



Ulverston Victoria High School- Pupil Premium Strategy Review 2018-2019

Current Attainment-July 2019

	<u>Disadvantaged pupils</u> <u>UVHS</u>	<u>Disadvantaged pupils</u> <u>national average</u>	<u>Non-disadvantaged pupils</u> <u>UVHS</u>	<u>Non-disadvantaged pupils</u> <u>national average</u>
Progress 8 score 2019	-0.31	-0.45	+0.31	+0.11
Attainment 8 score 2019	45.86	36.5	53.59	50.6
English and maths at grade 5 or above	36.4%	24%	52.2%	45%
English and Maths at grade 4 or above	65.4%	44%	74.9%	67%



1. Review of expenditure				
Previous Academic Year		2018-19		
i. Leadership and Management				
Action	Intended outcome	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
To develop and improve the Pupil Premium Strategy. FEC PP project to investigate reasons for and develop strategies to reduce the attainment gap.	PP is spent effectively and impact measured. Gap narrows between PP pupils and their non-disadvantaged peers.	PP self-evaluation report evidenced that correct barriers are being identified showing that the PP grant is being spent effectively. PP gap narrowed slightly (when 2 pupils are removed who did not attend UVHS in year 11). PP gap is less than national figures: see table above.	Continue to participate in FEC PP group to share good practice and develop new strategies.	£1899
To have a robust system to identify cost of disadvantaged methodology per student/ per intervention.	PP is spent effectively and impact measured.	Cost per intervention identified. Action still on-going. All actions are planned and budgeted accordingly.	Continue to develop system and look at new packages currently available . Review date July 2020.	£279
To develop a methodology to track action and impact of strategic and tactical intervention.	Performance matrix developed for all groups KS3 and KS4. Develop effectiveness and monitoring of effectiveness of strategies for all groups.	Performance matrix in place for KS3 and KS4. Effective and regular tracking to show impact is ensuring strategies are more effective and that non-effective strategies are reviewed. Effective intervention team meetings held weekly at KS3 and KS4 to identify need and address barriers to learning at individual pupil level.	Continue with this approach but as the performance matrix is not a "live document". Investigate new/ more user-friendly packages to more-consistently track and measure impact and join up SEN tracking. Continue to hold weekly intervention meetings.	£20140



To review KS3 embryonic intervention with the view to expanding as a medium term development.	Gap narrows between PP pupils and their non-disadvantaged peers.	Review of KS3 intervention carried out. Gaps identified. Reorganisation of staffing to addressing barriers at KS3.	Continue to build on this approach with more specific focus of “groups” needed at KS3 Intervention meetings.	£112
---	--	--	--	------

ii. Quality and teaching for all

Action	Intended outcome	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
To further develop quality of literacy at UVHS and thus the achievement of students in all subject areas by implementing a literacy strategy.	To close the literacy “gap” for all students. Classroom pedagogy raised.	Strategy in place for identifying students for intervention. SOW developed for intervention groups in year 8/9. Student/staff planners include command words and discourse markers for common teaching.	Action on-going. Some group moves made in-year as appropriate.	£900
To develop, maintain and monitor a whole school literacy framework/policy to provide consistency across the school.	To close the literacy “gap” for all students. Policy/ framework in place and approved by Governors.	Beginning in September 2019, whole school approach to the teaching of tier 2 vocab, and writing skills to be implemented.	Action on-going.	£136



To develop closer links with primary schools to improve transition and reduce the perceived “drop off” off literacy on arrival at UVHS.	To close the literacy “gap” for all students.	Commencing in September 2019. Will need to include a review of the KS3 English curriculum.	Action on-going.	NIL
To develop a monitoring system to check students’ literacy and impact of strategies.	Development plan in place. Assessments in place for KS3.	Learning walks planned for half term 2.	Action on-going.	NIL
To investigate the development of a reading tool to be used to raise the literacy of disadvantaged students, particularly boys.	To close the literacy “gap” for all students	Use of Skills Academy with Literacy groups in year 8 and 9.	Action on-going. Review date 2021.	£136
To develop a series of literacy based events to raise the profile of literacy and increase reading.	Events organised. Literacy profile across the school increased.	Whole school “World Book Day” event in March 2019. Closer links established with the library.	Action on-going. Review date July 2020.	£68
CPD twilight –all staff: “Closing the Gap” and “Memory techniques”	Improve quality and effectiveness of teaching. Remove inconsistencies in T&L.	Evidence from pupil work that these techniques are in use in several subject areas. Techniques used widely in S+ lessons.	Continue with this action. More evidence needed to ensure consistency across all departments.	£68



