

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Leasowes High School				
Academic Year	18/19	Total PP budget	£258,155	Date of most recent PP Review	Oct 18
Total number of pupils	849	Number of pupils eligible for PP	282	Date for next internal review of this strategy	Sep 19
2. Current attainment					
			Pupils eligible for PP – (Leasowes) 2018		Pupils not eligible for PP (National average) 2018
% achieving 4+ English and Maths			44.2% (44%)		58%
% achieving EBacc 4+			25/18.6% (25%)		30%
Progress 8 score average			-0.75 (-0.09)		0.02
Attainment 8 score average			34.23 (40.14)		44.58
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 literacy and numeracy skills				
B.	Behaviour/exclusions				
C.	Parental engagement				
D.	Attendance				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Lack of support at home				
F.	Students caring for family members				

<b>G.</b>		Poor home learning environment (incl. lack of access to personal technology/ internet )	
<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria	
<b>A.</b>	Students will improve both literacy and numeracy skills	<ul style="list-style-type: none"> <li>• Those students who are working significantly below national expectations will be part of the accelerated learning group – to be run in year 7 &amp; 8</li> <li>• Reading groups set up with additional support and encouragement including the setting of extra doddle tasks for these students.</li> <li>• Form time spent completing literacy and numeracy tasks – additional support via the LDC and maths dept. offered to PP students.</li> <li>• Accelerated reading / Mathswatch / Doodlelearn available on tablets or desktops</li> <li>• Points and certificates for those students who complete words/ tests etc.</li> <li>• Maths mentor employed to provide additional sessions with PP students.</li> <li>• English and Maths to schedule parental tutor sessions to help support learners at home.</li> <li>• Staff CPD.</li> <li>• One to one mentoring with disadvantaged students in the lead up to examination series.</li> <li>• PP targeted maths tutoring in year 7</li> <li>• Identify and focus on mentoring with middle attaining Pupil Premium students with a focus on those students in year 10 &amp; 11</li> <li>• Move to new skills-based assessment and tracking system for all learners, facilitating the identification of skills gaps to inform teaching and learning. Analysis of outcomes.</li> </ul>	
<b>B.</b>	All students will have a positive learning environment in which to complete homework and have access to personal technology and internet, as well as feeling more supported at home.	<ul style="list-style-type: none"> <li>• Prep club each night to provide students with the chance of accessing the internet and complete all homework in school, staffed for support</li> <li>• Homework clubs available with TA support in the LDC twice per week.</li> <li>• PP parents to attend session about exam preparation and the importance of study in KS4.</li> <li>• Parental forum set up to work with parents more actively and to improve engagement.</li> <li>• Targeted revisions sessions during lunchtime and after school for core subjects.</li> <li>• After school sessions run for parents on a need basis – session on Growth mind set and e-safety were successful, further sessions to be completed on housing, mental health,</li> <li>• One to one mentoring with senior staff in lead up to examination periods.</li> </ul>	
<b>C.</b>	Attendance of PP students will improve and fixed term exclusions for PP students will decrease	<ul style="list-style-type: none"> <li>• PP students will have an attendance programme meeting to discuss concerns</li> <li>• Review meeting and targets set.</li> <li>• Home visits to take place where there are concerns to discuss issues.</li> </ul>	

		<ul style="list-style-type: none"><li>• Referrals and support offered by external agencies/ EIS if needed.</li><li>• Meetings held with ASLs and Attendance officer ½ termly to discuss concerns</li><li>• Letters sent to offer support on a regular basis</li><li>• Rewards afternoons each term</li><li>• Attendance clinics and meetings held with parents/ carers and attendance officer</li><li>• Governor meetings to be held with non-improvement</li><li>• PP students at risk of exclusion to undertake mentoring with pastoral staff</li><li>• Behaviour workshops run/ 1-2-1 work completed to help reduce number of PP exclusions</li></ul>
--	--	--

