

Pupil Premium Review 2018/2019

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School Context

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Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
214	96	118	212	4	0	2

How Pupil Premium is Spent

How much pupil premium money does Newsome High School get?

Currently, 214 of our students have registered for Free School Meals in the last six years or are 'Looked After Children' or 'post-Looked After Children'.

Year	Total Funding
2017/18	£201,025.
2018/19	£220,120

How the Premium Funding is Spent	How Pupil Premium is Monitored			
<p>The aim of the Pupil Premium Grant is to narrow the gaps in achievement for the groups identified by the Department for Education. In order to achieve this at Newsome High School, we use the Pupil Premium to fund three whole school activity types: Support, Intervention and Curriculum. In keeping with our school values - Respect, Integrity, Teamwork and Aspiration. We have therefore invested some of the pupil premium funding in academic and pastoral support for students. This allows us to intervene at an early stage if social issues arise which will interfere with an individual's capacity to concentrate on their learning. Student performance increases when robust tracking is in place and our tracking teams are able to put suitable intervention strategies in place. Pupil premium funding is therefore used to support this work by employing extra staff and resources to meet students' needs. We also believe that a good level of reading is an essential part of a student's success. As many of our students join the school with reading ages which are less than their chronological age, we have invested accordingly to support this.</p>	<p>To ensure that each action is monitored appropriately, each strand is linked to a key staff member and Governor.</p>			
	Objective	Focus Area	SLT Lead	Gov Lead
	1	Close the gap between PP and Non PP with regards to whole school <u>attendance</u>	JH	AM
	2	Improve the literacy skills of PP pupils through accelerated progress in <u>reading and writing</u>	RD	BB
	3	Raise <u>aspirations</u> in school and wider community	JH	FSA
	4	Improve the <u>behaviour</u> of PP students to reduce the FTE gap between PP and Non PP pupils	SM	SS
	5	Improve <u>parental engagement</u>	DW	FSA
	6	Ensure <u>quality first teaching</u> to close the gap between PP and Non PP pupils with regards to Progress and Achievement	RD	BB
	7	Improve <u>transition</u> to and from Newsome High School for PP pupils.	SM	AB

Identified Barriers to Achievement and Progress

The main barriers to educational achievement faced by eligible pupils are listed below. Our pupil premium grant will be spent to address these barriers to learning in order to minimise or remove their impact on progress and achievement.

- Attendance
- Low literacy skills - reading age significantly below chronological age
- Low Aspirations linked to high deprivation index in catchment area
- Behaviour
- Parental Engagement
- Teaching quality
- Transition

Objective 1: Close the gap between PP and Non PP with regards to whole School Attendance (LEAD: JH)

Actions	Success criteria	Impact Review
<p>Increased visits from Student Welfare Officer and links with external agencies are in place to support disadvantaged families.</p>	<ul style="list-style-type: none"> ● Increase overall school attendance from 93.06 to 95% ● Reduce PP current attendance gap from 6.5% to at least 1% with the aim of 0% ● A further reduction compared to last years 73% (from HT3 to HT5) decrease in number of PP students excluded to 80% (HT3 17/18 compared to HT1 18/19) 	<p>A number of strategies have been employed by the Welfare Officer to improve PP attendance including: 113 welfare visits carried out for PP students, Early Help Assessments put in place for 2 PP students, continued multi-agency working with local schools to help achieve best outcomes for families. Parent contracts, letters and texts. APSO involvement. Attendance monitoring - direct work with students. Financial support for purchases to improve attendance including, uniform, shoes, alarm clock etc.</p> <p>Red Box Project now in place supporting girls.</p> <ul style="list-style-type: none"> ● The gap between PP and Non-PP students closed consistently throughout the year. Overall attendance improved from 93.06 to 94.50% ● The PP attendance gap decreased from 6.5% to 1.8% at 92.72% and a smaller gap than the national gap of 2.6% This is a significant closing in the gap and is slightly better than the national average for PP students at 92%. <p>As the strategies and interventions showed significant impact we will continue to drive these to close the gap and meet national targets this year.</p>
<p>Implement attendance/behaviour panels for students that fall below certain thresholds (trackers presented at weekly pastoral meetings)</p>		
<p>Embed reward system for attendance and behaviour, making it a key feature in ALL assemblies</p>	<ul style="list-style-type: none"> ● Sustained improvement of attendance in all year groups and reduction of PP gap ● All PP students receive rewards points and the percentage of rewards is in line with the percentage of PP students ● Increase from 75% of PP students earning recognition badges to over 90% 	<p>43% of all school rewards went to PP students. PP students accounted for 41% of all students evidencing that overall the rewards system shows a slightly positive gap.</p> <p>The breakdown of students earning reward badges needs improving in order to evidence impact here. A new system using Classcharts to improve tracking of badges will be employed this year.</p>
<p>Introduce Nurture group support through The Learning Centre (TLC) before, during (including social times) and after school</p> <p>Introduce tracking of lesson lateness through SIMS</p> <p>Introduce breakfast clubs through The Learning Centre (TLC)</p> <p>Introduce breakfast clubs through Platform for Learning (Pfl)</p>	<ul style="list-style-type: none"> ● Boxall profile analysis evidences improvement in students' social, emotional and behavioural development by significantly closing the gap in their development strands and diagnostic profile ● 100% of students accessing provision feel safe & supported during social times ● Reduce school attendance gap between PP Send K/E (88.08%) and PP Non Send (92.33%) from -4.27% to less than 2% ● Improve EHC attendance and SEN support attendance from 88.65% and 87.84% respectively to above 92% ● Reduction in late detentions for PP students from 138 to <70 	<p>100% of students accessing the TLC provision feel safe & supported during social times as evidenced by pupil voice surveys.</p> <p>Boxall profiles evidence that 77% of students assessed for SEMH were PP. 100% of students assessed functioned below expected standard on development strands such as childhood through to adolescence. Satisfactory completion of this first stage of learning is essential if children and young people are to make good use of their educational and social opportunities. 80% of students scored below expected on their diagnostic profile which looks at describing behaviours that inhibit or interfere with the students' satisfactory involvement in school and other social settings.</p> <p>The introduction of nurture, TLC, Pfl, behaviour intervention and emotional wellbeing work have all contributed to the improvement of these profiles. Students' scores have improved immediately after and during intervention. However, students have regressed back to starting points once intervention has completed indicating that these interventions need to be longer term.</p>

