

# Up Holland High School Pupil premium strategy: spending review & evaluation 2021 – 2022

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100, 000

Activity	Intended outcome	Evaluation/ impact																																										
1. Focus on Quality First Teaching through a calendared CPD programme.	Whole school INSET on T&L strategies to support progress and timely intervention (questioning, AFL, collaboration, Rosenshine principles to be evident in lesson observations and faculty reviews) Increased staff CPD	<p><b>Faculty review outcomes:</b></p> <ul style="list-style-type: none"> <li>• QOE – Good overall</li> <li>• Improved area: Maths Faculty</li> </ul> <p><b>Staff CPD outcomes:</b> Friday T&amp;L workshops reflect the school priority for T&amp;L (quality first teaching). There is a wide range of strategies ranging from reading to modelling. <b>Will you continue with/ amend this approach?</b> To continue. The staff CPD will focus on 'Walkthru's' in the next academic year.</p>																																										
2. To embed effective formative and summative assessment.	More focus on revisiting previous knowledge and the new grading system enables to students to have a sense of pride and achievement, thus boosting their confidence and work ethic.	<table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th></th> <th>SPI</th> <th>Term 1</th> <th>Term 2</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Y10</td> <td>PP</td> <td>-1.17</td> <td>-0.57</td> </tr> <tr> <td>Non-PP</td> <td>-0.83</td> <td>0.09</td> </tr> <tr> <td>Gap</td> <td>-0.34</td> <td>-0.66</td> </tr> <tr> <td rowspan="3">Y11</td> <td>PP</td> <td>-0.11</td> <td>-0.17</td> </tr> <tr> <td>Non-PP</td> <td>0.32</td> <td>0.43</td> </tr> <tr> <td>Gap</td> <td>-0.43</td> <td>-0.60</td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="3">Term 1 – Term 3 average grade increase</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y7</td> <td>PP</td> <td>2%</td> </tr> <tr> <td>Non-PP</td> <td>13%</td> </tr> <tr> <td rowspan="2">Y8</td> <td>PP</td> <td>5%</td> </tr> <tr> <td>Non-PP</td> <td>5%</td> </tr> <tr> <td rowspan="2">Y9</td> <td>PP</td> <td>2%</td> </tr> <tr> <td>Non-PP</td> <td>3%</td> </tr> </tbody> </table> <p><b>Will you continue with/ amend this approach?</b> To continue.</p>		SPI	Term 1	Term 2	Y10	PP	-1.17	-0.57	Non-PP	-0.83	0.09	Gap	-0.34	-0.66	Y11	PP	-0.11	-0.17	Non-PP	0.32	0.43	Gap	-0.43	-0.60	Term 1 – Term 3 average grade increase			Y7	PP	2%	Non-PP	13%	Y8	PP	5%	Non-PP	5%	Y9	PP	2%	Non-PP	3%
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3. A whole school focus on reading, vocabulary development and disciplinary literacy.	INSET on strategies based around the work of Alex Quigley (Closing the vocabulary gap) and Averil Coxhead (Academic word list). Developing key strategies for using language of the expert in the classroom.  Form time programme of 'Communication' planned and delivered to each year group. Focus on etymology, prefixes, suffixes, idioms, exam command words and 'register and read'.	<p>Friday CPD delivered. Dec 21 and March 22. Evidence of tier 2 and 3 vocabulary focus in faculty reviews.</p> <p><b>Will you continue with/ amend this approach?</b> To continue</p> <p><b>Will you continue with/ amend this approach?</b> Communication is now alternated with numeracy to ensure core skills are embedded across English and Maths.</p>																																										

Form time programme of Reading planned and delivered for Y7-10. Each class reader has a teacher guide with vocabulary and student questions to promote the skills of retrieval, comprehension, inference and prediction.

The bank of readers has increased this academic year and student voice means that students have had input into the genres they are interested in. Analysis below:

[https://8884173.sharepoint.com/p:/r/UHSSSLT/\\_layouts/15/Doc.aspx?sourcedoc=%7BC5AB4579-C7C4-41A3-BF05-2464AA38647E%7D&file=Form%20Reader%20Year%207%20analysis%202022.pptx&action=edit&mobileredirect=true](https://8884173.sharepoint.com/p:/r/UHSSSLT/_layouts/15/Doc.aspx?sourcedoc=%7BC5AB4579-C7C4-41A3-BF05-2464AA38647E%7D&file=Form%20Reader%20Year%207%20analysis%202022.pptx&action=edit&mobileredirect=true)

Overview: On average, 76% students liked the teacher modelling reading. 64% felt it improved their own vocabulary.

