

Pupil premium strategy statement (secondary)

1. Summary information					
School	Nower Hill High School				
Academic Year	2018-2019	Total PP budget	£282,482	Date of most recent PP Review	September 2018
Total number of pupils excluding sixth form	1547	Number of pupils eligible for PP	340	Date for next internal review of this strategy	September 2019
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Progress 8 score average		-0.43		+0.13	
Attainment 8 score average		39.81		49.96	
%9-5 (A*-C) in English & Maths		27%		50%	
%9-4 (A*-C) in English & Maths		54%			
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.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.				
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.				
C.	A limited amount of positive Parental engagement with Disadvantaged Students Parents and Carers				
D.	High attaining Pupil Premium pupils achieve lower GCSE results than their non-disadvantaged peers at KS4				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.			Pupils eligible for PP in Year 7 make as much progress by the end of the year than non PP pupils so that at	

		least 60% exceed or meet the level of 'Developing' or above .This will be evidenced using Year 7 students tracking reports at the end of their academic year.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels/raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 60% or above are on track to meet the level of 'Proficient' . Where students are not in line, departments are putting in place wave 1 interventions, monitored by Heads of Departments/Faculties (HOD/HOF) and senior team.
C.	Parental engagement with Disadvantaged Students Parents and Carers.	Higher attendance rate at Parent's & Carer's evenings for Disadvantaged students and more personalised communication home with regards to school events and evenings, ensuring at least 95% attendance for disadvantaged students in each year group. PP students will also be encouraged to all take up at least one extra curricula activity to broaden their opportunities and experiences at school and in their future.
D.	Improved rates of progress across KS4 for pupils eligible for PP.	Pupils eligible for PP make as much progress by the end of the year than 'other' pupils so that at least 55% meet expected targets which will put them in line with all expectations of students/class teachers. Following last year's diminished progress 8 score for Disadvantaged students this will be a key focus area to diminish the difference in Progress 8 scores for this year. This will be reviewed in August 2018.

5. Planned expenditure					
Academic year		2018-2019			
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.					
i. Quality of teaching for all					
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?
A, B, C & D	TLR Post of Whole School Pupil Premium Progress Leaders	Two full time members of staff share this post and oversee the progress of all disadvantaged students	The members of staff regularly support the students' progress and put in a variety of different interventions to ensure a diminished difference in attainment between disadvantaged students and their peers.	LV	August 2019
A, B, C & D	CPD training for staff	We want to offer high quality teaching to all these pupils to drive up results. A series of termly short CPD sessions run by Pupil Premium Progress Leaders offering a combination of pedagogical knowledge and subject knowledge, staying up to date with the most recent research/findings on EEF and from Ofsted.	PP Progress Leaders to plan each session and liaise with members of SLT to gain their advice on the planned activities. PP Progress Leaders to respond to previous staff feedback to ensure accurate planning	LK/SGa	July 2019

A, B, C & D	PAD Targets	Staff will be encouraged to have a Teaching and Learning target for their progress and development document which will focus on Disadvantaged students	Part of the PAD process that will be highlighted again to staff at the start of the academic year. Review of PAD targets at the end of the academic year	LK/SGa/JKW/CS/NH	July 2019
A	Units of Sound - This is a spelling/reading/writing/memory programme developed by Dyslexia Action. You do not need to be dyslexia to use this programme. Units of Sound have been designed to be used by any student who, for whatever reason, is behind in literacy. It develops reading (decoding), spelling and writing skills. Units of Sound encourage independent learning.	PP Progress Leaders also liaised with other schools and this type of programme was recommended as having significant impact. 10 students will be used for the trial and 50 licenses have been brought for 3 years. We are hopeful that this will be able to take on a lot of the work done by Toe by Toe and is easier to deliver and less intensive on staff time.	Lead staff member to organise the programme and data will be monitored to aid in tracking the progress of the students on the programme.	AC/BW	July 2019

