



Pupil Premium Strategy

2018/19

The purpose of this document is to outline the spending plan for the Pupil Premium budget to Diminish the Difference between Disadvantaged pupils and their peers

Specifically outlining
how the Pupil
Premium Fund will
support
Disadvantaged pupils

Pupil Premium Strategy Statement 2018-2019

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2018 – 2019 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM £935

Looked-after children £1900

Children who have ceased to be looked after by a local authority £1900

Pupils recorded as ‘Ever 5 Service Child’ £300

For the 2016-2017 academic year Harrytown Catholic High School are estimating the following Pupil Premium funding:

Year Group	Number of Eligible pupils	
7	48	
8	25	No previously looked after pupils
9	39	Including 2 previously looked after pupils
10	50	Including 2 previously looked after pupils
11	35	Including 3 previously looked after pupils
	Total PP: 193	Estimated spend PP: £ 193,080
	Total Virtual Schools: 4	Estimated spend Virtual schools: £ 9,200

1. Summary Information

School	Harrytown Catholic High School		
Academic Year	2018/19	Total PP Budget (inc LAC)	£ 200,600
Total Number of Pupils	729	Number of pupils eligible for PP	197
% of Cohort eligible for PP	27% (Yr7 – Yr 11)		

Barriers to future attainment (for pupils eligible for Pupil Premium)

Harrytown Catholic High School has a very diverse intake. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas and some of the most affluent areas in the Stockport area. As a school the number of pupils who are eligible for the additional pupil premium funding, live in the 25% most deprived areas and or are send has increased significantly, placing Harrytown in the top 3 most deprived in Stockport.

We analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort.

At Harrytown we want all our students to be happy and successful. We have high expectations of all our students in terms of attainment, progress, attendance and behaviour irrespective of socio-economic background. However, we note that those students from families with low incomes do have substantially greater challenges to overcome to meet our expectations and hence they need a greater level of support than other students.

Barriers in school for some groups of disadvantaged pupils

- Literacy skills for some disadvantaged pupils are lower than for other pupils which can prevent them from making progress in Year 7
- Poor Attendance – A significant number of pupils with %attendance below 90% (Persistent Absence)
- Gaps in learning, possibly as a result of poor attendance
- Aspirations for these disadvantaged pupils tend to be lower than other pupils
- Issues of low self-esteem, is higher for those pupils eligible for the Pupil Premium funding
- Eligible pupils who have SEND do not make as much progress as those SEND pupils who are not eligible for Pupil Premium funding
- Learning Skills: Independent Learning, Resilience ,Organisation and Motivation are often lower in Pupils eligible for Pupil Premium funding
- Lack of support for Homework
- Emotional and Mental Health issues
- History of poor attainment and progress from KS1 – KS2 and on into KS3 and KS4 may mean that pupils are set in groupings below their actual ability level, leading to lack of challenge for pupils and reduced expectation by staff
- Fixed term exclusion rates for disadvantaged pupils is too high and are substantially higher than their non- disadvantaged peers
- Attendance for pupils who are eligible for Pupil Premium is still not level with the attendance of other pupils. Persistent Absence being the major concern? Why is this for each child?
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External barriers

- Family history of reduced engagement with school life such as attendance at parent consultation evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- Lack of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
- Social issues in the locality of home

