



Ulverston Victoria High School- Pupil Premium Strategy & Catch-up

1. Summary information					
School	Ulverston Victoria High School				
Academic Year	2018-19	Total PP/Catch-up budget	£123,909	Date of most recent PP Review	n/a
Total number of pupils	1389	Number of pupils eligible for PP	218	Date for next internal review of this strategy	Sept. 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) based on provisional data
Expected Progress 8 (2018-19)	-0.286	Not available
Expected Attainment 8 (2018-19)	47.92	Not available
Progress 8 score average (2017-8)	-0.381	0.1
Attainment 8 score average(2017-8)	39.53	Not available
% achieving 5A*-C incl. EM (2016-7)	50%	Not available
% achieving expected progress in EM (2016-7)	23.8%	Not available

3. Barriers to future attainment (for pupils eligible for PP including more able)	
Academic barriers	
A.	Literacy skills especially for the small number of pupils who are below school ready.
B.	A general disengagement/ low aspirations in their learning KS3 and KS4 especially middle-ability at KS4.
C.	Demands of new specifications especially English/ Maths KS4 and appropriateness of the curriculum.
Additional barriers	
D.	Attendance rates for some pupils eligible for PP are below target for all children of 96%. This reduces their learning time and causes them to fall behind on average.



E.	Parental Engagement with school and their children's readiness for learning.	
F.	Access to extra-curricular activities and educational experiences/ trips.	
G.	Social and emotional concerns: mental health and well-being.	
4. Intended outcomes		Success criteria
A.	High levels of progress in literacy, especially for year 7 pupils eligible for PP.	Reading age of students improved through a new development plan for literacy and routine literacy assessment system developed to measure reading ages and comprehension of students at fixed intervals.
B.	Improved teaching quality- good teaching for all has a particular benefit for PP pupils.	Gap narrows between PP pupils and their non-disadvantaged peers by 25%. Identified KS4 boys have fewer behaviour incidents.
C.	Improve outcomes for English and Maths for identified pupils in S+ lessons.	Narrowing of the gap in EM Progress 8 scores for eligible for PP compared to non-disadvantaged peers by 25%.
D.	Increased attendance rates for pupils eligible for PP.	Reduction in persistent absence gap between PP and non-PP peers. Overall % attendance among pupils eligible for PP increases by 1%.
E.	Increased engagement of parents.	Increased % attendance of PP parents at parents and other events/ meetings.
F.	Increased uptake of pupils eligible for PP in trips and clubs.	Increased participation numbers of eligible PP pupils as measured by achievement points.
G.	Pupils feel supported and know who to approach. Improved emotional resilience.	Pupil voice indicates all pupils know how to access support/ feel supported in school. SEALS assessments show evidence of lower scores across KS3-4. HHTS % does not increase.



5. Planned expenditure					
Academic year	2018-19				
i. Leadership and Management					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop and improve the Pupil Premium Strategy	PP is spent effectively and impact measured. KS4 intervention is cost effective, efficient.	Lack of strategy could indicate that the impact of the PP grant is not as effective as it could be.	Report to Headteacher and Governors on effectiveness and impact.	PP Lead	July 2019
FEC PP project to investigate reasons for and develop strategies to reduce the attainment gap.	Gap narrows between PP pupils and their non-disadvantaged peers.	The PP gap increased slightly 2017-18. Existing intervention practice may indicate some strategies inefficient.	Assistant Headteacher to report to Headteacher.	PP Lead	July 2019
To have a robust system to identify cost of disadvantaged methodology per student/ per intervention.	PP is spent effectively and impact measured.	The PP gap increased slightly 2017-18. Existing intervention practice may indicate some strategies inefficient.	Intervention cost analysis presented to Headteacher and Governors.	PP Lead	July 2020
To develop a methodology to track action and impact of strategic and tactical intervention.	Performance matrix developed for all groups KS3 and KS4.	Evidence shows that effective and regular tracking to show impact will ensure strategies are effective.	Assistant Headteacher to hold regular reviews with PL at data entry points.	PP Lead	April 2019



