

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	George Stephenson High School				
Academic Year	2019-20	Total PP budget	£237, 555	Date of most recent PP Review	Jan. 2018
Total number of pupils	1215	Number of pupils eligible for PP	262	Date for next internal review of this strategy	September 2020
Detailed Breakdown 2018-2019					
FSM Secondary	Post Looked After Child (LAC)		LAC		Service Children
233	7		tbc by Virtual Headteacher		12
2. Current attainment					
Based on 2018-19 results at the end of Key Stage 4	<i>Pupils eligible for PP (school) 47 students, 21% of cohort</i>			<i>Pupils not eligible for PP (national average 2018)</i>	
Progress 8 score average	-0.40			0.13	
Attainment 8 score average	3.71			5.01	
% achieving English & Maths (Grades 9-5)	Grade 4+ 38.6% Grade 5+ 13.6%			Basics 50%	
% achieving EBacc	Standard Pass 11.4% Strong Pass: 9.1%			Standard Pass 28.4%	
Current student performance data (Year 11 2019-20)					
% achieving English & Maths (Grades 9-5)	43.5%			Not yet available	
Progress 8 score average	-0.072			Not yet available	
Attainment 8 score average	4.6			Not yet available	
% achieving EBacc (Grades 9-5)	Standard Pass 17.4% Strong Pass: 13.0%			Not yet available	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A. School Context of Deprivation:
Our school context of deprivation means that there are a large number of families facing social and economic challenge. Even though our school deprivation indicator (IDACI) is 0.2 (decile 5) compared to National of 0.2 a significant percentage of our PP students live in the most deprived areas nationally. 27% (over a quarter) of our PP students our pupils (53 students) live in deciles 1 and 2 with a further 30% (57 students) living in decile 3. Therefore, 57% of our students eligible for PP live in deciles 1, 2 or 3. Statistics taken from Jan 2019 Census Data.

B. Attainment on Entry:
English Across Years 7-11 there is an average of a 4.3% gap between PP and non PP students on entry to the school based on their Key Stage 2 Reading Data scaled scores/fine levels.
Maths: This picture is replicated in Maths where Years 7-11 there is also an average of a 3,1% gap between PP and non PP students on entry to the school based on their Key Stage 2 Maths Data scaled scores/fine levels.

PRIOR ATTAINMENT READING GAPS	Y7			Y8			Y9			Y10			Y11			Average Difference
	PP	NPP	%	PP	NPP	%	PP	NPP	%	PP	NPP	%	PP	NPP	%	
	99.63	105.21	5.30	101.66	105.8	3.91	99.2	105.92	6.34	101.07	103.17	2.04	4.76	4.91	3.05	4.13
PRIOR ATTAINMENT MATHS GAPS	Y7			Y8			Y9			Y10			Y11			Average Difference
	102.05	105.8	3.54	101.66	107.14	5.11	100.6	104.44	3.68	100.6	104.44	3.68	4.76	4.91	3.05	

C. Social Emotional and Mental Health Difficulties (SEMH)
Data from "Young Minds" tells us that in an average class of 30 young people, three will have a mental health problem. Figures show 10% of children aged 5-16 have been diagnosed with a mental health problem. At GSHS, currently 20% of our students eligible for PP have known SEMH difficulties. (Consistently the same figure since 2018).

D. Teaching and Learning
Ofsted 2017 asked GSHS to focus on improve the quality of teaching so that it is consistently good or better in the main school to enable all groups of pupils (including Pupil Premium students) to make at least good progress by ensuring that:

- teachers have high expectations of the work produced by pupils
- work set for pupils is challenging, especially for middle ability pupils and the most able pupils particularly in key stage 3
- assessment is used well to address misconceptions and plan challenging work, particularly in mathematics
- skilful questioning is used consistently well to deepen pupils' understanding of what is being learned
- teachers provide more opportunities for pupils to write at length and apply their mathematical skills in a wide range of subjects.

External barriers (issues which also require action outside school, such as low attendance rates)

E. Social Care Needs and Parental Engagement
Our school has a large number of families supported historically or currently by outside agencies including social care, family support workers and Early Help Assessments (EHA). Nearly a quarter (25%). 1 in 4 of of our current PP cohort have previous had involvement of external agencies. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities. On average, attendance at parent's evenings has been 17.5% lower over the past three years for PP students as opposed to non-PP students and therefore we feel this lack of parental engagement is significant enough to identify as an external barrier. Attendance did improve by 4% this year for disadvantaged families (2018-19) but there is still work to do.

