

Whalley Range 11-18 High School Pupil premium strategy statement (2019/20)

1. Summary information					
School	Whalley Range High School				
Academic Year	19/20	Total PP budget	£611,490	Date of most recent PP Review	25.9.20
Total number of pupils	1351 yr 7-11	Number of pupils eligible for PP	624	Date for next internal review of this strategy	10.1.20

2. Current Achievement		
	Pupils eligible	Pupils not eligible for PP
Progress 8 score average (SISRA score)	0.43	0.89
Attainment 8 score average (SISRA score)	49.57	57.20

3. 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>)		
A.	Poor levels of literacy and numeracy	
B.	Lower rates of participation in extra-curricular and leadership opportunities/activities	
C.	Risk of exclusion/Less positive attitudes to learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower rates of attendance	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		How success will be measured
A.	Students meeting age-related expectations in reading and maths	Reading and Numeracy Assessments
B.	Increased numbers of students participate in extra-curricular and leadership activities	Tracking of participation rates
C.	Sustained low exclusion figures	Half-Termly Behaviour Tracking
D.	Sustained high attendance figures	Half-Termly Attendance Tracking

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5. Planned expenditure					
Academic year		2019/20			
The seven 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.					
Cultural Capital					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP students to be able to access a trip or visit across the academic year.	To ensure that the PP students all get to experience the range of trips and visits in line with the WRHS experience.	All PP students completing the Whalley Range experience for their specific year group.	Track the number of visits undertaken by students and target students who have not readily accessed a trip or visit. The subsidising of trips and visits to ensure all PP students get the opportunity to attend.	JFA / MLE	Half Termly reports
To design aspects of the curriculum that allows the cultural capital to be delivered.	For PP students to make cross curricular links and have experience that enhance this process.	Curriculum plans and tracking of student attendance to these events. How the experience impacts of their lessons.	Year 9 – All attending WW1 day even if not studying History. This is also linked to English for the war poetry. RE and Drams linked to PSHE – All Year 8 project to improve cross curricular links. Year 7 - project day linked to Manchester and identity.	MLE/SMY	Half termly faculty reports
Total budgeted cost					£5000

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KS4					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise the performance of Pupil Premium students (especially in the EBacc)	PP students performed significantly worse in the EBacc compared to the NPP	A8 score of 47 Basics 9-5 40% Basics 9-4 65% EBacc 9-5 25% (10% increase) EBacc 9-4 35% (8% increase) % attendance to revision classes in the holidays % attendance to the PiXL Build up programme	Tracking of the students across the EBacc to identify the subject areas that they need support by the high achievement coordinator. Identify the students that need to be targeted by the Foreign language assistance for extra intervention. Heads of faculty having targeted intervention groups at registration. Revision classes in the holidays to support learning and revision. Impact of the students on the PiXL build-up programme.	MLE	Each half term through the KS4 reports and faculty reports Weekly intervention meetings
Improve the PP progress in maths	To improve the progress and attainment of maths so that the matchup between maths and English is higher.	Raise the P8 score for maths from 0.16 to be in line with other subjects. To increase the maths 9-4 and 9-5 by 5% from 2019 results Basics measure to be in line with the school target for 9-4 and 9-5. 90% attendance to maths	Maths TA running intervention sessions at reg, lunch and after school. Math TA intervention in the classroom KS4 coordinator having a maths registration group Tutor Trust for extra intervention before the PPEs and after the PPEs. All PP students to be completing Hegarty maths each week – tracked by the maths faculty.	MLE	Each half term through the KS4 reports and faculty reports Weekly intervention meetings

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		interventions			
For PP students to be independent learners and raise aspirations	For the PP students to have strategies to improve the retrieval of knowledge and have the resources to support their revision.	<p>90% of parents attending the parental workshops</p> <p>80% A-B in the students attitude to learning.</p> <p>Students and staff engaging with PiXL and Doodle resources.</p>	<p>Parental workshops so that parents are supporting their daughters to access resources.</p> <p>All students receiving free revision guides for all their subjects.</p> <p>KS4 students receiving revision packs including mini whiteboards, revision cards and booklet of strategies to support revision.</p> <p>Teaching staff using the PiXL resources and training to support the students learning and revision.</p> <p>GCSE Mindsets being rolled out across year 10 and 11 through lessons and assemblies. This will require training of both staff and students.</p>	MLE	Each half term through the KS4 reports and faculty reports
Total budgeted cost					£97,491

