

Pupil premium strategy: UpHolland High School

1. Summary information					
School	UpHolland High School				
Academic Year	2019-2020	Total PP budget	£233,020	Date of most recent PP Review	O3/18
Total number of students	784	Number of students eligible for PP	253	Date for next internal review of this strategy	

2. Current attainment		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
Progress 8 score average: -0.22	-0.79	-0.02 (2018)
Attainment 8 score average: 4.66	3.85	4.65 (2018)
% achieving Basics En & Ma: 9-5 41.7 % 9-4 62.0%	9-5 35.5% 9-4 51.4%	9-5 43.3% 9-4 64.2% (2018)

3. Barriers to future attainment (for students eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	<p>Literacy skills:</p> <p>Number of PP students entering below level 4 reading (historically) and >95 SAS Reading as a % of entire cohort and as a % of PP cohort in brackets.</p> <p>Year 11- 3 students 2% of cohort (9% of PP cohort)</p> <p>Year 10- 8 students 4% of cohort (12% of PP cohort)</p> <p>Year 9- 13 students 8% of cohort (35% of PP cohort)</p> <p>Year 8- 11 students 6% of cohort (14% of PP cohort)</p> <p>Year 7-23 students 13% of cohort (25% of PP cohort)</p>
B.	<p>Numeracy skills:</p> <p>Number of students entering below level 4 (historically) and >95 as a % of entire cohort and as a % of PP cohort in brackets</p> <p>Year 11- 2 students 2% of cohort (6% of PP cohort)</p> <p>Year 10- 6 students 3% of cohort (9% of PP cohort)</p> <p>Year 9- 13 students 8% of cohort (35% of PP cohort)</p> <p>Year 8- 12 students 7% of cohort (14% of PP cohort)</p> <p>Year 7- 14 students 8% of cohort (13% of PP cohort)</p>

C.	<p>Quality of Teaching and Learning in subjects in the 'Open bucket' 2019 P8 open bucket -0.38</p>	
D.	<p>Motivation and Attitude to Learning of boys, in particular Y11. 2018 P8 gender gap -0.81 Projected P8 gender gap 2020 -0.76</p>	
<p>Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)</p>		
E.	<p>Attendance: Attendance rates for students eligible for PP are below that of all students. PP students are more likely to have Persistent Absence (PA) This reduces their school hours and causes them to fall behind. ATTENDANCE <u>2018-2019 PP 92% (non PP 96.2%)</u> <u>2018-2019 PA-PP 24.1% of cohort (non PP 8%)</u></p>	
F.	<p>Lack of parental support and parental engagement with school</p>	
<p>4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>
A.	<p>Improved levels of literacy for all students eligible for PP</p>	<p>Years 7-9: All students eligible for PP make more than expected progress by achieving their progress targets in English. This will be evidenced using Tracking data, IDL data and reading test data. Years 10 &11 All students eligible for PP make more than expected progress in English towards their GCSE target. This will be evidenced using tracking data.</p>
B.	<p>Improved levels of numeracy for all students eligible for PP</p>	<p>Years 7-9: All students eligible for PP make more than expected progress by achieving their progress targets in Maths. This will be evidenced using Tracking data and IDL data. Years 10 & 11: All students eligible for PP make more than expected progress in Maths towards their GCSE target. This will be evidenced using tracking data.</p>
C.	<p>Improved progress of Y10 and Y11 PP students in open bucket curriculum areas</p>	<p>All students eligible for PP make more than expected progress in Open bucket subjects towards their GCSE target. This will be evidenced using tracking data and the final GCSE data. Evidence in the data of 'diminishing differences'</p>

D.	Improved progress of Y11 boys and a narrowing of the gender gap	Tracking data reflects improved motivation of PP boys, in particular Y11. Increase in average ATL score. Final GCSE data evidences a closing of the gender gap.
E.	Increased attendance rates for students eligible for PP	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. (2018-2019 was 24.1%) Overall attendance among students eligible for PP improves to 97% in line with 'other' students.
F.	Improved levels of parental support and parental engagement with school	Increase in the numbers attending Parents' Evenings. PSP / SEN reviews, attendance panels, mentor meetings, behaviour contracts to be well attended - above 80%. Other success criteria in relation to parents will be more qualitative.