A, B & D	Mint class CPD training – Interactive online seating plan programme that correlates with SIMs to record student groups, ability and achievement	We want to offer high quality teaching to all pupils to drive up results. Programme enables teachers to effectively identify students and their results and plan effectively to maximise their learning time in the classroom. Similar programmes have been investigated and researched by both PP Progress Leaders & SLT. This programme is the most cost effective. PP Progress Leaders also liaised with other schools and this type of programme was recommended as having significant impact. PP leaders to continue training current and future staff in how best to utilise the programme to ensure sustained progress for our disadvantaged students.	SLT and HoFs to support with ensuring staff usage of the programme.	LK/CLS	July 2019
Total budgeted cost					5162.00
ii. Targeted support					
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?

A	<p>Toe by Toe reading recovery scheme - One to one support for children who have difficulty with literacy skills.</p>	<p>We want to offer high quality teaching to all these pupils to drive up results. Main focus on Literacy to be had across the school. These things are said to be effective in the Teacher Development Trust research review on professional development.</p> <p>Toe by Toe is a highly structured approach-phonics based program. It is systematic and requires the student to be taught page by page (as student learns to decode words rather than relying on memorising or guessing). Toe by Toe highlights the student's weaknesses and provides a step by step guide to improve and overcomes their weaknesses. To achieve successful results Toe by Toe is delivered at least 3 times a week with the student, remembering to always work at the students pace. The current Year 10's who participated in Year 7 displayed a average increase of 2.2 years progress in their reading age. Current Year 9's scores indicate an average increase of 1.7 years in their reading age. Of the 3 students who have completed Toe by Toe from current year 8, the average progress is 1.2 years. Fewer students have completed at this stage and we hope that the average score will increase over time.</p>	<p>The course was selected using evidence of previous effectiveness and having run the course for the previous couple of years.</p> <p>Every year multiple tests are completed in September for all Year 7 students to ensure that the correct cohorts of students are chosen. Tests include GLT II reading and spelling assessment and Schonell Reading Test. Once students have completed the Toe by Toe scheme they are retested using a parallel Schonell reading test and progress is then calculated. We have increased the number of students completing Toe by Toe. In the next academic year there will need to be better quality assurance that all TA's are delivering the program effectively.</p>	BW/AC	July 2019
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A	<p>Renaissance Reading – Computer based literacy program which looks to extend and enhance literacy skills of children of all levels.</p>	<p>Accelerated Reader is an influential tool for monitoring and supervising independent reading practice, encouraging our students to read for pleasure. A student reads a book, takes an online quiz, and gets immediate feedback.</p> <p>We have tested all Year 7's at entry point into this program and they have been levelled. They will be retested on a reading age test to measure progress at the end of the academic year.</p> <p>The librarian has focused on developing relevant stock that links to books on the renaissance reading system. All of the books that correlate with the Renaissance reading scheme have been coded to aid students in picking the books appropriate to their reading levels.</p>	<p>Students respond to regular feedback and are motivated to make progress with their reading skills. In addition, Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. A fully detailed set of reports reveals how often a student is reading, the level of complexity they are tackling, and how well they have understood what they have read. Next year we are suggesting that all year 7's have their registration silent reading period in the library in order a more dynamic delivery of the program.</p>	BW/AC	July 2019
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A	<p>Lexia – Phonics based literacy program which focuses on fundamental literacy skills starting at a beginning English level.</p>	<p>Lexia Strategies is a mastery program which does not allow the student to progress onto the next level until they have successfully completed all activities. It incorporates a range of content that covers basic phonological awareness through to advanced decoding skills, vocabulary development, and comprehension activities. Lexia Strategies tests the student initially without the student being aware and thereafter differentiates the work. We can evidence that all students using this program have made at least 1 level of progress this academic year. For the Year 7 support for learning where this program has been delivered fifteen minutes a day Monday to Friday the results have shown extraordinary impact. Detailed individual reports are available as well as whole class, year, and school reports. These reports demonstrate progress and the rate/pace of progress made on individual skills. The results display a direct correlation with time spent on the program and the skills achieved.</p>	<p>Students all start on different levels depending on the results of the initial diagnostic test and students can work their way up to more difficult levels. At all times the teacher is aware of the progress of the student and any difficulties they may be facing in a particular area. Emails are sent to teachers to notify them of any achievements or difficulties that students will be facing. Worksheets can be downloaded and they are readily available next to the students' name. These are taught one to one or in small groups to aid the student.</p>	BW/AC	July 2019
