

# Pupil Premium Strategy 2018/2019

Leanne Morgan

Assistant Headteacher: Achievement & Standards & PP Lead

## School Context

School context						
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

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.

### How Pupil Premium is Monitored

To ensure that each action is monitored appropriately, each strand is linked to a key staff member and Governor.

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	Evidence	Lead	Cost
Increased visits from Student Welfare Officer and links with external agencies are in place to support disadvantaged families.	<ul style="list-style-type: none"> <li>● Increase overall school attendance from 93.06 to 95%</li> <li>● Reduce PP current attendance gap from 6.5% to at least 1% with the aim of 0%</li> </ul>	Half-Termly Reports	JH	£16,046 £9145 Attendance Support
Implement attendance/behaviour panels for students that fall below certain thresholds (trackers presented at weekly pastoral meetings)	<ul style="list-style-type: none"> <li>● 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)</li> </ul>	FTE Tracker	JH	
Embed reward system for attendance and behaviour, making it a key feature in ALL assemblies	<ul style="list-style-type: none"> <li>● Sustained improvement of attendance in all year groups and reduction of PP gap</li> <li>● All PP students receive rewards points and the percentage of rewards is in line with the percentage of PP students</li> <li>● Increase from 75% of PP students earning recognition badges to over 90%</li> </ul>	Weekly/termly & yearly	JH	
<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> <p>Introduce Punctuality Student Reports</p>	<ul style="list-style-type: none"> <li>● Boxall profile analysis evidences improvement in students' social, emotional and behavioural development by significantly closing the gap in their development strands and diagnostic profile</li> <li>● 100% of students accessing provision feel safe &amp; supported during social times</li> <li>● Reduce school attendance gap between PP Send K/E (88.08%) and PP Non Send (92.33%) from -4.27% to less than 2%</li> <li>● Improve EHC attendance and SEN support attendance from 88.65% and 87.84% respectively to above 92%</li> <li>● Reduction in late detentions for PP students from 138 to &lt;70</li> <li>● Reduction in the number of AM lateness from 3.14 to 1.5%</li> </ul>	<p>Boxall Reports</p> <p>Attendance reports</p> <p>Attendance trackers</p>	AH	£9,000 £190- Boxall Software
Introduce HTAFC Steps to Success pilot to engage harder to reach learners	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Reduce the total number of students excluded by at least 50%, from 329 boys and 368 PP to 160 and 184 respectively.</li> </ul>	HTAFC Report	AH	£3125
Offer additional funding to support	<ul style="list-style-type: none"> <li>● Increase overall school attendance from 93.5 to 95%</li> <li>● Reduce current attendance gap from 6.5% to at least 1% with the aim of 0%</li> <li>● A further reduction compared to last years 73% (from HT3 to HT5) decrease in number of PP students excluded.</li> </ul>	Half-Termly Reports	JH	£300

