



Fleetwood High School
A Specialist ICT and Sports College
PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information					
School	Fleetwood High School				
Academic Year	2018/19	Total PP Budget	£403,000	Date of most recent PP Review	May 2018
Total Number of Pupils	879	Number of pupils eligible for PP	512 (58%)	Date of next internal review of this strategy	July 2018

2. Current Attainment			
	Pupils eligible for PP (Your School)	Pupils eligible for PP (National Average)	Pupils not eligible for PP (National Average)
Progress 8 score all subjects Year 11 (2017-18)	-0.53	-0.11	0.11
Attainment 8 score average Year 11	35.7	37.0	49.8
% Year 11 on Track English	39%	58%	75%
% Year 11 on Track Maths	20%	48%	71%
% Year 11 on Track Science	44%	53%	73%
Progress 8 score all subjects Year 11	-0.36	-0.11	0.11
Attainment 8 score average Year 11	37.64	37.0	49.8
% Year 11 on Track English	61%	58%	75%
% Year 11 on Track Maths	59%	48%	71%
% Year 11 on Track Science	68%	53%	73%
% Year 10 on Track English	56%	58%	75%
% Year 10 on Track Maths	56%	48%	71%
% Year 10 on Track Science	60%	53%	73%
% Year 9 on Track English	75%	58%	75%
% Year 9 on Track Maths	58%	48%	71%
% Year 9 on Track Science	78%	53%	73%
% Year 8 on target English	84%	58%	75%

% Year 8 on target Maths	87%	48%	71%
% Year 8 on Track Science	81%	53%	73%
% Year 7 on target English	%	58%	75%
% Year 7 on target Maths	%	48%	71%
% Year 7 on Track Science	%	53%	73%

3. Barriers to Future Attainment (for pupils eligible for PP)

Academic Barriers (issues to be addressed in school, such as poor Literacy skills)

A. Low Levels of Literacy
 Ability profiles for 2018-19

Number entering Year 7 below national expectation (>95 SAS in Reading)
 Year 7 44/117: 38%
 Year 8 37/184: 23%
 Year 9 34/109: 31%

Number of pupils entering Year 7 below Level 4
 Year 10 13/97: 13%
 Year 11 10/71: 14%

B. Low Levels of Numeracy
 Ability profiles for 2017-18

Number entering Year 7 below national expectation (>95 SAS)
 Year 7 44/117: 38%
 Year 8 11/73: 15%
 Year 9 21/109: 19%

Number of pupils entering Year 7 below Level 4
 Year 10 24/97: 25%
 Year 11 15/71: 21%

C.	<p><u>The Creation of a Learning Culture that Promotes Success in EBacc Subjects</u></p> <p>English -0.62 Maths -0.66 EBacc -0.62</p> <p>Although these figures are affected be a cohort of students in Alternative Provision.</p>
D.	<p><u>Behaviour for Learning for PP Students</u></p> <p>Behaviour for learning is a key factor in attainment for PP students. If students are engaged in their work and learning, then it is likely they will make progress. Furthermore, the associated effects of poor behaviour on the individual such as time spent out of the classroom and a decreasing enthusiasm for learning due to being sanctioned will also have an impact on attainment.</p> <p>Data shows that the behaviour of PP students is improving but is still a focus. However, it is worth noting that overall, behaviour incidents for PP students are declining in line with the whole school trend towards a more learning focused culture.</p> <p>2017-18 Year 7: % of behaviour incidents logged on Progresso as a % of all incidents = 64.1% Year 8: % of behaviour incidents logged on Progresso as a % of all incidents = 69% Year 9: % of behaviour incidents logged on Progresso as a % of all incidents = 62.4% Year 10: % of behaviour incidents logged on Progresso as a % of all incidents = 55.8% Year 11: % of behaviour incidents logged on Progresso as a % of all incidents = 49.5%</p>
<p>Additional Barriers (including issues which also require action outside school, such as low attendance rates)</p>	
E.	<p><u>Attendance of PP Students</u></p> <p>Attendance rates for pupils eligible for PP are above that of all pupils. Currently the overall % of PP students is 93.44% compared to 93.35% for non PP students. Given the national average is 94.8% we are on an upward trend towards this target but still acknowledge continual improvement is required. Below are the rates of attendance for PP students in each year group:</p> <p>2017-18 Year 7: 90.5% Year 8: 95.16% Year 9: 94.12% Year 10: 92.68% Year 11: 92.46%</p>

Furthermore, the rate of “Persistent Absence” for PP students in comparison to non-PP is narrowing but remains a focus. Even though the most recent HMI report (July 2017) noted that the figure has dropped by 10% there is still an emphasis to achieve national average.

The rates of Persistent Absence for PP students for the last academic year are as follows:

Year 7: 6.5%
Year 8: 15.02%
Year 9: 22.35%
Year 10: 20.76%
Year 11: 32.03%
Overall: 17.26%

F. **Low Levels of Aspiration for PP Students**

The most recent ASP/ISDR data reveals that not enough of our PP students continue into either meaningful employment or full-time education post 16. The data below shows the destinations of our PP students:

For 2017-18 leavers, 89% disadvantaged learners remained in education or employment compared to 90% from the whole cohort. However, only 41% of these went on to Level 3 courses. Of these, 81.3% entered further education, 8.7% or either NEET or unknown. Based on our close knowledge of our PP families and of the wider socio-economic nature of the locality we know that students are unsure about the variety of rewarding and ambitious opportunities available to them.

It is crucial that we ensure that PP students are aware of the breadth of opportunities available to them are given the necessary support to help them access them.

G. **Low Levels of Parental Support and the Lack of Positive Role Models for PP Students**

Internal data (% of parents attending Parents’ Evenings) and other soft data such as the Pastoral Teams knowledge of PP families highlights that there is still not enough parental support or evidence of positive role models for our PP students.

It is imperative that the school investigates ways to improve the above to ensure that PP students are offered the very best guidance and inspirational advice that we can offer.

On an average 35% of PP families attended Parents’ Evening.
Year 10 Help Your Child Succeed Evening, 33% of PP families attended.