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A	<p>Stride Ahead – Stride Ahead is a structured program for students who have a high reading age but have difficulty in understanding and comprehending texts. Delivered one to one or in small groups.</p>	<p>With the use of unique syllable division students are able to become familiar with patterns of phonics so that in turn they are able to recognise them instantaneously and without concentrated mental effort. Thus they can move onto the process of understanding the text. Timing is the key to this process and careful timing and understanding of the text forms the essence of the Stride Ahead method.</p> <p>The 2014-15 cohorts demonstrate a mean average demonstrates an increase of 4.8 years progress in their reading age (GL reading test).</p> <p>The 2015-16 cohorts indicate a mean average increase of 1.4 years progress.</p>	<p>A reading (Schonell test) and comprehension test (GL reading test) is completed in Year 7. The results indicate the students who will benefit from the program. Once the program is complete a parallel reading and comprehension test is used to demonstrate progress.</p>	BW/AC	July 2019
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A	<p>Star Maths – Accelerated Maths is a computer based programme which provides additional practice on Mathematic skills not yet mastered.</p>	<p>We want to offer high quality teaching to all these pupils to drive up results. Main focus on Numeracy to be had across the school. These things are said to be effective in the Teacher Development Trust research review on professional development.</p> <p>Pupils entering year 7 with below average KS2 results are STAR tested to assess their Normed reference standardised score and their recommended year library which indicates their current numeracy level. The Accelerated Maths programme aids their learning and until they have mastered the skills they cannot move to new objectives. The students are STAR tested every term to gauge progress.</p>	<p>Every assignment in Accelerated Maths helps students practice the right skills at the appropriate pace. Thus further developing their knowledge of concepts and in turn the mastery of the concepts they have been learning. The programme is used alongside Star Maths assessments to determine areas requiring development and to track students' progress. The sessions are run during morning registrations.</p>	BW/NM	July 2019
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A	<p>Achieve 3000 –computer led literacy program which differentiates non-fiction texts with cross curricular content. Aimed at students in Key Stages 2-5, aiming to accelerate reading comprehension, vocabulary, fluency and writing skills for all levels of students.</p>	<p>Achieve3000 establishes students' reading levels then differentiates the same engaging cross-curricular non-fiction lessons at 12 different levels, continually increasing the complexity of text as students make progress. Achieve3000 ensures appropriate levels of challenge for all, a key Ofsted requirement.</p> <p>Implemented it this year, we have developed a system of delivery that works for Nower Hill. Students require regular feedback to their written answers. Debates and vocabulary were made active for group activities and this improved commitment to learning.</p>	<p>To ensure steady continuous progress the program automatically increases the levels of challenging text through multi-choice activities on completion of each lesson. Questions are based on a wide range of comprehension strategies and differentiated to the need of the individual. Reports provide immediate feedback and help identify areas of difficulty, informing teachers of recommended lessons to provide targeted support.</p>	BW/AC	July 2019
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A & B	<p>Brilliant Club - Bespoke external programme which allows higher order learning skills to be developed. Also includes visits to universities and working with PhD students. Allows students to experience seminar study and independent research.</p> <p>Project run by University to raise aspirations.</p>	<p>We want to provide extra support to maintain high attainment. We want some 'aspiration' interventions and Brilliant Club encourages high attaining students eligible for PP to think about their futures.</p> <p>Course selected using evidence of effectiveness and having run the course for the previous couple of years, effective outcomes from evidence.</p> <p>100% of students completed final projects graded at 2.2+. All students graduated the course.</p>	<p>A teacher will supervise all of the sessions to ensure high quality teaching from the provider.</p> <p>Students to take part in the programme will be carefully selected based on SATs data and tracking</p> <p>LK to liaise with ESP to run this programme in house</p>	LK	July 2019
D	<p>KS4 Breakfast Club – To provide breakfast to ks4 students once a week. Targeted at vulnerable PP students.</p>	<p>This has been successful in the past, enabling students to have a healthy start to the day. Students are given the opportunity to voice and query and issues that they may be having, whilst enjoying a cup of tea and some toast, cereal or fruit. Year 11s are also given extra support during exam time, whether this is simply just a chat, exam skills and techniques or any other external factors that may affect their exams.</p>	<p>This will be implemented 3 times a week, with a different year group each day.</p>	NM/RK	July 2019