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KS3																																																													
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																																								
<p>To raise the performance of Pupil Premium students.</p>	<p>PP student performed significantly worse than nonPP students across core subjects.</p>	<p>To ensure 80% of PP students are on target for English, Maths & Science.</p> <p>To reduce the gap between PP and nonPP students in basics.</p> <p>Current gaps across all KS3 year groups from 2018-2019</p> <p>Year 9</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Cohort Size</th> <th>% on target E</th> <th>% on Target M</th> <th>%9-5 E</th> <th>%9-5 M</th> <th>% Basics (9-5)</th> </tr> </thead> <tbody> <tr style="background-color: #D9E1F2;"> <td>Cohort</td> <td>270</td> <td>78.0</td> <td>68.9</td> <td>61.5</td> <td>53.3</td> <td>45.6</td> </tr> <tr> <td>Pupil Premium</td> <td>141</td> <td>75.5</td> <td>61.6</td> <td>53.9</td> <td>44.0</td> <td>36.2</td> </tr> <tr> <td>Non Pupil Premium</td> <td>129</td> <td>80.6</td> <td>76.7</td> <td>69.8</td> <td>62.8</td> <td>55.8</td> </tr> </tbody> </table> <p>Year 8</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Cohort Size</th> <th>% on target E</th> <th>% on Target M</th> <th>%9-5 E</th> <th>%9-5 M</th> <th>% Basics (9-5)</th> </tr> </thead> <tbody> <tr style="background-color: #D9E1F2;"> <td>Cohort</td> <td>269</td> <td>74.2</td> <td>74.8</td> <td>68.4</td> <td>55.0</td> <td>52.0</td> </tr> <tr> <td>Pupil Premium</td> <td>126</td> <td>69.4</td> <td>71.5</td> <td>65.3</td> <td>52.4</td> <td>50.0</td> </tr> <tr> <td>Non Pupil Premium</td> <td>144</td> <td>78.3</td> <td>77.6</td> <td>71.0</td> <td>56.6</td> <td>53.1</td> </tr> </tbody> </table> <p>Across all year groups more less than 80% of students were on target.</p>		Cohort Size	% on target E	% on Target M	%9-5 E	%9-5 M	% Basics (9-5)	Cohort	270	78.0	68.9	61.5	53.3	45.6	Pupil Premium	141	75.5	61.6	53.9	44.0	36.2	Non Pupil Premium	129	80.6	76.7	69.8	62.8	55.8		Cohort Size	% on target E	% on Target M	%9-5 E	%9-5 M	% Basics (9-5)	Cohort	269	74.2	74.8	68.4	55.0	52.0	Pupil Premium	126	69.4	71.5	65.3	52.4	50.0	Non Pupil Premium	144	78.3	77.6	71.0	56.6	53.1	<p>Regular fortnightly meetings with KS3 coordinators in English & Maths to ensure agreed focus and coordination of approach.</p> <p>Small focus groups of students to work with across the core subjects to ensure greater impact.</p> <p>Work to be undertaken with high achievers coordinator working with AIM Higher targeting PP students into Universities.</p> <p>Work with STEAM coordinator to provide STEAM opportunities to PP students and to develop a programme of careers talks around the year 9 options process.</p> <p>Specific strategy group created this year to focus on developing cultural capital opportunities within lessons, cross curricular and outside lessons.</p>	<p>SMY</p>	<p>Half Termly through Meetings with key personal.</p> <p>Termly through KS3, STEAM, HAP reports.</p>
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<p>For the gap between PP student actual reading age & maths ability to be narrowed.</p>	<p>To ensure any student below 9.5 years reading age or 90 KS2 score for maths is in an intervention programme to support reading & maths development</p> <p>KS2 data for PP students shows a gap developing in English & Maths</p>	<p>All PP students in KS3 to improve their reading age to chronological reading age.</p> <p>All KS3 PP students to improve their Maths score to be above 4b and be on target in maths.</p>	<p>All students with a reading age of below 9.5 and maths below 4b will continue to be targeted for intervention. Interventions are being reviewed in line with curriculum changes.</p> <p>Promotion of parental engagement of reading & maths intervention.</p> <p>Use of mentoring programmes across KS3 year groups targeting PP students, breaking down barriers on organisation, health & Wellbeing.</p> <p>Focused PP use of Shine mentoring programme from AHA.</p>	<p>SMY/SPK</p>	<p>Termly via KS3, Maths, literacy & intervention reports</p>
Total budgeted cost					<p>£65,302</p>

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Attendance					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP attendance in line or exceeding NPP and national attendance</p> <p>PP attendance of SEN students to be in-line or exceeding with all students (NA for all students 94.5%)</p>	<p>SEN TA's to provide additional support for targeted SEN students</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses by NSH</p> <p>Daily tracking and monitoring by house office/ student services team</p> <p>PP action plans with students and parents</p> <p>Rewards trips/ events for targeted students</p>	<p>PP attendance 95.30% 2018/19 (all students)</p> <p>NPP attendance 95.65% 2018/19 (all students)</p> <p>PP attendance for SEN EHCP 89.56% 2018/19 (NA for EHCP all 91.8%)</p> <p>PP attendance for SEN K 94.54% 2018/19 (NA for EHCP all 92%)</p>	<p>Half termly reports through DHT SWB /HOH and report to Governors.</p> <p>Weekly data generated by Student services Manager / attendance officer and shared with HOH and LCs</p> <p>Sharing SEN attendance data with Inclusion team</p> <p>Ensuring that attendance is a standing item on all SEN meetings</p> <p>SEN TA mentor for targeted students</p>	MCO	<p>Half-term student well-being /HOH reports</p> <p>Fortnightly overview of Attendance team monitoring</p> <p>Weekly tracking using sims marksheets/ reports</p>
<p>PA groups</p> <p>PP Persistent absence to be in line or exceeding NPP persistent absence and meeting school target of <8% (NA for all students 13.9%)</p>	<p>Completion of EHA's by LPE /Attendance officer</p> <p>Rewards to be given to targeted students (Vouchers etc)</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses by NSH</p>	<p>PP Persistent absence 10.98% (73 students) 2018/19</p> <p>NPP Persistent absence 7.93% (56 students) 2018/19</p>	<p>Leave of absence requests to continue to be refused in term time. Follow up conversations between parent/ Carers with HOH/SLT</p> <p>Home visits to be prioritised for identified students</p>	MCO	<p>Half-term student well-being /HOH reports</p> <p>Regular tracking using sims marksheets/ reports</p> <p>Half-term/ end of project of House project groups</p>