H.	<p><u>Lack of Opportunities for PP Students that Broaden their Experience of the World</u></p> <p>It is widely recognised that an appreciation and understanding of political, social and cultural features of the world help to inspire and provide context for the learning experienced by students. For example, an understanding of the works of Shakespeare (English/History), the lives of key Tudor monarchs (History) and the experience of LIC (Low Income Countries) reliant on tourism (Geography) are enhanced through first-hand experience.</p> <p>Our own close knowledge of our students reveals that not enough students are afforded the opportunity to experience such useful enrichments.</p>
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4. Intended Outcomes (specific outcomes and how they will be measured)		
A.	<p>High levels of progress in Literacy for all pupils eligible for PP.</p>	<p>KS3: At least 70% of pupils eligible for PP make at least expected progress by achieving their progress targets in English. At least 15% exceed expected progress. This will be evidenced from assessments in English that are recorded 4 times per year. It will also be evidenced from increased scores in reading age tests and the school's own internal data that measures engagement in Literacy programmes. Moreover, the FHS own internal monitoring of how well the school successfully adopts the T&L strategies advocated by the Literacy Co-ordinator will also help to measure success. This will include data on how well Format Matters is adopted across the school.</p> <p>The % of PP students who benefit from the "Catch Up Premium" demonstrates that the required % of students have raised their Literacy levels to the required standard.</p> <p>At least 70% of students make expected progress with a high literacy content such as Humanities and at least 15% make more than expected progress in these subjects.</p> <p>KS4: At least 70% of pupils eligible for PP make at least expected progress in English towards their GCSE target, with at least 15% exceeding expectations.</p>

		<p>At KS4, this will be evidenced through half termly assessments in English (6 per year) and through their final GCSE examination where we would expect to see an overall P8 score of at least -0.02 and at least 70% of students making expected progress.</p> <p>Targets for 2018-19 are as follows: % expected to achieve Level 4+ = 78% % expected to achieve Level 5+ = 33%</p> <p>In all subjects that involve a high level of literacy such as Humanities subjects, at least 70% of students will make expected progress and will see an overall P8 score of at least -0.02.</p> <p>Targets for 2018-19 are as follows: % expected to achieve Level 4+ History = 64% % expected to achieve Level 5+ History = 18% % expected to achieve Level 4+ Geog = 39% % expected to achieve Level 5+ Geog = 33%</p>
B.	High levels of progress in Numeracy for all pupils eligible for PP.	<p>KS3: At least 70% of pupils eligible for PP make at least expected progress by achieving their progress targets in Maths. At least 15% exceed expected progress. This will be evidenced from assessments in Maths that are recorded 4 times per year. Moreover, the FHS own internal monitoring of how well the school successfully adopts the T&L strategies advocated by the Numeracy Co-ordinator will also help to measure success. This will include data on how well form time numeracy activities have been adopted over the course of the year.</p> <p>The % of PP students who benefit from the “Catch Up Premium” demonstrates that the required % of students have raised their numeracy levels to the required standard.</p> <p>At least 70% of students make expected progress with a high literacy content</p>

		<p>such as Geography and Science and at least 15% make more than expected progress in these subjects.</p> <p>KS4: At least 70% of pupils eligible for PP make at least expected progress in Maths towards their GCSE target, with at least 15% exceeding expectations.</p> <p>At KS4, this will be evidenced through half termly assessments in Maths (6 per year) and through their final GCSE examination where we would expect to see an overall P8 score of at least -0.02 and at least 70% of students making expected progress.</p> <p>Targets for 2018-19 are as follows: % expected to achieve Level 4+ = 70% % expected to achieve Level 5+ = 26%</p> <p>In all subjects that involve a high level of numeracy such as Geography and Science, at least 70% of students will make expected progress and will see an overall P8 score of at least -0.02.</p> <p>Targets for 2018-19 are as follows: % expected to achieve Level 4+ Geog = 39% % expected to achieve Level 5+ Geog = 33% % expected to achieve Level 4+ Science = 70% % expected to achieve Level 5+ Science = 23%</p>
C.	The creation of a learning culture that promote success in EBacc subjects, particularly for the HPA PP students.	<p>Internal data to monitor the effectiveness of strategies such as the '3Ms' and 'Problem solving' in Maths shows that such methods are being successfully implemented.</p> <p>This will include lesson observation data, learning walks and planning scrutiny data that shows 75% of teachers are adopting the necessary strategies.</p>

		<p>Targets History 75% EP Geography 75% EP MFL 75% EP</p>
D.	Behaviour for Learning for PP students improves and is in line with non-PP students and relevant national averages.	<p>The % of behaviour entries for PP students on Progresso is in line with the % of PP students in each year group.</p> <p>2017-18 Data for % of PP students Progresso entries: Year 7: 64.1% of PP in Year group Year 8: 69% of PP in Year group Year 9: 62.4% of PP in Year group Year 10: 55.8% of PP in Year group Year 11: 49.5% of PP in Year group</p> <p>The % of behaviour entries for PP students on Progress decreases by at least 10% over the course of the year from HT1-HT6. The % of external exclusions for PP students is in line with the % of PP students in each year group.</p> <p>HT1 Data for % of PP external exclusions: Year 7: 75% of PP in Year group Year 8: 68% of PP in Year group Year 9: 82% of PP in Year group Year 10: 57% of PP in Year group Year 11: 73% of PP in Year group</p> <p>The % of external exclusions for PP students decreases by 10% over the course of the year.</p>
E.	The attendance of PP students improves in terms of comparison to non-PP students and relevant national averages.	<p>The attendance of PP students increases to be in line with national expectations of 94.8% for all students. The % of PP persistent absentees reduces to the National Average of 13.5%</p>

