

**Pupil Premium Report:**

**Analysis and challenge:**

Data for the pupil outcomes table should be taken from ASP, or SISRA if unvalidated or validated ASP has not been published. Once ASP data is published in December the figures for 'Outcomes' can be validated.

<b>Financial year</b>	<b>Amount of Pupil Premium funding</b>	<b>Amount of Pupil Premium funding (LAC)</b>	<b>Amount of Pupil Premium funding (Services)</b>
<b>2017-18</b>	<b>£273,648</b>	<b>£17,192</b>	<b>£0</b>

Number of pupils eligible for the Pupil Premium	330
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Number of service children eligible for the Pupil Premium	0
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### Outcomes of Disadvantaged cohort 2017 and 2018:

Year 11: Indicator	2017 Outcome for PP	2017 outcome for Non PP	2018 Outcome for PP	2018 Outcome for Non PP	Gap 2018
P8 Score	-0.62	-0.2	-0.70	-0.46	-0.24
P8 English	-0.67	-0.29	-0.98	-0.89	-0.09
P8 Maths	-0.31	0.14	-0.51	-0.08	-0.42
P8 EBACC	-0.74	-0.32	-0.32	-0.09	-0.23
P8 Open	-0.66	-0.17	-1.02	-0.80	-0.22
5+ English and maths	10%	34.2%	18.3%	34.2%	-0.16
5+ English	20%	50.9%	33.3%	42.7%	-0.09
5+ maths	20%	42.1%	25%	47%	-0.22
4+ English and maths	38.3%	64.9%	43.3%	51.3%	-0.08
4+ English	48.3%	71.9%	53.3%	59.8%	-0.06
4+ maths	48.3%	74.6%	50%	66.7%	-0.17

## Barriers to learning and progression for Pupil Premium pupils

- Attendance for disadvantaged students nationally is lower than non-disadvantaged students. While disadvantaged students at Little Lever have a slightly higher attendance percentage than the national average it is still a key priority and barrier that will continue to prevent disadvantaged students from making the progress they are capable of.
- A lack of self-belief, low self-esteem and low aspirations are common traits we see in our disadvantaged cohort. While there are many students who have high expectations of themselves and confidence in their own ability there are some students who lack the self-belief to set their aspirations high and we want to address this and give our students the confidence to achieve things they never thought they could.
- Reading ages of the majority of disadvantaged students is lower than non-disadvantaged students. We test all students' reading ages and monitor this throughout the year to measure the impact of improvement. This ensures our disadvantaged students have the ability to improve their access to learning in every classroom.
- Analysis of our disadvantaged cohort mirrors the national picture in that it shows the KS2 starting points are lower than non-disadvantaged students. This means our disadvantaged cohort are already beginning to fall behind non-disadvantaged before they attend Little Lever. We want to undo this trend quickly with quality first teaching, high quality transition programmes, catch up programmes, interventions and after school opportunities to support disadvantaged students to make the progress they are capable of.
- Access to high quality careers guidance and direction from out of school sources is an area many families and students do not have access to. Our Life Chances programme aims to immerse students and families into high quality careers, further education and university guidance and experiences from Year 7.
- Many disadvantaged students nationally miss out on opportunities to gain 'life experiences' that help nurture their growth as human beings and provide life experiences they can fall back on and use to build confidence. Our life chances programmes and Pixl Edge programme will incorporate a 'bucket list' of activities that each year group will take part in e.g. visit the capital city, climb a mountain etc... and develop leadership, organisation, resilience, initiative and communication skills in our students.
- Many disadvantaged students nationally and at Little Lever may not have the equipment or environment to support learning at home. At times our 'Find and Fix' approach can help disadvantaged students access the curriculum and support and/or enhance their learning. This could be as simple as purchasing a musical instrument, purchasing a dongle to access the internet at home or running our 'Nightclub' after school. This provides ICT access to complete homework and prepare for the next stage of learning as well as ensuring students are fed and have the opportunity to discuss 'how their day has been' with staff in a caring, family environment after school.

