTA placed in classes with the greatest concentration of PP students who are also identified as having concerns/underachieving on the most recent tracker. Allocation of HLTA support will be reviewed following the next tracker analysis.
B.	Lower attainment on entry: success in closing those gaps has in-school variation Y7 – Y11.	<p>Raised attainment and success for all PP students: 2018 P8 outcomes to be higher than National average and to improve on previous year.</p> <p>Underachieving PP students identified at each tracker and supported to the reduce number of concerns raised by the next tracker Targeted support for PP students in the classroom leads to greater engagement with school and learning</p>	<ul style="list-style-type: none"> • High Quality intervention to support learning in all areas of school life. The achievement of all Pupil Premium students is known in all subjects, at all levels and appropriate strategies are planned and in place to close achievement gaps. Underachievement of vulnerable groups is identified and tackled with effective intervention. • Know your learners sessions in June and September for all staff (T1 PR, LH). Data on underachieving students shared with new teachers during INSET in June and again in September following the examination reviews. This is to include strategies to support the students (T1 GT, WMB). • Individual interviews with vulnerable students inform individual intervention and snapshots (HT1-3 GT, ROC, EAL Team, SSAs). Feedback on individual aspiration interviews will be regularly shared with their teachers. • PP snapshots to be put on the MLE and updated after each tracker to include barriers to learning and strategies to motivate and engage students. reviewed and refined after each tracker and disseminated to all staff (T1-3 GT) • New EAL snapshots shared with staff (EAL team T1) • T&L meets the needs of all PP students. Quality teaching, supported through QA to ensure high standards for PP students. PP added more explicitly to lesson observation and lesson planning sheets (T1-3 CT) • All T&L CPD delivered will include strategies for supporting vulnerable students (T1-3 CT, PR, ROC, EAL Team)

			<ul style="list-style-type: none"> • TLS Session for middle leaders to be cascaded to subject teams(T2 GT, ROC) • QA interventions and outcomes (HT1-3 GT, ROC) • Ensure whole school data analysis includes specific reports on PP achievement. Meetings with AHT and SLs where subject issues are identified post tracker and bespoke strategies to support the students are put in place • Underachieving students to be identified, discussed as RAP and disseminated to all staff (T1-3 GT) • Meetings with AHT and HOH/SENCO/DHT attendance where pastoral issues are identified (T1-3 GT, ROC, EAL Team) and strategies put in place • Data analysis on vulnerable groups to be undertaken following summer examination results and after each tracker (T1-3 GT, ROC, EAL Team) • Staff bids into PP funding supports PP students across the curriculum
C.	Lower level of engagement with school leading to poor attendance and gaps in knowledge.	At the start of Y7 PP students are invited to attend summer school, establish positive relationships with key staff, make a successful transition to High Storrs, feel confident about their new school and have improved self-esteem	<ul style="list-style-type: none"> • All Y6 PP students receive a personal letter of invite and the cost if covered through PP funding. • Transition and settling in issues which influence the dip in performance at KS3 are addressed. • Friendships between pupils from different schools and across different key stages are encouraged from the outset. • Raise aspirations early in their learning journey • Improve and extend provision for pupil premium students out of school
		Encourage participation in extracurricular activities and the wider aspects of schooling	<ul style="list-style-type: none"> • 13 Y7 PP students who have shown an interest in learning a musical instrument will be offered free Music Lessons. • Two teachers with whole cohort for 30 min lessons each week from 8.30 - 9.00pm on a Friday morning so it does not impact on learning. • Students selected will show an interest and have made some progress but are not at target level due to the fact they may have not done any music at primary school or not had the opportunity to learn an instrument
		Most able PP students engage with their learning and fulfil their potential	<ul style="list-style-type: none"> • Improve and extend provision for most able within the classroom and out of school (ROC) • Challenge a culture where PP students are diffident about excelling in relation to their peer group (ROC) • We want to provide extra support to maintain high attainment. Small group interventions with TLR Potholder (FER) • Revision residential (FER) • Outreach project (FER)

