



The Heath School Pupil Premium Plan 2018-2019

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Proposed spend of Pupil Premium and Catch-Up Premium- 2018/2019 (DRAFT)

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

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- students in care who have been looked after by Local Authorities (£2300 per child)
- who are adopted from care under the Adoption and Children Act 2002¹ or who have ceased to be looked after by a local authority in England and Wales because of a special guardianship order, a child arrangements order or a residence order (£2300)
- for children whose parents are currently serving in the armed service and are either an Ever 6 service child or in receipt of pensions under the Armed Forces Compensation Scheme (AFCs) and the War Pensions Scheme (WPS) (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

The Heath is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

This document details the proposed spend of the Pupil Premium 2018/2019 committed to narrowing the attainment and progress gap further.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

Pupil Premium 2018/2019

The five key inclusion objectives for PP students:

A. Curriculum (literacy):

- i. Reading and comprehension
- ii. Vocabulary and spelling
- iii. handwriting

B. Teaching and Learning:

- i. Feedback
- ii. Marking and assessment

C. Wider Outcomes:

- i. CIAG
- ii. Reduction in NEET

D. Attendance and Behaviour:

- i. Reduce PP PA
- ii. Increase PP attendance
- iii. reduce exclusion data for PP students

E. Transition:

- i. Remove barriers 6 – 7, 8 – 9, 11 - +

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

Key Objective A: Curriculum: to improve the literacy outcomes of PP students, diminishing the difference between PP students and their peers

This objective will focus on the following areas:

- I. Reading and comprehension
- II. Vocabulary and spelling
- III. Handwriting

Action A.i.

Students with a reading age below that of functional literacy (9 yr and 6 months), will receive a bespoke programme of reading intervention over a 6 week period or until at least 2 years progress have been achieved.

Rational (EEF):

Reading comprehension strategies

High impact for very low cost, based on extensive evidence.

Impact (months)+6

On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge

Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
<p>September 18 – all students year 7 tested for RA (Eng fac) Those PP not identified at primary as Spld/literacy difficulties assessed using</p>	<p>HN CSI assessor</p>	<p>Year 7: RA data used on entry alongside AR STAR assessment. AR STAR assessment upon exit (6 weeks)</p> <p>Year 8: Those students at the end of year 8 whose RA was either:</p>	<p>6 week units of intervention:</p> <ul style="list-style-type: none"> • Those at 7.6 – 9.5 AR only (LD/DM) before school • Those 6- 7.5 – SRA reading lab for 6 weeks and AR (LSA) • Those below 6 – Toe by toe intensive reading intervention (£20 per student for reading support materials) additional badger AR books AR 2.9 < £200 <p>6 week unit of intervention</p> <ul style="list-style-type: none"> • Those 8 – 9.5 Lexia and AR (LSA) 	<p>Year7 – reading age of those attending intervention improves by min of 2 + years</p> <p>Year8 – reading age of those attending intervention</p>

lucid/NGRT/WI AT		<ul style="list-style-type: none"> Below 9.6 Or Below 8 Below 7 <p>KS4: those students who are identified as having ongoing reading issues assessed by CSI assessor.</p>	<ul style="list-style-type: none"> Those below 8 AR only + weekly reading support (LSA) <p>Any below 7</p> <ul style="list-style-type: none"> SRA reading lab/toe by toe (LSA) <p>KS4: 6 sessions of intervention via LEXIA (LSA)</p>	<p>improves by min of 2 + years</p> <p>KS4 – students more able to access high levels of reading as demanded by the new GCSE exams</p>
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Action A.ii

PP students identified as SPLD or referred for SPLD intervention

Rational (EEF):

Phonics

Moderate impact for very low cost, based on very extensive evidence.

[\(months\) +4](#)

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy

Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
September 18 Year 7 – all students tested for spelling age (Eng fac) Year 8 – students at	HN/CSI assessor	Year 7 – SpA data used on entry and after 6 weeks on exit	6 weeks unit of intervention in PHONICS and VOCAB building (LSA) <ul style="list-style-type: none"> Year 7 & 8 focus on lowest scores at KS3 Build basic skills blocks to enable greater accuracy in spelling. Vocab Chains – development of range of vocab. (phonics resource materials approx. £250 dependent on number of referrals) 	Spelling ages of identified PP cohort improve by min of +18 months

end of year identified as either SPLD or who have a sp age of 9.6 or below but not identified as SPLD		Year 8 – SpA data used on entry and after 6 weeks on exit	Year 9: <ul style="list-style-type: none"> 6 weeks use of LEXIA spelling and vocab element (Lexia site license renewal approx. £1250) (LSA) 	
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Action A.iii

PP students identified as needing handwriting support to ensure removal of barrier to GCSE success.