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</b>				
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.					
<b>i. Quality of teaching for all</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</b>	<b>When will you review implementation?</b>
Improved outcomes across both Key Stages	<p>Use of meta-cognitive approaches to teaching and learning to adapt practice to the changed curriculum.</p> <p>Training of staff to ensure that students are taught “how to learn” within lessons rather than as part of a discrete scheme of work.</p>	<p>Demands of the curriculum have changed significantly with the move away from modular courses towards linear examinations. This change requires recall of knowledge in order to then apply, analyse and evaluate.</p> <p>Student feedback often suggests that many “don’t know how to revise”.</p> <p>Support for PP students at home can be diminished by social factors – more effective classroom practice could help to mitigate these issues.</p>	<p>Whole staff CPD led by HL. (Assistant Head T&amp;L)</p> <p>Quality assurance of teaching and learning.</p> <p>Departmental health checks to incorporate review of assessments, books and student voice feedback.</p>	HL	October/November 2019

Improved outcomes across both Key Stages	Implementation of seating plans across all lessons. PP students to be sat prominently within classrooms and boy/girl seating where possible.	More difficult for PP students to “hide”/“anonymise” themselves during lessons.  Facilitates staff questioning of PP students.  Boy/girl minimises opportunities for low level behaviours.	Quality assurance of teaching and learning.  Departmental health checks to incorporate review of assessments, books and student voice feedback.	HL SLT	November 2019
Improvement in Yr 11 outcomes	Maths Mentor and year 11 small group intervention.	Previous improvements within the previous 24 months.	Tracking of data and Deputy Head for Curriculum managing Maths.	JEA	November 2019
Improvement in Yr 11 outcomes	Saturday and holiday revision sessions	Previous improvements within the previous 24 months.	Tracking of data and Deputy Head for Curriculum managing Maths.	JEA	November 2019
Improvement in numeracy outcomes	Maths Enhancement programme	Students are invited to participate in the enhancement programme in order to consolidate core skills and bridge any gaps prior to final examinations in year 11. Disadvantaged students across years 7 to 10 will be invited onto the programme.  Improved completion of homework amongst PP students	This will be monitored by the CAM and Senior Deputy Head.  Focus group will be set up through the school’s tracking system to measure impact.	JEA DS RG	September 2019

Understand gaps in knowledge at year 7	Students tested on induction with trust-wide baseline testing in numeracy and literacy	Supported within previous 12 months and increase in Ofsted documentation about gaps in English and Maths	Tracking of data and Deputy Head for Curriculum managing Maths and English	RG/MH (Maths) MS/WT (English) DS (Maths mentor)	November 2019
Understand gaps in knowledge at year 7	Yr 7 Intervention group	3 years of in school improvements	Tracking of data and analysis provided by SENCO.	MM/KH	November 2019
Understand gaps in knowledge at year 7	Form Group Numeracy Programme	12 months implementation and use of Ofsted reports.	Tracking of data and Deputy Head for Curriculum managing Maths	JEA	November 2019
Understand gaps in knowledge at year 7	All year 7 – 9 to be tested on CATS and reading	Supported within previous 24 months and increase in Ofsted documentation about gaps in English and Maths and higher level of reading at GCSE.	Tracking of data and analysis provided by SENCO.	MM/KH	November 2019
Improvement in Reading abilities	Accelerated Reading Programme	Data suggests accelerated reading progress for students PP students have made more rapid progress than others.	Tracking of data and analysis provided by SENCO.	KH/HL	November 2019
Improved student involvement in extra curricular & homework	Students to use Mathswatch and Doodlelearn, attend wide extra-curricular programme and homework club as required	Discussion with students and use of student surveys that show limited opportunities for involvement for all pupil premium.	Tracking of individuals data. Register of participation	JEA CAMs	November 2019

