

The **Pupil Premium** provides funding for students:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1600 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies. Performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. LHS is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

1. Summary information			
School	Litherland High School		
Academic Year	2015/16	Total PP budget	£349,920
Total number of pupils	725	Number of pupils eligible for PP	365 50.34%

KEY OBJECTIVES:

1. **Transition**: to improve transition and attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.
2. **Literacy and Numeracy**: to maintain the reading scheme intervention to improve the reading age of students whose reading age is below national average and to embed and develop a whole-school numeracy strategy.
3. **Engagement**: to improve curriculum engagement and academic achievement for PP students.
4. **Attendance, Behaviour, Punctuality and Inclusion**: to implement strategies addressing the attendance gap between PP and non PP students.

Pupil Premium Expenditure 2015-2016

The school received £349,920, representing 50% of the total cohort, based on the January 2016 census. In September 2015, 12 entered the school below Level 4 English, and 13 in Maths. Funding for these students focused on reading intervention, individual support within lessons and intensive literacy and numeracy lessons. Most students have demonstrated an increase in reading age over the year and progress in maths good for the majority of students.

Litherland High School uses this Pupil Premium funding to provide a wide range of intensive and innovative support for those students who require additional help in order to achieve success in line with school and national expectations. Some of this support includes:

- Smaller class sizes in English and Mathematics with Teaching Assistant support in the classroom;
- 1:1 and small group intervention in English and Mathematics with specialist teachers;
- Financial support for school trips and residential activities;
- Innovative reward system to encourage positive behaviour and attendance;
- Nurture Base facility to support those students who need more intensive support relating to the development of their social and emotional skills
- Raising aspirations activities;
- Positive life skills, self-esteem and other specialised programmes delivered by the Inclusion Team;
- Attendance support including employing a full-time attendance officer and a bus service to collect targeted students;
- Homework support and independent learning resources
- Financial support for: revision guides and other resources that will support progress and are not needed as part of the taught course;
- Study skills events at weekends and in the holidays;
- Appointment of Progress Coordinators who monitor, track and implement appropriate intervention with targeted students;
- Specialised reading intervention schemes in years 7-10.

Year 11 Attainment 2015/16	Pupils eligible for PP (your school)	Pupils not eligible for PP	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	40%	60%	70.6%
Progress 8 score average	-0.35	-0.02	0.10
Attainment 8 score average	44.26	52.6	53.3

Pupil Premium Spending 2015/16

Chosen action / approach	Cost
Yr 6/7 Progress Coordinator.	£4500
Deployment of Teaching Assistants to ensure that students identified have the necessary support.	£30,000
Development of the Nurture Base.	£40,000
Development of the Accelerated Reader scheme.	£13,000
Reading Champions within Y9 to work with an identified cohort of students in Y7.	£0
Maths Whizz	£4,479
Maths Champions within Y9 to work with an identified cohort of students in Y7.	£0
Establish a peer-tutoring scheme with students from the neighbouring Sefton Sixth Form Centre.	£0
Recruit an additional member of staff in the English and the maths departments.	£35,000
Run an intervention programme outside of school hours, focusing on numeracy and literacy with Years 7-10.	£400
Bursaries to assist with the costs of trips.	£25,000
Individual music tuition from peripatetic staff.	£16,000
Residential and structured activities for students at risk of becoming NEET.	£10,000
Breakfast Club for PP students every morning.	£5,000
Employment of Progress Coordinators to focus on the achievement of PP students.	£9,000
Development of provision.	£75,000
Academic Mentor programme for Y11.	£500
PP Raising Standards Groups	£1500
Equipment provision for students.	£15,000
Deployment of an additional Attendance Officer to improve attendance of PP students.	£19,000
Attendance course for students at risk of becoming persistent absentees.	£1,000
Recruitment of additional Behaviour and Welfare Officers.	£60,000
Run a weekly "Boxing Clever" club to take place before school.	£50

Achieved/ working well and will continue.	
Ongoing/amendments will be made to further improve this action.	
Unsuccessful/ discontinued.	

Impact of Pupil Premium Spending for 2015/16

Transition

An effective and timely transition was carried out from the Spring term in 2015. This detailed preparation allowed staff to have a clear awareness of the needs of the students who would need additional support to catch up, and to put a timely personalised plan in place. In maths almost half of the identified students as below level 4 made 3 sub levels of progress and the remainder made 2 sub levels of progress. In English 66% of the identified below level 4 students achieved level 4 and 88% improved their reading age by at least 18 months.

Whole school numeracy and literacy

Targeted use of Pupil Premium funding has enabled the school to direct resources to address the progress and attainment of pupil premium students in English and Maths. The gap between pupil premium and non pupil premium students decreased in Maths for year 11 students 2015/16. However continuing to narrow this gap and in English remains a priority for 2016/17.

