

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Leventhorpe				
Academic Year	2018/2019	Total PP budget	£120,740	Date of most recent PP Review	Nov 2018
Total number of pupils	1295	No of pupils eligible for PP	122	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
Progress 8 score for English	0.0	0.4
Progress 8 score for Maths	-0.5	0.0
Progress 8 score average	-0.35	0.24
Attainment 8 score average	39.6	53.2

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Some students who were eligible for PP achieved less well than non-PP students in core subjects
B.	Some higher ability PP students who were eligible for PP failed to reach their aspirational target grade

<b>C.</b>	Some students who were eligible for PP have poor literacy and numeracy skills on entry into secondary school	
<b>D.</b>	Some students who were eligible for PP lacked the appropriate skills to work and revise independently. Some were less resilient than their non-PP counterparts in independent learning	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	
<b>F.</b>	Some students who were eligible for PP had poor learning environments, including availability of resources, opportunities and aspirations	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Students who are eligible for PP will achieve in line with expectations	The difference in outcomes between those students eligible for PP and those who are not will be diminished
<b>B.</b>	Higher ability students will be supported in their studies. Learning will be aspirational and challenging and progress will be celebrated	Higher ability students who were eligible for PP will reach their target grade
<b>C.</b>	Literacy and numeracy interventions will have a notable impact of Key Stage Three students	Literacy and numeracy skills of those students who are eligible for PP will be improved. They will become secondary ready
<b>D.</b>	All students – and in particular students who are eligible for PP – will be offered a range of strategies to support independent learning and revision	Those students who are eligible for PP will feel confident in independent working and exam revision. They will develop a bank of strategies which will support them in their learning
<b>E.</b>	Those students who are eligible for PP become more confident learners and are supported in mental wellbeing and personal growth	Those students who are eligible for PP become more confident learners and are supported in mental wellbeing and personal growth
<b>F.</b>	Those students who are eligible for PP are provided with the resources and opportunities needed to experience breadth and depth in the curriculum.	PP students are well equipped for learning and engage with learning and enrichment outside of the curriculum. Where needed, they are provided with alternative work spaces to ensure they can work a revise effectively.

## 5. Planned expenditure

**Academic year**

**2018 - 2019**

The information below demonstrates how Leventhorpe intend on using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Action and intervention</b>	<b>Rationale</b>	<b>Success criteria</b>	<b>Staff lead</b>	<b>Review date</b>
Students who are eligible for PP will achieve in line with expectations.	Whole staff teaching and learning CPD through Thinking Thursday sessions.	Education Endowment Foundation – High Quality Teaching for all  Pupil Premium networking – Conference – Case Studies from successful schools	Teaching and support staff will develop key skills in supporting students who are eligible for PP. They will be better informed as to potential learning barriers to learning and how to address them.	DH and LEP	March 2019
Students who are eligible for PP will achieve in line with expectations.	Trauma Sensitive School Training	Designated Teacher Conference – Behaviour and Trauma Sensitive Schools	Teaching and support staff will be equipped in recognising the signs of trauma in those students who are eligible for PP. They will develop strategies to promote school as a safe and caring place to be. All pupils – including those who are eligible for PP – will feel confident and safe in their learning environment	LEP and Virtual Schools Advisory Service	April 2019
<b>Total budgeted cost</b>					<b>£35,200</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action and intervention</b>	<b>Rationale</b>	<b>Success criteria</b>	<b>Staff lead</b>	<b>Review of impact</b>
Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	Attendance Officer	Schools can have an impact on individuals if they attend regularly. Some students who are eligible for PP have had historically poor attendance.	Those students who have had poor attendance will attend school regularly. They will recognise the value of education for academic and social reasons. They will recognise school as a safe place.	APF and Attendance Officer	Termly
Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	Learning Mentor	Education Endowment Foundation – Mentoring and Behaviour Interventions  Internal tracking and monitoring of PP students – some students who are eligible for PP display signs of anxiety or lack of confidence	Those students who display signs of anxiety or lack of confidence or have not developed effective learning behaviour will become more confident learners as a result of one-to-one mentoring and personalised support strategies.	HRB and LEP	Termly
Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	Behaviour support	Education Endowment Foundation – Behaviour Interventions  Internal tracking and monitoring	Those students who display inadequate attitudes to learning will be supported through targeted behaviour interventions. They will engage in one-to-one and small group programmes that will support them in their learning. Heads of Year will be supporting in developing personalised provision for their Year Group	MLE, Heads of Year and APF	Termly