<p>Introduce Punctuality Student Reports</p>	<ul style="list-style-type: none"> Reduction in the number of AM lateness from 3.14 to 1.5% 	<p>Attendance tracker - whilst attendance has been monitored closely last year, there still needs to be even more tracking. This year, an individual attendance tracker that monitors individual students' attendance has been introduced in order to have more proactive and immediate intervention straight away. Closer work and communication with parents and the pastoral team to do joint home visits needs to take place in order to close the gap.</p> <ul style="list-style-type: none"> SEND PP attendance is 88%: NonPP SEND is 91:05%. The gap has reduced from -4.27 to -3.05%. <p>Part of the issue was the adjustment of the SEND list to reflect a wider cohort of pupils who struggle with SEMH which led to more students on the SEND list having FTEs. This has had an impact on the attendance gap / figures. Once again, more closely monitoring the behaviour of students and the use of the reasonable adjustment placemat will hopefully mean that next year the gap reduces.</p> <p>There was a significant 75% reduction in the number of PP students receiving late detentions from 138 in HT1 to 33 in HT6.</p>
<p>Introduce HTAFC Steps to Success pilot to engage harder to reach learners</p>	<ul style="list-style-type: none"> Improve boys attendance from 92.55% across the year to national average of 95%. Improve PP attendance from 90.57% to meet national expected average. Reduce the total number of students excluded by at least 50%, from 329 boys and 368 PP to 160 and 184 respectively. 	<p>FTEs significantly reduced:</p> <ul style="list-style-type: none"> Boys 329 to 139 PP 368 to 110 Percentage of PP student FTEs also reduced for 85% to 31% <p>Lessons have been learned which will support the continued work in place to reduce the number of PP recidivists who have a large impact on the figures.</p> <ul style="list-style-type: none"> Boys' attendance was 94.55% this academic year, above national and girls in school.
<p>Offer additional funding to support</p>	<ul style="list-style-type: none"> Increase overall school attendance from 93.5 to 95% Reduce current attendance gap from 6.5% to at least 1% with the aim of 0% A further reduction compared to last years 73% (from HT3 to HT5) decrease in number of PP students excluded. 	<p>The gap between PP and Non-PP students closed consistently throughout the year.</p> <ul style="list-style-type: none"> Overall attendance improved from 93.06 to 94.50% The PP attendance gap decreased from 6.5% to 1.8% at 92.72% and a smaller gap than the national gap of 2.6% This is a significant closing in the gap and is slightly better than the national average for PP students at 92%. <p>As the strategies and interventions showed significant impact we will continue to drive these to close the gap and meet national targets this year.</p>

Objective 2: Improve the literacy skills of PP pupils through accelerated progress in reading and writing (LEAD: RD)

