



Pupil premium strategy statement: secondary schools.

1. Summary information					
School	Barlby High School				
Academic Year	2016/17	Total PP budget	£121203	Date of most recent PP Review	
Total number of pupils	543	Number of pupils eligible for PP	108	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	29%	65%
% achieving expected progress in English / Maths (2015/16 only)	29%(En) 45%(Ma)	75%(En) 69%(Ma)
Progress 8 score average (from 2015/16)	-0.91	-0.05
Basics En/Ma (from 2015/16)	33%	65%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	The need to develop quality first teaching for all
B.	Literacy and numeracy skills entering Year 7 are lower for pupils with PP than other pupils, which prevents them from making good progress in Year 7.
C.	The need to improve the reliability and validity of internal moderation of assessments and ensure that faculties track progress accurately
D.	The lack of self belief, motivation and ambition amongst some disadvantaged students

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

E.	Attendance rates for pupils eligible for PP are below the national average at 87.5%. This reduces their school hours and causes them to fall behind on average.
F.	Parental Involvement of PP students

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Indicators</i>
A.	Improved rates of progress for PP students across KS3 and 4. Quality first teaching for all disadvantaged students.	The gap between PP student attainment and non-PP attainment is closed. Pupils eligible for PP identified as high attaining and SEND from KS2 data / raw scores make as much progress as non-PP pupils identified as high attaining across KS3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, faculties are putting in place wave 1 interventions, monitored by heads of faculty, and link SLT
B.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than their peers so that at least 50% exceed progress targets and 100% meet expected targets while non-PP pupils still make at least expected progress. This will be evidenced using the GL Assessment
C.	A coherent assessment and tracking system is developed.	Students falling behind are identified and interventions are tracked. Internal assessments are matched with external tests
D.	Disadvantaged students have high levels of motivation and self belief	No disadvantaged students become NEET.
E.	Increased attendance rates for pupils eligible for PP.	Persistent absence amongst disadvantaged students is reduced so that overall attendance for pupils eligible for PP improves to 95%
F.	Improved links with PP parents and increased attendance at parents' evenings and parental forums	The number of parental contacts with PP pupil parents is increased in frequency and co-ordinated (by form tutor, subject teachers, Head of House and SLT link). Parental feedback indicates that they feel supported and confident in attending school events.

5. Planned expenditure							
Academic year				2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
i. In- School Barriers							
Desired outcome anticipated expenditure	Chosen action / approach	What is the evidence and rationale for this choice?	Specific actions	How will you ensure it is implemented well?	Success Criteria	Staff lead	When will you review implementation?
<p>A</p> <p>The need to improve quality first teaching for all.</p> <p>Allowance T/L coordinator £2,500</p> <p>CPD £15,000</p> <p>Resources for home learning £2,000</p> <p>Teaching & Learning resources £15,000</p>	<p>Develop Teacher awareness of disadvantaged students in the classroom and provide appropriate wave 1 intervention</p>	<p>Previous learning walks show a lack of awareness of disadvantaged students within the classroom, identification of barriers and strategies to overcome the barriers. Raising awareness is a cost effective strategy and is the first step to breaking down and identifying other barriers</p>	<p>Provide toolkit to staff</p> <p>Manage and organise the learning environment.</p> <p>Implement an approach to the marking and feedback of disadvantaged students work</p> <p>Implement differentiation through questioning</p>	<p>Revisit the toolkit through Faculty Team meetings and CPD day in January.</p> <p>Learning Walks to monitor non-negotiables shared with visitors to the classroom</p> <p>Work scrutiny.</p> <p>Book looks during learning walks.</p> <p>Staff provided with blooms questioning resource.</p> <p>Examples of key questions as part of SOL and in evidence of planning</p>	<p>Disadvantaged students are strategically placed within the classroom to aid activities and progress.</p> <p>Mark PP students' work first to increase familiarity of who they are.</p> <p>Ensure marking is clear and detailed to aid progress</p> <p>If a student is struggling with an assessment then offer to help outside of the lesson or engage parents and ask them to work on someone at home</p> <p>Plan TARGET questions for specific PP students during a lesson</p> <p>Aim to ask PP students frequently- as a rule of thumb, every fifth question in a lesson could be targeted at a PP student, as 20% of your cohort is PP</p> <p>Use Bloom's questioning to differentiate questions appropriately for ability level e.g. 'evaluative' questions for more able PP students and 'apply' questions for less able)</p>	FL	Jan 2017