F. Attendance
Overall attendance half terms 1-6 in 2018-2019 showed Disadvantaged students at 92% which is an improvement for our 2017-18 data and better than the National Secondary Comparator 91.9% 2017-18. In addition, 24.9% of Disadvantaged students were Persistent Absence (PA) pupils across half terms 1-4 in 2018-2019. This demonstrates a 4.3% improvement on 2017-18 and a figure which just slightly higher than the National Secondary Comparator for 2017-18 of 24.6%. Our aim is to keep reducing the persistent absence of our Disadvantaged Students to below national as poor attendance rates for PP students reduces their school hours and causes them to fall behind on attainment.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved literacy skills and outcomes across the school for students eligible for PP. In particular, for Year 7 and 8 students where there is currently a large gap between PP and non PP students on entry -5.3% (Year 7) and -3.91 (Year 8).	Reading ages in Year 7 and 8 improve following interventions: out of the 22 PP Year 7 students who currently have a reading age of 9 or below, 15 targeted students will have improved their reading ages 12 months in 10 weeks following teacher intervention using the “Boosting Reading at Primary” and another significant proportion of these will access this provision once they are in Year 8. Targeted Year 8 students will improve their reading ages through small group intervention based around Accelerated Reader.
B.	To improve the literacy and numeracy skills and outcomes across the school for students eligible for PP so these pupils making at least good progress across a wide range of subjects (Ofsted 2017) at Key Stage 4.	Students eligible for PP across the school make rapid progress so that most students eligible for PP have made at least good progress from their starting point in English and Maths.
C.	Ensure that quality first teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school is at least good and therefore most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points. Full range of teacher interventions highlighted on in-house PP intervention log.
D.	Continue to improve students’ mental health, wellbeing and behaviour through the introduction a range of internal and external interventions to ensure SEMH continues to be a high priority.	Students who are experiencing emotional and behavioural difficulties will be further supported through internal and external interventions. This will ensure that safeguarding and behaviour remain good and go on to be outstanding across the school.
E.	Improvement in student organisation, home learning and independent revision as a result of greater parental engagement through use of the SIMS app.	Number of students given “H” in their Student Planners reduces over the year. PP Parental Engagement at parents evening increased from previous year. Students are equipped for lessons and “exam ready”.
F.	Improvement in attendance for PP students in particular for our current Year 9 male students and Year 11 female students.	PP attendance to continue improve from 92% (2018-19) to 93% for each year group (above National Benchmarks). <ul style="list-style-type: none"> Globally, the attendance of disadvantaged girls still poses an issue for us and this is what we are working on this year. At the end of 2018-19, our current Year 11 (last year Year 10), we found that 7 of the 11 Persistently Absent Disadvantaged students are girls. In Year 8 2018-19 (current Year 9) this pattern is reversed and we have an issue with disadvantaged boys’ attendance and 8 of the 10 persistently disadvantaged students are boys. In Year 7 2018-19 (current Year 8) 5 of the 7 disadvantaged students were boys.

5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the quality of teaching so that it is consistently good or better in the main school to enable all groups of pupils (including Pupil Premium students) to make at least good progress</p>	<p>Whole Staff CPD programme to continue to include sessions which develop teacher skills and classroom practice specifically targeted at improving outcomes for disadvantaged students. These sessions will be based on a range of educational research based on the EEF toolkit and meta-analysis e.g. interleaving, metacognition etc.</p>	<p>EEF + 5 months GSHS Ofsted Report 2017 identifies T+L as requiring improvement and improving outcomes in Maths as being a key priority.</p>	<p>Attainment and progress data from all subject areas for 2019-20 demonstrates an improvement on 2018-19</p> <p>Analysis of Lesson Observations demonstrates an increase in exemplary practice of teachers working with disadvantaged students.</p>	<p>SRI/KWI</p>	<p>May and Summer 2020</p>
	<p>Departmental Action Plans Building on the subject-specific strategies provided, all departments should have an action plan for improving outcomes for disadvantaged pupils. This should be reviewed at least termly, in order to accurately measure the impact of individual strategies.</p>	<p>Ofsted "The Pupil Premium – How Schools are spending the funding" PP Good Practice 2013: "Where schools spent the Pupil Premium funding successfully to improve achievement, they ... ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress".</p>	<p>Regular Curriculum Leader Reviews with LT Line-management links throughout the year</p>	<p>PDO</p>	<p>Summer 2020</p>
	<p>PP Champions Each subject area has a PP representative who is responsible for monitoring, tracking and evaluating department based intervention using the Whole School PP Tracker. This is overseen by a member of the SLT. Training to ensure that PP champions are using evidence based strategies.</p>	<p>To increase the capacity for teachers to identify and eliminate barriers to learning for individual students.</p>	<p>4 meetings calendared throughout the CPL calendar for 2019-20. Regular monitoring of tracker at each data drop.</p>	<p>KWI/MCA Data Manager Time</p>	<p>Summer 2020</p>