Actions	Success criteria	Impact Review
<p>Literacy Intervention</p> <ol style="list-style-type: none"> 1. Provide targeted intervention for Pupil Premium Students in KS3 using Lexonics Literacy Programme 2. Embed Accelerated Reader programme for targeted Pupil Premium students in year 7,8 & 9 to accelerate progress 3. Ensure Pupil Premium students in KS3 receive regular 1-1 reading time through the 'Reading Mentors' programme 4. Premier National Literacy Skills Scheme to introduce Huddersfield Town Football Steps to Success pilot aimed at disadvantaged students 	<p>All PP students in year 7, 8 & 9 make an additional 9 months improvement, from their starting point at the beginning of year 7, in their reading ages over a 12 month period</p> <p>PP students identified in catch up cohort Improve reading age by an average of 11 months through 10 week intensive programme</p> <p>Current boys reading for pleasure figure stands at 20% - to improve this to 40 %.-</p> <p>Overall percentage of students meeting or exceeding chronological reading age in Y7 and 8 will improve from 55% to 85% Number of students requiring urgent intervention will reduce from 15% to 0% by HT5</p>	<p>The Lexonik literacy programme has proved successful with demonstrable rapid progress in students' reading age.</p> <ul style="list-style-type: none"> ● 100% of catch up cohort engaging in Lexonik intervention have increased in reading age significantly by 42 months per student on average HTAFC primary stars literacy project. 5 students - 6 were PP all low ability and SEND. ● 83% (5 students/6) showed an improvement (average of 2.5 years increase) in NGRT reading age from baseline. 0% showed a decline. ● Year 9 - 47% increase in the number of students performing above benchmark ● Year 8 - 14% increase in the number of students performing above benchmark ● Year 7 - 14% increase in the number of students performing above benchmark <p>Analysis of reading ages to demonstrate impact has been unreliable as not all reading age information is up to date. A new calendar of NGRT testing for Years 7 to 9 is now in place to ensure this data is accurate and impact can be monitored for the new academic year.</p>
<p>New Library Provision (LRC)</p> <ol style="list-style-type: none"> 1. Improve the range of books to appeal to different learners, e.g. Non-fiction, Graphic Novels 2. Introduce tablets so Pupil Premium students have access to Accelerated Reader for regular testing 3. Introduce 'Guided Reading' groups aimed at Pupil Premium students in every year group 	<p>Achievement and Progress gaps in English between Pupil Premium (PP) and Non-Pupil Premium Students Nationally (NPPN) will close by improving English A8 from 36 to 46</p>	<p>Staffing changes meant that reading intervention did not take place consistently and impact was not tracked sufficiently in response a new SLIC (Specialist Literacy and Intervention Coordinator) has been appointed to drive the new reading strategy in the new year.</p> <ul style="list-style-type: none"> ● English PP A8 increased from 7 to 7.8
<p>Strategic School Improvement Fund</p> <ol style="list-style-type: none"> 1. Use reading interventions (based on research) to improve outcomes for disadvantaged students 2. Recruit a Reading Champion to drive the interventions and analyse the DATA 3. identify a cohort of underperforming, year 11 Pupil Premium students to baseline test reading ages 	<p>Identified PP students in year 11 increase reading age by 27 months by May 2019</p>	<p>14 pupils took part</p> <ul style="list-style-type: none"> ● 8/14 (56%) improved their SAS score on NGRT testing ● 4 improved their GCSE English Language indicator by a whole grade or more ● 1 Made much higher than expected progress ● 3 made higher than expected progress ● 8 made expected progress ● 2 made lower than expected progress

<p>4. Carry out 4 terms of weekly intervention, monitor and evaluate final reading scores</p>		
<p>Introduce Huddersfield Town Football Steps to Success pilot - Premier National Enterprise Scheme aimed at MA disadvantaged students</p>	<p>Reading and Spelling ages will show increased progress for HAP PP students English HAP PP gap will close in all year groups GCSE 7+ grades will increase from 8% to 14% (nat. '18)</p>	<p>10 PP HAP students participated in the enterprise project at Huddersfield Town FC and received a commendation for their pitch presentation from the Mayor on the judging panel. Of the 10 HAP/MAP PP students that participated in the project, 90% showed an increase in grades from CF1 to CF3. 40% predicted GCSE English 7+ at CF3 compared to 20% at CF1. 60% at CF3 are on a masters pathway.</p>
<p>Kirklees Literacy Project</p> <ol style="list-style-type: none"> 1. Deploy 2 teaching staff to lead on whole school Literacy initiative 2. Champions to implement strategies developed and lead on CPD rollout across school 3. Introduce weekly Literacy Non Negotiables 4. CPD session Paul Lomas - Teaching reading for understanding 5. CPD session Paul Lomas - Teaching the writing process <p>Supporting Reading at home</p> <ol style="list-style-type: none"> 1. Run a Parental Engagement Forum for Reading strategies for Pupil Premium students all year groups 	<p>SPAG fed into assessment & feedback procedures Marking and feedback will reflect 'Literacy non-negotiables' Work Scrutiny of a selection of PP students will show a focus on any extended written element</p>	<p>QAT first round of formal observation proforma included focus on literacy non negotiables and found 66% of staff consider and use the LNN QA cycle 4 and staff survey evidenced that 85% staff consider and use and the LNN</p>

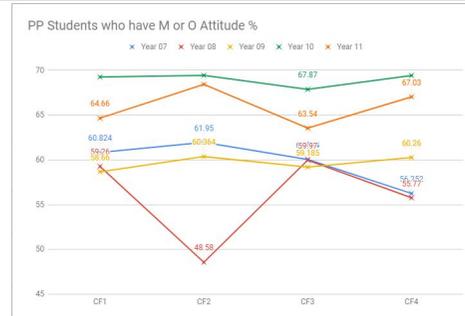
Objective 3: Raise aspirations in school and wider community (LEAD: JH)