	<p>Establish effective home-learning</p>	<p>P/C and student voice indicate home-learnings set that do not aid progress. EEF shows that home-learning can support progress in learning. Improving home-learning is a cost effective strategy</p>	<p>Introduce non-negotiables when a visitor enters the classroom to include seating plans highlighting disadvantaged students</p> <p>Provide toolkit to staff.</p> <p>Setting accessible home-learning tasks</p> <p>Setting quality home-learning tasks</p> <p>Tracking of home-learning</p>	<p>Disadvantaged students are highlighted on seating plans.</p> <p>Documentation is seen by visitors to the classroom.</p> <p>Revisit the toolkit through Faculty Team meetings and CPD day in January.</p> <p>Revisit student views of home-learning through FAR.</p> <p>Student and staff Planner and home-learning scrutinies.</p> <p>Reviews of SOL</p> <p>Tracking through behaviour system</p>	<p>Staff have seating planner with PP students clearly marked to give to observers of your lesson</p> <p>Staff include one or two specific strategies you will use for those students e.g. writing frames</p> <p>Use assessment tracker systems to identify intervention concerns and needs for PP students</p> <p>Staff ensure that PP students are able to complete Home Learning tasks at home- for example: Does it require printing? Computer access? PP students may not have access to this.</p> <p>For those students in care, for example, is the HL going to cause issues e.g. researching your family history etc.</p> <p>The purpose of learning is for 3 reasons: Preparation for learning, challenge to learning and revision of learning</p> <p>Home-learning is used within the lesson.</p> <p>Home-learning completion rate rises</p>		
	<p>Implement engagement strategies</p>	<p>This is a cost effective strategy.</p>	<p>Develop positive working relationships with disadvantaged students</p> <p>Know the disadvantaged students</p>	<p>Learning walks.</p> <p>Student voice.</p> <p>Work scrutiny.</p>	<p>Use of rewards system including P/C phone calls, notes in planners and postcards</p> <p>Students given choice of activities and how to record activities</p> <p>Students given opportunities to reflect and feedback on their learning.</p>		