<p>To further develop the effectiveness, and monitoring of this effectiveness, of the strategies developed and employed to secure the necessary progress of “Groups” where data analysis shows they are achieving less well than “All Students” when compared to national averages.</p>	<p>Gap narrows between PP pupils and their non-disadvantaged peers. Improved understanding of and action for different groups of disadvantaged students.</p>	<p>The PP gap increased slightly 2017-18.</p>	<p>Data gathered via the Performance Matrix reviewed and actions in place in an effective time scale. PP progress monitored on an individual basis.</p>	<p>PP Lead</p>	<p>September 2019</p>
<p>To review KS3 embryonic intervention with the view to expanding as a medium term development.</p>	<p>Gap narrows between PP pupils and their non-disadvantaged peers.</p>	<p>OFSTED Inspection identified an imbalance of KS3 Intervention.</p>	<p>Agenda and profile of KS3 Intervention updated. Data driven intervention agenda.</p>	<p>PP Lead</p>	<p>September 2020</p>
<p>To review strategic intervention and develop the curriculum and timetable as appropriate.</p>	<p>Current curriculum reviewed. Students follow appropriate curriculum.</p>	<p>Demands of the new GCSE specifications and examination procedures impact some disadvantaged pupils. Identified the need of a more personalised curriculum for some.</p>	<p>Appropriate amendments made to timetable / curriculum structure.</p>	<p>Head Teacher/ PP Lead</p>	<p>September 2020</p>
<p>To have in place a Literacy Leader to drive literacy across the curriculum.</p>	<p>To close the literacy “gap” for all students</p>	<p>We have identified an inconsistency in literacy standards across the school. The new GCSE specifications have higher literacy demands.</p>	<p>Staff in post.</p>	<p>Assistant Head T&L</p>	<p>April 2019</p>



ii. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	We have identified an inconsistency in literacy standards across the school.	Literacy Leader will meet SLT Link regularly who will track progress. Lesson observations/ department reviews will show evidence/impact.	Assistant Head T&L	July 2021
To develop, maintain and monitor a whole school literacy framework/policy to provide consistency across the school. To further develop the strategic approach to literacy intervention.	To close the literacy “gap” for all students. Policy/ framework in place and approved by Governors.	We have identified an inconsistency in literacy standards across the school	Monitoring system reviewed and impact assessed. Performance matrix evidences impact	Assistant Head T&L/ Literacy Leader	July 2019
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.	We have identified an inconsistency in literacy standards across the school. Research evidences a fall in literacy standards post KS2.	Events/ strategies explored and put in place.	Assistant Head T&L/ Literacy Leader	September 2020



To develop a monitoring system to check students' literacy and impact of strategies.	Development plan in place. Assessments in place for KS3.	We have acknowledge a gap in how we measure literacy standards and progress across KS3.	Assessments will be selected using evidence of effectiveness/EEF toolkit. Literacy progress tracked Report to SLT/Governors.	Assistant Head T&L /Literacy Leader	January 2020
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	We have identified an inconsistency in literacy standards across the school	Reading tool investigated and implemented.	Literacy Leader	April 2021
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.	Research evidences a fall in literacy standards post KS2.	Attendance at events monitored and evaluated by parent/ student voice which indicate improved	Literacy Leader	July 2020



CPD twilight –all staff: “Closing the Gap” and “Memory techniques”	Improve quality and effectiveness of teaching. Remove inconsistencies in T&L.	Research (Daniel Sobel) shows narrowing the Gap has to involve “outstanding, quality-first teaching based on understand students’ needs”.	Lessons observations and book scrutiny to have a key focus on PP children. SL/SLT Link meetings to have a specific PP and sub-group focus.	Assistant Head T&L	On-going as per Health Checks and Department reviews.
To develop memory techniques strategies.	Improve quality and range of teaching strategies. Good teaching for all has a particular benefit for PP pupils.	Higher demands of the new linear GCSE specifications in terms of content and recall of information.	Working party of volunteer staff to take forward and cascade strategies in departments.	Assistant Head T&L	July 2020
Allocate staff appropriately to identified/ targeted teaching groups.	Gap narrows between PP pupils and their non-disadvantaged peers.	We identified that there is an imbalance of some groupings having higher numbers of less-experienced teachers. Research-Daniel Sobel-vital to get the right teachers matched to the right classes.	Raised and discussed at SL meeting. SLs to readdress the balance early in timetabling programme for 2019-20. Headteacher/ SLT to analyse. Learning walks.	Head Teacher/ Assistant Head T&L	June/ July 2019
Total budgeted cost					£23,503



