

Pupil Premium 2015-16

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. This document details the proposed spend of the Pupil Premium 2015/16. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

Pupil Premium 2015 – 2016 projection (to be confirmed): £349,920

350/725 students = 48.28%
+ 15 FSM still to be classified
365/725 students = 50.34%

Our four key objectives are:

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.

Key Objective:	Allocated:
1	104,500
2	48,900
3	68,500
4	80,050
LAC	20,800
Total	322,750

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading or maths at the end of key stage 2 (KS2). We currently have 16 Y7 pupils who are eligible, and so will receive £8,000.

I. Transition: to improve transition and attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of

DESIRED IMPACT: PP students will achieve at least expected progress. The Progress Coordinator for Y7 will analyse all assessment data following each Monitoring Point and will work with each Head of Department to ensure that all PP students not making expected progress or identified as at risk of not making expected progress has been identified and that appropriate and effective intervention strategies are in place.

COST: 50% of Progress Coordinator TLR - £4,500

ACTION: Y6/7 Progress Coordinator / all Heads of Department to ensure effective intervention strategies are in place to close the gap in achievement between PP and non PP students.

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 IMPACT: 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. All students who start Litherland High School below Level 4 in English and/or maths will have additional support within lessons.

COST: £30,000

ACTION: Deployment of Teaching Assistants to ensure that students identified have the necessary support.

I. Transition: to improve transition and attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.

ACTION: Establish the Nurture Base. The Nurture Base is an alternative teaching and learning area within the school which provides small-group tuition to students with specific needs.

DESIRED IMPACT: 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. 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.

COST: Specialist Teaching Assistant: £30,000

Staffing of the Nurture Base: £40,000

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.

DESIRED IMPACT: Reading ages of students will improve, therefore impacting on their progress in all subjects. The AR programme was established in 2014/15 within the Y7 and Y8 curriculum. This year students in Ys7-10 will be included. Research shows that effective implementation of the AR programme leads to on average an additional improvement of 3 months in a student's reading age.

ACTION: Development of the Accelerated Reader scheme. The AR programme will be embedded into the curriculum and will involve all Year7-10 students.

COST: £12,500 (50% of the programme)

Staff training: £1000

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.

DESIRED IMPACT: The Reading and Maths Champions will work with an identified group of Y7 and Y8 students to increase engagement and therefore progress. Peer tutoring is identified as one of the most effective intervention strategies in the EEF Toolbox research.

ACTION: Training and development of Reading and Maths Champions within Y9 to work with an identified cohort of students in Y7.

COST: £0

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.

DESIRED IMPACT: An identified group of Y7 students will use the Maths Whizz programme which will enable them to follow a personalised programme of study according to their needs. On average, students improve their Maths Age by 18 months in their first year of use when they use Maths-Whizz for an hour a week.

ACTION: To imbed the use of Maths Whizz within Tutor Time for Y7 students.

COST: £4,479 (out of the 2014/15 PP budget)

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.

DESIRED IMPACT: To improve outcomes for an identified number of students in English and maths. The sessions will be planned by Subject Leaders to ensure that essential skills are reinforced during the lunch-time and after-school sessions. The EEF toolkit identifies peer-tutoring as an effective intervention strategy.

ACTION: Establish a peer-tutoring scheme with students from the neighbouring Sefton Sixth Form Centre.

COST: £0

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.

DESIRED IMPACT: By facilitating smaller groups it is expected that students will make additional progress. The EEF Toolkit identifies reducing class size as an intervention strategy which enables students to make an additional 3 months' progress.

ACTION: To recruit an additional member of staff in both the English and the maths departments.

COST: £35,000

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.

DESIRED IMPACT: A targeted cohort of PP students will attend school on 4 Saturday mornings throughout the year, following a bespoke programme of activities designed to plug any gaps in their knowledge which is affecting their attainment. This will be coordinated by the Progress Coordinators and the Subject Leaders for Maths and English.

ACTION: To run an intervention programme outside of school hours, focusing on numeracy and literacy with Years 7-10.

COST: £400

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: To enable all students to participate in educational visits, both locally and internationally, to improve their academic outcomes and to spiritual, moral, social and cultural (SMSC) development.

DESIRED IMPACT: All PP students will receive bursaries to help with the costs of trips. All students, regardless of background or economic situation, will have the same opportunities.

