Pupil Premium 2018-2019

Headline Data

	Exam Result 2019	Exam Result 2018	Exam Result 2017	Difference (2018 compared to 2017)	Difference (2019 compared to 2018)
Progress 8* Unvalidated data *Taken from the DfE performance tables	-0.33	-0.42	-0.7		
Basic * NB this cohort are not as able as the 2017 cohort	Exam Result 2019	Exam Result 2018	Exam Result 2017	Difference (2018 compared to 2017)	Difference (2019 compared to 2018)
9-7	4.8%	3.50%	1.90%	1.60%	1.3%
9-5	24.1%	18.60%	21.40%	-2.80%	5.5%
9-4	43.4%	32.60%	36.90%	-4.30%	10.8%
English					
9-7	10.8%	5.80%	9.70%	-3.90%	5.0%
9-5	43.4%	30.20%	36.90%	-6.70%	13.2%
9-4	60.2%	52.30%	55.30%	-3.00%	7.9%
Maths					
9-7	6.0%	3.50%	5.80%	-2.30%	2.5%
9-5	25.3%	20.90%	23.30%	-2.40%	4.4%
9-4	49.4%	33.70%	39.80%	-6.10%	15.7%

Pupil Premium 2018-2019				
AIM- To improve the learning in the classroom				
Intervention	RAG towards Success Criteria	Outline of strategies implemented	Impact	Evaluation and Next Steps
Most Able Co-ordinator		- Staff training (update of resources and strategies given to staff to support with MA and HA) - Year 9 & 10 Most Able & High Achievers form completing AQA GCSE Citizenship Studies (48 pupils 11 PP) - Year 11 Intervention meetings with targeted most able and high achievers 3 PPMA 13 PPHA – continuing on from Year 10 - Year 9 & Year 10 RAY Programme Bolton Sixth Form College (11 PP Most able in Year 10 and 8 PP in Year 9 pupils from each year in attendance of programme) - Year 10 SRAID Programme – Manchester University (12 PP MA) - Year 9 SRAID Programme – Manchester University (12 PP MA) - Year 8 SRAID Programme – Manchester University (11 PP MA) - AME has spoken to targeted MA and HA during Year 11, 9 and 8 parents evening so far this academic year - Regular phone call home to parents/carers to discuss progress - Intervention meetings with PP most able and high achievers (focus: setting priorities, revision timetable, evaluating progress)	Most able -0.95 (-0.73 with a pupil who arrived in October 2018) High Banding pupils -0.96 Results of the GCSE AQA Citizenship – Year 11: 9-7 25% 9-5 75% 9-4 87.5% Year 10: 9-5 33.3% 9-4 83.3%	Although the progress has improved for the Most able pupils it is still below the national average. **Next Steps-** To achieve this- - Continue work scrutiny to ensure stretch and challenge for all MA pupils. - Further learning walks of Most able forms to ensure challenge is set and a high level of preparation for the day ahead is apparent - Success for all programme for all MA pupils in Year 11 - Develop greater independency using the PiXL Independency Strategies - MA Revision strategy workshop
Literacy co-ordinator		- Embedding intensive literacy interventions for both KS3 and KS4 - Introduction of word of the week whole school strategy to improve vocabulary	Data report available on request	The data from the intensive literacy programme shows that all pupils have made at least ?? year progress in their reading.

		• Literacy stickers on the front of all books • Key word posters and exam command words posters in all classrooms and visible around school		Pupil voice indicates that they feel the intensive programme is having a positive impact Book looks and learning walks demonstrate an improvement in the quality of marking and feedback. **Next Steps-** To further embed the literacy strategy we need to: • Continue to embed, monitor the intensive literacy strategy • Ensure that the improvements from the intensive are continued across the curriculum • Introduce 'Wordish' Strategy • Monitor and continue the improvements in feedback and marking
Literacy Co-ordinator (reading)		Reading culture: • Development/ improvement of library lessons • Range of reading competitions and events to raise profile, targeting KS3 – also evolving • New library management system • Cross-curricular roll out and implementation of The Day – used with all KS3 pupils to increase cultural capital • Library opening hours extended to facilitate revision and quiet working space every day • Staff in RE, History, MFL, Geography, Business, Science, English trained in use of The Day. Articles embedded within schemes of learning and evidence taken of usage.		The new strategies to develop reading across the school are in their embryonic state. The importance of this to develop PP pupils' cultural capital and literacy is crucial in developing sustainable improvements. **Next Steps-** • To track the use of the library and books taken from the library with a focus on PP pupils. • To encourage pupils to use the library more • To track the impact of the reading strategies from session zero.
English (deployment of an		For all year groups: range of strategies to promote quality first time teaching, with differentiated	Progress 8 score 2019 -0.22 Progress 8 score 2018 -0.39	English data shows an improvement