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

Actions	Success criteria	Evidence	Lead	Cost
<p><b>Literacy Intervention</b></p> <ol style="list-style-type: none"> <li>1. Provide targeted intervention for Pupil Premium Students in KS3 using Lexonics Literacy Programme</li> <li>2. Embed Accelerated Reader programme for targeted Pupil Premium students in year 7,8 &amp; 9 to accelerate progress</li> <li>3. Ensure Pupil Premium students in KS3 receive regular 1-1 reading time through the 'Reading Mentors' programme</li> <li>4. Premier National Literacy Skills Scheme to introduce Huddersfield Town Football Steps to Success pilot aimed at disadvantaged students</li> </ol>	<p>All PP students in year 7, 8 &amp; 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%</p> <p>Number of students requiring urgent intervention will reduce from 15% to 0% by HT5</p>	<p>AR Reading Reports HTAC Report</p>	<p>RD,AGA G</p>	<p>£19,839 Salary</p> <p>£3293 Software</p>
<p><b>New Library Provision (LRC)</b></p> <ol style="list-style-type: none"> <li>1. Improve the range of books to appeal to different learners, e.g. Non-fiction, Graphic Novels</li> <li>2. Introduce tablets so Pupil Premium students have access to Accelerated Reader for regular testing</li> <li>3. Introduce 'Guided Reading' groups aimed at Pupil Premium students in every year group</li> </ol>	<p>Achievement and Progress gaps in English between Pupil Premium (PP) and Non-Pupil Premium Students Nationally (NPPN) will close</p> <p>by improving English A8 from 36 to 46</p>	<p>AR Reading Reports</p>		<p>£300</p> <p>£7500</p>
<p><b>Strategic School Improvement Fund</b></p> <ol style="list-style-type: none"> <li>1. Use reading interventions (based on research) to improve outcomes for disadvantaged students</li> <li>2. Recruit a Reading Champion to drive the interventions and analyse the DATA</li> <li>3. identify a cohort of underperforming, year 11 Pupil Premium students to baseline test reading ages</li> <li>4. Carry out 4 terms of weekly intervention, monitor and evaluate final reading scores</li> </ol>	<p>Identified PP students in year 11 increase reading age by 27 months by May 2019</p>	<p>Reading age data Reading age tests monitored and updated Lexonics DATA</p>	<p>AG</p>	<p>£13,228</p>
<p><b>Introduce Huddersfield Town Football Steps to Success pilot - Premier National</b></p>	<p>Reading and Spelling ages will show increased progress for</p>	<p>HTAC</p>	<p>LM</p>	<p>£cost</p>

<b>Enterprise Scheme aimed at MA disadvantaged students</b>	HAP PP students English HAP PP gap will close in all year groups GCSE 7+ grades will increase from 8% to 14% (nat. '18)	Report		included above
<b>Kirklees Literacy Project</b> 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	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 an extended written element	QA cycle 1-6 work scrutinies	RD	
<b>Supporting Reading at home</b> 1. Run a Parental Engagement Forum for Reading strategies for Pupil Premium students all year groups			AG	

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

Actions	Success criteria	Evidence	Lead	Cost
<p><b>Hold Headteacher 121 success sessions in first half term - PP to receive additional follow-up to ensure more astute focus</b></p> <p><b>Work Experience programme for Year 10 students: Hold additional careers meeting with PP students to ensure tight and aspiration career goals</b></p> <p><b>Ensure ALL PP students attend college interviews in Y11</b></p>	<ul style="list-style-type: none"> <li>NEET Report shows improvement from 95% to 97% or above (national 93%)</li> <li>Student Voice shows clear impact of careers programme with 100% satisfaction on support offered.</li> </ul>	NEET report Interview logs	LM	£3233
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>Baseline pupil voice (pre trip) will increase showing more students aspiring to FE/HE (TBC) - expected &gt;95%</li> <li>Engagement improves and grades 7+ rise from 8% to 17% (FFT20)</li> <li>Reduce the progress gap by 0.5</li> </ul>	MA Pupil Voice CF harvests showing MA increase	RB	£400
<p><b>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.</b></p> <p><b>Invite additional female speaker to address the 57% of PP girls.</b></p>	<ul style="list-style-type: none"> <li>Increase Maths 7+ from 7% to &gt;10% &amp; English from 8% to &gt;11%</li> <li>51.9% PP girls are working below target level. Improve this to &lt;30% initially</li> </ul>	Speaker records & student attendance at event CF data	LM/JH	
<p><b>Behaviour Plans and SLT reports to be introduced to all PP FTE recidivists (11% of cohort),</b></p> <p><b>Create Behaviour Plans (positive and negative) for all PP students. Plans to be uploaded and shared on Classcharts</b></p>	<ul style="list-style-type: none"> <li>Increased pupil engagement for attaining rewards.</li> <li>11% PP recidivists to be reduced to at least 5%</li> <li>Student voice demonstrates an increased motivation to gain rewards</li> <li>11% of PP cohort that are recidivists for FTEs last academic year to show improvement from 1998 to 3500 rewards points</li> </ul>	Half-Termly Rewards breakdown reports	LM/SM	