Outcomes

Desired Outcome	Success Criteria
Diminish the difference between the progress/attainment at KS3 and KS4 of pupils eligible for the pupil premium funding when compared to other pupils with particular attention to SEND and More Able pupils	Evidence of GCSE results showing a diminished difference. Data checkpoints throughout the Year in all Year groups showing a diminished gap compared to previous years. Insufficient progress identified quickly and strategies put in place through quality first teaching Wave 1 intervention to support individual pupils and prevent further lack of progress. GCSE exam results and Progress 8 figures in line with non PP pupils.
Attendance of Pupil Premium pupils improves	Pupil Premium attendance improves and is at least 95% and in line with other pupils in the school. Persistent Absence of pupils eligible for PP funding is significantly reduced.
Improve Literacy and numeracy skills for Year 7 Pupil Premium Pupils.	Eligible pupils make at least the expected progress with some exceeding the expected progress
Pupil Premium Pupils have high aspirations for the future and are determined to achieve them	Pupil Premium pupils have clear ideas of the opportunities available to them and what they need to do to achieve them. Pupils are focused and achieving at least their expected target and in some cases exceeding this.
Pupil Premium pupils to be able to identify ways forward through the support of a mentor	Pupils will be more engaged and hitting target grades at checkpoints. They will be taking responsibility for their own learning through attendance at Revision sessions and subject clubs.

Male Pupil Premium pupils achieve in line at least with their peers	
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Additional Staffing

1 x Pastoral Manager – Attendance and Parental Engagement

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review December 2018	Review March 2019	Review July 2019																								
Attendance in line with their peers. Persistent absence reduced	1 to 1 meetings with pupils Contact with pupils on a daily basis if absent. Meetings with Parents. Meetings with EWO.	If pupils are to make progress in line with their peers they need to be in school to access the curriculum. It is well documented that poor attendance usually leads to poor education, social and emotion outcomes for pupils. Pupils' attendance improves in line with their peers and punctuality is improved. All at least in line with National figures.	Pupil Premium for 20018-2019 Attendance is at least 94.6% (National average for 2016-2017), with a reduction of PA. School figures 2016-2017 16.5%	£32,000	<table border="1"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.26%</td> <td>94.32%</td> <td>0.06%</td> </tr> <tr> <td>PP</td> <td>91.28%</td> <td>91.34%</td> <td>0.06%</td> </tr> <tr> <td>Boys</td> <td>94.40%</td> <td>93.72%</td> <td>-0.68%</td> </tr> <tr> <td>Girls</td> <td>94.13%</td> <td>94.89%</td> <td>0.76%</td> </tr> <tr> <td>SEND</td> <td>91.37%</td> <td>90.34%</td> <td>-1.03%</td> </tr> </tbody> </table> <p>The PP figures for the year 2018/2019 have improved slightly from the previous year. 0.06%. It has improved by the same amount as the All which means that the gap has not got any bigger. However, this gap needs to reduce further. The Male PP and the SEND PP pupils need to be a target in 2019/20</p>				2017/18	2018/19	Diff.	All	94.26%	94.32%	0.06%	PP	91.28%	91.34%	0.06%	Boys	94.40%	93.72%	-0.68%	Girls	94.13%	94.89%	0.76%	SEND	91.37%	90.34%	-1.03%
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Good relationships developed between school and the family. Parents work with the school to support their child	All parents of disadvantaged pupils were contacted prior to the parents' evening and invited. Any barriers to attendance such as transport was				<ul style="list-style-type: none"> • Parents contacting Mrs Fahy to discuss issues and get the full story before they have a negative conversation with staff so far fewer issues with parental support. • Contact with home has improved attendance for some pupils who have been picked up by staff to bring into school if refusing at home. • Families are contacted the day before a new term to ensure that their child is prepared for the start of the new term (some are very 																								