Desired outcome	Action and intervention	Rationale	Success criteria	Staff lead	Review of impact
Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	Positive mentoring programmes Yr11 Disaffected Boys Safe Space Mentoring	Education Endowment Foundation – Behaviour Interventions and Monitoring  Internal tracking and monitoring  Parental discussions	Those students who display a lack of aspiration or concerns regarding future pathways will be supported through positive mentoring programmes. Yr11 disaffected boys will recognise the value in learning and achievement. Those students who engage in Safe Space mentoring will begin to recognise more aspirational pathways	LEP and Head of Yr9 and Yr11	Termly
Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	One-to-one SLT mentoring for targeted Yr11 students	Pupil Premium networking – Conference – Case Studies from successful schools	Targeted students in Yr11 will be mentored by senior members of staff on a fortnightly basis. They will feel supported in their studies and revision practice. Potential barriers will be lessened as a result of staff intervention.	APF, SLT and Head Yr11	Monthly
Some students who were eligible for PP require additional care, resources, support and guidance (pastoral)	Healthy Relationships Programme	Education Endowment Foundation – Social and Emotional Learning  Safeguarding Audit  Parental discussion	Targeted students in Yr8 and Yr9 will engage in learning centred around the development of healthy relationships, online safety and digital presentation. They will develop healthy and sustainable relationships with peers which will keep them safe and encourage further engagement with school	LEP and Youth Connexions. Head of Yr8 and Yr9	Termly

Desired outcome	Action and intervention	Rationale	Success criteria	Staff lead	Review of impact
Literacy and numeracy interventions will have a notable impact of Key Stage Three students	Literacy and numeracy interventions	Education Endowment Foundation – Small Group Tuition, Teaching Assistants, Reading Comprehension Strategies	Class sizes in English and Maths will be reduced, allowing for further targeted support of weaker students. Small group reading tuition through Reading Buddies will improve literacy skills for Key Stage Three students. Encouragement of reading for pleasure in Key Stage Three English classes will develop improved literacy skills.	LEP, LRC Manager, TJW (SENC0) and Head of English	Termly
Those students who are eligible for PP are provided with the resources and opportunities needed to experience breadth and depth in the curriculum.	Homework club – Monday to Thursday	Education Endowment Foundation – Extending School Time and Homework (Secondary)	Homework Club will provide students with the space and resources to complete homework effectively and in a timely manner. They will be supported by key members of intervention staff	LEP, LRC Manager and Intervention staff	Termly
Higher ability students will be supported in their studies. Learning will be aspirational and challenging	Futures Advisor	Independent Advice and Guidance research  Student discussions	All students between Yr10 and Yr13 will meet with the Futures Advisor to discuss post-16 pathways. Conversations will be aspirational and challenging. Advice and guidance will be impartial. Students will see further value in their learning and will be offered opportunities to enrich their understanding and develop experiences.	LEP and Futures Advisor	Monthly

All students – and in particular students who are eligible for PP – will be offered a range of strategies to support independent learning and revision	Elevate Revision sessions	Student and parent discussion and feedback	Yr11 students will be supported in their revision and independent learning through Elevate learning sessions. This will be followed up in PSHE lessons and tutor time sessions to ensure learning is embedded.	Head of Yr11	April 2019
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<b>Total budgeted cost</b>					<b>£83,440</b>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Action and intervention</b>	<b>Rationale</b>	<b>Success criteria</b>	<b>Staff lead</b>	<b>Review of impact</b>
Those students who are eligible for PP are provided with the resources and opportunities needed to experience breadth and depth in the curriculum.	Trips and visits	Pupil Premium networking – Conference – Case Studies from successful schools	Those students who are eligible for PP will be offered opportunities to enjoy an enriched curriculum.	DH, LEP and Trip Leaders	Termly
Those students who are eligible for PP are provided with the resources and opportunities needed	Equipment, including uniform	Pupil Premium networking – Conference – Case Studies from successful schools  Student and Parental discussion	Those students who are eligible for PP will offered support with purchasing equipment to aid their academic and pastoral development	LEP	Termly