5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

- i) **Quality of teaching for all:**
'Closing the attainment gap: key lessons learned in the EEFs first 6 years (April 2018)'
"What happens in the classroom makes the biggest difference"
The EEF guide to Pupil Premium (June 2019)
'Quality teaching helps every child'

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment / progress across the curriculum for PP students, narrowing the gap	Whole school INSET on T&L strategies to support progress and timely intervention (questioning, AFL, collaboration, growth mindset, metacognition).	EEF toolkit indicates a range of impact for T&L strategies ranging from +2 months to +8 months.	Structured INSET programme ongoing through academic year. Monitoring through drop ins, support walks, observations and work scrutinies.	KM/AW/JL/PMc	Termly- January, March, June
Improved 'Communication skills' for PP students, closing the 'vocabulary gap'	Whole school INSET on strategies based around the work of Alex Quigley (Closing the vocabulary gap) and Averil Coxhead (Academic word list). Developing key strategies for using language of the expert in the classroom	EEF Improving Literacy in Secondary Schools guide (July 2019) Recommendations 1, 2 and 3 are: <ul style="list-style-type: none"> • Prioritise 'disciplinary literacy' across the curriculum • Provide targeted vocabulary instruction in every subject • Develop students' ability to read complex academic texts 	Structured INSET programme ongoing through academic year. Monitoring through drop ins, support walks, observations and work scrutinies. SOW to show evidence of explicit vocabulary strategies.	AW/KM	Termly- January, March, June

Improved 'Communication skills' for PP students, closing the 'vocabulary gap'	Form time programme of 'Communication' planned and delivered to each year group. Focus on etymology, prefixes, suffixes, idioms, exam command words and 'register and read'	EEF Improving Literacy in Secondary Schools guide (July 2019) Recommendations 1, 2 and 3 are: <ul style="list-style-type: none"> • Prioritise 'disciplinary literacy' across the curriculum • Provide targeted vocabulary instruction in every subject • Develop students' ability to read complex academic texts 	Monitoring of delivery by SLT. One member of SLT attached to each Year group. Further support CPD/provided.		

Total budgeted cost £70,000

ii. Targeted support:

Closing the attainment gap: key lessons learned in the EEFs first 6 years (April 2018)

"Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment."

The EEF guide to Pupil Premium (June 2019)

'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement'

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Year 7 and 8 literacy progress. Students selected for intervention.	Indirect Dyslexia Programme. Used in lesson time.	Studies have shown an average improvement as 10 months in reading and 11 months in spelling after only 26 hours on the IDL programme.	Ass SENCO/AW/ to monitor and analyse IDL reports. Baseline reading and spelling tests administered and re-testing during Summer term.	AW/MP	Feb and June.
Improved Year 7 and 8 literacy progress. Students selected for intervention.	Assistant SENCO trained in providing phonics for small group/one to one tuition. Focused support for identified students.	EEF toolkit indicates phonics has + 4 months impact. Improved reading allows students to access the wider curriculum more easily.	Implementation Autumn Term 2019. Baseline to be completed. AW/SENCO to monitor delivery through drop ins.	AW/CC/MP	Feb and June