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	<p>Daily tracking and monitoring by house office/ student services team</p> <p>PP action plans with completed students and parents</p> <p>Rewards trips/ events for targeted students</p>				
<p>Alternative provision</p> <p>Attendance of PP students on Alternative Provision (attending at least 10 sessions at AP) is in line with whole school attendance.</p> <p>No NA data.</p>	<p>Use of attendance officer to complete home visits and site visits to those on AP</p> <p>Statutory procedures/ action to be used</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses</p> <p>Daily tracking and monitoring by house office/ student services team</p> <p>PP action plans with students and parents</p> <p>Rewards trips/ events for targeted students</p>	<p>PP attendance for students on alternative provision (at least 10 sessions 2018/19) was 85.27% compared to PP students in school 95.35%</p>	<p>Attendance Officer to work collaboratively with AP attendance for intervention and where necessary statutory action</p> <p>Attendance officer to undertake regular half termly reviews of students on AP</p>	MCO	<p>Half-term student well-being /HOH reports</p> <p>Dedicated SIMS report to track students with B code of at least 10 sessions</p>
Total budgeted cost					£159,700

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Wellbeing					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted intervention for targeted PP students</p> <ul style="list-style-type: none"> • House projects • Teens and Toddlers • RAF project • MUFC Foundation • Learning Zone interventions • House Co-ordinator support and intervention in class 	<p>PP students are disproportionately represented in consequence data,</p>	<p>2018/19 - PP 68% of C3s 69% of C4s 82% of FTE</p> <p>2018/19 - NPP 37% of C3s 31% of C4s 19% of FTE</p>	<p>Identify target students</p> <p>Appraisal target for HOH linked to achievement and engagement of targeted PP students.</p> <p>Provision made in HOH/HC timetables for projects.</p> <p>Half termly monitoring/end of project monitoring for projects</p> <p>Dedicated reports set up on SIMS to track impact</p> <p>Monitoring visits to Teens and Toddlers programme</p> <p>Weekly monitoring, tracking and updates to staff of Learning Zone.</p> <p>Half termly updates through the DHT (Student Wellbeing) and Inclusion report (Learning Zone)</p>	<p>JFA/MCO/SZA</p>	<p>End of intervention report on SIMS</p> <p>Through DHT report</p> <p>Feedback from Behaviour Intervention meeting</p>
<p>All PP students requiring additional support from the school counsellor can access this support</p> <p>All PP students requiring additional support from the</p>	<p>Ensure that PP students are flagged up at the referral stage by HOH and case manager for school counselling in order that the PP students are prioritised for appointments</p>	<p>Support from Access to anger management through interventions by the C4 manager/Hub teacher ensures that students are better able to manage their emotions and reduce the numbers of consequences</p>	<p>School counsellor report – end of year</p> <p>DHT (Student Wellbeing) report – half termly records proportion of PP students accessing school counsellor.</p> <p>Intervention tracking sheet records the numbers of PP students accessing support for their emotional wellbeing.</p>	<p>JFA</p>	<p>Annual School Counsellor's report</p> <p>DHT half termly report regarding access</p>

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<p>school mental health worker can access this support</p>	<p>New appointment for 2019/20 in order to support the emotional health and mental wellbeing</p>	<p>they receive Access to anger management and other emotional support ensures that students are better able to manage their emotions, can more positively access their learning and reduce consequences.</p>	<p>Progress and consequence behaviour for targeted students</p>		
<p>To ensure that all PP students access CEAIG through the opportunity to engage in careers related trips and visits and have priority for individual CEAIG advice and guidance</p>	<p>Identification of vulnerable PP students in Year 11 and Year 10 Early and additional CEAIG appointments Small group work for targeted students Referrals and work with TYSS Tracking of intended destination data of PP students with swift intervention throughout Year 11 with signposting to careers advisor. The college application process is an integral part of mentoring sessions with vulnerable students.</p>	<p>A higher proportion of PP students than NPP students nationally become NEET.</p>	<p>Early identification of vulnerable students through House Offices and Inclusion faculty Priority lists established for 1:1 interviews Support from CEAIG administrator to attend the 1:1 interviews Monitoring of PP at CEAIG visits Additional visits and support for PP students on alternative provision (including supported college application process) Early identification of students who may need support of TYSS Mentors ensure that the PP vulnerable students have been supported through the college application process.</p>	<p>JFA</p>	<p>Tracking document of CEAIG interviews CEAIG termly report</p>
Total budgeted cost					<p>£105,000</p>
<p>EAL</p>					

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the performance gap between PP EAL students and Non-PP EAL students	PP EAL students performed worse than non-PP EAL students	At KS3 80% of students to be on target in English, maths and science A8 - 35 P8 – 0.65	Inclusion TA running intervention sessions at reg, lunch and after school. Inclusion TA intervention in the classroom S1 additional English classes Further staff training to implement best practice in EAL teaching and learning strategies EAL teaching strategies FROG page further developed	KRO	Each half term through the Inclusion reports
To improve the performance of PP EAL students in maths	To improve the progress and attainment of maths so that the matchup between maths and English is higher.	At KS3 80% of students to be on target in maths Year 10 – 60% on target A8 – 35 P8 – 0.65	Inclusion TA running intervention sessions at reg, lunch and after school. Inclusion TA intervention in the classroom All PP students to be completing Hegarty maths each week – tracked by the maths faculty. Further staff training to implement best practice in EAL and maths teaching and learning strategies	KRO	Each half term through the Inclusion reports Weekly intervention meetings
To ensure EAL strategies across school are co-ordinated and drive progress.	Regular and consistent staff training to remind staff of best practice with regard to EAL teaching strategies Update and further development of the EAL FROG page	Repeated and continual training and briefing will keep language development at the forefront.	Comprehensive staff training to implement best practice EAL teaching strategies FROG page further developed School QI processes: learning walks, observations and book scrutiny Student and staff voice	KRO	- Half-termly through Inclusion report
Total budgeted cost					£96,800

