

## Pupil Premium 3-year strategy statement

1. Summary information							
<b>School</b>	Skipton Girls' High School						
<b>Academic Years</b>	2019-20 to 2021-22	<b>Total PP budget (2019-20)</b>	£29,920	<b>Date of most recent PP Review</b>		NA	
<b>Total number of pupils</b>	641 (Y7-11)	<b>Number of pupils eligible for PP (2019-20)</b>	46 (Yr7-11) – incl. 4 Serv. Pr.	<b>Date for next internal review of this strategy</b>	Feb. 2020	<b>Last reviewed</b>	Sept. 2019
<b>Percentage of cohort PP</b>	7%						

2. Current attainment				
	Pupils eligible for PP (SGHS)			Pupils <u>not</u> eligible for PP (national average 2018)
	2016-17	2017-18	2018-19	
<b>% achieving 9-5 EM x5</b>	<b>75%</b>	<b>86%</b>	<b>100%</b>	50.10%
<b>Progress 8 score average</b>	<b>+1.15</b>	<b>+0.06</b>	<b>+0.75</b>	+0.13
<b>Attainment 8 score average</b>	<b>70.63</b>	<b>60.79</b>	<b>68</b>	50.1
<b>Progress 8 English</b>	<b>+1.82</b>	<b>+0.53</b>	<b>+1.19</b>	+0.11
<b>Progress 8 Maths</b>	<b>+0.33</b>	<b>-0.20</b>	<b>-0.41</b>	+0.12
Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
<b>A.</b>	Some members of this cohort demonstrate a lack of emotional resilience and poor self-esteem/confidence (links to home circumstances in some cases).			
<b>B.</b>	Some members of this cohort need literacy skills development at a higher level in order to make good progress (vocabulary, reading comprehension, extended writing skills).			

<b>C.</b>	Some members of this cohort struggle with recall of knowledge.
<b>D.</b>	The progress made by PP students in Maths has historically been less than progress made in English and has not always recently been in line with national average progress. Internal data suggests that this gap is not closing quickly enough.
<b>E.</b>	Some students lack knowledge and understanding of career pathways and sometimes lack aspiration/direction as a result.
<b>External barriers: Home and wider societal</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Around a third of the current PP cohort live in some of the UK's most deprived locations, according to the national IDACI deprivation index – this presents a multitude of challenges such as problems funding equipment, learning resources and uniform.
<b>F.</b>	Some students in the PP cohort are unable to spend/do not spend enough time on homework at home or struggle with organisation.
<b>G.</b>	Some students in the PP cohort have lower-than-average attendance and punctuality can sometimes be a concern.
<b>H.</b>	Some students in this cohort are culturally prohibited from participating in enrichment activities, after-school clubs or Homework Club.
<b>3. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	
	<b>Success criteria</b>
Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.	<ul style="list-style-type: none"> <li>• Student voice indicates that students are aware of, and use, coping mechanisms to combat low mood or disorganisation.</li> <li>• Student voice indicates positivity and wellbeing. Low numbers of students require interventions to improve wellbeing (counselling, CAMHS referrals, etc.).</li> <li>• Attendance &amp; punctuality are strong (97%+) and students access lessons and enrichment successfully.</li> <li>• Students access academic and pastoral support as needed, either through self-identification or strong intervention.</li> <li>• 1-1 mentoring (SLT) in place for those students who are a cause for concern (from Y7 upwards).</li> </ul>
Curriculum design supports effective learning and linear specifications, in turn supporting wellbeing.	<ul style="list-style-type: none"> <li>• Students learn well, achieving well and in line with aspirational targets. Progress measures are strong (e.g.: P8).</li> <li>• Students experience a broad and balanced curriculum with no narrowing.</li> <li>• Student voice indicates that curriculum design and teaching &amp; learning are highly effective and support long-term learning and retention.</li> <li>• Monitoring data suggest that science of learning strategies are embedded across the school.</li> <li>• Student voice indicates positivity and wellbeing. Low numbers of students require interventions to improve wellbeing (counselling, CAMHS referrals, etc.).</li> </ul>
All students, including PP students, are explicitly taught academic vocabulary across a range of subjects. Literacy, including vocabulary development, reading	<ul style="list-style-type: none"> <li>• 'Curriculum Pedagogy' CPD strand includes training on vocabulary teaching and other literacy support techniques (e.g. extended writing).</li> <li>• Data &amp; teacher marks indicate that literacy is developed to a high level.</li> <li>• Monitoring data suggests that teachers incorporate explicit literacy teaching across the curriculum.</li> </ul>

