



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Perschore High School				
<b>Academic Year</b>	2017/8	<b>Total PP budget</b>	£127 160	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	1064	<b>Number of pupils eligible for PP</b>	136 plus 7 entitled to PP+	<b>Date for next internal review of this strategy</b>	September 2018
2.		3. Current attainment			
	<i>Pupils eligible for PP (Perschore High School)</i>	<i>Pupils not eligible for PP (Perschore High School)</i>	<i>National Benchmark (ASP 2017 provisional)</i>		
<b>% achieving 5 GCSEs EM 5+</b>	28%	56%	42%		
<b>Progress 8 score average</b>	-0.23	0.25	0.11		
4. Barriers to future attainment (for pupils eligible for PP including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
<b>A.</b>	Progress made is less than students not eligible for Pupil Premium				
<b>B.</b>	Lower expectations leading to danger of NEET				
<b>External barriers</b>					
<b>C.</b>	Overall attendance of Pupil Premium cohort lower than expected with 28% persistent absence.				
<b>D.</b>	Pastoral difficulties leading to poor attendance/lack of engagement				
5. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Improved progress made by PP students			All students on track to reach targets	
<b>B.</b>	Greater confidence in Key Stage Four students to make informed decisions about the future			No NEETs	
<b>C.</b>	Improved attendance			Attendance increased to 95%	

<b>D.</b>	Improved emotional wellbeing and resilience of students	Students feel fully supported			
<b>6. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>

Improved progress made by PP students	More CPD for teaching staff covering a range of classroom skills	Quality first teaching for all will have the most benefit for all students. Research had shown that poorer quality teaching has most impact on disadvantaged students. A regular CPD programme has been arranged that covers Teaching and Learning and classroom management issues.	CPD events are run by members of staff with an interest and expertise in the area. It is well publicised and staff members attend those most relevant for them.	Deputy Headteacher in charge of Teaching and Learning	CPD is continuing this year. Led by a range of members of staff sharing best practice. Focus on a practical approach and ideas used in the classroom.
Discussed and monitored twice yearly with the Pupil Premium governor and fed back to full governors' meetings.	RAPs completed by Department and faculty leaders twice yearly discussed at meeting with governor and LT. Individual students discussed in each department at Pupil Progress meetings.	All teaching staff to be involved in raising the progress of disadvantaged students. Underperformance identified and action plans drawn up and monitored.	Monitoring progress data using SIMS and 4matrix after each data entry point.	Deputy Headteacher RSLs, PP co-ordinator	All teaching staff more involved in discussing performance of students. PP students a focus of dedicated pupil progress meetings. Result of this is that all staff know their PP students and have strategies to support them, often discussed with partner teachers.
School focus on differentiation	<p>CPD surrounding differentiation and sharing of best practice.</p> <p>Personalised intervention plans for Year 11 and support in becoming more independent learners</p> <p>Accelerated Reading</p>	<p>Recent Ofsted Inspection gave differentiation as an area to focus on. This entails ensuring work is accessible and challenging at all levels – including 8/9 and SEND – to maximise attainment.</p> <p>In Year 11 students must organise the preparation for their examinations in the face of a huge number of interventions, catch up sessions and revision sessions. This can be incredibly stressful and not necessarily lead to the best outcomes if the sessions are not chosen carefully.</p> <p>Due to increased demand of the new curricula, KS4 subjects are more difficult than ever to access. Improved literacy skills are paramount for coping with higher level work</p>	<p>Whole school training on differentiation. Focus on differentiation in monitoring procedures.</p> <p>Intervention plans are monitored carefully and shared with all members of staff. House teams and mentors ensure that individual students are not overwhelmed and are on track. Introduction of the revision café which is a supported approach to independent revision. Targettete</p> <p>All staff are on board with AR and have found ways of incorporating it into their lesson time. It is administered by the literacy co-ordinator who ensures books and tests are levelled and used correctly. Tests are set twice a year to review progress.</p>	<p>Leadership Team</p> <p>KS4 RS team, PP co-ordinator</p> <p>Literacy co-ordinator, English department</p>	<p>Work more accessible to SEND students and more challenging for 8/9</p> <p>Calmer, more effective preparation for GCSE examinations.</p> <p>Students are more proficient and confident in reading and therefore access KS4 work more readily.</p>

