

Pupil premium strategy statement (secondary)

1. Review of expenditure				
Previous Academic Year		September 2017 – March 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B	Employment of an inclusion manager	Inclusion manager appointed and on staffing structure (as agreed). Improved synergy/communication between inclusion and SEN (as intended)	Need a vehicle/form to analyse, evaluate and report of individual student outcomes as well as whole school PP outcome analysis	45 000
C	On-site, PT IAG advisor with PP students targeted for additional appointments.	74/79 PP applied for A-Level Oct '17 NEET figure at 2.8% which is below LA average of 3. % and down from last year's 7%	To continue.	15 000
D	Providing transport to IAG events	Year 9 attended half day at Bury College. Year 10 Skills March 22 nd postponed. Year 10 MMU visit 2 nd March postponed because of snow. Rearranged to 6 June in Bolton. All 78 year 8 PP students attended campus visits Jan 2018.	Review impact of skills event compared to internal Future Foundations and impact on learning time lost before deciding on amendments.	2 000
B	Curriculum amendments included: Increased time allocation for En and Ma Discrete teaching of HUMs subjects at KS3 Flexibility for core subjects to start KS4 curriculum in year 9	Impact to be measured in August 2018 from GCSE results Subjects amended SoW eg., Sc starting KS4 April in year 9 New SoW written in RE and History	Curriculum review Summer term 2018 will determine lessons learned	43 000
C, D	Funding Future Foundations and other careers events in school	74/79 PP applied for A-Level Oct '17 NEET figure at 2.8% which is below LA average of 3. % and down from last year's 7%	To continue.	8 000

C, D	After school support with college applications	74/79 PP applied for A-Level Oct '17 NEET figure at 2.8% which is below LA average of 3. % and down from last year's 7%	To continue.	2 800
B	CPD programme for whole staff tailored to needs of groups of staff	Short term impact : All staff submitted lesson plan showing evidence of use of models Work scrutiny showed evidence of use of strategies from EAL training; good practice distributed to all staff	Impact not sustained in longer term as CPD moved on to other areas of pedagogy, possibly before improved practice was embedded.	46 000
B	Needs Toolkit established for staff use to identify strategies they can use to support achievement of disadvantaged students.	All staff submitted a lesson plan showing strategies they were using with individuals end of September. Ofsted inspection and new HT gave a change of direction in developments of T and L.	Use of Needs Toolkit not to be monitored for immediate future as other school priorities.	15 000
B	Classcharts used by all staff for seating plans	All staff are using Classcharts to tailor seating plans to improve climate for challenge. March 2018 82% of staff had effective seating plan (8% N/A) and 86% had pupils grouped appropriately(6% N/A)	To continue with staff use of Classcharts.	8 700
B	Staff targets recorded in staff logs and CLs holding them to account for meeting their targets.	Logs are being used.	Logs are being used inconsistently by leaders. Not all staff being held to account for meeting targets. Need to QA to ensure they are being used to improve individual and then departmental practice.	12 400
A, B	Departmental developments with CLs taking responsibility for plans to improve achievement of PP students in their subjects.	Examples include Ninja Maths, revision materials provided for students, targeting PP students for p6, targeting questions to PP students. CLs monitored through ws and drop-ins Internal data showed limited impact on achievement Awaiting current year 11 GCSE results	Reviewer found it too piecemeal so to be discontinued in 2018/19	60 000
B	Class lists checked by LMs to ensure there is a balance of PP/NPP students		Not all LMs checked class lists. Too many amendments to groupings without LMs being consulted. This needs to be tighter.	1 000

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	--------------------------	--	--	------

B	Employment of a speech therapist	Speech therapist employed/appointed and contract renewed. 81% of students demonstrating increased confidence.	This work to continue, with speech therapist responsible for the tracking/evaluation of impact. DBR to work with AVA on sharpening measuring impact.	25 000
D	Provide swimming lessons for some students	Individual evaluations show students improving skills/distances, along with improvements in self-esteem	Swimming to continue for targeted vulnerable/disadvantaged students. Lead members of staff to track and record progress after each programme	3 100
B	Provide year 7 homework club	Regular attendance by PP students	Homework club to continue, with lead members of staff tracking not just attendance but also impact on ATL, progress, attendance & behaviour	4 000
A, B	Provide students with opportunities that will secure desired career paths eg., ACE Construction	Regular and sustained attendance by PP and LAC students at ACE	Provision to continue for a minority of students. Colleague responsible for virtual learning to request regular reports/updates on pupil progress	3 260
A	Home visits to students with poor attendance.	Limited impact. Attendance in all categories has fallen due to a combination of factors e.g. Head's departure, Ofsted etc.	Review of attendance strategy required, along with new whole school and personalised attendance strategies	7 000
A	Wild Crew	Personal successes of students on the Wild Crew program (see data collected by program lead)	Termly line management meetings to have outcomes as a standing item on the agenda	6 500
A	Breakfast Club	Regular and sustained attendance by PP students at breakfast club	To continue with the club, however, inclusion leads to analyse and track impact on attendance, behaviour, progress etc.	5 800
A	Retreat Room	No evidence of impact	To continue, but staff lead to collate student voice to ascertain student perceptions of impact/benefit	7 000
A, B	Employment of CLA Coordinator	Encouraging individual data on some individuals – progress, attendance. ATL etc. Case studies available to support this. Unrealistic to expect success with all students	Role to continue. Need to increase the frequency of LM meetings with the LAC coordinator	30 000
C, D	Target PP students for visits to universities and colleges	74/79 PP applied for A-Level Oct '17 NEET figure at 2.8% which is below LA average of 3.% and down from last year's 7% Year 9 attended half day at Bury College. Year 10 Skills March 22 nd postponed. Year 10 MMU visit 2 nd March postponed because of snow. Rearranged to 6 June in Bolton. All 78 year 8 PP students attended campus visits Jan 2018.	To continue	6 000
D	Ensure the number of PP House Captains is directly proportional to the cohort size	Done	To continue	1 600

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, D	Provide after school gaming club.	No evidence of impact	To continue, but staff lead to collate student voice to ascertain student perceptions of impact/benefit	2 500