<b>under student profiles.</b>																													
<p>Hold additional parental sessions to all PP students achieving low ATL after each data harvest (either by phone or face-to-face)</p> <p>Bespoke ATL assembly to all PP students with low ATL after each data harvest.</p> <p>Conduct additional QA on PP student work scrutiny for all PP boys to ensure high aspirations.</p>	<ul style="list-style-type: none"> <li>PP M and O ATL grades improve by 50% and gap decreases by 50% in each year group</li> </ul> <table border="1" data-bbox="891 172 1451 485"> <thead> <tr> <th>CF3</th> <th>PP</th> <th>NPP</th> <th>Gap</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>57.6%</td> <td>69.4%</td> <td>-11.8%</td> <td>-5%</td> </tr> <tr> <td>Y8</td> <td>62.2%</td> <td>76.7%</td> <td>-14.5</td> <td>-7%</td> </tr> <tr> <td>Y9</td> <td>59.1%</td> <td>69.5%</td> <td>-10.4</td> <td>-5%</td> </tr> <tr> <td>Y10</td> <td>65.6%</td> <td>70.7%</td> <td>-5.1%</td> <td>0</td> </tr> </tbody> </table> <p>PP Outstanding and Motivated ATL for CF3 July 2018</p>	CF3	PP	NPP	Gap	TARGET	Y7	57.6%	69.4%	-11.8%	-5%	Y8	62.2%	76.7%	-14.5	-7%	Y9	59.1%	69.5%	-10.4	-5%	Y10	65.6%	70.7%	-5.1%	0	<p>ATL Half-Termly behaviour reports</p>	<p>LM/TC</p>	
CF3	PP	NPP	Gap	TARGET																									
Y7	57.6%	69.4%	-11.8%	-5%																									
Y8	62.2%	76.7%	-14.5	-7%																									
Y9	59.1%	69.5%	-10.4	-5%																									
Y10	65.6%	70.7%	-5.1%	0																									

## Objective 4: Behaviour (LEAD: SM)

Actions	Success criteria	Evidence	Lead	Cost
<p><b>Create a target cohort including the 11% recidivists with a range of clear and tight interventions.</b></p> <ul style="list-style-type: none"> <li>● Behaviour Plan drawn up, then cascaded to all PP Students</li> <li>● Enlist SLT mentor reports</li> <li>● Create bespoke rewards system</li> <li>● Train staff on behaviour modification based on findings/needs of this cohort</li> </ul>	<ul style="list-style-type: none"> <li>● Reduction in 11% recidivists (PP) to at least 5%</li> </ul> <p><b>Reduction in number of PP students achieving FTEs:</b></p> <ul style="list-style-type: none"> <li>● Reduce total number of PP FTEs by at least 50%. 368/431 (85%) (2017/18) to &lt;184</li> <li>● Reduce the total number of days excluded by at least 50%, from 610 to &lt;305 for PP students</li> </ul>	Weekly report tracker	SMI	£26,358
<p><b>Create alternatives to FTE through:</b></p> <ul style="list-style-type: none"> <li>● The Reasonable Adjustments Placemat for all vulnerable students (PP initially)</li> <li>● Links with other schools to use external isolation.</li> <li>● SLT Coaching Time for extreme instances</li> </ul>	<ul style="list-style-type: none"> <li>● Reduce the total number of days excluded by at least 50%, from 245 to &lt;125 for students who are PP and SEN.</li> </ul>	Bespoke Placemats HT report	SMI/AH A	
<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"> <li>● 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)</li> </ul>	CF	AHA	£cost included above
<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"> <li>● Reduction in PP C1-C4 comments to remain under 50% of total in Y7.</li> <li>● Y8 PP C1-C4 to reduce to under 50% of total.</li> <li>● In Y9, PP C2 and C3 to be reduced to under 50% of total.</li> <li>● Y10 PP C3-C4 to reduce to under 50% of total.</li> <li>● Reduction in PP C1-C4 comments to remain under 50% of total in Y11.</li> </ul>	HT reports	SMI	£6000 Software

