

Pupil Premium Action Plan: 2019-2020

Intent: to ensure that all individuals within the pupil premium funded cohort have additional layers of support and opportunity to mitigate disadvantage and champion equity. We never assume that students within a particular group face similar barriers or that they have less potential to succeed, thus, our use of the pupil premium grant should be increasingly personalised to ensure every need is met. Our job is to treat everybody as an individual, with individual needs to support and champion to succeed. Our primary strategy is to provide quality-first teaching for all students at all times, with bespoke and personalised intervention, opportunity and support to ensure that all students succeed. Where specific additional needs are identified, we offer additional targeted support and alternative approaches wherever possible, rooted in research from Sutton Trust and the Educational Endowment Fund (EEF).

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 service children	Number of SEN children eligible for pupil premium funding
Total: 336	Total: 174	Total: 162	Total: 295	Total: 12	Total: 4	Total: 77
Year 7: 80	Year 7: 46	Year 7: 34	Year 7: 72	Year 7: 1	Year 7: 2	Year 7: 20
Year 8: 62	Year 8: 31	Year 8: 31	Year 8: 58	Year 8: 3	Year 8: 0	Year 8: 14
Year 9: 70	Year 9: 34	Year 9: 36	Year 9: 58	Year 9: 0	Year 9: 0	Year 9: 18
Year 10: 76	Year 10: 36	Year 10: 36	Year 10: 66	Year 10: 6	Year 10: 1	Year 10: 14
Year 11: 48	Year 11: 25	Year 11: 23	Year 11: 41	Year 11: 2	Year 11: 1	Year 11: 11

Success Criteria: Focus on outcomes. Specific, measurable impact on pupils.

- ✓ 100% of children receiving pupil premium funding are on track to achieve their end of Key Stage targets (with 95% and above attendance)
- ✓ 100% of students receiving pupil premium funding have clearly tracked progress and additional opportunities to succeed mapped
- ✓ 100% of pupils attain expected or above national expectations academic studies - Closing the gap from PPG to national other
- ✓ Reduction in behavioural log and attendance gaps for PPG students to national other.

Teaching priorities for current academic year

Desired Outcome	Chosen action/approach	The evidence and rationale for this choice	Implementation assurance	Staff lead	Review points and method
<p>Targeted strategies embedded that promote positive learning engagement (in-class interventions) so that all staff plan for targeted strategies of inclusion for PPG cohort, leading to a reduction in behavioural logs/internal isolation and increased progress in engagement measures alongside progress measures.</p>	<p>Whole school CPD programme based around the positive engagement, priority focus upon PPG cohorts through non-negotiable strategies to all staff (one-to-one/small group tuition within lesson, stepped instruction within practice, books marked first) alongside whole-school drive on positive behaviour reinforcement strategies.</p> <p>Achievement for All (AfA) Structured Conversations with pilot cohorts in Year 10/Year 8 to encourage triangulation of staff, student and parent/carer.</p> <p>Departmental IQTL (quality assurance) in-line with whole school priority of engagement, notably within PPG cohort. Half-termly updated IQTL with learning walks, work scrutiny, student voice from Leaders of Learning alongside their SLT line manager to update departmental progress towards whole school objectives within appraisal process. Rapid Improvement Plans (RIPs) in place for all departments to prioritise areas for improvement within progress and engagement of students.</p> <p>Sequenced learning that promotes self-regulation and retrieval-based practice through low stakes questioning and activities to ensure working memory is developed, minimising cognitive load.</p>	<p>High quality CPD will contribute to quality-first teaching. Through one-to-one and small group tuition, personalised feedback can occur more frequently alongside building positive relationships between student and teacher, with research underpinning the principle of positive relationship and engagement leading to greater progress and investment from students.</p> <p>Opportunities for collaborative learning whereby PPG students given roles within the classroom, such as lead learners, peer mentors, reading mentors, literacy mentors as a low cost, high impact EEF strategy.</p> <p>Metacognition and self-regulation low cost but high impact EEF strategy for progress.</p> <p>Research cited from: <i>EEF Pupil Premium Guide/Closing the Attainment Gap.</i></p>	<p>CPD calendar and priorities set, with updated IQTL feeding into evaluation sessions of impact in the classroom.</p> <p>IQTL including staff and student voice built into departmental level and SLT quality assurance.</p> <p>Data analysis from Class Teacher, Leader of Learning and SLT data patterns (both attainment, engagement and pastoral) triangulation.</p> <p>Deployment of PPG Champion (commences SP2) for personalised tracking and championing of individuals, ensuring whole staff</p>	<p>CCN, ASE, CBN, CHS, CUH.</p> <p>LoLs.</p> <p>JDS – PPG Champion.</p> <p>SSLs/JTE for peer mentoring.</p>	<p>Half-termly IQTL at departmental level, uploaded to appraisal systems to track progress (AU1, AU2, SP1, SP2, SU1, SU2).</p> <p>Half-termly IQTL SLT, feeds into whole school SEF and RIP with PPG work scrutiny and learning walks identified (AU1, AU2, SP1, SP2, SU1, SU2).</p> <p>Whole staff CPD: weekly Wednesday morning Teaching and Learning briefing, non-negotiables and best practice shared.</p> <p>Termly updated RIPs in place to guide next series of IQTL within departments (AU, SP, SU).</p> <p>Data analysis completion within each data entry at a Class Teacher level and Leader of Learning level. Uploaded to teacher appraisal and data discussion with line</p>