			<ul style="list-style-type: none"> • 'Aspiration' interventions such as talks from successful former pupils.
	Teachers successfully use strategies that motivate and engage PP students.		<ul style="list-style-type: none"> • High quality intervention supporting engagement • Barriers that are preventing the progress of PP students are identified and shared with staff together with strategies tailored to the each individual student to help them overcome these 'barriers'. • 'Mind the Gap' booklet issued to all staff in September. This contains a list of all underachieving PP students and strategies on how to support them in school. • All staff meet and greet, know their PP students and have regular dialogue with them. • Individual aspiration interviews with PP students undertaken by ROC, GT, BAL. Strategies on how to support the students are disseminated to their teachers.
	Improved engagement with school and learning; fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).		<ul style="list-style-type: none"> • Colleagues leading on the achievement of vulnerable groups ensure high impact intervention through mentoring (HOH, SLT, ROC, BAL, EAL Team). • SIMS programme to be developed for identification of vulnerable students to include barriers to learning, vulnerable group, named person supporting improvement and interventions; subject, pastoral, Attendance Officer, SENCO, MAST, external agencies. Review and refine after each tracker(T1-3 GT) • Regular meetings with AHT, ROC, BAL and EAL team for vulnerable groups to monitor progress, measure impact and review intervention strategies. • Regular meetings with AHT and SLs to ensure high quality intervention of PP students • Regular meetings held to discuss the progress of our vulnerable groups with the appointed governor • Barriers website? ROC TBC • Successful strategies for individual students which motivate and inspire them are collated and shared with staff
	Learning to Learn, Independent learning skills and learning behaviours improve motivation, engagement and aspiration		<ul style="list-style-type: none"> • Delivery of a Study Skills Day for the most vulnerable Y11 PP students December 2017 prior to trial exams • All PP students in Y11 are provided with the stationary and mathematical equipment they need through PP funding to be improve engagement in all areas of the curriculum
	Decrease in behaviour reports. Successful intervention contributes to improved attainment		<ul style="list-style-type: none"> • Identification of students for whom behaviour is a factor impacting on progress. Behaviour for learning meetings with AHT Behaviour, Safety and Wellbeing and HT after each tracker • Support for individuals provided by HOH/SSA/LM/external agencies • Work of safeguarding team ongoing to support students in need so they can attend and achieve in school

		Raised aspirations of underperforming PP students shown by post-16 choices	<ul style="list-style-type: none"> Careers education provided throughout KS3 and KS4 with targeted intervention in Y11 for PP students (FI) Aspiration interventions (including mentoring) (T1-3 ROC, EAL Team)
		Raised self-esteem and engagement with school for our most Vulnerable students	<ul style="list-style-type: none"> Lunch time clubs are run in learning support for our most vulnerable PP students in Y7-11. The clubs are led by the teaching assistants and include, Stars Wars, Craft club, Lego Club, Boys and Girls clubs and Circle of Friends. Digger club runs Thursday periods 1 and 2. Students are extracted from lessons to take part in activities which improve students' engagement with main stream education. This is pupil centred tailored provision.
		Increased confidence of vulnerable students	<ul style="list-style-type: none"> Staff encouraged to report to SLT any good examples of vulnerable student progress so that SLT can praise them.
D.	Attendance rates for pupils eligible for PP.	Overall attendance among students eligible for PP improves from 91.2% to over 95% in line with 'other' pupils.	<ul style="list-style-type: none"> PP Discover group set up in SIMS which enables the effective monitoring and tracking of PP attendance by HOH/SSA for early intervention PP attendance tracked by Pastoral teams, Attendance Officer and B&ME Learning Mentor. PP and APKN students with poor attendance identified by Julie Scott-Whitehead and Tab Hussein. These students go on the Concerns list and are monitored daily. Parents informed in writing, targets set for improvement and home visit conducted following each absence to explore potential barriers. Pastoral teams have regular discussions on attendance and punctuality with PP students who need to improve their attendance and/or punctuality. Students referred to PSM/external agencies where necessary. First day calling provision. Attendance discussed at least weekly with AO, LM, SSAs and DHT. PP attendance workshops run in school. All PP students whose percentage attendance falls below 95% receive 1:1 support from a designated member of staff to support them to improve their attendance.
E.	Less support from home to complete homework at a frequency or standard which can develop and embed learning.	Co-ordinate and promote a culture of learning - Improved attitude towards independent learning so PP students receive fewer sanctions for the none completion of homework	<ul style="list-style-type: none"> Homework assemblies delivered to all students in KS3 by DH Curriculum None completion of homework is monitored and intervention put in place Y7, 9 and 11 Information evenings inform parents/carers how they can support their child's learning. Presentations from DH-Supporting progress together, Tracking, Reporting, Assessment, Progress and feedback and homework. Core subject leaders-how parents/carers can support their child. AH Vulnerable groups-Attitude to learning and Independent learning.

