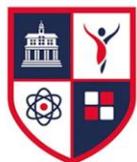


Pupil Premium 2019-2020

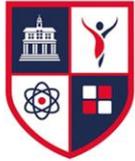
Review of Expenditure: 2019-2020			
Previous Academic Year	2019-20		
Desired Outcome	Chosen Approach	Estimated Impact Did you meet the success criteria? Include impacts	Lessons Learnt
<p>All teachers and support staff have the same expectations of disadvantaged and non-disadvantaged students can achieve.</p>	<p>Strategic leadership of data tracking and intervention. SLT co-ordinated an intensive intervention programme with the focus of closing gaps for cohorts of PP students.</p> <p>In preparation for the intervention a bespoke training programme was offered to subject leaders to ensure consistency and 'buy in' to the intervention. The process awareness and overview of all the students, ensuring intervention occurred in the correct subject at the correct time for individuals.</p> <p>Raise aspirations of DA through CIAG and form time activities.</p>	<p>Improvement in average PP progress from in -0.64 2018/19 to -0.11 in 2019/20. The intervention had impact on year 11 outcomes for PP students as gaps closed in progress. IN 2019 PP progress in English moved from -0.72 to -0.29 and in Trilogy Science from -0.86 to -0.66. An increase in the attendance from 60-90% at options evening.</p> <p>PP progress improved across the academic year 2019-2020 at AP1 12% on target, AP3 39% on target and CAG shows 48.58% on target. Geography average progress 8 score was at AP1 was -0.39 and at Ap3 0.31.</p>	<p>This targeted support needs to take place earlier in the academic year and lower down the school.</p> <p>Find more platforms for sharing successful school strategy.</p> <p>Adaptive strategy is actively encouraged, reviewed and shared.</p>



	<p>Science purchased flash cards, so all students had access to the same information and resources that allow them to recall facts. Covering the whole curriculum.</p> <p>Staff in geography attended an accuracy of marking and forecasting session to ensure correct data was imputed at AP points. This, in turn allowed for carefully planned intervention.</p>	<p>There has seen an increase in the number of PP students choosing to study the EBACC pathway.</p>	
<p>Staff are aware of the cultural deficit in DA students and plan to ensure students have access to the curriculum and understand the context of their work.</p>	<p>All yr. 8 students and their families to attend Hope University in May.</p> <p>A high proportion of CPD time 2019 was given to faculties to address the quality of what students were being taught. A major focus of this was to introduce context into the learning, allowing cultural capital to develop within the curriculum.</p> <p>The Brilliant Club was introduced to support an increase in the number of students from DA families who attend university.</p>	<p>The whole impact of these changes to curriculum will show future impact at AP1 in Term 1 2020, impact evidence will be added at this point. Progress is evident August 2020.</p>	<p>The university visit will be moved to year 2 of the plan.</p> <p>Improvement is tracked at each data capture for this cohort.</p> <p>Curriculum design is carefully considered for experience and engagement of PP learners</p>



<p>Consistent and strong standards of teaching, learning and assessment</p>	<p>A whole school CPDL initiative will be introduced to ensure consistency in teaching across the school. A refocus on PP students and the introduction of adaptive teaching strategies using the schools research in the area of Rosenshines Principles and TLaC refocused staff planning. All teaching staff were bought a personal copy of the book to support their research-based adaptations.</p>	<p>Improvement in Year 11 gaining 5 or above in English (best) and Maths increased by 30% from last year. This focus ensured all measures improved from 2018-19 to 2019-20.</p> <p>Whole school quality of teaching grade moved from 3 to a 2 based on outcomes improvement in July 2020. Teaching is more effective.</p> <p>PP student progress is broadly in line with national PP stats.</p>	<p>Even though disadvantaged students' results are improving, there is still a gap between disadvantage and none, as all students have improved.</p> <p>This must remain a focus for year 2 of the plan. PP spend will be tracked against national PP.</p>
<p>Improve the performance of PP students at Key Stage 4 and Key Stage 3 - closing the gap</p>	<p>Introduction of Century Tech, a remote platform for students who need intervention and support with lessons and ensuring no learning time is lost for PP students with poor attendance.</p> <p>New staff appointed in key positions and promotions and retention of strong staff.</p> <p>Funding of materials and ingredients in KS3 and KS4 for Technology subjects, Hospitality &</p>	<p>The purchase of Century Tech was invaluable during lockdown with year 10 and 11 PP students having an average of 4.7 and 5.7 hours respectively in April and May.</p> <p>Data reflected an improvement in outcomes and a closing of the gap in both English and Science in KS3 from AP1 to AP2. In English at AP1 45% of the PP cohort were on target or above and at AP2 this had increased to 72%. In science</p>	<p>Continue focus on KS4/5.</p> <p>More of a focus on KS3 is required with earlier intervention preventing year 11 increased pressure</p> <p>KS3 data reviews to take place separately.</p>