	<p>SLT-led whole school work scrutiny and learning walks every half-term with transparent, developmental feedback from SLT during Wednesday Teaching and Learning briefing, sharing of best practice and personalised feedback where appropriate.</p> <p>Setting and banding termly checks within SLT to ensure PPG setting positively discriminates to mitigate disadvantage.</p> <p>Homework Club and Breakfast Club established to offer additional support with LEARN ethos beyond classroom.</p>		<p>awareness and personalised opportunities.</p>		<p>management (AU, SP, SU).</p>
<p>A range of reading and vocabulary acquisition strategies embedded within classroom practice alongside targeted KS3 reading intervention and peer reading mentors within PPG cohort so that gaps in reading ages and barriers to academic progress are reduced.</p>	<p>Whole school CPD programme based around the reading strategies and questioning strategies, priority focus upon PPG cohorts, to support active learning within the classroom.</p> <p>XCel curriculum model within Year 7-8 to focus on vocabulary acquisition. Year 9 students with lower literacy levels reduction in MFL hours, to continue with XCel programme to build vocabulary and reading confidence.</p> <p>KS3 vocabulary books (pilot year 2019-20) to build tier 2 and tier 3 vocabulary, actively promoted use within the classroom with cognitive focus on tier 2 vocabulary actively taught. Additionally, Spellzone used on a weekly basis within KS3 English with clear measurable targets for students.</p>	<p>High quality CPD will contribute to quality-first teaching with a range of enabling strategies for PPG cohorts through reading strategies to reduce barriers to engagement.</p> <p>Research from EEF on reading strategies highlights the impact of: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies to develop greater confidence in reading, thus impacting on metacognition and self-regulation, low cost and high impact research results.</p> <p>Research cited from: <i>EEF Pupil Premium Guide/Closing the Attainment Gap.</i></p>	<p>CPD calendar and priorities set, with updated IQTL feeding into evaluation sessions of impact in the classroom.</p> <p>IQTL including staff and student voice built into departmental level and SLT quality assurance.</p> <p>Data analysis from Reading Mentors impact, Accelerated Reader and GL Assessment within Year 7-9 to measure impact.</p>	<p>CCN, ASE, CBN, CHS, JTE.</p> <p>LLE – Whole School Literacy Coordinator.</p> <p>NCE/NTN – English Reading Mentor Leads.</p> <p>SHY: XCel/ Spellzone Lead.</p>	<p>Half-termly IQTL at departmental level, uploaded to appraisal systems to track progress (AU1, AU2, SP1, SP2, SU1, SU2).</p> <p>Half-termly IQTL SLT, feeds into whole school SEF and RIP with PPG work scrutiny and learning walks identified (AU1, AU2, SP1, SP2, SU1, SU2).</p> <p>Termly reports of engagement within reading programmes and progress made with reading ages/patterns (AU, SP, SU).</p>