		<ul style="list-style-type: none"> • SSAs make direct contact with the parents of PP students to invite them to parents' evenings. • PP students encouraged to attend HW club which runs every night in the LRC 3-4pm. • PP students on the RON encouraged to attend LSU homework club which runs Monday, Wednesday and Thursday after school for 45 minutes. • PP students encouraged to attend subject based revision lessons after school
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4. Allocation of PP funding		
Academic year	2017/18	
<p>Pupil Premium is funding given to schools to help to support disadvantaged students, and to help to close the gap in attainment between these students and their peers. It is allocated to schools for every student who has been registered for free school meals at any point in the last six years, and for Children Looked After and post looked. At High Storrs School we have 143 Pupil Premium students making up 12% of our school. We receive £935 per Pupil Premium student, giving a total of £137,445 in Pupil Premium funding. We are absolutely committed to closing the attainment gap between our disadvantaged students and their peers, and we hope to do this by ensuring that all our students get access to a relevant and inspiring curriculum, the best teaching and learning, and targeted support. We also receive funding for Y7 catch-up which is incorporated into this plan. A culture of high expectations is ever present, ensuring all students are striving for the best at all times, regardless of any barriers to learning that may exist. In addition, relevant support will be provided in KS3 for students arriving in High Storrs at below expected levels in English and Maths for whom the school receives catch up funding.</p>		
Staffing		
Action:	Funds:	Impact area:
Assistant Headteacher in charge of Vulnerable Groups works closely with KS4 PP Champion and KS3 PP bursary holder to identify students for intervention and to work as a team to improve PP progress.	0.5 days	SLT take a leading role in ensuring gaps are closed through QA of teaching and learning, line management of subjects and monitoring interventions (C). Engagement with Learn Sheffield action research, relentless focus on the achievement and well-being of this cohort following tracker points and through-out the year, PP focus in annual observation and feedback (C). The achievement of all pupil premium students is known in all subjects, at all levels and appropriate strategies are planned and in place to close the achievement gaps (B).
KS4 PP Champion	0.5 days	Responsibility for ensuring progress of pupil premium cohort in KS4 (B). Focus is academic progress – to close the gap between pupil premium and non-pupil premium students (B). The Pupil Premium Champion will be responsible for analysing the data, identifying and putting in place bespoke interventions for those who are not making the expected progress (B). This role is paramount in improving progress and is currently working closely with a PP Award Winning School, runs staff briefings and CPD to keep PP achievement high profile (B).
BME Learning Mentor (3/4 of the cost of employing a Learning Mentor)	3 days	Highly effective role supporting PP students with social care intervention (C) and positively impacts on attendance of vulnerable students. 1:1 sessions with students to identify barriers to learning, raise self-esteem and re-engage with their learning. This includes attendance at multiagency meetings, TAF, MAP and LAC reviews (C).