<p>B Literacy and numeracy skills entering Year 7 are lower for pupils with PP than other pupils, which prevents them from making good progress</p> <p>Intervention coordinator £22,000</p> <p>HLTA Numeracy £22,000</p> <p>Revision resources £2,000</p>	<p>Develop whole School literacy strategy</p>	<p>By developing literacy skills all students are able to access the curriculum and develop higher order thinking skills.</p>	<p>Launch the literacy toolkit on 07/11/16 to include the following:</p> <p>Establish the drop everything and read initiative(DEAR)</p> <p>Teach mental strategies for reading skills as outlined in the toolkit</p> <p>Deploy writing skills strategies as outlined in the toolkit</p>	<p>By Dec 17th</p> <p>Heads of House to ensure compliance in form time</p> <p>Lesson drop ins by SLT show evidence that the strategies are being used.</p> <p>Work scrutiny undertaken by Heads of Faculty provide evidence of that ideas in the toolkit are being used.</p>	<p>All students engaged in active focussed reading of an appropriate text at least once a week</p> <p>Staff have actively considered reading skills in their planning</p> <p>Increased evidence of students using longer and more complex sentences</p> <p>Presentation within books is consistently good</p> <p>Staff have highlighted the importance of grammar and punctuation</p> <p>Departments have provided glossaries of key words</p>		
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<p>Enrichment opportunities £5,000</p> <p>Additional English staff £10,000</p> <p>Literacy coordinator £5,000</p> <p>PiXL joining fee £6,000</p>	<p>Target additional resources on disadvantaged students to ensure they catch up if they fall behind</p>	<p>Targeted intervention on disadvantaged students can enable them to make similar progress as their more advantaged peers.</p>	<p>Intervention coordinator ensures that disadvantaged students in Years 7 and 8 are tested and placed on TRIP, Sound training or catch up literacy programmes.</p>	<p>By December 17th</p>	<p>Students on the programmes make a 2:1 ratio gain in their reading levels on retest.</p>	<p>AT</p>	<p>Jan 2017</p>
			<p>Maths HLTA prioritises work so that disadvantaged students from all years who have fallen behind receive appropriate intervention based on the gaps in their knowledge and understanding</p>	<p>All disadvantaged students in years 7 and 8 have been identified and embarked on one of the programmes if appropriate</p> <p>Head of Faculty develops rota and programme for the HLTA.</p> <p>SLT monitor the progress of the students.</p>	<p>Data captures indicate that disadvantaged students in years 7 and 8 are working at their target levels</p>	<p>TR</p>	<p>Jan 2017</p>
			<p>Additional English colleague prioritises work so that disadvantaged students from all years who have fallen behind receive appropriate intervention based on the gaps in their knowledge and understanding</p>	<p>Head of Faculty develops rota and programme of in class and withdrawal support.</p> <p>SLT monitor the progress of the students.</p>	<p>Test data indicates that the disadvantaged students on numeracy programmes are improving their scores.</p>		
					<p>Data capture indicates that disadvantaged students are on track to reach their target by the end of the academic year.</p>		
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			<p>Disadvantaged students in Year 11 who are not making three levels of progress are identified and prioritised in the PiXL groups intervention programme</p>	<p>Students are identified in the next Year 11 data capture and the V groups are created.</p> <p>The Laser group meet weekly to discuss progress of the individuals within the V groups.</p>	<p>Disadvantaged students in the V group develop their rates of progress towards three levels in both English and Maths.</p> <p>Laser group minutes show that students are receiving targeted support.</p>	FL	Jan 2017
			<p>Appropriate revision resources are purchased for disadvantaged students who are also given access to enrichment opportunities.</p>	<p>Faculties are asked to draw up a list of revision resources.</p> <p>Enrichment opportunities are scrutinised so that disadvantaged students can have access to them.</p>	<p>High quality revision resources are identified and used effectively by students</p> <p>Enrichment opportunities enhance and develop learning so that students achieve their target levels.</p>	VS	Jan 2017