Rational (EEF):

Speed and fluency as important as accuracy for good writing

Teaching pupils to write and spell quickly as well as accurately is the basis for good writing, according to a new seven-step plan to help boost reading and writing skills for seven to 11 year olds.

[Improving Literacy in Key Stage Two](#), published by the Education Endowment Foundation (EEF), reviews the best available research to offer schools and teachers practical recommendations on what makes great literacy teaching.

Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
PP SPLD identified at primary	HN/DG	DASH – entry and exit data	6 week intervention focusing on (LSA): <ul style="list-style-type: none"> Grip Muscle memory Letter repetition Cursive 	DASH score shows improvement
PP non SPLD referred during year 7	HN/DG/CSI assessor		If issue ongoing after 6 weeks then OT referral via Halton for additional support (National Handwriting Association – resource purchase £100)	

Year 8 PP SPLD and non SPLD			<p>Handwriting resources approx. £150 (dependent on number of referral – pens/resource pads etc)</p> <p>KS4 – bespoke programme dependent on identified need (LSA). For those students whose need is such that they are assigned a scribe for their assessments then:</p> <ul style="list-style-type: none"> • 6 week introduction to scribing and how scribes support progress • How scribes are used • How to get the most out of having a scribe • How to maximise GCSE success through using a scribe • How to use scribes in ALL GCSE subjects studied <p>Or</p> <ul style="list-style-type: none"> • 6 week course in touchtyping (site licence if needed £250) 	
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Key Objective B: Teaching and Learning: to further improve how feedback and assessment and marking impacts on the progress of PP students.

This objective will focus on the following areas:

- I. Feedback
- II. Marking & assessment

Action B.i.

Ensuring that feedback enables progression in learning for PP students

Rational (EEF):

Feedback

High impact for very low cost, based on moderate evidence.

Impact (months)+8

Feedback studies tend to show very high effects on learning. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.

Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
September 18 October 18 November 18 December 18 June 19	GRP/HN	<ul style="list-style-type: none">• PP book trail of year 7 PP Boys• PP book trail of HA PP Year 11 cohort• PP Learning walk of verbal feedback• PP Book scrutiny Ma/Eng year 10• PP Book trail year 8 MA students	<ul style="list-style-type: none">• Focused analysis of impact of feedback on PP boys based on KS2 baseline data in comparison to T1 data• Focused analysis of impact of feedback on HA PP Year 11 cohort – with a specific focus on how stretch and challenge is incorporated into the feedback.• Focused analysis of impact verbal feedback has on performance of PP students in Drama, Dance, Art, PE• Focused on key gap from year 9 T3 data e.g. middle ability PP boys.• Focused analysis of impact of feedback on PP MA based on Year 7 T3 data to EOY yr 8 data	Effective feedback results in greater rates of progress for PP students
January 19	HN/KL	<ul style="list-style-type: none">• Survey Pupil voice• Survey Parental voice	<ul style="list-style-type: none">• Survey of at least 2 cohorts in each group concerning feedback and how effective/useful they find it (PP bias to groupings)• Survey link sent out to PP parents again some selected from each year group, asking them for their feedback on their perception of the quality of feedback that their children receive.	Areas of development from feedback shared at SLT and then WSV with Middle leaders. Middle leaders to ensure that areas to

				develop are acted upon. Exit survey to be completed in summer term with smaller cohort to measure impact.
September 18	HN/ Yr 11 PC/ RD	<ul style="list-style-type: none"> Attendance at revision sessions Impact on T1 data/mock data as a result of the revision approaches. 	<ul style="list-style-type: none"> Approaches to revision for PP year 11 students. Identified cohort of poorly performing PP students in the EOY 10 exams – supported with 6 week intervention on revision and revision techniques. Each dept area to supply every student with a key technique that can maximise success in their subject at GCSE. Each dept to share last exam feedback given to students – curriculum meeting 	
Action				
Ensuring that marking and assessment enables progression in learning for PP students				
Rational (EEF):				
Feedback, Marking and Assessment				
High impact for very low cost, based on moderate evidence.				
Impact (months)+8				
A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development. However, some areas of the curriculum may benefit more from feedback than others. A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.				
Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria

September 18	GRP/HN	<ul style="list-style-type: none"> • PP book trail of year 7 PP Boys 	<ul style="list-style-type: none"> • Focused analysis of marking and assessment on PP boys based on KS2 baseline data in comparison to T1 data • Focused analysis of impact of marking and assessment on HA PP Year 11 cohort – with a specific focus on how stretch and challenge is incorporated into the marking and assessment. • Focused analysis of impact verbal feedback has on performance of PP students in Drama, Dance, Art, PE • Focused on key gap from year 9 T3 data e.g. middle ability PP boys – are assessments developmental? What is marked in year 11? • Focused analysis of impact of marking and assessment on PP MA yr 8 	Effective marking and assessment results in greater rates of progress for PP students
October 18		<ul style="list-style-type: none"> • PP book trail of HA PP Year 11 cohort 		
November 18		<ul style="list-style-type: none"> • PP Learning walk of verbal feedback 		
December 18		<ul style="list-style-type: none"> • PP Book scrutiny Ma/Eng year 10 		
June 19		<ul style="list-style-type: none"> • PP Book trail year 8 MA students 		
January 19	HN/KL	<ul style="list-style-type: none"> • Survey Pupil voice • Survey Parental voice 	<ul style="list-style-type: none"> • Survey of at least 2 cohorts in each group concerning marking and assessment and how effective/useful they find it (PP bias to groupings) • Survey link sent out to PP parents again some selected from each year group, asking them for their feedback on their perception of the quality of marking and assessment that their children receive. • Triangulated with whole school data in relation to marking from 2017/18 and any data so far collected via parental voice at info/parent evenings. 	Areas of development from marking and assessment shared at SLT and then WSV with Middle leaders. Middle leaders to ensure that areas to develop are acted upon. Exit survey to be completed in summer term with smaller cohort to measure impact.

Key Objective C: Wider Outcomes: to ensure that any barriers to careers' progression are removed and to enable all students, no matter what their background, to remain in education post 16

This objective will focus on the following areas:

- I. CIAG
- II. NEET intervention

Action C.i & ii: CIAG & NEET intervention

Rational:

EEF to investigate ways to improve careers education for disadvantaged pupils

Having the right careers education is key to ensuring young people know all the options available to them, and are able to make informed decisions regarding subject choices, apprenticeships and college or university courses. International research suggests that careers education can also have a positive effect on attainment by engaging and motivating students with their school-work.

“Whole school ethos of attainment for all More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed”. Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015

Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
Autumn 2018	PR/HN/	Vulnerable PP NEET cohort identified in year 7 Sequence of support sessions in place from 7 – 11 Attendances with CIAG coordinator. Additional Careers interview for ALL PP students Use of mentor to support aspirations upon leaving school Year 10 additional visits to tertiary providers Arrangement (if needed) for tertiary interviews to ensure allocation of place in tertiary context.	<ul style="list-style-type: none"> • Year 7 NEET data used to identify cohort • Additional support put in place via welfare group – ensuring that barriers to learning are identified and addressed. • Yr 8 – 9 – all Pp have at least 1 careers interview. Vulnerable cohort in year 8 supported with additional interview in prep for Options choices. 	Reduction in NEET gap between PP and non pp peers and national non pp peer (see JJA for figs)

			<ul style="list-style-type: none"> • <i>KS3 aspiration trip organised for vulnerable PP in year 7 – 8 – might include a residential – funding is used to support coach costs</i> • <i>KS4 aspiration trip organised for vulnerable PP in year 9 – 10 – might include residential</i> • All Year 11 Pp students to receive at least 2 careers interview – NEET cohort a specific focus – funding used to enable students to be taken to and from interview 	
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Key Objective D: Attendance and Behaviour:

This objective will focus on the following areas:

- i. Reduce PP PA
- ii. Increase PP attendance
- iii. reduce exclusion data for PP students

Action Di & Dii

Reduce Pupil Premium persistent absenteeism
Increase PP attendance

Rational (EEF):

Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.

[Impact \(months\) +3](#)

Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions

Free school meals (FSM) eligibility

Absence rates are higher for pupils who are known to be eligible for and claiming free school meals. The overall absence rate for these pupils was 7.3 per cent, compared to 4.2 per cent for non FSM pupils. The persistent absence rate for pupils who were eligible for FSM was more than twice the rate for those pupils not eligible for FSM.