D	<p>Tutor Me – Selected Disadvantaged students are tutored in either Maths, English or Science by Bursary sixth form students. The sixth form students are compensated £10 in amazon vouchers for every hour of tutoring they do.</p>	<p>Continuing project from last year.</p> <p>60% of year 10 students attended over 50% of sessions. 30% of Year 11 students attended over 50% of sessions.</p> <p>71% of students who attended regularly maintained or made progress in their tracking data between TPA and TPC.</p>	<p>A teacher will supervise all of the sessions to ensure good quality tuition.</p> <p>Students and 6th formers were asked to commit to the scheme in advance of attendance.</p> <p>Sixth form mentors will be trained in advance of the sessions</p> <p>Lead teacher to get student</p>	SGa	July 2019								
A & B	<p>Exclusive homework club – weekly homework club for selected disadvantaged students</p>	<p>Students who have regular homework concerns are nominated by their year coordinators to attend the club. This should help students who may have barriers to completing their homework at home the space, support and resources to complete it.</p> <p>Students have welcomed the idea and we've had regular attendance in previous years.</p> <p>Based on the attendance from last year seen below, we will be keeping the club for years 7-9 but will no longer invite year 10.</p> <table data-bbox="772 1157 1030 1310"> <tr> <td>Year 7</td> <td>64%</td> </tr> <tr> <td>Year 8</td> <td>58%</td> </tr> <tr> <td>Year 9</td> <td>42%</td> </tr> <tr> <td>year 10</td> <td>19%</td> </tr> </table>	Year 7	64%	Year 8	58%	Year 9	42%	year 10	19%	<p>A teacher will supervise all of the sessions to ensure productive use of time</p> <p>Regular contact with year co coordinators regarding attendance.</p> <p>Provide targeted support for the students attending.</p> <p>Impact will be evaluated through analysis of number of h/w behaviour points received.</p>	SGa	July 2019
Year 7	64%												
Year 8	58%												
Year 9	42%												
year 10	19%												

D	1:1 SLT Mentoring of targeted students	<p>From looking at last year's GCSE results, we wanted to focus on the students that have a positive commitment to learning (effort) score but are still not quite reaching their target grades. These students all will be mentored by a member of our Senior Leadership Team who will liaise with the student's subject teachers to ensure they're teaching their full potential and have all the necessary subject resources.</p>	<p>SLT regularly communicate with Whole School Pupil Premium Progress Leaders and Year 11 Year Coordinators to ensure students have the necessary equipment.</p> <p>SLT meet with the selected student at least once per term in the run up to their GCSE exams</p>	NH/SEM/TMuSGa/LK	September 2019
D	1:1 Meetings with all PP students	<p>All Disadvantaged students have a 1:1 meeting to ensure they know where to seek help and support for exams and in that meeting they are given specific revision strategies to support their mock exams and also their GCSE exams.</p> <p>The meetings are planned around the student's tracking points and mock exams so progress can be measured and tracked during each of these meetings.</p>	<p>Whole School Pupil Premium Progress Leaders have an intervention spreadsheet where it is logged when they met each student. Every student will have three meetings throughout the course of the year, these meetings will coincide with tracking points and mock exams.</p>	LK/SGa	September 2019

