

Pupil premium strategy statement 2020/21 Golborne High School

School overview

Metric	Data
School name	Golborne High School
Pupils in school	1018
Proportion of disadvantaged pupils	262 students – 26% of total cohort
Pupil premium allocation this academic year	£205,432
Academic year or years covered by statement	2020/2021
Publish date	January 2021
Review date	June 2021
Statement authorised by	Mrs A Gormally
Pupil premium lead	Miss R Hugill
Governor lead	Mr P Turner

Disadvantaged pupil performance overview for last academic year

	2019	2020
Progress 8	+0.46	+0.63
Ebacc entry	43.3%	45.7%
Attainment 8	50.2	48
Percentage of Grade 5+ in English and maths	43%	50%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Quality first teaching and learning for all PP students	Lead practitioners to deliver whole staff CPD to ensure all teachers are meeting the needs of all learners and delivering quality first teaching for all. Marginal Mondays to focus on effective classroom and specific pupil strategies to close the learning gap and to raise expectations	CPD dates Every Monday Monitored via QA of T&L cycles
Developed a tiered support structure to organise the	Numbers of disadvantaged students at each tier monitored each half term to assess impact of intervention	Sept 2020 for intervention team

intervention and monitoring of disadvantaged students to maintain and enhance accountability for the team of intervention managers		
Produce a tracking spreadsheet to monitor the pupils on intensive support to assess impact of intervention and to hold IMs more accountable for their progress	Spreadsheet established and used by Sept 2020 IMs to log their daily activities and track students' behaviour, homework, attendance and achievements weekly	Weekly
Design a detailed strategic overview for the 'Closing the Gap' agenda following lockdown and redefine disadvantaged students to include digital disadvantage and those who struggled to engage during the period of remote learning	Launch of 'Back to Business' plan for all departments in September using different sources of data to establish the 'disadvantaged' cohort (see 'Closing the Gap') Set up focus groups on 4matrix to assess impact of teaching, learning and assessment Ensure IMs have access to relevant data for each student and at all reporting opportunities, student welfare and progress is reviewed with all stakeholders Use of PASS to establish any issues with learning and welfare to enable effective intervention	Reviewed between CLS and SLT link managers at each health check and line management meeting
Language for Learning whole school strategy	Exposure to academic language / experiences for all pupil premium students	Following data capture x 4 per year. Reading programme
Diminishing difference with regard to progress in English and Mathematics.	Progress for PP students in line or better than National figures for progress. Internal tracking data of reading interventions and maths interventions. Employment of dedicated teaching assistant to allow one-to one classroom support and targeted intervention sessions	Following data capture x 4 per year.
High levels of progress in literacy for Y7 and Y8 pupils eligible for PP allowing pupils to access the wider curriculum.	Reading ages for PP students in line with actual age. Pupils eligible for PP in year 7/8 on or above pathway at the end of the year across all subjects. Over-staffing in English Faculty to allow for smaller groups, team teaching and allocated department time to develop T&L	Review at each data capture
Improved rates of progress across all year groups for mid	% of PP students above pathway at least matches that of other pupils. Evidence from data captures 2 and 3, using 1 as a baseline.	Tracking and monitoring of PP students compared to non-pp peers after each data capture

and high attaining pupils eligible for PP.		Impact of intervention meetings to be held following each reporting session to monitor pp progress to target with identified students
Diminish the difference between HPAPP and non PP HPA	A higher proportion of HPA-PP students go on to study A Levels and academic programmes of study	Destinations data reviewed and published to stakeholders in January 2021
Increased attendance rates for pupils eligible for PP.	Reduce percentage of persistent absentees (PA) amongst pupils eligible for PP to 10% or below.	Reviews of pp attendance carried out weekly with identified pp students by intervention managers. Attendance manager present at impact of intervention meetings held each reporting cycle.
Improve aspirations of PP students	Increased number of PP students go into sixth form and then on to University. High prior attainers are able to access courses at selective Colleges and Top Universities	Destinations data reviewed and published to stakeholders in September 2020 Ongoing review of impact of careers mentoring and participation in additional CEIAG activities such as The Brilliant Club
Transition support to approve attainment on entry from KS2	Literacy transition work completed in term 3 of primary school and mapped to work in Sept of year 7 to minimise loss of performance Summer school to support transition Additional targeted visits to GHS in the summer term	Year 7 data capture 1
SENCO Intervention	SENCO to deliver a bespoke catch up programme for pupils who are not secondary ready on entry	SLT Link monitor via line management half termly