Improved Year 7, 8 and 9 Literacy progress	Delivery of 'Readingwise' programme to small groups of students. Aims to develop reading and comprehension skills in a structured programme of: Think ahead, question, word check and summarise.	Research suggests ReadingWise English offers over 9 months reading age increase in just 20 hours.	Implementation Autumn Term 2019. Training session for English and SEN staff September 2019. Baseline to be completed.	AW/KH	Termly- January, March, June
Improved Year 7 and 8 numeracy progress.	IDL Numeracy Programme. Used in lesson time.	Pilot schools have given positive feedback. Research data not yet available.	Baseline to be completed. Ass SENCO/AW/ to monitor and analyse IDL reports.	AW/MP	Termly- January, March, June
Improved Year 7, 8 and 9 literacy/numeracy progress	For identified students, an additional core skills class taken rather than an MFL lesson. Aims to ensure mastery of basics needed to access curriculum.	EEF endorses mastery techniques – moderate impact for very low cost.	PL Maths and English to monitor delivery and progress at data drops.	AW/AS/KH	Termly at data drops.
Improved attainment / progress in English and Maths for Y10 and Y11 PP students, narrowing the gap with other students.	Additional Intervention lesson delivered by SLT/PL for English and Maths. 2 X Y10 2 X Y11	Identified students at risk of not making expected progress. Delivered by an experienced teacher, the intervention aims to consolidate exam technique and ensure any 'gaps' in learning are addressed. EEF toolkit indicates that 'Small group tuition' has +4months impact.	Best teachers are allocated. Quality of teaching monitored through SLT drop-ins, liaison meetings, observations and work scrutinies. Tracking data and regular assessments monitored rigorously through school's QA systems.	AW/AS/AS/KH/LN	Half –termly.

Improved attainment / progress across the curriculum for Y10 &11 PP students in the 'Open bucket', narrowing the gap with other students.	Targeted academic intervention at Faculty level to raise outcomes for PP students. P Leaders identify key PP students at each data drop. Horsforth Quadrant used effectively. Classroom teachers focused on key PP students.	EEF toolkit indicates a range of impact for T&L strategies ranging from +2 months to +8 months. EEF Guide to Pupil Premium July 2019 advises 'targeted academic support' as a second layer of tiered support.	P Leaders to monitor through work scrutiny/drop ins. PP standing agenda point in liaison meetings. Horsforth Quadrant used and updated at data drops. Tracking data analysed and acted upon.	SLT/P Leaders.	At each data drop
Improved progress of Y11 boys and a narrowing of the gender gap.	Targeted academic intervention at Faculty level to raise outcomes for PP boys. P Leaders to identify key PP boys at each data drop. 'Hitlist' mentoring focuses on narrowing the gender gap through revision strategies, metacognition and self-regulation.	EEF toolkit indicates a range of impact for T&L strategies ranging from +2 months to +8 months. EEF Guide to Pupil Premium July 2019 advises 'targeted academic support' as a second layer of tiered support. EEF toolkit indicates impact of metacognition and self-regulation strategies as +7 months.	P Leaders to monitor through work scrutiny/drop ins. PP standing agenda point in liaison meetings. Horsforth Quadrant used and updated at data drops. Tracking data analysed and acted upon. Hitlist progress monitored at each data drop.	SLT/P Leaders	At each data drop.
Total budgeted cost					£68,520
<p>iii. Other approaches</p> <p><u>National Governance Association- July 2018'Spotlight on disadvantage'</u></p> <p><i>"Don't assume all students are the same, consider gender, cultural background and geographical location."</i></p> <p><u>The EEF guide to Pupil Premium (June 2019)</u></p> <p><i>'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.'</i></p>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increased attendance rates Reduced Persistent absence	Attendance Officer and new AIW (dedicated PP) to monitor students and follow up quickly on truancies. First day response provision. Attendance Action Plan in place.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Direct link between attendance and attainment. Increased parental contact. (EEF toolkit indicates 'parental involvement +3months)	Attendance levels for all disadvantaged students are prioritised, checked and acted upon. Systems are in place to make early identification of issue & need. Weekly attendance meetings and attendance emails daily.	RB/LL/AW	Half termly.
Increased attendance rates Reduced Persistent absence	Roll out 'Attendance forms' to include all Year groups. Experienced form tutors used to ensure all students understand school's expectations around attendance.	Direct link between attendance and attainment. NGA 'Spotlight on disadvantage' July 2018 'Not enough is spent on pastoral support and a more holistic approach should be taken.' Increased parental contact.	Director of SS to monitor. Attendance figures checked weekly.	RB/LL/AW	Half-termly
Increased attendance rates Reduced Persistent absence	Maintain number of attendance panels and use FPN to raise the importance of attendance.	Direct link between attendance and attainment. Increased parental contact.	Director of SS to monitor. Attendance staff/HOY/Pastoral staff/SLT/Governor to take part in panels as necessary.	RB/LL//AW	Half termly
Increased attendance rates Reduced Persistent absence	Phoenix centre used to enable long term absentees get support to gradually get back into class/ gain confidence.	Direct link between attendance and attainment. NGA 'Spotlight on disadvantage' July 2018 'Not enough is spent on pastoral support and a more holistic approach should be taken.' Increased parental contact.	SENCO/DHT/AW to monitor quality of provision.	RB/LL/CC/AW/LN	Half termly

