

High Storrs School Pupil Premium Strategy 2018 - 2019

Next Review will take place in September 2019

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. It is allocated to schools for every pupil who has been registered for free school meals in the last six years, and for Children Looked After and children who have previously been in the care of a Local Authority. Pupil premium funding is available to:

- schools maintained by the local authority, including:
 - schools for children with special educational needs or disabilities
 - pupil referral units (PRUs), for children who can't go to a mainstream school
- [academies](#) and [free schools](#), including:
 - academies for children with special educational needs or disabilities
 - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under [section 342 of the Education Act 1992](#)

The following document provides details of how the Pupil Premium funding for High Storrs School students was spent in 2017-18 and the impact it had on student outcomes, as well as how we are spending the Pupil Premium funding in 2018-19.

How the Pupil Premium Funding was spent in 2017-18

The detailed summary of how the Pupil Premium funding was spent in 2017-18 is shown below. Summer 2018 outcomes suggest a much-improved performance for students classified as Disadvantaged. During 2017-8 the Pupil Premium Funding was used to implement a number of strategies to support the progress of PP students including: the creation of TLR role with responsibility for the progress of Disadvantaged students, restructure of SLT roles to create a vulnerable group coordinator, delivery of a Disadvantaged students revision skills workshop, highlighting Disadvantaged students through subject level analysis, highlighting of Disadvantaged students on lesson seating plans, raised profile of Disadvantaged progress in SLT line management meetings, delivery of CPD by the Vulnerable Groups Team on effective strategies to support Disadvantaged students progress. We define Disadvantaged students as students who started High Storrs in Y7 as PP and also started KS4 as PP. We work with PP students throughout their time at the school, and therefore our internal PP intervention group can exceed “official” PP numbers. The combination of the strategies, some of which were funded through the Pupil Premium Funding, has seen an overall increase in outcomes for our pupil premium students in terms of P8 in Maths (2016: -0.38 2017: -0.28, 2018: -0.11), EBACC (2016: -0.96, 2017: -0.48, 2018: -0.34) and Open (2016: -1.01, 2017: -0.78, 2018: -0.60) ***N.B. Progress for the different pillars are depressed as they do not include legacy grades.**

** 2018 outcomes based on un-validated IDSR Data September 2018, but include banked legacy grades not counted in official 2018 methodology.*

Spend	Improvement focus	Purpose and impact
Assistant Headteacher leading the management and delivery of provision for Disadvantaged students.	Strategic lead for the attainment and progress of disadvantaged students	SLT take a leading role in ensuring gaps are closed through QA of teaching and learning, line management of subjects, monitoring interventions to ensure individual needs are met and classroom rigour evidences impact. Engagement with Learn Sheffield action research. Unerring focus on the quality of teaching, A2L, Metacognition and self-regulation, ‘Back on Track’ and ‘No Child left behind’. The individual and multiple needs of all pupil premium students is known by all and appropriate strategies are planned and in place to improve outcomes for disadvantaged students.
Two TLR3 Postholders	Attainment and progress	Responsibility for ensuring progress of disadvantaged students in KS4. Focus on academic progress – to close the gap between disadvantaged and non-disadvantaged students.

		<p>The Pupil Premium Champion was responsible for analysing the data, identifying and putting in place bespoke interventions for those who are not making the expected progress. This strategy is now embedded so although we will recruit into these posts again this year we will appoint a TLR3 Post holder with an excellent track record in achieving outstanding outcomes for PP students. This colleague will work with subject leaders and individual members of staff to further develop and implement strategies to raise attainment and to establish a culture where Middle leaders routinely champion the cause of disadvantaged learners. Another TLR postholder will focus on support for Subject teams in trialling COBUILD as a tool to close the vocabulary gap and strategies to engage disadvantaged students with independent learning, organisation and completing homework in line with expectations using SMHW.</p>
BME Learning Mentor (1/2 of the cost of employing a Learning Mentor)	Emotional well-being/safeguarding	<p>Highly effective role supporting disadvantaged students with social care intervention 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. This role was vital in providing 1:1 support to disadvantaged students with complex needs and has enabled these students to achieve the best possible outcomes they could. It will continue again this year.</p>
EAL Teacher for New Arrivals	Literacy intervention	<p>Targeted support for New Arrivals through 1:1 work outside the classroom and in class support. One of our Y10 students achieved A* in Arabic. Most students who sat the HOLA achieved their highest GCSE grade in it therefore this will continue. There were positive outcomes again for EAL students (+0.37).</p>
2 Vulnerable Groups Teachers	Attainment and progress KS3 Catch-up	<p>Strategic lead for EAL, language intervention in KS3, Y7 English. Staff with proven track records of closing gaps with vulnerable groups. Targeted intervention for underachieving students in English, History and Business Studies. Led 6th form mentoring programme for disadvantaged and EAL students in KS3. This will continue.</p>

