

Levenshulme High School Pupil premium strategy statement (2020/21)

1. Summary information					
School	Levenshulme High School				
Academic Year	20/21	Total PP budget (£)	396,325	Date of most recent PP Review	09/20
Total number of pupils	996	Number of pupils eligible for PP	453	Date for next internal review of this strategy	12/20
2. Current Achievement					
			Pupils eligible 74 Class of 2020		Pupils not eligible for PP (national average ASP 2018-19)
Basics EM (strong pass)			36.5		50.0
Basics EM (standard pass)			55.4		71.0
Attainment 8 score average			48.66		50.1
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	Termly Behaviour Tracking
D.	Sustained high attendance figures	Termly Attendance Tracking

5. Planned expenditure					
Academic year		2020/21			
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.	Termly data tracking and reporting. Sharp focus on achievement of pupil premium cohorts in years in all areas of school.	NJO	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. Heads of Progress track participation of all pupil groups	Termly tracking of participation rates	NJO MMC	Regular Experiences report Line management focus
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	LCL	Termly Music Report
Total budgeted cost					£107,800
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	Attendance officers	Disadvantaged students can be at risk from lower rates of attendance	Targeted meetings driven by weekly attendance monitoring	DJO	Termly Behaviour, Safety and Well-being (BSW) report Calendared governors' meetings
Alternative provision for vulnerable students	SLC C4 Room staffing Educational Psychologist Behaviour and Management support Mentoring schemes Off-site provision	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	Termly Behaviour, Safety and Well-being (BSW) report Calendared governors' meetings
Total budgeted cost					£207,123
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, Apprenticeships and HE rates lower for disadvantaged students	CEIAG report monitoring once per term	NJO	Each Term Final Review July 2021
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	PTY	Termly Review
Total budgeted cost					£21,402

6. Review of expenditure				
Previous Academic Year		2019/20		
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 2020 have achieved a provisional Basics strong pass score of 36.5% and a standard pass score of 55.4%. From <i>sig-</i> this represents excellent progress in the new GCSEs, and our comprehensive set of actions supported this. All pupils received revision materials and access to revision classes, removing potential barriers for all. Our school wide provisional Attainment 8 score is 54.4 – 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 is 1.29 – on average students achieving one whole grade better than that of their national peers with similar starting points, again demonstrating appropriate actions being taken to address potential underachievement.	We are confident that our strategies have yielded positive outcomes and, as such, will continue to use them this academic year. Due to the unique nature of this academic year, additional assessment points and proactive initiatives will be added, but the successful strategies employed previously will continue to be a feature of our additional provision. Meetings focusing on the barriers faced by PP students have been refined in structure to enable more specific discussion around vulnerabilities, and thus our actions will continue to be bespoke for the students concerned.	£89,985.35
Access to Music Tuition	Funds provided to pay for Music Tutors Disadvantaged students targeted to take up music lesson	35.8% (29 out of 81) of students eligible for the Pupil Premium Grant took up access of music tuition across a range of instruments in academic year 2020-2021. Given this was a shorter than normal year, this figure stacks up well with year-on-year access to music tuition which is typically around 36%.	As a successful strategy for the last academic year, so this will continue in 2020/21. Maintaining access to breadth of experiences is still vital for disadvantaged students, and we will ensure this remains a priority within COVID-secure bubbles.	£18,106
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 95.1%; this is above the national average for academic year 2018/19 which was 91.8% and the gap of -1.3% between LHS PP and LHS non-PP is therefore smaller than the national gap of -3.7%. There are fewer pupils classified as PA (90% threshold) than nationally: Levenshulme High School 9.4% versus national 13.7%. Our carefully-tailored approach supported the strong student attendance, responding to needs as necessary. (National data is for 2018/19 LHS data for 19/20)	As a successful strategy with challenging targets we will be continuing this approach in academic year 2020/21. Attendance whilst we catch up on lost learning time is obviously even more critical, and as such prioritisation of students will be key. Ensuring access to remote learning during periods of isolation is also additional for the year 2020/21.	£50,425.36
Alternative provision for vulnerable students	SLC C4 Room staffing Educational Psychologist Behaviour and Management Support Manchester United Foundation	The 3 year trend is a decrease in fixed term exclusions and C4 and C3 sanctions. At the end of HT3 last year, 1.5% of the school population received a fixed term exclusion. This figure was on track to be in line with the exclusion figures for previous years and shows the positive impact of the expenditure and provision in place. As with all such provision, use of specific approaches is driven by individual need, and our regular review of the provision for disadvantaged students resulted in individualised actions.	As a successful strategy with challenging targets we will be continuing this approach in academic year 2020/21. Adaptations to the structure of LIG meetings will continue to ensure consistent focus on vulnerable students, and flexibility of response will continue.	£217,146.46

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 Work Experience	Destinations for the class of 2018/19 show 2.0% NEET. This compares favourably to the national figure for the same cohort of 6.0%. Intended destination measures for 2019/20 show 0 NEET. These figures evidence the high quality CEIAG provision in the school, in line with us being a lead school for CEIAG in Greater Manchester. (Remember there is a lag in reporting the destination figures).	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. On-going modifications to our CEIAG provision to adapt to the demands of working remotely and supporting students who had less contact towards the end of the academic year.	£21,795.00