comprehension and extended writing skills, is high profile across the curriculum.	
All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).	<ul style="list-style-type: none"> <li>• Improved Maths progress outcomes (especially for PP students).</li> <li>• Monitoring information and academic data suggest that PP students are on track in Maths and making good progress in all year groups and that numeracy is developed and accessed well across the curriculum.</li> <li>• Maths line management minutes clearly evidence challenge and support for Maths leaders and discussion around strategies and intervention in place (as appropriate).</li> </ul>
All Pupil Premium students fully access school, the curriculum, enrichment opportunities (including visits) and home learning in an inclusive way, regardless of family income and personal circumstances.	<ul style="list-style-type: none"> <li>• All PP students have a laptop and engage in innovative learning alongside their peers.</li> <li>• Pupil Premium questionnaires/student voice information indicate that this cohort are fully accessing school, the curriculum and homework.</li> <li>• PP students are supported to wear high quality uniform and have appropriate learning equipment for school, such as a laptop and PE kit.</li> <li>• PP students have full access to the educational visits programme and all take part in <u>at least one</u> educational visit in the year to support their learning.</li> <li>• All (incl. PP) students access <u>at least one</u> lunchtime/after school club or an enrichment activity outside school.</li> <li>• PP students are supported to complete homework through Homework Club and other study sessions/targeted support/opportunities.</li> </ul>
Students (particularly targeted students) can access learning outside of the curriculum in an environment conducive to learning.	<ul style="list-style-type: none"> <li>• PP students (and others) are supported to complete homework through Homework Club.</li> <li>• PP students (and others) use the VLE extensively and routinely.</li> <li>• PP students (and others), make use of the Library.</li> </ul>
Attendance of all PP students in line with the expectation for all (97%+). All students arrive on time and punctuality is exemplary.	<ul style="list-style-type: none"> <li>• Attendance for all PP students at 97%+.</li> <li>• Attendance of individual 'problem' students improves.</li> <li>• Punctuality of individual 'problem' students improves and all PP students are arriving on time to school.</li> </ul>
<p>All students benefit from strong careers guidance and support.</p> <p>PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure an end goal is envisaged.</p>	<ul style="list-style-type: none"> <li>• All Y11 &amp; 13 Disadvantaged students receive a careers interview in the first half-term (and Y12 in the second half-term).</li> <li>• Disadv. students in Y12, Y10 and Y9 are prioritised for careers-linked support, guidance and opportunities, such as careers conferences, workshops, summer schools and university visits.</li> <li>• All Y7-10 PP students receive a careers interview during the year as priority students.</li> <li>• The PSHE programme for all year groups includes a specific programme of careers education.</li> <li>• All students will have meaningful encounters with employers and people who have taken varied career paths.</li> <li>• Y11 &amp; 13 Disadvantaged students will be targeted for the National Citizenship Service programme.</li> </ul>

#### 4. Planned expenditure

Academic Years

2019-20, 2020-21, 2021-22

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. Quality of teaching for all