and understand what they can do to support	arranged. A couple of anxious parents were supported by a learning mentor during the evening.				<p>anxious) JFY meets and greets them all in the morning.</p> <ul style="list-style-type: none"> • Referrals have been made to appropriate agencies to support parents with parenting and social problems. • Greater engagement of parents at parents evening <table border="1" data-bbox="1384 459 2020 1329"> <thead> <tr> <th>Year Group</th> <th>2017/2018</th> <th>2018/2019</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>11 Overall att. 70%</td> <td>17/35 49%</td> <td>20/35 57%</td> <td>2 families who did not attend in Year 10 attended in Year 11. 7 families have not attended any events</td> </tr> <tr> <td>10 Overall att.67%</td> <td>14/50 28%</td> <td>18/50 36%</td> <td>7 pupils whose parents did not attend in Year 9 attended in Year 10. 4 of whom had not previously attended any event. 3 families have not attended any events.</td> </tr> <tr> <td>9 Overall att. 75%</td> <td>22/39 56%</td> <td>21/39 54%</td> <td>3 pupils whose parents did not attend in Year 8 attended Year 9 Parents Evening. An additional 4 pupils did not attend Parents Evening but attended</td> </tr> </tbody> </table>	Year Group	2017/2018	2018/2019	Comment	11 Overall att. 70%	17/35 49%	20/35 57%	2 families who did not attend in Year 10 attended in Year 11. 7 families have not attended any events	10 Overall att.67%	14/50 28%	18/50 36%	7 pupils whose parents did not attend in Year 9 attended in Year 10. 4 of whom had not previously attended any event. 3 families have not attended any events.	9 Overall att. 75%	22/39 56%	21/39 54%	3 pupils whose parents did not attend in Year 8 attended Year 9 Parents Evening. An additional 4 pupils did not attend Parents Evening but attended
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								the Options Evening the following week. 5 families have not attended any events.
					8 Overall Att. 81%	16/25 64%	13/25 52%	4 families have not attended any events.
					7 Overall Att. 79%	N/A	26/48 54%	22 not attended
<p>A focus needs to be on engaging those parents that have not attended any events so far, whilst maintaining the engagement of those already attending.</p>								

2 x Learning Mentors

Desired Outcome	Action	Rationale	Success Criteria	Cost	Impact
Progress in line with expected and at least in line with their peers. In class support English and maths	In class support English and maths. Supporting pupils eligible for PP funding	Feedback from the class teachers of pupils eligible for PP funding who received in class support identified an increase in	Disadvantaged pupils achieve in line with their shadow data pupil which is identified at each Progress monitoring report.		Year 11 pupils results this year. Please see the GCSE PP exam analysis document for full details. PP overall Progress GCSE Results – In School Gap - - 0.845, National Gap to Non PP - -0.747 National Gap to all - -0.597 Adjusted Data – In School Gap - -0.345, National Gap to Non PP - -0.247 National Gap to all - -0.097

	<p>in English and maths lessons.</p> <p>Providing additional support before school, at lunch or during Period 6 after school.</p> <p>Homework club for Key Stage 3 pupils</p>	<p>engagement, understanding and a willingness to actively involve themselves in class discussions.</p> <p>For some pupils the home is quite chaotic and being provided with a quiet space to work with academic support.</p> <p>To assist pupils in organising themselves, completing work and homework so that they are up to</p>	<p>Individual subjects to track against shadow data after any assessed pieces of work. Evidence of this tracking available.</p> <p>Register of pupils using the Learning support offered in the Library at these times is</p> <p>Register of pupils using the Learning support offered in the Lilbrary at these times is. Evidence of contact with home to encourage attendance.</p>	<p>(data from SISRA collaborative)</p> <p>Subject Progress Index</p> <table border="1" data-bbox="1391 336 2029 533"> <thead> <tr> <th>Group</th> <th>English</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.40</td> <td>-0.21</td> </tr> <tr> <td>Is PP</td> <td>0.05</td> <td>-0.52</td> </tr> <tr> <td>Is not PP</td> <td>0.51</td> <td>-0.11</td> </tr> <tr> <td>Gap</td> <td>-0.46</td> <td>-0.41</td> </tr> </tbody> </table> <p>In English whilst the gap was slightly larger than maths, the PP pupils gained a positive progress index compared to other schools nationally for English.</p> <p>In maths the gap was only slightly better than English but the pupils in all groups performed worse and gained a negative progress index.</p> <p>In maths, the More Able pupil premium pupils achieved a positive residual when comparing their grade to the average of all of their subject grades in school. The PP pupils and PP SEND pupils gained a negative residual, however, against the trend these pupils gained a better residual than the Non PP and Non PP SEND pupils (All of these PP pupils were involved in the PET-XI Maths).</p>	Group	English	maths	All	0.40	-0.21	Is PP	0.05	-0.52	Is not PP	0.51	-0.11	Gap	-0.46	-0.41
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		date with their studies Pupils attending these sessions voluntarily or in agreement with home.			
Pupils are motivated, know what they have to do and are able to structure revision effectively	Mentoring 1 to 1 and group for Year 11 pupils. Use of Pupil questionnaire to identify barriers to learning. Guidance towards Period 6 revision sessions and structure of independent revision schedule.	Those pupils eligible for Pupil Premium funding do not always have the academic support at home. This support is aimed at ensuring pupils are focused, thoroughly prepared for assessments.	Subject assessments, Mock exams and Progress Report check points compared to target and shadow data		1 to 1 meetings held with all Year 11 PP pupils. Pupils responded well with the meetings and of the 35 pupils 21 pupils used their action plans for revision sessions to support their learning, attending the Library period 6 sessions or the departmental revision sessions. 8 pupils failed to have a consistent approach to their revision. (6 pupils not in school)
Pupils have a reading and comprehension age that allows them to access the	Active Learn Rapid reader programme at Key stage 3	Evidence shows that pupils taking part in the Rapid Reader programme make progress that diminishes the gap	All PP Pupils will have reading ages that are at least in line with their Chronological age access the curriculum at Key stage 3		Pupils identified in Year 7,8 and 9 who have been identified through reading age assessments <ul style="list-style-type: none"> Year 7 14/42 pupils had a reading age below their Chronological age