	<p>Catering, Textiles, Product Design and Construction, to allow access for all.</p>	<p>the gap closed from 50% on or above to 62%.</p> <p>Funding for PP students in Tech showed an increase in progress and engagement. DT moved from 0-22P8 at AP1 to 0.47 at AP3.</p>	
<p>To improve outcomes for disadvantaged students</p>	<p>SLT felt support was required with a key group of PP in year 11. After research we appointed the Tutor Trust programme. This was an intense programme driven by the classroom teachers. Teachers informed tutors of individualised gaps, and tutors worked to close them.</p>	<p>PP students' grades increased in all key indicators % gaining 9-7 Eng/Maths up 5.15% % gaining 9-5 Eng/Maths up 28.4% % gaining 9-4 Eng/Maths up 13% Average progress 8 up 0.89 Progress 8 English up 0.97 Progress 8 Maths up 1.03 Progress 8 EBACC up 1.53 Progress 8 Open Slots up 0.44</p>	<p>The initial feedback from the programme was positive we are going to continue with this 2020-21.</p> <p>Research informed strategy for adaptive teaching.</p>



<p>A project was introduced for EAL DA students to create a film, on the area of coming to Liverpool. This involved students script writing, working with a film company and ultimately raising aspirations.</p>	<p>Working closely with group to enable students to create, film and produce their own short film based on coming to Liverpool.</p>	<p>To raise the confidence and aspirations of the EAL DA cohort. Students thoroughly enjoyed this project one stated “I do not want this to end, this is the best time I have ever had in school.” Another said, “I have learnt so much about film production I know want to work in film production in future.”</p>	<p>This project will run again with another cohort of DA students.</p>
<p>Desired Outcome</p>	<p>Chosen Approach</p>	<p>Estimated Impact Did you meet the success criteria? Include impacts</p>	<p>Lessons Learnt</p>



<p>Attendance in all years is improved for PP students and PA students are greatly reduced.</p>	<p>PP attendance and punctuality were a concern, a strategic plan was put in place, as students identified finance was an issue with punctuality and attendance in addition to home circumstances. We introduced a school minibus service to a small cohort of PP students</p>	<p>The school minibus took 5 students to school this cohort showed an improvement of 6.96% attendance.</p> <p>Issued bus passes demonstrated an increase of 4.98% within a cohort of 12.</p>	<p>We cannot currently use minibus service due to COVID restrictions. However, this is something we will consider carefully and review when back to 'normal'. This is a big PP spend, is it impacting on enough students?</p>
<p>Emotional and behavioural difficulties which prove a barrier to learning are greatly reduced</p>	<p>Through the analysis of behaviour and ATL data, particularly of KS3 cohort, it was felt that there was scope for a cohort of students to be able to work together to address anger issues.</p> <p>AHT introduced a yoga and relaxation programme for boys. A gardening programme was also introduced to allow low level disruption to be discussed in a less threatening situation.</p>	<p>12 year 8 and 9 boys took part in the yoga program and all reduced their type 3,4 and 5 behaviour types.</p> <p>A social inclusion programme worked with 28 PP students at risk of exclusion, resulting in the following impacts an improved reading age from 5.6yrs to 8.2.</p> <p>57% improved or maintained their attendance whilst on the programme.</p>	<p>Analysis demonstrates that out of 'type 5' incidents 89% of them are carried out by disadvantaged students. This will be explored next year to track engagement and strategy within the classroom. Incidents of this nature must reduce.</p> <p>There will be a stronger rewards programme to encourage students to continue with positive ATL</p>



<p>Students have a greater understanding of the career pathways available to them and the requirements of each option. They understand that these opportunities are available, and their parents support their aspirations.</p>	<p>Connexions interviews in year 11 with PP students are being prioritised.</p> <p>There are 1:1, visits to colleges for PP students.</p> <p>Group work was introduced for PP students in KS3 to prepare for KS4 and future careers.</p> <p>A whole school careers fair is also offering targeted support for PP students.</p>	<p>In 2018 10% of the NEET cohort were PP, this was reduced in 2020 to 3%.</p> <p>In 2019 56% of PP students attended University this increase in 2020 to 62%</p>	<p>A parental literacy course to be introduced into year 2 of plan</p> <p>A full-time careers advisor to be employed through PP funding</p>
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