## Objective 5: Improve parental engagement (LEAD: DW)

Actions	Success criteria	Evidence	Lead	Cost
<p><b>Promote Classcharts with parents to encourage them to engage with and monitor homework:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Hold parent engagement session on home learning for all PP students initially by HT2</li> <li>3. Monitor staff &amp; student use of Classcharts homework setting with a specific focus on PP target cohorts in PP folder, setting specific goals for these students. Create specific reports purely on PP groups in each year by HT2</li> <li>4. Create a RAG-RATED PP performance sheet with a record of personalised interventions by HT4.</li> </ol>	<p>Increase in the number of homework issued from 1994 to &gt;3000.</p> <p>Increase in the number of homework submission from 50% to &gt;80% initially</p> <p>From 60% to &gt;90% of parents will have logged into Classcharts by Jan 2019.</p>	<p><b>Specific target areas throughout the year to ensure appropriate coverage of each year group:</b></p> <p>HT1: Y11 PP (online portal)            HT3: Y10 PP            HT4: Y9 PP            HT5: Y8 PP            HT6: Y7 PP</p>	LM/TC	£ cost included above
<p><b>Creation of online Study Zone section area on website to promote education outside of school hours for disadvantaged families</b></p> <ol style="list-style-type: none"> <li>1. Build online resource banks for all students with a specific aim for PP students in each year group by HT1</li> <li>2. Additional letters to PP Y11 parents who didn't attend evening by HT1</li> <li>3. Expand to Y10 by HT2 and cascaded to all other year groups by HT3</li> <li>4. Enhanced promotion of GCSE Pod Revision Resource for Y10/11 by HT3</li> </ol>	<p>Increase overall PP P8 score from -0.64 to &gt;0.25 initially</p> <p>PP student voice to show 90%+ accessing and actively using online materials. No previously collected data.</p>	<p>Y11 Success Zone built online by HT1 and all other years by HT3</p> <p>Initial PP voice to take place HT1 to form benchmark &amp; comparatives to be carried out each term thereafter</p> <p>Improve current PP P8 figure from -0.64 to 0, reducing the -0.22 gap)</p> <p>Increased pod watches from 17,946 in 2017/18 to over 20,000 in 2018/19. Hist/lit/Biol being the top subjects.</p>	DW/LM	
<p><b>Hold options and Careers events to support parents in guiding their children through the options process.</b></p> <ol style="list-style-type: none"> <li>1. Hold initial Y9/10 career planning evening to give parents an insight into the different career pathways available by HT3</li> <li>2. Send additional information to disadvantaged families giving them the option of an additional follow-up session by HT3</li> </ol>	<p>Decrease in PP NEETS by 3% from 95% to 98% by Sep 2019.</p>	<p>Attendance reports from sessions to be stored and running report to be included on report throughout the year Destinations Report</p>	LM/ES	£15,798