	<p>Appraisal Curriculum Leaders appraisal targets are sharply focused on improving the quality of teaching and learning and outcomes for disadvantaged students (in line with post Ofsted Action Plan)</p> <p>Monitoring and Evaluation Senior and Middle Leaders focus on level of challenge and quality of written feedback for Disadvantaged students as part of our Whole School Monitoring and Evaluation schedule.</p> <p>Staff continue to ensure that Seating Plan information is created that all staff have a clear understanding of the pupils in their class, with barriers to learning outlined, current and target grades highlighted and a context given for each pupil.</p>	<p>To increase the capacity for teachers to identify and eliminate barriers to learning for individual students.</p> <p>Increase the effectiveness of leadership and governance by ensuring that: – senior and subject leaders have higher expectations and check pupils' work thoroughly to make sure pupils make good progress overall. (Ofsted November 2017). Governors invited to attend all Curriculum Leader Review meetings in order to develop their understanding of their linked department.</p> <p>LA Pupil Premium Review January 2018</p>	<p>Appraisal Objectives met by all staff to improve progress of Disadvantaged students.</p> <p>Make sure that PP students are always included in any work sampling, student voice activities etc and their views are always sought. CL agenda will always include Disadvantaged students as a focus.</p> <p>Consistent approach to seating plans researched and implemented</p>	<p>IDW/Curriculum Leaders/All Staff</p> <p>PDO/AW Curriculum Leaders</p> <p>All staff SRI/KWI/</p>	<p>Feb – Mid Year Appraisal and then October 2020</p> <p>See M+E schedule</p> <p>October 2019</p>
Total budgeted cost					£27179

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Enhancing outcomes for Disadvantaged students</p> <p>1. Improved literacy & reading progress for PP students who are not meeting standards on entry to Year 7.</p>	<p>Improve the quality of literacy data on entry through introduction of new Reading Test and Reading Recovery</p> <ul style="list-style-type: none"> Use YARC as a Baseline for Year 7 students Increase capacity of teachers able to deliver Reading Recover from 3 teachers in 2018-19 to 9 teachers during 2019-20. Use different delivery models in order to target a higher number of students e.g. tutorial time, in Literacy lessons and during Accelerated Reading Time 	<p>More support provided for individual students, removes any reading barriers the student may find on their own due to immediate support.</p> <p>Raised confidence in reading aloud to other students EEF +5 months</p>	<p>Data track these students through AR and YARC testing every 10 weeks to monitor its effectiveness.</p> <p>Data track students in Year 7 and implement reading catch up sessions for students to making expected progress. Letters home to parents and regular contact home.</p>	KWI/LPS/	Termly STAR tests/Termly Reading Tests
<p>2. Improve outcomes in Mathematics for Disadvantaged students</p>	<p>One to some tuition delivered by qualified maths teachers in registration time.</p> <p>Continue provision of additional maths teachers to allow for smaller group sizes to support PP/DA students.</p> <p>Provision of an external maths tutor for 1:1 intervention for targeted students.</p> <p>Funding of GCSEPod for all subjects in Y11 starting with maths & science.</p>	<p>EEF research data shows high impact of such tuition. Approach trialled for first time in 2015-16 and showed initial evidence of success particularly when students were supported via short time frame interventions.</p> <p>EEF evidence of the benefits of reducing class sizes for DA pupils to allow for more personalise and one to one interventions.</p> <p>Consistent use of 10-minute chunks is proven to support achievement whatever a students' target grade is.</p>	<p>Students identified early and parents briefed to encourage and support scheme.</p> <p>Assertive mentors of identified students involved in supporting the scheme.</p> <p>Data track these students using SISRA to monitor effectiveness of scheme.</p>	Curriculum Leader: Maths	Ongoing