F.	<p>The % of PP students with access to quality careers advice and access to work experience improves to be in line with in school and relevant national averages.</p>	<p>All students have had at least 2 comprehensive careers interviews by the end of the Year 11.</p> <p>All students have been offered and at least 75% of students take up Work Experience opportunities.</p> <p>ASP data shows that the % of students entering post 16 employment or educational training is in line with national averages for all students.</p> <p>All students have had exposure to the Apprenticeship Advice Programme and at least 85% of students selected for enhanced apprenticeship input are PP students.</p>
G.	<p>The % of parents attending Consultation Evenings increases to match those of non-PP students and to be close to 85%.</p>	<p>The % of PP families attending Consultation Evenings is equal to that of non-PP families.</p> <p>The % of PP families attending Consultation Evenings increases from an average of 35% to 60% over the course of the year.</p> <p>The % of PP students attending motivational experiences with outside speakers is at least 65%.</p>
H.	<p>The % PP of students experiencing trips and visits is in line with the % of PP students for each year group.</p>	<p>We aim to ensure that the % of students taking part in each school trip match the % of eligible PP students as a proportion of the cohort.</p> <p>If, for example, a Year 7 science trip has only 45% of PP students, then the standard will not have been met.</p>

5.					
Academic Year		2018-19			
i. 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?
<p>Further embed and implement the adoption of the 3 key T&L strategies of Format Matters, Memory for Learning and Mastery and in addition to implement the use of Metacognition</p> <p>This will be led by the T&L team through a combination of INSET sessions and the use of the School TRIAD system where members of staff are placed with appropriate staff to research, trial and reflect on the above 3 strategies.</p> <p>The improvement in Oracy will also be a focus on the PP CTG (Closing the Gap) group where the team</p>	<p>The quality of T&L will improve as evidenced through lesson observations and other monitoring processes such as learning walks and planning scrutiny.</p> <p>In turn this will lead to an increase in attainment for students so that overall 70%+ of PP students make expected progress in all subjects.</p>	<p>As noted above all the advice from Ofsted reports and the academic literature such as John Dunford notes that improvements in T&L lead to disproportionately increased outcomes for PP students.</p> <p>In school analysis of exam results in key subjects note that students struggle with these aspects of their learning, particularly memory for learning.</p> <p>In school analysis of lesson observation data note that oracy and mastery in terms of in depth understanding, particularly for the more able are in need of improvement.</p> <p>Minutes from the PP CTG group will show that</p>	<p>After each termly TRIAD cycle the Deputy Head for T&L will analyse the data collected such as improved lesson plans submitted by each TRIAD.</p> <p>The school lesson observation proforma will be amended to capture the use of the 3 strategies outlined across.</p> <p>Learning Walk and Planning Scrutiny Data will be analysed to measure use of the 3 strategies outlined across.</p>	<p>Deputy Heads for T&L (LEE & DHC)</p> <p>PP Champion as chair of PP CTG Group</p>	<p>After each half term the relevant data will be analysed and an end of year report will be produced based on the RAGGE whole school improvement plan.</p>

will trial and reflect on oracy strategies such as oracy frames.		Oracy/Format Matters has been a key priority and 100% of action points have been actioned.			
Further Embed the use of DIRT to improvement attainment for PP students and ensure follow up marking from teachers	<p>The quality of T&L will improve as evidenced through lesson observations (focus on Progress Over Time strand) and other monitoring processes such as learning walks and planning scrutiny.</p> <p>In turn this will lead to an increase in attainment for students to that overall 70%+ of PP students make expected progress in all subjects.</p>	<p>Research conducted by the EEF consistently advocates the use of DIRT as a cost effective and evidence based approach to improving T&L/outcomes for PP students.</p> <p>In school data has shown that this aspect of T&L has been improving over recent years but is still a potential source of improvement.</p>	<p>The lesson observation data will be analysed with a focus on the Progress Over Time strand where the school hopes to see at least 70% of lessons being graded as good or better.</p> <p>In school data collected through learning walks and work scrutiny will also see 70% of observations being graded as good or above.</p>	Deputy Heads for T&L (LEE & DHC)	Deputy Heads for T&L to review data and their own Improvement Plan on a termly basis.
<p>To increase the focus on the setting of quality homework for all PP students.</p> <p>This is to be achieved by reviewing and amending the school homework policy, prioritising the setting of homework as a key focus for all staff and</p>	<p>The amount of homework will increase in line with the school policy as outlined below:</p> <p>KS3 Core subjects 1 piece per week. Foundation subjects 1 piece per fortnight.</p>	<p>Research conducted by the EEF consistently advocates the use of Homework as a cost effective and evidence based approach to improve T&L/outcomes for PP students.</p> <p>In school data has shown that this aspect of T&L has been improving over</p>	In school data will be collected in the form of an analysis of a sample of student planners. The results will be shared with staff, made a focus of appropriate meetings and any necessary improvements required will be communicated effectively across the school.	Deputy Heads for T&L (LEE & DHC)	Deputy Heads for T&L to review data and their own Improvement Plan on a termly basis with an overall analysis at the end of the academic year.

<p>by better monitoring the amount of homework set.</p>	<p>KS4 One piece per week all exam subjects.</p>	<p>recent years but is still a potential source of improvement.</p>	<p>Data collected will show that by the end of the year 85% of student planners will show the required amount of homework being set.</p>		
<p>To improve the Literacy skills of all PP students through the following strategies:</p> <p>Whole school improvements in T&L through the use of Punctuation Pyramids, Word Walls, Academic Word Lists and increased use of the Literacy Marking Policy.</p> <p>Whole staff training from LA Literacy Consultant.</p> <p>Continued work with primary schools with a focus on assessment and curriculum.</p> <p>More effective use of form time to improve literacy through the implementation of an effective Literacy Programme.</p>	<p>At least 70% of PP students make expected progress in English and other literacy based subjects such as Humanities.</p> <p>Work scrutiny show that effective marking for Literacy is taking place for at least 80% of teachers at a standard of good or above.</p> <p>Learning Walks and student voice conducted by HoY show that form time is being used for effective Literacy activities.</p>	<p>Research conducted by the EEF consistently advocates the use of Literacy strategies as a cost effective and evidence based approach to improving T&L/outcomes for PP students.</p> <p>In school data has shown that this aspect of T&L has been improving over recent years but is still a potential source of improvement.</p>	<p>Work scrutiny show that the effective marking for literacy is taking place for at least 80% of teachers at a standard of good or above.</p> <p>Learning Walks conducted by the Literacy Co-ordinator will show that at least 80% of teachers are graded as good or above for compliance with the Literacy strategy.</p>	<p>Literacy Co-ordinator under the supervision of Deputy Head for T&L (LEE)</p> <p>HoY for form time learning walks.</p>	<p>Literacy Co-ordinator and Deputy Head for T&L to review data and their own Improvement Plan on a termly basis with an overall analysis at the end of the academic year.</p>

