



Lode Heath School Pupil Premium Strategy Statement

1. Summary information					
School	Lode Heath School				
Academic Year	18/19	Total PP budget	£230,945	Date of most recent PP Review	Oct 2018 (AMAT Review) Dec 2018 (HMI Review)
Total number of pupils	1136 (Dec 2018)	Number of pupils eligible for PP	268 (Dec 2018)	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.44	0.142
Attainment 8 score average	35.48	50.38
Students Achieving 9-4 in English	55.6%	83.0%
Students Achieving 9-4 in Maths	44.4%	73.9%
Students Achieving 9-4 in English & Maths	35.6%	70.6%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	A number of students arrive at Lode Heath School with lower KS2 prior attainment	
B.	Attendance data highlighted challenges	
C.	Behaviour concerns in particular year groups	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance concerns with targeted support from Attendance Officer	
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Continue to improve outcomes	Improve outcomes for students in comparison to previous year



B.	Provide English & Maths tuition targeting students with low attainment in order to improve	A number of students achieving a grade 2 and above
C.	Increase average attendance	An increase in comparison to previous year
D.	A fitness programme with targeted students to inspire and motivate to improve ATL and BFL	An improvement in ATL and BFL scores of students taking part

For our students we are proud to say:

- Our Progress 8 score has improved by +0.60 from academic year 15/16
- Our Attendance has improved by 2.46% from academic year 16/17
- There are upward trends for our Attainment 8 and EBACC scores with our current Year 11 cohort
- Exclusions are down by 43% from academic year 15/16
- The percentage of students going into Further Education / Employment / Training upon leaving LHS is increasing every year
- There is an increase in the numbers joining the Prefect Team in the last 3 years

Pupil Premium Star – Gurneet Sondh (Head Girl)



Our Head Girl Gurneet has been at Lode Heath since Year 7 and she has had a remarkable journey. When she first started at our school she had difficulties with illness and we were concerned about her progress. With encouragement and support from home as well as staff Gurneet started to build resilience and character. During her time here we have actively encouraged her to take on additional responsibility and she has been a key individual in our Prefect team taking a prominent role in areas such as Anti-Bullying and Mental Health. Gurneet has developed into a genuine leader of people and we are immensely proud of her and her academic success.

- 100% of students said they had benefitted from Assertive Mentoring
- 100% of students felt Assertive Mentoring should be continued with next year's Year 11
- 36% of students mentored achieved a positive progress 8 score



- **67% of students who took part in the Personal Training programme improved their ATL or BFL scores to at least a G**
- **100% of students gave positive feedback from student questionnaire regarding their Duke of Edinburgh experience**
- **55% of students who took part in the Aim Higher scheme were either on or above target according to their Maths 9AP1 scores. A significant improvement as 100% of the students were below target in their Maths 8AP3 scores**
- **Our students in Year 11 are prioritised by the Careers team first and are given careers advice first – typically a 40 minute interview. This provides them with the opportunity to have the most time in order to put their applications in. They are able to have a repeat meeting if requested**



5. Planned expenditure					
Academic year					
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 – ii Targeted support – 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?
Improve P8 scores of Year 11 students	Assertive Mentoring	<p>100% of students said they had benefitted from Assertive Mentoring 100% of students felt this should be continued with next year's Year 11 36% of students achieved a positive progress 8 score</p> <p>Mentoring Evidence from EEF Toolkit: “Mentoring is often characterised as aiming to build confidence, or to develop resilience and character, rather than directly focusing on teaching or tutoring specific skills...” “There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress...”</p>	Completion of tracking and monitoring spreadsheet to be compiled by AMo	AMo	December 2018