<p><b>Invest in Parent seminar with Elevate to provide tools for parents to support their children with study skills and revision.</b></p> <ol style="list-style-type: none"> <li>1. Invest in Elevate programme for all PP Y11 students to support GCSE revision &amp; study by HT1</li> <li>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</li> <li>3. Host additional follow-up sessions to be delivered in-lesson to PP students by HT5</li> </ol>	<p>Increase in A8 score from 34 to at least 44 in 2019.</p> <p>Increase overall PP P8 score from -0.64 to &gt;0.25 initially</p>	<p>Session 1: HT1 Follow-up session: HT4 Additional PP follow-up: HT5</p>	<p>LM</p>	<p>£2837 Software</p>
<p><b>Raising Boys' Achievement Event specifically aimed at PP students</b></p> <ol style="list-style-type: none"> <li>1. Humanities department to host whole-school session based on raising boys achievement in Y10/11 by HT3 covering all curriculum areas</li> <li>2. Send follow-up information to disadvantaged families including learning packs to ensure appropriate equipment (pencil cases) &amp; online parental guidance by HT3</li> </ol>	<p>Increase overall PP P8 score from -0.64 to &gt;0.25 initially</p> <p>Raise PP boys A8 score from 27 to 44 in 2019 and PP boys P8 from -1.25 to &gt;0.25 initially</p>	<p>Session 1: HT3 Follow-up session: HT3/4</p>	<p>TC/RB</p>	
<p><b>Offer a Headteacher Hotline for disadvantaged families</b></p> <ol style="list-style-type: none"> <li>1. Astutely follow-up on any previous issues</li> <li>2. Offer constant support through texts and out of hours contact</li> <li>3. Invest in higher-level communication software to enable unlimited texts/letters to be sent to all disadvantaged families</li> </ol>	<p>Parent communication voice will show an improvement from the current 51.65% good or better to above 80% initially.</p> <p>Specific reports will be generated showing increase logs throughout the year.</p>	<p>Support throughout year</p>	<p>DW</p>	<p>£1500 Software</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	Evidence	Lead	Cost
<b>Feedback</b> <ol style="list-style-type: none"> <li>1. Introduction of Assessment at Newsome Feedback Policy</li> <li>2. Introduction of SMART - Student Marking and Response Time stickers</li> <li>3. Feedback training so that staff can confidently deliver specific, accurate and target driven feedback with the right balance of support and challenge</li> <li>4. Ensure consistent assessment &amp; feedback procedures to ensure quality of work and sustained progress through QA</li> </ol>	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	CPD term 1 Data cycle 1 - 6 QA cycles 1 - 6	LM,RD, TC	£150 Resources
<b>Whole school PP champion</b> <ol style="list-style-type: none"> <li>1. Leader appointed into the whole school role of PP Champion</li> <li>2. Ensure that PP students have access to regular mentoring slots focusing on academic work and barriers to learning</li> <li>3. Support PP students in after school sessions to complete homework and prepare for exams</li> <li>4. Develop a progress tracker that highlights PP students</li> </ol>	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	Data cycle 1 - 6 Weekly revision timetable	LM	£6738 £400- TLC resources
<b>Class profiles</b> <ol style="list-style-type: none"> <li>1. Identification of PP students by all teaching staff to plan and target different intervention groups</li> <li>2. Introduction of 6 DATA collection cycles to inform future planning, tracking and monitoring of PP students</li> </ol>	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	QA cycles 1 - 6	RD,TC	
<b>Intervention</b> <ol style="list-style-type: none"> <li>1. Additional Maths Tutor (SW) deployed to deliver and lead targeted interventions for PP students in year 10 and 11</li> <li>2. Purchase resources to deliver master classes and small group interventions in Maths to KS4 students</li> <li>3. Check the progress of our disadvantaged cohort in year 10 &amp; 11 after each data cycle and deliver small group intervention to gap fill in Maths</li> </ol>	Achievement and Progress gaps between Pupil Premium (PP) and Non-Pupil Premium Students Nationally (NPPN) in Maths will close by increasing A8 score from 36 to at least 44 for 2019 results	Data cycle 1 - 6 QA cycles 1 - 6	LM	£30,521
<b>Curriculum</b> <ol style="list-style-type: none"> <li>1. Support year 11 Pupil Premium students to to gain an additional qualification in Manufacturing to support college applications &amp; career progression</li> </ol>	All PP students in year 11 will gain a level 2 qualification on or above target	TLM Certification DATA	LM	£5600