additional English teacher)		resources, stretch and challenge, higher order questioning, student talk and Kagan structures, etc, to bring about engagement for all Year 11: intervention strategies bespoke to need/ achievement DP status Year 10: specific DP students given resources to work with over the summer linked to Literature PPE QLA and underachievement • All DP cohort NB year 10 MA and MADP entered for Literature GCSE – curriculum linked to acceleration of progress and achievement in both Lit and with focus on Language in year 11 for this specific cohort Also, inclusion of The Day articles in every SoL, to promote cultural capital and ideas for non-fiction writing Year 11: • Workbooks distributed to critical cohort of DP students – monitored in class – for Literature MADP (also year 10 here) and for Language linked to writing skills • PIXL conference for DP students – 20 who need to secure the 5 in English Language. Student voice info available on M drive capturing improved attitude and confidence for this cohort after the conference • PIXL materials for use in session 0 – e.g. 10 for 10 • PIXL structures for responses to key Language P1 and P2 questions rolled out to all classes • Strategies for S and C embedded into lessons, targeting MADP cohort	Progress 8 score 2017 -0.6 Year 7: Data shows that the majority of students are making progress in English; however DP students are not achieving as well as OP students in 9-2 at -4.6% and 9-3 data at -16%. Strategies in place to address this – see SOAP and COAPS. NB gaps have narrowed sig since March 2019 Year 8: Gaps between MA/DP and MA students are narrowing significantly Year 9: achievement of DP students more or less equivalent to OP students; achievement increasing across 9-5, 9-4, 9-3. NB at data 3, gap has narrowed sig showing that DP students are making sig progress and are being focused on Year 10: gaps at 9-5 and 9-4, but DP students performing more highly than OP for 9-3, 9-2, 9-1 Year 11: See GAPS data on M drive; SOAPs for data 1 and 2; COAPs for individual strategies for each student Exact details of all DP achievement/ progress held on M drive in M:\SCHOOL DATA\Subject Leaders\2018.19 and in AP English overview file Also, QA documentation details analysis of provision in English	Next steps • To monitor the impact of the new curriculum on the progress of PP pupils • To monitor the impact of early entry for English Literature • To ensure the improvements in English underpins pupil progress across all subjects
SEND intervention		**Learning Services Break/Lunch/ Homework clubs.**	**Learning Services Break/Lunch/ Homework clubs.**	Fund and provide opportunities for the break, lunch and extra-curricular activities club such as competitions sports and social events that will

• Homework club • Use of software packages		A member of the Learning Services team supervises the break and lunch clubs providing a nurturing environment in which pupils can socialise and chat with their friends. They also have the opportunity to discuss any issues they having with the staff on duty who can offer support and therefore help to prepare them for the lessons ahead. Introduced games such as Twister, Jenga and card games so pupils can problem solve between themselves. Improved environment so that it is more informal and welcoming for pupils to feel confident and comfortable enough to attend. A member of the Learning Services team supervises Homework Club to support all pupils with a focus on SEN/DP pupils who struggle to access their homework. The impact of homework on learning is consistently positive with evidence through positive pupil voice. A register is kept which shows regular attendance. **Reading and Spelling programmes below:** **Lexia** computer aided learning) - *Lexia Reading* provides explicit, systematic, and structured practice on the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The fun, engaging, age-appropriate software improves proficiency in the 5 domains of reading. **IDL Cloud** (Computer aided learning) IDL provides a unique, specialist dyslexia/ dyscalculia intervention programme, which is highly effective for improving reading and spelling/ basic number skills. This also supports pupils with gaps in their understanding of phonics. Reinforces and repeats key literacy skills. Year 7 - 24 DP out of a group of 50	Many of the SEND/ PP KS3 are now regular attenders and feedback shows they feel supported at school. The number of pupils from other year groups has increased. **Reading and Spelling programmes** Overall, last year 74% of pupils made progress in reading and 71% made progress in spelling. Other targeted pupils have used the packages alongside an intensive TA led literacy programme. Reading ages for the DP pupils has significantly improved. More pupils are being screened ad identified as having SpLDs. Differentiation is shared with teachers.	inspire them to be more involved and widen their repertoire of social skills. Widen the number of software packages to improve pupils' learning such computer readers (exam support). Skill up students for using word processors in classrooms and exams so they are independent learners.

