

Pupil Premium Strategy 2019/2020

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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
237	105	132	237	6	0	0

How Pupil Premium is Spent

How much pupil premium money does Newsome High School get?

Currently, **237** 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
2019/20	£209,440

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)

Implementation	Impact	Evidence	Lead	Cost
Increased visits for PP students from Student Welfare Officer. Increased support from early help and outside agencies.	<ul style="list-style-type: none"> ● Increase overall school attendance from 94.5% to 96% ● Reduce PP current attendance gap to 0% ● A further reduction compared to last year's decrease in number of PP students excluded to <60 ● Reduction in PA for PP students to below the national average (12%) 	Half-Termly Reports	JH	£17,142
Continue to track attendance bands for students that fall below certain thresholds. Continue to issue attendance contracts to poor attendees and Governor panels to be implemented for those who present with a continued decline in attendance.		FTE Tracker	JH	£9099
Embed reward system for attendance and behaviour, making it a key feature in ALL assemblies. Further embed whole School Anti-Bullying ethos.	<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 or above ● Complete at least 2 programmes from the Diana award to raise awareness and offer peer to peer support (reduced number of bullying incidents) 	Weekly/termly & yearly	JH	£1500
Increase in parental accountability for students' attendance.	<ul style="list-style-type: none"> ● Increase overall school attendance from 94.5% to 96% ● Reduce PP current attendance gap to 0% ● Reduction in PA for PP students to below the national average (12%) 			£2,860
Continue wrap around care support through The Transitional Learning Centre (TLC) before, during (including social times) and after school. Continue breakfast clubs through The Transitional Learning Centre and the school Dining Hall (TLC). Continued working with feeder schools to ensure hard to engage families are supported/challenged.	<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 and PP Non Send to less than 2% ● Improve EHC attendance and SEN support attendance to above 92% ● Reduction in the number of AM lateness from 1.6% to 1% 	Boxall Reports Attendance reports Attendance trackers	AH	£6406 £4,000 £150- Boxall Software

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

Implementation	Impact	Evidence	Lead	Cost
Provide targeted intervention for Pupil Premium year 7 catch up Students reading skills for 1 hour a week.	<ul style="list-style-type: none"> All year 7 catch up students meet SAS expected scaled score range by the end of the year 	Year 7 catch up tracker NGRT	RD/KS	£4740
Provide targeted intervention for Pupil Premium year 7 catch up Students GPVS skills for 1 hour a week.	<ul style="list-style-type: none"> All year 7 catch up students meet SAS expected scaled score range by the end of the year 	Year 7 catch up tracker Assessment tool	RD/KS	£4740
Year 7 & 8 PP students follow the accelerated reader programme during scheduled English lesson time 1 hour a week.	<ul style="list-style-type: none"> The gap between their initial reading age and their chronological age is closing 	STAR reading NGRT testing Tracking	RD/KS	£4740- staffing £3,293- programme
Enhance literacy skills through the enrichment scheme during form time 25 minutes per week.	<ul style="list-style-type: none"> All year 7 and year 8 catch up students meet SAS expected scaled score range by the end of the year 	DATA tracking NGRT testing WS Enrichment scrutiny	RD/KS	£1977
All year 7 and year 8 PP students are provided with a reading book appropriate to their ability and related to their interests in order to promote a love of reading.	<ul style="list-style-type: none"> 100 % of year 7 & 8 PP students have a personal reading book on them everyday (QA through Enrichment) Reading speed improves to 120 words per minute 	Reading speed data Student voice	RD/KS	£1000
Deployment of 2 teaching staff to lead on whole school Literacy initiative delivered by Kirklees to improve writing skills	<ul style="list-style-type: none"> CF Data 1 – 3 shows consistent progress in literacy based subjects and the gap between PP and non PP is closed 	DATA tracking	RD/KS	