<p>curriculum at KS3</p>		<p>between them and their peers.</p>			<ul style="list-style-type: none"> • Rapid Plus completed with these pupils 6/14 improved and are now above their chronological age • 2 pupils have moved out of the area • 6 pupils remain beneath their chronological age. • 2 improved by 4 months so their gap is now larger • 1 improved by 2yrs 6 months but is still below. The gap is now 9mths • 3 pupils reading ages remained the same meaning that the gap has increased. <p>Year 8</p> <ul style="list-style-type: none"> • 10 out of 21 pupils had a reading age below their Chronological age at the beginning of Year 8 • Rapid plus completed with these pupils • 2/10 pupils are not currently at Harrytown • 4/10 pupils improved and are now above their Chronological age • 4/10 showed some improvement but their reading age is still below their Chronological Age <p>Year 9</p> <ul style="list-style-type: none"> • 11/36 pupils had a reading age below their Chronological age at the beginning of Year 9
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					<ul style="list-style-type: none"> • 7 pupils now have a reading age that is above their Chronological age • 4 pupils still have a reading age below their chronological reading age
Parental engagement in school is good and there are well established relationships developed between parents and key staff.	Meeting with learning mentors, phonecalls to encourage attendance at parents evening/information evenings, support at these evenings.	Evidence shows that parental engagement can make a big difference in the engagement of a pupil (EEF document), their academic attainment and aspirations.	To increase parental attendance at parents evenings by 10%.		Please see the data under Pastoral Manager above for this data

2 x Pastoral Managers

Desired Outcome	Action	Rationale	Success Criteria	Cost	Impact
Attendance and progress of LAC pupils	LAC reviews PEP Meetings One to one tutoring	Pupils who are LAC are disadvantaged socially emotionally and educationally as a result of previous life situations,	Attendance is at least equal to the National average and in line with their peers. Attendance should be above 96% (School target)	2 x 50% Pastoral Managers £28,701.20	Attendance of LAC pupils is above that of the school average and the national average. 97.8% Parents have regular contact with the pastoral team and through LAC review meetings. Virtual Schools provided English and maths tutors for 2 pupils. The pupils said that they felt