<p>3.Improve attendance rates</p>	<p>Continue to embed the approach taken in 2018-19.</p> <p>EWO & Family Liaison Worker employed to monitor pupils and follow up quickly on truancies. FLW capacity was increased from October 2017.</p> <p>Proactive response to emerging patterns of poor attendance of PP students via early action plans; identification of barriers and support and agreed targets for improvement including:</p> <ul style="list-style-type: none"> • Letters about attendance to parents / guardians. EWO/FLW to visit all PA at home to discuss attendance with parents / guardian and explore barriers. • Formalised attendance letters/contracts/ penalty warning route Home visits for PA students £11,549 (proportion of salary costs) • Liaison with Primary Schools to collect data on PP PA students and understand barriers to attendance. <p>SIMs Discover systems used by key staff to monitor and track attendance of PP (and other) students. SIMs teacher APP attendance function used to communicate live daily attendance data to parents.</p> <p>Continued provision of two Teaching Assistants to support PP/DA students in school who are unable to follow a full curriculum timetable and staffing of 1:1 support sessions as well as delivering a first day response provision.</p> <p>Monthly ASC meetings (attendance officer, DHT, SENCO and ASC) track attendance and identify specific student needs by drawing up Personalised attendance improvement plans for targeted PP students</p> <p>Four Intervention Team meetings (LT link, GM, ASC) a year now are sharply focused on a short term and long term target for their year group based on improving the attendance of persistently absent Disadvantaged Students</p> <p>Attendance competitions and incentives to reward improved attendance.</p> <p>Complete Attendance Audit following External CPL course in order to discover where further gains in improving attendance could be made.</p>	<p>Attainment cannot be improved if pupils aren't attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>To provide additional capacity for supporting poor attenders when they are in school.</p>	<p>February, April and July 2020 attendance data analyses show a continued decrease in the % of PP students who are PP and that the attendance of PP students overall increases to narrow the attendance gap between PP and non-PP students</p>	<p>Deputy Head Teacher (Pupil Premium Coordinator)</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£85, 854</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
4.Appropriate targeted interventions to support PP students with SEMH difficulties	<p>CPD for teaching staff on Attachment disorder and Mental Health difficulties. Educational Psychologist for Local Authority to come into school in November 2019 to train staff.</p> <p>Curriculum Leader reviews with SENCO to focus first on Disadvantaged students' progress</p> <p>Emotional Well-Being group led by Sixth Form students and FLW and Sixth Form Learning Mentor to lead on assemblies, tutorial activities – this may include support from “Think Bubble” who are applying for a lottery funded grant to support the school with our “buddy” system.</p> <p>FLW specifically trained on SEMH and becomes champion for school. Work with GMs on targeting groups and individuals in need.</p> <p>Implementation of a clear Plan-Do-Review process for support for students with SEMH needs in school. Students recorded as SEMH Monitoring on SEND reister and Pastoral Support Plan/ISP created and reviewed with parents every 4-6 weeks.</p> <p>The Girl Group – Year 10 Support for high achieving girls suffering from anxiety</p> <p>Monitor the implementation of our new “GSHS Behaviour Blueprint” following external PP review and PIVOTAL Behaviour Review and focuses on students being “Ready, Respectful, Safe”, clear Stepped Sanctions, visible adult consistencies etc. This will help avoid students being removed from lessons which can hinder their progress and support students in becoming more resilient and reflective learners through Restorative Conversations which build positive relationships with teachers.</p> <p>Pursue Carnegie Mental Health Award to audit good practice and diagnose areas to improve on in terms of fostering good mental health amongst our young people in terms of leaders at GSHS being able to</p>	<p>Staff awareness of social / emotional issues which are affecting learning and can follow up or support students accordingly</p> <p>EEF+4months Evidence suggests that social and emotional interventions are high impact for low cost. This is fixed in extensive research</p> <p>Pupil Premium Review January 2018 encouraged GSHS to review current Behaviour system.</p>	<p>Evaluations of staff training. A reduction in FTEs and the proportion of the students who are PP against NPP decreasing. Improvement in attendance data over HT1-6</p> <p>Minutes from CL Review Meetings/ Governor to attend</p> <p>Minutes from meetings.</p> <p>AM and SGR to access appropriate CPL throughout the year.</p> <p>Students are identified earlier given the correct level of support and moved towards an EHCP more quickly if and when necessary.</p> <p>Positive evaluations from girls</p> <p>Fewer DA students in “Time Out”</p> <p>Students enjoy coming to school and attendance and attitude to learning of DA students improves.</p>	<p>LPS/SRI/JFu</p> <p>KWI/RBE</p> <p>AM/LB</p> <p>JFU/RLB/KWI/GMs</p> <p>DSJ/LPS/BCM</p> <p>KWI/SRI/LDU</p>	<p>Termly Data drops and Annual 2020 results.</p> <p>Monitor via Guidance Team M+E schedule. KWI/SRI to ensure that this is also monitored as part of LT M+E schedule November 2019 initial review and then Termly Behaviours stats</p>

	<p>Create a culture of an awareness of mental health, tolerance and acceptance, helping to reduce behavioural problems and promotes positive mental health strategies.</p> <ul style="list-style-type: none"> • Improve community wellbeing for all • An opportunity for the school to identify its own priorities and areas for development using the framework • Address the needs of all mental health needs of your community including pupils and staff. • Increase staff retention rates meaning continuity of care and attract high calibre staff. • Demonstrate commitment to adhere to and exceed professional and government guidance. Allows specific professional development opportunities for all levels of staff whether 		Achievement of Quality Mark	AM/LB/KWI	Via external QA for the Award
Total budgeted cost					£55, 734
5.Improvement in student organisation, home learning and independent revision as a result of greater parental engagement and other strategies.	<p>Financial Assistance GMs, ASCs, Attendance Officers, FLWs play a lead role in identifying specific students and families and provide appropriate support by contributing to the costs of: school uniform, educational support material, music lessons, enrichment experiences and educational visits etc.</p> <p>Home School Communication via SIMS app High Expectations system ensures students' equipment and home learning are monitored every week and swift intervention can take place by form tutors and GMs. SIMS app purchased to improve home-school communication of behaviour and rewards linked to this. SIMS app is now being used to set Home Learning which parents are able to access from their phones.</p> <p>Year 11 Targeted Study Group Provide after school facilities for extended learning activities and contribute to the cost of transport home.</p>	<p>Parental Engagement EEF+3 months</p> <p>Behaviour Interventions EEF+3 months</p> <p>On average, pupils make two additional months' progress per year from the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as</p>	<p>Fewer incidents of PP students in Time Out due to uniform issues. Students equipped to learn and fewer confrontations with staff about this.</p> <p>Number of PP students attending After School workshops decreases during the year.</p> <p>100% attendance at homework club for DA students</p>	<p>KWI+GMs</p> <p>KWI/PDO/SRI</p> <p>BCM/DSJ</p>	<p>Fortnightly GM meetings</p> <p>Annually</p> <p>Summer 2020 Results</p>