Desired outcome/ Success criteria	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & expected cost	When will you review implementation?
<p>Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Whole school focus on mental health and wellbeing continues across the curriculum/through teacher awareness as well as via pastoral means.</li> <li>• PHSE programme, Tutor Time &amp; gatherings all support understanding of coping mechanisms (e.g.: 5 ways to wellbeing, etc.).</li> <li>• Personal Tutors support students on an individual basis.</li> <li>• Student Progress team to work with struggling students.</li> <li>• Staff CPD: 'Student Wellbeing &amp; Achievement' strand enables all teachers to support students effectively.</li> <li>• Curriculum support as well as extra-curricular provision help students to succeed and access the curriculum.</li> <li>• 1-1 support from Student Progress as appropriate.</li> <li>• SLT mentoring, as appropriate.</li> <li>• External counselling as appropriate.</li> <li>• Y12 peer subject mentoring.</li> <li>• Staff share and make use of a rich bank of strategies that work for individuals in this cohort, including those relating to social and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong need for mental health support identified nationally and locally. Work last year had impact.</li> <li>• EEF Toolkit – suggests supporting student social and emotional learning has impact.</li> <li>• Developing culture of talking about mental health is enabling students to access more support.</li> <li>• Personal Tutor role is key daily point of contact for students.</li> <li>• SP team have experience of support and record of success.</li> <li>• Teachers asked for more training in this area (CPD survey).</li> <li>• Student voice indicates this approach helps.</li> <li>• Mentoring/1-1 support has benefitted many students previously.</li> <li>• External counselling has enabled many students to achieve well previously, as has peer mentoring (EEF Toolkit recommends this).</li> </ul>	<ul style="list-style-type: none"> <li>• Continued priority throughout SDP. Key leadership focus.</li> <li>• Leaders resp. for PSHE/TT/gatherings check on progress.</li> <li>• House briefings continue &amp; monitoring to ensure it is happening.</li> <li>• Senior leaders monitor Student Progress roles/work.</li> <li>• Senior leaders plan/lead CPD.</li> <li>• Y12 to ensure SLT mentors are appointed as necessary.</li> <li>• Monitoring/QA procedures ensure implementation.</li> <li>• Y12 mentor training.</li> </ul>	<p>Various (FAM, JAH, LYG).</p> <p>Student progress 1-1 support = £9000 (part-payment of salary)</p> <p>External counselling = £4000 (part-payment of Counsellor salary)</p>	<p>Jul. 2020</p>

<p>Curriculum design supports effective learning and linear specifications, in turn supporting wellbeing.</p>	<ul style="list-style-type: none"> <li>• CPD strand: 'Curriculum Pedagogy' will enable teachers to reflect on/ review curriculum and teaching in subjects, making necessary improvements and planning together.</li> <li>• Leadership team training will focus on leaders at all levels developing their curriculum effectively and ensuring good practice in lessons.</li> <li>• Teachers will continue to embed Science of Learning/long-term retention techniques in lessons/across the curriculum.</li> <li>• PSHE will teach students explicit science of learning techniques.</li> <li>• Staff T &amp; L Library supports development of curriculum design and science of learning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Modern psychology and cognitive theory suggest that people learn effectively when challenged, when recall is promoted regularly and when practice is engaged in. In addition, memorisation and spacing techniques can support retention of knowledge.</li> <li>• EEF Toolkit suggests that mastery learning has positive impact on learning and outcomes.</li> <li>• EEF Implementation Guidance recommends research, reading and trial of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular staff CPD – sustained approach.</li> <li>• Regular evaluation of impact of CPD.</li> <li>• Updating T &amp; L Library to ensure relevant books can be borrowed by staff.</li> <li>• Monitoring (learning walks, work scrutiny, looking at Firefly/curriculum resources, etc.).</li> </ul>	<p>JSH, LYG</p> <p>Approximate cost of £50 for books.</p>	<p>Jul. 2020</p>
<p>All students, including PP students, are explicitly taught academic vocabulary across a range of subjects. Literacy, including vocabulary development, reading comprehension and extended writing skills, is high profile across the curriculum.</p>	<ul style="list-style-type: none"> <li>• 'Curriculum Pedagogy' CPD strand includes training on vocabulary teaching and other literacy support techniques (e.g. extended writing).</li> <li>• Data &amp; teacher marks indicate that literacy is developed to a high level.</li> <li>• Monitoring data suggests that teachers incorporate explicit literacy teaching across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper data on reading comprehension and staff voice suggest that vocabulary and reading skills are not always as high as we assume.</li> <li>• Many subjects involve extended written responses as part of the exam/assessment.</li> <li>• Exam outcomes suggest extended writing is an area for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring (learning walks, work scrutiny, etc.).</li> </ul>	<p>SLT line managers. Learning Directors.</p> <p>No additional cost.</p>	<p>Jul. 2020</p>