**Will you continue with/ amend this approach?**

To continue

**Additional teaching focus:**

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A programme of catch up is delivered across all faculties to ensure gaps in learning are addressed.	Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.	<table border="1"> <thead> <tr> <th></th> <th>SPI</th> <th>Term 1</th> <th>Term 2</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Y10</td> <td>PP</td> <td>-1.17</td> <td>-0.57</td> </tr> <tr> <td>Non-PP</td> <td>-0.83</td> <td>0.09</td> </tr> <tr> <td>Gap</td> <td>-0.34</td> <td>-0.66</td> </tr> <tr> <td rowspan="3">Y11</td> <td>PP</td> <td>-0.11</td> <td>-0.17</td> </tr> <tr> <td>Non-PP</td> <td>0.32</td> <td>0.43</td> </tr> <tr> <td>Gap</td> <td>-0.43</td> <td>-0.60</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Term 1 – Term 3 average grade increase</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y7</td> <td>PP</td> <td>2%</td> </tr> <tr> <td>Non-PP</td> <td>13%</td> </tr> <tr> <td rowspan="2">Y8</td> <td>PP</td> <td>5%</td> </tr> <tr> <td>Non-PP</td> <td>5%</td> </tr> <tr> <td rowspan="2">Y9</td> <td>PP</td> <td>2%</td> </tr> <tr> <td>Non-PP</td> <td>3%</td> </tr> </tbody> </table>		SPI	Term 1	Term 2	Y10	PP	-1.17	-0.57	Non-PP	-0.83	0.09	Gap	-0.34	-0.66	Y11	PP	-0.11	-0.17	Non-PP	0.32	0.43	Gap	-0.43	-0.60	Term 1 – Term 3 average grade increase			Y7	PP	2%	Non-PP	13%	Y8	PP	5%	Non-PP	5%	Y9	PP	2%	Non-PP	3%
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Faculty bids	Allow PL's to bid for resources, trips, staff training to improve teaching and learning in their area.	<p>Maths faculty bids for revision guides for PP students – Reduction of PP gap at 9-5</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Y11 Term 1</th> <th>Y11 GCSE results</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Y11 9-5%</td> <td>PP</td> <td>34.1</td> <td>66.7</td> </tr> <tr> <td>Non-PP</td> <td>57.4</td> <td>47.5</td> </tr> <tr> <td>Gap</td> <td>-23.3</td> <td>-19.2</td> </tr> </tbody> </table> <p>STEM trip with Y9/10 PP boys to UCLAN - Student voice was very positive.</p> <p><b>Will you continue with/ amend this approach?</b></p> <p>STEM trips are being calendared for the next academic year.</p>			Y11 Term 1	Y11 GCSE results	Y11 9-5%	PP	34.1	66.7	Non-PP	57.4	47.5	Gap	-23.3	-19.2																												
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Revision organisation	GCSE revision packs for underachieving PP students	<p>27 Y11 PP students received revision packs at parents' evening.</p> <ul style="list-style-type: none"> <li>- 12/27 students passed English and/or maths.</li> </ul> <p><b>Will you continue with/ amend this approach?</b></p> <p>Current Y10 will receive revision packs after Y11 Mock 1. They have been very well received by students and parents.</p>																																										
Contribution to transition activities, resources and staff time	To support vulnerable students with transition.	<p><b>Will you continue with/ amend this approach?</b></p> <p>To continue.</p>																																										