	<p>Ensure that PP students are prioritised as part of GSHS involvement in the "NECOP" (North East Collaborative Outreach Project) within the school which includes:</p> <ul style="list-style-type: none"> Year 8 Football ASDAN project, Year 9 Enterprise Project, Year 9 Future Me Mentoring Project, Destination Success Options Roadshow, and targeted workshops as part of our CEIAG programme. One member of staff being trained and funded by NECOP as our school "Higher Education" Champion <p>Launch GSHS as a Newcastle United Foundation School for 2019-20 and target PP students to work with Dan on a weekly basis for the whole year on careers work, character building etc.</p> <p>Introduction of LORIC system and points allows ASCs to monitor character traits within PP students and plan interventions/trips etc where they can be given opportunities to learn and demonstrate qualities of Leadership, Organisation, Resilience, Initiative, and Communication.</p> <p>Assertive Mentoring Programme</p>	<p>increased attendance at school, improved behaviour, and better relationships with peers. (EEF)</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes. (EEF)</p>	<p>Positive Evaluations from all students, effort and progress data monitored and demonstrates an improvement in attitudes to learning that can be celebrated with parents.</p> <p>Increased uptake in PP students involved in extra-curricular/character activities</p> <p>Improvement in Progress 8 scored for PP students Summer 2020</p>	<p>MCA</p> <p>SRI/ASC/MCA</p> <p>MCA</p>	<p>Termly Progress Updates focused on Attitude to Learning, Attendance and Progress.</p> <p>Monitor via Guidance Team M+E schedule. KWI/SRI to ensure that this is also monitored as part of LT M+E schedule November 2019 initial review and then Termly Behaviours stats</p> <p>Summer 2020 results</p>
Total budgeted cost					£68, 788
Overall cost					£237, 555

6. Review of expenditure				
Previous Academic Year (2018-19)				
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
<p>Improve the quality of teaching so that it is consistently good or better in the main school to enable all groups of pupils (including Pupil Premium students) to make at least good progress</p>	<p>Whole Staff CPD programme to include sessions which develop teacher skills and classroom practice specifically targeted at improving outcomes for disadvantaged students. These sessions will be based on a range of educational research based on the EEF toolkit and meta-analysis e.g. interleaving, metacognition etc.</p> <p>Departmental Action Plans Building on the subject-specific strategies provided, all departments should have an action plan for improving outcomes for disadvantaged pupils. This should be reviewed at least termly, in order to accurately measure the impact of individual strategies.</p> <p>PP Champions Each subject area has a PP representative who is responsible for monitoring, tracking and evaluating department based intervention using the Whole School PP Tracker. This is overseen by a member of the SLT. Training to ensure that PP champions are using evidence based strategies.</p>	<p>Rising trend for disadvantaged P8 continues (-0.74, -0.59, -0.36). Teaching and Learning significantly improved over time and is enabling all groups of students to make at least good progress. PDO/SRI launched whole school CPL on metacognition on 12/3/19 and this is now being integrated and developed in DTT time for the Intent, Implementation and Impact process of Curriculum Mapping or SOWs for 2019/20.</p> <p>Completed and Ongoing</p> <p>PP Champions is now an established method of sharing good practice within departments. Last year we had 4 meetings and these are calendared to take place during 2019-20 too PP tracker is regularly updated based on contribution of all staff. Work on Attendance Barriers has been added and the tracker monitored every PR by MCA/KWI/ST KWI to review Departmental PP Audits in HT6 in prep for supporting Departmental DIPS next year.</p>	<p>Yes</p> <p>Yes</p> <p>Yes now calendared into directed time.</p>	<p>£28085</p>

Appraisal

Curriculum Leaders appraisal targets are sharply focused on improving the quality of teaching and learning and outcomes for disadvantaged students (in line with post Ofsted Action Plan)

Monitoring and Evaluation

Senior and Middle Leaders focus on level of challenge and quality of written feedback for Disadvantaged students as part of our Whole School Monitoring and Evaluation schedule.

Seating Plan information must be centrally created and shared so that all staff have a clear understanding of the pupils in their class, with barriers to learning outlined, current and target grades highlighted and a context given for each pupil. An LSA tracker, similar to the Seating Plan information should be developed and used for similar reasons

Achieved, though there are still some curriculum areas where disadvantaged progress is not as rapid as others and this will form part of the strategy for 2019-20 and greater support will be given to those departments through CPL but also as part of our Monitoring and Evaluation schedule. Subjects are Art, Graphics and Media Studies and to a lesser extent History and Business Studies. Maths is still below average in terms of progress but is on a rising trend and of lesser concern than previously.