Actions	Success criteria	Impact Review
<p>Hold Headteacher 121 success sessions in first half term - PP to receive additional follow-up to ensure more astute focus</p> <p>Work Experience programme for Year 10 students: Hold additional careers meeting with PP students to ensure tight and aspiration career goals</p> <p>Ensure ALL PP students attend college interviews in Y11</p>	<ul style="list-style-type: none"> • NEET Report shows improvement from 95% to 97% or above (national 93%) • Student Voice shows clear impact of careers programme with 100% satisfaction on support offered. 	<p>The NEET Report is not available yet for this cohort but all 2019 leavers are in EET or are engaging with C&K Careers. C&K Careers pupil voice analysis shows:</p> <ul style="list-style-type: none"> • 100% said that it was clear what help was available from the Careers Adviser • 96.08% were either very satisfied or satisfied with the service they received from their Careers Adviser. • 90.25% of students left with a clear idea about future career. (Kirklees 84.88%) <p>However improvements need to be made to improve promotion of both higher education and apprenticeships opportunities</p> <p>The current destinations report (2017) PP NEET figure is below national at 2.6%</p>
<p>Develop links with universities to improve aspiration of Most Able PP Students. Hold a trip for ALL MA PP students to university specifically focussed on the 12% high attainers.</p>	<ul style="list-style-type: none"> • Baseline pupil voice (pre trip) will increase showing more students aspiring to FE/HE (TBC) - expected >95% • Engagement improves and grades 7+ rise from 8% to 17% (FFT20) • Reduce the progress gap by 0.5 	<p>Progress of More able students remains a whole school priority. HAP P8 -0.72 to -0.51. However, HAP PP gap increased from -0.62 to -1.17. A new More Able strategy will be in place and new leads assigned to drive further improvements and close the gap. Further links and a calendar of visits to university and employers is in place.</p>
<p>Invite link Governor (SS) to give small group sessions to PP students specifically targeting the 54% of low attainers and the 34% middle attainers and the 12% high attainers.</p> <p>Invite additional female speaker to address the 57% of PP girls.</p>	<ul style="list-style-type: none"> • Increase Maths 7+ from 7% to >10% & English from 8% to >11% • 51.9% PP girls are working below target level. Improve this to <30% initially 	<p>The sessions did not take place however female PP students were targeted for involvement in many educational trips and visits including STEM related activities. Female PP P8 is - 0.12 a positive gap of 0.21 compared with all students. PP Maths 7+ increased from 7% to 10% however, English reduced from 8% to 0%</p>
<p>Behaviour Plans and SLT reports to be introduced to all PP FTE recidivists (11% of cohort),</p> <p>Create Behaviour Plans (positive and negative) for all PP students. Plans to be uploaded and shared on Classcharts under student profiles.</p>	<ul style="list-style-type: none"> • Increased pupil engagement for attaining rewards. • 11% PP recidivists to be reduced to at least 5% • Student voice demonstrates an increased motivation to gain rewards • 11% of PP cohort that are recidivists for FTEs last academic year to show improvement from 1998 to 3500 rewards points 	<p>Student Reports were successfully tracked and monitored by SLT Core. PP 11% issued Classcharts intelligence report to further track behaviour and engagement. 6 week Behaviour intervention run by SEND for Key SEND recidivists. Out of 17 students, 13 were PP. 85% showed improvement in behaviour</p>

Hold additional parental sessions to all PP students achieving low ATL after each data harvest (either by phone or face-to-face)

Bespoke ATL assembly to all PP students with low ATL after each data harvest.

Conduct additional QA on PP student work scrutiny for all PP boys to ensure high aspirations.



- PP M and O ATL grades improve by 50% and gap decreases by 50% in each year group

ATL percentage remained stable but with little positive impact shown with regards to being on or above target however data input was historically inconsistent across faculties.

Last year CPD focussed on ensuring data input was accurate and consistent with a changed and more robust data protocol procedure other areas such as GCSEPod usage 40% of top 20 users were PP and rewards points analysis also shows impact with a positive gap.

QA on work scrutiny showed inconsistencies in the aspirations of PP boys. New non-negotiables around presentation and Pride in work will be introduced to raise the profile and ensure consistency.

Objective 4: Behaviour (LEAD: SM)

Actions	Success criteria	Impact Review
<p>Create a target cohort including the 11% recidivists with a range of clear and tight interventions.</p> <ul style="list-style-type: none"> ● Behaviour Plan drawn up, then cascaded to all PP Students ● Enlist SLT mentor reports ● Create bespoke rewards system ● Train staff on behaviour modification based on findings/needs of this cohort 	<p>Reduction in number of PP students achieving FTEs:</p> <ul style="list-style-type: none"> ● Reduce total number of PP FTEs by at least 50%. 368/431 (85%) (2017/18) to <184 ● Reduce the total number of days excluded by at least 50%, from 610 to <305 for PP students ● Reduction in 11% recidivists (PP) to at least 5% 	<p>FTEs significantly reduced:</p> <ul style="list-style-type: none"> ● PP 368 to 110 <p>Percentage of PP student FTEs also reduced from 85% to 61%</p> <p>Number of days PP students were excluded reduced by 44% from 610 to 345.5</p> <p>The strategies are highly successful and continued work is in place to reduce the number of PP recidivists who have a large impact on the figures</p> <ul style="list-style-type: none"> ● 11 out of 30 11% recidivists received an FTE evidencing a 64% reduction in recidivism during HT6
<p>Create alternatives to FTE through:</p> <ul style="list-style-type: none"> ● The Reasonable Adjustments Placemat for all vulnerable students (PP initially) ● Links with other schools to use external isolation. ● SLT Coaching Time for extreme instance 	<ul style="list-style-type: none"> ● Reduce the total number of days excluded by at least 50%, from 245 to <125 for students who are PP and SEN. 	<p>Reasonable adjustment strategies to support PP and SEND students were highly effective leading to a 64% reduction in total days excluded from 245 days the previous year for PP and SEND students to 88 days in total.</p>
<p>Introduce HTAFC Steps to Success Pilot scheme to work with recidivists and alternative provision candidates.</p> <p>Introduce Dogs as Therapy sessions to SEND PP Students</p>	<ul style="list-style-type: none"> ● Increase in SEND PP attendance from 88.08% HT1 in line with non PP SEND (92.35% HT1) and whole school (96.2% HT1) (figures based on largest gap last year) 	<p>Attendance tracker - whilst attendance has been monitored closely last year, there still needs to be even more tracking. This year, an individual attendance tracker that monitors individual students' attendance has been introduced in order to have more proactive and immediate intervention straight away. Closer work and communication with parents and the pastoral team to do joint home visits needs to take place in order to close the gap.</p> <ul style="list-style-type: none"> ● SEND PP attendance is 88%: NonPP SEND is 91:05%. The gap has reduced from -4.27 to -3.05%. <p>Part of the issue was the adjustment of the SEND list to reflect a wider cohort of pupils who struggle with SEMH which led to more students on the SEND list having FTEs. This has had an impact on the attendance gap / figures. Once again, more closely monitoring the behaviour of students and the use of the reasonable adjustment placemat will hopefully mean that next year the gap reduces.</p>