iii. Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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. SOW developed.	Data for PP 2018 showed below expected progress of several pupils in S+ groups.	Lesson observations/ learning walks. Case studies for PP students demonstrating specific impact. Early identification and monitoring of pupils at risk of not meeting targets. Performance Matrix will evidence impact. Sub-groups regularly addressed at KS3/4 Intervention meetings.	PP Lead/ Assistant Head T&L	January 2021
Study + targeted intervention	Study + pupils reach targets in English and Maths. Gap narrows between PP pupils and their non-disadvantaged peers.	Data tracking evidences some PP not on track to meet targets in English and Maths.	Performance matrix sub-group tracked and will evidence impact. Sub-groups regularly addressed at KS3/4 Intervention meetings.	PP Lead/ Principal Learning Mentor	Data entry points.



Engagement Centre Core registration group	Pupils are more resilient and have strategies to manage their emotions.	Increasing numbers of pupils with low self-confidence/ self-esteem/ socio-economic barriers. EEF research- removing emotional social barriers have important learning impact.	Link SLT to review effectiveness of EC.	Deputy Head	On-going
EH Support	Social and Emotional needs of pupils met and attendance issues addressed.	EEF research- removing emotional social barriers have important learning impact.	EHS reviewed and minuted. Actions put in place. Progress and impact reviewed at KS3 and 4 Intervention meetings.	PP Lead/ PLs	
Year 8 literacy group implemented into the curriculum.	Data tracking shows a narrowing of attainment gap for PP students.	Some pupils need further targeted literacy support to build on the year 7 catch up programme.	Markbook to track progress of identified pupils to show impact. Literacy assessment in place to evidence progress.	PP Lead/ PL	On-going at data entry points. July 2020



Year 7 catch-up programme	Targeted pupils make more progress closing the gap.	KS2 data shows some pupils are below expected levels in literacy and numeracy.	Markbook tracks pupil progress/ shows impact. KS3 Intervention meetings identify/ implement actions arising.	SENCO/ PP Lead	July 2020
LAC monitoring/ support	LAC are given opportunities to enhance their education and their progress is monitored effectively.	LAC have faced socio-economic and emotional challenges which may impact on their progress.	LAC Lead will track and prepare updates and attend PEP. LAC Lead will report to Deputy Head to examine that intervention strategies are effective.	Deputy Head/ Employability Lead	On-going annually
Year 8 "Be Me" project	Pupils are more resilient and have strategies to manage their emotions.	Increasing numbers of pupils reporting mental health and well-being issues. It is important to identify/ address prior to KS4. EEF research shows targeting emotional and social barriers has an important impact on learning.	Initiatives on SIMS of targeted pupils tracked and pupil voice/ SEALS assessments conducted.	PL	July 2020



Careers planning	No yr 11 pupil will be NEET. Pupils given aspirational guidance for post 16 options.	National evidence shows that some PP pupils display low aspirations and a general lack of awareness of opportunities post 16.	PP pupils all receive individual careers meeting. Career plans shared with parents/ PLs. Career plans fed into KS4 Intervention meetings. Targeted pupils guided at UVHS careers	Careers Leader/ PP Lead	Sept 2020
Unitracks project	Selected PP pupils to have the opportunity to experience university and have higher personal aspirations.	Some pupils display low-aspirations and may not consider future applications to higher education.	Pupil voice. Pupil post 16 applications show high-aspiring choices. Destination data tracking.	Careers Leader	Sept 2012
High 5s/ After 8s/ Maths booster.	Targeted PP pupils achieve in line with targets in maths.	P8 data in KS4 indicates some pupils are below target in maths and that some more-able pupils need extra challenge to achieve grade 9.	A2L grades and maths progress data analysed by SL for maths.	Maths staff	Termly at data entry points