Student Support Assistants (6/20 of the cost of employing 4 Student Support Assistants)	Wellbeing, behaviour and engagement	This is a crucial role in supporting attendance, pastoral interventions, engagement and liaison with family, external agencies and Attendance Officer, identifying underachievement, implementing intervention strategies and supporting students who are not completing homework or have behaviour concerns. Building strong relationships with families helps to support student engagement. This will continue.
Maths HLTA	Attainment and progress	<p>We saw an improvement in grade comparison between November trial and examination results for students in KS4 who received small group and individual support.</p> <p>The Y7 students who used the flexitables in class felt much more motivated to engage with their learning as they could use this to overcome their poor times tables recall.</p> <p>Students were supported who were identified from KS2 data as NSR and disadvantaged students with gaps in their knowledge through 1:1 support, small group withdrawal for set periods of time to work on particular areas of maths or the HLTA would take the class while the teacher worked with a small group of students e.g. post assessment, pre-assessment, work on metacognition and self-regulation. It is timely intervention as required and changes after each tracker or assessment. The HLTA also teaches the class in the teacher's absence. Students in KS3 made excellent progress from their starting points. One student moved up two sets whilst another moved up three sets. We will continue with this strategy.</p>
Attendance Officer	Improve attendance	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. This will continue.

KS3 Pupil Premium Bursary	Behaviour for learning	Making A2L grades accessible to PP students. Post tracker analysis and support for disadvantaged KS3 students. Student voice activities to deliver bespoke support for each student. This is now fully embedded and has been a useful tool in measuring the impact of interventions in relation to A2L.
Stretch and challenge bursary	Stretch and challenge	Identify underachieving disadvantaged students (KS2U) and organise mentoring programme Create pupil profiles After school sessions for students Make links with other schools Aspiration events Outreach work with Universities This will be continued and developed further to include support for Subject Leaders.
Additional Science lessons	Progress and Attainment	Additional science lessons were provided to Y11 disadvantaged students at risk of underachieving in lieu of PE lessons. These were well attended and engagement was high.

Bidding Fund	Equality of opportunity Cultural capital Attainment and progress	This provided support for disadvantaged students across the curriculum to enable students to access every opportunity offered in lessons, regardless of any financial barriers that exist. This included; Revision Guides and workbooks. Contributions to trips and visits 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 Ipad School lockers Funding for all FSM6 students to attend Summer School Funding for Venture Week residential
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		Read Write Inc supports disadvantaged students, EAL and SEND students learning Practical Maths resources Stationary packs Study Skills Day resources Stationary packs and maths equipment This was highly valued and will be continued.
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2017-18 Outcomes

Internal Un-validated Data September 2018 based on 2017 Thresholds

HSS tracked and intervened with a cohort of students who were Pupil Premium for all of KS3 and were designated as Pupil Premium at the start of KS4. The following information related to the HSS Pupil Premium cohort of 41 students, rather than the DfE figures of 35 students. Several students who had been supported throughout their time at High Storrs School as part of our Disadvantaged student cohort were not included in the DfE figures due to the end of their FSM6 funding during Y11.