D	All Yr11 Disadvantaged students are issued with a fully equipped exam pencil case and two revision resources.	Disadvantaged students don't always have the necessary resources for revision or their exams, ensuring students are fully equipped for the exams will improve their preparation and mind set for exams.	All stationary and revision books ordered and logged. Students will sign to say they have received their books and they will bring the books along to any mentor meetings throughout the year so progress can be tracked.	LK/SGa	September 2019
A and B	Year 7 Career Plans	Giving disengaged year 7 students a focus for the future. Allowing students to see how school can link to their future. We hope to see more engagement with their learning and better attendance. To provide the students will role models to raise their aspirations.	Carefully selected students paired with suitable role models. Create buy in from staff to encourage the student's participation. Evaluate the progress of student's engagement regularly.	LK/SGA	July 2019

A	MathsMakers - External organisation who train, supervise and support Yr12 students to mentor students in Year7,8&9 with core mathematical skills and reasoning.	This has been run in the past with good success. Students who are not confident in maths benefit from working with Year 12 mentors. To date, over 80% of students with high attendance in the programme have improved their scores between the baseline test and final test. Many students have also shown improvement in their confidence levels and their attitudes to learning.	HOF and Maths intervention lead to ensure students attend regularly and monitor overall progress and confidence levels at start and end of programme	RJ,MKE	May 2019
Total budgeted cost					6746.00
iii. Other approaches					
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?
A, B & C	Y6 Transition Summer school - A three day summer school with a strong focus on literacy and numeracy, offered to all Y6 children transitioning to Nower Hill in September	The summer school has allowed the students to be more prepared both academically and socially for their transition to Secondary school. Student voice 2017-18: <i>"Did you find the Summer School enjoyable?"</i> 23/25 students said YES <i>"Did the Summer School help you with starting Nower Hill in the September?"</i> 23/25 students said YES	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local primary feeder schools to do visits and publicise the summer school Data tracking of these students to show impact of the programme. Pupil Premium Co-ordinator to liaise with parents of targeted children.	LK/SGa	Already reviewed (September 2018)– Summer School will run again next year
A & B	Westminster University trips for Year 7 students – All disadvantaged students in year	The trips last year were well received by students with the majority saying they knew more	Trips will be supervised & organised well in advance.	SGa	July 2019

	7 will be given the opportunity to visit a university and take part in activities at the university to raise their aspirations.	about University life and what opportunities there were available for them if they were to achieve at school.	Lead teacher to get student voice feedback		
B & D	Intervention Workshops – A day of interventions combined with a Basketball coaching session during the Easter break to support Disadvantaged students with their revision strategies for GCSE exams.	The workshops will ensure the disadvantaged students are revising and will focus their attention in their core subjects of Maths, English & Science.	Attendance rates measured GCSE summer results will be analysed to decide the programme's effectiveness	LK & SGa	September 2019
Total budgeted cost					4423.00

A. Review of expenditure				
Previous Academic Year		2017-2018		
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
-Raise the profile of the achievement of Disadvantaged students for all staff -Clear attainment focus for all teachers	PAD Targets -Teachers to have one of their performance and development targets focused on work with PP students	Results were down on the previous year, so this intervention to be looked at in more detail	Approach to continue as it creates a whole staff buy in and focuses staff's attention to the PP students in their classes.	0