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Literacy					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To accelerate the progress of pupils with lower than average literacy, especially PP students	Repeated testing of students with low reading age, using alternative comprehensive tests Bespoke literacy intervention programmes, including phonics, Catch-Up Literacy, Bedrock Vocabulary, reading mentors and alternative curriculum comprehension development	Research around effective testing of literacy Bespoke intervention programmes written using research into effective reading practice Students with lower levels of literacy are much less likely to succeed in school or later in life Targeted literacy intervention for PP, based on evidence, should help close the PP gap	Comprehensive staff training to implement best practice. Research presented staff with links to how this translates to school context Regular testing of students to assess efficacy of intervention Student and staff voice	SPK	Whole-school literacy ability assessed termly and reported through literacy report Intervention progress assessed half termly
To increase the reading opportunities for PP students across the school	Extended LRC opening Regular purchasing of up-to-date fiction and non-fiction texts in LRC Individual reading for pleasure book bought for all Year 7 students	Many students don't have the resources or space outside school to read or study. A combination of students' requests and monitoring of latest YA releases to promote reading for pleasure Providing books and reading opportunities in school for students to read for pleasure will instil good reading habits	Staff rota for LRC before and after school Signing in system to monitor attendance Cross-checking appropriacy of books Staff training on reading expectations with subsequent monitoring and reminders of expectations Pupil and staff voice	SPK	Termly through literacy report

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To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading	Regular competitions driven through LRC and literacy team to promote reading Regular and consistent staff training to encourage and remind of best practice around literacy	Regular competitions and incentives have been shown to promote literacy awareness Repeated and continual training and briefing will keep literacy at the forefront of effective practice.	School QI processes: learning walks, observations and book scrutiny Student and staff voice	SPK	Termly through literacy report
Total budgeted cost					£159,080
Total planed expenditure					£688,373