The progress of disadvantaged students has improved significantly since 2016, rising from - 0.70 (2016) to -0.41 (2017) to -0.09 (2018). During 2017-8, a number of strategies to support the progress of Pupil Premium students have been implemented including: the creation of TLR role with responsibility for Disadvantaged students progress, restructure of SLT roles to create a vulnerable group coordinator, delivery of a Disadvantaged students revision skills workshop, highlighting Disadvantaged students through subject level analysis, highlighting of Disadvantaged students on lesson seating plans, raised profile of Disadvantaged students progress in SLT line management meetings, delivery of CPD by Pupil Premium lead on effective strategies to support Disadvantaged students progress. We define Disadvantaged students as those who started High Storrs in Y7 as Pupil Premium, Looked After Children and Post Looked After Children, those who started KS4 as Pupil Premium and those who joined the school who fall into one of these three categories. We have no Service Children at High Storrs School. We work with Disadvantaged students throughout their time at the school, and therefore our internal Disadvantaged students intervention group can exceed "official" DfE numbers.

2018 outcomes suggest a much-improved performance for students classified as Disadvantaged, with an estimated P8 (including legacy grades) score of -0.09 (-0.41 in 2017). This suggests a significant improvement in the performance of Disadvantaged students since 2016 (P8 = -0.70). National Progress 8 for Disadvantaged students in 2016 was -0.37.

Basics Measure:

- 68% (53% in 2017) of Disadvantaged students (28/41) achieved the Basics measure (4+) compared to 86% (83% in 2017) of non-disadvantaged students.
- 27% (39% in 2017) of Disadvantaged students (11/41) achieved at the higher standard (5+) compared to 66% of non-disadvantaged students.

Attainment in English:

- Disadvantaged outcomes are excellent in English, with 66% (52% in 2017) of Disadvantaged students achieving grade 5+ compared to 80% of non-disadvantaged students (Nat All 5+ = 52.7% estimated)
- 85% (71% in 2017) of Disadvantaged students achieving grade 4+ compared to 91% of non-disadvantaged students
- 17% (13% in 2017) achieved grade 8+ (Nat All 8+ = 9.2%).

Attainment in Maths:

- In Maths 34% (45% 2017) of disadvantaged students achieved grade 5+ compared to 74% of non-disadvantaged students (Nat All 5+ = 52.7% estimated).
- In Maths 71% of disadvantaged students achieved grade 4+ compared to 88% of non-disadvantaged students.

EBacc:

The percentage of students achieving the strong Ebacc (5+) was 13% compared to 37% of non-disadvantaged students.

Strong subject outcomes:

Disadvantaged students also performed strongly in Art, Business Studies (GCSE and BTEC) Dance, Drama, Food, English Literature and RE.

Attainment in Science:

The percentage of Disadvantaged students achieving 2 grade 4+ in Science rose to 72.5% (2+ A*-C = 45% in 2017 and 31.6% (2016)). 53% of students achieved grade 5+ in at least 2 Science.

Pupil Premium outcomes over the last 3 years

	4+ (C+) Eng	4+ (C+) Ma	4+ (C+) Basics	4+ (C+) Ebacc	P8
2018 (41)	85%	71%	68%	12%	-0.09
(2017 National)	-	-	(44%)	N/A	(-0.40)

2017 (34)	68%	59%	53%	15%	-0.41
2016 (38)	67%	61%	56%	14%	-0.70

The trend of improving outcomes for students supported by Pupil Premium is a key part of our School Improvement Plan— strategies include a whole school focus on closing the vocabulary gap, an updated ‘Vulnerable Groups Team’ and delivery of an In House EEF project ‘EAL in the Mainstream Classroom’ to further develop teachers awareness of the language demands of different subjects and of the specific characteristics of EAL learners which will also support the teaching of disadvantaged students.