Homework club	Targeted pupils have the appropriate facilities and academic support to complete homework.	Behaviour statistics evidence increased likelihood that some PP pupils do not regularly complete homework and meet deadlines.	PLs monitor Hwk club attendance statistics and liaise with TAs to ensure effective support is in place.	TA/PL	On-going
Revision materials	Pupils can access materials to minimise the impact of socio-economic barriers	Some PP pupils and their families do not have the financial means to provide study materials.	SLs to identify pupils not accessing materials. Parents made aware of Pupil Premium grant. SLT link coordinates requests.	PP Lead / SLs	On-going
Year 7 and 8 resilience projects -Kickstart	Pupils are more resilient and have strategies to manage their emotions.	Increasing numbers of pupils with low self-confidence/ self-esteem. EEF-emotional/social barriers have important	Pupil voice shows pupils are more aware of how to keep healthy and well.	Employability Lead / PL	May 2020
Year 8 MindSet Project	Pupils are ready to learn and are more resilient in their learning.	A general disengagement/ low aspirations in their learning KS3 has been identified for a number of pupils in year 8.	PL to track –Markbook to show impact. SLT link to analyse overall effectiveness.	PL	At data entry points July 2010



Trip/ visit subsidies	Eligible pupils participate in all essential study visits and at least one non-essential trip/visit per school year.	Some PP pupils and their families do not have the financial means to enable them to participate in trips/ visits.	PLs track participation rates of PP pupils. Parents of eligible pupils made aware of Pupil Premium Grant subsidies.	PP Lead / PLs	July 2020
Uniform/ equipment subsidies	PP pupils to be equipped for school and feel part of the school community.	Some PP pupils do not have access to the equipment/ uniform/ PE/specialist kit needed in school	PLs liaise with parents and seek approval from uniform/ equipment subsidies from SLT link. Parents of eligible pupils made aware of Pupil Premium Grant subsidies.	PLs	On-going
Work experience pre-visits	Pupils have a positive work experience and show higher post 16 aspirations.	Some pupils show low employability aspirations	Work experience feedback evidences impact.	Careers Leader	April 2019



SEALS-Year 7	Pupils are more resilient and have strategies to manage their emotions.	Increasing numbers of pupils reporting mental health and well-being issues.	Targeted pupils re-assessed and Performance Matrix will evidence impact.	EC	July 2020
EH support including working with families with a range of services.	Pupils are ready to learn and are more resilient in their learning.	EEF research shows that targeting emotional/social barriers has an important impact on the outcome of learners.	Ensure emotional and social needs met, attendance issues addressed. Meetings recorded and tracked. Actions analysed to ensure these are effective.	PL/ Family Liaison Officer	Termly at data entry points
School counsellor	Pupils are more resilient and have strategies to manage their emotions.	Some pupils show need for additional emotional support due to mental-health concerns.	Counsellor reports to PL/ Deputy Headteacher	Deputy Head	On-going
Total budgeted cost					£57,611
iv. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



EWO	Attendance above 90% for all PP pupils unless there are mitigating circumstances.	There is a gap between PP attendance and their non-disadvantaged peers. Research shows a link between poor attendance and lower progress.	AAP/ AP for all pupils with below 90% attendance. 90-95% tracked at PL/ EWO meetings.	Family Liaison Officer /PLs	July 2020
Identify a targeted behaviour intervention for identified yr. KS3 and 4 pupils.	A2L grades improve. Fewer behaviour incidents. SMART targets set up.	A2L grades and behaviour logs indicate a small number of pupils in yr 10 who are disengaged with their learning. Some parents are "hard to reach".	Performance Matrix shows impact. Analysis of data by PL. Meetings held with identified parents. Learning walks for this sub-group. Personalised intervention based on pupils' individual needs. Needs identified by individual pupil /parent discussions. Case study table established to show soft data/ holistic impact.	PL/KS3 Lead	July 2019
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	Some PP pupils and their parents show increased anxiety towards transition. Primary colleagues indicate some parents may be less willing to engage.	Visits made to primary schools during KS2 and PP year 5 and 6 pupils on visits to UVHS tracked. Enhanced transition by EC tracked by soft data, pupil progress and parental feedback by PL.	Transition Co-ordinator	Autumn term and on-going.



	ready to engage with school.				
Learning Mentors	Pupils have increased 1-1 time and barriers to learning are removed. Parental contact increases and parents attend meetings in school.	Some pupils show need for additional emotional support and some PP parents are less likely to engage with school.	PL track attendance, A2L and progress data and report to KS3/ KS4 intervention meetings.	PL/PP Lead	Learning mentors x3 5 hours each per week Additional mentor 2 hours per week
Total budgeted cost					£50,726