<p>-Provide a platform to share good practice</p> <p>-Encourages staff to be aware of the specific needs of Disadvantaged students</p>	<p>Provision Map</p> <p>-Provision map detailing who are the PP students and personalised strategies to support them with their learning</p>	<p>Staff feedback stated that it became an onerous task that added to their workload but the benefits didn't outweigh the time spent.</p> <p>This intervention is no longer in place and we used this feedback to implement the Mint Class programme</p>	<p>Pupil Premium Provision map will not continue and will instead be viewed on SIMs and lists of students sent around to Heads of Faculty in a termly bulletin</p>	<p>Staff time</p>
<p><u>Aims</u></p> <p>-Improve staff understanding of teaching and learning strategies to be used with Disadvantaged students</p> <p>Specific focus each term</p> <p><u>Targets</u></p> <p>-To improve 'buy in' from staff.</p> <p>-To provide training to all staff regarding the teaching and learning of Pupil Premium students.</p>	<p>Termly all staff briefing sessions</p> <p>-30 minute allocated every term for CPD training/updates on disadvantaged students presenting to the whole school on a Wednesday briefing session.</p>	<ul style="list-style-type: none"> - Positive feedback received from teachers after sessions which prompts questions and sharing of good practice amongst staff. - The latest research and data on how best to engage and promote progress for disadvantaged students is presented to staff. - The research and tips can also be applied to disengaged non disadvantaged students successfully. - We have found the training brings our disadvantaged students back to the forefront of teachers minds and reminds them how to find out how best to promote their progress and share good practice. 	<ul style="list-style-type: none"> - To continue with Wednesday briefing sessions but this will be condensed to 15 minutes instead of 30 minutes due to a change in INSET structure. - To continue to raise awareness of who our disadvantages are and continue to push staff to share good practice. - Ensure we show staff where to find all the relevant information that is needed for them to support their disadvantaged students. 	<p>Staff time</p>
<p>ii. Targeted support</p>				

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
<p><u>Aims</u></p> <p>1. We hope to see an improvement in effort and attainment for the selected group of Year 11 and 10 students</p> <p>2. Bursary students will be able to add their experience of tutoring to their CVs and UCAS references.</p> <p><u>Targets</u></p> <p>To improve attendance of both 6th form</p>	<p>Tutor Me</p> <p>-Targeted at Year 10 and 11 Disadvantaged students currently underperforming in their core subjects.</p> <p>-Year 10 and 11 students have the opportunity to be tutored 1-1 by a Bursary 6th form student in an attempt to raise attainment leading up to their GCSEs.</p> <p>-We hope the weekly sessions will provide a role model from a similar background who has been successful in school.</p>	<p>Evaluation of impact:</p> <p>Attendance:</p> <p>60% of year 10 students attended over 50% of sessions.</p> <p>30% of Year 11 students attended over 50% of sessions.</p> <p>Attainment:</p> <p>71% of students who attended regularly maintained or made progress in their tracking data between TPA and TPC/ GCSE grade.</p>	<p><u>Aims</u></p> <p>1. We hope to see an improvement in effort and attainment for the selected group of Year 11 and 10 students</p> <p>2. Bursary students will be able to add their experience of tutoring to their CVs and UCAS references.</p> <p><u>Targets</u></p> <p>To improve attendance of both 6th form students and year 10 and 11 students.</p> <p>To ensure the attainment of the students participating improves in the core subjects.</p>	<p>780</p>