<p>Improved outcomes in numeracy and literacy and in-year progress improvements</p>	<p>Retention of “Teach First” staff in both English and Maths curriculum areas.</p> <p>Structured numeracy sessions during form time for Years 9, 10 and 11</p> <p>CPD delivered to staff to ensure consistent approach to methodology for numeracy during form time.</p> <p>CPD for staff to improve knowledge of literacy age-related expectations.</p>	<p>Teach First staff are trained and funded on the basis of the specific impact they can make to the lives of disadvantaged students in school.</p> <p>Securing sound mathematical concepts is key to progress at key stage 4 and is worth re-informing across all year groups.</p> <p>Non-specialists may deliver using methods unknown/unsuited to students and can cause confusion.</p> <p>Literacy should be key across the curriculum and this CPD will enable staff to effectively tackle literacy during their own assessments.</p>	<p>Assessment outcomes and in-year progress measures as reported through meetings with curriculum management.</p> <p>Review of numeracy and literacy time through student voice.</p> <p>Feedback through pastoral meetings</p> <p>Work scrutinises and book trawls to evidence progress and literacy annotation across curriculum areas.</p>	<p>RG JEA LR</p>	<p>November 2019</p>
<p>Improvements in year 7 and 8 in-year Maths progress</p>	<p>Use of maths mentor for small group intervention with targeted students in year 7 and 8</p>	<p>Sustainable improvements need to be driven across all years. Examination outcomes and key stage 4 data highlights gaps in student knowledge dating back to KS2.</p>	<p>Students set up as <b>mark books</b> on school tacking system to enable reports to be drawn down on progress of these specific groups of students.</p>	<p>RG/DS</p>	<p>November 2019</p>
<p>Improvements in teaching and learning for all staff</p>	<p>Use of calendared VIP (Valuing Individual Performance) sessions for staff CPD.</p>	<p>Nationally, improvements in teaching and learning practice through structured and well thought-out approach can lead to improved outcomes for all students.</p>	<p>Structure of program discussed and agreed during; leadership meetings and participation monitored through register of interests and attendance.</p>	<p>HL/JEA</p>	<p>November 2019</p>

Improvements in progress for high attaining mathematicians	Use of Teach-First mathematician to run small group sessions with targeted students	Small group intervention proven as high impact activity.	Focus group set up on tracking system to monitor the progress of these specific students.	RG	November 2019
<b>Total budgeted cost</b>					£76,400
<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</b>	<b>When will you review implementation?</b>
Improved behaviour and attendance	School employs 3 Pastoral Support Managers and an attendance officer	The school are below the national average for attendance data, in particular with pupil premium/FSM.	Weekly data tracking by whole school	NW	Weekly
Reduction in fixed term and Permanent exclusions	Greenhill Alternative Learning Campus including staffing and premises	3 year reduction of FTEs show improvement made with use of provision, but Permanent Exclusions remain above national data.	Tracking of data by Assist. Head for Pastoral and meetings with Pastoral team.	MM/NW	Sept 19
Reduction in fixed term and Permanent exclusions	Mentoring and small group work to be carried out by pastoral managers to focus on behaviour and consequences – work to be aimed at KS3, where Greenhill provision is unavailable	Previous successful mentoring with individuals and small groups.	CMC/ NW to track data and discuss in pastoral meetings	CMC/ NW	Sept 19



Supporting students well-being	Counselling, anti-bullying programmes, RASP, individual pastoral interventions, careers guidance and student leadership opportunities.	Evidence shows that well-being supports improved outcomes.	Tracking of data by Assist.Head for Pastoral and meetings with Pastoral team.	NW/CMC	September 19
Improved attendance	Individual bus passes for pupil premium students as required.	The school are below the national average for attendance data, in particular with pupil premium/FSM.	Weekly data tracking by whole school	CMC/ NW	Weekly
Improve access to personal technology	Students will have access to staffed homework clubs which is targeted at pupil premium students	Following students surveys, many pupil premium students indicated a lack of a quiet place to study at home	Register taken of those students who attend to ensure correct students are targeted	NW	½ termly
Improve use of access to personal technology	Students will be given access tablets in subject areas to access the internet for research/ homework - each department to offer homework facilities to be staffed each week so that subject specific help can be offered	Following students surveys, many pupil premium students indicated a lack of access to the internet at home	Curriculum areas to monitor those students who attend and target those who fail to complete internet based tasks.	CAMS/ NW	September 19
<b>Total budgeted cost</b>					£168,402
<b>iii. Other approaches</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</b>	<b>When will you review implementation?</b>