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

Implementation	Impact	Evidence	Lead	Cost
<p>Work Experience programme for Year 10 students: Hold additional careers meeting with PP students to ensure tight and aspirational career goals.</p> <p>Ensure ALL PP students attend college interviews in Y11.</p> <p>Ensure ALL PP students attend at least one FE visit and have a meaningful encounter with an employer.</p>	<ul style="list-style-type: none"> Destinations Report evidences NEET figure of below national at 4% (2018) Student Voice shows clear impact of careers programme with 100% satisfaction on support offered. Compass Tool shows all Gatsby Benchmarks are met 	NEET report Interview logs	LM	£1500
<p>Develop links with universities to improve aspiration of Most Able PP Students. Hold a trip including the 12 HAP PP students to university.</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 HAP progress gap by 0.5 	MA Pupil Voice CF harvests showing MA increase	LM	£400
<p>Assign Lead teachers to champion HAP students and raise the attainment of 12 identified HAP PP students.</p>	<ul style="list-style-type: none"> Reduce the HAP progress gap by 0.5 Increase Maths 7+ from 7% to >10% Increase English 7+ from 8% to >11% Increase science 7+ from 0% to >7% 	CF data	LM/ KS/ES	£1000
<p>Behaviour Plans to be introduced to all PP FTE recidivists and Reasonable Adjustment placemats in place.</p>	<ul style="list-style-type: none"> Increased pupil engagement for attaining rewards Student voice demonstrates an increased motivation to gain rewards PP cohort that are recidivists for FTEs to show improvement in their percentage of rewards to negatives on Classcharts. 	Half-Termly Rewards breakdown reports	LM/SM	
<p>Conduct additional QA on PP student work scrutiny for all PP boys to ensure high aspirations and Pride in books.</p> <p>Create a half termly reward for PRIDE in books through Classcharts.</p>	<ul style="list-style-type: none"> PP PRIDE rewards to be inline with whole school Work Scrutiny to evidence an improvement in PRIDE for PP books 	ATL Half-Termly behaviour reports	LM	
<p>Introduce protocol for PP students to access financial support to remove barriers, e.g. uniform, equipment, school trips.</p>	<ul style="list-style-type: none"> PP students are provided support when necessary to access resources and opportunities PP students are proportionally represented on school trips 		KR	£5000
<p>Aim to introduce a fully staffed homework club after/before school to offer guidance and facilities for PP students to complete their independent work with IT facilities and a positive learning environment.</p>	<ul style="list-style-type: none"> PP students homework submission rate increases Attendance by PP students is consistent 		LM	£2700

Objective 4: Improve Behaviour and Attitudes (LEAD: JH)

Implementation	Impact	Evidence	Lead	Cost																																										
<p>Continue to target PP students with a range of clear and tight interventions.</p> <ul style="list-style-type: none"> Reasonable Adjustments placemat in place for key students Behaviour contracts in place for key students Letter of concern sent Governor panel meetings Train staff on behaviour modification based on findings/needs of this cohort (including Restorative Practice) 	<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 40% Reduce the total number of days excluded by at least 40% 	Weekly report tracker	SMI	£30,140																																										
<p>Employ alternatives to FTEs 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. Train staff on behaviour modification based on findings/needs of this cohort (including Restorative Practice) Improve relationships and Increase meetings with parents/carers to stop behaviour escalation Early intervention with external agencies and Managed Transfers 	<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 40% Reduce the total number of days excluded by at least 40% Reduce the total number of days excluded by at least 40% for students who are PP and SEN <p>Reduction in the number of PP students receiving C3/C4 (Y7 look to reduce per HT)</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> <tr> <th></th> <th>C3/C4</th> <th>C3/C4</th> <th>C3/C4</th> <th>C3/C4</th> <th>C3/C4</th> <th>C3/C4</th> </tr> </thead> <tbody> <tr> <td>Y8</td> <td><27/4</td> <td><67/13</td> <td><51/5</td> <td><55/8</td> <td><31/10</td> <td><59/27</td> </tr> <tr> <td>Y9</td> <td><147/58</td> <td><139/44</td> <td><117/27</td> <td><91/24</td> <td><45/15</td> <td><118/25</td> </tr> <tr> <td>Y10</td> <td><77/24</td> <td><85/15</td> <td><69/13</td> <td><79/19</td> <td><37/14</td> <td><94/40</td> </tr> <tr> <td>Y11</td> <td><65/32</td> <td><81/31</td> <td><55/8</td> <td><62/16</td> <td><44/10</td> <td><73/19</td> </tr> </tbody> </table>		HT1	HT2	HT3	HT4	HT5	HT6		C3/C4	C3/C4	C3/C4	C3/C4	C3/C4	C3/C4	Y8	<27/4	<67/13	<51/5	<55/8	<31/10	<59/27	Y9	<147/58	<139/44	<117/27	<91/24	<45/15	<118/25	Y10	<77/24	<85/15	<69/13	<79/19	<37/14	<94/40	Y11	<65/32	<81/31	<55/8	<62/16	<44/10	<73/19	Bespoke Placemats HT report	SMI	£13,500-Work Placement
	HT1	HT2	HT3	HT4	HT5	HT6																																								
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Bespoke HTAFC mentoring intervention for SEND, PP, Boys in KS3.	<ul style="list-style-type: none"> Maintain > 65% positive behaviour score on classcharts Reduction of 25% in FTE of SEND, PP, Boys in KS3 	SEND behaviour tracker	AHA	£3125																																										
Ensure the staff use of Classcharts is appropriate and consistent inline with the behaviour policy, through QA visits to identified PP students.	<ul style="list-style-type: none"> Reduction in overall percentage of PP students obtaining C1 - C4 (Y7 to use Y8 as a benchmark): 	HT reports	SMI	£6000 Software																																										