Contribution to laptops/tablets purchased for SEN students.	To enable the 'usual way of working' for our SEN students in the classroom.	<b>Will you continue with/ amend this approach?</b> To continue.																																							
Link courses and alternative provision.	Alternative provision available for students with additional needs	<b>Will you continue with/ amend this approach?</b> To continue.																																							
Staff who are 'under allocation' to be used by faculties to provide catch up support.	Overstaffing in faculty areas to allow for focused intervention/ smaller group sizes and catch-up work	Improved outcomes for Maths (GG time for 1 member of staff) <table border="1"> <thead> <tr> <th>Year</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>9-7</td> <td>17.1</td> <td>15.7</td> <td>15.2</td> <td>19.1</td> <td>25.7</td> </tr> <tr> <td>9-5</td> <td>42.1</td> <td>45.7</td> <td>45.5</td> <td>54.9</td> <td>61.5</td> </tr> <tr> <td>9-4</td> <td>65.7</td> <td>66.1</td> <td>69.6</td> <td>66</td> <td>79.1</td> </tr> <tr> <td>APS</td> <td>4.34</td> <td>4.39</td> <td>4.44</td> <td>4.64</td> <td>5.07</td> </tr> </tbody> </table> <b>Will you continue with/ amend this approach?</b> To continue.	Year	2018	2019	2020	2021	2022	9-7	17.1	15.7	15.2	19.1	25.7	9-5	42.1	45.7	45.5	54.9	61.5	9-4	65.7	66.1	69.6	66	79.1	APS	4.34	4.39	4.44	4.64	5.07									
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Purchase tablets for LSA use to improve T&L for SEND students	Increase levels of communication between teaching staff and LSAs using Synergy	<table border="1"> <thead> <tr> <th>Staff voice</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>My tablet will support the learning of students within the classroom</td> <td>100%</td> <td></td> </tr> <tr> <td>My tablet will support communication with classroom teachers</td> <td>100%</td> <td></td> </tr> </tbody> </table> <b>Will you continue with/ amend this approach?</b> This approach will be continued to support communication between classroom teachers and LSAs. Regular CPD will be available to the LSA team and an area of the SIG is also focusing on strengthening this area.	Staff voice	Yes	No	My tablet will support the learning of students within the classroom	100%		My tablet will support communication with classroom teachers	100%																															
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Herts Reading Fluency project	Training provided which can be shared with LSAs and English staff. Supports weaker readers (comprehension issues)	<table border="1"> <thead> <tr> <th colspan="2">Year 7 students</th> <th colspan="2">Y8 students</th> </tr> <tr> <th>Change in Accuracy</th> <th>Change in Comprehension</th> <th>Change in Accuracy</th> <th>Change in Reading Rate</th> <th>Change in Comprehension</th> </tr> </thead> <tbody> <tr> <td>+ 09 months</td> <td>+ 06 months</td> <td>V+ 09 months</td> <td>+ 07 months</td> <td>+ 06 months</td> </tr> <tr> <td>+ 04 months</td> <td>+ 2 yr 05 months</td> <td>+ 04 months</td> <td>no change</td> <td>+ 2 yrs 05 months</td> </tr> <tr> <td>+ 07 months</td> <td>+ 2 yr 01 months</td> <td>+ 07 months</td> <td>+ 04 months</td> <td>+ 2 yrs 01 months</td> </tr> <tr> <td>+ 06 months</td> <td>+ 3 yr 02 months</td> <td>+ 06 months</td> <td>no change</td> <td>+ 3 yrs 02 months</td> </tr> <tr> <td>+ 1 yr 1 months</td> <td>- 03 months</td> <td>+ 1 yrs 1 months</td> <td>+ 02 months</td> <td>- 03 months</td> </tr> <tr> <td>- 1yr 03 months</td> <td>+ 2 yr 04 months</td> <td>- 1yrs 03 months</td> <td>no change</td> <td>+ 2 yrs 04 months</td> </tr> </tbody> </table> <b>Will you continue with/ amend this approach?</b> LSAs have been selected to be trained and are awaiting training. Round 3 is a mixed cohort of Y7&8 students. Data available July 22	Year 7 students		Y8 students		Change in Accuracy	Change in Comprehension	Change in Accuracy	Change in Reading Rate	Change in Comprehension	+ 09 months	+ 06 months	V+ 09 months	+ 07 months	+ 06 months	+ 04 months	+ 2 yr 05 months	+ 04 months	no change	+ 2 yrs 05 months	+ 07 months	+ 2 yr 01 months	+ 07 months	+ 04 months	+ 2 yrs 01 months	+ 06 months	+ 3 yr 02 months	+ 06 months	no change	+ 3 yrs 02 months	+ 1 yr 1 months	- 03 months	+ 1 yrs 1 months	+ 02 months	- 03 months	- 1yr 03 months	+ 2 yr 04 months	- 1yrs 03 months	no change	+ 2 yrs 04 months
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £75, 560