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

Actions	Success criteria	Evidence	Lead	Cost
<p><b>Initiate, build and embed close relationships with our main feeder schools to ensure greater understanding of future students</b></p> <ol style="list-style-type: none"> <li>1. Visit Main feeder schools by HT1 and ensure that students and staff know key colleagues</li> <li>2. Initiate a range of transition days (Express, Core, Explore) by HT2 with a focus on engaging PP students</li> <li>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</li> <li>4. HT5 and HT6 used as additional transition period for PP students</li> <li>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)</li> </ol>	<ul style="list-style-type: none"> <li>● Student and teacher survey indicates transition to Newsome for PP students is both engaging and effective</li> <li>● My Support Plans and EHC plans in place for 100% of PP students identified with any SEND before or during transition</li> <li>● TAs are assigned efficiently targeting PP students on My Support plans and EHC plans</li> <li>● 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%</li> <li>● Improve the deployment of support staff by class teachers improving this from 28% gold + on Standards Tracker to 50%</li> <li>● PP students attendance is above national average for all ECE days throughout transition period</li> <li>● Increase 2020 intake by at least 25% in comparison to 2018 intake from 28 to 35 .</li> <li>● KS3 KSL/KSM knowledge of intake prior to start of 2019 intake.</li> <li>● 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)</li> </ul>	<p>QA Cycle : Class profiles Learning walks Cpoms Standards tracker Student survey</p>	<p>SM/AH</p>	
<p><b>Improve communication with primary schools to ensure early identification of vulnerable students to allow for additional support and adjustments to be put in place.</b></p> <ol style="list-style-type: none"> <li>1. Consistent email/phone contact with Y5/6 contact in feeder schools.</li> <li>2. Regular visits to all 4 main feeder schools.</li> <li>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</li> <li>4. Create student profiles for all (2019 intake) by HT4 including accompanying support strategies for PPSSEND</li> </ol>	<ul style="list-style-type: none"> <li>● Support in place from the start. Year 7 students have a more settled start. Increase in O &amp; M ATL grades by 25% on previous year.</li> <li>● Improved relationships with families.</li> <li>● Through improved knowledge of PP intake, Reduce Y7 PP FTE by 50% for the year from 93 to 47.</li> <li>● Early sharing of data to inform planning.</li> </ul>	<p>HT1</p>	<p>SMI/AH</p>	
<p><b>Introduce a transition programme to local primary schools for Year 5 students and additional support for vulnerable students.</b></p> <ol style="list-style-type: none"> <li>1. Visit all 4 main feeder schools by HT2 to finalise dates for visits.</li> <li>2. Launch follow-up strategies based on specific school/student need by HT2/3</li> </ol>	<ul style="list-style-type: none"> <li>● All PP students in year 7, 8 &amp; 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</li> <li>● Increase 2020 intake by at least 25% from 2018 intake. (28 to 35).</li> <li>● HT1: initial figures from main feeders to be collated and used for planning</li> </ul>	<p>HT2</p>	<p>SM/AH</p>	
<p><b>Reading Mentors to be set up in feeder schools.</b></p> <ol style="list-style-type: none"> <li>1. Visits to be coordinated close to ECE days so NHS students can act as ambassadors (answer questions, fears,</li> </ol>	<ul style="list-style-type: none"> <li>● improved engagement with reading shown by at least 50% of PP students at or above national benchmark by Summer 19</li> <li>● HT1: Initial benchmarks to be collated.</li> </ul>	<p>HT3</p>	<p>SMI/AEL</p>	

expectations) by HT3	<ul style="list-style-type: none"> <li>● HT6: comparative benchmarks to be collated &amp; compared</li> </ul>			
<p><b>Identify specific areas to focus on with new year 7s who haven't reached the expected standard in key stage 2 tests.</b></p> <ol style="list-style-type: none"> <li>1. Headteacher to attend all Y6 parent sessions starting with meet &amp; greet day on 3rd Oct</li> <li>2. AHT A&amp;S to visit achievement links in main feeder schools by HT2 to understand data and to get predictions for Sep 2019</li> <li>3. Creation of Y6 online study support for all main feeders - collate key info &amp; data by HT2</li> <li>4. Hold additional reading sessions in our LRC for PP students to enhance progress</li> </ol>	<ul style="list-style-type: none"> <li>● Improvement in SPAG &amp; Numeracy scale scores on entry (school specific)</li> <li>● Increased visit logs to NHS website throughout the year</li> <li>● Increase 2020 intake by at least 25% from 2018 intake. (82 to 102).</li> <li>● Reduce the number of PP Y7 Y7 students, below the 100 score in KS2 Maths SATs by 50% from 12 students to 6 by end of Y7</li> <li>● Rapid progress towards expected literacy and numeracy for new year 7s who haven't reached the expected standard in key stage 2 tests.</li> <li>● Reading and Spelling ages will show accelerated progress for PP students</li> <li>● Improved NGRT scores from Baseline test - 30% year 7 scored low and 15% very low to end of year test 0% very low and 15% low.</li> <li>● All PP students in year 7, 8 &amp; 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</li> </ul>	<p>NGRT Dec/JUI AR CF1-6 KS2 SATs CF1-6</p>	<p>LM/AG /JJ/AE/ HM</p>	