<p>Aims-Target individuals in Year 7-10 who are falling behind because of issues with homework.</p> <p>Targets- To increase student attendance in club.</p>	<p>Exclusive Year 7, 8, 9 and 10 Homework club</p> <p>- weekly sessions providing year 7, 8, 9 and 10 students the resources and support needed to complete h/w.</p>	<p>- Very good attendance from year 7 and 8 students.</p> <table border="0"> <tr> <td>Year 7</td> <td>64%</td> </tr> <tr> <td>Year 8</td> <td>58%</td> </tr> <tr> <td>Year 9</td> <td>42%</td> </tr> <tr> <td>year 10</td> <td>19%</td> </tr> </table> <p>- The assistance of 6th form helpers worked well to encourage engagement and learning when completing the homework.</p>	Year 7	64%	Year 8	58%	Year 9	42%	year 10	19%	<p>Aims-Target individuals in Year 7-10 who are falling behind because of issues with homework.</p> <p>Targets- To increase student attendance in club.</p>	<p>780</p>
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<p>iii. Other approaches</p>												
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>								
<p>Aims- To ease the transition between Primary and Secondary school for Pupil Premium students.</p> <p>Targets- To select students who would benefit most and provide a positive introduction to NHHS.</p>	<p>Summer School</p> <p>-2 day summer school during the school holidays for the transitions Pupil Premium students starting in sept.</p> <p>- Maths, English and Science classes with an activity session.</p>	<p>Desired impact- Pupil premium students have a positive experience of NHHS, where they feel more confident starting school in September. The students get a first look experience of Maths, Science and English lessons and get to meet fellow peers.</p>	<p>Approach to continue</p>	<p>2500</p>								

<p>Aims</p> <p>-Share good practise and success between local schools with similar cohorts-</p> <p>Targets</p> <p>-Attempt liaison with Primary Schools</p> <p>-contact more Harrow schools</p>	<p>Liaising with other schools</p> <p>- LK liaised with two Harrow schools, to gain an understanding of the programmes and strategies they use to support their Pupil Premium students.</p>	<p>- Gained a god insight into intervention schemes that have worked at increasing the progress made by Pupil Premium students at other Harrow Schools. Schemes included Mintclass.</p>	<p>- To continue liaising with schools to share good practice and gain a better understanding of how best to improve the progress of Pupil premium students.</p>	<p>Staff time</p>
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<p>Aims-Improve communication with disengaged parents</p> <p>-Develop parents'/carers' understanding of what is available for Disadvantaged students</p> <p>Targets-Hand over letter to all PP parents detailing new role leaders and what will be available in the upcoming terms.</p>	<p>Communication with parents</p> <ul style="list-style-type: none"> - a hand over letter was sent to all Pupil Premium parents outlining LK/SGA's responsibility. - Regular contact with parents made when queries arose regarding Pupil Premium. 	<p>-Positive relationships have been built with parents since the letter was sent, all queries were answered and positive outcomes have arisen.</p>	<ul style="list-style-type: none"> - To send a new letter to new parents of Year 7 Pupil Premium students introducing SGA and LK. - To continue liaising with parents to build positive relationships enabling re-engagement of disengaged parents. -To liaise directly with the Student Support team to ensure maximum turn out at events 	<p>Staff time</p>
<p>Aims- To raise aspirations to encourage re-engagement and progress in school.</p> <p>Targets- Liaise with the University of Westminster to organise two trips for all year 7 and 8 Pupil Premium students.</p>	<p>Westminster University trips for Year 7 & 8 students – All PP students in KS3 will be given the opportunity to visit the University of Westminster and take part in activities at the university to raise their aspirations.</p>	<p>-Students benefitted from visiting universities at a young age to raise their aspirations and encourage them to strive to achieve.</p> <p>-We received very positive feedback from the students on what they had learnt about University, what university life entailed and what it offered.</p> <p>-We received very positive feedback from the university about the behaviour and engagement of the students.</p>	<p>The trips will continue next year with the new year 7 students to continue to raise aspirations and to encourage them to make progress.</p>	<p>780</p>