Pupil Premium Strategy for 2018-19

At High Storrs School we have 134 Disadvantaged students making up 11% of our school. This year we will receive £138,510 in Pupil Premium funding. The funding is intended to allow additional resources to be applied in improving attainment and progress of disadvantaged students. National data shows that disadvantaged students are more likely to underachieve than students who are not disadvantaged. We use the EEF toolkit to consider, plan and implement strategies which are most likely to improve outcomes for disadvantaged students. In addition, we also receive £12,500 funding for Y7 catch-up which is incorporated into this plan. 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 the catch-up 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. A culture of high expectations is ever present, ensuring all students strive for their best at all times, regardless of any barriers to learning that may exist.

Having analysed our summer 2018 data, we are intensifying our focus on five further strategies for improving outcome for disadvantaged students:

- This year we have applied to participate in the EEF project ‘EAL in the Mainstream Classroom’ to further develop strategies for teaching our EAL students. Two science teachers, one History teacher and two EAL teachers will receive three days training which will be delivered by the University of York. It is designed to build teachers confidence and awareness of language development, teachers awareness of the language demands of their own subjects and teachers understanding of the specific characteristics of EAL learners which will also support the teaching of disadvantaged students.
- An unerring focus on teaching and learning. A key action point on our School Improvement plan is to further develop Teaching and Learning through our TLGs (Teaching & Learning Groups) supported by Teaching and Learning pledges and a drive to strip away unnecessary tasks to maintain our focus on Teaching and Learning. Actions to secure impact include: robust lesson observations to monitor impact of CPD and feedback from 2017/18 lesson

observation overview, student feedback and other Quality Assurance (including a Governors thematic visit) to check on the impact of our new approach to marking and feedback, 'know your learners' CPD and on-going support to further meet the needs of disadvantaged students.

- Embed A2L to further raise aspiration and further improve engagement and outcomes. Actions to secure impact are detailed in the School Improvement Plan and include – support for SLs and staff to maintain use of A2L (via TLG, middle leader meetings), support for students (assemblies, form discussion, self-assessment opportunities), continued use of data to celebrate successes and offer intervention.
- Closing the vocabulary gap. Our first TLG of 1819 focused on closing the vocabulary gap. Strategies including peer observations undertaken by all staff, feedback in all Headteacher observations, a timely Teaching and Learning newsletter, Group Chats, Word of the Week and assemblies will ensure this CPD has impact.
- Build Cultural Capital by providing opportunities for disadvantaged students to access

In the academic year 2018-19 the Pupil Premium at High Storrs School will be spent as follows:

Spend	Improvement strategy	Amount allocated	Purpose and impact
Assistant Headteacher who leads the Pupil Premium strategy and the work of the Vulnerable Groups Team	Attainment and progress		Salary contribution. Data analysis is rigorously undertaken following GCSE exam results and regularly throughout each year on the progress and achievement of our Disadvantaged student cohort and individual Disadvantaged students using progress trackers, behaviour logs, attendance and punctuality reports and A2L grades. From this we identify the barriers to learning which are impeding progress and plan for and implement intervention strategies which will best support them. We have reviewed and amended our curriculum model to ensure it is meeting the needs of our Disadvantaged students. Individualised timetables and offsite provision are also considered. The Vulnerable Groups Team support students and colleagues. This year much of our work will focus on the EBAC subjects where the attainment of our Disadvantaged students isn't as strong as our non EBAC courses. The impact of our intervention strategies are regularly evaluated and refined to ensure we are always delivering the best possible interventions which are improving the progress, behaviour for learning, equality of opportunity and well-being of disadvantaged learners. Our first TLG of 1819 focused on closing the vocabulary gap. Strategies including peer observations undertaken by all staff, feedback in all HT observations, a timely T&L