Pupil absence in schools in England: 2016 to 2017 SFR 18/2018, 22 March 2018

Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
	<p>APC</p> <p>RD</p> <p>RD</p> <p>RD/AP/UB/GM</p> <p>RD</p>	<p>Incorporate attendance analysis of gaps into the attendance review schedule. Specific focus to be placed on intervention for SEN and PP students with attendance issues.</p> <p>Continue to review and analyse PA data. Ensure effective strategies are in place to ensure low attenders improve their attendance over time.</p> <p>Incorporate attendance into whole school rewards system ensuring positive and improved attendance and punctuality is rewarded regularly, with a specific focus for PP and SEN students.</p> <p>Continue to target students with low attendance in Primary School and ensure appropriate intervention is put in place.</p> <p>Using gap analysis ensure suitable interventions are in place to close the SEN and PP gaps e.g. PP attendance champion, closer links with SEN department.</p>	<p>Clear tracking of gaps by APC's at meetings with recorded intervention.</p> <p>90% PA to reduce from 17/18</p> <p>Summer/Autumn 18 – System reviewed/developed</p> <p>Tracking of rewards and possible use of audit to establish any cohorts who aren't rewarded.</p> <p>Summer 18/Autumn 18 intervention planned and implemented. Students with low attendance in Primary to rise.</p> <p>Summer term – Review current intervention, research available interventions. providers Autumn Term – Implement intervention. Gaps to reduce in SEN/PP cohorts compared to 17/18 and be below those of national average.</p>	<p>APC's to produce analysis of gaps within PP and SEN cohorts. Gaps continue to be closed and fall below national figures.</p> <p>PA figure to reduce.</p> <p>Attendance and punctuality continues to rise in line with national figures. Gap between PP and Non PP, SEN and Non SEN students continues to be closed. Smooth transition for Yr6 students into Secondary school and attendance improves.</p>

				Gap between PP and Non PP, SEN and Non SEN students continues to be closed.
Action Diii reduce exclusion data for PP students				
<p>Rational: Permanent and Fixed Period Exclusions in England: 2016 to 2017 Published 19 July 2018 Free school meals (FSM) eligibility</p> <ul style="list-style-type: none"> • Pupils known to be eligible for and claiming free school meals (FSM) had a permanent exclusion rate of 0.28 per cent and fixed period exclusion rate of 12.54 per cent - around four times higher than those who are not eligible (0.07 and 3.50 per cent respectively). • Pupils known to be eligible for and claiming free school meals (FSM) accounted for 40.0 per cent of all permanent exclusions and 36.7 per cent of all fixed period exclusions. 				
Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria
	ER	Develop and integrate a system for measuring student vulnerabilities. (<i>Vulnerability Measure</i>).	System in place Summer term 18 for trial year group.	Student vulnerability measure will be in place
	ER/RD	Implement a KS3 and KS4 vulnerability intervention group (VIG) using the data generated from the vulnerability measure.	Meeting for KS3 and KS4 in place with key stakeholders	To review individual students with vulnerabilities and barriers to learning and to decide on suitable interventions.
	PCs	Review current pastoral intervention practice and develop a directory of strategies to close attainment and progress gaps within groups of learners.	Autumn term- Audit completed Spring term – Development of directory	

				Vulnerable students targeted will make more progress Directory of strategies in place and available to use.
Key Objective E: Transition: Remove barriers 6 – 7, 8 – 9, 11 - +				
<p>This objective will focus on the following area: Ei Ks2 – Ks3 Eii Ks3 – Ks4 Eiii Ks4 – Ks5</p>				
Action Ei: Ks2 – Ks3				
<p>Rational : “our study finds that the decrease in positive attitudes is just as great if not greater between Year 7 and Year 8 as it is between Years 6 and 7. The implications are clear: ‘transition’ lasts a lot longer than one or two terms in Year 7. While a whole host of factors come into play at this point in a child’s development – hormones, friendships, growing up, taking control – the transition to secondary school marks a significant change for students and it is at this point that we begin to see a notable decline in their attitudes. The effects for some children last well into Year 8 and into Year 9.”</p> <p>Pupil Attitudes to Self and School GL Assessment +Report 2016</p>				
Dates	Person responsible	Action	Monitoring & Evaluation	Success Criteria