Increase aspiration for PP students, leading to further engagement with education.	Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews. College taster days/mock interviews/work –related activities.	The Gatsby Foundation's report, entitled 'Good Career Guidance' (2014) states that 'good careers guidance is important for social mobility'	Careers advice and experiences are carefully mapped and recorded for all PP students.(HOUS)	KW/SP/AW	Termly
Improved levels of parental support and parental engagement with school	Trial of 'Information Evenings' at start of academic year to ensure parents are aware of school systems and expectations. Monitoring of attendance at Parents' evenings. Attempts made to arrange alternative visit/phone call updates with absent parents. Parent meeting on re-admission after exclusion	EEF Toolkit indicates Parental engagement +3 months impact.	Attendance at Parents Evenings tracked and monitored by SLT	AW/SLT	After each Parents Evening.
Improved levels of parental support and parental engagement with school	Roll out of 'Synergy' parent portal to support improved home-school communication. Reports/behaviour logs and homework all available for access	EEF Toolkit indicates Parental engagement +3 months impact.	Parent voice feedback. Monitoring use of Synergy	SLT	Half-termly
Total budgeted cost					£94,500

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £50,000

Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.	Whole school INSET on T&L strategies to support progress and timely intervention	Improved quality of T&L. School records show increased %age of 'embedded and excelling' lesson observations. CPD calendar focused on questioning and communication. (Alex Quigley work) Gap PP V Non PP -0.79 2019 (2018 -0.76) Basics Eng and Maths 9-4 51.4% (2018 41.7%) 9-5 35.5% (2018 25%) 9-7 5.7% (2018 2.8%)	Closing the attainment gap: key lessons learned in the EEFs first 6 years (April 2018) 'What happens in the classroom makes the biggest difference' Continue to provide high quality INSET to ensure 'Quality First Teaching'.	
Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.	Use of PIXL strategies (DTT, teach-boost-teach, PLCs, RAG ratings, Hit-list) and intervention tasks/lessons after key assessments (MRI)	Improved quality of T&L. School records show increased %age of 'embedded and excelling' lesson observations. Work scrutiny shows consistent use of MRI tasks. Horsforth quadrant and hitlists embedded whole school and faculty level.	Continue with Horsforth Quadrant/ Hitlist after data drops in KS4. PIXL materials to be used to support quality T&L MRI tasks after assessments to continue- each faculty decides on suitable task and format.	
Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.	Sharing good practice across faculties. Pupil Premium 'Champion' in each faculty. Strategies to engage, stretch and challenge. PP standing agenda point in Faculty meetings.	June data shows: Y10 PP are -0.43 points from target All are -0.41 Y7 PP are -0.10 grades from target ALL are -0.05 Y8 PP are -0.10 grades from target ALL are -0.09 Y9 PP are -0.17 grades from target ALL are -0.08 Data analysis sheets done after each data drop evidence Faculty plans for PP underachievement. Appraisal target 2 for some staff is based on narrowing the gap to feed into SIP.	PP continues to be standing agenda point. Faculties continue to have PP focus for work scrutiny, intervention, seating plans etc. Data analysis sheets after data drops continue.	
Improved attainment in Maths, and Geography at KS4.	Continue to act on recommendations from Faculty reviews done by school advisor. Faculty action plans in place to address main areas for improvement. More focus on narrowing the gap.	Data drop 4 June (Y10) Maths Y10: PP are -0.97 points from target. All are -0.85 Geography Y10: PP are -0.39 points from target. All are -0.31 <u>Results 2019</u> Maths PP -1.16 Non PP -0.25 gap -0.91 (2018 -0.63) Geography PP -0.96 non PP -0.21 gap -0.75 (2018 -1.36)	PP continues to be a focus in Maths and Geography alongside other subjects in the 'Open' bucket. Maths basics improved for PP students.	

