



Pupil Premium Action plan

Newall Green High School Pupil Premium Action Plan 2018/19			
Headteacher name:	Kyra Jones	Signature:	
Chair of Governors name:	Jenny Andrews	Signature:	
Reviewer name:	Jayne Kennedy	Signature:	
Date of pupil premium review:	13/07/18		

Pupil Premium Profile						
Number of eligible pupils:	Year	Number on roll	Number PP on roll	% PP	% female	% male
	7	92	74	80%	54%	46%
	8	98	65	66%	62%	38%
	9	116	78	67%	49%	51%
	10	112	67	60%	42%	58%
	11	144	79	55%	56%	44%
	ALL	562	363	65%	52%	48%
*data correct 1-10-18						
Amount per pupil:	£935 PP £2300 LAC £300 Armed forces pupils					
Total pupil premium budget:	£352,751 (based on 363 on pupil premium in the January 2019 census)					

Executive Summary

The school has implemented many different strategies in order to diminish the difference in attainment however due to a lack of clarity in the reason why these strategies have been chosen as Pupil Premium specific interventions and a lack of robust monitoring of impact it cannot be established that the chosen strategies have been effective or that the school has identified the barriers to learning.

Performance of 2018 cohort

Average Attainment 8 Grade			
	2018 outcomes	2018 FFT50 estimates	2019 FFT50 estimates
NPP	3.72	3.93	3.96
PP	2.90	3.57	3.77
GAP	-0.82	-0.36	-0.19

Basics 4+ (English and Maths)			
	2018 outcomes	2018 FFT50 estimates	2019 FFT50 estimates
NPP	41.9%	64.5%	60.6%
PP	25.8%	57.0%	53.2%
GAP	-16.1%	-7.5%	-7.4%

Basics 5+ (English and Maths)			
	2018 outcomes	2018 FFT50 estimates	2019 FFT50 estimates
NPP	24.2%	37.1%	33.3%

PP	8.6%	22.6%	23.4%
GAP	-15.6%	-14.5%	-9.9%

EBACC 4+			
	2018 outcomes	2018 FFT50 estimates	2019 FFT50 estimates
NPP	21.0%	35.5%	27.3%
PP	8.6%	17.2%	20.8%
GAP	-12.4%	-18.3%	-6.5%

EBACC 5+			
	2018 outcomes	2018 FFT50 estimates	2019 FFT50 estimates
NPP	11.3%	27.4%	10.6%
PP	2.2%	12.9%	11.7%
GAP	-9.1%	-14.5%	+1.1%

Next steps to inform action plan

- CPD must be implemented in the areas of lowest PP progress in order to provide quality first teaching particularly in maths
- It is vital to report on the difference in attainment between PP and non PP pupils as a focus additional to the national average to determine whether difference is being diminished
- The school needs to implement a specific literacy and numeracy screening and intervention strategy to closely monitor the impact of progress between PP and non PP pupils plus raising whole school attainment
- Detailed analysis for PP pupils must be carried out to inform where and what the barriers to learning are to ensure that the correct strategy is used effectively
- High quality feedback must but implemented across school to provide the highest degree of impact
The school should implement a more specific SEL strategy to improve outcome