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6. Review of expenditure																																																																																																																																															
Previous Academic Year	2019/20																																																																																																																																														
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<p>To raise the performance of Pupil Premium students.</p>	<p>Regular fortnightly meetings with KS3 coordinators in English & Maths to ensure agreed focus and coordination of approach.</p> <p>Small focus groups of students to work with across the core subjects to ensure greater impact.</p> <p>Work to be undertaken with high achievers coordinator working with AIM Higher targeting PP students into Universities.</p> <p>Work with STEAM coordinator to provide STEAM opportunities to PP students and to develop a programme of careers talks around the year 9 options process.</p> <p>Specific strategy group created this year to focus on developing cultural capital opportunities within lessons, cross curricular and outside lessons.</p>	<p>KS3 coordinators were working with targeted students within their subjects and meeting regularly to feedback on progress. This was reviewed following HT2 data and further targeting groups of PP students.</p> <p>ReachOut project had started and ran for 3 weeks after school with PP targeted cohort, initial student voice was positive.</p> <p>Year 9</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="3">% 9-5 EM</th> <th colspan="3">%9-5 English</th> <th colspan="3">%9-5 Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>nPP</th> <th>Gap</th> <th>PP</th> <th>nPP</th> <th>Gap</th> <th>PP</th> <th>nPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>54.5</td> <td>70.6</td> <td>16.1</td> <td>51.3</td> <td>54.2</td> <td>2.8</td> <td>47.8</td> <td>60.3</td> <td>12.5</td> </tr> <tr> <td>HT6</td> <td>39.6</td> <td>53.7</td> <td>14.1</td> <td>49.2</td> <td>50.2</td> <td>1.0</td> <td>31.3</td> <td>47.1</td> <td>15.8</td> </tr> <tr> <td>HT1</td> <td>40.3</td> <td>61.0</td> <td>20.7</td> <td>48.6</td> <td>52.4</td> <td>3.9</td> <td>34.3</td> <td>47.1</td> <td>12.8</td> </tr> </tbody> </table> <p>Year 8</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="3">% 9-5 EM</th> <th colspan="3">%9-5 English</th> <th colspan="3">%9-5 Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>nPP</th> <th>Gap</th> <th>PP</th> <th>nPP</th> <th>Gap</th> <th>PP</th> <th>nPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>58.1</td> <td>63.0</td> <td>4.9</td> <td>51.2</td> <td>54.3</td> <td>2.7</td> <td>48.4</td> <td>54.1</td> <td>5.7</td> </tr> <tr> <td>HT6</td> <td>46.0</td> <td>52.7</td> <td>6.7</td> <td>50.8</td> <td>50</td> <td>-0.8</td> <td>37.1</td> <td>47.9</td> <td>10.8</td> </tr> <tr> <td>HT1</td> <td>44.4</td> <td>58.2</td> <td>13.8</td> <td>49.9</td> <td>53.1</td> <td>3.3</td> <td>37.9</td> <td>48.6</td> <td>10.7</td> </tr> </tbody> </table> <p>Year 7</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="3">% 9-5 EM</th> <th colspan="3">%9-5 English</th> <th colspan="3">%9-5 Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>nPP</th> <th>Gap</th> <th>PP</th> <th>nPP</th> <th>Gap</th> <th>PP</th> <th>nPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>56.0</td> <td>63.2</td> <td>7.2</td> <td>69.8</td> <td>71.7</td> <td>1.9</td> <td>56.9</td> <td>65.1</td> <td>8.2</td> </tr> <tr> <td>HT1</td> <td>50.0</td> <td>55.9</td> <td>5.9</td> <td>64.7</td> <td>67.1</td> <td>2.4</td> <td>52.6</td> <td>60.5</td> <td>7.9</td> </tr> </tbody> </table> <p>Cultural capital opportunities promoted with HOF and through strategy group.</p>		% 9-5 EM			%9-5 English			%9-5 Maths				PP	nPP	Gap	PP	nPP	Gap	PP	nPP	Gap	T	54.5	70.6	16.1	51.3	54.2	2.8	47.8	60.3	12.5	HT6	39.6	53.7	14.1	49.2	50.2	1.0	31.3	47.1	15.8	HT1	40.3	61.0	20.7	48.6	52.4	3.9	34.3	47.1	12.8		% 9-5 EM			%9-5 English			%9-5 Maths				PP	nPP	Gap	PP	nPP	Gap	PP	nPP	Gap	T	58.1	63.0	4.9	51.2	54.3	2.7	48.4	54.1	5.7	HT6	46.0	52.7	6.7	50.8	50	-0.8	37.1	47.9	10.8	HT1	44.4	58.2	13.8	49.9	53.1	3.3	37.9	48.6	10.7		% 9-5 EM			%9-5 English			%9-5 Maths				PP	nPP	Gap	PP	nPP	Gap	PP	nPP	Gap	T	56.0	63.2	7.2	69.8	71.7	1.9	56.9	65.1	8.2	HT1	50.0	55.9	5.9	64.7	67.1	2.4	52.6	60.5	7.9	<p>Proactive use of Pastoral data from primary schools with year 7 to enable interventions from HT1.</p> <p>Use of PASS data with year 7 and 8 to enable tailored interventions to be produced.</p> <p>Work with HOY within KS3 and Assistant KS3 to ensure issues surrounding home learning are identified and communicated effectively across school.</p> <p>PP extracurricular offering in KS3 monitored and tracked effectively through year offices.</p> <p>STEAM coordinator to use online opportunities to tailor offering during Covid pandemic.</p>
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<p>For the gap between PP student actual reading age & maths ability to be narrowed.</p>	<p>All students with a reading age of below 9.5 and maths below 4b will continue to be targeted for intervention. Interventions are being reviewed in line with curriculum changes. Promotion of parental engagement of reading & maths intervention. Use of mentoring programmes across KS3 year groups targeting PP students, breaking down barriers on organisation, health & Wellbeing. Focused PP use of Shine mentoring programme from AHA.</p>	<p>Reading 50 students targeted 28 reached 9.5 reading age by HT2 Maths Challenge 51 students targeted 45 reached target by HT2 Maths – First Class Numeracy 12 students targeted 9 reached target by HT2 Maths – Success @ Arithmetic 27 students targeted 23 reached target by HT2 Programme of parental sessions created and delivered at all evenings focusing on developing parents skills in supporting their child. Mentoring programme started with RCU leading. Attendance was positive and student voice was also showing a greater confidence in organisation and a reduction in C3s for homework. Shine mentoring was relaunched and moved to lunchtimes which resulted in an increase in attendance of 50% compared to previous year.</p>	<p>Reading and Communication to continue to be whole school policy (SIP) Whole school reading intervention continue to be undertaken targeting students below expected reading age in all year groups. Use online parental questionnaire to evaluate the impact of these sessions. Focus development of online sessions due to Covid situation and how parents can support effective home learning across KS3. Proactive use of pastoral data from primary schools to support year 7 with organisation and wellbeing. Focused use of EHM & MU foundation across KS3</p>
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KS4			
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)
To raise the performance of Pupil Premium students (especially in the EBacc)	PP students performed significantly worse in the EBacc compared to the NPP	<p>Overall P8 score 0.38 shows that the PP students have made good progress</p> <p>A8 increased from 46.6 to 49.6 compared to the previous year.</p> <p>Basics 9-5 increased by 15% to 47.3%</p> <p>Basics 9-4 increased by 8% to 68%</p> <p>There was a significant increase in the progress of the EBacc 9-4 at 54% and EBacc 9-5 34% compared to the previous year.</p> <p>PiXI build up attendance was mixed due to staff absence so the full impact of this course was not met. Some of these resources will be used in the next academic year.</p>	<p>The attainment measures will continue to be a focus for the school as these increase the opportunities for the students as they move onto the next stage in their education.</p> <p>Due to the pandemic the full extent of revision sessions did not get put in place.</p> <p>The Holiday classes were well attended so will continue</p>
Improve the PP progress in maths	To improve the progress and attainment of maths so that the matchup between maths and English is higher.	<p>P8 increased from 0.16 to 0.25</p> <p>All these measures have increased on the previous year.</p> <p>Maths 9-5 50.4%</p> <p>Maths 9-4 69.8%</p> <p>Basics 9-5 47.3%</p> <p>Basics 9-4 68.2%</p>	<p>Using the main venues to deliver weekly maths master classes worked well and this was well supported by the maths faculty.</p> <p>Maths registration group was well attended as it was built into the timetable</p> <p>Tutor Trust was well attended up to the point of schools going into lockdown.</p> <p>Hegarty competition was tracked weekly with follow up with staff and students.</p>

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		<p>Maths interventions were well attended</p>	
<p>For PP students to be independent learners and raise aspirations</p>	<p>To improve the progress and attainment of maths so that the matchup between maths and English is higher.</p>	<p>93% of year 10 parents attended the parental workshop All PP student sin year 10 revied revision guided and workbooks to support their learning. 78% of year 11 parents attended the parental workshop Parents evening for year 10 was cancelled due to the pandemic HoF received PiXL training and evaluated the PiXL resources with their faculties. GCSE Mindset was used with year 11 in core subjects but the full extent of the resources were not used due to the pandemic.</p>	<p>Parents appreciated the extra support to show them how to use the resources effectively with their daughters. Due to the current situation the next cohort of year 10 will be receiving workbooks and revision guides straight away so that if they are working from home they have resources with them. During the lockdown period students who required a device were loaned iPad to support home learning. Extra licenses were purchased for Bedrock to support the vocabulary development.</p>