Activity	Intended outcome	Evaluation/ impact
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1. Literacy and Numeracy interventions	Indirect Dyslexia Programme to improve reading skills for Y7,8 and Y9 students.	<table border="1"> <tr> <th>Y7</th> <th>Y8</th> <th>Y9</th> </tr> <tr> <td>Avg increase in RA= 1month Avg increase in SA= 7 months</td> <td>Avg increase in RA= 1 yr 1month Avg increase in SA= 11 months</td> <td>Avg increase in RA= 1yr 2months Avg increase in SA= 1 yr 1 month</td> </tr> </table> <p><b>Will you continue with/ amend this approach?</b> To continue</p>	Y7	Y8	Y9	Avg increase in RA= 1month Avg increase in SA= 7 months	Avg increase in RA= 1 yr 1month Avg increase in SA= 11 months	Avg increase in RA= 1yr 2months Avg increase in SA= 1 yr 1 month														
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	Assistant SENCO and TA trained in providing phonics for small group/one to one tuition with Y7 and Y8 students. Focused support for identified students.	<p><b>Will you continue with/ amend this approach?</b> Whilst the Assistant SENCO did take part in training, she has not yet delivered any small group interventions. It has been decided that the LSAs working with the groups of students on a day to day basis are better placed in delivering this intervention as part of their role. Fresh Start phonics Programme to be used in academic year 22-23. To be delivered by gaining Ground teacher as part of English lessons.</p>																				
	Delivery of Accelerated Reader programme to small groups of students. Aims to develop reading and comprehension skills in a structured programme using zones of proximal development. Use of the Accelerated Reader 'Star Reader' test to show an improvement in reading ages.	<p><b>PP AVERAGE READING AGES</b></p> <table border="1"> <tr> <th>Term 1 – Term 2</th> <th>Term 2 – Term 3</th> </tr> <tr> <td>Yr 7 increase from Oct , 10.06 to Jan, 11.02 +8months Yr 8 increase from Oct , 11.06 to Jan ,11.11 + 5 months Yr 9 increase form Oct, 12.9 to Jan, 13.3 + 4 months</td> <td>Yr 7 Jan, 11.02 to July, 12.03 + 1.01 years Yr 8 Jan, 11.11 to July, 11.11 Yr 9 Jan, 13.03 to July, 13.11 + 8 months</td> </tr> </table> <p><b>Will you continue with/ amend this approach?</b> Data from Term 3 will be used to support students next year in their library lessons.</p>	Term 1 – Term 2	Term 2 – Term 3	Yr 7 increase from Oct , 10.06 to Jan, 11.02 +8months Yr 8 increase from Oct , 11.06 to Jan ,11.11 + 5 months Yr 9 increase form Oct, 12.9 to Jan, 13.3 + 4 months	Yr 7 Jan, 11.02 to July, 12.03 + 1.01 years Yr 8 Jan, 11.11 to July, 11.11 Yr 9 Jan, 13.03 to July, 13.11 + 8 months																
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Resources, materials and furniture for the library to encourage more students to attend and utilise this space.	<p>Vast increase in books loaned out (yr 7-11) from Term 3 last year (837) and Term 1 this year (1584) Yr 7-11 PP loans this year = 1433 out of 4029 in total.</p>																					
Numeracy intervention to be delivered by KHa (KS2/KS3 teacher employed) to improve progress in Maths	<table border="1"> <tr> <th>Y7 data</th> <th>Term 1</th> <th>Term 3</th> <th>Y8 data</th> <th>Term 1</th> <th>Term 3</th> </tr> <tr> <td>PP</td> <td>D=</td> <td>D+</td> <td>PP</td> <td>D+</td> <td>D+</td> </tr> <tr> <td>Non-PP</td> <td>S-</td> <td>S=</td> <td>Non-PP</td> <td>S-</td> <td>S-</td> </tr> </table> <p>PP have made the same amount of progress as non-PP students. <b>Will you continue with/ amend this approach?</b> To continue with the 'Gaining Ground' teacher taking these classes.</p>	Y7 data	Term 1	Term 3	Y8 data	Term 1	Term 3	PP	D=	D+	PP	D+	D+	Non-PP	S-	S=	Non-PP	S-	S-			
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2. Extra English and Maths	Staff allocated time to ensure that groups (4 groups) can be timetabled to support progress in these two areas.	<p><b>English:</b></p> <table border="1"> <tr> <th>Avg Y11 English Attainment 8</th> <th>Term 1</th> <th>Results</th> <th>Progress</th> </tr> <tr> <td>Cohort</td> <td>4.65</td> <td>5.7</td> <td>0.98</td> </tr> </table> <table border="1"> <tr> <th>Maths</th> <th>Year 11 TERM 1</th> <th>RESULTS</th> </tr> <tr> <td>APS</td> <td>4.39</td> <td>5.07</td> </tr> <tr> <td>9-4%</td> <td>63.8</td> <td>79.1</td> </tr> <tr> <td>9-5%</td> <td>51</td> <td>61.5</td> </tr> </table>	Avg Y11 English Attainment 8	Term 1	Results	Progress	Cohort	4.65	5.7	0.98	Maths	Year 11 TERM 1	RESULTS	APS	4.39	5.07	9-4%	63.8	79.1	9-5%	51	61.5
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		Extra maths focussed on increasing attainment and progress at Grade 4 and 5. <b>Will you continue with/ amend this approach?</b> Approach to be continued into 22-23 academic year to continue to support Gaining Ground/ catch up agenda.
3. School-led tutoring	Staff, across different faculties, will deliver small group tuition to support students in their subject area.	See catch Up Funding plan for data analysis. <a href="#">School led tutoring 21-22</a> <b>Will you continue with/ amend this approach?</b> There has been a mixed result from the tutoring sessions in terms of data to show progress. However, student voice is positive and in cases where we have little or no progress, the tutoring may well have prevented further falling behind.