<p>Ensure the staff use of Classcharts is appropriate and consistent inline with the behaviour policy, through QA visits to identified PP students.</p> <p>Proactive behaviour modification sessions for 11% recidivists.</p> <p>Train staff on behaviour modification based on findings/needs of PP cohort receiving C3/C4.</p> <p>Identify PP students receiving more than 1 C3 in a day (results in Restart) and ensure they are on Tutor report and or KSM/KSL report for at least 2 week.</p>	<ul style="list-style-type: none"> ● Reduction in PP C1-C4 comments to remain under 50% of total in Y7. ● Y8 PP C1-C4 to reduce to under 50% of total. ● In Y9, PP C2 and C3 to be reduced to under 50% of total. ● Y10 PP C3-C4 to reduce to under 50% of total. ● Reduction in PP C1-C4 comments to remain under 50% of total in Y11. 	<p>Consistent use of Classcharts has been evidenced through regular QA dropins by HODs, SLT and pastoral leads.</p> <p>Behaviour modification sessions have been held and recorded in case studies. 6 week Behaviour intervention run by SEND for Key SEND recidivists. Out of 17 students, 13 were PP. 85% showed improvement in behaviour.</p> <p>There was some improvement towards the reduction of Comments for PP students:</p> <p>Y7 PP C1-4 Comments 64%</p> <p>Y8 PP C1-4 Comments 66%</p> <p>Y9 PP C2 & 3 Comments 52%</p> <p>Y10 PP C3-4 Comments 52%</p> <p>Y11 PP C1-4 Comments 55%</p> <p>A restructure of PFL and CPD to pastoral leads to further improve Reasonable Adjustment strategies will reflect lessons learned this year.</p>
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Objective 5: Improve parental engagement (LEAD: DW)

Actions	Success criteria	Impact Review
<p>Promote Classcharts with parents to encourage them to engage with and monitor homework:</p> <ol style="list-style-type: none"> 1. Send additional letters to ALL PP students to promote home learning, focussing specifically on PP/harder to reach families on target cohorts in PP folder by HT1 2. Create specific Mentor packs to include PP students and raise aspiration by HT3. 3. Monitor staff & student use of Classcharts homework setting with a specific focus on PP target cohorts in PP folder, setting specific goals for these students. 4. Create a RAG-RATED PP performance sheet with a record of personalised interventions by HT4. 	<p>Increase in the number of homework issued from 1994 to >3000.</p> <p>Increase in the number of homework submission from 50% to >80% initially</p> <p>From 60% to >90% of parents will have logged into Classcharts by Jan 2019.</p>	<p>A Newsletter is sent each term outlining key educational activities and celebration of success.</p> <p>Letters sent to all Y11 PP families as a reminder to use Classcharts</p> <ul style="list-style-type: none"> ● 60% of all parents have logged compared with 70% of PP parents. ● 60% of PP students have logged in compared with 71% of non-pp student. Further promotion of Classcharts needs to take place. <p>Analysing homework submission has proved difficult as no consistent approach for staff recording submission. Further CPD must take place to allow for improved tracking.</p>
<p>Creation of online Study Zone section area on website to promote education outside of school hours for disadvantaged families</p> <ol style="list-style-type: none"> 1. Build online resource banks for all students with a specific aim for PP students in each year group by HT1 2. Additional letters to PP Y11 parents who didn't attend evening by HT1 3. Expand to Y10 by HT2 and cascaded to all other year groups by HT3 4. Enhanced promotion of GCSEPod Revision Resource for Y10/11 by HT3 	<p>Increase overall PP P8 score from -0.64 to >0.25 initially</p> <p>PP student voice to show 90%+ accessing and actively using online materials. No previously collected data.</p>	<p>PP P8 increased from -0.64 to -0.3 and in-school gap closed</p> <p>GCSEPod shows that 70 % of students regularly accessed the resource however student group information was not available. Data manager can ensure this is possible to track this year.</p> <p>GCSEPOD top 3 students promoted and rewarded. 40% of top 20 users in Year 11 were PP students.</p> <p>23 out of 45 students invited attended the Progress evening for PP Boys. Further promotion of these events needs to take place.</p> <p>SLT took over Year 11 assemblies focussed around GCSE success and wellbeing in the run-up to exams</p> <p>Daily texts were sent to Y11 parents in the half term prior to the tat of exams including specific texts to underachieving PP students.</p>
<p>Hold options and Careers events to support parents in guiding their children through the options process.</p> <ol style="list-style-type: none"> 1. Hold initial Y9/10 career planning evening to give parents an insight into the different career pathways available by HT3 2. Send additional information to disadvantaged families giving them the option of an additional follow-up session by HT3 	<p>Decrease in PP NEETS by 3% from 5% to 2% for current Y11 by Sep 2019.</p>	<p>Only the 2017 Destinations report is available at this time. It evidences that the PP NEET figure is below national at 2.6%</p> <p>Y10/11 careers event held with over 60 families in attendance.</p> <p>10 High Ability PP students took part in a careers event as part of HTFC enterprise challenge</p> <p>A new Careers display was set up in the dining hall to promote FE and guide choices.</p> <p>The Year 8 Careers carousel event took place prior to the options process to support student choices.</p>

