

The Larches High School Pupil Premium Strategy Statement

Review of 2018/19 and Plan for 2019/20

Pupil Premium leads: CM/ NR / CW	Total number of pupils 2017/ 18	163	Total number PP pupils 2017/ 18 68		Date of most recent PP Review	December 2019
Responsible Governor: FN	Total number of pupils 2018/19	121	Total number PP pupils 60		Dates for next internal review of this strategy	March 2020

Section A

Attainment/ achievement analysis PPG pupils 2018 / 19	Comparison with other AP/ PRU/ similar schools provision:
% achieving 4+ (9-1) including English and Maths: 7%	Currently no national statistics or other information available to compare.
% students achieving expected progress in English: KS4 34%, KS3 47%	
% students achieving expected progress in Maths: KS4 39%, KS3 36%	
% achieving qualifications in other subjects including vocational training: 87%	

Review of outcomes and impact including expenditure academic year 2018 / 19:			PPG funds: PPG Final 2018/19 £65,881 PPG CLA 2018/19 £6,000	
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure all PPG pupils achieve in line with expectations	Revisions sessions for KS4 Lexia and IDL sessions Functional skills programme Personalised timetables and provision offer	PPG pupils achieved in line with expectations	Personalised timetables will continue to be used to ensure maximum engagement for all pupils Additional Literacy support and revision sessions will continue to ensure gaps in learning are minimised and pupils make progress	See above
Social emotional support	Transport to post 16 open events School uniforms Counselling services: Shine Therapy Pupil support during the school holidays		Social and emotional support will be continued with additional expenditure being made as pupil needs arise. Review of interventions has been completed: September 2019	

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
Literacy and Numeracy skills - Many pupils have missed periods of primary /secondary education and have fallen behind in literacy and numeracy development. Pupils often receive little or no reading support at home and may have unmet needs that further prevent development. Access to the majority of subject areas in secondary education requires a good level of literacy skills which can be a further challenge.		
Social, emotional, behavioural and lifestyle development - Pupils referred have previously developed negative behaviours resulting in exclusion from their mainstream school; this has negative impact on learning. Pupils present with a variety of social and emotional and mental health difficulties, such as low self-esteem, anxiety, self-harming and other avoidance behaviours. Other pupils may have experienced trauma. Disengagement from education leading to disaffection.		
Transition - the opportunity to successfully integrate into another mainstream school is often limited due to history of exclusion, poor behaviour and negative attitudes towards school and education. Some pupils have unmet SEN and require a positive transition to specialised provision after a period of assessment. Pupils in year 11 who do not attend regularly and do not commit to their personalised programmes are in danger of becoming NEET and therefore at risk of social exclusion, ill health and criminality.		
External barriers		
Attendance - Some pupils have a history of low attendance at their mainstream school leading to difficulty with learning, a lack of progress and success in external examinations.		
Poor home learning environments - Some pupils do not have their basic needs met and consequently struggle to make progress with basic learning and acquiring skills. The vast majority of pupils at Larches High School are at Levels 2, 3 or 4 on the Continuum of Need. Development within the home environment is often affected by other factors, such as exposure to poverty, domestic violence, substance abuse and ill health resulting in difficulties managing emotions leading to negative and sometimes aggressive behaviours.		
Desired outcomes and how they will be measured		Success criteria
A.	PP pupils to make expected progress in line with other pupils and interventions put in place as soon as required. This will be measured via baseline assessments, termly in-house and external provider tracking, social and emotional qualitative assessment, observation in lessons inclusive of work scrutiny and through feedback systems.	Pupils making expected progress relative to their starting points which will be comparable with non PP pupils. Pupils will be successful in making small steps of progress as well as larger steps inclusive of external accreditation/ qualification.
B.	Increased attendance rates measured through attendance tracking and absence monitoring systems.	PP pupils will attend at the same rate as non PP pupils

PP Plan 2019/20			Review dates: mid review March 2020		
Planned strategies for expenditure for this year:			Expected PPG 2019/20 £65,880 Expected CLA 2019/20 £9,000		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost allocated	Review implementation
PP Pupils to achieve in line with non PP pupils in English, Maths.	Staff CPD inset whole school literacy i.e. vocabulary, comprehension and grammar skills. Co-ordinated cross curricular literacy focus intervention work. Introduction of Latin to KS3 pupils with the aim of closing the vocabulary gap	Investment in developing the literacy strategy is evident in GCSE and functional skills qualification attainment in terms of increase in passes and grades. Research outlines that having a broad and deep vocabulary is essential for pupils to be able to access the increased rigour within English curriculums. Teaching Latin will enable pupils to understand the roots of words and increase their confidence when met with unfamiliar words and help promote improved grammar use.	Learning support staff to receive targeted CPD around delivery of interventions which will enable them to plan and implement identified interventions to pupil. PP pupils will be prioritised to include lower ability pupils who need further support and able pupils who need greater challenge. Review of the impact of Latin delivery at the end of the academic year	SLT – EL + named specialist Learning support staff English Department: accessed free training via Classics for All	Ongoing as part of school in house tracking and monitoring systems.
	Identify quality vocational placements that lead to industry standard awards to enable successful post 16 transition Opportunity for pupils to access work experience as part of the CEIAG offer within school	Targeted quality vocational provision / work experience opportunities with adequate time allotted has resulted in an increase in performance and completion rates. This has enabled a significant increase in sustained post 16 placements in further education and training and employment opportunities through apprenticeship schemes.	Termly quality assurance carried out by SLT in the form of observation in class work scrutiny, professional dialogue triangulation and provider evaluation. Pupil feedback exercises/ evidence.	Average cost per day per pupils £60	Formally reviewed April following budget allocation and September in line with whole school improvement evaluation.

<p>Increased and higher attendance for PP Pupils.</p>	<p>Tried and tested school attendance RAG rating system in place.</p> <p>Provision of transport when required</p> <p>Rewarding of achievement of attendance targets.</p> <p>High support/ outreach programme and teaching for consistently poor attenders.</p> <p>High visibility of school's approach to improving attendance with all parents and stakeholders including sanctions.</p> <p>Provision of free breakfast</p>	<p>Attendance is an area of concern in AP provision nationally and is always the main factor in disadvantaged and 'hard to reach' pupils making progress. This mirrors the experience at Larches and subsequently is a priority development area in all planning processes.</p> <p>Many pupils arrive at school without having a basic meal due to 'food poverty'. Parents report use of food banks. Morning hunger causes apathy, emotional instability and consequently lack of engagement with learning</p>	<p>Full adherence to attendance system monitoring and given highest pastoral priority in all evaluation processes. Scrutiny from governing body.</p> <p>Monitoring by LCC Attendance consultant</p> <p>Reduced timetable integration plan to encourage regular attendance, aiming to build up to a full timetable.</p>	<p>CMc</p>	<p>Ongoing review</p>
<p>Pupils social and emotional skills improve</p>	<p>Intervention sessions for social emotional and mental health / nurture groups</p> <p>Social Stories</p>	<p>SEMH needs is an area of concern within an AP provision providing pupils with 1:1 mentoring and support will enable concerns to be identified and pupils provided with appropriate support</p>	<p>School council to monitor provision of breakfast including choice of food and time allocated with business manager and catering officer</p> <p>Learning support staff to receive targeted CPD around delivery of interventions which will enable them to plan and implement identified interventions to pupil. PP pupils will be prioritised to include lower ability pupils who need further support and able pupils who need greater challenge.</p>	<p>EL and members of school council.</p> <p>SLT - EL + Named learning support staff</p>	<p>Ongoing review</p>