<p>Aims- To encourage the use of a new online revision activity that promotes revision of all the subjects and provides sound resources related to the specifications that all students can access.</p> <p>Targets- Promote competition with the students, provide weekly updates of who is in the top twenty and announce the winners and arrange the lunch.</p>	<p>GCSE POD – All Year 10 and 11 students were introduced to the web based video revision resource GCSE POD. All Disadvantaged year 11 students were entered into a competition where their activity on the website was monitored and the top 20 students with the most video views were awarded an end of year Pizza lunch.</p>	<p>This revision resource had a great impact on all students in years 10 and 11 but the competition had the desired effect with the majority of our disadvantage students. The students commented that the completion encouraged them to use the resource when they might not have otherwise.</p>	<p>-To encourage the use of the resource. -Short term rewards work at encouraging participation</p>	<p>79.92</p>
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<p>Aims- The workshops will ensure the disadvantaged students are revising and will focus their attention in their core subjects of Maths, English & Science.</p> <p>Targets- To choose selected disadvantage students to attend -Recruit English, Maths and Science teachers to participate. -Schedule a basketball coach to attend.</p>	<p>Intervention Workshops – A day of interventions combined with a Basketball coaching session during the Easter break to support Disadvantaged students with their revision strategies for GCSE exams.</p>	<p>Attendance at the revision sessions were very high with nearly 90% attendance. The engagement levels for each subject were good and the students were placed in the correct classes in order to support them.</p> <p>The Basketball was not attended by all but encouraged a lot of the boys attending to participate.</p>	<p>-To focus on the students with good commitment to learning but who are not making expected levels of progress. -To speak to the students personally when inviting them. - Could the intervention be boarded to include girls?</p>	<p>100 + staff time</p>
<p>B. Additional detail</p>				

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

Other interventions & cost below 2017-18:

Alternative Provision (inc Managed Moves)	25460
Brian Hall Music Scholarship: -Offered to all Yr6 PP intake -Funds Germany Music tour for 2 PP students -All PP students receive half price peripatetic lessons	3755
Contributions to trips & coaches	1200
Westminster Uni Trip Transport	800
Contributions to music - 8 pupils	960
Sixth Form Student Vouchers	700
Brilliant Club Programme per placement	1920
Toe by Toe	500
Debate Mate Workshop (TBC)	700
RLS Achieve Reading Programme	2800
Growth Mindset Workshop (ended)	0
Lexia Phonics Software	2030
Lexia Reading Subscription	513
Renaissance Numeracy &ESP	1154
Renaissance Literacy	1029
Renaissance School Performance Review	676
Renaissance Star Maths	910
Maths Makers Programme	3412
Units of Sound 3 yr licence share	333
Mint Class Software	1650
Summer School	2500
Home Tuition resources	2500
Faculty Initiatives (£1k per Faculty)	9000

Other Initiatives inc LAC	6845
	71347

OTHER	Contribution to instrumental music lessons and Brian Hall Sponsorship	
OTHER	Intervention Workshops	
OTHER	Faculty Initiatives including revision guides and reward schemes	
OTHER	Alternative Provision and Home Tuition	
OTHER	Contribution to school trips (up to 50% subsidy)	
OTHER	Other Interventions - After School Book Club, ASC Lessons, Booster Classes, Daffon, English support, Handwriting Clinic, Inclusion Lunch, Internal Exclusion, Mentoring, Natwest Money, S4L, SACT, Study Plus, TA Support, Year Co Monitoring, Y7 Transition, 1:1 Maths sessions for KS4 students, Free CGP revision guides for the English Language GCSE given to the Disadvantaged students in Year 11, All Year 11 English teachers identified up to 5 Disadvantaged students as part for their Wave 1 in-class strategies (extra support in lesson). Progress is monitored by HOD/HOF, Year 11 Disadvantaged students are having their English December mock papers (both Lang & Lit) double marked by an external service (Assess Assist) to verify our marking and generate a report on strengths and weaknesses to share with class teachers & students and to inform planning, January 2019 Year 9 Disadvantaged students will be offered a ticket to a performance of Romeo & Juliet at the Globe theatre later in the year, All PP students receive	TOTAL: 205675

	half fees for peripatetic lessons	
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A large proportion of the funding is devolved to:

- Have a 12 entry form instead of 10 entry form cohort in each year group, this is to reduce class sizes to enable a greater focus on Disadvantaged students.
- Individual Faculties to increase their capitation thus enabling specialist and independent support of Disadvantaged students within Faculties and Departments, particularly with additional resources for the students.