## Planning and evaluation outline 2017 and 2018

Actions in **Bold** indicate a new action / focus for 2017. Actions in normal text are actions continued from 2016.

Actions in **RED** indicate a strategy or action that will not continue in 2018 due to the impact it has generated.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved.	Actual impact: What did the action or activity actually achieve?
Staffing (Teachers)	£176000	Continued activity	<ul style="list-style-type: none"> <li>• All year groups covered.</li> <li>• Additional staff has given us the flexibility to ensure we reach pupil premium students particularly in English and Maths in KS4. This has allowed us to construct target classes.</li> <li>• Additional staff has allowed us to be strategic in our staffing ensuring the right students receive the right teacher i.e. the teacher who has the emotional and pedagogical skills to take them forward.</li> <li>• Investing in staff CPD and concentrating on accuracy of assessment and Growth mindset</li> <li>• Introduction of Growth mindset to support student's resilience and promote the 'can do' attitude among our disadvantaged cohort.</li> <li>• Line managers ensured subject leaders focussed on quality first teaching and learning as the number one strategy to narrowing the achievement gap.</li> <li>• Introduction of Personalised Learning Checklists in Y11 to ensure students are clear on what they need to do to improve and what tasks they need to complete in order to make the improvements</li> </ul>	<p>Please view, 'Outcomes of PP cohort 2017 and 2018'</p> <p>A clearer focus on expectations in classrooms regarding the quality of teaching and a rigorous CPD programme improved the effectiveness of planning. Differentiation improved but there is still more to do and we will continue to invest heavily in staff CPD this year.</p> <p>Removal of the role of the PP lead and handing back the responsibility to all teaching staff has proved effective since 2016 when disadvantaged progress was in the 99<sup>th</sup> percentile– what happens in the classroom makes the most impact and this is made clear to all staff. The responsibility for the achievement of pupils in receipt of the PPG has been handed back to Subject Leaders and classroom teachers, so they can specifically focus on individuals. The RS team co-ordinate intervention centrally to ensure PP students are targeted. This has had a good impact on the progress of disadvantaged students since 2016 and led to improved attainment in English and maths in 2018 but Inaccuracy of assessment in English and some Open pillar subjects led to all students including disadvantaged students making less</p>

			<ul style="list-style-type: none"> <li>• Culture that ‘everyone is responsible’ and new vision and values introduced and being embedded across the school.</li> <li>• Introduced Track and Plan sessions to ensure all staff focussed on the progress PP students were making in their class.</li> <li>• Introduced ‘Accelerated Learning’, Typicality of teaching and non-negotiables in a new quality assurance process with a clear focus on ‘effective planning’</li> </ul>	<p>progress in 2018 in comparison to the previous year (2017)</p> <p>There are improving trends and the achievement gap is narrowing considerably as you move down the school from Year 10 to Year 7 where disadvantaged students are beginning to outperform non-disadvantaged students.</p>
<p><b>RSL Lead</b></p> <p><b>Achievement Programmes</b></p> <p><b>Assertive Mentoring</b></p> <p><b>PP first</b></p>	£22000	continued	<ul style="list-style-type: none"> <li>• Provide a personalised achievement programme that includes assertive mentoring of key students, rewards, motivational events but most importantly a laser sharp focus on where these students need additional support.</li> <li>• Mentors at KS3 and KS4 monitor and target students in classrooms to support classroom teachers, ensure predictions are robust and build resilience with students</li> <li>• Created a Raising Standards team led by the Vice Principal with a sharper focus on Y11 and narrowing the achievement gap</li> <li>• RSL with T and L lead is focussed on embedding the key raising standards strategies with middle leaders</li> <li>• PP First strategy meant when planning, marking and evaluating work staff always looked at PP students as a number 1 priority</li> </ul>	<p>This focussed on ALL students.</p> <p>While there was rapid improvement in attainment from Non PP students in 2017 because they responded well to these programmes it is also important to note that Pupil Premium students P8 scores across the 4 pillars improved in 2017 and they also responded well to these programmes.</p> <p>Attainment for PP students in English and maths improved in 2018 which is where these strategies were targeted. Science and the Ebacc Pillar also saw rapid improvement which is again is where these strategies were targeted</p> <p>A legacy of weaker teaching which did not prepare the Y11 cohort (2018) for new specifications and inaccurate assessment in English led to PP students</p>