EAL Teacher for New Arrivals	1.16 days	Targeted support for New Arrivals through 1:1 work outside the classroom and in class support (A).
2 EAL Teachers	6.2 days	Strategic lead for EAL, language intervention in KS3, Y7 English (A). Staff with proven track records of closing gaps with vulnerable groups (B). Targeted intervention for underachieving students in English, History and Business Studies (B). Leads 6 th form mentoring programme for PP and EAL students in KS3 (C).
Student Support Assistants (3/20 of the cost of employing 4 Student Support Assistants)	3 days	This is a crucial role in supporting attendance (D), pastoral interventions (C), engagement and liaison with family, external agencies and Attendance Officer (D), identifying underachievement and intervention and identifying and supporting students not completing homework or with behaviour concerns (E). Building strong relationships with families helps to support student engagement (C).
Maths HLTA	4 days	Interventions are led by a maths specialist and target carefully identified areas to best support individuals' progress in maths (A).
Attendance Officer	0.5 days	The attendance of our disadvantaged students continues to be a challenge and narrowing the attendance gap is the prerequisite for narrowing the achievement gap, particularly around persistent absentees. This is an important role in identifying patterns of attendance of most vulnerable/persistent absentees, timely home visits when a child is absent and attendance and punctuality workshops which are run in school (E).
Total		£128,445
Other services		
KS3 Pupil Premium Bursary	0.5 days	Making A2L grades accessible to PP students (A) Post tracker analysis and support for KS3 students supported by PP (B) Student voice activities to help plan support and intervention (C)
Stretch and challenge bursary	0.5 days	Identify underachieving PP students (KS2U) and organise mentoring programme (B) Create pupil profiles (B) After school sessions for students (E) Make links with other schools (C) Aspiration events (C) Outreach work with Universities (C)
Resources for students		

<p>A bidding fund will support students across the curriculum to ensure equality of opportunity and to enable students to access every opportunity offered in lessons, regardless of any financial barriers to learning that exist. Tools and equipment for learning are provided for our disadvantaged students so they can complete revision and consolidation activities outside of school.</p>		<p>Contribution to trips and visits and costs for resources which supporting learning and engagement in learning which can include; Revision Guides Music lessons Digger Club resources Author in school event and autographed books for PP students. Food, D&T and Art equipment PE Kit assistance Dance kit assistance Laptop School lockers Funding for all PP students to attend Summer School Funding for Venture Week residential Read Write Inc supports PP, EAL and SEND students learning Practical Maths resources Stationary packs TA and EAL support in lessons Study Skills Day resources Team Teach training Stationary packs and maths equipment (C and E)</p>
Resources for students		9,000
Total		£137,445
1. Review of expenditure 2016-17		
Desired outcome	Chosen action/approach	Impact
Co-ordinate and promote a culture of learning		

<p>The progress of all Pupil Premium students is monitored in all subject areas and appropriate strategies are planned and in place to close achievement gaps.</p>	<p>Leadership of drive to ensure progress and engagement of vulnerable groups by Assistant Headteacher</p>	<p>The progress of disadvantaged students has improved significantly since 2016, when the PP P8 score was -0.70. During 2017, a number of strategies to support the progress of PP students have been implemented including: the creation of TLR role with responsibility for PP progress, restructure of SLT roles to create a vulnerable group coordinator, delivery of a PP revision skills workshop, delivery of ECDL qualifications to PP students, highlighting PP students through subject level analysis, highlighting of PP and vulnerable students on lesson seating plans, raised profile of PP progress in SLT line management meetings, delivery of CPD by PP lead on effective strategies to support PP progress. The combination of these strategies has been an overall increase in PP outcomes in terms of P8 from -0.70 (2016) to -0.43 (2017).</p> <p>Overall 52% of disadvantaged students achieved grade 5+ (National (all students) – 52.7% est.) in English and both EAL students (74% 5+) and APKN students (66% 5+) performed above national averages. Overall 45% of disadvantaged students achieved grade 5+ (National (all students) = 52.7% est.) in maths and both EAL students (58% 5+) and APKN students (50% 5+) performed strongly. Focused support and intervention has led to improved progress and attainment for APKN students for 2017 (P8 = -0.04) compared to 2016 (P8 = -0.16).</p> <p>48% of PP students achieved the Basics measure (4+) and 39% achieved at the higher standard (5+). PP outcomes are excellent in English, with 52% of PP students achieving grade 5+ (Nat All 5+ = 52.7% est.) and 13% achieving grade 8+ (Nat All 8+ = 9.2%).</p> <p>Pupil premium students also performed strongly in D&T, Latin, Urdu, GCSE RE, Statistics and Textiles. The percentage of PP students achieving 2A*-C in Science rose from 31.6% (2016) to 45% (2017). The percentage of students achieving Ebacc remained constant from 2016 to 2017 at 13%. Progress and attainment in GCSE History, Geography and French must match that of English and Maths in 2017. Action to secure improvement includes: SLs Maths and English promoted to SLT to improve structures and systems (including planning and assessment) in these departments, new department leadership arrangements in History and Geography, deep QA in 17/18, focused lesson observations by HT, improved and more focused approach to action planning at departmental level, regular SLT link meetings</p>
<p>High Quality intervention supporting learning</p>		
<p>Development of teaching and learning through work with subject teachers to identify underachievement and promote classroom interventions from the Sutton Trust Teaching and Learning toolkit.</p>	<p>KS4 Pupil Premium Co-ordinator</p>	<p>Subject team PP training (non-core) was delivered by the KS4 PP Champion. Core Subject QA activities took place and staff training was delivered on 'know your PP learners'. This will be embedded this year.</p> <p>MFL, Sociology, HSC, Geography and History were identified to have a large cohort of PP students this year. Specific subject team training was provided as follows;</p>