**Additional targeted academic support**

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Targeted academic intervention at Faculty level to raise outcomes for PP boys.	P Leaders to identify key PP boys at each data drop. 'Hitlist' mentoring focuses on narrowing the gender gap through revision strategies, metacognition and self-regulation. Improved progress of Y11 boys and a narrowing of the gender gap.	<p><b>2021 – 2022</b></p> <table border="1"> <thead> <tr> <th>Y11 SPI current</th> <th>Term 1</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>0.32</td> <td>0.43</td> </tr> <tr> <td>PP</td> <td>-0.11</td> <td>-0.17</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>ATL (all)</th> <th>Term 1</th> <th>Term 2</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>3.71</td> <td>3.68</td> </tr> <tr> <td>Girls</td> <td>3.91</td> <td>3.97</td> </tr> </tbody> </table> <p><b>Will you continue with/ amend this approach?</b> To continue.</p>	Y11 SPI current	Term 1	Results	Non-PP	0.32	0.43	PP	-0.11	-0.17	ATL (all)	Term 1	Term 2	Boys	3.71	3.68	Girls	3.91	3.97						
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ATL (all)	Term 1	Term 2																								
Boys	3.71	3.68																								
Girls	3.91	3.97																								
Additional SEN support (testing costs and pen readers/laptops etc)	Purchase pen readers, contribution to Ed Psych testing and exam access testing Reader pens and headphones made available to students in English lessons to support reading.	Pen readers have been made available to all year groups, not just Year 11 students. Specialist budget has been used to support students who receive additional specialist teaching. Exam access arrangement testing is now in place earlier than previous years to support students at the start of their GCSE course. <b>Will you continue with/ amend this approach?</b> Continued																								
English and Maths intervention, 'Strive for...'	To improve the headline figures for English and maths.	<table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>English Strive for 4</td> <td>73.8</td> <td>96.7</td> </tr> <tr> <td>English Strive for 5</td> <td>55</td> <td>83.1</td> </tr> <tr> <td>English Strive for 7</td> <td>6</td> <td>23.6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>Year 11 TERM 1</th> <th>RESULTS</th> </tr> </thead> <tbody> <tr> <td>APS</td> <td>4.39</td> <td>5.07</td> </tr> <tr> <td>9-4%</td> <td>63.8</td> <td>79.1</td> </tr> <tr> <td>9-5%</td> <td>51</td> <td>61.5</td> </tr> </tbody> </table> <p><b>Will you continue with/ amend this approach?</b> Strive for 4/5/6 and 7-9 delivered in April/May 2022 in preparation for GCSEs. Student feedback is very positive for Saturday sessions and attendance at sessions was 90% plus</p>		Term 1	Results	English Strive for 4	73.8	96.7	English Strive for 5	55	83.1	English Strive for 7	6	23.6	Maths	Year 11 TERM 1	RESULTS	APS	4.39	5.07	9-4%	63.8	79.1	9-5%	51	61.5
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Use National Tutoring Programme to support the work of teaching in filling gaps created by national lockdown and	Provide supervision for students remaining in school to complete tutoring 3 evenings per week for 15 weeks.  Identify cohorts in groups of 3 with similar areas for development to support effective tutoring.	NTP – Maths, Science and English Literature each had 30 Y11 students  <b>Will you continue with/ amend this approach?</b> This programme was suspended in September 2021 due to lack of impact. Instead, we decided to proceed with school-led tutoring																								