			newsletter Group Chats and assemblies will ensure this CPD has impact. SLT regularly review the Pupil Premium Strategy and interrogate its effectiveness.
Encourage uptake in Extra-curricular offer	Cultural Capital		We have created a role for a TLR post holder to monitor, track and encourage the uptake and engagement of our Disadvantaged students with extracurricular activities. We recognise that many students have hidden talents outside the classroom and others have interests in activities that may be difficult to access without these opportunities being provided by the school e.g. Band Skills in Y7 and Y8, Drama and Dance clubs, trips and visits, D of E, Summer School. Through this work we aim to build the cultural capital of our disadvantaged learners e.g. when studying endangered species and habitats in Geography our students visit the Yorkshire Wildlife Park.
Engage disadvantaged students with homework and Independent learning	A2L		This TLR post holder will be monitoring and tracking the engagement, completion rates and quality of homework undertaken by Disadvantaged students and developing strategies to support Disadvantaged students adopt good habits and independent learning skills using Show My Homework as a tool to support them.
Coaching for Subject Leaders on strategies to improve outcomes for disadvantaged students	Quality First Teaching		Through our focus on improving the academic progress of our most disadvantaged learners and to close the gap between Disadvantaged and non- Disadvantaged students we have appointed a TLR3 Post holder with an excellent track record in achieving excellent outcomes for Disadvantaged students. This colleague will work with subject leaders and individual members of staff to implement strategies to raise attainment and to establish a culture where Middle leaders routinely champion the cause of disadvantaged learners. This post holder is also responsible for analysing the data after each tracker to identify and develop bespoke interventions for the students who are not making expected progress including those with poor attendance who have very complex barriers to learning.
Mentoring	A2L		This year we will trial an A2L mentoring programme which will support all disadvantaged students, including high achieving. Staff mentors will meet with the same students after each tracker to celebrate successes and discuss strategies which could help them to further improve their approach to learning and life by the next tracker. The data will be collated so we can measure impact and refine as necessary. This strategy will ensure that every Disadvantaged child will have one to one contact and a conversation with a member of staff on six occasions throughout the year. It will enable students to build and maintain positive relationships with staff, grow in confidence, raise their self-esteem and

			aspiration. The mentor will be a key worker who will liaise with subject teachers and pastoral staff when additional support is needed.
Learning Mentor	Safeguarding and wellbeing		Salary contribution. Our BME learning mentor provides support to our most vulnerable students and is our key link worker between school, external agencies, MAST, CAMHS, TAF, MAPS and the Virtual School. 1:1 sessions are provided to many of our disadvantaged students, both in and out of school, to provide help for and support students with complex barriers to learning. This is a highly valued role which helps the individuals to raise their self-esteem, self-belief and re-engage students with their learning.
Vulnerable Groups Teachers	Attainment and progress KS3 Catch-up		<p>Salary contributions. Three specialist EAL teachers with a proven track record of closing gaps with vulnerable groups will deliver a wide range of strategies to support disadvantaged students including;</p> <p>The delivery of a Bridging Programme of activities to support the Y6-7 transition to prevent the dip in attainment from KS2 to KS3 and to establish positive relationships with our most vulnerable students and their parents which get them off to the best possible start in Y7. These colleagues will teach all Y7s one period of English which enables the VGT to continue to build on the established relationships with our disadvantaged students and gain their confidence and trust. This strategy enables us to start our interventions with disadvantaged learners early in their school life and provides an excellent opportunity for the early identification of students who will most benefit from individualised intervention strategies including Language or Literacy intervention. They are expert at literacy teaching and ensure higher expectations for aspects of literacy (SPAG) teaching at Y6 are continued into Y7.</p> <p>A VGT teacher will run a two year language intervention programme for disadvantaged students in Y7 and Y8 who are identified on transition as NSR. This course is highly successful and provides students with the skills they need to access the secondary curriculum in all language and literacy-based subjects.</p> <p>Two VGT teachers will deliver the language acquisition part of our Y9 Study skills programme to students who would find it exceptionally difficult to study a language to GCSE. The course immerses students in the vocabulary and academic language needed to equip them with the skills they need to be able to access the new generation GCSEs. It also supports our work on closing the vocabulary gap.</p> <p>Our VGT teachers will target individual students and invite them to attend one or more of</p>