		<ul style="list-style-type: none"> • Subject teams discuss the progress of disadvantaged students at every subject meeting (this wasn't happening on a regular basis). There has started to be a <u>culture change</u> with regards to emphasis on PP progress from every classroom teacher. • Each SL agreed to plan a subject QA activity around PP progress, so that they could find out more about their PP barriers <p>English, Maths and Science agreed to conduct a joint subject QA activity with the same Y11 PP students (this included a mixture of HA and LA PP students). This enabled the sharing of good practice with the core teams and the identification of barriers to PP progress in core subjects. 2 workshops were delivered for staff on the June INSET day to further promote the culture change of discussing and delivering strategies to promote PP progress.</p>
<p>To enable subject specific interventions for disadvantaged students</p> <p>Ensure equality of opportunity to enable students to feel comfortable and included fully in the life of the school</p> <p>Provide tools to support revision activities outside school for financially disadvantaged students</p> <p>Provision of pencil case and equipment for disadvantaged Y7s</p>	<p>Bids from subject leaders Contributions to trips, visits, lockers, materials for school projects, PE kit</p> <p>Revision guides and resources</p> <p>Welcome pack for Y7 students</p>	<p>The identification and removal of any barriers to learning for our most disadvantaged students is key. This has been essential for ensuring students take part in activities which they otherwise would not be able to, e.g. students funded to take part in Summer School. This ensured PP students put themselves forward for extra-curricular opportunities, and that funding was targeted towards them.</p> <p><u>GCSE Language</u> All PP students in Y11 received the following for GCSE LANGUAGE:</p> <ul style="list-style-type: none"> • Practice exam papers by CGP <p>3 PP students out of cohort of 31 were not entered for Language (but still in cohort) entered for Step-Up (this clearly skews our residuals). Of the successes 5 students achieved at least a full grade higher than their target with one student achieving nearly 3 grades above target! New Language revision guides and workbooks are now available (previously weren't as new spec) which will be purchased for PP students for upcoming year. PP remains key area of focus for this upcoming year (whole-school and on SIP and lead teacher has for subject PM target). Also, will be a focus at KS3 (identification and stretch and challenge, intervention) which will feed into GCSE.</p> <p><u>GCSE Literature</u> All PP students in Y11 received the following for GCSE LITERATURE:</p> <ul style="list-style-type: none"> • Poetry (revision guide) • Macbeth (revision guide and workbook) • Christmas Carol (revision guide and workbook) • Modern text (revision guide) • Practice exam papers by CGP (useful as lack of existing papers given new spec) <p>Although Y11 PP attaining PT is still negative it is up on 2016 by 9 % to -0.33 residual. Y10 PP attainment was particularly positive with all PP students who were entered achieving or exceeding their targets. PT = 100% (1.56 residual) Of the y11 successes 7 students achieved at least a full grade higher than their target with one student achieving nearly 3 grades above target and two further students achieving 2 grades above! Of the y10 successes 8 students achieved at least a full grade higher than their target with one student achieving 4 grades above target, another student achieving 3.6 grades above target and a further student achieving 3 grades above! This is positive as all students doing GCSE Lit received revision guides and workbooks and there was a clear push in lessons to help show students how to use these when revising.</p>

PP remains key area of focus for this upcoming year (whole-school and on SIP and lead teacher has for subject PM target). Also, will be a focus at KS3 (identification and stretch and challenge, intervention) which will feed into GCSE.