		The school took part in National Careers Week which included careers focussed sessions in enrichment time and subject specific careers related sessions during lessons.
<p>Invest in Parent seminar with Elevate to provide tools for parents to support their children with study skills and revision.</p> <ol style="list-style-type: none"> 1. Invest in Elevate programme for all PP Y11 students to support GCSE revision & study by HT1 2. Check parent attendance and follow up with information pack for those PPs who didn't attend - send follow-up guidance to promote home support 3. Host additional follow-up sessions to be delivered in-lesson to PP students by HT5 	<p>Increase in A8 score from 34 to at least 44 in 2019.</p> <p>Increase overall PP P8 score from -0.64 to >0.25 initially</p>	<p>PP P8 increased from -0.64 to -0.3 and in-school gap closed A8 score increased from 34 to 37 (Gap reduced from 8.8 to 6.8) Elevate session 1 held for students and parents. 98% positive feedback (student voice). 39 parents attended.</p>
<p>Raising Boys' Achievement Event specifically aimed at PP students</p> <ol style="list-style-type: none"> 1. Humanities department to host whole-school session based on raising boys achievement in Y10/11 by HT4 covering all curriculum areas 2. Send follow-up information to disadvantaged families including learning packs to ensure appropriate equipment (pencil cases) & online parental guidance by HT3 	<p>Increase overall PP P8 score from -0.64 to >0.25 initially</p> <p>Raise PP boys A8 score from 27 to 44 in 2019 and PP boys P8 from -1.25 to >0.25 initially</p>	<p>Boys' Achievement Night 50% attendance by PP students. A 17% increase on last year. PP P8 increased from -0.64 to -0.3 and in-school gap closed PP Boys P8 increased from -1.25 to -0.68 A8 increased from 27 to 31 (Gap reduced from 9 to 7)</p>

Objective 6: Quality first teaching to close the gap between PP and Non PP pupils nationally with regards to progress and attainment (LEAD: RD)

Actions	Success criteria	Impact Review
<p>Feedback</p> <ol style="list-style-type: none"> 1. Introduction of Assessment at Newsome Feedback Policy 2. Introduction of SMART - Student Marking and Response Time stickers 3. Feedback training so that staff can confidently deliver specific, accurate and target driven feedback with the right balance of support and challenge 4. Ensure consistent assessment & feedback procedures to ensure quality of work and sustained progress through QA 	<p>Achievement and Progress gaps between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow during each data cycle by Increasing A8 score from 34 to at least 44 and P8 from -0.64 to >0.25 initially for 2019 results</p>	<p>PP P8 increased from -0.64 to -0.3 and in-school gap closed A8 score increased from 34 to 37 (Gap reduced from 8.8 to 6.8)</p>
<p>Whole school PP champion</p> <ol style="list-style-type: none"> 1. Leader appointed into the whole school role of PP Champion 2. Ensure that PP students have access to regular mentoring slots focusing on academic work and barriers to learning 3. Support PP students in after school sessions to complete homework and prepare for exams 4. Develop a progress tracker that highlights PP students 	<p>Achievement and Progress gaps between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow during each data cycle by Increasing A8 score from 34 to at least 44 and P8 from -0.64 to >0.25 initially for 2019 results</p>	<p>Pupil premium progress and attainment was analysed at every data drop. Students were highlighted and discussed at the subsequent Raising Standards meetings with HODs ensuring PP students were targeted for intervention as a priority. The impact of these interventions was tracked and monitored.</p> <ul style="list-style-type: none"> ● PP P8 increased from -0.64 to -0.3 and in-school gap closed ● A8 score increased from 34 to 37 (Gap reduced from 8.8 to 6.8)
<p>Class profiles</p> <ol style="list-style-type: none"> 1. Identification of PP students by all teaching staff to plan and target different intervention groups 2. Introduction of 6 DATA collection cycles to inform future planning, tracking and monitoring of PP students 	<p>Achievement and Progress gaps between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow during each data cycle by Increasing A8 score from 34 to at least 44 and P8 from -0.64 to >0.25 initially for 2019 results</p>	<p>Consistent use of Class Profiles by all teaching staff evidenced by external reviews. All Class Profiles contain up to date tracking information with Pupil Premium Students identified on Marksheets and seating plans.</p> <ul style="list-style-type: none"> ● PP P8 increased from -0.64 to -0.3 and in-school gap closed ● A8 score increased from 34 to 37 (Gap reduced from 8.8 to 6.8)
<p>Intervention</p> <ol style="list-style-type: none"> 1. Additional Maths Tutor (SW) deployed to deliver and lead targeted interventions for PP students in year 10 and 11 	<p>Achievement and Progress gaps between Pupil Premium (PP) and Non-Pupil Premium Students Nationally (NPPN) in Maths will close by</p>	<p>A8 in maths rose from 6 to 8 PP P8 PP in Maths has risen slightly from -0.49 to -0.43</p>