<b>Total budgeted cost</b>					tbc
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
Improved progress made by PP students	Targeted additional Maths and English in small groups or pairs with qualified teacher	It is increasingly important that students are prepared for the wider world with good English and Maths qualifications. Targeted additional Maths and English allows students of all abilities to make more progress. Numeracy and Literacy are now assessed specifically in a range of GCSE subjects, and questions are now often more wordy as problem-solving becomes more important. Accessing these new curricula depends on having excellent literacy and numeracy skills. EEF research shows that small group work (2-3 students) is optimal for effectiveness.	There will be a soft introduction to intervention sessions: meeting the teacher, see the room, etc. Letters will be sent to secure parental involvement. There will be either testing before and after the sessions to bolster student confidence and demonstrate their improved skills, or student voice surveys to allow students to explain how they feel the sessions have helped them. Content of the sessions will focus on literacy and numeracy skills in KS3, and targeted examination content and technique in KS4.	Pupil Premium co-ordinator	English: there has been a programme of literacy sessions with most PP Year 8 students. Skills have been assessed at the start and at the end, showing improvements made. Student voice data shows that students feel that they have improved in both skills and confidence. Maths: students complete a test at the start and at the end of the intervention sessions showing improvement in a specific skill.
<b>Total budgeted cost</b>					tbc
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
Greater confidence by students to make informed decisions about the future	Careers interviews (PP priority)  Targeted careers events such as external higher education fair visits  Improved careers education in KS4	The global job market is continually changing, with opportunities for apprenticeships, training and further education being broad and confusing to many. Our specialist careers advisor will organise whole-cohort events in all year groups, assemblies, alumni events and individual careers advice. This will begin in Year 10	Careers events will be calendared. Careers interviews will be prioritised over a short amount of lesson time to allow time to see all students. Careers schemes of work and teaching will be monitored by the Leadership Team.	Careers Advisor  PSHE/Careers/Citizenship co-ordinator, Assistant Headteacher in charge of Pastoral Care	Students are better informed about their choices. They have been exposed to a number of higher education options and supported through applications. All students bar one have destinations.  Students on the Princes Trust programme all gained their

	<p>Get Ahead programme</p> <p>Princes Trust programme (KS3)</p> <p>NCS</p> <p>Unifest</p>	<p>(occasionally in Year 9) and this year all students will have the opportunity for an individual interview in Year 11.</p> <p>A new PSHE/Careers/Citizenship co-ordinator will liaise with our careers advisor to improve the standard of careers education at KS4.</p>			<p>certificates, increasing confidence in school.</p> <p>Careers education SoW are all complete and they are being reviewed as throughout the year to enhance quality.</p>
Students being correctly prepared	Funding essential technology and Art packs and basic equipment where necessary	Lack of essential equipment such as a calculator can disadvantage students in class and exams. Some trips are essential to the curriculum and no student should not be able to attend because of financial difficulties.			No student is without essential equipment.
Improved attendance	Continue the work of the Family Support Officer	Poor attendance is linked strongly with poor attainment. Missed lessons will result in a student being behind in their subjects and it is very difficult to catch up.	Attendance of disadvantaged students is monitored daily.	House teams, Family Support Officer, Assistant Headteacher in charge of Pastoral Care	FSO has been a real asset. She has: Monitored attendance daily for PP students. Interviewed and mentored students Made home visits Referred to EIS and started penalty notices. Texted families daily Built relationships with difficult families Collected students where appropriate

<p>Improved support for students with pastoral issues</p>	<p>Co-ordinated pastoral support concentrating on emotional wellbeing and resilience</p> <p>Targeted support for students needing additional care</p>	<p>Students are coming under increasing pressure both in and out of school and some are seemingly increasingly unable to cope. A co-ordinated pyramid approach is needed, with strategies for all students to improve emotional resilience communicated via assemblies, PSHE and tutor activities. Some students need more support and thus an effective system of pastoral mentoring needs to be in place, particularly in view of substantial budget cuts in external support agencies. These external agencies need to be targeted effectively for students with need and additional support investigated and utilised.</p>	<p>An evaluation of current practice has taken place and the part time service of three pastoral TAs has been secured for a further year, one of whom is trained in counselling. The TAs and pastoral staff have undertaken specialist pastoral e-training surrounding issues such as domestic violence, substance misuse and e-safety. Disadvantaged students have priority in referral. A reorganisation of local external services has taken place and is now bedding in, allowing access to 'Reach for Wellbeing' TFS (Targeted Family Support) and the new school nurse service. The school have bought in additional pastoral providers such as the RAP programme, designed to teach young people about respect in relationships.</p>	<p>Assistant Headteacher in charge of Pastoral Care, Safeguarding team, PSHE/Careers/Citizenship co-ordinator</p>	<p>Pastoral TA support has been accessed by 26 PP students. Increased hours by one TA with a qualification in counselling. This has allowed students to feel supported or bridged a gap before external counselling. We have 23 students who have been referred for outside pastoral help including YMCA counselling.</p>
<b>Total budgeted cost</b>					tbc