All PP students in Y10 Early entry received the following for GCSE LITERATURE:

- Poetry (revision guide)
- Macbeth (revision guide and workbook)
- Christmas Carol (revision guide and workbook)

Modern text (revision guide)

Geography

The Subject Leader converted the decimal targets into a letter grade to assess the impact. On this basis 11 out of 18 (61%) achieved or beat their target grade. This compared to 66.7% for the whole cohort.

Particular successes were a student who beat his letter grade target, as well as their decimal target. 3 other students who achieved their letter grade target also beat their decimal target.

This was an improvement on last year's results. Based on decimal targets there was an 11% improvement for PP students.

This type of intervention brings value for money and we will continue this strategy in future years.

D&T

PP cohort performed better than the non PP cohort in general. Part of this was down to the fact that this entire cohort had a revision guide to help with revision tasks set throughout the course. They also benefited from having the accompanying work booklet that provides useful help sheets on completing the controlled assessment along with having lots of practice exam questions in it.

50% of the students met or exceeded their progress target with three students in particular who were at a great risk of underperforming did not as the revision materials clearly made a big difference to them.

Also teachers noticed a distinct improvement from these students after giving them revision guides which really boosted their confidence. Having the source of exam revision topics has clearly made a difference to these students. Teachers also noted that during revision lessons these student were much more likely to complete the revision homework set compared to these students who did not have a revision guide.

Food

Although PP students did not perform as well as the rest of the cohort in Food Technology there was an improvement compared to last year's PP results. One student missed the exam which impacted on the overall results. For two particular students having a revision guide made a big difference. Teachers noted that during revision lessons students were much more likely to complete the revision homework set compared to the students who did not have a revision guide.

Science

The key benefit is that all students had all of the information that they needed and it was held together in a book which for some would have been invaluable. For PP students to have the resource at home for studying this would have been significant for them. The Science team would like to take this forward with our present Y11s and would like to purchase the workbooks so our students will have to produce work that could be checked over by their teachers / mentors.

		<p><u>Maths-Manipulatives</u> The resources purchased last year have been used with many of the students in the lower groups at KS3 and KS4, particularly the vulnerable cohorts. Many of the students in the intervention form at KS3 have seen a benefit from this input. The HLTA has set up numeracy support boxes (with some of the materials below in addition to other resources)for each maths classroom, provided training for all of the maths teachers and TA's in the school as how best to use these within their rooms for supporting the students. The feedback has been very positive from staff and students and they are used frequently with in teaching.</p> <p><u>Board Games</u> The bid for games below has enabled us to set up an extremely popular games club which is highly attended by students from Y7-Y12 once a week at lunchtime. The rationale behind the club/games is to promote</p> <ul style="list-style-type: none"> • Group work • Bringing students together • Creating opportunities to <ul style="list-style-type: none"> ○ Practise numeracy skills ○ Developing thinking skills ○ devising strategies to think outside the box ○ meet other students if feeling isolated • being more enthusiastic about mathematics • Students are able to take games home and to engage other members of their families in the activities and talking positively about maths. <p>Maths have also purchased games from the maths budget to add to the stock. The club continues to be very popular and students have been invited to run the club who are doing their DoE so that they can add this to their volunteering section and gain valuable experience.</p> <p><u>Maths revision guides</u> Improvement in grade comparison between November trial and examination results All but six PP students improved their grade between the November trial (before they received their revision guide) and the summer exam. Here are their scores and grades for comparison. 17% of the PP students supported did not improve their grade 43% improved their trial result by 1 full grade 23% improved their trial result by 2 grades 8% improved their trial result by 3 grades 9% improved their trial result by 4 grades</p>
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Additional strategies to support learning		
Targeted support for vulnerable students where English is an additional language	EAL Teachers	PP and EAL have successfully worked in partnership to ensure that any overlaps are managed well- this has made our work with students more efficient (e.g. a PP and EAL child won't be mentored twice from both from the PP and EAL teams). The team meets on a regular basis to discuss planning projects e.g. the Y11 Study Skills Day and the ECDL project. With this comes discussions about progress trackers and intervention strategies. Andy Childs has been appointed the Governor Link for the vulnerable team. Since his appointment we have had a meeting with him in which he asked a variety of useful questions about the vulnerable