To develop memory techniques strategies	Improve quality and range of teaching strategies. Good teaching for all has a particular benefit for PP pupils.	CPD for whole staff held. Techniques cascaded to pupils in form time and evidence that these are being used as revision strategies. Lesson drop-ins also evidence use of these techniques. Shared with parents.	Continue to cascade this action. Working party to be identified. Review date July 2020.	£136
Allocate staff appropriately to identified/ targeted teaching groups.	Gap narrows between PP pupils and their non-disadvantaged peers.	Specific groups identified and appropriate staff targeted where possible. Impact to be reviewed July 2020.	Continue with this action.	£300

iii. Targeted support

Action	Intended outcome	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
Develop Study + KS4 practice to be more focussed on acquiring skills in English and Maths as opposed to general skill sets.	Study + pupils reach targets in English and Maths. Gap narrows between PP pupils and their non-disadvantaged peers.	Resources developed and shared. 63% of pupils in Study+ groups had positive Progress 8 scores. The disadvantaged gap closed slightly for pupils educated on site in the year 11 cohort.	A more robust SOW is required to allow all teachers of Study+ English to ensure consistency of teaching and learning. Continue with this action.	£280



Study + targeted intervention	Study + pupils reach targets in English and Maths. Gap narrows between PP pupils and their non-disadvantaged peers.	Case studies evidence individual success and impact. The small number of this cohort identified as possible risk of PEX, successfully completed yr 11 and sat all examinations. The disadvantaged gap closed slightly for pupils educated on site in the year 11 cohort. Targeted revision sessions reduced pupil absence in the final run up to exams.	Continue with this approach and forensically analyse data/ ensure expected grades are accurate to ensure all pupils in need of this intervention are identified. A small number of pupils were not able to attend school regularly in the run up to exams- explore additional well-being support for this crucial time.	£19633
Engagement Centre Core registration group	Pupils are more resilient and have strategies to manage their emotions.	Case studies evidence success and impact. All pupils successfully completed year 11 and sat exams.	Continue with this approach.	£4465
EH Support	Social and Emotional needs of pupils met and attendance issues addressed.	All EH reviewed rigorously by Safeguarding Team. Some stepped down as improvements were identified. PLs highly competent at leading EH.	Continue with this approach based on individual pupil need. Parental permission required for EH and so occasionally alternative support mechanisms sought.	£9865
Year 8 literacy group implemented into the curriculum.	Data tracking shows a narrowing of attainment gap for PP students.	Successful SOW developed and taught. 5 pupils identified as having achieved in line with targets and no longer requiring this intervention.	Continue with this action for most pupils and cascade into new year 8 cohort. Longer-term objective. SOW for yr 9 to be developed.	£4078



Year 7 catch-up programme	Targeted pupils make more progress closing the gap.	33 pupils identified. Weekly, small group sessions implemented. Approx. 33% additionally taught English in Townlands. Spelling progress made by all pupils.	Continue with this approach but adapt timetabling of these sessions to have less impact of English lessons. Ensure group sizes are limited in size. Develop a separate catch up strategy for 2019-2020.	£1140
LAC monitoring/ support	LAC are given opportunities to enhance their education and their progress is monitored effectively.	Positive Progress 8 for year 11 LAC. Successful in gaining place at UVHS V1th form to study A levels.	Deputy Headteacher with responsibility for this Group to continue with this approach. New staff member identified and training needed to allow this colleague to assist in the monitoring of LAC.	£4000
Year 8 "Be Me" project	Pupils are more resilient and have strategies to manage their emotions.	100% engagement from identified pupils. Feedback from BE ME course leaders and pupils indicate increase in self-belief and confidence. Friendship groups made.	Continue with this approach.	£191
Careers planning	No yr 11 pupil will be NEET. Pupils given aspirational guidance for post 16 options.	Data received September 2019 shows all yr 11 in employment, education or training.	Continue with this approach.	£332