## 7. Review of expenditure

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Progress of PP students	Personalised intervention plans for Year 11 students	.All students with who were not on track to reach their targets or in danger of being so were tracked very carefully and a co-ordinated intervention strategy devised and shared with staff. This minimised the impact of many revision and intervention sessions and allowed students to focus where it was needed.	This was successful in that students and staff reported a calmer preparation to GCSEs. In order to build upon this approach we are considering plans for all PP students regardless of progress and individual discussions with the students regarding the plan.	Staff time, CPD, etc. (£27 000)
	Accelerated Reading in Years 8 and 9	Overall, of the 69 Key Stage 3 students in receipt of Pupil Premium during the academic year 2016-2017, 48% showed an improvement in their reading age during this same period, 30% with an improvement of above the 9 months between tests. When separated into year groups, 48% showed an improvement in their reading age during this same period, 30% with an improvement of above the 9 months between tests. Of the 32 Year 9 students in the sample, 78% showed an improvement, with just 59% improving by at least one year and 25% by two years from their starting point.	We will be continuing with Accelerated Reading in Key Stage Three in its current form.	£5100

Improve attendance of PP students with attendance under 94%	Engagement of Family Support Officer for those with low attendance rates	Attendance rates of the pupil premium cohort were 91.4% in 2015-16 year compared with 95.4% in the non pupil premium students. Persistent absence (under 90% attendance) was 27.4%. When students do not attend regularly the impact on attainment is enormous. Changes made by the school last year did not have the desired impact so we have engaged a Family Support Officer to liaise with families whose children have poor attendance and support them	Persistent absence has improved slightly during the year to 25.2% although the attendance rate stayed at 91.1%.. The work of the Family Support Officer has been invaluable and includes daily monitoring of Pupil Premium student attendance, meetings, home visits, targeted support such as texting Year 11 students daily reminders of examinations. In the coming year this work will be built	£16 500
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact.</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve Progress of PP students	Revision guides and help for Year 11 students,  Targeted additional Maths and English sessions with qualified teachers	Students report that they use the revision guides and that additional, specific help in using them is helpful.  Much of our funded intervention in Mathematics and English is focused in Years 8 and 9 to ensure solid grounding in SPG skills and GCSE readiness. EEF Foundation research shows that the impact of small group (2-3 students) intervention is greater (in relation to cost) than individual or larger group tuition.	Students all received revision guides but not all availed themselves of the help in using them. An expectation of the new Revision Café is that more students will become more independent but with scaffolded support from members of staff available. Targeted groups of Pupil Premium students will be encouraged to attend the Revision café and have specific teacher help.  This support will continue this year. Attendance at the sessions was much improved from the previous year as we spent time introducing students to the support and engaging parental support. Currently students evaluate their skills before and after the intervention sessions and these evaluations show that students feel more confident and competent at specific skills following the sessions.	£850 (inc other study aids and equipment)  £40 000
Support students with challenges outside school	Team of Pastoral mentors	A large number of students access peer mentors to support them at school with difficult issues out of school.	This is needed more than ever and there is a waiting list for mentors. Currently it is not possible to expand the team of mentors but plans for a 'wellness hub' are in place.	£17 000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Students being correctly equipped	Funding Art packs, technology materials and other essential materials and curriculum trips.	All students had the correct equipment in the GCSE exams. All students are fully prepared for Maths lessons. All students have ingredients and materials for Technology and Art. All students took part in curriculum trips such as the year 8 Humanities trips and Geography fieldwork.	We will continue with this as it is imperative that students are correctly equipped in examinations and lessons and can take part in curriculum trips. Recreational trips are not fully funded but there is a bursary to assist with this. We will publicise the bursary further and encourage students to go on trips to activities they may not normally have the opportunity to do.	Included in costs above
Greater confidence in Year 11 students to make informed decisions about the future	Specialist careers advisor co-ordinating careers interviews and events.	Our specialist careers advisor prioritises Pupil Premium students and gives advice, guidance and practical help with applications, etc. We continue to advise students of further education opportunities, organising a number of opportunities to find out about institutions, careers and courses. Current destination data shows a mixture of further education, apprenticeships and employment.  There have been three students not in employment, education or training immediately following Year 11 in 2017, one of whom now has a college placement.	We will continue to fund a specialist careers advisor and careers events in order to broaden the ideas and expectations of our students in addition to the targeted careers interviews and plans.  20 students joined NCS in 2016/7.  6 students followed Get Ahead in 2016/17  5 students went on Unifest in 2016/17.	£9500