		<p>students and what we are doing to encourage their progression. We discussed this action plan which he has shared with the governors.</p> <p>The EAL team have interviewed the EAL students to find out the barriers that are preventing them from making progress- this strategy will be copied for PP students in September 2017.</p>
Targeted small group intervention in Maths	HLTA Maths specialist-Increased staff:pupil ratio, 1:1 and small group work to support PP students	<p>Improvement in grade comparison between November trial and examination results</p> <p>All but six PP students improved their grade between the November trial (before they received their revision guide) and the summer exam. Here are their scores and grades for comparison.</p> <p>17% of the PP students supported did not improve their grade</p> <p>43% improved their trial result by 1 full grade</p> <p>23% improved their trial result by 2 grades</p> <p>8% improved their trial result by 3 grades</p> <p>9% improved their trial result by 4 grades</p>
Small group literacy and language intervention groups taught by specialist teachers	KS3 catch up	<p>The smaller sets for weaker students allowed students to develop more confidence and to focus more on the most relevant literacy skills. The package involved work around spelling, grammar, comprehension and organisational skills</p> <p>Quantitative measures such as test results, exam results, a progress measure at the start of the intervention against the progress measure at the end of the intervention.</p> <p>Percentage of students involved in the initiative achieving progress target</p> <p>Percentage of students involved in the initiative exceeding progress target</p> <p>Qualitative measures such as participation in lesson or frequency of homework handed in</p> <p>Percentage of students achieving above 12 months progress = 57%</p> <p>Percentage of students achieving above 24 months progress= 57%</p> <p>Reasons for others not achieving 12 months progress</p> <p>Attendance due to extenuating circumstances.</p> <p>The reading programme Read Write Inc was used in a 1:1 basis with 3 PP students to improve their reading ability.</p> <p>The Y11s were successful in achieving level 2 and level 3 entry level English as a result and made targeted progress in Y11 as a result of this intervention.</p> <p>One student made 8 months progress in respect of their reading as a result of the 1:1 tuition and intervention.</p>
High quality intervention supporting engagement		
Provide a bespoke learning experience outside of school for targeted individuals	Alternative provision	To provide an enriched and engaging learning experience for disadvantaged youngsters outside of school
High quality intervention supporting collaboration		
Provide an enriched learning experience to targeted individuals to improve communication and teamwork	Collaborative learning experience- Art Project	<p>Improvements were noted in 40% of students' self-esteem who were noted to be a lot happier in school following their involvement with the project. Feedback includes the following;</p> <p>Had number of previous behaviour reports. None since programme was undertaken</p> <p>Has matured. Improved attendance during project</p> <p>Never had any concerns so unable to comment on any positive improvements.</p> <p>Happier in school.</p> <p>Fewer concerns in PE - improved effort</p>