Raise aspirations of both PP learners and staff	Uplift – KS2 data artificially uplifted based on difference between average scores of PP and non-PP learners in year 7 and 8	Bared on action and research conducted by RADY (Raising Attainment of Disadvantaged Youngsters). Targets for some PP students will be raised based on capability rather than notional scores derived from early years’ education. Year 7 and 8 students more accepting of targets set early enough to impact upon KS\$ outcomes.	Overseen by PP committee and deputy head (curriculum)	HS/jea CAMs	January 2019 AP2 and AP3
Narrowing of attainment gaps in KS3	Further to actions above, ability groupings will be reviewed ensuring a more equitable allocation of PP students across teaching groups and roughly in line with average PP student numbers in year group.	Students in sets based on targets should raise aspirations of learners.  Grouping will enable early and more accurate identification of gaps.	Heads of core subjects to meet with deputy head.  Line managers of core subjects overseen by SLT	JEA	January 2019 AP2 and 3
Raise awareness of whole staff with regard to PP attainment and ensure effective implementation of actions across departments	Focus group established for PP/Disadvantaged.  Meets each half term	PP attainment reinforced as whole staff obligation. Ideas can be shared efficiently with representatives from across each department and also includes support staff.  Staff have greater understanding of SDP and can directly input into whole school improvement.	Group “facilitated” by deputy head and monitored by HL (Assistant Head – teaching and learning)	JEA/HL	Half-termly

Knowledge and awareness of PP learners within school is consolidated	Fortnightly case studies of PP students are compiled and shared with staff via email.	Case studies detail non-academic information which may impact learning (barriers). Hobbies/interests, facts can enable staff to engage more with these learners.	Initial trial of case studies piloted by DS (PP committees and maths mentor)	DS	November 2019
Rates of attendance of PP students at extra-curricular activities are high	Review of current levels of participation through form group survey – identify students and barriers  Work with form tutors and pastoral team to encourage and facilitate participation	Research suggests that PP students struggle to engage in extra-curricular activities.  Such activities can foster broader friendships and allow students to strengthen their bond with the school community.	Led by NW and year heads.  Termly review of participation rates.  Sharing of information during assemblies.  Ensure extra-curricular offer is communicated more effectively and updated regularly.	NW JEA HOYs	April 2019 July 2019
Improve parental communication with pupil premium students	Use of new Aspire system within school which provides live access to student progress, attendance and behaviour	Parental feedback has shared concerns over school communication	Parental surveys showing engagement.  Analysis of parental access to Aspire	NW/HS	December 2019
Improving student motivation and engagement	Continue to provide opportunities for university trips	Needs to make improvement of destination data to endeavour to bring above national average	Tracking of data	JEA	December 2019
Improving parental engagement	Work with parents and invite them to Leasowes Parent Forum to engage them	EEF research on parental engagement	Parental surveys showing engagement  Meeting register to be taken	NW	September 2019

	in day to day school life more				
Improving parental engagement	Run parental sessions after school to support needs as they arise i.e safety, growth mindset, housing, maths/ English etc	EEF research on parental engagement	Parental surveys showing engagement	NW	September 2019
Improving outcomes and welfare for all disadvantaged students	Continuation of "Disadvantaged/PP Committee" within school to steer initiatives, track progress and impact.	Ensure that budget being spent correctly and to ensure that any initiatives are fully evaluated with a view to continuing or curtailing their operation.	Report to governing body. Chair of governors invited to attend meetings. Regular reporting to whole leadership group.	JEA NW HS DS	November 2019
Improving outcomes and welfare for all disadvantaged students	Continue to work with partner trust schools and collaborate with regard to best practice eg. RADY Network events  Attendance at Halesowen Schools forums and attendance at shows and seminars eg. Academies Show	The school needs to keep abreast of any new initiatives and to adopt best practice for the school.  Acknowledge that practices change and good ideas can emerge externally.	Minutes of meetings kept.  Attendance fed back to committee and senior leadership.	JEA/NW	September 2019
<b>Total budgeted cost</b>					<b>£13,315</b>