<p>All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).</p>	<ul style="list-style-type: none"> <li>• Line management structures hold Maths leaders to account for improving and developing teaching of Maths and support for PP students in particular.</li> <li>• Maths leaders to seek external support/partnerships re. achievement of PP students and explore <u>new good</u> practice consistently across the faculty.</li> <li>• Rigorous monitoring of PP student progress and achievement in Maths &amp; timely interventions to boost progress in all year groups.</li> <li>• Maths team to seek support from Student Progress/Senior Leaders with home liaison when necessary/appropriate.</li> <li>• Maths team to explore how to engage, enthuse and build confidence of (PP) students more effectively lower down the school.</li> <li>• Careful review of mixed ability teaching in 2019/20. Has this had the intended impact in the first examined year (2019)?</li> </ul>	<ul style="list-style-type: none"> <li>• Data suggests PP students do not achieve as well in Maths as other subjects (especially English).</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous line management.</li> <li>• Close monitoring/QA.</li> <li>• External training/seeking out good practice and effective partnerships: follow-up.</li> </ul>	<p>MKT/GAH/LOC</p> <p>Possible cost of transport to other schools to visit and seek out good practice.</p>	<p>Jul. 2020</p>
<p><b>TOTAL ESTIMATED COST:</b></p>				<p><b>£13050</b></p>	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead &amp; expected cost</b>	<b>When will you review implementation?</b>
All Pupil Premium students fully access school, the curriculum, enrichment opportunities (including visits) and home learning in an inclusive way, regardless of family income and personal circumstances.	<ul style="list-style-type: none"> <li>• Laptops purchased for all PP students (£180 per year per PP student).</li> <li>• Uniform allowance of £65 per Y7 PP student (to be spent in Y7 or Y10).</li> <li>• Educational visits subsidised/paid for (to the value of up to £50 per PP student per visit).</li> <li>• Students accessing 1-1 support from Student Progress where needed (e.g.: literacy, numeracy, study skills, subject-based work).</li> <li>• Targeted revision with specialist resources (via curriculum areas).</li> <li>• Attendance/punctuality support via Attendance Manager, Student Progress and other key staff.</li> <li>• External counselling where needed to support wellbeing.</li> <li>• Access to Homework Club.</li> <li>• Personalised support for individual PP students.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit (Arts Participation, Digital Technology, Small Group Tuition, etc.).</li> <li>• All to enable equity of education.</li> <li>• IDACI deprivation information (some of our students come from extremely deprived backgrounds and need support to access school in a completely inclusive way).</li> </ul>	<ul style="list-style-type: none"> <li>• Finance team to liaise regularly with SLT/Leadership to ensure funding is provided where needed.</li> <li>• YLG to work closely with Student Progress team to maximise support for PP cohort.</li> <li>• YLG/Student Progress team to work with staff leads to regularly evaluate impact and needs of individual students.</li> <li>• Student voice to ensure students are fully accessing the curriculum.</li> </ul>	YLG (JEB)  Laptops: = £7560  Uniform = £975  Visits = £2600  Student Progress staffing (see above)  Homework Club = £2000  External counselling (see above)	Feb. 2020