Milestone 2: By Aug 2018 PP Acton plan developed and implemented across the school.	NGA	- Develop Faculty Intervention & Revision materials, preparation and delivery. Purchase of PiXL membership. Purchase of Doodle software.		Numeracy Intervention: £20,281
Milestone 3: By Aug 2018, First phase of CPD plan delivered. CPD plan for 18/19 produced.	NGA	- Support for exam preparation for pupils with little support at home - provision of place, time and expertise to address shortfall.		Literacy Intervention: £10,379
Milestone 4: By Nov 2018, First phase of Improving Teacher Programme implemented.	NGA	- One to one tuition and small group tuition by staff after school and at lunchtimes for pupils in Y11 cohort. Subject dependent on need.		*AHT T&L salary not included, paid from Trust budget.
Milestone 5: By Aug 2018, T&L Leadership Team established.	NGA	- Monitored through pupil tracking and data analysis of outcomes by SLT and CLs fortnightly, monthly and at end of Learning Block.		*AHT Literacy salary not included, paid from Trust budget.
Milestone 6: By Oct 2018, 60% of T&L Good or better.	NGA	- Literacy support- Purchase of sound training / Accelerated Reader. Purchase and use of additional reading schemes. Development of Grow 3 literacy model and new Year 7 Oracy project.		Bedrock: £1235
Milestone 7: By Dec 2018, Excellent Teacher programme implemented.	NGA			GCSE Pod: £1246
Milestone 8: By Jan 2019, 70% of T&L Good or better.	NGA	- Numeracy support- Development of resources to deliver whole school strategies to improve basic skills.		
Milestone 9: By May 2019, 80% of T&L Good or better.	NGA			
Milestone 10: By Aug 2019, 100% of T&L Good or better.	PFE	- Introduce the Singapore Maths / Mastery approaches being trialled at Chorlton High School (CHS)		

<p>Milestone 11: By Nov 2018 Curriculum Intervention after school and during AR implemented to focus on targeted groups of PP students.</p>	<p>PFE</p>	<p>ready for a Sept 2018 implementation.</p>		
<p>Milestone 12: By Nov 2018 Targeted groups of PP students accessing appropriate literacy intervention packages and making good progress in improving their reading age.</p>	<p>PFE</p>			
<p>Milestone 13: By Jan 2019 Singapore / Mastery Maths implemented across whole Year 7 Maths Curriculum. LWs / Los evidence good level of structured discussion and practical application of Maths during lessons.</p>	<p>NGA</p>			
<p>Milestone 14: By May 2019, 90% of Improving Teacher Programme cohort successfully complete programme.</p>	<p>NGA</p>			
<p>Milestone 15: By May 2019, 90% of Excellent Teacher Programme cohort successfully complete programme.</p>				

<p>The attendance of disadvantaged pupils matches that of other pupils nationally.</p>	JHO	<ul style="list-style-type: none"> - Action plan to identify specific actions for vulnerable groups (SEN, PP, Boys) using pupil premium funding and SEN Team 		<p>DHT Attendance/ Behaviour Responsibility: £20918</p>
<p>Milestone 1: By Aug 2018 Individual Attendance Plans in place for all targeted students led by Special Educational Needs & Disability (SEND) or Pastoral Leader (PL) Teams.</p>	JHO	<ul style="list-style-type: none"> - Multi agency approach for vulnerable students – identifying potential triggers for non-attendance, using the Manchester Early Help Strategy 		<p>5 Pastoral Leaders: £111,027</p>
<p>Milestone 2: By Aug 2018 Information collected from Primary transition – targeted Year 7 students identified and individual plans / strategies in place.</p>	JHO	<ul style="list-style-type: none"> - Attendance tracking of SEND pupils by SEN Team - Attendance tracking / Assertive mentoring of PP students by Pastoral Leaders (PLs) 		<p>Attendance Manager: £22,504</p>
<p>Milestone 3: By Nov 2018 Early Help Assessments (EHAs) underway for all identified students led by SEN or PL Teams.</p>	KBU	<ul style="list-style-type: none"> - Improved information gathering at primary transition to aid early identification of students at risk of poor attendance. 		<p>KS Leaders: £8,754</p>
<p>Milestone 4: By Nov 2018 Vulnerable Group Attendance to be at least 94.5%</p>	KBU / JHO	<ul style="list-style-type: none"> - Improved range of information / communication material regarding attendance available for parents (website & leaflet form) 		<p>AHT SEND/CEIAG responsibility: £18,000</p>
<p>Milestone 5: By Jan 2019 Vulnerable Group Attendance to be at least 94%</p>	KBU / JHO	<ul style="list-style-type: none"> - Define and further develop the curriculum to provide detailed career advice to pupils to meet local need and develop aspiration. - To improve aspiration by use of role models. To provide detailed career advice to pupils - Identification and early help by continued development by of Early help interventions 		