6. Review of expenditure				
Previous Academic Year		2017/18		
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 (and whether you will continue with this approach)	Cost
Improvement in Yr 11 outcomes	Maths Mentor and year 11 small group intervention.	<p>The work of the maths mentor continues to be a strength within the department.</p> <p>Overall Maths attainment was in line with national outcomes and the department has seen a further improvement in progress.</p> <p>The maths mentor continues to work primarily with PP students and is now doing more work in earlier years to drive sustained improvements.</p>	<p>The work of the maths mentor is most effective in very small group scenarios. Groups were limited in size this year and some very small intervention groups were run during non-examined subject time.</p> <p>The mentor continues to work well and establishes strong relationships both with students and parents.</p> <p>Small group intervention will continue.</p>	£29,780

Improvement in Yr 11 outcomes	Saturday and holiday revision sessions	<p>The impact of these sessions was positive for some subject areas but failed to deliver across others.</p> <p>PP students performed relatively well in Maths and Science but performance in English was not so strong, likewise in option subjects.</p>	<p>There are clear benefits to some learners of accessing these additional sessions but they may need to be more targeted in future for certain students.</p> <p>Some students felt pressured to be attending sessions almost every week.</p>	£1,600
Improvement in numeracy outcomes	Maths Enhancement programme	<p>Uptake within this programme was particularly strong with many students asking to be placed on the programme, other than PP students.</p> <p>Initial assessment suggests further improvements in potential outcomes for students, both PP and non-PP in current year 11. Changes to the schools tracking system means that evidencing impact for other years at the moment is difficult.</p>	<p>The maths leader responsible for this project has subsequently left the school.</p> <p>The Maths team are endeavouring to find another member of staff to take on the project.as feedback from last year indicates that the enhancement programme energised a lot of learners.</p>	£310
Understand gaps in knowledge at year 7	Students tested on induction with PTM and PTE	<p>PTM and PTE tests were not ultimately utilised by the school. Instead the school used baseline assessments set by both English and maths departments across the trust schools. These tests still enabled the identification of strengths and weaknesses but also will facilitate moderation of assessment.</p>	<p>PTM and PTE will not be used.</p> <p>See comments to the left.</p>	£ Nil

Understand gaps in knowledge at year 7	Yr 7 Intervention group	<p>The maths mentor has continued to pick up small groups of students in year 7 as identified through baseline tests or internal assessments throughout the year.</p> <p>The mentor has been able to demonstrate effective progress through subsequent in-class and summative assessment.</p>	This form of intervention continues to be effective and the work of the mentor within teaching groups also enables her to target those students in need of support.	£16,860
Understand gaps in knowledge at year 7	Form Group Numeracy Programme	<p>A program was established by the maths team to ensure that numeracy sessions were built into form time for students across years 7 to 10.</p> <p>In spite of staff training, feedback suggests that the implementation, however, has been inconsistent and it is difficult to measure any real impact.</p>	The program remains in place but will be more carefully monitored both by the maths department and by members of the senior pastoral team to ensure that is being consistently utilised.	£498
Understand gaps in knowledge at year 7	All year 7 – 9 to be tested on CATS and reading	<p>CATS and reading tests were sat by all students across years 7 to 9.</p> <p>The information from these tests has subsequently been shared with all teaching staff.</p>	The tests continue to provide valuable information for teaching staff and, consequently, the school will be continuing to use them.	£4,392