<p>Students (particularly targeted students) can access learning outside of the curriculum in an environment conducive to learning.</p>	<ul style="list-style-type: none"> <li>• PP students (and others) are supported to complete homework through Homework Club.</li> <li>• PP students (and others) use the VLE extensively and routinely.</li> <li>• PP students (and others), make use of the Library.</li> <li>• PP students (and others) access faculty study support/catch-up.</li> <li>• Student Progress support.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit (Homework, Digital Technology, etc.).</li> <li>• Student/tutor feedback indicates not all students have an environment suitable for work outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather student voice/attendance data &amp; feedback on study sessions/Hwk. Club.</li> <li>• Ensure all have Firefly training/updates.</li> <li>• Liaise with SP re. students supported/progress.</li> <li>• Leadership team to monitor faculty study support.</li> <li>• Y7/12 Library training.</li> <li>• Gather, track and analyse PP data on participation and impact.</li> </ul>	<p>LYG &amp; JSH</p> <p>Homework Club (see above)</p> <p>Laptops (see above)</p> <p>Student Progress (see above)</p>	<p>Feb. 2020</p>
<p>Attendance of all PP students in line with the expectation for all (97%+). All students arrive on time and punctuality is exemplary.</p>	<ul style="list-style-type: none"> <li>• Attendance Tracker and forensic attendance/punctuality monitoring by Attendance Manager &amp; Student Services.</li> <li>• Individualised action plans and support from Student Progress Faculty: home-school liaison.</li> <li>• Personal Tutor monitoring &amp; home liaison.</li> </ul>	<ul style="list-style-type: none"> <li>• Various research sources &amp; school data clearly demonstrate that low attendance links to poor attainment.</li> <li>• A small number of students have lower attendance than their peers and this needs further work.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous attendance monitoring and liaison between Student Services, Student Progress and SLT.</li> <li>• Interventions as necessary.</li> </ul>	<p>FAM, ANF &amp; JEM</p> <p>£2000 on admin. costs for Student Services team time</p>	<p>Feb. 2020</p>



<b>iii. Other approaches</b>					
<p>All students benefit from strong careers guidance and support.</p> <p>PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure end goals are envisaged.</p>	<ul style="list-style-type: none"> <li>• All Y11 &amp; 13 Disadvantaged students receive a careers interview in the first half-term and will be targeted for NCS programme.</li> <li>• Disadv. Students in Y12, Y10 and Y9 are prioritised for careers-linked support, guidance and opportunities, such as the Y9 careers conference, workshops, summer schools and university visits.</li> <li>• The PSHE programme for all year groups includes a specific programme of careers education.</li> <li>• All students will have meaningful encounters with employers and people who have taken varied career paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated government guidelines for careers education.</li> <li>• Student voice interviews indicate that students sometimes have a lack of aspiration or clarity around career goals (or even an understanding of a range of career possibilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Close liaison with external Careers Advisor to ensure relevant students receive priority guidance.</li> <li>• LYG to collate information on guidance/opportunities received to ensure fairness and needs met.</li> <li>• JAH to monitor and oversee PHSE curriculum and offer.</li> <li>• FAM to ensure students have meaningful encounters with employers/those who have taken varied career paths.</li> </ul>	<p>FAM/JAH/CEC (LYG)</p> <p>External Careers Advisor = £2000 (part-payment of salary)</p>	<p>Feb. 2020</p>
<b>Total estimated cost</b>					<b>£17135</b>
<b>Approx. OVERALL TOTAL</b>					<b>£30185</b>

5. Review of expenditure & impact				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (continue with this?)	Cost
Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.	<ul style="list-style-type: none"> <li>• Whole school focus on mental health and wellbeing continues across the curriculum/through teacher awareness as well as via pastoral means.</li> <li>• PHSE programme, Tutor Time &amp; gatherings all support understanding of coping mechanisms (e.g.: 5 ways to wellbeing, etc.).</li> <li>• Personal Tutors support students on an individual basis.</li> <li>• Student Progress team work with struggling students.</li> <li>• Staff CPD: 'Student Wellbeing' strand enables all teachers to support students effectively.</li> <li>• Curriculum support as well as extra-curricular provision help students to succeed and access the curriculum.</li> <li>• 1-1 support from Student Progress as appropriate.</li> <li>• 1-1 SLT mentoring, as appropriate.</li> <li>• External counselling as appropriate.</li> <li>• Y12 peer mentoring.</li> <li>• Staff share and make use of a rich bank of strategies that work for individuals in this cohort, including those relating to social and emotional wellbeing.</li> </ul>	<p>All students (PP and non-PP) have benefitted from the fact that mental health and wellbeing is talked about widely and mental health is now a standard consideration when staff are planning lessons/tutor time.</p> <p>The PSHE curriculum, Tutor Time and gatherings have continuous underlying messages, as well as explicit content on mental health, which is well-received by students and has led to more talking about the '5 Ways to Wellbeing' and combatting mental illness. The Head Girl Team established a weekly Wellbeing drop-in session open to all students.</p> <p>Students benefitted from relevant, personalised and targeted support from teachers, Learning Directors, SLT mentors, the School Counsellor and Student Progress, and there were many individual success stories in terms of excellent outcomes. The P8 score for PP students in 2019 was +0.75.</p> <p>The bank of barriers &amp; strategies for PP students is firmly established, and staff make use of this routinely in their planning, using context sheets on SIMS, as well as the shared central document. Results data and monitoring data show that</p>	<p>A sustained approach to supporting mental health and wellbeing is important, and the fact that students now talk about mental health and wellbeing openly in school is an indication that this aspect of the strategy is working.</p> <p>Student voice needs to be gathered and reviewed again during the next academic year to ensure students feel their needs are being met.</p> <p>Students are clearly accessing the curriculum and attending well.</p> <p>Continue with this aspect, but reduce the amount contributed to the cost of counselling, in order to make this more proportionate to the numbers of PP students having counselling.</p>	<p>Student progress 1-1 support = £10000 (part-payment of salary)</p> <p>External counselling = £8000 (part-payment of Counsellor salary)</p>