<p>To improve the T&L of numeracy through the focus on problem solving in Maths.</p> <p>To embed approaches to problem solving skills.</p> <p>Work with feeder primaries as part of cross phase collaboration looking at common methods.</p> <p>For results from the improvement made from the focus on problem solving to be shared with the whole school through the use of INSET sessions.</p> <p>More effective use of form time to improve numeracy through the implementation of an effective numeracy programme.</p>	<p>At least 70% of PP students make expected progress in Maths and other numeracy based subjects such as Science and Geography.</p> <p>Learning Walks and student voice conducted by HoY show that form time is being used for effective numeracy activities in 80% of session monitored.</p>	<p>Recent exam results as highlighted in the ASP/ISDR data show that achievement in Maths and maths heavy subjects such as Science and Geography are falling short of national standards.</p> <p>The most recent full Ofsted report noted that problem solving in Maths should be a key area for development.</p>	<p>Learning Walks conducted by the HoY will show that at least 80% of teachers are graded as good or above for compliance with the form time numeracy strategy.</p> <p>Numeracy Co-ordinator in association with Deputy Head line managing Maths will ensure that the programme is being effectively implemented.</p>	<p>Numeracy Co-ordinator and line manager to monitor.</p> <p>HoY to support with form time learning walks.</p>	<p>Termly analysis of data from learning walks and tracking data updates with an overall analysis at the end of the year.</p>
<p>To ensure that HPA students are effectively catered for.</p> <p>Raise the profile and focus of HPA students</p>	<p>HPA students to make progress in line with other groups within the school with a focus on ensuring that 80% of HPA students</p>	<p>The HPA cohort has been identified as underachieving as highlighted in the ASP/ISDR data reports.</p>	<p>Analysis of the tracking data, published 4 times a year, will allow all leaders, managers and teachers to understand and be challenged about the</p>	<p>Deputy Head responsible for achievement (ABB) with support from</p>	<p>Termly analysis of all available data and subsequent line management meetings at all levels where data will be</p>

<p>through the use of the HPA CTG group to research and trial strategies for HPA students (HPA monitoring cards and Leading Edge Award).</p> <p>Ensure Faculty Improvement Plans focus on strategies to cater for HPA students.</p> <p>Build letter links with primary schools to better challenge KS3 students.</p>	<p>in Year 7 make expected progress in English and Maths.</p> <p>80% of HPA students make the progress expected of them in all subjects.</p> <p>The overall P8 score for the HPA cohort is at least 0.</p> <p>Lesson observations show that 80% of lessons are graded at least good or better for the "Differentiation and challenge" strand.</p>	<p>Nationally the focus has been on the so called "wasted years" where Ofsted reports a dip in attainment from primary to secondary school.</p> <p>The message was reinforced by Sir Michael Wilshaw who noted that the dip was most prevalent in the North of England.</p>	<p>progress of HPA PP students.</p> <p>Termly analysis of in school monitoring data such as lesson observation data will allow leaders to see if HPA PP students are being effectively challenged.</p> <p>The leader of the CTG group for Transition will be able to effectively line manage and challenge the school's transition lead.</p>	<p>CTG lead for Most Able students (BRN) and school lead for Transition (WMJ).</p>	<p>discussed.</p>
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ii. Targeted Support (some are classroom based used by all teachers and some are small group targeted interventions)					
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?
<p>Effective use of Wave 1 interventions to involve the following: Teachers make effective use of Question Level Analysis and so are constantly aware of whom the UA PP students are in their class (seating plan data) and offer targeted support such as guided learning, amended seating plans and targeted questioning.</p>	<p>All UA PP students highlighted as “Wave 1” are given appropriate interventions.</p> <p>The % of UA PP students in each subject reduces each half term so that by the end of the year at least 70% of PP students are making EP in all year groups.</p>	<p>Previous use of such in school strategies has proved effective in targeting key PP students.</p> <p>Research has shown that PP First strategies have proven to be effective.</p> <p>A local school which won a national award for its work with PP students led training on PP provision and recommended the use of PP First strategies.</p>	<p>Line managers at all levels will ensure that all staff have clear seating plans that highlight UA PP students.</p> <p>The school tracking system will require teachers to note what intervention UA PP students have received from their class teachers.</p>	Deputy Head for Achievement (ABB)	After each tracker update.
<p>Effective use of Wave 2 interventions such as the offering of P6 lessons, holiday sessions, parental contact and interview with the HoF (Head of Faculty).</p>	<p>70% of UA PP students make the progress expected of them by the end of the year.</p>	<p>Previous use in school has proved effective with large numbers attending and benefitting from such approaches.</p> <p>Student Voice data has highlighted how much students value the extra support the school provides to counter the sometimes chaotic home lives of students that is not always conducive to</p>	<p>Line management meetings between HoF and Deputy/Assistant Heads will allow for the process to be effectively monitored and amended as necessary.</p>	All Deputy/Assistant Heads with support from all HoF.	<p>Success of intervention reviewed at each half termly line management meeting.</p> <p>SLT to review overall success of intervention strategies at the end of the Year.</p>

