

Levenshulme High School Pupil Premium Strategy Statement (2018/19)

| 1. Summary information | | | | | |
|------------------------|-------------------------|----------------------------------|---------|--|-------|
| School | Levenshulme High School | | | | |
| Academic Year | 18/19 | Total PP budget (£) | 374,860 | Date of most recent PP Review | 09/18 |
| Total number of pupils | 1003 | Number of pupils eligible for PP | 396 | Date for next internal review of this strategy | 11/18 |

| 2. Current Achievement | | |
|----------------------------|-------------------------------------|--|
| | Pupils eligible 86 Class of 2018 | Pupils not eligible for PP (national average RaiseOnline 2016 – old style GCSEs) |
| Basics EM (strong pass) | 33.7 | 49.4 |
| Basics EM (standard pass) | 55.8 | 71.2 |
| Attainment 8 score average | 44.56 | 49.8 |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
|---|--|----------------------------------|
| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | |
| A. | Poor levels of literacy and numeracy | |
| B. | Lower rates of participation in extra-curricular and leadership opportunities and activities | |
| C. | Risk of exclusion | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Lower rates of attendance | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | How success will be measured |
| A. | Students meeting age-related expectations in reading and maths | Reading and Numeracy Assessments |
| B. | Increased numbers of students participate in extra-curricular and leadership activities | Tracking of participation rates |
| C. | Sustained low exclusion figures | Half-Termly Behaviour Tracking |
| D. | Sustained high attendance figures | Half-Termly Attendance Tracking |

| 5. Planned expenditure | | | | | |
|--|---|--|--|------------|---|
| Academic year | | 2018/19 | | | |
| 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? |
| Achievement of all students is on par with non Pupil Premium students nationally | Remove access barriers to revision materials and software. Access to Tutors Holiday Revision Classes Intervention Coordinator Intervention TA | Financial factors with potential limits to funds available for materials/software and tutors/private tuition. | Half-termly data tracking and reporting. Sharp focus on achievement of pupil premium cohorts in years in all areas of school. | NJO | Half-termly Achievement Reporting- whole, year and faculty level. |
| Access to School Trips and Residential Visits | Provide funds to ensure all students can attend Educational and extra curricular visits | Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate. | Termly tracking of participation rates | NJO MMC | Termly Trip/Visits report |
| Access to Music Tuition | Funds provided to pay for Music Tutors | Financial factors with potential limits to funds available for music tuition | Termly tracking of participation rates | ARY | Termly Music Report |
| Total budgeted cost | | | | | £162,878 |
| 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? |
| Sustained excellent rates of attendance | One Education Attendance Support | Disadvantaged students can be at risk from lower rates of attendance | Targeted meetings driven by weekly attendance monitoring | DJO | Half termly Behaviour, Safety and Well-being (BSW) report Calendared governors' meetings |

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|---|--|---|--|-------------------|---|
| Alternative provision for vulnerable students | SLC C4 Room staffing Educational Psychologist Behaviour and Management support Mentoring schemes | Disadvantaged students can be at risk from higher rates of disengagement with education | Half-termly behaviour, safety and well-being reporting as well as achievement reporting will monitor the progress of these students. | DJO | Half termly Behaviour, Safety and Well-being (BSW) report Calendared governors' meetings |
| Total budgeted cost | | | | | £214,192 |
| 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? |
| 0 NEETs Informed students, making informed choices about their futures | Independent Careers Education Advice and Guidance Work Experience for Y10 | Access to FE and HE rates lower for disadvantaged students | CEIAG report monitoring once per term | NJO | Each Term Final Review July 2019 |
| CPD for Inclusion and Intervention Staff | Training courses booked through course of year Use of TA Standards to ensure a common, structured approach for accountability and development | Better outcomes for students through staff being better trained High quality CPD Clear expectations | Include this training in CPD reports to Governors | SGR | Termly Review |
| Total budgeted cost | | | | | £21,600 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017/18 | | |
| Total PP received | | £396,108 | Total PP strategy spending £396,967 | |
| 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 |
| Achievement of all students is on par with non Pupil Premium students nationally | Remove access barriers to revision materials and software. Access to Tutors Holiday Revision Classes Intervention Coordinator Intervention TA | The class of 2018 have achieved a provisional Basics strong pass score of 44% and a standard pass score of 67%. From <i>sig-</i> starting points, this is excellent progress in the new GCSEs. All pupils received revision materials and access to revision classes, removing potential barriers for all. Our school wide provisional Attainment 8 score is 48.9 – which is excellent attainment across a broad range of subjects and indicative of the success of our strategies to raise achievement for all pupil groups. Our provisional Progress 8 score based on the tables checking exercise is 0.95 – almost all pupils achieving 1 grade above that of their national peers with similar starting points across the eight eligible subjects. | We are very confident that our strategies have yielded positive outcomes and, as such, will continue to use them this academic year. | £140,916 |
| Access to Music Tuition | Funds provided to pay for Music Tutors Disadvantaged students targeted to take up music lesson | 51% of students eligible for the Pupil Premium Grant took up access of music tuition across a range of instruments in academic year 2017/18. This is in line with the 52% that accessed tuition for the previous academic year and is evidence of the continued positive impact of the spending. Of note of this strategy's success is the fact that 3 years ago only 36% of pupil premium students took up access to music tuition. | As a successful strategy for the last academic year, so this will continue in 2018/19. | £21,878 |

| ii. Targeted support | | | | |
|---|---|---|--|-------------|
| 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 |
| Sustained excellent rates of attendance | One Education Attendance Support | Attendance of the PP students is at 95.5%; this is above the national average for academic year 2016/16 which was 92.2% and the gap of -1.5% between LHS PP and LHS non PP is therefore smaller than the national gap of -3.3%. There are fewer pupils classified as PA (90% threshold) than nationally: Levenshulme High School 6.7% | As a successful strategy with challenging targets we will be continuing this approach in academic year 2018/19. | £6,544 |
| Alternative provision for vulnerable students | SLC C4 Room staffing Educational Psychologist Behaviour and Management Support Pastoral Manager Support Inclusion Team Support | The 3 year trend is a decrease in fixed term exclusions and C4 and C3 sanctions. At the end of HT5 last year, 3.6% of the school population received an exclusion. The FTE trend demonstrates the impact of positive provision remaining stable at 3.6% | As a series of successful strategies with challenging targets we will be continuing this approach in academic year 2018/19 | £202,697 |

| iii. Other approaches | | | | |
|---|---|--|---|-------------|
| 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 |
| 0 NEETs Informed students, making informed choices about their futures | Independent Careers Education Advice and Guidance | Destinations for the class of 2016/17 show 0.5% NEET versus national 0.6%. Intended destination measures for 2017-18 show 0 NEET. These figures evidence the high quality CEIAG provision in the school. | Continue to broaden an excellent programme of CEIAG. Refined processes to the work experience programme to ensure high quality placements which stretch and challenge students. | £23,932 |