		<p>Disadvantaged students (and others) benefit from some excellent teaching and personalised learning.</p> <p>Behaviour data suggest that PP students received very low numbers of sanctions for lack of organisation, homework or equipment.</p> <p>Attendance for PP students in 2018-19 was 96.4% (for non-PP 96.7%).</p> <p>Low numbers of referrals to external agencies for PP students suggest this strategy aspect is successful.</p>		
<p>Curriculum design supports effective learning and linear specifications, in turn supporting wellbeing.</p>	<ul style="list-style-type: none"> <li>• CPD strand: 'Curriculum Pedagogy' will enable teachers to reflect on/ review curriculum planning in subjects, making necessary improvements.</li> <li>• 'Cross-Curricular Pedagogy' CPD strand will also develop staff knowledge and use of effective memorisation and spacing techniques.</li> <li>• 'Outstanding Practice' CPD sessions support linear specifications and memorisation/recall/spacing strategies across subjects.</li> <li>• Move towards 'mastery' learning, particularly at KS3.</li> <li>• Staff T &amp; L Library supports development of curriculum design and planning to suit student needs.</li> </ul>	<p>In the staff CPD survey 2019, teachers reported that the Curriculum Pedagogy strand was time well spent. They rated it an average of 3.3/5 in terms of impact on their students. They asked for more time in subjects to develop subject/curriculum in 2019-20. Staff rated the Cross-Curricular Pedagogy CPD strand an average of 3.9/5 in terms of impact on students.</p> <p>Students, staff and parents/carers have now embraced the KS3 'mastery' learning, with all students aiming to achieve at least 'secure' levels of understanding/skill/knowledge in their subjects. Monitoring data suggests this approach is embedded.</p> <p>The T &amp; L Library was again expanded in 2018-19 and the lending records show that staff often borrow these books. They were also used in some CPD sessions as resources.</p>	<p>Both these strands of CPD will evolve and continue in 2019-20, with more time for subject/curriculum development.</p> <p>The Outstanding Practice CPD strand was less sustained and teachers rated this an average of 2.75/5 for direct impact upon students so, although there were many positive comments about the termly sessions, this aspect will not continue.</p> <p>Further work on curriculum intent and refinement is necessary in 2019-20 to ensure even greater focus and purpose.</p> <p>Middle leader lesson visits and coaching for members of teaching teams will be actioned in 2019-20, to facilitate further development of subject pedagogy, embedding of</p>	<p>T &amp; L books = £58</p>