<p>Milestone 6: By April 2019 Vulnerable Group Attendance to be at least 93.0% and maintained throughout summer term</p>				
<p>Disadvantaged pupils are not more likely to be excluded from the school than others. Exclusions decrease for all groups year on year. There is early identification and help for vulnerable students and a reduction over time in the number of students requiring alternative provision.</p> <p>There will be more suitable provision with measurable outcomes for KS4, and improved engagement access to education for both KS3 and KS4 pupil premium pupils.</p> <p>Milestone 1: By Aug 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.</p> <p>Milestone 2: By Oct 2018, targeted students have EHA process initiated.</p>	<p>JHO</p> <p>JHO</p> <p>KBU</p> <p>KBU</p> <p>JHO</p>	<ul style="list-style-type: none"> - CPD for all staff on school policies/behaviour management strategies. - Ensure teachers / staff are persistent, insistent and consistent when applying the behaviour policy. - Develop a whole school culture where staff, students and parents/carers' work together to reduce fixed-term exclusions. - Further develop Multi Agency approach using Early Help Assessments (EHAs) to ensure that individual and targeted support and interventions are in place for identified pupils. - Internal Alternative Provision to provide a suitable outcome driven alternative for students at risk of permanent exclusion. - Improved responsibility of pupils for their own learning, improved active learning, and improved outcomes. Pathways planned for all students including at post-16 transition. - External Alternative provision to include provision of alternatives for 		<p>DHT Attendance/ Behaviour responsibility (cost included above already)</p> <p>AHT SEND/ CEIAG responsibility (cost included above already)</p> <p>Green Acres Manager: £42,171</p> <p>Green Acres TA: £18530</p>

<p>Milestone 3: By Dec 2018, First phase of Multi-Agency Meetings successfully completed. Appropriate support in place.</p> <p>Milestone 4: By Dec 2018, No more than 2% (1.5% disadvantaged) of student cohort receives a Fixed Term Exclusion (FTE).</p>		<p>Pupil Premium students with Social, Emotional, Mental Health (SEMH) needs.</p>		
--	--	---	--	--

Quality of Teaching, Learning and Assessment				
Expected Outcome: Teachers have high expectations of students' conduct in lessons. Students focus on their learning because lessons are planned with pace and build on their strengths. Clear tasks are set and skilful questioning is used to probe students' responses, reshape tasks and explanations and tackle misconceptions. Teachers identify and support effectively students who are at risk of falling behind and intervene quickly to improve their learning. As a consequence, all students including disadvantaged master new concepts and make good progress.				
What will success look like? Milestones	Lead	Actions	Impact	Cost
By July 2019 Teaching and learning within the academy will be consistently at 100% good or better and there will be no inadequate teaching.	NGA	<ul style="list-style-type: none"> - Training on challenge enables teachers to set tasks that match pupil learning levels. - Training for teachers enables them to understand what good progress looks like from different starting points. - Clear communication strategy about Whole School targets and prior attainment data for each year group / cohort in school so that teachers have detailed knowledge of their students starting points. - Target cohorts identified across each year group in the school so staff are aware of the challenge needed to secure good student outcomes. - Culture of high expectation across the school, via assemblies, school display, Careers Education, Information, Advice and Guidance 		AHT PP responsibility (cost included above already)
Milestone 1: By Aug 2018 Target cohorts identified across all Year Groups	PFE			AHT SEND/ CEIAG responsibility (cost already included above)
Milestone 2: By Nov 2018 training on challenge and expectation delivered for all staff.	PFE			*AHT T&L salary not included, paid from Trust budget.
Milestone 3: By Jan 2019 appropriate pace and challenge evidenced in 70% of lessons. Evidenced by LO / LW and External T&L QA Review.	NGA			
Milestone 4: By May 2019 appropriate pace and challenge evidenced in 80% of lessons.	NGA			