Improved literacy and numeracy progress Years 7-11	Higher profile of literacy and numeracy across the curriculum. Whole school INSET. Higher profile 'communication' skills, including oracy and language of the expert. 'Focus' weeks to be implemented.	Literacy starters used in form time. Focus weeks started Sept 2018. New 'communication action plan' devised December 2018 Communication INSET (K Pomeroy) Jan 2019. Communication INSET (AW) 25/02. Tier 2 and Tier 3 academic vocabulary.	Continue with this approach. Communication action plan continues. See 'Improving Literacy in Secondary Schools' July 2019 EEF Guidance report New reading action plan developed Oct 2019	
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £65,000
Improved Year 7 and 8 literacy progress. Students selected for intervention.	Indirect Dyslexia Programme. Used in form period and lesson time	IDL data <u>July 2019</u> shows overall average increase in RA of 10 months and spelling age of 8 months.	Continue IDL with identified students.	
Improved Year 7 and 8 literacy progress.	Phonics tutor for small group/one to one tuition.	Assistant SENCo provided small group tuition. July 2019 data shows an average increase in RA of 1 year 8 months and Spelling Age increase of 11 months for phonics students.	Continue small group phonics with identified students.	
Improved Year 7 numeracy progress.	IDL Numeracy used in form time and lesson time.	Baseline testing average score (Oct 2018) was 33 March 2019 re-testing shows an average score of 41 Final testing July 2019 shows an average score Of 65.	Continue IDL numeracy with identified students.	