	Additional In class tutoring-virtual school Assessment Financial support for trips, equipment for courses, revision guides etc.	negative experiences, and the lack of opportunities, guidance and good role models.	Meeting targets/ exceeding targets in comparison to shadow data and targets in each subject. Settled in friendships and peer relationships. Improved self –esteem and improved conflict resolution skills		more confident as a result of the additional tuition.
External agency referrals for those eligible for PP	Referral to the appropriate agency for support: School nurse Mosaic SAP YOT SALT Child Missing in Education Social Care Involvement Beechwood Cancer Care Beacon Counselling	Agencies/interventions are needed to offer specialist support that we do not have the facility/experience to provide in school. This support is necessary to ensure that a child is able to live and learn happily and safely. A pupil that is happy and feels safe is more likely to make good progress.	Pupils receive the appropriate intervention support and evidence via pupil voice identifies removal of this barrier		A significant number of pupils were worked with in school to resolve social issues by the Pastoral Managers on a daily basis. Pupils have been referred to the appropriate agencies where necessary in consultation with parents. Pupils have worked with these agencies/external providers until the issue has been resolved or improved. Some pupils continue to work with the agency they are working with. This has been essential in improving the mental Health and wellbeing of our pupils.

	Self Harm (Stockport Pathway) Secondary Jigsaw Emotional Resilience (RELATE) Stockport Without Abuse SPI				
To ensure pupils eligible for PP feel safe and comfortable in school	Parent Contracts – EWO Restorative meetings 1 to 1 mentoring	Removal of barriers to learning in terms of emotional upset and fall outs. Pupil is able to continue with their lessons with focus.	Pupil’s attendance is at least national average. (95%)		Issues are dealt with quickly and the non-teaching Pastoral Managers are available to deal with issues instantly particularly when they are Safeguarding concerns.

Learning Support TA

Desired Outcome	Action	Rationale		Cost	Review
Pupils with SEND who are eligible for PP funding make progress at least in line with their peers	Pupils able to attend learning support before school, registration, break and lunchtime	Pupils who have SEND often find it difficult to organise themselves and their work. They may not ask if they do not understand something and might lack the confidence to	Pupils do not get standards marks and standards detentions as a result of poor organisation	£15,664 for 1 LTA time (Hours split over a number of different LTA’s)	A behaviour group of 6 pupils meet each morning to make sure they are organised and then

	Homework support for PP SEND pupils during form time in the library	<p>make decisions and plans for themselves. Pupils often need the reassurance of an adult to guide them.</p> <p>Pupils may struggle to understand the homework and need support to complete it.</p>	<p>Pupils do not receive detentions for non completion of homework. Homework is completed more thoroughly and pupil understands the work.</p> <p>Pupil makes progress in line with shadow data and in line with targets</p>	<p>they play some sport in the sportshall, developing social skills, reducing anxieties and releasing some excess energy before the day begins.</p> <p>Morning homework club during form time for KS3 has been running all year. A small number of pupils do access this as and when they need the support but the take up is not large. On average 3-4 pupils on a daily basis. The maximum number at one session was 11.</p>
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The pupils eligible for PP who also have SEND have an attendance that is at least the same as their peers and above 95%	Strategies to reduce the stresses that these pupils may experience. Collaboration with the class teachers to ensure that the learning environment for the pupil does not produce additional stresses. Opportunity to have a modified timetable to incorporate a period of time or particular lessons in learning support to remove stressful situations	If a child is feeling isolated from their peers or is struggling with their learning in lessons they are more likely to have poor attendance to avoid stressful situations Attendance is above 95%	Attendance is above 95%		Friday afternoon groups for social communication and to talk through any issues from the week. This stops pupils worrying about any issues over the weekend
Pupils with SEND who are eligible for PP funding are able to understand situations and give appropriate response. They will be able to communicate effectively with their peers	Talkabout Intervention Weekly small group work support developing pupil's ability to understand situations and give appropriate responses.	Some pupils with specific SEND find it difficult to read situations, make appropriate comments and respond in the expected manner. This can isolate pupils and prevent them from contributing from group work, making firm friendships can be difficult and the pupil can feel isolated. Pupils will be able to communicate effectively with			The before and after data showed that the pupils were on the who better equipped to deal with social situations. 84% of the pupils who took part (in total over 4 groups 33 pupils) stated that they felt happier with understanding

		pupils and teacher and express themselves in an appropriate manner.			social situations and were not having as many problems with their peers.
Pupils are able to access the work in lessons and progress at the same rate as their peers	In class support, lesson steps sheets, differentiated tasks and worksheets	Pupils with SEND often lack the confidence to ask if they need help and may need support in organising their work or reassurance on what they are doing. Having the support means that an individual or group of individuals are able to begin work promptly, knowing what they must do and how to go about doing it.	Pupils achieve in line with targets and their shadow data pupil.		