		Year 8 - 25 DP out of a group of 40 Year 9 - 24 DP out of a group of 36 Year 10 – 17 DP out of a group 18 Year 11 – 4 DP out of a group of 6 • Supported practise using word processors and computer readers. Lucid Exact screens pupils so that a more tailored approach to pupils literacy needs and Access Arrangements can be met		

Aim- Remove barriers to learning

Intervention	RAG towards Success Criteria	Outline of strategies implemented	Impact	Evaluation and Next Steps
Safeguarding officer		• First point of call for all safeguarding issues. • Categorisation of reports, assign to appropriate member of staff, intervene with higher level safeguarding concerns. • Completion of Pupil Passports. • Calls and meeting with parents. • CAM attendance • EHAs completed.	Data taken from CPOMs shows that 70 % of all student Using the safeguarding officer are PP. This is usually due to their family and extensive socio-economic backgrounds. . All staff have completed the Level 1 Safeguarding training, evidenced through the certificates when completed.	OFSTED commented on the highly effective safeguarding that is in place at Smithills **Next Steps-** Employ a Designated Senior Mental Health Lead in response to June 2018 White paper. This has now been done Chloe Angus – Line managed by Sally Morris.
School Counsellor		Pupil Premium students receive individual counselling on a weekly/fortnightly or monthly basis for half an hour sessions. The desired outcome is to help provide strategies for the pupils to use outside of the counselling sessions to be able to manage their situations more positively. During **April 2019 to July 2019** I have worked with **37** PP students. I have gained **5** new PP referrals since March. **Year 7** – 2 Male, 6 Females **Year 8** – 5 Females, 2 Male **Year 9** – 2 Male, 9 Females **Year 10** – 2 Males, 2 Females **Year 11** – 3 Males, 4 Females	The evidence of impact of counselling is that students are able to confidently use the strategies discussed during their sessions and use them in any difficult situations they face outside the counselling environment. Counselling sessions can also begin to reduce in frequency. Also students are able to set themselves achievable goals for their next session to allow them	The next steps are to continue my supervision and my CPD training to enhance my skills and knowledge. Also to continue to monitor students that have reduced their sessions to identify any concerns early to help reduce re-referral back to more frequent counselling sessions. Also at the end of September I am attending a course – Recognising and Responding to Clients with Autism and Asperger's syndrome. Hopefully this will allow me to gain extra skills and knowledge in this area when working with students with any SEN allowing them to gain

		.	to confidently gain skills by themselves which results in them becoming less reliant on being directed to strategies during their sessions. All **37** students ended sessions in July. Due to the lateness of 3 Female Y7 and 1 Male Y8 being referred at the end of the summer term these will be RAG – Amber – working towards due to them needing to be re-referred at the start of September. Therefore **33** PP students ended their sessions in the summer term – RAG- Green met by reducing and completing their counselling sessions	helpful strategies to reduce my input for them on a daily basis. •
Attendance Office		5 DoL and 2 intervention staff target the attendance of all Smithills student but with a specific focus on PP students. Full Time Attendance officer 2 part time attendance officers. All PP students in the school are involved	Headline attendance figures | Headline attendance figures	
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Non PP	96.1
PP	93.3%	 Further data available on request.	Improve the attendance of PP pupils to ensure they are at least at national average **Next Steps-** • A greater focus on PP attendance • Continue to try and tackle the cultural issue that affects Hungarian attendance. • To improve the attendance of the Pathways pupils • Improve the punctuality of PP pupils The LEA have again shrunk in size and we have been informed that the EIT will only be working with extreme cases of PA and issuing Fines. We will need to plan and develop our school response to this.
Pastoral Care and Behaviour Support		• There is a fully staffed intervention room for KS3 and KS4 pupils. • There is an Inclusion and Engagement mentor for KS3 and KS4 who is specifically targeting students for their behaviour.	Reduction of behaviour points throughout the year Exclusion data OFSED comments	The pastoral system is effective in dealing with the complex and often challenging needs of some of our pupils. **Next Steps-**

