

## Newall Green High School - Pupil Premium Spending

### Evaluation: Autumn 2017



The Pupil Premium is additional funding given to schools to raise the attainment of disadvantaged pupils and to close the gap between them and their peers and so improve their life chances.

**Principles:** We want to ensure that teaching and learning opportunities meet the needs of all of the pupils. We want to ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

<b>Number of pupils and Pupil Premium Grant received</b>			
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Number on roll	894	790	675
Number of pupils eligible for pupil premium grant (PPG)	578	541	445
Number of looked after children (LAC)_ eligible for pupils premium)	10	5	6
Amount of pupil premium received per pupil	£935 PPG £1900 LAC	£935 PPG £1900 LAC	£935 PPG £1900 LAC
% of pupils who are entitled to pupil premium grant	64%	68.5%	70.7%
Amount of pupil premium grant received	£563,430	£516,435	£457,908

## Pupil Premium Outcomes:

The table below shows the outcomes for Newall Green High School Pupil Premium students in 2015, 2016 and 2017 compared to National Averages.

Due to changes to the performance measures some national data is not available.

Please note: It is difficult to compare performance data directly over these 3 years. Between 2015 and 2016 a range of new performance indicators were introduced. Between 2016 and 2017 new reformed GCSEs were introduced, which changed the point score equivalences for legacy GCSEs.

Pupil Premium Performance	2015			2016			2017			
	NGHS PP	National Average - All	GAP	NGHS PP	National Average - All	GAP	NGHS PP	National Average-All	GAP	Trend
Progress 8 Score	-0.98	0	<b>0.98</b>	-0.56	0	<b>0.56</b>	-0.51	0	<b>0.51</b>	↓
Attainment 8 Score	26.75			35.2	49.34	<b>14.14</b>	35.4	44.24	<b>8.84</b>	↓
Basics %	42%			34%	62%	<b>28%</b>	22.5%	63%	<b>40.5%</b>	↑
Basics %							8%	39%	<b>31%</b>	
EBACC %	4.1%	24%	<b>19.9%</b>	5.3%	24%	<b>18.7%</b>	5.4%	20%	<b>14.6%</b>	↓
English Attainment 8 score	6.38			7.57	9.71	<b>2.14</b>	6.96	9.84	<b>2.88</b>	↑
Maths Attainment 8 score	5.87			6.18	10.41	<b>4.23</b>	5.14	8.92	<b>3.78</b>	↓

↓= Gap diminishing

↑= Gap widening

## Pupil Premium Spending:

The premise of the Pupil Premium funding and its use at Newall Green High school is to ensure all disadvantaged pupils have their needs met, to ensure there are NO barriers to learning and to close the gaps between attainment and progress of all disadvantaged pupils when compared to National other pupils. The approach to spending pupil premium funding is divided into key areas of support.

Attainment and Progress
Literacy and Numeracy support (Supported via Year 7 Catch Up Funding)
Pastoral, Social and Emotional support- including Careers Education and Guidance
Alternative provision
Resources and Systems

The table below sets out the details of how the funding was allocated during the academic year 2016-17

<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>New or continued activity</b>	<b>Brief summary of the intervention or action.</b>	<b>Specific intended outcomes.</b>	<b>Monitoring</b>	<b>Impact: What was achieved</b>
1. Quality First teaching	£68,044	Continued	Retention and recruitment of experienced staff with specialist knowledge and skills in urban challenging schools, especially in humanities and maths	Improvement of quality first teaching in humanities and maths. Improved outcomes across each year group. Gaps narrowing towards national others.	Monitoring of teaching and learning through lesson observations, data tracking and work scrutiny. Monitoring of data using SISRA, reports to HT, EHT and LGB.	<ul style="list-style-type: none"> <li>Despite the disappointing 2017 GCSE results there is still evidence that the strategies the school has employed have continued to diminish the difference between PP students and other students.</li> <li>We know the school underperformed in English and Maths, particularly in maths. This underperformance is shown in the disappointing BASICs results for 2017 and depressed English and Maths Attainment 8 scores.</li> <li>Nevertheless the Progress 8 Score for PP, the Attainment 8 Score for PP, the EBACC score for</li> </ul>
2. Faculty Intervention	£11,915	Continued	Revision materials, preparation and delivery. Purchase of PiXL membership. Purchase of Doodle software.	Improved outcomes. Support for exam preparation for pupils with little support at home - provision of place, time and expertise to address shortfall.	Monitored and tracked using HT / DHT and assessment systems.	