			science of learning techniques and curriculum refinement.	
All students are explicitly taught how to structure and deepen extended written responses effectively across relevant subjects. Extended written responses are therefore of a high quality.	<ul style="list-style-type: none"> <li>Line management structures &amp; Leadership training hold middle leaders to account for improving and developing teaching of extended writing skills in relevant subjects. This will include rigorous exam analysis and examination of marks for extended written responses.</li> <li>'Cross-Curricular Pedagogy' CPD strand will explore and develop use and extension of vocabulary with several key staff/subjects, then disseminate findings.</li> </ul>	<ul style="list-style-type: none"> <li>Specific focus in Humanities and English development planning on teaching extended writing skills.</li> <li>LM meeting action minutes show some (varied) focus on this aspect of teaching and learning.</li> <li>Vocabulary group in 'Cross-Curricular Pedagogy' CPD strand disseminated research and good practice findings in June 2019.</li> <li>'Curriculum Pedagogy' CPD strand included a specific focus on teaching extended writing skills across the curriculum.</li> <li>Monitoring data suggests this approach was rolled-out in some faculties, particularly Humanities, CREATE and English.</li> <li>Exam analysis (2019) suggests some improvements, but this is still needing attention.</li> </ul>	<p>Upon review, it is evident that more of a centralised approach to Literacy in CPD is necessary to action firm improvements. The approach in 2018-19 did not ensure enough coverage with all staff. In 2019-20, the CPD programme will therefore feature some more centralised staff training on Literacy.</p> <p>In addition, the focus needs to be more on vocabulary development and comprehension, as data shows that the changing cohort at SGHS needs more on this, particularly lower down the school.</p>	NA
All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).	<ul style="list-style-type: none"> <li>Line management structures hold Maths Learning Director to account for improving and developing teaching of Maths and support for PP students in particular.</li> <li>Maths leaders to seek external training/support re. achievement of PP students and explore good practice.</li> <li>Rigorous monitoring of PP student progress and achievement in Maths + timely interventions to boost progress in all year groups.</li> <li>Learning Director for Maths to seek support from Student Progress/Senior Leaders with</li> </ul>	<ul style="list-style-type: none"> <li>Maths KS4 outcomes: 2019 Maths P8 = +0.1, Disadvantaged Maths P8 = -0.41 (Disadvantaged English P8 = +1.19).</li> <li>Y11 made in line with (only very slightly higher than) national progress.</li> <li>Disadvantaged students did not make as good progress in Maths.</li> </ul>	More needs to be done in terms of diagnosing problems/issues/barriers in terms of Maths learning for Disadvantaged students in 2019-20. A different T & L approach is necessary, but the focus needs to be unrelenting in this area.	NA

	<p>home liaison with regard to supporting PP students that are harder to reach.</p> <ul style="list-style-type: none"> <li>• Maths team to explore how to engage PP students more effectively lower down the school.</li> <li>• Careful review of mixed ability teaching after the summer exams. Has this had the intended impact in this first examined year?</li> </ul>			
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (continue with this?)	<b>Cost</b>
Students accessing school, the curriculum and home learning in an inclusive way, regardless of family income and personal circumstances.	Laptops purchased for all PP students.	Laptops – all students had these and used them successfully to enhance and deepen learning, through 24hr access to learning resources (Firefly VLE, etc.). These students would have otherwise missed out on many learning opportunities.	Continue this approach.	£6460 (laptops)
	Uniform allowance of £65 per Y7 PP student.	All students were able to 'blend' in with other students with suitable uniform. No PP students came to school in poor quality clothing.	Continue this approach.	£455
	Educational visits subsidised/paid for.	83% of PP students accessed at least one educational visit and all were involved in Enrichment Week. Student/staff voice suggests this is highly effective in enriching the lives of these students.	Continue this approach but ensure all PP students access at least one (ideally more) visit. Invest more in this approach in terms of targeting students for experiences.	£3336.12
	Access to Student Progress pastoral support.	Student Progress continue to provide invaluable support to all students.	Continue (see above).	£10000 (towards SP salaries, see above)
	Attendance/punctuality support.	Attendance for PP students remains high, relative to national figures (see below). The gap between	Continue, as this has had a large impact on attendance. Factor in	£2000 (est.)