Improved KS3 literacy and numeracy progress	Additional timetabled 'literacy' and 'numeracy' lessons for some KS3 students.	Use of IXL programme in Maths. English Grammar hammer, speed reading.	Mixed ability classes meant some issues in providing a targeted approach. New timetabling for 2019-2020 to have small groups with similar ability	
Improved KS3 literacy and numeracy progress	Small group provision for reading/writing/numeracy intervention work with PP T/A. PIXL DTT approach used.	3 rounds of intervention completed with groups of 5. Average progress made was 2 sub grades over the period.	Some issues around students missing subjects they may wish to take as an option in KS4. Approach needs to be re-considered.	
Improved attainment / progress in English and Maths for Y11PP students.	Additional Intervention lesson delivered by PL for English and Maths.	Data March 2019 shows English: Average progress for intervention group +0.72 Year group as a whole +0.23 Maths: Average progress for intervention group +0.25 Year group as a whole +0.24 2019 results Both Maths and English basics improved from 2018	Continue this approach. 2 x Y10 and 2 x Y11 intervention lesson timetabled for 2019-2020	
Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students	Targeted academic intervention at Faculty level to raise outcomes for PP students. P Leaders identify key PP students at each data drop. Classroom teachers focused on key PP	Minutes of liaison meetings show focus on PP students. Data analysis sheets completed after each data drop. Horsforth quadrant introduced by AS to PL Nov 2018. Shared with Depts. Horsforth rolled out for Y10 students April 2019.	Continue this approach.	
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		students not eligible for PP, if appropriate).		
Increased attendance rates. Reduced Persistent absence	Attendance Officer and support officer employed to monitor students and follow up quickly on truancies. First day response provision. Attendance Action Plan in place.	<u>2018-2019 PP 92% (non PP 96.2%)</u> <u>2018-2019 PA-PP 24.1% of cohort (non PP 8%)</u>	Continue this approach. Part time liaison attendance worker employed for 2019-2020	
Increased attendance rates Reduced Persistent absence	Phoenix centre established. Long term absentees need support to gradually get back into class/ gain confidence.	-Phoenix provision is enabling hard to reach students the opportunity to reintegrate. On average, 8 students have timetabled slots in the centre to support a reduced timetable and re-integration.	Continue this approach.	
Increased attendance rates Reduced Persistent absence	Increase number of attendance panels and use FPN to raise the importance of attendance.	<u>2018-2019 PP 92% (non PP 96.2%)</u> <u>2018-2019 PA-PP 24.1% of cohort (non PP 8%)</u>	Continue this approach.	
Increased attendance rates Reduced Persistent absence	Trial 'Attendance forms' in Y10 and Y11. Experienced form tutors used.	Y10 2017-2018 93.7%PP attendance 14.7%PP PA 2018-2019 91.7%PP attendance 18.9% PP PA Y11 2017-2018 86.9% PP attendance 34.2%PP PA 2018-2019 90.6% PP attendance 21.6% PP PA More successful with Y11.	This approach now rolled out to all year groups for 2019-2020.	

Improved behaviour and motivation of PP students Y7-Y11	Introduce new behaviour system with Synergy backing. Close monitoring and consistent approach to managing behaviour. Shared whole school approach to detentions and sanctions.	Synergy allows easy access to data regarding behaviour. Whole school approach enables consistency.	Synergy roll out continues with new parental portal to enable parents access to behaviour logs. 2019-2020. Homework logs rolled out for 2019-2020.	
Improved behaviour and motivation of PP students in Y8.	Early identification using behaviour reports. Involvement of HOY/HOLS/HOUS/Pastoral Managers. Use of learning mentor. Use of rewards system (100%UpHolland) Use of counsellor	Behaviour logs monitored weekly. Staged intervention in place. Data indicates that Y8 PP and non PP students have largest number of behaviour sanctions.	Continue to monitor.	
Improved behaviour and motivation of PP students in Y10 and 11	Targeted Careers Advice/ guidance/ enterprise. College taster days/mock interviews/work –related activities.	Y10 Sector Skills day delivered by Future U 12.03.19 Y10 college visits (St J Rigby, West Lancs, Winstanley, Wigan and Leigh) took place June/July 2019 All Y11 and Y10 PP students have had at least one session with careers advisor. July 2019	Continue to focus on meeting Gatsby benchmarks and deliver high quality CEIAG.	
Improved behaviour and motivation of PP students in Y10/11.	Ability to provide and fund alternative curriculum packages for PP students in need of them.	Use of Mid stream and Acorns. Allows alternative to mainstream for those in need. This will allow for these students to access pathways suited to their needs across West Lancashire and Wigan/St. Helens as appropriate.	Continue this approach.	

<p>Strong transition between Year 6 and Year 7 to support improved attainment and attendance on entry</p>	<p>Early collection of reading ages, barriers to learning and attendance information. SATS QLA used to target areas of weakness.</p>	<p>Testing completed on arrival. SATS QLA used to inform planning in Maths and English. Attendance officer pursued attendance certificates for Y6 students allowing early identification of possible issues.</p>	<p>Continue to develop this approach.</p>	
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7. Additional detail