Counsellor

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review
Disadvantaged pupils who are eligible for the PP funding can access support to ensure that they have good mental and social health	Additional hours with the Beacon counsellor for pupils to be able to work through issues in a safe environment.	Mental and social health issues are some of the biggest issues that affect young adults today. This can affect friendships, home life, school work and progress.	Pupil is able to function effectively and has strategies to reduce anxieties etc. Pupil attendance improves from the point of intervention and an increase in progress	Beacon Counsellor £10,000	Pupils were provided with the support necessary when they needed it.

			from the point of intervention		
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Other Interventions

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review
All disadvantaged pupils receive teaching that makes their learning challenging and challenges them to learn and shows at least the expected progress through the year	Positive setting of all Disadvantaged pupils, based on their KS2 data from September 2018 to ensure that the pupil is challenged at a level that their ability reflects	Analysis of pupil sets throughout each year shows a pattern of disadvantaged pupils disengaging with learning as they move through the school resulting in pupils working in a lower set. This does not necessarily offer the pupil any challenge and as a result the pupil is de-skilled and makes little or no progress, effort and behaviour may become an issue. Expectations of that pupil are lowered and the initial starting point and what they are capable of is forgotten.	<p>Pupils are in the appropriate set for their ability level. To begin in Year 7,8 and 9.(some in Year 10)</p> <p>Quality of provision meeting minutes – learning and teaching, data, tracking and intervention, Subject leader and Intervention meetings.</p> <p>Pupils achieve at least in line with or exceed the level of their shadow data pupil</p>		<p>Quality of provision meetings – learning and teaching, data, tracking and intervention,</p> <p>Subject leader and Intervention meetings</p> <p>Progress monitoring check points</p>

<p>Pupils are resilient, hard working, enthusiastic learners who can transfer skills between subjects and are determined to achieve and are independent learners</p>	<p>Differentiated work offers challenge to pupils of all abilities to ensure maximum progress</p> <p>Whole teacher and support staff INSET's Assemblies for pupils Form time activities to promote this</p>	<p>Expectations of lower ability pupils are not high enough. Work needs to challenge them different teaching styles/methods need to be used to engage the learners</p> <p>Pupils and teachers trained in metacognition and growth mindset so that teachers encourage pupils to be independent learners and persevere through their teaching strategies and lesson planning and pupils understand that failure is part of the learning process</p>	<p>Lower ability pupils, SEND pupils and More able disadvantaged pupils achieve or exceed their target or the level achieved by their shadow pupil</p> <p>Lesson observations, assessment data, Progress monitoring reports</p>	<p>£4000</p>	
<p>Disadvantaged Pupils have aspirations for their future once they leave</p>	<p>Careers Interviews Mock interviews, Department of Work place and pensions,</p>	<p>Many pupils who are eligible for PP may not have had a role model who can encourage them to have aspirations or who have had access to</p>	<p>Pupils will have a clear idea of what they would like to do post 16 and possible career</p>	<p>£10,000</p>	