Guidance has been circulated to all staff by IDW/SRI

Yes

Yes

Yes

ii. Targeted 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)	Cost
<p>Enhancing outcomes for Disadvantaged students</p> <p>1. Improved literacy & reading progress for PP students who are not meeting standards on entry to Year 7.</p>	<p>Improve the quality of literacy data on entry through introduction of new Reading Test Based on External PP Review in January 2018, investigate the effectiveness of Cloze 3 reading test against NFER/Hodder and use this as a Baseline for Year 7 students</p> <p>Small group interventions Year 7 PP Literacy Group – 2 hours a fortnight with an English specialist teacher aimed at accelerating literacy progress using PIXL resources which align Key Stage 2 and 4 learning aims</p> <p>Year 8 PP Literacy Group in registration with English specialist currently using Accelerated Reader to trial Reader Recovery strategies</p> <p>Year 11 PP Literacy Group in registration with English specialist using Accelerated Reader to trial Reader Recovery strategies</p>	<p>AMU, KA and EH all attended “Boosting Reading at Primary” meeting in October 2018 and we purchased the YARC reading test on their recommendation. We piloted the scheme with 2 year 7 PP students who improved their reading ages by 2 years in 5 weeks!</p> <p>Six further PP students were selected from Year 7 and the results were also positive: Student 3’s single word reading has improved from 8:06 to 9:00. Her reading rate has increased from 9:02 to 12:03. Her comprehension was 13:05 in March and is now 13:02 which was her chronological age at present. Her accuracy has increased from 7:05 to 9:06 and, although her fluency is still below 11:00, her ability score improved from 1.0 to 1.4.</p> <p>Student 4’s single word reading is still 10:06. However, his reading rate has improved from 11:05 to 13:01 and his comprehension has increased from below 7:00 to 10:08. His fluency was below 11:00 and is now 12:09.</p> <p>Student 5: word reading 7.06 up to 8.09, reading rate remained 8.03, comprehension up from 7.0 to 15.11, accuracy 8.00 up to 8.08 fluency remained below 11</p> <p>Student 6: word reading 7.00 u to 8.03, reading rate up from 8.02 to 10.09, comprehension improved from 8.06 to 14, accuracy improved from 7.01 to 8.08 fluency remained below 11</p> <p>Student 7: word reading 10.09 up to 15.03, rate up from 8.02 to 9.02 comprehension 10.02 now above 16 fluency below 11 now at 12.03.</p> <p>The final student did not complete the programme.</p> <p>Year 7 PP Literacy Group have all had 3 reading speed tests and improved their scores (couple of bumps along the way!) Scores are words read accurately per minute. They need to be at 120 to access exam papers. Out of 5 students, all of them have improved their scores.</p> <p>Student 1: 48, 42, 65 Student: 2 60, 65, 71 Student 3: 61, 67, 78 Student 4: 71, 89, 88 Student 5: 80, 83, 82</p> <p>We decided that this was not having the desired impact with Year 11 so have tasked EH with Reader Recovery instead with Year 7 which is much more impactful. Poor Attendance, little impact</p>	<p>We managed to target 8 students rather than 10 due to a member of trained staff going on Maternity Leave. English Dept will work with SEND next year in order to identify best delivery models to reach more students i.e. not just in registration.</p> <p>Is effective but depends on staff having available time on their timetable which is not always possible.</p> <p>This type of intervention is too late in Year 11</p>	