Engagement

Attainment in some subjects is above national for 2016 [Art, Biology, Business Studies, Chemistry, French, History, Leisure & Tourism, Music, P.E., Photography, R.E. and Spanish]. Attainment of PP pupils in Art and Chemistry was higher than non-PP pupils in 2016. The number of fixed term exclusions has decreased while the number of pupil premium students participating activities such as music and residential courses has increased.

Attendance, behaviour, punctuality and inclusion

Review of expenditure				
Previous Academic Year		2015/16		
i. Transition: to improve transition and attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.				
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	Cost
PP students will achieve at least expected progress.	Yr 6/7 Progress Coordinator monitors and intervenes where appropriate.	Medium to low. In Y7, non-PP pupils progressed at a faster rate in English and maths. Non-PP students made on average 2 sub-levels of progress during the year compared to 1 sub-level for PP students in English. In maths, non-PP students made on average 3 sub-levels of progress compared to 2 sub-levels for PP students.	Progress Coordinator will start transition process at an earlier stage in 2016/17. Interventions will be timely and appropriate. More regular meetings with Heads of Department to identify PP pupils not making expected progress and put action plans in place.	£4500

<p>Y7 students who have been identified as at risk of underachieving will receive support within English and maths lessons to remove any barriers to learning.</p>	<p>Deployment of Teaching Assistants to ensure that students identified have the necessary support.</p>	<p>Medium: In maths almost half of the identified students made 3 sub levels of progress and the remainder made 2 sub levels of progress. In English 66% of identified students made good progress and reached level 4. 88% of identified students improved their reading age by at least 18 months Success criteria: not fully met. Approach shows promise as demonstrated in feedback from teachers, students and lesson observations.</p>	<p>This was most effective when the subject teacher and TA were consistent throughout the year. Long term planning for effective use of TAs in lessons and during interventions is now established. Regular review meetings with TA, class teacher and Heads of Department/ teacher with responsibility helped identify trends and adapt interventions as necessary.</p>	<p>£30,000</p>
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<p>Students identified as needing additional support will be educated in the Nurture Base to ensure that they are given the support needed to remove barriers to learning and re-join mainstream lessons.</p>	<p>The students will receive intensive English and maths teaching. They will also be taught the Y7 curriculum by subject specialists as well as following a personalised programme to improve skills needed to re-join mainstream lessons.</p>	<p>Medium to High</p> <p>75% of the students made expected progress or above. Due to progress made 4 out of 7 students were successfully reintegrated into all lessons.</p> <p>Success criteria: met</p>	<p>To continue to improve this resource literacy and numeracy must be delivered by a specialist and supported by the relevant departments. A TA with specialism in literacy and numeracy will ensure students are consistently supported and challenged. Nurture Base will be relocated to a more suitable environment to enable staff to expand resources and the number of students they can support.</p>	<p>£40,000</p>
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ii. Literacy and Numeracy: to maintain the reading scheme intervention to improve the reading age of students whose reading age is below national average and to embed and develop a whole-school numeracy strategy.

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
Reading ages of students will improve, therefore impacting on their progress in all subjects.	Development of the Accelerated Reader scheme. The AR programme will be embedded into the curriculum and will involve all Year7-10 students.	Rates of progress are improving (35% of PP students made progress at a faster rate than AR nationally)	AR will be incorporated into English lessons.	£12,500 (50% of the programme) Staff training: £1000

	Training and development of Reading Champions within Y9 to work with an identified cohort of students in Y7.		21 year 9 students of whom 8 were PP equipped with the skills required to be mentors and literacy tutors for Year 7 students. This very successful action will continue and strengthen in numbers.	£0
On average, students improve their Maths Age by 18 months in their first year of use.	Embed the use of Maths Whizz within Tutor Time for Y7 students.	Low: Despite best efforts to integrate use of Maths Whizz into lessons, interventions and homework tasks impact was minimal. Success rate: not met.	Insufficient impact – no longer in use	£4,479 (out of the 2014/15 PP budget)

To embed and develop whole-school numeracy and literacy strategies.	Training and development of Maths Champions within Y9 to work with an identified cohort of students in Y7.	Low to medium : The gap between the % of PP and non-PP students making expected progress in maths has decreased from 28.7% 2014/15 to 15% 2015/16. 45% of PP students made expected progress which is slightly below the national figure for this cohort in 2015 [50%]. A higher percentage of PP boys made expected progress than PP girls. In relation to banding, the greatest gap between PP and non-PP occurs for the lower prior attainment group. Progress 8 measure for Maths element - disadvantaged pupils - 0.75 compared to -0.45 for non-disadvantaged.	No longer in use.	£0
	Establish a peer-tutoring scheme with students from the neighbouring Sefton Sixth Form Centre.	The gap between the % of PP and non-PP students making expected progress in English is 4%. A higher proportion of PP girls made expected progress than PP boys. In relation to banding, the greatest gap between PP and non-PP occurs for the middle prior attainment group. A greater proportion of lower and upper prior	This programme was stopped as students from SSFC were not attending regularly.	£0
	To recruit an additional member of staff in both the English and the maths departments.			£35000