<p>Harrytown and know which pathways to take.</p>	<p>Greater Manchester higher activities and STEM activities Careers Advisor meetings</p>	<p>further and higher education and show them what they can do. Pupils who have access to these opportunities are able to realise what is available to them beyond school and their local community. They may be put off by the perceived costs of university and the lack of financial support being available from home. This gives pupils the opportunity to find out about different funding routes and opportunities and the kind of courses they could study and professions/jobs they could go into. It will also identify what they need to achieve to get there.</p> <p>Pupil Premium pupils will challenge themselves and set high expectations of what they want to achieve. Pupils will not become NEETS post 16</p>	<p>choices, knowing what they need to do to achieve this. Pupil voice activities.</p> <p>Pupils will not become NEETS post 16</p>		
<p>Reduction in fixed term exclusions</p>	<p>Disadvantaged Pupils with fixed term exclusions, high number of internal isolations</p>	<p>Pupils are repeatedly making the same mistakes and as a result are receiving the same sanctions. These are punitive</p>	<p>Fixed term exclusions for Disadvantaged pupil Fixed term</p>		

	and persistent Senior Leadership team detentions from 2017-2018 to have a senior/middle leader teacher mentor for 2018-2019	and do not change behaviours. Instead working with a child, regular interaction and modelling good behaviours, devising strategies to prevent issues arising and use of in school behaviour support to change pupil responses to situations.	exclusions are reduced by at least 10%		
Pupils involvement in extra- curricular activities and roles of responsibility at events or in school is equivalent to that of non disadvantaged pupils	Pro-active encouragement and nomination of pupils to be given responsibilities and removal of barriers such as transport issues to ensure pupils are able to participate. School tours, ambassadors etc			£5000	The number of PP pupils attending Open evening and helping out was at 42% of the total helpers. This is larger than the percentage of pupils of PP in the school. An increasing number of disadvantaged pupils participate in extra curricular sports clubs but this is still not equivalent to the non disadvantaged figures.
Pupils have revision support at KS4	Continuation of subscription with GCSE Pod	Pupils in an 16 month period in Dec 16/April18 streamed or downloaded over 37,000 Podcasts	Record of pupil usage (yr10 and 11)	£1900	Pupils accessed 12,374 podcasts during 2018/2019. Feedback from pupils

	<p>Encourage more departments to actively encourage pupils to use these to support their learning</p> <p>Departments to explore additional support and usage provided by GCSEpod</p>	<p>Some departments are actively encouraging pupils to use GCSE Pod to support their learning and revision because they rate the quality of the resources on offer, particularly English, Geography, Science and GCSE PE</p> <p>A number of pupils have commented on how GCSE Pod has helped them so far.</p>	<p>Pupils achieve in line with their shadow data pupil at each progress monitoring checkpoint</p>		<p>says that 87% of pupils who accessed them thought they were really useful. Year 11 pupils 94% of the year used them but only 69% used them regularly</p>
Rewards and Incentives	<p>Attendance awards, payment of rewards trips, Prom, ensuring that any Pupil Premium pupil does not miss out on taking part in a particular enrichment activity because of financial issues. This also includes the provision of Uniform, school shoes, revision guides, calculator or other stationary products</p>	<p>Pupils feel isolated if they are not able to take part in the same activities as their peers reducing their self confidence In some cases incentives/external motivations are key in engaging and encouraging a pupil</p>	<p>Pupils have the same opportunities as other pupils in school lessons, curriculum enrichment activities and extra- curricular activities</p>	£6,000	<p>Attendance awards – cinema tickets and £5 love to shop vouchers</p>
Individual departmental intervention	<p>Departments to bid for financial support for strategies that will have</p>	<p>The opportunities outside the classroom can have a massive impact on a pupil's motivation,</p>	<p>Pupil progress is in line or exceeds their target and</p>	£40,000	<p>Pet-Xi Maths Please see the review</p>

<p>strategies for raising progress of pupils eligible for PP</p>	<p>an impact on progress, subject specific enrichment activities etc. or additional sessions with external leaders.</p>	<p>aspirations and interest in a subject. Having the opportunity to use the skills for a subject in a real life environments can bring a subject alive.</p> <p>Continued practice and application of skills helps pupils remember how to solve given problems, use the correct exam techniques and understand what a question is asking for.</p>	<p>that of their shadow data pupil</p>		
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