				<p>and all student making less progress than the previous year. Actions are in place to address this to continue the improving trend since 2016.</p> <p>PP first has proved effective and is becoming embedded. Progress of disadvantaged students lower down the school is rapidly improving.</p>
<b>PP and Raising Standards Pot</b>	£18000	continued	<ul style="list-style-type: none"> <li>This pot of money is used as a 'Find and Fix' strategy and is made available to all subject areas. We need to ensure that applications are outcome focussed and are based on research of what actually works. We need to monitor more sharply which students are involved in intervention, the type of intervention it is and most importantly what impact has it had.</li> </ul>	The impact of these strategies is now monitored and evaluated. However, The quality of the strategies here needs to improve in order to have a greater impact.
<b>1:1 Tutors / Lesson 0</b>	£20176	Reviewed	<ul style="list-style-type: none"> <li>Retained 2 1:1 tutors across English and maths and targeted PP students and targeted PP HPA students in lesson 0 in these subjects</li> </ul>	This had some impact with the most able PP students but as a cost value analysis had little impact with PP students overall. 1:1 will not continue next year.
<b>Lesson 7</b>	£3088	continued	<ul style="list-style-type: none"> <li>Continued lesson 7 for all underachieving students in Year 11 and targeted PP students.</li> </ul>	Registers show a high attendance from PP students at these sessions. Again the quality of what is being delivered in these sessions needs to improve.
<b>Subject Forms</b>	Included in staffing	continued	<ul style="list-style-type: none"> <li>Continued with subject forms in Year 11. Strategic staffing with these forms. Targeted those students that need additional support in key subjects and targeted PP students in English and maths</li> </ul>	Attainment improved for PP students in English and maths, Science and MfL.
<b>Attendance Team</b>	£3637	continued	<ul style="list-style-type: none"> <li>Recruited an additional attendance officer to focus on targeting PP students to improve attendance</li> </ul>	Had a significant impact on narrowing the gap last year to within 3ppts and attendance this year is above the NA overall and in line with the NA for disadvantaged students.

<b>PLCs</b>	185	continued	<ul style="list-style-type: none"> <li>Continued Personalised Learning Checklists for All students.</li> </ul>	Student voice suggested these had an impact in helping PP students understand what they needed to do to improve and supported teachers in re-shaping learning for individual students. Accuracy of assessment is crucial to this working effectively and in some subjects this needs to improve rapidly.
<b>Numeracy and Literacy catch up programmes</b>	Included in staffing	continued	<ul style="list-style-type: none"> <li>These are delivered by the SEND team / Literacy co-ordinator. The SENCO is an SLE and regional SEND advocate</li> </ul>	Impact has been good for SEND PP students but has been limited for other PP students. A new Associate Senior Leader with a focus on Literacy has been appointed in 2018/19
<b>Counselling Services</b>	£1344	Cont. activity	<ul style="list-style-type: none"> <li>All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement.</li> </ul>	Fixed term exclusions are higher than the national average as new standards of behaviour have been implemented.
<b>Educational Psychologist</b>	£792	Cont. activity	<ul style="list-style-type: none"> <li>All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement.</li> </ul>	Attendance is in line with national averages.
<b>Accelerread</b>	£728	Cont. activity	<ul style="list-style-type: none"> <li>All year groups covered but with specific focus on Y7 and Y8 students. Aimed at narrowing the achievement gap early by supporting our weakest readers to reach a standard of reading that will not hinder their progress across the curriculum in KS4</li> </ul>	Accelerread has had limited impact. There are examples of small improvements for this group of weak readers but the scheme has not yet been embedded to good effect. New leadership structures around literacy have been put in place
<b>SISRA Analytics</b>	£498	Cont. activity	<ul style="list-style-type: none"> <li>Supporting forensic data analysis and the Raising Standards leader to ensure there is a laser sharp focus on identifying students' underachievement.</li> </ul>	This is used extensively by staff at all levels to monitor and track pupil progress.
<b>PiXL</b>	£3200	New	<ul style="list-style-type: none"> <li>Collaborating with other schools at a local and national level will help us learn what strategies are having the greatest impact on student achievement.</li> </ul>	Will allow us to keep at the cutting edge of curriculum reform to ensure our curriculum meets the needs of ALL our students including Pupil Premium