			<p>three extra GCSE English Language and Literature revision sessions. These will run at times which are most suitable for the students and uptake is exceptionally high.</p> <p>Our VGT teachers will provide in class support, am roll call catch up/revision sessions and small group teaching to disadvantaged students in French, History, Geography, Science and English Language, the subjects where the students struggle most with the language and academic vocabulary. This was highly valued by students in previous years where the uptake and engagement was also very high.</p> <p>Every disadvantaged student will receive a one to one mentoring session with one of our vulnerable groups team. This will enable us to identify individual barriers to learning so we can create individual action plans and target support.</p> <p>One of our VGT teachers, the AHT for Vulnerable Groups and the AHT for KS4 Progress and Achievement will implement, review and refine our Peer Tutoring programme. 6th form and Y9 Lead Learners will be invited to apply for this role and will peer tutor students in Y7,8 and 10. They will be excellent role models and will be able to provide ongoing support to our disadvantaged students.</p> <p>Our VGT team will provide support across the school on strategies to close the vocabulary gap and will organise Group Chats on strategies students can use to develop their Academic vocabulary, etymology and run the 'word of the week' programme.</p> <p>One of our VGT teachers will continue to provide targeted support for our New Arrivals through 1:1 work outside the classroom and in class support. This colleague also organises the HOLA exams for EAL students.</p>
SSA	Pastoral Support (A2L, wellbeing)		<p>Salary contribution. This is a crucial role in supporting Disadvantaged students to improve their attendance, behaviour for learning, wellbeing and a key link worker with families and external agencies. Our Student Support Assistants deliver timely interventions to students at risk of underachieving. One of our SSAs will run our Healthy Minds project.</p> <p>Our SSAs work very closely with our HOH to monitor and track the performance of our Disadvantaged students and employ individualised interventions after each tracker. They are a key link between subject teachers, the students and home and are crucial in identifying barriers to learning and putting strategies in place to re-engage students with their learning; reviewing and refining strategies as appropriate.</p>
HLTA maths specialist. Increased staff:pupil ratio, 1:1 and small	KS3 Catch-up and KS4 attainment and progress		<p>Salary contribution. Interventions are delivered by a maths specialist who supports individual and small groups of students in lessons or by withdrawing them from the lesson to work on a particular aspect of their learning. The HLTA will also take the lesson so the</p>

group work to support disadvantaged students			class teacher can work with specific students. Interventions are structured, evidence based from trackers, time limited and have clear success criteria.
Our Nurture room provides an enriched learning experience to targeted individuals to improve communication and teamwork	Wellbeing		Salary contribution. We have identified the need for extra provision for a small group of disadvantaged students who need additional 1:1 support outside the classroom. Our TA for disadvantaged learners coordinates the work in our Nurture room.
Attendance Officer salary contribution	A2L		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 our vulnerable/persistent absentees. Timely home visits are undertaken when a child is absent. Attendance and punctuality workshops are run in school at various points in the school year. Competitions encourage improved punctuality and attendance. Our SENCO and HLTA provide individualised support for disadvantaged students with complex needs which prevent them from attending school and coordinates our Safe and Well checks for students who are on offsite placements.
Staff development/CPD	Quality first teaching		Two of our specialist EAL teachers will deliver training to three members of staff who had enrolled to take part in the 'EAL in the Mainstream Classroom' training programme which unfortunately collapsed. Although this work targets EAL in the Mainstream classroom it will support our work on closing the vocabulary gap to make the new generation GCSEs more accessible to our disadvantaged students. We will continue our work with Learn Sheffield and Marc Rowland to further develop our strategies to improve the outcomes for our disadvantaged students.
Provide a bespoke learning experience outside of school for targeted individuals	Alternative provision		Contributions to the cost of offsite provision for our most disadvantaged learners. Our HLTA provides support to students who are offsite to ensure they are attending and engaging with their placements, carries out regular safe and well checks and provides additional support as needed.
Exam support	Attainment and progress		Cost for organising and running a KS4 Study Skills Day, resources and staffing. This will provide the support our disadvantaged students need to help them in preparing for their mock exams and terminal exams.