COST: £25,000

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: Residential activities for students at risk of becoming NEET (Not in Education, Employment or Training) post 16.

DESIRED IMPACT: Students identified will take part in structured activities to raise aspirations. Activities planned are university residential visits, Higher Education “tasters” and Business Mentoring.

COST: £10,000

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: To run a Breakfast Club for PP students every morning.

DESIRED IMPACT: By providing breakfast for students who would otherwise be attending school without having eaten we will provide an effective start to the school day.

COST: £5,000

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: To enable all students to receive individual music tuition from peripatetic staff.

DESIRED IMPACT: Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. All students will have the option of receiving music tuition, regardless of background or economic situation.

COST: £16,000

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: Progress Coordinators will focus on the achievement of PP students to ensure that the gap between PP and non PP students closes.

DESIRED IMPACT: Each year group will have a Progress Coordinator who will closely monitor the achievement of PP students at each monitoring point. Effective intervention strategies will be put into place, monitored and evaluated by the PCs so that all students make at least expected progress.

COST: 2 additional Progress Coordinators: £9,000

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: To provide a personalised curriculum offer.

DESIRED IMPACT: Students who are not able to reach their potential in mainstream education will be educated off-site by LHS staff, following a personalised timetable.

COST: Alternative Provision costings

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: To allocate an Academic Mentor to every student in Y11 to ensure that all PP students have a clear plan for their education Post-16.

DESIRED IMPACT: Academic Mentors will meet with their cohort at least once a half-term to ensure that they are making at least expected progress towards their targets. Academic Mentors will liaise with class teachers to ensure that support is in place. Academic Mentors will also help their cohort to apply for courses and apprenticeships and prepare them for interviews.

COST: £500

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: To provide an engagement subsidy to ensure that all students are able to take part in all school activities.

DESIRED IMPACT: On a case by case basis funding will be available for any student who is unable to follow their timetable due to economic constraints. This might include buying items of school uniform, PE kit or providing equipment for lessons or extra-curricular activities.

COST: £1500

3. Engagement: to improve curriculum engagement and academic achievement for PP students.

ACTION: PP Student Monitoring Groups made up of Progress Coordinators, SENDCO, Leaders of Numeracy and Literacy and Behaviour & Welfare Officers will meet following each Monitoring Point.

DESIRED IMPACT: This group will ensure that to ensure that all students in receipt of Pupil Premium are making at least expected progress. A clear, measurable action plan will be put into place immediately for any student at risk of underachieving, to be reviewed at regular intervals.

COST: £1500

4. Attendance, Behaviour, Punctuality and Inclusion: to implement strategies addressing the attendance gap between PP and non PP students.

ACTION: To deploy an additional Attendance Officer to improve attendance of PP students.

DESIRED IMPACT: The gap between attendance of PP students and non PP students will close. Students who might otherwise arrive late to school will be collected from home. Parents who struggle to get their children into school on time will be supported. Whole-school will improve.

COST: £15,000

Minibus costs: £4,000

4. Attendance, Behaviour, Punctuality and Inclusion: to implement strategies addressing the attendance gap between PP and non PP students.

ACTION: To run a 6-week course for students at risk of becoming persistent absentees (below 90% attendance) to help students to improve their attendance.

DESIRED IMPACT: A Student Voice group will be created to identify the possible barriers to achieving 95% and above attendance. Students will attend a 6-week programme made up of activities they choose to take part in. Students who complete the programme and improve their attendance during the 6 weeks will receive a reward.

COST: £1000

4. Attendance, Behaviour, Punctuality and Inclusion: to implement strategies addressing the attendance gap between PP and non PP students.

ACTION: To 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 programmes, group work and personalised behaviour programmes for students.

DESIRED IMPACT: Behaviour and welfare of all students will improve. The EEF Toolkit identifies behaviour interventions as having an impact of an addition 4 months' progress.

COST: £60,000

4. Attendance, Behaviour, Punctuality and Inclusion: to implement strategies addressing the attendance gap between PP and non PP students.

ACTION: To run a weekly "Boxing Clever" club to take place before school.

DESIRED IMPACT: Students will be taught skills to improve their focus, discipline, control, and self-esteem. These skills can then be transferred to the classroom. The physical activity will help to engage students for the rest of the day.

COST: £50 for material