localised isolations in KS4.						
To explore suitable online platforms for homework and intervention in KS3 and KS4 core subject areas.	Century tech- Research available options following an evidence-based approach.		<b>I find it really useful</b>	<b>I find it useful 75% of the time</b>	<b>I find it useful 50% of the time</b>	<b>I do not find it useful</b>
		<b>How do you feel about the Literature content?</b>	9.9%	22.8%	47.5%	18.8%
		<b>How do you feel about the maths content?</b>	15.8%	19.8%	45.5%	17.8%
		<p><b>Will you continue with/ amend this approach?</b> As per student/staff voice, we will not be continuing with the platform.</p>				
Provide catch up support to KS4 students identified as below target in En& Ma.	Provide catch up support in Maths and English for G4 and G6+ students on a Saturday session 10-2 pm Teacher to student ratio 1:6	<p><b>Maths strive for 4 and English strive for 4 – impact evaluated above.</b> <b>Will you continue with/ amend this approach?</b> To continue.</p>				

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £98, 000**

Activity	Intended outcome	Evaluation/ impact
1. Personal Development Curriculum	To ensure that students are receiving a personalised character and culture education.	PD external review was very positive. PD curriculum has also been shared at West Lancs senior leader conference. <b>Will you continue with/ amend this approach?</b> To continue.

2. Investment in the school attendance team

Attendance Officer and new AIW (dedicated PP) to monitor students and follow up quickly on truancies. First day response provision. Attendance Action Plan in place to increase attendance rates and reduce persistent absentees.

**2021-22**

	Cumulative Attendance	Term 1	Term 3
Y7	PP	93.5	90.6
	Non-PP	96.9	95.7
Y8	PP	93.1	91.7
	Non-PP	91.7	91.9
Y9	PP	86.7	86.0
	Non-PP	95.5	94.7
Y10	PP	81.3	84.0
	Non-PP	93.4	94.2
Y11	PP	86.0	86.7
	Non-PP	94.5	96.0

	Persistent absence (% of cohort)	Term 1	Term 3
Y7	PP	13.3	20.3
	Non-PP	8.2	7.3
Y8	PP	18.5	16.1
	Non-PP	21.8	16.0
Y9	PP	51.8	54.2
	Non-PP	13.3	13.3
Y10	PP	45.8	46.7
	Non-PP	15.4	14.3
Y11	PP	36.4	29.5
	Non-PP	17.4	11.0

**Will you continue with/ amend this approach?**

To continue.

Roll out 'Attendance forms' to include all Year groups. Experienced form tutors used to ensure all students understand school's expectations around attendance.

**2021-2022**

	Cumulative attendance	Term 1	Term 3
Y7		87.0	84.7
Y8		82.1	81.9
Y9		83.3	81.3
Y10		79.0	80.3
Y11		82.2	81.9

**Will you continue with/ amend this approach?**

The effectiveness of Attendance Forms improving attendance to be reviewed (LL/RB/SPR).

Maintain number of attendance panels and use FPN to raise the importance of attendance.