3. Tuition	£8,000	Continued	One to one tuition and small group tuition by staff after school and at lunchtimes for pupils in Y11 cohort. Subject dependent on need.	Improved standards/ outcomes in key subjects. Closing the gap to meet national expectations	Monitored through pupil tracking and data analysis of outcomes by SLT and HoF fortnightly, monthly and half termly.	PP and the Maths Attainment 8 score shows that the school is continuing to reduce the gap between Pupil Premium Students and Other Students nationally. This is very pleasing.
4. Literacy & Numeracy support	£10,500	Continued	Development of resources to deliver whole school strategies to improve basic skills. Teacher Staffing costs to provide intervention activities. Contribution to TA costs.	Improved reading ages and improved confidence of readers when accessing exam papers.	Monitored by SLT English & Maths Faculty leaders.	See Year 7 Catch up report, pages 6 to 10 below.
5. Attendance strategies	£74,915	Continued	Continued use of staffing to address attendance, commissioning of LA support to work with key pupils and families.	Attendance improves to match national average.	Monitored weekly by attendance team and SLT	<ul style="list-style-type: none"> <li>• Whole school absence increased from 5.8% at the end of 2016 to 7% at the end of 2017. Corresponding PP absence was 6.9% at the end of 2016 and 8.47% at the end of 2017. The school was impacted by the 'holiday ruling' of 2016!</li> <li>• Nevertheless, the strategies that were implemented have shown a very positive start to the 2017 Academic Year with absence to HT1 in line with National at 5%. Corresponding PP absence to HT1 was 5.7% which indicates a significant reduction in gap.</li> <li>• Early identification and targeted pastoral mentoring has supported the school in improving outcomes for PP students (See PP outcomes above).</li> <li>• It is also clear that students with needs are identified at a much earlier stage of their education career and support targeted in a more effective manner.</li> </ul>
6. Identification and early help	£13,783	Continued	Continued development by DHT of Early Help interventions	Early identification and help for vulnerable students. Long term reduction in number of students requiring alternative provision. Reduction in exclusions.	Monitoring by HT, EHT and link Governor	
7. Pastoral mentoring	£61,491	Continued	A focused approach by associate staff.	To provide support for vulnerable pupils, to improve attendance and outcomes	DHT pastoral and SLT	
8. Careers education	£6,590	Continued/new	Refine and further develop the curriculum to meet local need and develop aspiration. Purchase of alumni provision	To provide detailed career advice to pupils. To improve aspiration by use of role models.	Monitoring by appropriate AHT.	