			<p>We run a texting system whereby we text the parent/carer of every disadvantaged student the day before their exam to remind them when it is and what they need to bring. This is personalised from their subject teacher.</p> <p>Tools and equipment for learning are provided for our disadvantaged students so they can complete revision and consolidation activities outside of school.</p>
Music band skills KS3	Cultural capital		<p>Y7 and Y8 Disadvantaged students who have shown an interest in learning a musical instrument will be offered free Music Lessons. We employ two teachers from the Sheffield Music Hub who works with the students for 30 min lessons each week from 8.30 - 9.00pm on a Friday morning so it does not take them out of their lessons. This builds cultural capital and enables the students to learn a wide range of musical instruments whilst also forming relationships with other students in KS3. It is very popular, and uptake is extremely high.</p>
1:1MFL Support - roll call	Attainment and progress		<p>All disadvantaged students who are taking a MFL have 1:1 support which runs two mornings a week during am roll call. This is to help the students gain confidence in speaking a MFL whilst also providing them with the skills they need in readiness for their S&L exams.</p>
Access arrangements testing and provision	Equality of opportunity		<p>We have a high proportion of Disadvantaged students who are SEND and/or EAL and qualify for Access Arrangements. To support our work on improving the outcomes for disadvantaged learners who may not have the same level of vocabulary or processing skills as none disadvantaged students we test all our disadvantaged students to see if they qualify for Access Arrangements. If they do these students are added to the RON and provision is put in place for them.</p>
Breakfast Club	Wellbeing		<p>Our HLTA runs our Breakfast club. All disadvantaged students in Y7-11 will be invited to attend. This is to ensure our students have the best possible start to their learning, so they are able to concentrate. It also enables our disadvantaged students to form and maintain positive relationships with the students so in class support is as successful as possible. Breakfast club before school provision to ensure that all disadvantaged students have breakfast to prepare them for learning, so they are able to concentrate in lessons.</p>
Literacy Intervention	KS3 Catch-up		<p>Subscription to First News to ensure our students have access to an engaging, appropriate and challenging resource which supports literacy development. It is used by our SENCO, History Team and HIU teacher for the Deaf during Literacy Intervention and support sessions.</p>

Reading Intervention programme	Quality first teaching		Our Librarian runs a paired reading programme which is held in the School Learning Resource Centre each morning. Students in Y8 are partnered with a 6th form Peer Tutor for a 1:1 session once a week from the start of term until Easter. Our librarian provides training beforehand the sessions also comprise of building a relationship with their Peer Tutor partner and reading with them to: Improve their reading attainment, increase their confidence and enjoyment of reading and improve their attitudes to reading for pleasure which hopefully will increase the amount of reading they do.
Bidding Fund	Equality of opportunity		A bidding fund is set up to support students with their learning across the curriculum to ensure equality of opportunity. Colleagues are invited to apply for funds to cover resources, trips and visits, projects which build cultural capital or engage students with their learning. We also have a Hardship Fund which provides financial assistance to disadvantaged students so they are able to go on trips, visits, field work and residential.
Summer School	Transition		The costs of £80 per child are covered for disadvantaged students so they are able to attend a week-long summer school as part of the Y6-7 transition programme. Approximately 180 students attend each year so provides an excellent opportunity for students to get to know the school before they start in September, form and maintain positive relationships with their peers, pastoral and learning support staff whilst bridging the transition from KS2 to KS3. It also enables the identification of vulnerable students who may find the transition difficult, so we can put strategies in place to support them.
Stretch and challenge bursary	Attainment and progress		This year a high proportion (31%) of our disadvantaged students are KS2 U and therefore need stretch and challenge. Our Stretch and Challenge TLR post holder will work with colleagues and students to ensure appropriate challenge is provided in every classroom which engages disadvantaged students with their learning, will run aspiration events, a Study Day and outreach work with universities.
Total		£138,510	

Measuring the impact of Pupil Premium spending:

The impact of our strategies employed for disadvantaged students will be measured against the progress being made by that of their no-disadvantaged peers after each tracker, after the core trial exams in November and their mock examinations in March. Interventions will be regularly reviewed, refined and provided in any areas where they are most needed. Student voice will also be considered when planning for 2019-20.

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 and the Y13 Edale residential. 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.