**2021 – 2022**

		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Y7	FPN	4	4	8
	Panel	3	-	16
Y8	FPN	5	4	2
	Panel	2	12	2
Y9	FPN	1		2
	Panel	1	15	-
Y10	FPN	8	6	5
	Panel	4	17	-
Y11	FPN	8	-	1
	Panel	2	14	-

**Will you continue with/ amend this approach?**

Continue but increase the number of Panel/Meetings held and increase the number of FPN Warnings and Final Notices. (FPNs above include PN1 requests 'unauthorised absence' and Warnings plus PN2 requests 'unauthorised holiday absence.'

3. Nurture group and Phoenix

Activities to support vulnerable learners/ homework club/ staffing in free association time

Phoenix is utilised well during break and lunch times. An activity calendar is now in place to support students with their social skills and the school's LORIC values.

Students who are at the K or E level of support are prioritised for homework support groups.

**Will you continue with/ amend this approach?**

The above approaches will continue. However, moving forward, we will be focusing on using Phoenix more effectively for students during personal development time. LSAs will become key workers for students.

**Additional wider strategies**

Activity	Intended outcome	Evaluation/ impact
Careers Advice and guidance	Increase aspiration for PP students, leading to further engagement with education.	PP students targeted for CEIAG. Student Voice from Y10 and Y11 PP found that students felt supported and well informed about Post 16 options. Guest speakers utilised to raise aspirations. PP students have requested employer talks in the field of engineering, careers in the RAF and the Police force. These sessions have been attended by PP students across all year groups. West Lancashire apprenticeship and application targeted PP students in Y11. Travel costs for visits. <b>Will you continue with/ amend this approach?</b> All these approaches will continue with more targeted specifically for PP students.
School counsellor and Ed Psych visits	Wellbeing of students Additional needs identified	<b>Will you continue with/ amend this approach?</b> To continue.
Sundries (uniform items, equipment, food etc)	Supports attendance. Uniform provided for students who arrive in incorrect uniform.	<b>Will you continue with/ amend this approach?</b> To continue.



	Providing food/bus passes is an increasing necessity due to amount of time Universal Credit claims take.																																																			
Contribution to rewards	Increase the number of PP students attending rewards trips	<p><b>2021-22</b></p> <table border="1"> <thead> <tr> <th colspan="2">No of students on rewards trips:</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td rowspan="2"><b>Y7</b></td> <td>PP</td> <td>38</td> <td>36</td> <td>12</td> </tr> <tr> <td>Non-PP</td> <td>114</td> <td>109</td> <td>67</td> </tr> <tr> <td rowspan="2"><b>Y8</b></td> <td>PP</td> <td>30</td> <td>28</td> <td>11</td> </tr> <tr> <td>Non-PP</td> <td>80</td> <td>92</td> <td>52</td> </tr> <tr> <td rowspan="2"><b>Y9</b></td> <td>PP</td> <td>22</td> <td>24</td> <td>6</td> </tr> <tr> <td>Non-PP</td> <td>88</td> <td>88</td> <td>48</td> </tr> <tr> <td rowspan="2"><b>Y10</b></td> <td>PP</td> <td>31</td> <td>26</td> <td>12</td> </tr> <tr> <td>Non-PP</td> <td>78</td> <td>79</td> <td>36</td> </tr> <tr> <td rowspan="2"><b>Y11</b></td> <td>PP</td> <td>24</td> <td>/</td> <td>/</td> </tr> <tr> <td>Non-PP</td> <td>83</td> <td>/</td> <td>/</td> </tr> </tbody> </table> <p><b>Will you continue with/ amend this approach?</b> To continue, but with more of a focus on identifying barriers to attending reward trips.</p>	No of students on rewards trips:		Term 1	Term 2	Term 3	<b>Y7</b>	PP	38	36	12	Non-PP	114	109	67	<b>Y8</b>	PP	30	28	11	Non-PP	80	92	52	<b>Y9</b>	PP	22	24	6	Non-PP	88	88	48	<b>Y10</b>	PP	31	26	12	Non-PP	78	79	36	<b>Y11</b>	PP	24	/	/	Non-PP	83	/	/
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Contribution to aspirational activities used to engage PP boys.	Increase the number of PP boys attending/ being involved in aspirational events	<p>STEM UCLAN trip with Y9/10 PP boys Wigan Enterprise – Y7, 8 9 PP students Employability day at Wigan Athletic – Y7-9 PP students Future U academic mentoring – Y10 PP students</p> <p><b>Will you continue with/ amend this approach?</b> To continue.</p>																																																		
Materials for practical subjects	Students have access to materials that allow them to take part in practical subjects (ADT exhibition folders, cooking ingredients etc)	<p><b>Will you continue with/ amend this approach?</b> To continue.</p>																																																		
Subsidising Educational visits/WOW week	Support to encourage PP students to access and develop their cultural capital.	<p><b>PP student voice:</b> Have you been on an educational trip with school? Data shared with staff to target non-attending PP students.</p> <p><b>Will you continue with/ amend this approach?</b> To continue.</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>54% (113) have not been on an educational trip with school</td> <td>38% (75 students) have not been on an educational trip with school</td> </tr> </tbody> </table>	Term 1	Term 3	54% (113) have not been on an educational trip with school	38% (75 students) have not been on an educational trip with school																																														
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Summer school for Y6 into Y7 to support transition (contribution)	To support vulnerable students and to help build relationships.	<p><b>Will you continue with/ amend this approach?</b> To continue.</p>																																																		