Train staff on behaviour modification based on findings/needs of PP cohort receiving C3/C4. e.g. Timpson Project and Restorative Practice.		Y8	Y9	Y10	Y11			
	C1	<41%	<65%	<54%	<47%			£1500
	C2	<43%	<69%	<59%	<49%			
	C3	<47%	<73%	<61%	<51%			
	C4	<57%	<75%	<60%	<73%			

Objective 5: Improve parental engagement (LEAD: DW)

Implementation	Impact	Evidence	Lead	Cost
<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. 2. Monitor staff & student use of Classcharts homework submission with a specific focus on PP target cohorts in PP folder, setting specific goals for these students. CPD for staff on use of homework setting function. 	<ul style="list-style-type: none"> • Increase in number of homework submissions by PP students from HT2 to HT6 in each year group • From 60% to >90% of PP parents will have logged into Classcharts by Jan 2019 	Classcharts analytic reports	LM	£ cost included above
<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. Careers Advisor prioritises PP students for 1 to 1 interviews and team leaders monitor applications. 2. Hold initial Y9/10 career planning evening to give parents an insight into the different career pathways available by HT3. 3. Send additional information to disadvantaged families 	<ul style="list-style-type: none"> • Careers advisor sees all PP students as a priority • PP NEET figure is at or below the national average for PP students • Compass Tool evidences all Gatsby Benchmarks are met 	Attendance reports Destinations Report	LM	£6,433

giving them the option of an additional follow-up session by HT3.				
Raising Boys' Achievement Event specifically aimed at PP students 1. Initial Y11 Raising Boys' Achievement evening in HT2 for underperforming PP boys.	Increase overall PP P8 score from -0.3 to >0.1 initially Raise PP boys A8 score from 31 to 40 in 2019 and PP boys P8 from -0.68 to >0.2 initially	Session 1: HT3 Follow-up session: HT3/4	TC/JH	£1000
CPD sessions designed at raising boys attainment and how to engage "Hard to Reach" families	Increase overall PP P8 score from -0.3 to \geq 0.1 initially Raise PP boys A8 score from 31 to 40 in 2019 and PP boys P8 from -0.68 to \geq 0.2 initially	CPD term 1 (Holmfirth) CPD Terms 2 & 3	TC	£3,404