Teaching priorities for current academic year

Measure	Activity
Teaching to the Top	<p>To ensure highest expectation for all to ensure HAP/MAP students, particularly those disadvantaged are given access to the highest academic standards and teaching in all subject areas</p> <p>Develop a learning charter specifically for disadvantaged students that all staff adhere to with the assistance of LPs</p> <p>Developing a whole school HAP strategy to impact the 2020 results and to prevent and close future gaps in progress and attainment</p>
Language for Learning	<p>Increase use of vocabulary and exposure to academic language / experiences for disadvantaged, particularly pupil premium students. (Whole school strategy)</p>
Linking careers to aspects of the curriculum that is delivered within subjects to raise aspirations.	<p>Discussing careers related learning at every curricular opportunity and linking to LMI, as monitored with progress towards Gatsby Benchmarks</p> <p>Increase of employers being invited into school to deliver lessons, or lesson parts</p> <p>Careers mentoring from the following areas: Accountancy, Retail and Construction (STEM)</p>
Barriers to learning these priorities address	<p>0% NEETS</p> <p>Reducing language barrier</p> <p>Increasing cultural capital and access to wider curriculum</p> <p>Improved transition and aspirations</p> <p>Higher proportion of pp students progress on to academic studies</p> <p>Disadvantaged students prioritised for CEIAG</p>
Use of PASS	<p>To evaluate those students in most need of support and to assess the impact of intervention</p>
Baseline assessments and alterations of curriculum	<p>Baseline assessments establish gaps in learning and curriculum altered to ensure gaps are closed following a DTT regimen</p>

Targeted academic support for current academic year

Measure	Activity
Associate Assistant Headteacher for Closing the Gap	Strategic overview of PP support and LM of intervention managers
One-to-one support / Intervention work	Target additional specialist subject support for PP looked after pupils
One extra intervention manager to work with a year group of students	Target year 11 support specifically
4x Intervention Managers employed to monitor pupils and devise individual support plans.	Improved tracking and monitoring of PP students to ensure individual programme of support / intervention throughout year 7-10
Employment of 2 x Pastoral Support Leaders	To monitor pupils and follow up quickly on trancies. Immediate response provision
Close gaps in attainment by ensuring all disadvantaged pupils can access the learning in the classroom and whilst completing homework.	Wave 1 mentor support Designated tutor group support for year 11 students Supply equipment and revision resources as appropriate to the individual pupil.
**Ensure that in the eventuality of a second wave or period of remote learning, all disadvantaged children can have access to digital learning	Review possible spend of extra covid catch up premium
Projected spending	

Wider strategies for current academic year

Measure	Activity
OFSTED AFI	Pupils, including disadvantaged pupils and pupils with SEND, achieve highly across all subjects. In some subjects, pupils do not make connections between the key concepts as readily as they do in others. Leaders should review the planned curriculum in some subjects to enhance opportunities for pupils to make greater connections in their learning across different subjects.
Participation in wider curriculum including extra-curricular activities and additional support	Positively discriminate for pp students in additional clubs and activities to increase cultural capital.
Barriers to learning these priorities address	Making connections between key concepts across different subject areas
Projected spending	TBC

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time for professional development	Ensure the PP strategy is given time in CPD sessions so that all staff have the necessary training and development – for example – marginal Mondays
Targeted support	<p>Calendared data analysis to coincide with whole school data capture.</p> <p>Individual learning plans created for each pupil including tracking document. Monthly line management meetings to create action plans involving all stakeholders present at impact meeting to discuss progress to target. Intervention managers also support cover – so needs to be addressed to minimise impact on pp students (particularly lead IM)</p> <p>Ongoing review through data collection cycle.</p>	<p>Increase capacity of lead IM</p> <p>Ensure all stakeholders regularly attend impact meetings</p> <p>Ensure pastoral and intervention are working together and not duplicating work</p>
Wider strategies	Engaging the families facing most challenges	Working closely with the pastoral and SEN team to maximise progress for pp

Review: last year's aims and outcomes

Aim	Outcome
P8	P8 score increased for PP students from +0.46 to +0.63 (based on 2019 validated data)
A8	A8 score remained consistent
Achieving strong pass in En/Ma	The proportion of PP students attaining a strong pass in English and maths has increased from 43% to 50% 5+