Desired outcome	Action and intervention	Rationale	Success criteria	Staff lead	Review of impact
Those students who are eligible for PP become more confident learners and are supported in mental wellbeing and personal growth	Gym membership	<p>Pupil Premium networking – Conference – Case Studies from successful schools</p> <p>Student and Parental discussion</p>	Those students for whom sport and fitness is lacking are offered an opportunity to enjoy the gym free of charge. As a result, they begin to recognise the link between exercise and wellbeing and develop healthier attitudes to school life.	LEP	Termly
Those students who are eligible for PP become more confident learners and are supported in mental wellbeing and personal growth	Educational Psychologist support – one student	<p>Pupil Premium networking – Conference – Case Studies from successful schools</p> <p>Student and Parental discussion</p>	For one student, where learning was a problem but there were no diagnosed special educational needs, the support from the Educational Psychology Service was sought by the school. This helped to develop a series of strategies to support these vulnerable students in their learning.	LEP	Termly
Higher ability students will be supported in their studies. Learning will be aspirational and challenging and progress will be celebrated	Celebration Breakfasts	Internal Tracking and Monitoring	Those students who have demonstrated exemplary attitudes to learning are invited to a celebration breakfast. This helps to develop further pride in their achievement and encourages an aspirational outlook	MW	Termly
<b>Total budgeted cost</b>					<b>£2100</b>



## Review of expenditure - Previous Academic Year

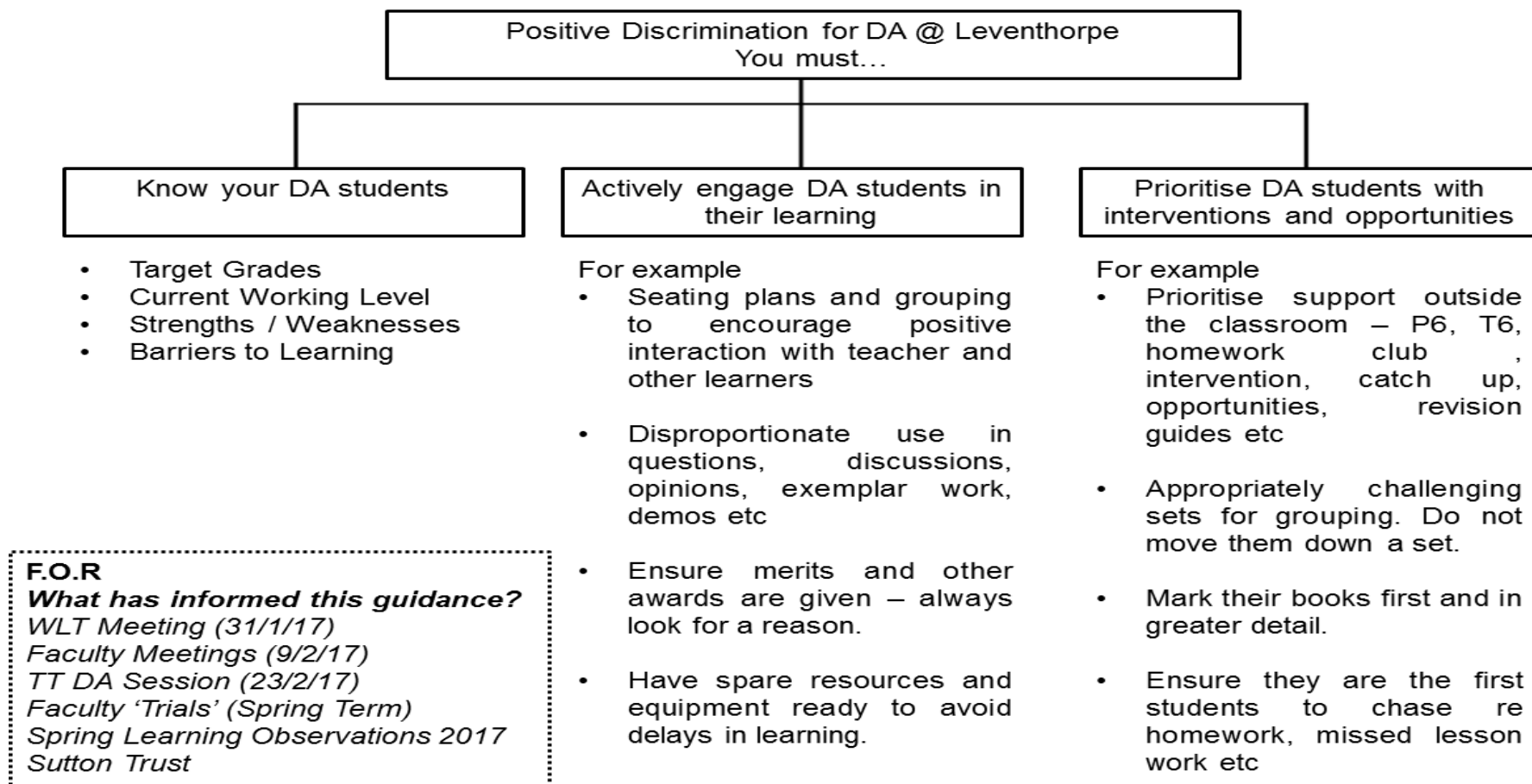
### Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>All teachers know their PP students and use specific strategies to support learning and increase progress</p> <p>All teachers actively engage PP students in learning as a priority (See appendix A)</p>	<p>Whole staff developed disadvantaged (DA) T&amp;L strategy embedded in daily practice e.g. All PP sit at the front (unless there is a considered reason to change this?)</p>	<p>Very high level of teachers prioritising and engaging PP students in learning. Learning walks indicated that 9/10 staff knew all PP students in class without needing to refer to mark books or notes. In nearly all cases PP students were sat in or near the front row/ optimum position for hearing and seeing teacher.</p> <p>There was a very small gap between DA and Non DA CG vs TG by the end of the academic year.</p> <p>Year 7 DA 0.28 / Non DA 0.23 (Gap -0.05) Year 8 DA 0.15 / Non DA 0.3 (Gap 0.15) Year 9 DA -0.01 / Non DA 0.2 (Gap 0.21) Year 10 DA -0.98 / Non DA -0.84 (Gap 0.14)</p>	<p>Raised profile gained via early Thinking Thursday sessions and staff input into PP strategy document (See appendix A) worked well. 15% of teaching staff this year are new to the school – we will need to revisit the process with them via new starter training.</p>	<p>£11,480</p>
<p>Regular use of Thinking Tools increase independence and level of thinking</p>	<p>Thinking Schools Model – Thinking Maps embedded into lessons, sow and developed as a tool for planning and revision</p>	<p>Using the ACE learning grid developed by the drive team challenge score moved from 6.1 (Dec 2017) to 7.1 (July 2018) and Application score stayed high at 7.9 (July 2018) compared to 7.8 (Dec 2017)</p> <p>There is a correlation between development of whole school T&amp;L strategies for thinking and increased P8 scores in 2018 for both DA and Non DA.</p>	<p>Early impact confirms the view that the Thinking School development is a school priority over the next few years.</p>	

Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Literacy will improve for our weakest PP students at KS3	Literacy intervention cycle focusing on reading and spelling Reading Buddies Extra English Teacher	<p>Year 7 10-month literacy intervention programme. 4 PP students - Spelling age increased by 30 months, 14 months, 3 months, 3 months 3 PP students - Reading age increased by 11 months, 22 months, 3 months</p> <p>Year 7 Reading Buddies Scheme (9 months) 6 PP students – Reading age increased by 7 months, 44 months, 13 months, 39 months, 25 months, 3 months</p> <p>Year 8 10-month literacy intervention programme. 3 PP students – Spelling age increased by 2 months, 1 month, 24 months 3 PP students – Reading age increased by 24 months, 0 months, 24 months.</p>	Superb progress for many students. In both year 7 and 8 there were some who did not make any progress in reading or spelling. These students are also identified by SEND and will continue to receive literacy intervention support going forward.	<b>£86,460</b>
Missed homework frequency will be reduced	Homework club will be funded for 4 nights a week and at lunchtimes. This will be for voluntary attendance but also compulsory attendance for some.	Attendance at homework club for DA students was always disproportionately high. Each night at least 20% of students were DA compared to school average of 13%. These students rarely missed homework. Unfortunately, 29% of all missed homework marks 2017-18 were attributed to DA students.	Attendance at homework club significantly improves the likelihood of completing all homework and to a good standard. Next steps are to focus on encouraging more DA students to take advantage of the support offered via homework club.	
Increased progress of most at risk of missing targets in year 11	1-2-1 Mentoring with member of SLT Specific interventions by DA Co-ordinator	Performance of DA Girls in year 11 was significantly positive (P8) whereas boys were broadly average.	More bespoke focus needed on low aspirational boys.	

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved attendance and reduced behaviour marks	School attendance officer PP Intervention tutors	26% of disruptive behaviour marks were for DA students. This was disproportionately high		
Increase year 11 PP students' skill in preparing for exams. Study guides and resources for exams provided by school	Elevate Education Seminars DA Co-ordinator organised study guide packs	Performance of DA Girls in year 11 was significantly positive (P8) whereas boys were broadly average.	More bespoke focus needed on low aspirational boys.	<b>£13,133</b>
All PP KS4 students have a clear plan for future education and training pathway	Connexions Work Experience (Year 10)	All PP students stayed into 6 <sup>th</sup> form or progressed to other educational establishment or work based training..		
			<b>Total budget spent:</b>	<b>£111,073</b>

## Appendix A – Additional Information



**‘Education is the passport to the future, for tomorrow belongs to those who prepare for it today.’**

**Malcolm X**