						<ul style="list-style-type: none"> <li>The percentage of students moving into Employment, Education or Training was 92%.</li> </ul>
9. Internal Alternative Provision strategy	£112,933	Continued	Further development of provision to provide a suitable outcome driven alternative for students at risk of permanent exclusion.	Improved responsibility of pupils for their own learning, improved active learning, and improved outcomes. Pathways planned for all students	Monitored through governor visit, lesson observation and data	<ul style="list-style-type: none"> <li>The revised Alternative Provision Strategy (Greenacres) has seen significant improvements for the individual students concerned.</li> <li>For this targeted group Progress 8 improved from -2.95 in 2015 to -1.42 in 2017. On average this targeted cohort were entered for 6.0 GCSE equivalent qualifications in 2017 compared to 1.5 in 2016.</li> <li>Improved partnerships with key Alt Ed providers is delivering improved outcomes for targeted students.</li> </ul>
10. External Alternative provision	£98,258	Continued	Provision of alternatives for Pupil premium students with ESB needs	Suitable provisions with measurable outcomes for KS4 and improved engagement access to education for KS3 and KS4	Monitored by SLT HoY and inclusion team	<ul style="list-style-type: none"> <li>Improved partnerships with key Alt Ed providers is delivering improved outcomes for targeted students.</li> </ul>
11. Resources	£264	Continued	Supply of resources for pupil premium students to ensure full access to the curriculum, to include extracurricular activities, food costs, uniform costs, etc.	Access to full curriculum. Support of social and emotional needs	Monitoring of spend by SBM	<ul style="list-style-type: none"> <li>Increased used of SiSRA across the school staff is helping to refine the accuracy of assessment data allowing focused tracking and monitoring of targeted students.</li> </ul>
12. Pupil Tracking and SISRA	£3,177	Continued	Purchase and implementation of pupil tracking systems to ensure accurate data analysis. Training for staff.	Accurate tracking, usable by all staff		
<b>Total</b>	<b>£459,370</b>	<b>Pupil Premium Spend</b>				
<b>Total</b>	<b>£10,500</b>	<b>Year 7 Catch Up Spend</b>				

**Newall Green High School – Year 7 Catch Up Funding**  
**Evaluation: Autumn 2017**



The Literacy and Numeracy Catch-Up Premium gives schools additional funding to support Year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2). (Previously below level 4 currently working on Standard Score <100.)

NGHS Objectives for Year 7 Catch Up Grant:

- Raising literacy and numeracy levels across the school cohort.
- Moving students to secure 'expected' performance in Reading and Mathematics.
- Improved levels of expected / better than expected progress in English and Maths as these students progress through KS3.
- Building enjoyment for reading.

**Number of eligible pupils and Catch Up Grant received**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Number on roll		790	675
Number of pupils eligible for Year 7 Catch Up Grant		20	21
Amount of Catch Up Premium received per pupil		£500	£500
% of pupils who are entitled to pupil premium grant		2.5%	3.1%
Amount of Catch Up Premium received		£10,000	£10,500

## **HOW THE GRANT HAS BEEN USED:**

At Newall Green High School we use the grant in 3 ways:

- To enhance the core entitlement for all students who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2 (KS2). Students will be taught in reduced class sizes and in the majority of lessons will have a minimum of 1 class teacher and one teaching assistant.
- To provide personalised intervention - Students are identified and appropriate intervention programmes or strategies are put in place specifically for them.
- To adapt enrichment opportunities that promote reading for pleasure.

### **Core entitlement for all Year 7 Catch Up students:**

#### **Intervention Through English Lessons:**

The English Faculty have placed a high priority on delivering literacy skills throughout their lessons. They are utilising a number of schemes and interventions depending on the need of the students including Corrective Reading, Reading Mentor provision and Literacy Plus Lessons. The Corrective Reading programme was particularly successful in improving reading for detail in comprehension texts and encouraged reading aloud in class with students becoming more supportive of each other.

#### **Intervention Through Maths Lessons:**

The Maths team remodelled the Year 7 curriculum to specifically target the needs of Year 7 Catch Up students. During the Autumn Term pupils eligible for catch-up funding received a transition curriculum provided with a reduced class size with a minimum of a class teacher and a maths specialist teaching assistant. During the Spring and Summer Term all Year 7 pupils eligible for the catch up funding for Mathematics attended additional intervention tuition sessions in small groups of three or four, with a mathematics specialist teacher from Chorlton High School. During the Summer Term all Year 7 pupils eligible for the catch up funding who were not making at least expected progress received focused revision sessions from the specialist Maths teacher on Curriculum aspects in which they were underachieving (this was facilitated by buying in supply staff to provide appropriate cover).