<p>Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 5: By Aug 2019 appropriate pace and challenge evidenced in 100% of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	<p>NGA</p>	<p>(CEIAG), and classroom expectation.</p>		
<p>Student behaviour is conducive to good learning within all classrooms.</p> <p>Milestone 1: By Aug 2018 assemblies on expected behaviour delivered to all year groups.</p> <p>Milestone 2: By Sep 2018 Behaviour for Learning training revisited for all staff and built into CPD programme for 18/19.</p> <p>Milestone 3: By Oct 2018 assemblies on expected behaviour revisited with all Year groups.</p> <p>Milestone 4: By Jan 2019 appropriate Behaviour for Learning evidenced in 70% of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO / NGA</p> <p>JHO / NGA</p>	<ul style="list-style-type: none"> - Assemblies introduce and reinforce Newall Green way of starting lessons/conduct on corridors. - Set a clear standard for behaviour for learning in lessons which is consistently applied by all staff. - School Information Management System (SIMS) records reviewed to capture behaviours for learning / issues in lessons. This information will also be collected as part of lesson observations and drop-ins. - Behaviour data reports available to Curriculum Leaders (CLs) and Pastoral Leaders (PLs) to intervene with key students and groups as appropriate. - Targeted Behaviour for Learning training delivered as part of CPD cycle for staff. - Revisit Strive to remind pupils of what is expected and rewarded. 		<p>DHT Attendance / Behaviour (cost included above already)</p> <p>5 Pastoral Leaders (cost included above already)</p> <p>KS Leaders (cost included above already)</p> <p>*AHT T&L salary not</p>

<p>Milestone 5: By May 2019 appropriate Behaviour for Learning evidenced in 85% of lessons. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 6: By Aug 2019 appropriate Behaviour for Learning evidenced in 100%+ of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	<p>JHO / NGA</p>			<p>included, paid from Trust budget.</p>
<p>Pupil Premium (PP) pupils make good progress and the gap diminishes in relation to national (other) and school (other).</p> <p>Milestone 1: By Aug 2018 Pupil Premium External Review completed.</p> <p>Milestone 2: By Aug 2018 PP Acton plan developed and implemented.</p>	<p>PFE</p> <p>PFE</p> <p>PFE</p>	<ul style="list-style-type: none"> - Internal pupil premium review- ST1. - External pupil premium review- ST2. - Strategy and action plan for PP spend and Y7 catch-up in relation to data driven areas. 		<p>AHT PP responsibility (cost included above already)</p>
<p>Evidence based interventions are in place across the school and lead to accelerated progress. All teachers and leaders understand their accountability for student progress.</p>	<p>PFE</p>	<ul style="list-style-type: none"> - Teachers use data effectively to stop pupils falling behind. - CLs use data effectively to stop pupils falling behind - Appropriate interventions selected on the basis of quality research. - Training on intervention delivery to appropriate adults. 		<p>AHT PP responsibility (cost included above already)</p>

<p>Milestone 1: By Oct 2018 all subject areas will have accurately used assessment data to identify target cohorts for intervention and support.</p> <p>Milestone 2: By Dec 2018 Teachers planning will include effective strategies for supporting targeted students requiring intervention.</p> <p>Milestone 3: By Apr 2019 data drops will show evidence of good progress for students requiring intervention relative to their starting points.</p>	<p>PFE</p> <p>PFE / NGA</p> <p>PFE</p>			<p>Data Manager: £42,171</p> <p>SISRA: £1297</p> <p>GL Assessment: £5850</p>
--	--	--	--	--