<ol style="list-style-type: none"> 2. Purchase resources to deliver master classes and small group interventions in Maths to KS4 students 3. Check the progress of our disadvantaged cohort in year 10 & 11 after each data cycle and deliver small group intervention to gap fill in Maths 	<p>increasing A8 score from 36 to at least 44 for 2019 results</p>	<p>Small group targeted intervention sessions were successful with an average of 1.2 grades progress made by PP students.</p> <table border="1" data-bbox="1422 119 2168 263"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">Progress from CF1 to Final Grade</th> </tr> <tr> <th>Overall</th> <th>Morning/Lunch Intervention (JJE - Aimed at G7+ students)</th> <th>Tutor Intervention (JJE / HMI) - Aimed at 4 and 5 boundary students)</th> <th>Afterschool Intervention (JJE - 3 students on 4 and 5 boundaries)</th> <th>Sue Wright (two groups, one HAP and one LAP severely behind target)</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1.26</td> <td>0.74</td> <td>1.72</td> <td>1.77</td> <td>1.18</td> </tr> <tr> <td>PP</td> <td>1.20</td> <td>0.65</td> <td>1.59</td> <td>2.00</td> <td>1.25</td> </tr> <tr> <td>Non-PP</td> <td>1.29</td> <td>0.78</td> <td>1.82</td> <td>1.65</td> <td>1.14</td> </tr> </tbody> </table>		Progress from CF1 to Final Grade					Overall	Morning/Lunch Intervention (JJE - Aimed at G7+ students)	Tutor Intervention (JJE / HMI) - Aimed at 4 and 5 boundary students)	Afterschool Intervention (JJE - 3 students on 4 and 5 boundaries)	Sue Wright (two groups, one HAP and one LAP severely behind target)	All	1.26	0.74	1.72	1.77	1.18	PP	1.20	0.65	1.59	2.00	1.25	Non-PP	1.29	0.78	1.82	1.65	1.14
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<p>Curriculum</p> <ol style="list-style-type: none"> 1. Support year 11 Pupil Premium students to to gain an additional qualification in Manufacturing to support college applications & career progression 	<p>All PP students in year 11 will gain a level 2 qualification on or above target</p>	<p>20 PP students were entered for TLM Open Systems aManufacturing. 3 Students achieved an A grade, 11 achieved B and 6 achieved C. Also, 7 PP students also achieved a Level 2 Pass in BTEC Business.</p>																													

Objective 7: Improve transition to and from Newsome High School for PP pupils (LEAD: SM)

Actions	Success criteria	Impact Review
<p>Initiate, build and embed close relationships with our main feeder schools to ensure greater understanding of future students</p> <ol style="list-style-type: none"> 1. Visit Main feeder schools by HT1 and ensure that students and staff know key colleagues 2. Initiate a range of transition days (Express, Core, Explore) by HT2 with a focus on engaging PP students 3. Gather all best literacy work for all Y7 students (intake 2019) and ensure they are displayed on ALL student books to use as comparities 4. HT5 and HT6 used as additional transition period for PP students 5. Pastoral Standards Manager/SENDCO to visit all feeder schools and meet class teachers and all PP students with SEND or safeguarding information to ensure appropriate provision and support for September (final term of each academic year) 	<ul style="list-style-type: none"> ● Student and teacher survey indicates transition to Newsome for PP students is both engaging and effective ● My Support Plans and EHC plans in place for 100% of PP students identified with any SEND before or during transition ● TAs are assigned efficiently targeting PP students on My Support plans and EHC plans ● Department/SEND QA to show increase in gold+ from 41% for Standard 1.5 “Adapt teaching to respond to the strengths and needs of all pupils” to 50% ● Improve the deployment of support staff by class teachers improving this from 28% gold + on Standards Tracker to 50% ● PP students attendance is above national average for all ECE days throughout transition period ● Increase 2020 intake by at least 25% in comparison to 2018 intake from 28 to 35 . ● KS3 KSL/KSM knowledge of intake prior to start of 2019 intake. ● Robust plans in place for PP Students with SEND or safeguarding information (50% increase in Cpoms information from feeder schools and earlier sharing of information that is paper based) 	<p style="color: orange;">Work to continue on personalised learning.</p> <ul style="list-style-type: none"> ● All SEND PP (16 students) transition students visited by SENDCo prior to end of HT6. ● All learning guides complete. ● Extra transition sessions delivered to all SEND PP students prior to end of HT6. MSPs and EHCPs in place for all PP students. ● Ethos Strand 1 transition support gained for 1 PP student. ● All safeguarding concerns followed up. SENDCo attendance at EHCP annual reviews of Year 6 students.
<p>Improve communication with primary schools to ensure early identification of vulnerable students to allow for additional support and adjustments to be put in place.</p> <ol style="list-style-type: none"> 1. Consistent email/phone contact with Y5/6 contact in feeder schools. 2. Regular visits to all 4 main feeder schools. 	<ul style="list-style-type: none"> ● Support in place from the start. Year 7 students have a more settled start. Increase in O & M ATL grades by 25% on previous year. ● Improved relationships with families. 	<p style="color: green;">Associate SLT lead on transition. New feeder school contact made an increasing number of students participating in ECE days at Newsome. Feeder school hub visits and parents’ evening attendance strengthened links with parents Y7 PP FTE reduced by over 50%, from 93 to 9.</p>