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

Implementation	Impact	Evidence	Lead	Cost
Feedback <ol style="list-style-type: none"> 1. Introduction of Department specific Assessment at Newsome Feedback Policy. 2. Introduction of department specific SMART - Student Marking and Response Time stickers. 3. Introduction of challenge tasks for all abilities and 'gold' high-level challenge for HAPs. 4. Ensure consistent assessment & feedback procedures to ensure quality of work and sustained progress through QA. 5. Bespoke CPD sessions on SEND and MA 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 37 to at least 40 and P8 from -0.3 to >0.1</p>	<p>CPD term 1 Data cycle 1 - 3 QA cycles 1 - 6 CPD terms 2 & 3</p>	<p>LM,RD, TC</p>	<p>£1000 Resources</p>
Whole school PP champion <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 37 to at least 40 and P8 from -0.3 to >0.1</p>	<p>Data cycle 1 - 3 Weekly revision timetable</p>	<p>LM</p>	<p>£17,941</p>
Class profiles <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 3 (4 in year 11) 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 37 to at least 40 and P8 from -0.3 to >0.1</p>	<p>QA cycles 1 - 6</p>	<p>RD,TC</p>	
Intervention <ol style="list-style-type: none"> 1. Additional Maths Tutor (SW) deployed to deliver and lead targeted interventions for PP students in year 11. 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 11 after each data cycle and deliver small group intervention to gap fill in Maths and English. 	<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 for PP students from 37.6 to at least 40 and P8 from -0.26 to >0.1</p>	<p>Data cycle 1 - 3 QA cycles 1 - 3</p>	<p>LM</p>	<p>£20,332</p>
Curriculum <ol style="list-style-type: none"> 1. Support year 11 Pupil Premium students to to gain an additional qualification 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>NCFE Certification DATA</p>	<p>LM</p>	<p>£14,523 staffing £1700 - resources</p>
Promote use of GCSEPod initially with Y11 but then cascading to Years 10 and 9 <ol style="list-style-type: none"> 1. Rewards for top 5 students. 	<p>Increase overall PP P8 score from -0.3 to >0.1 initially</p>		<p>LM</p>	<p>£800</p>

<ol style="list-style-type: none"> 2. Weekly recognition of top 3 in assembly and on displays. 3. Develop tracking for Tutor team to monitor students. 4. Create specific PP student group to draw comparative reports. 	<p>All student usage will improve by 50% compared to last year PP students will stream the same or more pods in comparison to all (no previously collected data) Improve current PP P8 figure from -0.3 to 0, reducing the gap with national non-pp</p>	<p>GCSEPod analytics Results analysis</p>		
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Objective 7: Improve transition to and from Newsome High School for PP pupils (LEAD: SM)

Implementation	Impact	Evidence	Lead	Cost
<p>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 end of HT2 and ensure that students and staff know key colleagues. 2. Maintain 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 2020) and ensure they are displayed on ALL student books to use as comparatives. 4. HT5 and HT6 used as additional transition period for PP students. 5. BfL to focus on Y6 during HT6 to support PP transition to High School. 6. SENDCO and member of Safeguarding team 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 2020 (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 ● Increase 2020 intake by at least 25% in comparison to 2019 intake from 55 to 68 ● Year 7 BfL knowledge of intake prior to start of 2020 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>QA Cycle : Class profiles Learning walks Cpoms Standards tracker Student survey</p>	<p>SM/AH</p>	<p>£787</p>
<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"> ● Vulnerable students attend well, feel safe and know who to speak to for support 	<p>Data harvests 1-3 FTE Tracker</p>	<p>SM/AH</p>	<p>£15,010</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 (2020 intake) by HT2. 4. Create student profiles for all (2020 intake) by HT6 including accompanying support strategies for PP/SEND. 5. Headteacher to attend all Y6 parent sessions. 6. AHT A&S to visit achievement links in main feeder schools by HT2 to understand data and to get predictions for Sep 2020. 	<ul style="list-style-type: none"> ● Through improved knowledge of PP intake, Reduce Y7 PP FTE by 40% on the previous year ● Early sharing of data to inform planning 			
<p>Maintain a comprehensive 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. 3. Continue to run Express, Core and Explore days to engage Year 5 Students and develop relationships with students and departments. 	<ul style="list-style-type: none"> ● HT2: initial figures from main feeders to be collated and used for planning for ECE days ● Student survey suggests over 90% of students enjoyed their visits to Newsome High School 	<p>Census ECE schedule Feeder School Staff/Student voice</p>	<p>SM/AH</p>	