Personal Development, Behaviour and Welfare				
Expected Outcome: Attendance improves for disadvantaged students and is at least in line with the national average and no group is disadvantaged by low attendance. A reducing number of pupils are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved.				
What will success look like? Milestones	Lead	Actions	Impact	Cost
<p>All vulnerable groups will have an overall attendance of at least 93% (HT5 2018/2019).</p> <p>Milestone 1: By Aug 2018 Information collected from Primary transition – targeted Year 7 students identified and individual plans / strategies in place.</p> <p>Milestone 2: By Oct 2018 Individual Attendance Plans in place for all targeted students led by SEN or PL Teams.</p> <p>Milestone 3: By Nov 2018 Early Help Assessments underway for all identified students led by SEN or PL Teams.</p> <p>Milestone 4: By Nov 2018 Vulnerable Group Attendance to be at least 94%.</p>	KBU	<ul style="list-style-type: none"> - Action plan to identify specific actions for vulnerable groups (Special Education Needs & Disability (SEND), Pupil Premium (PP), Boys) using pupil premium funding and SEND Team - Multi agency approach for vulnerable students – identifying potential triggers for non-attendance, using the Manchester Early Help Strategy - Attendance tracking of SEND pupils by SEND Team - Attendance tracking of PP students by Pastoral Leaders (PLs) - Improved information gathering at primary transition to aid early identification of students at risk of poor attendance. - Improved range of information / communication material regarding attendance available for parents (website & leaflet form) 		DHT Attendance / Behaviour (cost included above already)
	KBU			AHT SEND/ CEIAG responsibility (cost already included above)
	JHO			5 Pastoral Leaders (cost included above already)
	KBU / JHO			KS Leaders (cost included)
	KBU / JHO			

<p>Milestone 5: By Jan 2019 Vulnerable Group Attendance to be at least 93.5%.</p> <p>Milestone 6: By April 2019 Vulnerable Group Attendance to be at least 93.0% and maintained throughout summer term.</p>	<p>KBU/ JHO</p>			<p>above already)</p>
---	---------------------	--	--	---------------------------

Expected Outcome: The school is an orderly environment. Pupils conduct themselves well throughout the day including at lunchtimes and key transition points. The number of disadvantaged pupils who are excluded from school is reduced.				
What will success look like? Milestones	Lead	Actions	Impact	Cost
<p>The consistent application of the school's behaviour policy ensures that students conduct themselves well around the school at all times.</p> <p>Milestone 1: By Aug 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.</p> <p>Milestone 2: By Nov 2018, New behaviour policy implemented and 100% staff are using it consistently.</p> <p>Milestone 3: By Nov 2018, All students move around school in a calm and orderly manner.</p> <p>Milestone 4: By Jan 2018, All students arrive at lessons punctually with limited intervention from staff.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> - Review and refine behaviour policy (by Jul 2018) implementing appropriate improvements and recommendations. - Review and further develop STRIVE through Assembly & AR continuing weekly/ HT focus. Increase percentage of students securing badges. - Deliver appropriate training for staff in effective behaviour for learning management techniques. - Equip all staff with a range of strategies to address low level disruption so that there is a consistent approach applied in every classroom / corridor area across the school. - Continue to promote an ambitious vision for outstanding behaviour for learning using STRIVE and work ethic criteria so that student engagement in learning continues to improve across the school. 		<p>DHT Attendance / Behaviour (cost included above already)</p>
<p>The number of students who receive the sanction of time in</p>	<p>JHO</p>	<ul style="list-style-type: none"> - Review IE operation and procedure and ensure quality of work 		<p>DHT Attendance /</p>