	HN/SJ/ES/ER/DG	<p>Continue to develop KS2-3 transition</p> <ol style="list-style-type: none"> i. Comparative analysis of PP attendance cohort of concern from Ks2 data with att figs for T1 yr 7 ii. Cohort shared with PC/APC yr 7 and FTs to raise further awareness iii. Students of concern showing repeated pattern of poor attendance supported via (unless already receiving intervention): <ol style="list-style-type: none"> a/ additional reading intervention to support comprehension and retrieval skills b/ additional numeracy intervention to ensure that skills gaps are addressed (via LSA) iv. Referral for nurture group if social skills are area of concern v. Develop inclusion area further/SEM classroom use—to enable ‘quiet base’ for most vulnerable students at lunchtime vi. Use of hwk club to support homebased learning - students directed to it use vii. Continued support of PP attendance at Kingswood to enable development of social groups, independence, resilience and provide wider opportunities viii. Breakfast provision for whole PP cohort <p>Nurture Group £750 Young Carers £750 HWK Club £7100</p> <p>Kingswood £7000 Christmas Hampers £1,000 Breakfast Passes £3,800</p>	<ul style="list-style-type: none"> • Year team briefings – liaise with RD re whole school attendance issues • Action plan drawn up for students – reviewed every 6 weeks. Re assessment at end of 6 week period to assess impact • Attendance register – reviewed at end of t1 for cohort analysis • All students encouraged to attend, students in danger of not attending targeted via FT and APC • Weekly monitoring of usage to ensure viability 	<p>Attendance maintained/improved between ks2/3</p> <p>Review shows positive impact of intervention</p> <p>Inclusion area accessed by vulnerable PP students</p> <p>Increased attendance at Kingswood PP students access healthy breakfast</p>
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		<p>DAS (disadvantaged Subsidy)</p> <p>ix. Settling in evening – pupil voice conducted with specific focus on PP students to gauge impact of the transition focus so far</p>	<p>£5000</p> <ul style="list-style-type: none"> • Triangulation with teacher feedback and parent voice from the evening 	<p>Pupil voice shows positive impact of transition. Clear areas for development analysed and implemented for 18/19 transition</p>
<p>Action Eii: Ks3 – Ks4</p>				
	<p>PR</p> <p>HN</p> <p>HN</p>	<p>Yr8</p> <ol style="list-style-type: none"> 1. Vulnerable PP cohort in yr 8 supported with additional careers interview prior to Options 2. PP Students identified as failing to make expected progress (t2 in Core subjects) – parental interview with HN to develop action for t3 and GCSE. 3. Vulnerable PP cohort option transition interview with HN T1 to ensure subject choices ‘right fit’ (trial Oct/Nov 2018 yr 9) 4. Actions as above to support Objective A 	<ul style="list-style-type: none"> • Yr 8 – 9 – all Pp have at least 1 careers interview. Vulnerable cohort in year 8 supported with additional interview in prep for Options choices. Cohort triangulated from potential NEET data and welfare group, as well as PC recommendations • Action plan reviewed after 6 weeks to assess impact • Record of vulnerable options interviews • <i>KS3 aspiration trip organised for vulnerable PP in year 7 – 8 – might include a residential – funding is used to support coach costs</i> 	<p>Students have additional careers interview</p> <p>Action plan helps focus students and impacts on progress Easier transition to KS4 as ‘right’ choices made</p>
<p>Action Eiii: Ks4 – Ks5</p>				

	PR	Yr 10/11 + I. (Objective C) All Year 11 Pp students to receive at least 2 careers interview – NEET cohort a specific focus – funding used to enable students to be taken to and from interview	All Year 11 Pp students to receive at least 2 careers interview (PR share info with HN & PC)	All Pp students access either FE or apprenticeship and remain in Ed
	HN/RW/LHa	II. PP Students identified as failing to make expected progress (Mock results – poor P8 expected fig) – parental interview with HN to develop action for t2 and final GCSE.	Action plan, reviewed and assessed in t3 for impact	% achieving P8 improves between mock and actual
		III. HN to share vulnerable cohort post mocks for Ma/eng combined to enable dept focus	Vulnerable cohort tracked, dept data docs used to triangulate support given in fac areas	Increased % of 9-4/9-5 of combined cohort
		IV. HN to share key cohort info post mocks with HOD of areas where PP underperformed previous year.	Vulnerable cohort tracked, dept data docs used to triangulate support given in fac areas	Improved PP performance
		V. Continued support for music tuition, prom and D of E	Register of Attendance at Peri lessons, Prom and D of E of PP students	Increased % of PP students accessing tuition, prom and completing D of E.
		Music Tuition £10,000		
		Prom Support £750		
		DofE £1500		

Proposed Total Spend of:

£76,300