<p>2. Improve outcomes in Mathematics for Disadvantaged students</p>	<p>a) One to some tuition delivered by qualified maths teachers in registration time.</p> <p>b) Continue provision of additional maths teachers to allow for smaller group sizes to support PP/DA students.</p> <p>c) Provision of an external maths tutor for 1:1 intervention for targeted students.</p> <p>Funding of GCSEPod for all subjects in Y11 starting with maths & science.</p> <p>Future Me Year 11 disadvantaged students prioritised for NECOP FutureMe Online Maths academic mentoring</p>	<p>Overall, Maths progress have improved and there is a three year rising trend in P8 -0.67 -0.31 -0.13. However, the progress of disadvantaged students in Maths (though much improved from 2017 to 2018: from -1.04 to -0.69) has remained the same this year at estimated -0.70 and there is more work to be done here.</p> <p>Some changes in effort have were recorded in first round of intervention, but progress had not changed for two of the 8 students but it was early days. Progress still remains unchanged but given their recent mock exam being a solid baseline this is positive news as the improvements to progress have been maintained. Tutor group intervention is showing a chance in Maths Subject Progress of +0.11 for the disadvantaged students who attended. As time went on, across the three interventions (a-c) data from HT3 to HT 4 shows that for disadvantaged students there are the following gains:</p> <p>+0.36 in CWA grades +0.16 in PEG grades</p> <p>Number of GCSE Pod streams has risen dramatically for students in the Year 11 PP Study Group from 10 to 63 over the past term.</p> <p>The students did not really think these sessions were useful so we decided to access more English sessions for them and discontinue the Maths.</p>	<p>This has all been fed back to AMT to consider how to make 1:1 tuition more effective next half term.</p> <p>Yes</p> <p>No</p>	
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<p>3.Improve attendance rates</p>	<p>EWO & Family Liaison Worker employed to monitor pupils and follow up quickly on truancies. FLW capacity was increased from October 2017.</p> <p>Proactive response to emerging patterns of poor attendance of PP students via early action plans; identification of barriers and support and agreed targets for improvement including:</p> <ul style="list-style-type: none"> • Letters about attendance to parents / guardians. EWO/FLW to visit all PA at home to discuss attendance with parents / guardian and explore barriers. • Formalised attendance letters/penalty warning route Home visits for PA students £11,549 (proportion of salary costs) • Liaison with Primary Schools to collect data on PP PA students and understand barriers to attendance. <p>SIMs Discover systems used by key staff to monitor and track attendance of PP (and other) students. SIMs teacher APP attendance function used to communicate live daily attendance data to parents.</p> <p>Continued provision of two Teaching Assistants to support PP/DA students in school who are unable to follow a full curriculum timetable and staffing of 1:1 support sessions as well as delivering a first day response provision.</p> <p>Monthly ASC meetings (attendance officer, DHT, SENCO and ASC) track attendance and identify specific student needs by drawing up Personalised attendance improvement plans for targeted PP students</p> <p>Attendance competitions and incentives to reward improved attendance</p>	<p>2018-19 provisional attendance from LA for HT1-4 is 95.3% (second national quintile) and is an increase of 1.24% on 2017-18.</p> <p>2018-19 provisional Persistent Absence from LA for HT1-4 is 10.7% which is almost a 6% improvement. · There is a demonstrable improvement in the attendance of pupils with particular needs.</p> <p>LA Attendance data shows that PA for SEND (EHCP and SEN) in 2017-18 was 26.7 (NT average: 20.4, national average 22.2%). Currently this stands at 15.5% which is an 11% improvement.</p> <p>2018-19 Disadvantaged Persistent Absence stands at 24.9%. This is a 4.3% improvement on last year's figure of 29.2% · In March 2018, we took the decision to challenge punctuality have seen a positive improvement in this following the introduction of same day break detentions for late-comers.</p> <p>This has been achieved through several key methodologies:</p> <ul style="list-style-type: none"> • More rigorous PP attendance tracking system implemented. • Detailed attendance improvement action plan written • Individual Attendance Action plans in place for all PP PA. • Increased capacity in Attendance & Family Liaison Team. • First Day Response procedure improved, including more home visits & parental contact from EWO. • Improved IAG for parents on attendance delivered. • PP PA students all part of attendance mentoring programme. • Gaps between attendance of PP and non-PP students closed over the year. • Attendance management systems & practices audited, reviewed & evaluated. • More rigorous PP and Vulnerable groups attendance tracking system implemented for all year groups • Detailed attendance improvement action plan written • Individual Attendance Action plans in place for all PP PA students • PP PA students all part of attendance mentoring programme with ASCs • Enhanced rewards for attendance improvements of PP students. • Increased capacity in Attendance & Family Liaison Team. First Day Response procedure improved, including more home visits & parental contact from • Improved IAG for parents on attendance delivered and SIMS App to support communication of daily attendance • Gaps between attendance of PP and non-PP students closed over the year. Attendance management systems & practices audited, reviewed & evaluated. 	<p>Yes – we still have work to do to continue to improve the attendance of our PP PA students.</p> <p>We found altering the students in the ASC group on a half term basis more effective then monitoring the same group for the year.</p> <p>Attendance Audit to be carried out to support further work and see where further gains can be made.</p>
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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 w	Cost
<p>4.Appropriate targeted interventions to support PP students with SEMH difficulties</p>	<p>CPD for teaching staff on Attachment disorder and Mental Health difficulties</p> <p>Curriculum Leader reviews with SENCO to focus first on Disadvantaged students' progress</p> <p>Emotional Well-Being group led by Sixth Form students and DHT lead on assemblies, tutorial activities etc to promote positive mental health and well-being.</p>	<p>KWI has completed some CPL for staff on key students with SEMH and the Pastoral Support plans in place for these. Staff have been overwhelmingly positive about the sessions delivered both externally and in house. Only 8 out of 106 staff disagreed that CPL was not effective (Staff Survey July 2019). Further SEMH training is scheduled for all staff in October with the LA Educational Psychologist service.</p> <p>KWI and RLB have met with FWA from PCHS – appraisal targets for all SEND staff now for 2019-20 now in line with whole school priorities around Disadvantaged students. Of the 4 disadvantaged SEND students in Year 11, even though overall progress was negative – the students who had been SEND for a long amount of time and thus benefitted from in school support did significantly better than those allocated an EHCP at parent's request in Year 11 or students taught in Alternative Provision.</p> <p>Buddy system now established in Years 7-11 and led by FLW and Sixth Form Learning Mentor and Student Well Being Team. Mixed response from some students. Two student wellbeing afternoons have been organised and run but we would like to improve attendance at these.</p> <p>We are working with Think Bubble/Little Big Mouth who have submitted a draft proposal for National Lottery to work with the school on developing drama and arts-based wellbeing interventions covering aspects of mental health - such as transition, exam stress, anxiety, loneliness and anger. This work is needed to prevent children without an official diagnosis or plan 'falling through the net' as they transition between primary & secondary – and also to ensure that young people can access the skills to cope and keep healthy throughout high school and into adulthood. George Stephenson has a large number of YP from families supported by social care, family support workers & Early Help Assessments (EHA), who are at greater risk of MH issues. We also know that nationally 1 in 8 young people have a mental health disorder & huge numbers are waiting 18 weeks or more for treatment</p>	<p>Yes</p> <p>Yes</p> <p>Yes but with further support from Think Bubble/Little Big Mouth</p>	