### **Personalised Intervention:**

Students who were identified as having barriers to learning were also given additional intervention from a number of specific strategies to support their learning. Additional staffing was used to support a range of English and literacy interventions such as small group support and one to one support including:

- Accelerated Reader (Literacy).
- Diagnostic Literacy provision delivered by Learning Support teacher (Literacy).
- Peer mentoring.

- Sound Training - a nationally-utilised scheme to develop reading and decoding skills.

Additional Numeracy interventions - Additional staffing to support a range of Maths and numeracy intervention, small group support and one to one support.

- Maths small group – diagnostic based (Numeracy)
- Maths 121 (Numeracy)
- Targeted Maths provision: The tutor focused on key mathematical skills, including times tables, fractions and algebraic conventions, which are the essential basis on which further mathematical studies are built. These sessions were in addition to the hours of timetables maths.

As necessary to need some students benefitted from specific SEN interventions

- SPLD intensive support
- Speech and Language therapy
- Educational Psychologist assessment
- KS2-3 Transition support

### **Enrichment:**

- To foster a love of reading a number of enrichment strategies are used across the school. These include:
  - Additional Teaching Assistant time to develop one to one intervention to support and encourage students with these initiatives.
  - High profile reading events that promote reading for pleasure and peer assisted reading schemes and reading buddies. Library staff and teaching assistants work to particularly encourage target adapted materials and to engage Level 3 students in these events. All teachers now display a poster detailing what books they are currently reading. Special Literacy and/or numeracy ‘themed event’ are organized during Year 7. Literacy Week and World Book Day activities included book fairs, treasure hunts and a Spellathon.
- Strategies delivered by all staff during Academic review to include:
  - “Word of the Week” where new words become the WOW word.
  - Introduction of Quiz of the Week, a multiple choice 8-question quiz completing in pre-printed booklets, with the aim of this is to increase students’ cultural capital and their engagement with reading the news.
  - Spellings – matching the weekly spellings and spelling test to a news story.
  - “Literacy Across the Curriculum” task completed each week in Academic Review. These have focused on prefixes, suffixes, root words, homophones, apostrophes and the correct use of there, their or they’re.

### **Whole School Strategies**

CPD has been provided for staff to enable effective delivery of literacy strategies with staff receiving training on:

- Importance of regular reading in all lessons.
- English as an Additional Language (EAL).
- Decoding examination papers.
- The use of dictionaries in lessons.
- Sound Training strategies, website and spelling strategies (families of words).
- Reading pens (for internal and GCSE examinations).
- Calculating the reading age of a text.
- Extended writing: focus on Humanities, English and Science.

### **Impact of Intervention:**

<b>Historical Performance of Low Attaining Pupils (LAPs) at the end of KS4</b>			
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
English Attainment 8 (LAPs)	4.1	5.09	4.76
National English Attainment 8 (LAPs)	-	-	5.14
GAP	-	-	-0.38
English Progress 8 (LAPs)	-0.66	-0.36	-0.58
Maths Attainment 8 (LAPs)	3.53	4.52	2.62
National Maths Attainment 8 (LAPs)	-	-	3.62
GAP	-	-	-1.00
Maths Progress 8 (LAPs)	-0.07	0.21	-0.77

In English there were 36 eligible students for catch up support (SS <100). At the end of the year 25 of them had made expected progress which equates to 69% of the cohort.

English Catch Up	Total	Expected Progress	Percentage
Eligible Students Total	36	25	69%
Pupil Premium	25	17	68%
Male	24	16	67%
Male Pupil Premium	15	8	53%
Female	12	9	75%
Female Pupil Premium	10	9	90%

In Mathematics there were 37 eligible students for catch up support (SS <100). At the end of the year 25 of them had made expected progress which equates to 68% of the cohort.

Maths Catch Up	Total	Expected Progress	Percentage
Eligible Students Total	37	25	68%
Pupil Premium	30	19	63%
Male	21	12	57%
Male Pupil Premium	18	10	56%
Female	16	12	75%
Female Pupil Premium	12	9	75%