<p>the Internal Exclusion Room (IE) as an alternative to a fixed-term exclusion is significantly reduced.</p> <p>Milestone 1: By Aug 2018, Review of IE complete and all staff, students & parents are clear about its operation.</p> <p>Milestone 2: By Nov 2018, Risk factors used to identify students at risk of FTE. Individual plan in place for targeted students.</p> <p>Milestone 3: By Dec 2018, 60% of students evidencing progress on BIP.</p> <p>Milestone 4: By Apr 2019, 80% of students evidencing progress on BIP.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<p>completed by students is of a high standard.</p> <ul style="list-style-type: none"> - Review the use of 'Disadvantaged Risk factors' to help with Early Identification of students who may be at risk of exclusion from school. - Introduce a range of key triggers for appropriate follow up from Pastoral Team. - Implement Behaviour Improvement Plans (BIPs) for most vulnerable students engaging parents throughout planning process. - Review multi-agency /Pastoral meetings for KS3 and KS4 students to determine interventions for those students at risk of FTE & PX 		<p>Behaviour (cost included above already)</p>
<p>Fixed Term exclusions (FTE) are reduced from 109 students (16.5% of school cohort) in 2016/17 to 10% or less of cohort in 2018/19.</p> <p>FTE of disadvantaged students are reduced to 65% of excluded cohort, in line with</p>	<p>JHO</p> <p>JHO</p> <p>KBU</p>	<ul style="list-style-type: none"> - Ensure teachers / staff are persistent, insistent and consistent when applying the behaviour policy. - Develop a whole school culture where staff, students and parents/carers' work together to reduce fixed-term exclusions. - Further develop Multi Agency approach using Early Help 		<p>DHT Attendance / Behaviour (cost included above already)</p>

<p>disadvantaged school population.</p> <p>Milestone 1: By Oct 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.</p> <p>Milestone 2: By Oct 2018, targeted students have EHA process initiated.</p> <p>Milestone 3: By Dec 2018, First phase of Multi-Agency Meetings successfully completed. Appropriate support in place.</p> <p>Milestone 4: By Dec 2018, No more than 2% (1.5% disadvantaged) of student cohort receives a FTE.</p> <p>Milestone 5: By Apr 2019, No more than 5% (3.25% disadvantaged) of student cohort receives a FTE.</p>	<p>KBU</p> <p>JHO</p> <p>JHO</p>	<p>Assessments (EHAs) to ensure that individual and targeted support and interventions are in place for identified pupils.</p> <p>-</p>		<p>AHT SEND/ CEIAG responsibility (cost already included above)</p>
<p>3.4 On-site Alternative Provision (Greenacres) is fully open with 16 full-time equivalent places in use. Attendance, Behaviour and</p>	<p>KBU</p>	<p>- Referral process completed with all details for each student prior to admission.</p>		<p>AHT SEND/ CEIAG responsibility (cost already</p>

<p>Engagement of all students shows a measurable improvement from their starting point.</p>		<ul style="list-style-type: none"> - CPD in place for all staff including Team Teach / Managing Actual or Potential Aggression (MAPA). - Greenacres Assessment Protocol to be developed and implemented. - Behavioural Functional Assessment and Boxhall profile completed for each student to establish baseline. - Personalised programme and targets in place (academic / behaviour / attendance) for each student recorded on individual plan. - All KS4 students access appropriate accreditation and all students have a re-integration target. - Review meetings with student and parent/carer take place each term. 		<p>included above)</p>
<p>Milestone 1: By Aug 2018, Review of Greenacres complete and implemented.</p>	<p>KBU</p>			<p>Green Acres Manager and Green Acres TA (cost already included above)</p>
<p>Milestone 2: By Oct 2018, targeted students have EHA process initiated.</p>	<p>KBU</p>			
<p>Milestone 3: By Oct 2018, All KS4 students on track to achieve 6 appropriate qualifications.</p>	<p>KBU</p>			
<p>Milestone 4: By Nov 2018, Individual Plans in place for all students.</p>	<p>KBU</p>			
<p>Milestone 5: By Dec 2018 All termly reviews completed on time.</p>	<p>KBU</p>			

Student Outcomes
Expected Outcome: Disadvantaged students make the progress that they should because pupil premium funding is used effectively.
Actions and success criteria are detailed in the other sections: Leadership and Management, Quality of Teaching, Learning and Assessment and Personal Development, Behaviour & Welfare.
Students will achieve in line with FFT50 estimates for 2019 cohort.(see pages 2 and 3).

TOTAL EXPENDITURE = £371,267