<ol style="list-style-type: none"> 3. TLC Hub to invite students to key events e.g Tea Party for current Y7 students by HT1 then to Y6 (2019 intake) by HT2 4. Create student profiles for all (2019 intake) by HT4 including accompanying support strategies for PPSSEND 	<ul style="list-style-type: none"> ● Through improved knowledge of PP intake, Reduce Y7 PP FTE by 50% for the year from 93 to 47. ● Early sharing of data to inform planning. 	<p>All Learning guides (103 active plans - 40 PP) and accompanying support plans in place.</p> <p>EAL event (Around the World) in TLC Hub. 50% attendees were PP students developing cultural links between students.</p> <p>Newsome students acted as buddies during the transition days and then during the first week at High school to support the transition process.</p>
<p>Introduce a transition programme to local primary schools for Year 5 students and additional support for vulnerable students.</p> <ol style="list-style-type: none"> 1. Visit all 4 main feeder schools by HT2 to finalise dates for visits. 2. Launch follow-up strategies based on specific school/student need by HT2/3 	<ul style="list-style-type: none"> ● All PP students in year 7, 8 & 9 make a 9 month improvement, from their starting point at the beginning of year 7, in their reading ages in a 12 month period ● Increase 2020 intake by at least 25% from 2018 intake. (28 to 35). ● HT1: initial figures from main feeders to be collated and used for planning 	<p>Extra visits made by a number of vulnerable pupils to Newsome. Students given tours and meetings with key staff ready for September start.</p>
<p>Reading Mentors to be set up in feeder schools.</p> <ol style="list-style-type: none"> 1. Visits to be coordinated close to ECE days so NHS students can act as ambassadors (answer questions, fears, expectations) by HT3 	<ul style="list-style-type: none"> ● improved engagement with reading shown by at least 50% of PP students at or above national benchmark by Summer 19 ● HT1: Initial benchmarks to be collated. ● HT6: comparative benchmarks to be collated & compared 	<p>NHS Students successfully welcomed and supported students on transition days. Staff and student voice from primary feeder schools were positive about the impact this had.</p> <p>Reading Mentor programme was put on hold due to staffing. New Reading strategy is in place for 19/20 including a new programme of testing.</p>
<p>Identify specific areas to focus on with new year 7s who haven't reached the expected standard in key stage 2 tests.</p> <ol style="list-style-type: none"> 1. Headteacher to attend all Y6 parent sessions starting with meet & greet day on 3rd Oct 2. AHT A&S to visit achievement links in main feeder schools by HT2 to understand data and to get predictions for Sep 2019 3. Creation of Y6 online study support for all main feeders - collate key info & data by HT2 4. Hold additional reading sessions in our LRC for PP students to enhance progress 	<ul style="list-style-type: none"> ● Improvement in SPAG & Numeracy scale scores on entry (school specific) ● Increased visit logs to NHS website throughout the year ● Increase 2020 intake by at least 25% from 2018 intake. (82 to 102). ● Reduce the number of PP Y7 Y7 students, below the 100 score in KS2 Maths SATs by 50% from 12 students to 6 by the end of Y7 ● Rapid progress towards expected literacy and numeracy for new year 7s who haven't reached the expected standard in key stage 2 tests. ● Reading and Spelling ages will show accelerated progress for PP students ● Improved NGRT scores from Baseline test - 30% year 7 scored low and 15% 	<p>Lexonik pilot cohort completed with 100% students making progress from starting point reading age, making an average of 40 months progress each.</p> <p>HTAFC primary stars literacy project. Out of 15 students - 6 were PP all low ability and SEND.</p> <ul style="list-style-type: none"> ● 83% (5 students/6) showed an improvement in NGRT reading age from baseline. 0% showed a decline <p>The number of Y7 Catch Up Maths students reduced from 12 down to 8 by the end of Year 7, so a 33% drop rather than the 50% target.</p>

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