	<p>External counselling (as appropriate).</p> <p>Homework Club.</p>	<p>PP/non-PP at SGHS is narrowing (in 2018-19 this was 0.3%, the year previous it was 0.8%).</p> <p>7% of Pupil Premium students, benefitted from counselling (as well as many others, including Post-16 students who are from Disadvantaged backgrounds).</p> <p>10% of Disadvantaged students attended Homework Club during the year. Many other students also use this facility on a regular or ad hoc basis.</p>	<p>some staff costs, as, in reality, these exist.</p> <p>Continue use of counselling, as it is hugely beneficial to the school community as a whole, but reduce amount spent on this from this grant.</p> <p>Continue this approach but target more PP students effectively for this.</p>	<p>£8000 (see above)</p> <p>£2000</p>
<p>Students able to access learning outside the curriculum in an environment conducive to learning.</p>	<p>Access to 24/7 learning for all students via Firefly VLE; use of cloud-based platform to support home-school work link (Office 365); Homework Club Mon-Thurs; faculty support sessions throughout the year; use of LRC resources; personalised support from Student Progress Team.</p>	<p>Firefly/Office 365 has had a large impact on students accessing lessons when absent and catching up, also on revision and home learning. This is also beneficial to students in terms of personalised learning.</p>	<p>Target more PP students for Homework Club and liaise with home about this more consistently. This will ensure all can and do access a home learning environment conducive to work at least up to 5pm Mon-Thurs.</p>	<p>£2000 (see above)</p>
<p>Attendance of all PP students in line with non-PP students.</p>	<p>Attendance Tracker and forensic attendance/ punctuality monitoring by Student Services &amp; Attendance Manager. Individualised action plans and support from Student Progress team: home-school liaison. Personal Tutor monitoring and liaison with family.</p>	<p><b>SGHS PP av. attendance 2018-19 = 96.4%; SGHS non-PP av. attendance = 96.7%; FSM av. attendance (national) = 90.8%; non-FSM av. attendance (national) = 95% (2017-18).</b></p> <p>The PP figure was pulled down by a small number of individuals with issues relating to chronic illness and Eid, both of which are very difficult to tackle/change. However, we will continue to work with students and parents using a variety of strategies to improve this.</p>	<p>Continue to target individuals (particularly those who have been a problem) even more forensically in association with Attendance Manager and Student Progress. Explore possibilities with regard to Eid and those with medical conditions and continue to work on maximising attendance of these students.</p>	<p>£2000 towards staff time (see above)</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (continue with this?)	<b>Cost</b>
<p>All students benefit from strong careers guidance and support.</p> <p>PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure an end goal is envisaged.</p>	<p>All Y11/13 Disadv. students to receive a careers interview in the first half-term (and Y12 in the second half-term).</p> <p>Disadv. students in Y12, Y10 and Y9 prioritised for careers-linked support, guidance and opportunities, such as the Y9 careers conference, workshops, summer schools, NCS and university visits.</p> <p>All Y7-10 PP students receive a careers interview as priority students.</p> <p>The PSHE programme for all year groups includes a specific programme of careers education.</p> <p>All students have meaningful encounters with employers and people who have taken varied career paths.</p>	<p>All students were effectively targeted and had careers interviews and guidance as indicated.</p> <p>All students benefitted from PSHE lessons around Careers and 'Future Me'.</p> <p>All students experienced meaningful encounters with employers/people who have had varied career paths (e.g.: Y9 Music workshop with a band, Jim Tate from the RAF (Y9 &amp; 10), Career of a Dancer – Y7, Engineering (J N Bentley) – Y8).</p>	<p>More external opportunities need to be accessed for students in terms of NCS, Careers fairs/conferences and university visits.</p> <p>Continue with this approach, as aspiration and focus is vital for all students, but especially this cohort.</p> <p>Moderate the proportion of funding spent on this, in accordance with time spent on extra input for these students.</p>	<p>External Careers Advisor = £6550 (part-payment of salary)</p>
<b>Total expenditure</b>				<b>£38859.12</b>

## 6. Additional detail

- It must be noted that the barriers to learning faced by any of our Pupil Premium students are very individual and there are few obvious trends. For example, in terms of attendance, only a small number of students caused concern in terms of falling below 90% attendance.
- The 'dip' in GCSE attainment and progress for PP students in 2018 was in line with an overall dip in the year group. There were many reasons for this, which all leaders can support with evidence. Leaders do not believe that this dip was uniquely a PP issue, and the data above for 2019 suggests that this is the case.

**SLT member responsible for the achievement of Pupil Premium students:**

**Mrs L Greenwood**

**(Assistant Headteacher)**