<p>To provide more effective Wave 3 interventions for key PP students.</p> <p>To be achieved by remodelling the CTG groups so that key PP student are identified and are given appropriate interventions based on QLA of their half termly assessments in English, Maths and Science.</p>	<p>Students identified will make improvements in their English, Maths and Science scores so that 70% of students make EP across the range.</p>	<p>learning.</p> <p>The school has researched the most effective models of intervention particularly through the materials provided by PiXL and their use of the Horsforth Quadrant.</p> <p>The school has also reflected on its previous use of CTG structures and made changes in light of this experience.</p>	<p>Each CTG group will be led by a member of the SLT and supported by the PP Champion.</p> <p>SLT meetings will have an agenda item to discuss and reflect on the effectiveness of the new CTG model. Necessary changes will be implemented throughout the year.</p>	<p>ABB, LEE, DHC</p>	<p>After each round of CTG meetings and the end of the academic year.</p>
<p>Targeted Literacy support for UA PP KS4 students.</p> <p>This will involve the following:</p> <p>Small group withdrawal delivered by subject specialist teachers.</p>	<p>Achievement at Year 11 for PP students will increase with at least 70% of students making the progress expected of them and the P8 score for PP students is at least - 0.02.</p>	<p>Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1/small group support) during form time, lunchtimes and after school. Small group tuition has moderate impact for moderate cost. They say that small group tuition is effective and the smaller the better. These sessions focus on mastery of key skills. EEF states that mastery learning has moderate evidence. Lower</p>	<p>The Head of English will use all the available assessment data to identify which students are weak against which assessment objects.</p> <p>Future performance of students will be evaluated to see if progress has been made and if students require further small group intervention.</p> <p>This will be closely line managed by the appropriate Deputy Head.</p>	<p>HoF English (CON)</p> <p>Deputy Head (LEE)</p>	<p>After each tracker update and after each intervention cycle.</p>

		attaining pupils may gain more from this strategy than high attaining pupils, by as much as one or two months' progress.			
Targeted small group numeracy intervention for key UA PP students to be conducted during form time. This involves targeted learners who are not as yet Year 7 Ready receiving mentoring in order to close the maths skill gap.	A 100% of UA PP students will have caught up to the required standard by the end of Year 7.	The data highlighted above notes that numeracy is a challenge for our students due to 38% being classes as not secondary school ready due to a score of less than 100. Research by the EEF has recommended short numeracy based interventions of about 15 minutes twice per week.	Line management meetings where strategies will be evaluated based on data analysis will take place as per the school line management calendar.	Deputy Head (ABB) who line manages the Numeracy Co-ordinator (KER).	At the end of each cycle of intervention.
Improve life chances of the small number of PP students at serious risk of permanent exclusion through the provision of bespoke programme of an on and off site alternative education provision.	100% of students selected successfully complete their courses. 100% of students go on to meaningful post 16 pathways. The schools exclusion figures are reducing towards being in line with national averages.	The most recent data reports such as the ASP/ISDR note that exclusions are too high. The most recent full Ofsted report also commented on the need to reduce high levels of exclusions. The school has had success with similar projects in the past so their continued use is justified.	The Assistant Headteacher for Behaviour will select key students and find suitable alternative off site provision. All necessary checks will be made in advance to ensure suitability and there will be regular contact with off site providers to check that the provision continues to be effective. If necessary, the AHT for Behaviour can make any	AHT (GGR)	Termly bases with final end of year review.

			necessary adjustments and interventions.		
<p>Make better provision for KS3 students at risk of permanent exclusion through the provision of an in school Alternative Provision programme employing the use of a well trained TA to work with some key PP students.</p>	<p>100% of selected students avoid permanent exclusion.</p> <p>The schools exclusion figures reduce to be in line with national averages.</p> <p>The number of behaviour logs recorded for selected students reduce by 50% by the end of the year.</p> <p>The attendance of selected students increases to at least 90% by the end of the year.</p>	<p>The data analysis as highlighted above notes that exclusion figures are too high and attendance levels too low.</p> <p>Previous attempts to use off site providers have failed so there was a need to use in house expertise instead.</p> <p>Other local schools have modelled successful AP programmes and have established a model to follow.</p>	<p>The AHT for Behaviour and the lead for the AP programme will work closely with key students who have been identified as at risk of permanent exclusion.</p> <p>A rigorous programme of support and monitoring will be established and reviewed on a half termly basis.</p> <p>Line management meetings will ensure that the success of the programme is closely monitored.</p>	<p>AHT for Behaviour (GGR) with support from MBE.</p>	<p>Half termly updates with an overall report at the end of the academic year.</p>
<p>The effective mentoring of key PP students by the following people:</p> <p>Closing the Gap Champion will work closely with key PP students by providing effective assertive mentoring.</p>	<p>At least 70% of students mentored make expected progress in English, Maths and Science by the end of the year and will have an overall P8 score of at least -0.25.</p> <p>Students supported by AHoY will have</p>	<p>Research conducted by the EEF notes that programmes that have a clear structure and expectations are associated with more successful outcomes. Works best when there are successful mentor pairings.</p>	<p>At the start of the year the school will identify key students to work with from Years 8-11.</p> <p>Proper data will be made available to ensure that genuine assertive mentoring takes place where realistic and measurable targets are set with useful support advice</p>	<p>CTG Champions (MOR and EWJ)</p>	<p>Each tracker update and final end of year review.</p>

<p>AHoY will work closely with key PP students to provide day to day extra support that is both academic and pastoral.</p>	<p>attendance of at least 95% and will have reduced behaviour logs by at least 50% by the end of HT6.</p>		<p>given to students about how to meet them.</p> <p>Progress data will be reviewed each half term and after each tracker update where new targets may be set.</p> <p>If students make good progress they can be removed from the process and if other students emerge as in need of support they can be assigned a mentor.</p>		
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iii. 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?
<p>To improve the attendance rates of PP students through the effective use of in school systems led by the Attendance Manager (AM) and AHT for Behaviour and Attendance.</p>	<p>Attendance rates for PP students are in line with national averages for all students at 95%</p> <p>The levels of PA amongst PP students reduce to 13.1% (National Average)</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</p> <p>All the data suggests that on average, those who attend school more frequently make more progress.</p> <p>Data such as</p>	<p>The AM will work with the AHT for Behaviour and Attendance to do the following:</p> <ul style="list-style-type: none"> - Establish a clear list of PP students with attendance issues. - Break down the list into different levels of severity and assign an appropriate mentor such as form tutor 	<p>AHT for Behaviour (GGR) and AM (LGR)</p>	<p>Weekly Attendance Meetings held.</p> <p>Termly Governors' Attendance Reports.</p> <p>AM appraisal reviews.</p> <p>Weekly tracker, whole school and year group.</p>

		<p>ASP/ISDR highlights attendance as a concern as do previous Ofsted reports.</p> <p>The most recent Ofsted HMI monitoring report noted that there had been some success in reducing levels of PA amongst PP students so this is a strategy we should preserve with and build on.</p>	<p>for least severe and AM for most severe.</p> <ul style="list-style-type: none"> - Embed the clear routine of chasing up PA such as daily home visits or use of Governors Panels to ensure appropriate levels of attendance. 		
<p>To raise aspirations of key PP students through the provision of effective careers advice.</p>	<p>100% of students have a least 4 careers interviews during their time at school.</p> <p>At least 80% of PP students in Year 10 take up work experience.</p> <p>100% of students have experienced the apprenticeships awareness programme.</p> <p>100% of students go on to meaningful post 16 destinations with 0% becoming NEETs.</p>	<p>Ofsted 2013 Report on effective use of PP funding endorses strong careers, advice and guidance.</p> <p>There are limited opportunities for work in the local area which have led to some families being used to surviving on benefits. The coastal nature of Fleetwood makes it score high on the deprivation index and so students have less examples and knowledge or routes to success. With</p>	<p>The Deputy Head in charge of careers with the support of admin staff will establish all necessary organisational measures to ensure all steps are implemented.</p> <p>The whole school improvement plan will outline the steps to take to ensure this happens.</p> <p>The PP CTG Champion will devise and organise the apprenticeship careers advice to be</p>	Deputy Head (ABB)	<p>End of year review with careers section of the PP plan RAGGED on a termly basis.</p>

		<p>people living an average 7 years shorter than the national average even aspirations for health and longevity are low. All this suggests a real need to allow students to see a route of this potential deprivation.</p> <p>The Gatsby Foundation's report, entitled 'Good Career Guidance' (2014) states that 'good careers guidance is important for social mobility'.</p>	<p>run through Citizenship lessons culminating in an apprenticeship careers event in HT5.</p>		
<p>To provide additional mentoring and support for Key PP students in Year 9.</p> <p>This will be provided by FutureU and Mosaic Project who will provide a mentoring support programme covering aspirations and learning skills.</p> <p>The provision of the STEM Club and</p>	<p>The selected students in Year 9 achieve an average of 65% on track in English and Maths by the end of Year 9.</p> <p>Case studies for key PP students will be able to demonstrate impact in terms of attendance, academic achievement and behaviour logs.</p> <p>Analysis of student</p>	<p>Research conducted by the EEF notes that programmes that have a clear structure and expectations are associated with more successful outcomes. Works best when there are successful mentor pairings.</p>	<p>Students to be identified early on and offered appropriate intervention.</p> <p>School to work closely with B&F College to ensure that the programme is suitable and able to be delivered well.</p> <p>Students to be interviewed to measure the effectiveness of the</p>	<p>Close the Gap Champion (MOR) and AHoY 9 (NDA)</p>	<p>Tracker updates to measure impact and end of intervention report generated.</p>

<p>associated Employability sessions.</p> <p>Staff to be provided with a list of strategies that work for key Year 9 PP students who are currently UA. This is to be provided through the work of the CTG group.</p>	<p>voice from The B&F College surveys report positively.</p>		<p>programme.</p>		
<p>To provide strong role models for key PP students from Years 8-11 through exposure to successful representatives from the local community.</p>	<p>Student voice surveys demonstrate the students were motivated and enjoyed their encounters with such role models.</p>	<p>As highlighted above the social deprivation index ranks Fleetwood as a very deprived area so many PP students will not have as many first hand examples of success that they can relate to.</p> <p>Many will not have seen other family members go to university or achieve a rewarding well paid job. Therefore, there is a need for the school to model that such avenues do exist and are attainable.</p>	<p>Closing the Gap Champion to ensure that key PP students are prioritised for attendance at inspirational encounters.</p> <p>Closing the Gap Champion and Headteacher to develop a list of speakers who will be invited in at key points of the year.</p> <p>Speakers will be prepped about the appropriate messages to communicate and students will be closely supervised by senior members of staff to ensure the</p>	<p>Closing the Gap Champion</p>	<p>After each visit the effectiveness will be measured though student voice.</p>

			<p>most is made of each encounter.</p> <p>Student surveys will take place post the visits to measure how useful they were.</p>		
<p>To work more closely with key PP families to raise parental engagement in their child's learning.</p> <p>This will involve raising attendance at Parents' Consultation evenings.</p> <p>Key parents of Year 9 students will be invited in to school for a closer discussion about their child's progress and how they can help support their child. AHoY will work closely with key PP families to ensure that they are updated on the progress of their child and the school is able to work in partnership with them.</p> <p>The use of FutureU to</p>	<p>85% of PP families attend Consultation Evenings.</p> <p>80% of parents invited attend extra Year 9 event to help their children to succeed.</p>	<p>EEF: Moderate impact for moderate cost. Based on moderate evidence. Parental involvement is consistently associated with pupils' success at school.</p> <p>Parent Council UK presented research in 2016 which stated that 'engaging hard to reach parents has a disproportionately positive effect on student learning and student achievement'.</p>	<p>AHoY for each year group to ensure that key PP families are targeted for a phone call to ensure their attendance at consultation evenings.</p> <p>Closing the Gap Champion to select key families and organise appropriate events which are suitably promoted.</p> <p>For the above event to provide guidance on how parents can apply practical strategies to support their children as they move in to Year 10. This will involve advice about exactly what work their child should be doing, more detailed input about their current levels of attainment and tips</p>	<p>Closing the Gap Champion (MOR)</p>	<p>To be reviewed termly and after each event.</p>

offer support and advice for key PP families.			about things they can do at home to aid their child's learning.		
Improve transition of key PP students from primary to secondary school	<p>The proportionate amount of PP students attends the summer school.</p> <p>Extra transition days are targeted for key PP students and they are well attended.</p>	<p>The EEF notes how important transition is for students and how students who are UA need to be brought up to the correct level as soon as possible.</p> <p>Lots of Ofsted good practice highlights PP money being spent on worthwhile transition projects.</p>	<p>The Closing the Gap Champion to work closely with the Transition Manager and the incoming HoY/AHoY 7 to ensure the 2 events are properly organised.</p> <p>The school will need to liaise carefully with primary school to ensure we know who the key PP students are that need inviting to each event.</p> <p>Once identified, these key students will be prioritised for invite to events and extra contact home where necessary will take place to ensure more key PP students attend.</p> <p>Both events will be carefully planned so that students are given an effective welcome to the school</p>	Closing the Gap Champion (MOR), Transition Manager (WMJ), HoY 7 (ANP)	End of year review and after each transition event.

			and first steps are taken to help them catch up as quickly and as effectively as is possible.		
<p>Increase opportunity and participation in school/curriculum related visits and trips for PP pupils.</p> <p>Provide financial assistance to individual pupils where there is considerable hardship within the family to improve rates of participation.</p> <p>Track and measure participation rates over time of Disadvantaged students in educational visits and extra-curricular activities, reporting termly to SLT and PP Co-ordinator.</p> <p>Encourage greater participation of Disadvantaged students in educational visits,</p>	<p>Increased participation in enrichment activities and wider cultural opportunities in order to raise aspirations that are well informed and realistic, leading to further education and employment. All trips have a proportionate amount of PP students for each year group.</p>	<p>The authors of the Effective Pre-School, Primary and Secondary Education (3-16) project report (2014) commissioned by the DfE, concluded that 'the current capacity of students' families to support academic 'enrichment activities' had significant effects on total GCSE scores and on social behavioural outcomes. Enrichment activities such as independent reading or being taken on educational visits outside the school predicted better mental well-being and 'improvements' from KS3 to KS4 for self-regulation and pro-social behaviour, reductions in hyperactivity and anti-social behaviour, and</p>	<p>Monitor termly participation of PP pupils and target those currently with the lowest rates to ensure fairness and parity of opportunity.</p>	<p>Deputy Head in charge of trips and visits (ABB)</p>	<p>Termly analysis of trip data.</p>

<p>through the use of agreed School protocols regarding visits eg:</p> <ol style="list-style-type: none"> Advertising visits long in advance wherever possible, allowing parents to spread the cost and pay in instalments. Ensuring that the parents of Disadvantaged students are made aware of educational visits, by making phone calls home or personalised mailings. 		<p>higher academic attainment and progress.</p>			
Total Cost of all strategies					£403,000

Review of Expenditure 2017-18				
Action	Intended Outcome	Estimated Impact	Lessons Learned (and whether you will continue with this approach)	Cost
<p>Reduce class sizes so that there is more skilful differentiation to focus on key PP students, particularly the HPA PP students, and more opportunities for in class first wave intervention. This has been done</p>	<p>PP students make 70% EP in key subject areas in line with national averages for good schools and/or the gap in terms of P8 is closed.</p> <p>HPA students make 80% EP in key subject areas</p>	<p>The final figures for outgoing Year 11 achieving EP targets for PP students were:</p> <p>English 63% (60% without AP) Maths 44% (50% without AP)</p>	<p>The school has benefitted from the introduction of new staff including Teach-First teachers. This approach will continue.</p> <p>It appears there is some lag time between the lesson observation data and the exam results. The school will have to reflect on this and think</p>	<p>£120,000</p>

<p>through the employment of extra teachers such as Teach-First applicants in English, Maths and Humanities.</p>	<p>and the gap in terms of P8 for HPA students in closed to 0.</p> <p>80% of lesson observations are graded good or better for PoT and differentiation.</p>	<p>Science 46% (49% without AP)</p> <p>The final figures for outgoing Year 11 achieving targets for PP HPA students were:</p> <p>English 77%</p> <p>Maths 77%</p> <p>Science 100%</p> <p>The gap for P8 of PP students and HPA PP students was reduced, though is still not at national averages.</p> <p>% of PP students gaining Level 4 or above the figures were as follows:</p> <p>English: 63% (71% without AP).</p> <p>Maths: 45% (51% without AP)</p> <p>Science: 44% (47% without AP)</p> <p>Other data such as the % of lesson being graded as good or better met the 80% standard.</p>	<p>carefully about how to translate good teaching in to exam results.</p>	
<p>Whole school staff</p>	<p>80% of lessons are graded</p>	<p>80% of lessons were</p>	<p>As stated above, the school will need</p>	<p>£10,000</p>

<p>development/training on key T&L strategies that benefit PP students based on the work of the EEF. (Oracy, memory for learning and mastery). This is to be run partly by the employment of an extra Deputy Headteacher and through the CTG Group.</p>	<p>good or better for teaching.</p>	<p>graded as good or better. Furthermore, other evidence from learning walks and work scrutiny also show that progress has been effective in these areas.</p>	<p>to reflect on how best to translate good T&L into exam results.</p> <p>It will also refine the work with the strategies mentioned and develop and improve on them in the coming year through more training and more refined implantation.</p>	
<p>Effective use of a Closing the Gap group made up of key staff from across the school to analyse data, trial new T&L strategies and effectively communicate key messages across the school.</p>	<p>Minutes of CTG meeting show clear actions and are RAGGED as completed.</p>	<p>The minutes of the CTG meetings show that data was analysed, new T&L strategies were shared and messages communicated across the school.</p>	<p>Whilst the CTG group for PP was effective, the school has changed the nature of the CTG meeting system to involve more key staff from across the school. Details of this can be seen in the most up to date PP Strategy document.</p>	<p>£10,000</p>
<p>Effective mentoring of key PP students across the school so that the progress across the curriculum improves. Progress is to be measured in academic, attendance and behavioural terms. This is to be done by key teaching staff and the Assistant Heads of Year from the Pastoral Team who will work closely with key PP students and their families providing required pastoral support to enable successful academic outcomes. There is also</p>	<p>Progress of these key students improves so that all students P8 scores move towards national averages.</p>	<p>P8 for PP students without those students on AP was - 0.22.</p> <p>Case study data and the most recent PP review conducted by another school show that key PP students had been effectively mentored and provided for.</p>	<p>The school will continue to mentor key PP students and will continue to provide targeted pastoral support.</p> <p>This will be enhanced by the new focus on the remodelled CTG groups.</p>	<p>£60,000</p>