	<p>FLW specifically trained on SEMH and becomes champion for school. Work with GMs on targeting groups and individuals in need.</p> <p>1:1 interviews with PP students tease out barriers which are recorded in PP tracker and shared with staff.</p> <p>Implementation of a clear Plan-Do-Review process for support for students with SEMH needs in school</p> <p>The Girl Group – Year 10 Support for high achieving girls suffering from anxiety</p>	<p>FLW is undergoing training for SEMH/Mental Health online voluntary units. GSHS has signed up for the Carnegie Mental Health Award and we are progressing with the assessment of this currently.</p> <p>Attendance for disadvantaged students improved in 2019-20 as a result of a combined number of interventions including the 1:1 interviews (see Target above)</p> <p>We are currently in the process of assessing several students via the Plan-Do-Review process and Pastoral Support Plans in order to apply for EHCPs to support our young people with SEMH.</p> <p>8 of the 15 PP student involved improved their attendance by 50%. However, this project is still ongoing and further evaluation is needed around impact on softer skills and self esteem as the attendance data alone does not do the initiative justice.</p>	<p>Yes</p> <p>Yes</p> <p>Yes – earlier intervention needed for Year 7 PP students displaying SEMH – PSPs up and running by October half term</p> <p>Yes – this is an ongoing project for one year.</p>	
<p>5.Improvement in student organisation, home learning and independent revision as a result of greater parental engagement and other strategies.</p>	<p>Financial Assistance GMs, ASCs, Attendance Officers, FLWs play a lead role in identifying specific students and families and provide appropriate support by contributing to the costs of: school uniform, educational support material, music lessons, enrichment experiences and educational visits etc.</p> <p>Home School Communication High Expectations system ensures students' equipment and home learning are monitored every week and swift intervention can take place by form tutors and GMs.</p> <p>SIMS app purchased to improve home-school communication of behaviour and rewards linked to this.</p> <p>Year 11 Targeted Study Group</p>	<p>Hardship fund set up, school uniform (walk in wardrobe purchased) and can now be borrowed from school. Music lessons for PP students are now paid for and several initiatives have been subsidised to allow PP students to attend e.g. Trip to Alnwick Gardens, Ford Castle Visit, several University trips, Pizza Parties and Inflatables.</p> <p>Removal from lessons (duty support) significantly decreased this year (Only 107 students were duty supported (8.9% of population on roll) by end of HT4 compared to 169 (13.3% of population on roll) at end of HT4 last year. “Lost Learning” – students placed in Time Out has reduced by 788 hours from Christmas which is a fabulous achievement. 23.9% of students on Detentions (45 minute ASW) are PP which is in line with our overall whole school PP population. Home Learning facility in SIMS launched last year in Year 8 only. Positive feedback from staff and students has led to this being rolled out to all year groups from September 2019. Impact too early to tell as yet.</p>	<p>Yes – but we will tweak how PP students are targeted for these visits based on LORIC points and where elements of character can be developed.</p> <p>Yes</p>	

	<p>Provide after school facilities for extended learning activities and contribute to the cost of transport home.</p> <p>Year 9 disadvantaged students prioritised for NECOP Future Me Face to Face Mentoring Programme</p> <p>Review current behaviour system sanctions following external PP review to avoid students being out of lessons which can hinder their progress. KWI/SRI to attend Paul Dix course in November to begin this process.</p> <p>Assertive Mentoring Programme</p>	<p>Dropped to 57% last half term which is disappointed. All group got together by DHT and importance reiterated. Overall we felt that even though the progress of the students who attended was -0.76 some individuals did really well.</p> <p>More programmes progressed over the course of the year. The Future Me Programme was overwhelmingly evaluated positively by all students in the group who all said it has made them consider HE an option when they are older. Year 9 Enterprise Challenge and Year 8 ASDAN group with NECOP have begun. In terms of attendance, for those students involved we saw the following improvements:</p> <table border="1" data-bbox="869 260 1211 384"> <tr> <td>Y8 43.75% Improved</td> </tr> <tr> <td>Y9 50% Improved</td> </tr> </table> <p>PIVTOAL Behaviour Review took place in March 2019 and KWI/SRI/LDU will launch new Behavioural Strategy for 2019/2020 in September 2019.</p> <p>15 students were involved in this project and the impact was highly successful. Overall there was a SPI Progress Indicator of +0.39 for this group.</p>	Y8 43.75% Improved	Y9 50% Improved	<p>We would like to continue with a new group with 2019-20's Year 11 but consider different criteria for selection through using the Horsforth Quadrant.</p> <p>Yes</p> <p>Yes</p>	
Y8 43.75% Improved						
Y9 50% Improved						

<p>£75627</p>
<p>OVERALL TOTAL SPEND 2018-19: £249, 635</p>