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Attendance			
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)
<p>PP attendance in line or exceeding NPP and national attendance</p> <p>PP attendance of SEN students to be in-line or exceeding with all students (NA for all students 94.5%)</p>	<p>SEN TA's to provide additional support for targeted SEN students</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses by NSH</p> <p>Daily tracking and monitoring by house office/ student services team</p> <p>PP action plans with students and parents</p> <p>Rewards trips/ events for targeted students</p>	<p>PP attendance is 1.6% lower than NPP attendance and 0.7% higher compared to National average for all students (ASP 18/19)</p> <p>PP attendance is 3.4% higher than NA for PP attendance</p> <p>PP attendance for SEN K is 93.3%. This above the national average for all PP students and the National average for SEN K (91.9%) students</p> <p>PP attendance for SEN EHCP is 81.5% (8/18 students had below 90% attendance)</p> <p>This is below the national average for all students and significantly lower than the National average (91.4%) for EHCP students.</p>	<p>House offices will continue to monitor students' attendance using improved and categorised SIMS reports.</p> <p>Marksheets that have been used to monitor in previous years, will continue to be used but have been developed to into more efficient and show live data.</p> <p>Intervention tracking sheet has now been developed into a SharePoint document, to identify PP/NPP attendance overtime.</p> <p>New criteria had been developed to compare student attendance between cohorts and the national average and the school's targets</p> <p>Improved communication channels with Inclusion team and Year teams, Student Services to provide an additional layer of support for SEN/PP students</p> <p>Personalised rewards for identified PP/SEN to be introduced in Year teams and with new attendance Coordinator</p> <p>Year teams to be provided with training in order to complete action plans for identified PP students</p>

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<p>PA groups PP Persistent absence to be in line or exceeding NPP persistent absence and meeting school target of <8% (NA for all students 13.7%)</p>	<p>Completion of EHA's by LPE /Attendance officer Rewards to be given to targeted students (Vouchers etc) PP attendance tracking sheets to be generated and disseminated to Houses by NSH Daily tracking and monitoring by house office/ student services team PP action plans with completed students and parents Rewards trips/ events for targeted students</p>	<p>PP persistent absence was 9.44% compared to 7.24% NPP absence However, PP persistent absence was 3.86% lower than the national average for all students and 14.9% lower compared with PP students School target of 8% was not achieved but all figures have been skewed due to the interruptions to learning several weeks before lockdown</p>	<p>Greater focus on completing EHA's for early intervention for identified students Personalised rewards for identified PP/PA students to be introduced in Year teams and with new attendance Coordinator House offices will continue to monitor students' attendance using improved and categorised SIMS reports. Marksheets that have been used to monitor in previous years, will continue to be used but have been developed to into more efficient and show live data. Intervention tracking sheet has now been developed into a SharePoint document, to identify PP/NPP attendance overtime. New criteria had been developed to compare student attendance between cohorts and the national average and the school's targets Year teams to be provided with training in order to complete action plans for identified PP students</p>
<p>Alternative provision Attendance of PP students on Alternative Provision (attending at</p>	<p>Use of attendance officer to complete home visits and site visits to those on AP Statutory procedures/ action to be used</p>	<p>Attendance of PP students who attended Alternative provision (at least 10 sessions) was</p>	<p>Further development needs to include visits to alternative provision placements and home visits by attendance officer</p>

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<p>least 10 sessions at AP) is in line with whole school attendance. No NA data.</p>	<p>PP attendance tracking sheets to be generated and disseminated to Houses Daily tracking and monitoring by house office/ student services team PP action plans with students and parents Rewards trips/ events for targeted students</p>	<p>80.3%. With 8/17 PP students with below 90% attendance. No NA data</p>	<p>Statutory action consistently used for all students Improved communication between alternative provision to ensure personalised rewards</p>
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Wellbeing			
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)
<p>Targeted intervention for targeted PP students</p> <ul style="list-style-type: none"> • House projects • Teens and Toddlers • RAF project • MUFC Foundation • Learning Zone interventions <p>House Co-ordinator support and intervention in class</p>	<p>Identify target students</p> <p>Appraisal target for HOH linked to achievement and engagement of targeted PP students.</p> <p>Provision made in HOH/HC timetables for projects.</p> <p>Half termly monitoring/end of project monitoring for projects</p> <p>Dedicated reports set up on SIMS to track impact</p> <p>Monitoring visits to Teens and Toddlers programme</p> <p>Weekly monitoring, tracking and updates to staff of Learning Zone.</p> <p>Half termly updates through the DHT (Student Wellbeing) and Inclusion report (Learning Zone)</p>	<p>Comparison of data between 2018/19 and 2019/20 (considering length of the academic year due to lockdown)</p> <p>2018/19 - PP 2019/20 -PP</p> <p>68% of C3s 68% of C3's</p> <p>69% of C4s 70% of C4's</p> <p>82% of FTE 78% of FTE</p> <p>2018/19 - NPP 2019/20 PP</p> <p>37% of C3s 32% of C3s</p> <p>31% of C4s 30% of C4s</p> <p>19% of FTE 22% of FTE</p>	<p>Students identified by Houses to work on personalised projects</p> <p>SIMS intervention groups created on to record targets and individual progress</p> <p>However, impact of intervention groups and reporting progress was limited by staffing issues regarding C4 room and the SLC (timetable provision was provided)</p> <p>Appraisal targets were set but no reviews were completed by previous line manager</p> <p>HC – ‘observed’ identified students in lessons based on data and staff concerns</p> <p>Learning Zone -Further development needed on communication between key staff and improved monitoring of students. Further development to be done on ‘wrap around provision ‘ for individual students to address difficulties. HOY will need to be more involved in meeting/monitoring students in the LZ.</p> <p>Embed use of PLCs so that students are able to continue doing work from lessons so there is consistency – students will be better prepared for reintegration into lessons</p>