	<p>To run an intervention programme outside of school hours, focusing on numeracy and literacy with Years 7-10.</p>	<p>attainment PP students made expected progress than lower and upper prior attainment Non-PP students. 8% of disadvantaged pupils achieved the English Baccalaureate compared to 23% of non-disadvantaged. Progress 8 measure for English element - disadvantaged pupils - 0.8 compared to -0.44 for non-disadvantaged.</p> <p>Current data shows that Y9 PP students have made on average 4 sub-levels of progress in maths compared to 5 sub-levels of progress for Non-PP students. The rate of progress in KS3 English is a concern as currently, Y9 both PP and non-PP students have made on average 3 sub-level of progress.</p> <p>Success criteria: not met.</p>	<p>No longer in use due to timetabling.</p>	<p>£4 00</p>
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iii. Engagement: to improve curriculum engagement and academic achievement for PP students.

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
All students, regardless of background or economic situation, will have the same opportunities.	All PP students will receive bursaries to help with the costs of trips.	Medium: Attainment in some subjects is above national for 2016 [Art, Biology, Business Studies, Chemistry, French, History, Leisure & Tourism, Music, P.E., Photography, R.E. and Spanish].	Careful consideration given to costings and outcomes of all proposed trips.	£25,000
	All students to receive individual music tuition from peripatetic staff.	Attainment of PP pupils in Art and Chemistry was higher than non-PP pupils. Overall, % A*-C increased for both groups from 2014/15 [2014/15 PP 52% to 58% 2015/16, 2014/15 Non-PP 65% to 73% 2015/16]. Progress 8 measure for open element - disadvantaged pupils was 0.14.	Excellent feedback from pupils and increased requests to participate from PP students.	£16,000
	Residential and structured activities for students at risk of becoming NEET.	Overall number of fixed term exclusions fell in 2015/16. Although there were more exclusions in the Autumn term 2016 in the next 2 terms the number was considerably lower than the previous year, thus demonstrating the actions put in place were being established and making a long	Due to time constraints and difficulties sourcing appropriate residential activities this action did not take place.	£10,000
	Breakfast Club for PP students every morning.		Move resource to a larger base to accommodate increasing numbers and provide support advice during the time allocated.	£5,000

<p>Progress Coordinators will focus on the achievement of PP students.</p>	<p>term impact.</p> <p>Such was the success of the music lessons there was a waiting list for students interested. The Breakfast Club was also very well attended. There was an increase in the number of PP students attending residential trips in 2016, especially to Spain and Russia.</p>	<p>More regular review meetings with BWOs, Heads of Department and SENDCo.</p>	<p>£9,000</p>
<p>Alternative Provision off site provision with personalised timetables.</p>		<p>NEET figures</p>	<p>£75,000</p>
<p>Allocate an Academic Mentor to every student in Y11.</p>		<p>Target smaller number of students as a concern to allow for more intensive support. Also earlier identification of mentors for 2017 and regular meetings to assess their usefulness / share good practice.</p>	<p>£500</p>
<p>PP Student Monitoring Groups.</p>		<p>More regular review meetings with BWOs, Heads of Department and SENDCo.</p>	<p>£1500</p>
<p>Equipment provision for students.</p>		<p>Departments report a positive impact on performance in lesson and increased willingness to engage with the equipment.</p>	<p>£15,000</p>

iv . Attendance, behaviour, punctuality and inclusion: to implement strategies addressing the attendance and punctuality gap between PP and non PP students

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
The attendance and punctuality gap between PP and non PP students will be addressed.	Deploy an additional Attendance Officer to improve attendance of PP students.	Overall number of fixed term exclusions fell in 2015/16. % of sessions missed due to Overall absence is 10.9 for PP students compared to 5.4 for non PP students and the national average of 7.2 for PP.	Attendance Officer will continue to offer attendance bus in the mornings and support for families.	£19,000
	Run a 6-week course for students at risk of becoming persistent absentees.		Uptake has been disappointing. New cohort identified and students asked to suggest rewards and activities	£1,000
	Recruit additional Behaviour and Welfare Officers, so that each year group has a dedicated member of staff who will run, coordinate and monitor the impact of behaviour modification	% Persistent absentees 32.1 PP compared to national average of 21.6% and 10.2% non PP students. Unlocking Potential-13 week programme for identified students – March 2016 (KA)	Staff and students have noted the positive impact of having more BWOs and their presence in the school building. BWOs will continue to develop a strong relationship with their cohort and hold regular meeting with teaching/inclusion staff to target PP students of concern and implement personalised behaviour programmes.	£60,000

	programmes, group work and personalised behaviour programmes for students.	Attendance lottery was launched. 6-week motivation / reward programme in place but uptake has been disappointing. New cohort identified and students asked to suggest rewards.		
	Run a weekly "Boxing Clever" club to take place before school.		Boxing Club to continue and expand resources.	£50