Use of minibus for enrichment activities Staff to take D1 driving test	Contribution to minibus costs. Staff to take D1 course Staff time and cover implications	<b>Will you continue with/ amend this approach?</b> To continue.																								
Taxis (parental engagement/ after school intervention/ holiday provision) to transport vulnerable students to/from school.	Access to pre-school and after school activities. Support for vulnerable parents Support for vulnerable students	<b>Will you continue with/ amend this approach?</b> To continue.																								
To develop and improve parental engagement.	Continue with 'Information Evenings' at start of academic year to ensure parents are aware of school systems and expectations. Monitoring of attendance at Parents' evenings. Phone calls/ postage/ home visits	<p><b>Parents' evening attendance</b></p> <table border="1"> <thead> <tr> <th></th> <th>Overall %</th> <th>PP %</th> <th>Non-PP %</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>73%</td> <td>60%</td> <td>79%</td> </tr> <tr> <td>Y8</td> <td>70%</td> <td>56%</td> <td>48%</td> </tr> <tr> <td>Y9</td> <td>69%</td> <td>54%</td> <td>52%</td> </tr> <tr> <td>Y10</td> <td>69%</td> <td>59%</td> <td>50%</td> </tr> <tr> <td>Y11</td> <td>69%</td> <td>50%</td> <td>81%</td> </tr> </tbody> </table>		Overall %	PP %	Non-PP %	Y7	73%	60%	79%	Y8	70%	56%	48%	Y9	69%	54%	52%	Y10	69%	59%	50%	Y11	69%	50%	81%
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	Development of 'Synergy' parent portal to support improved home-school communication and as an online learning platform.	<p>93% of parents have a portal account – other parents being targeted that have not. 90% of parents with an account logged in Term 1 2021/22. All parents have access to attendance/behaviour/class work if absent. Year 7 parents face to face parents evening made appointments online via Synergy. All students absent with covid, live teaching available Term 1. <b>Will you continue with/ amend this approach?</b> Those without a parental account to be chased to ensure 100%.</p>																								
Take opportunities to provide enrichment activities in all subject areas.	Encourage PL to identify courses/activities to support student progress. Focus on engagement of high-risk boys in particular.	<b>Will you continue with/ amend this approach?</b> To continue.																								
	Purchase 'Make talk your goal' package for 21 boys to provide mental health and aspirational support.	On hold. <b>Will you continue with/ amend this approach?</b>																								
	Eng and Maths 'residential' to target focus group with a mixture of academic and enrichment activities.	On hold. <b>Will you continue with/ amend this approach?</b>																								
Training for ADHD Foundation 'Friendly Schools' Award.	Supports SEND improvement plan. Improved understanding of how ADHD affects progress	<p>A representative of each faculty area took part in the two sessions of the training. These staff fed back to faculty areas. Phoenix charity spotlight for ADHD also ran in HT 1B to further improve understanding of ADHD. <b>Will you continue with/ amend this approach?</b> Continue with the approach. Award achieved March 2022.</p>																								