<p>C The need to improve the reliability and validity of internal moderation of assessments and ensure that faculties track progress accurately</p> <p>Leadership of assessment £10,000</p> <p>External moderators £2,000</p>	<p>Reform the existing tracking system and develop a Faculty specific personalised approach</p>	<p>Evidence shows that the existing tracking system has become obsolete and failed to accurately predict student performance suggesting that moderation was unreliable.</p>	<p>Faculties to develop an individual approach to tracking and moderation</p> <p>Faculty tracking plans scrutinised by SLT by 11/11</p> <p>Data presented to Governors in a format so that they can question SLT on the progress of disadvantaged students</p> <p>Chair and PP Governor fully briefed on details of PP plan.</p> <p>Y11 PPE's are accurately moderated.</p> <p>After each data collection SLT link meets with Head of Faculty to look</p>	<p>By 04/11 faculties to have submitted their plans to TR</p> <p>Next data collection</p> <p>Meeting 10/11</p> <p>Use external moderators to mark a sample of scripts</p> <p>Faculty links to report back to SLT. First</p>	<p>The submitted plans answer the following questions; 1 How, as Faculty leader do you intend to moderate the assessments which are entered at each data capture? 2 As Faculty leader how do intend to analyse and use the data so that it becomes a useful piece of info for ensuring that all students are working to their potential? 3 What will you be expecting your team members to do with the data? 4 How and where will any analysis and interventions be recorded so that it can easily be monitored?</p> <p>The plans for all faculties have a systematic approach to tracking and provide detail on interventions for disadvantaged students.</p> <p>Progress of disadvantaged students becomes a standing item on Governors agenda</p> <p>Chair and Governors feel confident in answering OFSTED style questions.</p> <p>Teacher assessments and external moderator assessments are closely aligned</p> <p>All faculties have secure plans for tracking and intervening with disadvantaged students. Checks are made on the efficacy of the interventions.</p>	<p>TR</p>	<p>Jan 2017</p>
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<p>D</p> <p>Change the culture and ethos of Self belief, motivation, aspiration</p> <p>Coaching staff £5,000</p>	<p>Improve self belief and raise aspirations of disadvantaged students so that they become self motivated.</p>	<p>Disadvantaged students need to have future goals, believe they can achieve those goals and understand the steps needed to reach their goals.</p>	<p>at strategies for underperforming disadvantaged students</p> <p>Make use of the PiXL Edge “Resilience” section support.</p> <p>As a school we aim to set up and continue ongoing work with Richard McCann or similar coach. We hope to develop this further by holding P/C sessions.</p>	<p>occasion 16/11 with Year 11</p> <p>Learning walks.</p> <p>Student voice.</p> <p>Line management & form tutor meetings.</p>	<p>All staff are using the PiXL Edge resilience section and students are undertaking the learning activities were their resilience has been identified as being weak from the self-analysis.</p> <p>Cohort of 10 students identified for coaching and participate in the programme.</p>	<p>VS</p>	<p>Jan 2017</p>
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ii. External Barriers

Desired outcome	Chosen action/ Approach	What is the evidence and rationale for this choice?	Specific actions	How will you ensure it is implemented well	Success criteria	Staff lead	When will you review implementation?
<p>E</p> <p>Improve attendance of disadvantaged students to</p> <p>Contribution to attendance officer £6,000</p>	<p>Improved attendance of disadvantaged students including persistent absence.</p>	<p>Attendance rates for students eligible for PP are below the national average. This reduces their school hours and causes them to fall behind on average.</p>	<p>Toolkit provided to staff. Jo Smith to review attendance with VS.</p>	<p>Line management of attendance officer, HOH and Form Tutors.</p>	<p>Attendance of PP students is 95%.</p>	<p>VS</p>	<p>Jan 2017</p>

			<p>Jo Smith to produce spread sheet every two weeks for each House group indicating PP students, their attendance for last year compared with the same time this year. Specific % will indicate specific actions from Form tutor, Head of House and House Leader. Action taken by Form Tutor, HOH and House Leader is fed back to Jo Smith.</p> <p>Students and Houses praised via assemblies and students</p>	<p>Review of spread sheet.</p>	<p>The number of persistently absent disadvantaged students is reduced by 70% from last year.</p>		
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<p>F</p> <p>Parental involvement of PP students</p> <p>Contribution to careers staff £10,000</p>	<p>Improved links with PP parents and increased contact with parents of Disadvantaged students</p>	<p>Improved engagement with the parents of PP pupils will help in our understanding of barriers to learning and how these can be removed.</p>	<p>Tutors to target parents of disadvantaged students for praise and or concern phone calls</p> <p>All staff to use the communication log on SIMS to record when a phone call has been made</p> <p>Parents of disadvantaged students to attend careers interviews with their child</p>	<p>Heads House to monitor call logs</p> <p>Angela King to issue staff with a step by step guide on how to do this by 17/11</p> <p>Interview or second interviews to be scheduled around commitments of parents</p>	<p>By 05/12 25% of all disadvantaged students have received at least one phone call.</p> <p>At least 80% of parents attend the interviews</p>	<p>Heads of House</p>	<p>Jan 2017</p>
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