	<p>English department Reading Mentors within KS3 to pair PPG cohorts with lower reading ages alongside previous peer mentors outside of lesson time with clear rewards for participation.</p> <p>Learning Centre KS3 intervention with Accelerated Reader, Teaching Assistants/ HLTAs used to coordinate reading intervention.</p> <p>Deployment of Literacy Coordinator to create opportunity for greater whole school reading focus, oracy and engagement in reading beyond the classroom (Youth Speaks, Reading Competitions, Library onus) in order to target specific PPG cohorts.</p>		<p>Leader of Learning and SLT data patterns (both attainment, engagement and pastoral) triangulation.</p>		
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Impact: Termly Update

Total Costing: £96,324

Autumn Term: Baseline assessments within numeracy and literacy established cohorts with greatest attainment gaps within all KS3 years for targeted academic intervention. Comparison measure to be implemented within Spring and Summer term to measure progress. Initial progress measurements with AfA impact and IQTL recordings of clear impact of whole staff non-negotiables evident in 80% of learning walks by SLT and 100% of departmental IQTL. Clubs now established with attendance measurements now in place to review attendance of PPG cohort as an evaluation against wider measures (engagement/attainment/behaviour logs via Synergy).

Spring Term:

Summer Term:

Targeted academic support for current academic year

Desired Outcome	Chosen action/approach	The evidence and rationale for this choice	Implementation assurance	Staff lead	Review points and method
<p>Pastoral tracking strategies in place - with appropriate resourcing - to enable students to access a greater range of learning experiences inside and outside of the classroom so that all students have greater exposure to learning experiences to engage all in our LEARN ethos.</p>	<p>Provision mapping of PPG budget established on Synergy and ability to track student opportunity, evaluating impact on progress and engagement.</p> <p>Appointing of PPG Champion with TLR responsibility to develop provision mapping and pastoral tracking of key PPG cohorts in Year 7-9, growing to Year 7-10 in 2020-21 with SLT ownership of Year 10 students (2019-20), to ensure communication to all teaching staff regarding aspirations, learning styles and support if and when needed, to reduce barriers to engagement.</p> <p>Student Voice conducted with PPG Champion to ensure relevance of rewards, incentives, teaching and learning effective strategies to communicate to LoLs and wider staff.</p> <p>Targeted student groups to lead on charity events and wider school initiatives, presenting to staff in staff briefings, creating opportunities to interact and liaise positively with teaching staff and to be offered opportunities to participate in a range of means either leading up front or behind the scenes support.</p>	<p>Our intent is to treat every student as an individual, each with individual needs to support and champion to succeed, with research underpinning the principle of positive relationship and engagement leading to greater progress and investment from students. The appointment of a PPG Champion allows a central pastoral champion to communicate clear messages for students and orchestrate individualised opportunities to build to positive relationships in the school community.</p> <p>Opportunities for collaborative learning whereby PPG students given roles inside and outside of the classroom, to lead initiatives and forge positive encounters/experiences with all staff cited as a low cost, high impact EEF strategy as the 'peer effect'.</p> <p>Research cited from: <i>EEF Pupil Premium Guide/Closing the Attainment Gap.</i></p>	<p>Pastoral tracker to evaluate impact on engagement and progress.</p> <p>Provision mapping to gauge attendance and participation in wider school activities and access to wider enrichment opportunities.</p>	CCN, CUH, JDS.	<p>Half-termly quality assurance and reports on successes and concerns arising with JDS/CCN/CUH (SU1, SU2).</p> <p>Data analysis completion within each data entry to highlight key students in need of additional layers of intervention.</p>