		<p>Improved attitude to learning grades on recent progress tracker since programme was undertaken</p> <p>All round improvement, fewer issues, seems happier when HOH has seen him around school</p> <p>Very bubbly personality and has become more confident</p> <p>Student is more confident and is happy to ask for help. Seems happier</p> <p>Student is more confident, will now come to the office for help</p> <p>Student has overcome some of their natural shyness and is now starting to ask for help</p>
Effective deployment of support staff to increase engagement with learning		
Increase pastoral support for vulnerable students and increase engagement and attendance of PP cohort	Proportion of Student Support Assistant costs	<p>Our Student Support Assistants are paramount in building and establishing excellent relationships with our most vulnerable students. They do not have a teaching timetable and are therefore available to liaise with parents/carers and students at any point before, during or at the end of the school day. The role is was crucial in supporting attendance through close liaison with home, students and external agencies, pastoral interventions, engagement and family liaison, identifying underachievement and intervention and identifying and supporting students who were not completing homework.</p>
Provide support for families, home visits for disadvantaged students to raise participation in school	Attendance Officer (EWO)	<p>The attendance of disadvantaged students is a national issue that we continue to work hard to address at High Storrs. We provide the support for families and school to maintain high rates of attendance and to respond quickly to student absences, and any emerging persistent absence, for the most disadvantaged pupils. The pastoral teams met with the Attendance Officer on a weekly basis to discuss all students who drop below 92%. We communicate with parents immediately if a student has an unexplained absence and further interventions include letters home, meeting with a member of the Pastoral team, B&ME Learning Mentor, DKS3/4 and intervention by the school's Attendance Officer where we highlight the impact of this issue upon student progress. PSM discussions also aim to drill down to the reasons for any drop-in attendance and other agencies are utilized as appropriate. The Attendance Officer had 52 PP students on her caseload last year. 4 in Y7, 6 in Y8, 2 in Y9 10 in Y10 and 30 in Y11. 61% of the PP students on the AO caseload improved from the period from Sept 16 – December 16 compared to Jan 17-April 17. 100% of the PP students in Y10 who received attendance support improved their percentage attendance.</p>
Provide support for families and targeted students to raise attendance and engagement with education	B and ME Learning Mentor	<p>The attendance of our disadvantaged students continues to be a challenge and narrowing the attendance gap is the prerequisite for narrowing the achievement gap, particularly around persistent absentees.</p> <p>The work of our B and ME Learning Mentor enabled us to undertake home visits and build strong relationships with families of APKN heritage and improve their percentage attendance and engagement with school.</p> <p>1:1 support is provided to students who require help in overcoming barriers to learning so they can achieve their full potential, especially those experiencing multiple disadvantages. Aspects of the role have involved</p> <ul style="list-style-type: none"> • liaising with staff to identify learners who would benefit from mentoring; • helping learners who are underperforming • implementing strategies and supporting learners in self-esteem and confidence-building activities; • listening to and helping learners resolve a range of issues that are creating barriers to learning; • drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress;

		<ul style="list-style-type: none"> • monitoring attendance and punctuality of learners; • visiting parents at home to discuss issues and problems, and running INSET sessions for staff; • advising parents on behaviour strategies and parenting skills; • liaising with relevant external agencies; • liaising with relevant professionals e.g. educational psychologists, the police and social services; • organising drop-in sessions for learners, where they can talk about a particular issue; • maintaining accurate records and preparing written reports and evaluations; • helping with transition activities for learners moving to secondary schools or on to further education.
Delivery of high quality meta-cognition and self-regulation strategies		
Equipping a targeted group of disadvantaged Y11 students with learning strategies to empower them to take control of their learning	Study skills day	<p>The Study Skills day was very popular with the 40 of our most vulnerable students attend a series of in-house workshops to help them with their study skills and motivation about Y11 progress. The evaluation from students was overwhelmingly positive. Now this day has been planned it can easily be replicated again next year and with other year groups. The day helped to build relationships between the vulnerable team teachers and the students. This will be repeated in the upcoming year at both High Storrs School and at Handsworth Community Sports College due to its success. were identified to</p> <p>Qualitative feedback was very positive from students and parents. There were many requests from other students and parents that wanted to partake in a second study skills day. There were improvements in motivation and attitude of some the most vulnerable students in Y11 .</p>

Strategies to improve outcomes for disadvantaged students in the Sixth Form

Disadvantaged students enter High Storrs Sixth Form from a range of 11-16 schools. This includes some schools with higher than national average numbers of Pupil Premium students. The Sixth Form team understand the value of Sixth Form education for these students in improving their social mobility and enabling them to access University if they wish to do so Post 18.

On entry to High Storrs Sixth Form, these students have a meeting with a member of the Sixth Form Team to discuss the support available to them, in particular the 16-19 Bursary. These students can also apply through the school hardship fund for key resources, for example the hardship fund is used to enable students to access school visits, such as the Y12 Geography field work trip. Additional in-school support includes loaning textbooks and ensuring that these students have the equipment needed for their lessons.

Following tracker data entry points, progress of these students is analysed closely. Post tracker mentoring prioritises support for underachieving students from disadvantaged backgrounds.

All disadvantaged students take part in a Higher Education Day in the summer of Y12 and are supported closely in their Post 18 applications on an individual basis. Specific university-based bursaries are also targeted to these students, for example the Holbeck Trust.