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			<p>MUFC – Groups identified, and some intervention provided however, absence of hub Coordinator and lack of impact evidence limited progress of identified students</p>
<p>All PP students requiring additional support from the school counsellor can access this support</p> <p>All PP students requiring additional support from the school mental health worker can access this support</p>	<p>Ensure that PP students are flagged up at the referral stage by HOH and case manager for school counselling in order that the PP students are prioritised for appointments</p> <p>New appointment for 2019/20 in order to support the emotional health and mental wellbeing</p>	<p>Of the 48 number of students who accessed support from the School Counsellor, 37 was PP.</p> <p>All PP students who requested support received this support</p> <p>Of the 28 number of students who accessed support from the School Mental Health Worker, 12 were PP.</p> <p>All PP students who requested support received this support</p>	<p>House teams made referrals to case manager.</p> <p>Students were able to self-refer using referral forms available in key areas around school</p> <p>Emotional health and wellbeing nurse continued to support student during lockdown period and shared resources with pastoral staff</p> <p>School Counsellor produced resilience resources for students when returning to school after lockdown period.</p> <p>School Counsellors contacted all students who were received support prior to lockdown during and after the lockdown period to identify those who still required support.</p> <p>On-line student referral form to be set up on FROG to allow students to Self-referral</p> <p>Emotional Health and mental wellbeing nurse to liaise with C4 manager to support students with anger management, emotional issues</p> <p>Emotional health and mental wellbeing nurse to produce a 'package' of</p>

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			resources and support available for different needs e.g. anger management, self-esteem etc.
To ensure that all PP students access CEAIG through the opportunity to engage in careers related trips and visits and have priority for individual CEAIG advice and guidance		GAP sorting info	

EAL																																																
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)																																													
<p>To narrow the performance gap between PP EAL students and Non-PP EAL students</p> <p>At KS3 80% of students to be on target in English, maths and science</p> <p>A8 - 35</p> <p>P8 – 0.65</p>	<p>Inclusion TA running intervention sessions at reg, lunch and after school.</p> <p>Inclusion TA intervention in the classroom</p> <p>Additional English classes targets at S1-2 students</p> <p>Further staff training to implement best practice in EAL teaching and learning strategies</p> <p>EAL teaching strategies FROG page further developed</p>	<p>Year 11 - although a significant gap remains between PP & nPP EAL students, there has been an increase in performance over a 3-yr trend.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">A8</th> <th colspan="3">P8</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td>34.17</td> <td>52.94</td> <td>-18.77</td> <td>0.1</td> <td>1.62</td> <td>-1.52</td> </tr> </tbody> </table> <p>Year 10 - although still a gap, this has reduced in English and maths</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">English</th> <th colspan="3">Maths</th> <th colspan="3">Science</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td>57.1</td> <td>66.7</td> <td>-9.6</td> <td>57.1</td> <td>66.7</td> <td>-9.6</td> <td>71.4</td> <td>88.9</td> <td>-17.5</td> </tr> </tbody> </table> <p>At KS3, much progress has been made in English,</p>	A8			P8			PP	nPP	gap	PP	nPP	gap	34.17	52.94	-18.77	0.1	1.62	-1.52	English			Maths			Science			PP	nPP	gap	PP	nPP	gap	PP	nPP	gap	57.1	66.7	-9.6	57.1	66.7	-9.6	71.4	88.9	-17.5	<p>In-class support and interventions ran. However, the lack of specialist EAL TAs, through staff absence and sabbatical, prevented greater progress.</p> <p>Further training is required for the wider TA team on how to support EAL students and run interventions for them.</p> <p>EAL lead to produce resource packs in conjunction with faculties to be used in interventions</p>
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		<p>where PP students now outperform nPP students. This may be because of the targeted additional English interventions and use of specialist EAL trained teachers.</p> <p>Year 9</p> <table border="1"> <thead> <tr> <th colspan="3">English</th> <th colspan="3">Maths</th> <th colspan="3">Science</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td>66.7</td> <td>81.3</td> <td>-14.6</td> <td>66.7</td> <td>75</td> <td>-8.3</td> <td>83.3</td> <td>100</td> <td>-16.7</td> </tr> </tbody> </table> <p>Year 8</p> <table border="1"> <thead> <tr> <th colspan="3">English</th> <th colspan="3">Maths</th> <th colspan="3">Science</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td>66.7</td> <td>61.5</td> <td>+5.2</td> <td>66.7</td> <td>76.9</td> <td>-10.2%</td> <td>50</td> <td>84.6</td> <td>-34.6</td> </tr> </tbody> </table> <p>Year 7</p> <table border="1"> <thead> <tr> <th colspan="3">English</th> <th colspan="3">Maths</th> <th colspan="3">Science</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> <th>PP</th> <th>nPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>53.8</td> <td>+6.2</td> <td>100</td> <td>76.9</td> <td>+23.1</td> <td>50</td> <td>76.9</td> <td>-26.9</td> </tr> </tbody> </table>	English			Maths			Science			PP	nPP	gap	PP	nPP	gap	PP	nPP	gap	66.7	81.3	-14.6	66.7	75	-8.3	83.3	100	-16.7	English			Maths			Science			PP	nPP	gap	PP	nPP	gap	PP	nPP	gap	66.7	61.5	+5.2	66.7	76.9	-10.2%	50	84.6	-34.6	English			Maths			Science			PP	nPP	gap	PP	nPP	gap	PP	nPP	gap	60	53.8	+6.2	100	76.9	+23.1	50	76.9	-26.9	<p>Focus development of online sessions due to Covid situation and how parents can support effective home learning across KS3 & KS4.</p> <p>Tailor CPD to faculties to meet individual need.</p> <p>Promote Frog page to both students and staff</p> <p>Consistency of practice needs to be developed in all EAL interventions</p> <p>Further training and regular sharing of strategies for key groups and students is needed in the upcoming academic year – through teach meets and wider staff training on meeting the needs of students who require language development</p>
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<p>To improve the performance of PP EAL students in maths</p>	<p>Inclusion TA running intervention sessions at reg, lunch and after school.</p>	<p>Year 10</p> <table border="1"> <thead> <tr> <th colspan="3">Maths</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Maths			PP	nPP	gap				<p>In-class support and interventions ran. However, the lack of specialist EAL TAs,</p>																																																																								
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Inclusion TA intervention in the classroom