				students. It will also help establish strong links with other schools.
<b>GL Education</b>	£9833	New	<ul style="list-style-type: none"> <li>This is an assessment tool to establish starting points for students and to provide accurate starting points and evaluation of students literacy and basic English skills</li> </ul>	It has helped us strengthen 'effective planning' across the school as we now have reading ages for every student which is assessed frequently.
<b>Rewards</b>	£1570	Revised	<ul style="list-style-type: none"> <li>The rewards strategy was fully reviewed to ensure there is focus on students that consistently produce excellent results.</li> </ul>	A whole school recognition and praise culture supported the behaviour and T&L focus.
<b>The Brilliant Club</b>	£1887	New	<ul style="list-style-type: none"> <li>Specialist support and engagement programmes for G&amp;T students including PP.</li> </ul>	Significant impact on raising aspirations for relevant student cohort.
<b>The 'Nightclub'</b>	£2808	New	<ul style="list-style-type: none"> <li>After school learning provision target to most vulnerable students, students with attendance deficit and student with limited resources at home.</li> </ul>	Nightclub attendance consistently high across the year. Improved homework and engagement. Provided after school learning support.
<b>Life Chances / Wellbeing</b>	£1666	New	<ul style="list-style-type: none"> <li>Introduced Pixl Edge ambassadors aiming to promote resilience, leadership, organisation and respect.</li> </ul>	On first year of introduction achieved one of the highest completion rates in the North west.
<b>24/7 Learning / Doodle</b>	£5900	New	<ul style="list-style-type: none"> <li>Introduced Doodle to improve 24/7 learning and allow students to follow subjects outside school.</li> </ul>	Positive early uptake from staff and students. Further training and development is planned.
<b>Personalised Learning Base</b>	£360	New	<ul style="list-style-type: none"> <li>Introduced to provide vulnerable students with a safe environment to continue learning in school with a more personalised curriculum delivery.</li> </ul>	Significant uptake of PLB services. Large number of students benefited by short duration in PLB before returning to mainstream.



**Plans for 2018/19 (in addition to the strategies above and to address the key barriers to learning):**

Established a 'Life Chances' Strategy group from Year 7 to Year 11

CEIAG focussed sessions, including visits to colleges and universities to widen horizons and raise aspirations from Year 7 to 11

Reading groups Y7-Y11

Recruited Teach First who are aligned with our core purpose and share our moral purpose of narrowing the achievement gap

Focused subject specific intervention programmes, including intervention sessions at external venues to access specialist equipment (+3 months)

Targeted revision sessions both in and out of term time

Revision skill sessions from external parties

Provision of subject specific materials to support learning, exam preparation and exam performance, including revision guides and online programmes (+4 months)

The attainment of pupil premium students improved in 2018 but was still below where we expect it to be. The School Development Plan makes reference to the actions that are being put into place to rapidly improve the performance and progress of pupil premium students in 2018/19.