Unitracks project	Selected PP pupils to have the opportunity to experience university and have higher personal aspirations.	Pupil feedback indicated positivity towards university options. All identified pupils successfully completed the course and project with presentations. High standard of pupil research / team work.	Continue with this approach. School lead for More Able to coordinate this project.	£529
High 5s!/ After 8s!/ Maths booster.	Targeted PP pupils achieve in line with targets in maths.	Pupils identified feeling more confident at tackling most challenging question types and more exam ready.	Alternatives to be sought to “After 8s” intervention due to no increase of grade 9 scores.	£1755
Homework club	Targeted pupils have the appropriate facilities and academic support to complete homework.	Successful homework club run 4 times per week. Attendance recorded and chased.	Continue with this approach. EEF research -homework shown to have considerable impact.	£4275
Year 7 and 8 resilience projects -Kickstart	Pupils are more resilient and have strategies to manage their emotions.	Highly successful. Very good attendance and engagement with the project. Feedback indicated improved attendance, reduced behaviour incidents, improved A2L grades for individual pupils.	Continue with this approach.	£750



Trips and visit subsidies	Eligible pupils participate in all essential study visits and at least one non-essential trip/visit per school year.	All requests for financial assistance met. 37 pupils received subsidies for trips and visits. Valuable cultural and extra-curricular opportunities. 5 pupils had the opportunity to participate in residential overseas visits.	Continue with this action to allow equality of opportunity.	£1159
Uniform/ equipment subsidies and revision materials.	PP pupils to be equipped for school and feel part of the school community and minimise the impact of socio-economic barriers.	Increased parental awareness- (letter sent). All identified pupils accessed support for all revision guides, set texts and workbooks. Equipment and uniform provided for DT subjects. Ingredients provided for Food Technology lessons. Workbooks provided for MFL. Revision guides provided for science.	Continue with this approach.	£2015
Work experience pre-visits	Pupils have a positive work experience and show higher post 16 aspirations.	All students attended their work experience. Some students were also identified in needing a pre-visit which took place. All placements, except one were successful. Student feedback was highly positive.	Continue with work experience for year 10 pupils. Early identification of appropriate placements for vulnerable pupils and pre-visits to be continued.	£325



SEALS-Year 7	Pupils are more resilient and have strategies to manage their emotions.	86% percent demonstrated improvement when re-assessed following group work intervention.	Continue with this action but also further develop a variety of group work interventions that relate to S.E.B barriers to learning throughout KS3 and KS4.	£238
School counsellor	Pupils are more resilient and have strategies to manage their emotions.	Deputy Headteacher/ DSL monitors and is the “gatekeeper” so that pupil need is assessed: all pupils identified were given access to counsellor who reported that pupils felt more secure in managing their emotions.	Continue with this approach. The confidential nature of this work prevents further disclosure on pupil voice of this intervention.	£2340

iv. Other approaches				
Action	Intended outcome	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



EWO	Attendance above 90% for all PP pupils unless there are mitigating circumstances	All pupils with below 90% attendance on AAP or other alternative approach, e.g. EH. Actions in place and tracked rigorously.	Continue with this approach.	£22920
Identify a targeted behaviour intervention for identified yr. KS3 and 4 pupils.	A2L grades improve. Fewer behaviour incidents. SMART targets set up.	Project not identified.	Identify alternative approaches. Other projects in yr 7 and 8 seemed to overlap (Be Me/ Kickstart). Reduce number of actions in future but put into action those of most impact.	NIL
Transition Co-ordinator/ Enhanced Transition	PP pupils transition from KS2 to KS3 and settle quickly and confidently into Year 7. PP parents feel welcome and ready to engage with school.	All parents and pupils attended transition 1-1 interviews. All pupils attended transition days. Smooth start to the year in September with no significant worries for parents or students –able to engage immediately with their learning. New parents' evening at beginning of October gives opportunity for any concerns to be voiced by both parents and pupils.	Continue with this approach. Look into providing additional transition visits for PP students where appropriate.	£728



Learning Mentors	Pupils have increased 1-1 time and barriers to learning are removed. Parental contact increases and parents attend meetings in school.	Staff have been recruited but not in role by end of academic year 2019.	Additional staff need identified. Train new staff, roll out new programme of learning mentor support.	£26520
------------------	--	---	---	--------