All PP students to be completing Hegarty maths each week – tracked by the maths faculty.

Further staff training to implement best practice in EAL and maths teaching and learning strategies

57.1	66.7	-9.6
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Year 9

Maths		
PP	nPP	gap
66.7	75	-8.3

Year 8

Maths		
PP	nPP	gap
66.7	76.9	- 10.2%

Year 7

Maths		
PP	nPP	gap
100	76.9	+23.1

through staff absence and sabbatical, prevented greater progress at KS4.

EAL lead to produce resource packs in conjunction with faculties to be used in interventions

Continue to use Hegarty maths and other online resources (maths whizz)

Liaise with the maths faculty to deliver training and design resources for EAL students.

Focus development of online sessions due to Covid situation and how parents can support effective home learning across KS3 & KS4.

Development of information in key languages – Urdu/Arabic to support parents

Further work needs to be done with the Maths Faculty to develop strategies to teach EAL students who are new to English – this links to wider staff training

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<p>To ensure EAL strategies across school are co-ordinated and drive progress.</p>	<p>Comprehensive staff training to implement best practice EAL teaching strategies FROG page further developed School QI processes: learning walks, observations and book scrutiny Student and staff voice</p>	<p>Staff training delivered to ITTs and NQTs, Briefings given to whole school teaching staff to remind of strategies and signpost available resources. EAL training as part of Inclusion strategy group. EAL features in all QI processes.</p>	<p>Although there is now a wealth of material on the FROG page with a wide range of teaching and learning strategies, this now needs to be better promoted. Though generic training has been delivered, this now needs to be tailored to the needs of specific faculties. Questionnaire to be created and circulated to faculties. Further training needs to be delivered focussing on students at the S3+ stage Further work with HOF to ensure staff make use of the resources and strategies available to them to support EAL progress</p>
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Literacy			
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)
<p>To accelerate the progress of pupils with lower than average literacy, especially PP students</p>	<p>Repeated testing of students with low reading age, using alternative comprehensive tests</p> <p>Bespoke literacy intervention programmes, including phonics, Catch-Up Literacy, Bedrock Vocabulary, reading mentors and alternative curriculum comprehension development</p>	<p>Repeated testing of students was successful in identifying students most in need of targeted intervention.</p> <p>All students who were part of CUL programme met criteria to move up into next programme of intervention.</p> <p>Reading mentor programme delivered primarily by trainees, which resulted in some lack of longevity.</p> <p>Prior to lockdown, half of the Year 7 Bedrock cohort achieved their chronological age from the Bedrock intervention and the Year 9 Bedrock cohort made an average of 2 years' progress in Term 1.</p> <p>During lockdown, all students were provided with a Bedrock account where 60% of students had regular interaction with it.</p>	<p>Further training will need to be provided for Tas delivering YARC tests to identify highest level of literacy need.</p> <p>In-school training for students to access Bedrock to be provided.</p> <p>CUL programme to be reviewed.</p>
<p>To increase the reading opportunities for PP students across the school</p>	<ul style="list-style-type: none"> - Extended LRC opening - Regular purchasing of up-to-date fiction and non-fiction texts in LRC <p>Individual reading for pleasure book bought for all Year 7 students</p>	<p>Until lockdown, footfall in the LRC beyond the school day was consistent and regular.</p> <p>Successful system of pupils' book requests meant that new books (chosen by both students, LRC manager and</p>	<p>Dependent on Covid restrictions, extended LRC opening will continue.</p> <p>New books, as requested by students and staff will continue to be purchased for the LRC. Sept 20 stock take will ascertain need for new books and books to replace.</p>

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		<p>teachers) were constantly bought and loaned to students. Until March 2020, 4909 books were borrowed from the LRC. Approx £1200 spent on new books.</p> <p>Student voice from the reading for pleasure book bought for them was extremely positive, which led into a successful transition scheme.</p>	<p>The success of the reading for pleasure book bought for students meant that 3x books over the course of the year will be bought for years 7-9 to ensure quality of reading materials.</p>
<p>To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading</p>	<p>Regular competitions driven through LRC and literacy team to promote reading</p> <p>Regular and consistent staff training to encourage and remind of best practice around literacy</p>	<p>Prior to lockdown, 2-3 reading competitions or events took place every half-term, with varying degrees of success.</p> <p>Regular whole-school staff training combined with subject-specific faculty literacy training took place.</p>	<p>Most successful reading competitions will continue to take place (WBD and Blind Date with a Book, for example) with student voice used to consider other potentially popular competitions.</p> <p>Whole-school literacy staff training, combined with subject-specific training, will continue to take place.</p>