Improvement in Reading abilities	Accelerated Reading Programme	<p>Students in year 7 and 8 continue to participate in the accelerated reading program in order to broaden levels of vocabulary and improve comprehension.</p> <p>Data still suggests that this program is proving effective in accelerating the reading and comprehension skills of a significant majority of students and, to a greater extent, pp/disadvantaged students. Dedicated reading lessons remain on the timetable for these year groups.</p>	<p>The teaching of these lessons is important. Where progress is carefully analysed and students are prompted, progress appears to be greater. Although an independent activity, some learners clearly still require support.</p> <p>Improvements in outcomes determine that the school will continue with this program.</p>	
Improved student involvement in extra curricular & homework	Students to use MathsWatch and Doodle Learn, attend wide extra-curricular programme and homework club as required	<p>Doodle Learn has been used widely across all departments over the last 12 months. It also provides a wealth of revision and assessment resources for students.</p> <p>Each student is allocated a username and password to access the site and their homework. Students struggling to access digital technology at home are given the option to stay after school in one of the school's ICT suites.</p> <p>Both progress and attainment improved in Maths. Mathswatch was used throughout year 11 to provide in-lesson support but students were also able to access the video</p>	The school will continue to use both MathsWatch and Doodle Learn as learning resources.	£5,568



<p>Improved outcomes in numeracy and literacy and in-year progress improvements</p>	<p>Retention of "Teach First" staff in both English and Maths curriculum areas.</p> <p>Structured numeracy sessions during form time.</p> <p>CPD delivered to staff to ensure consistent approach to methodology for numeracy during form time.</p> <p>CPD for staff to improve knowledge of literacy age-related expectations.</p>	<p>Although the school has lost some Teach Staff further to their initial contracted periods of time, it still retains staff in Science and in Maths with a former Teach first student continuing in English.</p> <p>Numeracy sessions in form time, as discussed above, are delivered inconsistently at present.</p> <p>Staff have received training with regards to numeracy methodologies and more work is being done now with regards to curriculum mapping to ensure that common areas of the curricula, across subjects, are delivered consistently.</p> <p>The quality of teaching and learning, outlined above should contribute to improvements in future outcomes.</p>	<p>Numeracy sessions will be continued subject to closer scrutiny from senior leadership.</p> <p>Current Teach first staff are contracted to the school for an initial 2 year period.</p>	<p>£16,284</p> <p>£748</p> <p>£62</p>
<p>Improvements in year 7 and 8 in-year Maths progress</p>	<p>Use of maths mentor for small group intervention with targeted students in year 7 and 8</p>			<p>£2,118</p>

Improvements in teaching and learning for all staff	Use of calendared VIP (Valuing Individual Performance) sessions for staff CPD	All staff, throughout the year, attended VIP/CPD sessions targeted at particular aspects of teaching and learning.  The evidential impact of this should ultimately be seen both within the school's QA processes but also within academic outcomes.	A structured program of CPD will continue this year.  Pathways for staff may be determined further to QA processes within school.	£2,336
Improvements in progress for high attaining mathematicians	Use of Teach-First mathematician to run small group sessions with targeted students	Of the 5 students within the specific intervention group, 4 achieved grade 8s and 1 a grade 7. Both PP students attained an 8.  High PA maths students achieved more progress comparatively last year than mid/low PA.	Although the Teach first member of staff has subsequently moved on, an aim for 9 group will still be run within the department.	£1,121

## ii. Targeted support

<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> (and whether you will continue with this approach)	<b>Cost</b>
Improved behaviour and attendance	School employs 2 Pastoral Support Managers and an attendance officer	Improvement in behaviour, both in school and through the use of E-behaviour, isolations and fixed term exclusions. More students were able to attend the end of year reward trip than the previous year due to increased e-behaviour points. Attendance has not improved overall, pupil premium students attendance has also dropped by 1.35% from the previous year.	More work needs to be done to improve the attendance of pupil premium children since this has decreased over the past year. NW/ CMC will now be meeting with the attendance officer to improve communication between pastoral and attendance. There needs to be better communication with parents of those students whose attendance is poor with a bigger focus on pupil premium children. More meetings will be held in school with parents.	£68,486