	<p>Support staff support: students chosen by support staff to have a non-teaching adult link with, to build wider association and support within the wider school community.</p> <p>Enrichment attendance monitored for PPG cohort to measure participation in wider school life, so that students not within school performances, sports teams, after school clubs have targeted events or encouragement to participate in school life or school-led direction to external clubs/provision (e.g. karate lessons/boxing club membership provided).</p> <p>Achievement for All (AfA) Structured Conversations with pilot cohorts in Year 10/Year 8 to encourage triangulation of staff, student and parent/carer.</p>				
<p>Parental support and engagement Synergy buy-in, structured conversations pilot, positive messages regarding targeted engagement and attendance focus so that parents feel supported by school, investing in their future successes.</p>	<p>To set up the Synergy framework to enable parents to have £100 in-school fund to use throughout the academic year for each child at Westhoughton, to be used for uniform, equipment, trip contribution, resources in order to support families and reduce barriers to engagement/learning.</p> <p>Achievement for All (AfA) Structured Conversations with pilot cohorts in Year 10/Year 8 to encourage triangulation of staff, student and parent/carer to ensure clear communication and built-relationships with parent/carers.</p> <p>Through SSLs, PPG Champion or SLT link, half-termly contact focused on progress</p>	<p>Research within The Attainment Gap highlights that for schools with high levels of disadvantaged pupils, the biggest single driver of improved attainment appears to be the significant proportion of minority ethnic pupils; the data for white pupils shows no upturn in average attainment (our school being 90% Caucasian). As a school with 29% disadvantaged of our cohort, only 14% of this are categorised as a minority ethnic group a greater body of research into research schools that have shown positive progress with white disadvantaged needs staff</p>	<p>Line management of PPG Champion with SLT links.</p> <p>IQTL including staff and student voice built into departmental level and SLT quality assurance.</p> <p>Pastoral tracker to evaluate impact on engagement and progress.</p>	<p>CCN/JDS</p> <p>CCN/Staff leads</p> <p>SSLs, form tutors</p>	<p>Half-termly IQTL at departmental level, uploaded to appraisal systems to track progress (SU1, SU2).</p> <p>Half-termly quality assurance and reports on successes and concerns arising with JDS/CCN/CUH (SU1, SU2).</p> <p>Data analysis completion within each data entry to highlight key students in need of additional layers of intervention.</p>



	<p>and engagement feedback always leading to the creation of clear actions/next steps and goals to be added to Synergy, student profile, for all staff to be communicated to.</p> <p>Planning of numeracy and literacy parental support sessions, delivered by teaching practitioners, to ensure that parents feel supported and able to support home learning and enhance a LEARN ethos.</p> <p>Form tutor role within extended registration, to ensure Synergy logs and merits are discussed with students, creating a clear overview of how individual effort/behaviour leads to overall performance. Mentoring and learning walks between form tutor and SSL where needed. Tracking of participation in wider opportunities (sports/charity/clubs).</p> <p>Duke of Edinburgh prioritising of parental support and student engagement in the DoE offer within Year 9 and Year 10.</p> <p>Attendance team and parental support additional team built through employment of PPL and PWN to reduce persistent absence and build family support link workers.</p> <p>Additional layer of half-termly contact for SEND PPG students through Learning Centre support staff to ensure full support around child and clear communication of additional support requests.</p>	<p>investment. Rationale for developing more positive relationships between school and parents from KS3 established to ensure school is used as supportive tool. Initial research indicates personalised targets and tracking most influential in narrowing gap.</p> <p>Evidence within The Attainment Gap shows that the characteristics, aged 11, most likely to have the largest attainment gap with FSM and SEN learners (23% of our school being FSM/SEN combined). Thus, additional layers of support and communication are vital to narrow this gap between aged 11-16. The current research suggests that in secondary school the gap more than doubles again from primary aged gaps, to 19.3 months' gap between disadvantaged and non-disadvantaged learners.</p> <p>Research cited from: <i>EEF Pupil Premium Guide/Closing the Attainment Gap.</i></p>	<p>Provision mapping to gauge attendance and participation in wider school activities and access to wider enrichment opportunities.</p>	<p>EJE/LLE</p> <p>CUH, PPL, PWN</p>	
<p>Impact: Termly Update</p>		<p>Total Costing: £209,711</p>			

Autumn Term: Attendance team in place as of end of Autumn term 2. Completely new plans for PPG cohorts in place from new deputies require time to set up and ensure correct systems are in place to measure impact and effect on each student. Autumn term spent building to existing strategies and embedding new strategies for more impactful evaluation for latter terms.

Spring Term:

Summer Term: