

## Pupil premium plan review: 2018/2019

### 1- Key successes headlines

**Successes with Year 11:** PP P8 disadvantaged (unvalidated)= -0.27 (Up + 0.28 from 2017/18)

- Improvements in the majority of headline measures including a 4% increase in the Basics at Grade 4+
- The Progress 8 of disadvantaged pupils has improved significantly and is a school record.
- The Progress of disadvantaged pupils has increased at a faster rate than non-disadvantaged and is now above that of non-disadvantaged pupils
- The Progress 8 of disadvantaged pupils is above national disadvantaged 2018. The gap to national other has significantly reduced and is lower than the national gap
- Progress 8 of disadvantaged pupils in English, maths, the EBACC and the Open element is above national disadvantaged 2018
- The Progress 8 of disadvantaged females is positive
- The Progress 8 of disadvantaged pupils with high prior attainment is positive
- The Progress 8 of disadvantaged pupils with low prior attainment is positive
- Attainment in English at Grade 4+ is in line with national disadvantaged 2018
- Attainment in the EBACC at Grade 4+ and the EBACC at Grade 5+ is above national disadvantaged 2018
- The value added in science, languages and humanities has increased significantly
- The languages value added for disadvantaged pupils is above national disadvantaged and in line with national all 2018
- The humanities value added for disadvantaged pupils is above national disadvantaged
- The EBACC APS is above national disadvantaged 2018
- The proportion of disadvantaged pupils achieving the EBACC strong pass has more than doubled from 2018

## Enrichment:

The percentage of pupils taking part in enrichment activities reflect the disadvantaged\_cohort

56% of pupils taking part in extracurricular activities were eligible for the pupil premium.

Date	Career / Enrich	Subj	Activity	Year	Pupil Numbers	DP Numbers	% PP
03.10.18	Enrich	Exp Art	Cultural Theatre Visit - Matilda: The Musical	Var	14	9	64%
Oct 2018	Careers		Shaping Futures: Resilience workshop	10	44	28	64%
02.11.18	Both		Glitch Theatre Workshops: Vote for Me	7, 8 & 9	90	90	100%
07.11.18	Enrich	English	Cultural: Theatre Visit - Macbeth	10	40	18	45%
13.11.18	Enrich	Exp Art	Rebound dance event	10	8	2	25%
21.11.18	Enrich	English	Cultural: RSC Live Broadcast R&J	11	115	67	58%
23.11.18	Careers		Shaping Futures: MFL Uni visit	10	24	14	58%
11.12.18	Enrich	Maths	Numeracy Competition	7	4	3	75%
12.12.18	Enrich	Exp Art	Huyton Care Visit: Christmas Carols	Var	20	10	50%
12.12.18	Careers		Cronton College visit: Prestigious Universities	9	14	4	29%
13.12.18	Careers		Shaping Future: Maths Uni Visit	10	17	8	47%
13.12.18	Enrich	STEM	Robot Challenge: Knowsley Comm College	8 & 9	8	4	50%
19.12.18	Enrich	Eng	Cultural: St George's Hall - A Christmas Carol	10 & 11	89	45	51%
10.01.19	Enrich	General	Young Minds Workshops	7	210	133	63%
06.02.19	Enrich	STEM	Urban Farm: Launch Visit	9	16	8	50%
07.02.19	Enrich	MFL	Cultural: Opal Coast Residential	10 & 11	42	16	39%
15.02.19	Careers		Alder Hey Visit	10	16	12	75%
30.03.19	Enrich	History	Cultural: London Residential	10	51	21	45%
15.04.19	Enrich	PE	Cultural: Holland Sports Residential	Var	62	21	34%
Oct 2019	Both	Science	Cultural: London Residential	Var	20	14	70%
March 2019	Careers	Science	Flash Bang Show	7 & 8	200	120	60%
March 2019	Both	Science	University of Manchester British Science Extrav	7	15	15	100%
12.03.19	Careers	Science	Jodrell Bank visitors	9 & 10	109	58	53%
12.03.19	Careers	Science	University of Manchester - Spectroscopy in a S	10	23	3	13%
Ongoing	Enrich	Science	Crest Award Club	7, 8 & 9	13	7	54%
April 2019	Enrich	OAA	Lord Derby Estate: outdoor adventurous activiti	8	210	126	60%
March 2019	Enrich	Music	Modulo	Var	14	10	71%
July	Enrich	DOFE	Duke of Edinburgh				60%
						<b>Average</b>	<b>56%</b>

## Exclusions

- Fixed Term Exclusion rate for this academic year 2018-2019 was 0.49% (July 2019).
- 0 Permanent Exclusions in the academic year 2018-2019

- 2 Permanent Exclusions in 4 years (both for serious breach of the Dean Trust behaviour policy).
- LDA Inclusion provision cited as a model of good practice by Knowsley Local Authority.
- LDA won the Knowsley Inclusion Award at the Knowsley Education Awards in 2019.

**Post 16 Destinations**

100% of our pupils moved on to an appropriate post-16 destination

**2- Review of the pupil premium plan 2018/19**

Lead: Assistant Headteacher - Pupil and Parent engagement Pupil Premium Plan 2018/19 review	
<b>Portion of the Budget accountable for</b>	<b>£33, 200</b>
RAG code	
 Objective fully met/ exceeded expectations	
 Objective met	
 Objective not fully met but some success noted/ could lead to improvement with amendments and/or more time	
 Objective not met at all	
<b>Targets</b>	<b>Outcomes summer 2019</b>
<ul style="list-style-type: none"> <li>• Increase attendance of parents/carers to Academy events to at least <b>75%</b></li> </ul>	Y7: 72% Y8: 66% Y9: 68.4% Y10: 70% Y11: 69% Total: 69% This represents a <b>6%</b> increase from last year

<b>Targets</b>	<b>Outcomes summer 2019</b>
<ul style="list-style-type: none"> <li>Pupil parliament made up of <b>60 %</b> PP</li> </ul>	Pupil Parliament:47% of KS3 participants are disadvantaged pupils due to a strategic drive to support disadvantaged pupils to making applications. This figure reduces to 40% with senior roles.
<ul style="list-style-type: none"> <li>Engagement in trips / enrichment activities mirror <b>60%</b> pp</li> </ul>	56% Pupil Premium engagement in key extra-curricular events and cultural opportunities due to strategic drive and financial support. 60% of pupils achieving DofE are in receipt of PP.
<ul style="list-style-type: none"> <li><b>100% of disadvantaged pupils move on to</b> an appropriate destination Post 16</li> </ul>	100% of pupils have secured an offer for post-16.
<ul style="list-style-type: none"> <li>Close the gap in behaviour incidents between pp/ non-pp- KS3</li> </ul>	10% gap in ratio of total overall behaviour points / house points. No historic data to compare. This will be possible in 2019/2020.

**OBJECTIVE 1- To communicate a clear vision which will raise the profile of Disadvantaged Pupils (PP)**

<b>Desired outcomes</b>	<b>Actions</b>	<b>Cost to PP budget</b>	<b>For each section, briefly comment on the impact, RAG the column in terms of impact and back up with data/ evidence where applicable</b>	<b>Keep the strategy? (Y/YW/N)</b>
<b>I. The profile of PP remains high in school, clear lines of accountability are in place, good retention of staff, good staff wellbeing</b>	e) Staff briefings/CPD twilights to reference PP to reinforce key messages about profile and priority, potential barriers to learning and strategies to address these	N/A	All initiatives this year have led with a focus on Pupil Premium. Behaviour for Progress model, Class Charts, Pupil Parliament and enrichment have all been launched to staff with a clear focus on increasing outcomes, progress and personal development for disadvantaged pupils.	<b>Y</b>
<b>IV. Review of the achievement of groups of PPs is an integral part of data meetings and monitoring</b>	g) PP to be a key focus for HOYs when analysing attendance / enrichment/ reward data	N/A	Attendance of Pupil Premium pupils is a clear focus for HOY 'top 10' target groups. This is yet to have an impact on attendance as it is still slightly behind national for non-disadvantaged. TLR holder for Enrichment has PP as primary focus for engagement. Class Charts used to track engagement. 45% of Class Charts points awarded for enrichment activity were awarded to disadvantaged pupils. The trend is increasing.	<b>Y</b>

<b>OBJECTIVE 5- To raise aspirations, opportunities and improve lifestyle</b>				
<b>I. Increase to 60% the involvement and participation for disadvantaged pupils in enrichment and curricular activities</b>	a) Subsidy for cultural opportunities, curriculum-based trips and international travel	<b>£ 12,000 (subsidy fund)</b>	As a result of the subsidy, 56% of pupils attending cultural activities were disadvantaged. This in spite of both international trips having been booked prior to commencement of the strategy and low in PP percentage.	<b>Y</b>
	b) Subsidy for PP for Duke of Edinburgh		As a result of the subsidy, 60% of pupils achieving DofE are disadvantaged.	<b>Y</b>
	c) Subsidy for swimming lessons		All pupils in Yr 7 and Yr 8 are able to access swimming lessons. 48% of PP Year 7 pupils are unable to swim at the start of Year7.	<b>Y</b>
	d) Ensure relevant staff can demonstrate the impact of these trips on pupils (case studies, etc.)		Both staff and pupils are able to demonstrate impact. Following each activity, pupil voice is conducted, pupils and teachers are consulted and the enrichment lead creates feedback posters for display. All the posters demonstrate positive impact on pupils.	<b>Y</b>
	e) Use of Classcharts to reward enrichment	Accounted above	Class Charts records all aspects of enrichment award. This was a new initiative so we have no baseline but we will be able to compare rewards with previous years going forward.	<b>Y</b>
<b>II. Increased motivation towards learning &amp; building on already good behaviour</b>	c) Introduce Behaviour for Progress (BfP) stickers and posters/ Embed use of language in classrooms d) identify opportunities self-assessment of BfP. e) Track behaviour for Progress via Classcharts	<b>£1,000</b>  <b>£1,500 Classcharts module</b>	BfP fully embedded within the classrooms. Pupils and staff use the model and pupils are able to self-assess in terms of the Behaviour for Progress. Book scrutiny demonstrates that all staff are taking the opportunity to self- assess and many are using the model to develop their own strategies for assessment / development.  Next steps: now the strategy is implemented, monitor the impact on pupils' BfP	<b>Y</b>
	f) Monitoring 'Behaviour Incidents' to identify difference between PP and non-PP pupils and put in place strategies to remove gaps.	<b>£2,500 ( X 8 iPad)</b>	Impact to be assessed in the next academic year / Student Support Managers have just started the tracking behaviour via use of iPad.	<b>Y</b>

	g) University taster days (including Oxbridge) to motivate Higher Achievers	Free with Shaping Future	Feedback from pupils has been very positive in terms of increased offering for university contact. 3 higher achievers in Year 11 received a post 16 place at the Bluecoat School with the view to apply for Oxbridge in the future.	Y
	h) Mock college interviews and Career interviews	N/A	Feedback from pupils positive. Next steps: analysis of post 16 offers needs to be completed although GDPR is a barrier to gathering of information.	Y
<b>III. Increased sense of belonging and pride by providing rewards</b>	a) Introduce the Lord Derby Award	<b>£ 700</b>	Positive engagement from staff and pupils; many pupils worked towards the award.	YWA
<b>IV. Increased links with parents &amp; carers and increased participation from parents to school events</b>	a) Relaunch "Friends of LDA" association with parents and ensure that parents of disadvantaged pupils are represented (start summer 2019)	N/A	Focus will begin in 2019/20.	
	b) Contact parents/carers prior to Parents' evenings and information events to secure an appointment		Trialed with year 8 parents. 75% of targeted parents (hardest to help / historic lack of engagement) attended for a one to one meeting.	YWA
	c) Monitor attendance at Parents events and follow up with communication home		Barriers cited by most parents not attending include illness or lack of childcare. Next steps: continue to develop strategies that motivate parents to attend.	Y
	d) Parent voice to establish lack of engagement		See above.	Y

	e) Use of Classcharts to support parent engagement	accounted for above	Class Charts launched to parents mid-year and steps were taken by HOYs, reception staff, Student Services and by staff at parents' evenings etc. to engage parents in logging on. Currently 427 parents are logged on – 203 are parents of disadvantaged pupils. Next steps: continue to capitalise on any opportunity to show parents how to access ClassCharts and promote its benefits to parents. ClassCharts information has been included in parents' summer information pack. HOYs and form tutors to follow up in new academic year.	Y
<b>IV. To build on an already comprehensive CEIAG offer to focus on social mobility</b>	a) Map out a Careers action plan to identify gaps and next steps	Contribution to careers budget: <b>£ 500</b>	Careers strategy compiled and external review found offering to be robust. 'Best practice' cited in report.  Feedback from pupils has been exceptionally positive.	N
	b) Continue bespoke university visits from Year 8 onwards and inform parents of the aims of these visits			Y
	c) Career choices included in the newsletter		This has been a regular feature. Next step: Design a questionnaire for parents around their reading of the section.	
	d) Careers event from Year 8 onwards, with parents informed		Parental engagement has been minimal. We need to look for further means to engage parents in this area. Future careers events will be targeted more precisely.	YWA
	e) External careers guidance review	Free- funded by LA commission	Complete. See above.	N
	f) Bespoke offer and guidance for SEND pupils; links with Carmel College for Foundation Learning courses	N/A	Pupils have visited the college on several occasions, including some with their parents. Further investigation needs to be made re the suitability of the offering for pupils without EHCPs.	<b>YWA</b>

<b>V. To build confidence, resilience and develop leadership opportunities</b>	a) Launch of Pupil Parliament: 1. Badges 2. Printing 3. Marketing materials 4. Parent launch event	£700	Strong interest in Pupil Parliament roles meant that 76 pupils were engaged in leadership positions, and a further 80+ pupils were involved in house / form leadership. Engagement of disadvantaged pupils was key and HOYs, form tutors and senior leaders supported to this end. 47% of PP members in lower school are disadvantaged.	Y
	b) KS3 performances by Glitch Theatre "Vote for me" to <u>educate</u> , <u>debate</u> and <u>question</u> the role of a local Member of Parliament in relation to citizens	£300	Strategy to engage disadvantaged pupils in making an application for a PP role. Positive feedback from pupils and staff giving disadvantaged pupils information and support for above.	Y
<b>VI. Health and wellbeing of pupils at the heart of what we do</b>	a) Increase <b>menstrual knowledge and access to sanitary products</b> for girls	Free	Red Box in place. Well used by pupils. A great success.	Y
	b) Recruit a pastoral officer (January 2019) to support with Mental Health	£13, 000 towards salary	Officer now in position. Pupils have increased access to support. Officer is also in a position to work with parents and support them to reduce barriers to their child's education.	Y
	d) Review with the Pupil Parliament menus on offer in the canteen to ensure healthy options are promoted	N/A	A new menu for breakfast and break is now in place in the canteen, which has proved to be a great success. Pupils are rewarded for making healthy choices.	Y
	e) Increase opportunities for pupils to join in extracurricular sporting activities outside school	N/A	The PE department has revised the curriculum this year and invited guests from boxing clubs and the local leisure centre to deliver to year 10. This has increased the numbers of pupils attending in their own time. Enrichment day this year featured visitors from KukSool, boxing, free-running, dance and musical theatre companies, DJs etc in order to provide pupils with a wide varieties of opportunities to explore	Y

Lead : Assistant Headteacher - KS3 & Transition  
Pupil Premium Plan 2018/19 review

Portion of the Budget accountable for **£ 14, 500**

**OBJECTIVE 1- To communicate a clear vision which will raise the profile of Disadvantaged Pupils (PP)**

Desired outcomes	Actions	Cost to PP budget	For each section, briefly comment on the impact, RAG the column in terms of impact and back up with data/ evidence where applicable	Keep the strategy (Y/YWA/N)
<b>IV. Review of the achievement of groups of PPs is an integral part of data meetings and monitoring</b>	h) PP to be a key focus for HoDs when analysing performance data	N/A	One page profiles in place re: data analysis and overview. All strands (pastorally and academically) include a focus on PP. This has supported the review of progress and decisions made around strategies to support progress.	<b>Y</b>

**OBJECTIVE 4 – To improve progress and attainment in maths and English across KS3**

<b>I. Robust systems of tracking progress to address gaps in learning at KS3 are embedded</b>	a) Training for leaders on data systems to ensure robust systems in place to identify gaps in learning leading to strategically targeted groups / Cyclical approach to data analysis	N/A	KS2 assessment objective training led to more rapid progress in KS3 Y7 were the most rapidly progressing year group. Transition work evident in data. Biggest impact in core subjects.	<b>Y</b>
	b) To strengthen Leadership and Management of Deputy Leaders of departments	N/A	A lot of progress in this area. Further development to continue to develop middle leaders' capacity regarding curriculum design.	<b>Y</b>
	c) Identify and focus on a group of PP in Year 8 and 9 (10 % in each Year group) based on English and Maths needs	N/A	Some progress. Further consideration to how groups are identified and how information is disseminated. 2019-2020: Focus group will focus on maths /English match up.	<b>YWA</b>
	d) Create profiles for these 2 cohorts for staff to use	N/A	Profiles created more generically.	<b>YWA</b>

				<b>Look at match up E/M in Y9</b>
	e) Provide appropriate resources following progress gaps	N/A	Strongly evident in maths and English. Quality varies across departments. (See data analyses)	<b>Y</b>
<b>II. Quality transition between KS2 and KS3 and mitigating for gaps inherited from KS2 performance</b>	a) Appointment of TLR holder to support with transition (KS2 to KS3 and KS3 to KS4)	£2500	Strong contribution to Transition programme. To be developed further this year: gaps in learning.	<b>Y</b>
	b) KS2 Specialist advisor/teacher as part of transition package to bridge gaps in learning between KS2/3 in English and Maths (staff from local primary school)	N/A	Successful. Specialist input contributed to maths progress doubling in year 7 when compared with same cohort in previous years.	<b>YWA</b>
	c) Summer school for Y6 with a focus on maths/English and based on gaps in learning	£12000	To be refined for Summer 2020 to ensure staffing is secured to provide equal focus on maths and English.	<b>Y</b>
	d) Detailed information sharing at all key transitions to ensure teachers can hit the ground running/ A focus on gaps in learning	N/A	KS2-3 information disseminated and used to inform planning. Increase in information used between year groups though this will be a focus this year.	<b>Y</b>
	e) Baseline testing in Maths and literacy in Year 7 to ensure that personal circumstances have not led to underachievement at KS2 and to set aspirational targets	N/A	Used effectively to inform planning in maths. KS3 Lead can clearly articulate and evidence impact.	<b>YWA</b>
	f) Use of external agencies (e.g. Shaping Futures) to target barriers to progress	N/A	Opportunities to be exploited further.	<b>YWA</b>
	g) Pastoral programme of transition in place including use of external bodies as appropriate; support for parents	N/A	Pupil/parent voice evidences strong impact of transition programme.	<b>Y</b>

**OBJECTIVE 5- To raise aspirations , opportunities and improve lifestyle**

<b>IV. Increased links with parents &amp; carers and increased participation from parents to school events</b>	d) Monitor attendance at Parents events and follow up with communication home	N/A	Highest ever attendance at various events. ('Welcome to Year 7 91% attendance). Target calls made home prior to with adaptation made to the structure of parents evenings for a selection of pupils.	Y
--	---	-----	--	---

**Lead : Assistant Headteacher- director of KS4  
Pupil Premium Plan 2018/19 review**

<b>Portion of the Budget accountable for</b>	<b>£ 53, 450</b>
<b>Target for 2018/19</b>	<b>Outcomes- August 2019-</b>
<ul style="list-style-type: none"> <li>Increase Progress 8 for 2019 to -0.2</li> </ul>	-0.27
<ul style="list-style-type: none"> <li>Increase Attainment 8 to 39 (using FFT to derive targets between FFT 20 and FFT 50)</li> </ul>	34.68
<ul style="list-style-type: none"> <li>Increase the % grade 9-5 at both English &amp; Maths to <b>23%</b></li> </ul>	13%
<ul style="list-style-type: none"> <li>Increase the % grade 9-4 at both English &amp; Maths to <b>45%</b></li> </ul>	32%
<ul style="list-style-type: none"> <li>Increase the EBACC Average Point Score (APS) to <b>3.4</b></li> </ul>	3.2

**OBJECTIVE 1- To communicate a clear vision which will raise the profile of Disadvantaged Pupils**

<b>Desired outcomes</b>	<b>Actions</b>	<b>Cost to PP budget</b>	<b>For each section, briefly comment on the impact, RAG the column in terms of impact and back up with data/ evidence where applicable</b>	<b>Keep the strategy? (Y/YWA/N)</b>
<b>IV. Review of the achievement of groups of PPs is</b>	h) PP to be a key focus for HoDs when analysing performance data	N/A	Data analysis documentation included separate sections devoted to Disadvantaged pupils ensuring this cohort were a priority for HoDs	Y

an integral part of data meetings and monitoring			Progress of disadvantaged increased significantly last year.	
<b>OBJECTIVE 3- TO IMPROVE PROGRESS AND ATTAINMENT at KS4</b>				
<b>I. Gaps in learning are addressed and improved progress in English, maths and science for groups of pupils identified as a priority</b>	a) Training teachers/ leaders on data systems to ensure robust systems in place to identify gaps in learning leading to strategically targeted groups; continue the monitoring of progress to identify the widest gaps between staff predictions (data) and expected outcomes across 8 qualifying subjects with a subsequent targeted personalised intervention package for identified pupils.	N/A	Ongoing training of middle leaders to ensure data analysis is purposeful and informs appropriate actions.	YWA

	<p>b) Establish key priority groups based on data and barriers and bespoke provision for these groups/ ensure this group is reviewed regularly:</p> <ol style="list-style-type: none"> <li>1. Additional, bespoke sessions after school and during holidays delivered by LDA staff</li> <li>2. Targeted study session delivered during morning sessions</li> <li>3. Access to eMathsMaster programme</li> <li>4. 'Back to basics' sessions in E/M/Sc delivered by external specialist teachers (also examiners)</li> <li>5. CPD opportunities to ensure all staff can deliver to a grade 9 standard/ understand the examination boards' requirement / all departments to have an examiner</li> <li>6. Cross Trust moderation</li> </ol>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Free</p> <p>3 additional teachers for intervention (who are also examiners)</p> <p>£ 32,000 CPD: £ 2, 000</p>	<p>Focus was primarily on maths and English. P8 in maths: -0.21. This is a significant improvement on 2018. In English: -0.28, again, a significant improvement from last year. P8 of disadvantaged pupils has increased at a faster rate than non-disadvantaged pupils. P8 for disadvantaged is above national disadvantaged in all of the Progress 8 elements.</p> <p>P8 HA: +0.16. A positive Progress 8 score. Highest proportion of top grades in the history of the school.</p> <p>Maths intervention: 18 out of the 24 pupils (75%) in the maths cohort led by the intervention teacher secured their target grade. 6 pupils in the science interventions out of 6 (100%) met or exceeded their target (triple scientists).</p>	<p>1.Y</p> <p>2.Y- starting earlier in 2019/20</p> <p>3. Y-minimal impact</p> <p>4. N- Resources directed elsewhere</p> <p>5. Y</p> <p>6. Y</p>
	<p>c) School's AQA accredited examiner in English to mark the whole of the Y11 pp cohort's mock examinations ( x 3) for consistency and accuracy of feedback</p>	<p>£1,000 (cover)</p>	<p>High impact. Analysis informed teaching and the identification of pupil cohorts for specific, targeted support.</p>	<p>YWA- Ebacc mocks will be sent to be marked externally by</p>

				external examiners
	d) School's AQA accredited examiner in English to deliver regular "Walking & Talking" sessions in the Sports Hall to the whole of Year 11	N/A	High impact and more pupils attempted the full paper in the 2019 examination.	Y
<b>II. Increased pupil and parent engagement in revision activities</b>	a) "Year 11" , "Year 10" & "Revision Launch" events to inform pupils and parents about the expectations and demands of KS4 / develop understanding of the courses and how to support their children/ improve home-school relationships. These include Mindfulness & memory workshops for pupils.	£1,000	Pupil premium survey indicates pupils and parents value the information and support provided at these events. 100% of attendees rated the support as good or outstanding.	
	b) A bespoke mentor	N/A	Variable impact/ time constraints limited opportunities for some staff to meet with pupils as regularly as desired.	YWA
	c) Study packs provided to equip PP with the practical resources to assist their studies (study packs based on pupil voice)	£800	Pupil premium survey indicate pupils and parents value the resources provided.	Y
	d) Study Base – staffed in the morning and after school with support available and access to resources to enable pupils to engage and make progress.	N/A	Pupils attending on a regular basis achieved well.	YWA- increase participation
	e) Targeted progress meetings with pupils/parents and carers	N/A		YWA- increase participation
<b>V. Increase in pupils achieving the EBACC measure</b>	a) Additional EBACC (History, Geography, MFL, Maths and English) lessons curriculum time b) Careful match of staff against groups and reduced class numbers	Staffing <b>£14,650</b>	EBACC APS increased from 2018, as well as EBACC P8 (-0.16)	

	c) Develop specific teaching and learning strategies to support pupil premium pupils in EBACC subjects			
<b>OBJECTIVE 5- To raise aspirations, opportunities and improve lifestyle</b>				
<b>II. Increased motivation towards learning &amp; building on already good behaviour</b>	a) Commission Action Jackson for inspirational bespoke workshops b) Commission subject specific inspirational speakers, especially male role models	£2,000	Pupil premium survey indicate pupils valued the input'. Communication was maintained and tweets were used in assembly to maintain the momentum and impact.	
<b>IV. Increased links with parents &amp; carers and increased participation from parents to school events</b>	d) Monitor attendance at Parents events and follow up with communication home	N/A	Y11 parents evening: 69% attended	

Lead : Assistant Headteacher - Attendance, Behaviour, Inclusion  
Pupil Premium Plan 2018/19 review

**Portion of the Budget accountable for**      **£ 235, 295**

Targets for 2018/19	Outcomes- August 2019
1. Achieve 95% attendance	LDA Cumulative % (Academic Year 2018/19 -week ending 21/6/19) PP - <b>92.4%</b> National, PP: Based on 6 terms = 91.9% NA all based on 6 terms 94.5%
2. Lower Persistent Absenteeism to meet the national average	Whole school 2018/19 = 14% (143 pupils) – 1018 on roll (internal unvalidated data) PP PA – 2018/19 autumn/spring (internal unvalidated data ) = 11.68% (119 pupils hit PA)

	119 out of 143 PA were pupil premium at the end of 2018/2019	
3. Close the gap in behaviour incidents between pp/ non-pp- KS4	<p><b>Non PP</b></p> <p>Positive behaviour points = 173 069</p> <p>Negative behaviour points = 24 614</p> <p>Ratio = 88%</p>	<p><b>PP</b></p> <p>Positive behaviour points = 178 210</p> <p>Negative behaviour points = 50 383</p> <p>Ratio=78%</p>

**OBJECTIVE 1- To communicate a clear vision which will raise the profile of Disadvantaged Pupils**

Desired outcomes	Actions	Cost to PP budget	For each section, briefly comment on the impact, RAG the column in terms of impact and back up with data/ evidence where applicable	Keep the strategy? (Y/YWA/N)
I. The profile of PP remains high in school, clear lines of accountability are in place, good retention of staff, good staff wellbeing	e) Staff briefings/CPD twilights to reference PP to reinforce key messages about profile and priority, potential barriers to learning and strategies to address these	N/A	<p>All form tutors know who their PP pupils are.</p> <p>Head of Year (HOY) agenda- covers strategies to target any barriers for such pupils.</p> <p>Some excellent pockets of practice in some year groups that need to be shared across all five year groups</p>	Yes
IV. Review of the achievement of groups of PPs is an integral part of data meetings and monitoring	g) PP to be a key focus for HOYs when analysing attendance / enrichment/ reward data	N/A	Top 10 mainly PP focus – use of bespoke strategies	Yes

**OBJECTIVE 5- To raise aspirations, opportunities and improve lifestyle**

II. Increased motivation towards learning & building on already good behaviour	e) Track behaviour and behaviour for learning via Classcharts	£1,500	<ul style="list-style-type: none"> <li>Fixed Term Exclusion rate for this academic year 2018-2019 was 0.49% (July 2019).</li> <li>0 Permanent Exclusions in the academic year 2018-2019</li> <li>2 Permanent Exclusions in 4 years (both for serious breach of the Dean Trust behaviour policy).</li> </ul>	Yes
--	---	--------	---	-----

	i) Continue to offer rewards and prizes to disadvantaged pupils to celebrate success in attainment, progress and attendance – ensure leads know the % of PP receiving the rewards and their impact	£5,000	<ul style="list-style-type: none"> <li>LDA Inclusion provision cited as a model of good practice by Knowsley Local Authority.</li> <li>LDA won the Knowsley Inclusion Award at the Knowsley Education Awards in 2019.</li> <li>Class charts analysis by HOY and Head of Departments (HOD)</li> </ul>	
--	--	--------	--	--

**OBJECTIVE 6- To continue to improve attendance, reduce PA and develop the Inclusion centre**

I. Attendance of PP in line with national (94.8%) Persistent absenteeism of disadvantaged pupils in line with national average of 12.8%.	a) Fund a supplementary admin attendance officer (CMc)	£10, 531 (portion of salary)	Education Penalty Notices issued – to reduce holidays in term time (larger proportion off PP that take holidays) fines do work for 60% First hour response – co-ordinates home visits 50% success rate Form Tutor tracking – PA (persistent absent) alert for pupils at risk – immediate response from the attendance team Alerts to School Attendance Service (SAS) level 4 case work	Yes
	b) Appoint and outreach attendance officer	£18,000	Top 10 strategy – 50% of pupils targeted have achieved 100% attendance since its launch Since appointed at the end of the spring term - out of 169 home visits made - over 50% have arrived in later that day or returned to school the day after	Yes
	c) Local Authority Service Level Agreement and support - attendance	£6,000	School attendance service – case work level 3 Meet Student Attendance Service weekly Assttand Headteacher gathering evidence of impact	To be reviewed next year- possibly no
	d) Accountability and targets for all leaders involved with attendance	N/A	Cumulative % (Academic Year 2018/19 -week ending 21/6/19) PP - 92.4% PP nationally % (Source DfE Pupil Absence in schools 2017/18 data) Based on 6 terms = 91.9% Attendance, all, national all based on 6 terms 94.5%	Yes

			SEND with Education Health Care Plan (EHCP) attendance as a cohort has improved by 4.55% from 89.38% in the spring term to 93.93% (current) due to successful, targeted interventions. This cohort is now significantly above the NA of 91.8% (see table above).	
	e) Improved Attendance data to form tutors so they can monitor PP attendance and take action	N/A	Faster response to absence, especially those pupils at risk of PA. Response to home visits is quicker. FT's more aware of who to target in the form group.	Yes
	f) Rewards for good and improved attendance	£600 per HoY (account ed for above)	Silent disco was well received by pupils and created a real buzz. Its success is being built on as a hook to encourage good attendance this year – promoting attendance reward events every term. Pupil voice – Pupil Parliament – they like and wear 100% attendance badges. Top 10 sweet rewards – improvements in all cohorts – pupils responded well to this approach / Hot chocolate and toast Strategies introduced can be built on for next academic year as an incentive/ Profile of rewarding good attendance is on an upward trajectory.	Yes
	g) Internal exclusion to support with low FTE	Staffed via whole school budget	The % of disadvantaged pupils with 1 or more Fixed Term Exclusions (FTEs) has decreased from 13% in 2013 to 1.67% in 2019, significantly below the NA 2017 of 4.62% (Analyse School Performance online 2017). Inclusion is a real strength of the school.	Yes
	h) Police panels – Safer Schools Police Officer/attendance blitzes	£6, 000	Safer School Police Officer – sources a room and time in local police station. 100% response to the harder to reach parents	Yes
	i) Saturday school and 3-5 school to support with Truancy	£ 1,200	3 incidents of truancy in the last academic year 0 repeat offenders / Cost of Saturday school- £200 (well below budget)	Yes
II. Disadvantaged pupils in Inclusion access educational	a) Inclusion staffing, Redirection of TA resources	£49, 386	Reduced Alternative provision budget for the year from £154,442 to £106,219 making a saving of <b>£48,222</b> <b>BIG saving made this year In house lessons have supported this saving</b>	Yes

provision on and off site;  off-site provision is reduced	b) Inclusion Manager position + portion of SLT link for Inclusion & attendance	£48, 528	Pupil attendance at LDA has increased rapidly, at a faster rate than national and is broadly in line with national. Pupils with 1 or more Fixed Term Exclusions (FTEs) has decreased from 13% in 2013 to 1.67% in 2017, significantly below the NA 2017 of 4.62% (ASP online 2017). Inclusion is a real strength of the school.	Yes
	c) Inclusion support and development of area including outside space, facilities, garden		Outside space developed – greenhouse and garden for horticulture and pupils personal and social development. Badminton and basketball resources. Helps to provide pupils with structured play and recreation outside which is necessary for their overall wellbeing and development. Outdoor eating and socialising in a safe and secure environment.	Yes
	d) Increased specialist teaching in inclusion	£5, 000	See below	Yes
	e) Alternative Education curriculum and support	£70, 000	<p>Y11 outcomes –</p> <p>100% of pupils were entered for English, maths and science GCSEs. 75% of pupils were entered for English literature, English language, maths, a humanities subject and combined sciences.</p> <p>100% of pupils passed science combined which is worth 2 GCSEs. 25% of pupils achieved a positive English Progress 8 score. 25% of pupils achieved a grade 4 in maths 75% of pupils achieved a qualification in English and maths.</p> <p>1 pupil with complex medical needs and an attendance figure of 21.35% achieved 5 GCSEs due to a structured support package put in place.</p> <p>1 pupil who had attended alternative education provision from year 8 achieved 6 GCSEs due to a mixed package of support consisting of onsite inclusion and off-site alternative provision which was closely monitored and supported.</p> <p>100% of pupils have a successfully secured a suitable post 16 pathway of their choice.</p> <p>Use of bespoke provision – using providers that suit the pupils needs</p>	Yes

			2 school refusers eventually engaged and are now on a post 16 pathway	
	f) Additional TA to staff on site alternative provision classroom	£ 14, 000	Reduced Alternative provision budget for the year from £154,442 to £106,219 making a saving of £48,222	Yes
	g) Boxall profiling – behaviour measuring tool	£ 150	Helped with a graduated response to behaviour. Provides teachers with bespoke strategies to use with pupils to support them and meet their needs.	Yes

## Lead: Assistant Headteacher- Teaching and Learning Pupil Premium Plan review 2018/19

<b>Portion of the PP budget accountable for:</b>	<b>£82,443</b>																								
<b>Target for 2018/19</b>	<b>Outcomes- August 2019</b>																								
<ul style="list-style-type: none"> <li>At least 90% of learning tours/ lesson observations demonstrate teaching that is at least good</li> </ul>	OFSTED (April 2019) described T&L as variable, with some very good practice in some departments. Doug Lemov strategies are well embedded. Focus now needs to be on application and grappling with content.																								
<ul style="list-style-type: none"> <li>Accelerated improvements in reading ages at KS3/ Reading ages data shows significant closing of gap between chronological and reading age of PP pupils. <b>80% of KS3 to have their reading age on or above chronological age</b></li> </ul>	<p>More focus needed on use of/ analysis of data after each testing window. End of Year 2019 Summer Reading ages</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4" style="text-align: center;">Year 7 PP</td> </tr> <tr> <td>Term 3 Summer 19</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">56%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Year 8 PP</td> </tr> <tr> <td>Term 3 Summer 19</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">55%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Year 9 PP</td> </tr> <tr> <td>Term 3 Summer 19</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">57%</td> </tr> </table>	Year 7 PP				Term 3 Summer 19	17%	27%	56%	Year 8 PP				Term 3 Summer 19	17%	28%	55%	Year 9 PP				Term 3 Summer 19	10%	33%	57%
Year 7 PP																									
Term 3 Summer 19	17%	27%	56%																						
Year 8 PP																									
Term 3 Summer 19	17%	28%	55%																						
Year 9 PP																									
Term 3 Summer 19	10%	33%	57%																						
<ul style="list-style-type: none"> <li>Increase P8 for Higher Achievers to <b>0</b></li> </ul>	P8: - 0.111    Huge increase from -0.82 in 2018																								

<b>OBJECTIVE 1- To communicate a clear vision which will raise the profile of Disadvantaged Pupils (PP)</b>				
<b>Desired outcomes</b>	<b>Actions</b>	<b>Cost to PP budget</b>	<b>For each section, briefly comment on the impact, RAG the column in terms of impact and back up with data/ evidence where applicable</b>	<b>Keep the strategy? (Y/YWA/N)</b>
<b>I. The profile of PP remains high in school, clear lines of accountability are in place, good retention of staff, good staff wellbeing</b>	e) Staff briefings/CPD twilights to reference PP to reinforce key messages about profile and priority, potential barriers to learning and strategies to address these	N/A	Positive feedback of CPD via teacher voice/ PP were high profile this year. Key messages were communicated via a range of forums	<b>Y</b>
<b>II. Staff recognise that PP are not an homogeneous group but require <u>personalised</u> provision</b>	a) Classcharts software to be trialled to ensure teacher knowledge of pupils is current, facilitate efficient priority questioning and targeted planning and seating	<b>£1,500</b> for the T&L module of the software	When combined with BfP – seating plans are established/ software effective for raising the profile of disadvantaged and targeted questioning, support, seating arrangement. The homework part of the software needs further monitoring.	<b>Y</b>
<b>OBJECTIVE 2 - To raise achievement for all PP through a sharp focus on “Quality First Teaching”</b>				
<b>I. Improved pupil confidence to participate in lessons; improved</b>	a) Continue to use research to determine T&L policy	N/A	Develop use of application of learning	<b>YWA</b>

capacity to retain and retrieve information, improved capacity to reflect on one's learning	b) Continue to triangulate evidence to evaluate T&L and proactive response to books that fail below standards and expectations	N/A	Incorporate new 'deep dive' at school/dept level	YWA
	c) Embed Doug Lemov's strategies in teaching: "Planning for error" strategy "Culture of error" strategy "No hands up" policy Ensure pupils are given time to discuss their answers "No opt out" policy	N/A	Keep but with renewed focus on <u>application</u> and ensure that leaders "evaluate the impact of actions (Doug Lemov strategies) to improve the quality of teaching more accurately and use the findings to plan next steps".	YWA
	c) Promote independence via grappling with content, discussion and debate	N/A	Keep, with focus on application & challenge	Y
	d) Use of visualiser to unpick common misconceptions/errors	Visualiser £400	Keep- well established- positive feedback from OFSTED; now focus on using the visualisers to their possible outcome.	YWA
	a) RMP (Reflect, Make Progress) time to reflect on errors and improve	N/A	Build on- use application to develop RMP	Y
	b) Regular use of Doug Lemov's "DNA" strategy to improve retrieval of information and use of scaffolded and graded questioning	N/A	Positive impact- results analysis suggests increased recall Do Now Activities (DNA) are well embedded at the beginning of lessons and are having positive effects	Y
	c) Introduction and use of knowledge organisers	N/A	This has not been consistent across the school	Y but at the discretion at departments
II. Bespoke CPD that focusses upon the needs of various groups of PP	a) Incremental coaching on selected Doug Lemov Strategies/ selected staff conduct and present action research on those strategies (Start in 2019)	Doug Lemov books (for action research): £150	Positive feedback from TAs/support- logistics of coaching sessions to be looked at this year	Y

	<ul style="list-style-type: none"> <li>b) CPD programme for teaching and support staff has PP at its heart. Training to highlight:</li> <li>c) That PP should not be viewed as a homogenous group</li> <li>d) That many PP are likely to have been under-assessed at KS2 and therefore progress expectations should be stronger</li> <li>e) A refocus on the use of TAs, based on recent EEF research</li> </ul>	£50	<p>The CPD programme has been well received ( OFSTED 2019” This has led to a carefully researched and designed training programme for teachers. Staff say that they benefit from the training programme and some are inspired by it”.</p> <p>Twilight sessions, focusing on disadvantaged cohorts have been effective at raising awareness of barriers.</p> <p>Next steps: evaluating the impact of actions to improve the quality of teaching more accurately and using the findings to plan next steps</p>	Y
	f) Learning tours to ensure that practice continues to be embedded	N/A	<p>Well established- review Sept 2019 with HODS</p> <p>Next steps: ensure that “leaders are not generous when evaluating the quality of teaching.”</p>	Y
<b>III. A culture of success amongst Disadvantaged Higher Achievers</b>	a) Continue to work closely with NACE	NACE: £1,400	<p>Ongoing- effective external view</p> <p>Disadvantaged Y11 PP P8: -0.111</p> <p>CPD provided by the NACE adviser</p>	Y
	b) Appoint a NACE lead (TLR3)	£2500	<p>Having a lead HA has contributed to raise the importance of challenging HAs. The Progress 8 of disadvantaged pupils with high prior attainment is <b>positive</b></p>	
<b>OBJECTIVE 3- TO IMPROVE PROGRESS AND ATTAINMENT at KS4</b>				
<b>III. Improved progress for higher attaining pupils</b>	<ul style="list-style-type: none"> <li>a) NACE consultant support</li> <li>b) Ensure all staff understand the requirements of a grade 9 in their subject(s)</li> <li>c) Use Shaping Futures to deliver a programme of interventions for higher achievers</li> </ul>	Accounted for above	<p>LHO well developed plan- increased attainment for HA pupils- further plans in place re reluctant pupils</p>	

## OBJECTIVE 4 – To improve progress and attainment in maths and English across KS3

Desired outcomes (Please RAG)	Actions	Cost to PP budget	For each section, briefly comment on the impact, RAG the column in terms of impact and back up with data/ evidence where applicable	Keep the strategy? (Y/YWA/N)
<b>III. Rapid progress of all pupils reading below chronological age and closing the vocabulary gap</b>	a) Literacy lessons within Curriculum model, including Leadership of literacy	<b>£ 32,947 (extra Literacy lesson at KS3)</b> <b>£ 30,081</b> (portion leader's salary)	Continue to focus on effective management of data	<b>Y</b>
	b) Drop Everything and Read (DEAR) sessions every week for pupils in years 7-10	N/A	Dept DEAR effective Whole school DEAR needs revisiting – this has run for 4 years now-timely to revisit..	<b>YWA</b>
	c) Reading rewards (start 2019)	Included in rewards budget	None used this year – start Sept 2019	
	d) Use of LEXIA	Lexia <b>£1,045</b>	Used effectively with EAL pupils and catch-up pupils (positive feedback from OFSTED, 2019)	<b>Y</b>
	e) Library/e-library resource (start 2019)	E-library <b>£500</b>	Underused - only 30% usage last year/ some pupils cannot access the internet from home. It has been decided to use this portion of funding to buy physical books.	<b>N</b>

	f) All departments to set weekly KS3 homework about Tier 2, subject specific words via bedrock and regularly use bedrock strategies to help pupils understand and embed these new words.	Leader's salary accounted for above	Bedrock usage has gone up in literacy lessons but all departments now need to ensure it is used effectively. Pupil voice mixed in terms of how department set the Tier 2/3 work	<b>YWA</b>
<b>V. Improved progress for higher attaining pupils</b>	a) Mensa testing to identify and motivate Top end Higher Achievers	<b>£ 250</b>	Mensa Testing take place in 2019/20 academic year	
	b) Extracurricular support from Shaping future and other agencies	free	Used to support a range of activities and opportunities	<b>Y</b>