		• DOL have specifically targeted cohorts of PP students these are tracked on their LM documents.		To continue to monitor behaviour points and identify and intervene with PP pupils where appropriate.
Pathways		• Rewards and progress chart in class • Parental meetings to complete Pupil support Plans • Bespoke Timetable to cater for Students needs • Child action meetings • Planning a residential in October 2018 • Complete EHA's • Work placements • Whole school behaviour management strategies on Deescalating behaviour	Attendance data, OFSTED comments Fixture exclusion data	**Next Steps-** To increase the attendance of pathways pupils To reduce the fix term exclusions
Key Stage officer		• Bespoke interventions developed to support pupils with SEMH needs and tailored to address specific issues identified from SDQ, behaviour log, referral form, parental, pastoral and teacher feedback. • Intervention may be through one to one support or working in small groups to develop skills using a range of activities, conversation and games. 1. **Worksheet activity / discussion**– following various programmes dependant on need, such as self-esteem, anger management and conflict resolution 2. **Games activity -** speaking, listening, sharing, working together and social skills 3. **Circle time –** social activity to enforce listening and speaking skills and to build confidence and friendships.	It was evident from behaviour logs, feedback from staff and engagement during the intervention some of these pupils started to make progress. In some cases, there was there a reduction in the number of behaviour points and responsive to strategies implemented	House intervention officers deal with a variety of situations to help children overcome barriers to learning. Appropriate action may include referrals to WAVE, mentoring, counselling, 360, safeguarding officer etc. They also assist the attendance office in procuring better attendance at school for disadvantaged students along with supporting subject faculties in securing support for academic progress from home. The desired outcome could be improved attendance, resolved conflict between students, the successful implementation of strategies for vulnerable students and supporting children who have suffered a loss. • Good communication with parents is essential. • We want ALL children to be safe, happy and ready to learn.

		4. **Lesson Observations** – to support the strategies and techniques discussed and practiced during intervention time. 5. **Ad hoc in class support** – to reinforce strategies and identify further areas of need • Intervention time per week is dependent on need and may be a combination of the above. Pupils progress is measured at the end of each term using SDQ, behaviour log, outside agency and parental feedback		Every child is different, therefore we need to look at the individual child before trying to resolve a situation **Next Steps-** To track the pupils who have accessed this intervention. To ensure that the pupils are able to access mainstream education more effectively.
Transition		• Increase staff visiting local primary schools • Parent tours of the school for parents who are undecided about Smithills • Re-branding of the prospectus and open evening • Targeting pupils from Year 4, 5 and 6. • Transition team to visit Year 6 teachers to discuss pupils' needs and progress • Transition Programme for Year 6 pupils and parents	Parents' voice- Parents' Voice- Parents who have toured the school comment on its friendly feel, calm environment and the pupils are happy Pupil Voice- Attendance for Year 7 (2017-18) full cohort- 95.3% PP- 95.1% Open Evening attendance increase by 78% from previous year	**Next Steps-** Increase the number of pupils who select Smithills School by • Strengthen links with all local primary schools • Better use of social media to promote Smithills School and develop a more positive reputation of the school in the local community • Develop the teaching and learning links between Smithills School and the local primary schools
Director of Learning Year 11		• Session 6 Intervention programme delivered throughout the year. • Monitoring the quality of interventions offered during session 0 in English and Maths • Exam stress club set up to support twelve more vulnerable pupils – 8 students PP. • Increased communication with pupils through assemblies, text messages and letters • Weekly MEET meeting	Attendance for Session 0- 93% PP 95% Full cohort Attendance for Session 6- 60% Increase in the attendance of parents' evening and events.	**Next Steps-** To further improve the attendance of Session 6, particularly Pupil Premium Pupils To improve the attendance of PP pupils to session 0. To increase the school's basic through strategic interventions to increase the match list ensuring there is a focus on PP pupils.

Aim- To Provide Enrichment beyond the Classroom

Intervention	RAG towards Success Criteria	Outline of strategies implemented	Impact	Evaluation and Next Steps
Pupil Premium Discretionary fund		**History Trip**- Within our Nurture Project we are aiming to improve the knowledge and engagement of our pupils through termly focus points within both History and Geography. Our trip to Smithills Hall was the culmination of our first project on Elizabethan England and our local area. **English Conference**- PIXL Strive for 5 conference at Harrogate International Convention centre: strategies for raising performance in English Language to grades 4 and 5 **3/4/2019** **Urdu-** Annual subscription to the Vocab Express Urdu portal/website, which tests student understanding of vocabulary in both English and Urdu. There are currently no other online Urdu exercises available for these students to use and as a result the students often struggle with terminology and key words in the Urdu language. Access to the Vocab Express website via subscription allows students to access a much needed resource and allows the teacher to track their progress too. **Revision Materials**- Provision of revision resources for a selected group of students to support & improve the end outcomes at KS4. • Students selected have a holistic AtL grade of a 1 or 2 • Students are underperforming in 1 – 4 subjects across school	Impact reports available on request.	Next steps available on the impact forms