Reduction in fixed term and Permanent exclusions	Greenhill Alternative Learning Campus including staffing and premises	Fixed term exclusions continue a 3rd year improvement in reductions. Permanent exclusions also reduced. This included a reduction to below national data for pupil premium students.	As fixed term exclusions have continued to fall, the use of Greenhill will continue to be used and has also been extended for use with yr9 students as needed.	£94,500
Reduction in fixed term and Permanent exclusions	Mentoring and small group work to be carried out by pastoral managers to focus on behaviour and consequences – work to be aimed at KS3, where Greenhill provision is unavailable.	Improvement in behaviours and understanding of consequences.  Fixed term exclusions should continue to drop in KS3 in particular and permanent exclusion should be avoided.	As data shows a decrease in FTE mentoring/ one to one support work will continue.	£4,071
Supporting students well-being	Counselling, anti-bullying programmes, RASP, individual pastoral interventions, careers guidance and student leadership opportunities.	A group of students access the Hub on a daily basis supported by peer mentors. The Hub also supports small group interventions including RASP and self-esteem.	The hub continues to be used on a daily basis and has been successful in helping students overcome issues of self –esteem and friendship concerns. RASP continues to run but has now been extended to lesson times as it has proved so successful. Careers guidance has been revamped to run in PSHCE lessons in all year groups, this will continue and connexions will also focus on pupil premium students.	£3,929

Improved attendance	Individual bus passes for pupil premium students as required.	Bus passes have been provided for those Pupil Premium students travelling longer distances to school to improve punctuality and attendance.	Students have been issued with bus passes where attendance has been a concern. This has shown an improvement with targeted students, particularly those in year 11. This will still be implemented should a concern be highlighted.	£5,127
Improve access to personal technology	Students will have access to staffed homework clubs which is targeted at pupil premium students	Students continue to attend prep club to break down barriers to learning at home.	Students have been targeted to attend prep club where a concern has been raised.	£3,832
Improve use of access to personal technology	Students will be given access tablets in subject areas to access the internet for research/ homework - each department to offer homework facilities to be staffed each week so that subject specific help can be offered	Students are encouraged to attend department homework club and have access to tablets/computers.	Students should be better targeted by subject staff/ CAM to improve homework completion rate.	£ Nil – tablets purchased in prior year

<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> (and whether you will continue with this approach)	<b>Cost</b>
Improve parental communication with pupil premium students	Look at use of school App in order to communicate better with parents	With the introduction of the new Aspire system the App was not needed.	Continue to embed new Aspire system to improve parent communication.	£ Nil
Improving student motivation and engagement	Continue to implement Growth Mindset in year 7,8 & 9	Growth Mindset has been integrated into PSHCE P.O.S. All students received Growth Mindset input – PP should all benefit.	This should be visited across all year groups to ensure it is embedded into learning.	£3,334
Improving student motivation and engagement	Continue to provide opportunities for university trips	Students have been targeted to attend university trips.	Work will continue to encourage PP students to have aspirations to access FE.	£580
Improving parental engagement	Work with parents and invite them to Leasowes Parent Forum to engage them in day to day school life more.	Parent forum continues to run with improved engagement ½ termly.	Parents must be encouraged to attend. Uptake to increase via Parents Evenings.	£292
Improving parental engagement	Run parental sessions after school to support needs as they arise i.e safety, growth mindset, housing, maths/ English etc	Parent sessions continue to run after school. Parents of PP students are targeted.	Further uptake from PP student/parents must be explored.	£470

Improving outcomes and welfare for all disadvantaged students	Continuation of "Disadvantaged Committee" within school to steer initiatives, track progress and impact.	Disadvantaged steering committee to meet to raise profile of PP.	Disseminate information to rest of school should be more effective.	£3,741
Improving outcomes and welfare for all disadvantaged students	Continue to work with partner schools and collaborate with regard to best practice.	Meetings have taken place across the trust to collaborate on PP ideas.	This should continue to strengthen over time.	£282

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