back office support for this role.				
Effective careers provision for PP students to ensure that enhanced career direction leads to improved academic progress. This will include the purchase of Careers Advisors, the running of Careers events and effective apprenticeships education/advice, along with visits to universities, colleges and major employers and visits from inspirational speakers etc.	<p>PP students make 70% EP in key subject areas in line with national averages for good schools and/or the gap in terms of P8 is closed to 0 with the national average of -0.02.</p> <p>The % of Year 11 leavers who attend post 16 education, training or work is in line with National averages.</p>	<p>The final figures for outgoing Year 11 achieving EP targets for PP students were:</p> <p>English 63% (69% without AP) Maths 44% (50% without AP) Science 46% (49% without AP)</p> <p>The % of Year 11 students who stay on in post 16 education and training is close to National Averages with 96.4% of FHS PP students doing so.</p> <p>The % of PP students staying in education to do Level 3 courses is below the National Average but improved to 45%.</p>	<p>Careers provision is a strong feature of the school with all students getting regular careers advice and training for interviews.</p> <p>The school will look to make the careers advice more ambitious by working with the company that provides career support.</p>	£30,000
Effective use of the school's attendance monitoring systems to improve the attendance of PP students across the school. Form Tutors will mentor key students, the Attendance Officers will monitor and mentor key student and will make	Attendance of PP students increases to 94.6% in line with National Averages. (Just over 93%)	The attendance figure for PP students increased by 0.35% to 91.89% but is still below national averages.	Improved attendance monitoring is a key feature of the PP strategy for 2018-19 as well as being a central part of the 2018-19 School Improvement Plan.	£25,000

effective links with home to improve attendance. The employment of a new Assistant Headteacher will oversee all of the above.				
To improve the transition of key PP students from KS2 to KS3 through closer links with primary schools, extra support/taster/induction days for Year 6 students and a better targeted summer school for Year 6 students. Transition for a smaller number of vulnerable PP students through the employment of a nurture/transition teacher to work closely with these students.	At least 60% of summer school places are taken up by key PP students. 60% of nurture group students make EP.	60% of places on the summer school were taken by PP students for the summer of 2018. Nurture groups figures for 2017-18 were as follows for Year 7: English: 75% Maths: 70% Science: 62%	The school is remodelling and refining support for nurture students who are vulnerable. This is based round the employment of 2 skilled and experienced primary school teachers who are looking to significantly build upon the current nurture programme.	£35,000
To better monitor the provision for PP students through more targeted use of whole school monitoring systems and an effective internal review of PP provision.	In school monitoring reports for PP targeted learning walks/work scrutiny show at least 70% are good or better.	More targeted monitoring of PP students was completed last year with the results showing that 70% of measures were well met.	The school will continue to build upon and improve the way it monitors provision for PP students through targeted monitoring processes.	£10,000
To improve outcomes for a small number of PP students at risk of permanent exclusion through the provision of appropriate alternative educational provision and/or an in school inclusion unit.	The number of permanent exclusions is reduced to be in line with the National Averages of 0.17% of students. The number of fixed term exclusions is reduced to be in line with the National	The school has not reduced figures for exclusions to be in line with National Averages. However, there is some good case study evidence of key students being placed on Alternative	Reducing exclusion figures through the use of AP programmes is to be a key feature of the School Improvement Plan for 2018-19.	£50,000

	Average of 8.4%	Provision and avoiding being excluded. Therefore, whilst the figures for exclusions are still too high, they are lower than what they might have been prior to our more skilful use of such alternative educational provision.		
To improve the Literacy and numeracy levels of PP students through the introduction of effective catch up schemes. These are to be provided by the Literacy and Numeracy Co-ordinators as well as by the use of the Learning Resource Manager who is a higher level TA.	70% of targeted students make EP in English and Maths.	Students in Year 7 and 8 made most progress with at least 70% of students making significant improvements. The figures were less good for Year 9 students.	The catch up schemes are to be continued with but the school is to review how best to target Year 9 students who are UA in Literacy and numeracy.	£15,000
To improve the provision for key pp students with SEN needs through the use of Base 3, 4 and lunchtime/before and after school clubs to provide targeted support, both academic and pastoral for such students.	60% of targeted students make EP in English and Maths.	The figures for PP students with SEN needs for HT6 2017-18 were as follows: English: 40% Maths: 37%	The SEN Department is undergoing a process of remodelling and will reflect on how to best to provide extra targeted provision for key SEN PP students.	£15,000

Impact of Above Strategies Based on Exam Results for 2017-18

	FHS 2018 minus AP	Fleetwood High 2018	Fleetwood High 2017	National data 2017
A8 All	42	40	38	46
A8 Disadvantaged	39	36	38	37
A8 White Disadvantaged fsm*	39	36	38	32
A8 Disadvantaged fsm Boys *	38	31	34	32
A8 White Disadvantaged fsm Boys *	38	31	34	30
P8 All	-0.34	-0.55	-0.68	-0.03
P8 Disadvantaged	-0.22	-0.53	-0.49	-0.40
P8 White Disadvantaged fsm *	-0.22	-0.53	-0.49	-0.69
P8 Disadvantaged fsm Boys *	-0.70	-1.2	-0.70	-0.69
P8 White Disadvantaged fsm Boys *	-0.70	-1.2	-0.70	-0.89
% Grade 4 English & Maths All	51%	48%	49%	64%
% G4 E&M Disadvantaged	45%	39%	50%	44%
% G4 E&M White Disadvantaged fsm *	45%	39%	50%	35%
% G4 E&M Disadvantaged fsm Boys *	41%	31%	39%	36%
% G4 E&M White Disadvantaged fsm Boy *	41%	31%	39%	31%
% Grade 5 English & Maths All	30%	27%	18%	43%
% G5 E&M Disadvantaged	22%	20%	20%	25%
% G5 E&M White Disadvantaged fsm *	22%	20%	20%	17%
% G5 E&M Disadvantaged fsm Boys *	24%	17%	13%	20%
% G5 E&M White Disadvantaged fsm Boy*	24%	17%	14%	15%