Improve aspirations of Year 11 students	Inspirational Academic Speaker David McQueen to deliver a key note speech to whole Year Group	<p>Positive recommendations online and also feedback from other schools</p> <p>100% of students questioned felt this should be continued with next year's Year 11</p> <p>Aspiration interventions Evidence from EEF Toolkit:</p> <p>"Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success..."</p>	To use Life Ready Day to ensure all students are off timetable. Workshop to be attended by targeted Pupil Premium and SEN students. Inform students during targeted assembly	AMo	December 2018
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Implementation of in-class strategies in the form of positive discrimination	Targeted strategies to be used to intervene in class to support students and also challenge students who are performing well	Individualised Strategies Evidence from Sutton Trust: “Staff seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs...”	To share good practice across departments. Use learning walks / book trawls to check implementation	SLT	October 2018
Improve attainment of Year 7 students	Maths tuition English tuition	Had a positive impact on students when implemented with last year's cohort 43% of students improved their <2 level from Baseline to AP3 in English 75% of students improved their <2 level from Baseline to AP3 in Maths Small Group Tuition Evidence from EEF Toolkit: “Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better...”	Completion of tracking and monitoring spreadsheet to be compiled by AMo	AMo	Every term



Improve behaviour of boys	Personal Training	<p>Had a positive impact on students when implemented with last year's cohort 67% of students who took part in the Personal Training programme improved their ATL or BFL scores to at least a G</p> <p>Evidence from Public Health England - NAHT "Physical activity has been linked to improved classroom behaviour across the whole school. Notable among the benefits are improved pro-social behaviour and peer relationships, with resulting reductions in disruptive classroom behaviour..."</p>	Completion of tracking and monitoring spreadsheet to be compiled by JHA	JHA	February 2019
Improve attendance	Promote positive impact of high attendance	<p>Evidence from National Strategies & The link between absence and attendance, GOV.UK – DfE "the links between attendance and achievement are strong"</p>	Figures to be reviewed by AMo at the end of every term to ensure desired outcomes	AMo NBU Attendance Officers	Every term



To give students an insight into further education and raise aspirations	Aim Higher & Unifest	<p>Student feedback very positive regarding initiative</p> <p>100% of learners know enough about University to apply</p> <p>200% of learners know how to apply to University</p> <p>133% of learners know what grades they would need</p> <p>125% of learners know about the costs</p> <p>300% of learners were clear on which institutions they wanted to apply for</p> <p>100% of learners were satisfied with the scheme</p> <p>Evidence from National Foundation for Educational Research</p> <p>“Aim Higher activities have led to positive outcomes in attainment and progression”</p>	Speak to students regarding feedback and record appropriately	FBU	July 2019
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Yoga relaxation techniques for Year 11 girls in order to reduce exam stress and pressure	Yoga Relaxation Training & Therapy	Evidence from NCBI “The results show that the students, who practiced yoga performed better in academics. The study further shows that low-stress students performed better than high-stress students, meaning thereby that stress affects the students’ performance.”	Speak to students regarding feedback and record appropriately	FBU	March 2019
Reward post card for all students across all Year Groups to celebrate success in their ATL & BFL scores thus increasing confidence and motivation to succeed	Reward post card	Evidence from EEF Toolkit: Increasing Pupil Motivation	Use data to identify students and sent a positive message home to parents via a postcard	AMo	After every assessment point
Ensure teachers have up to date class lists and mark book information	Data annotated seating plan or mark book	Evidence from SecEd: UK Secondary School Education	Data will be coded to make it easy to identify students	IT Services	October 2018



Improve the number of students making expected progress	Structured targeted questioning	Evidence from National Foundation for Educational Research	Outcomes, Lesson Observation Capture, Students Voice, Learning Walks, Departmental Improvement Plans with next steps	HODs & Teachers	As applicable
Improve the number of students making expected progress	Closing the Gap and Green Pen response	Evidence from EEF Toolkit	Outcomes, Lesson Observation Capture, Students Voice, Learning Walks, Book trawls, QA	HODs & Teachers	As applicable
Improve the number of students making expected progress	Support & Challenge	Evidence from Sutton Trust: “We take the view that support and challenge, and professional learning, may lead to improvements in student learning”	Outcomes, Lesson Observation Capture, Students Voice, Learning Walks, Book trawls, QA, lesson plans, Schemes of work	HODs & Teachers	As applicable
Improve the number of students making expected progress	Personal Learning Checklist	Evidence from PIXL “PLCs are an important tool for highlighting to both teachers and students what specific skills & content a student is making progress with”	Outcomes, Lesson Observation Capture, Students Voice, Learning Walks, Book trawls, QA, lesson plans	HODs & Teachers	As applicable



Increase the number of students taking part in Duke of Edinburgh Award	Targeted Year 10 students	Evidence from dofe.org “Participation in a DofE programme accelerates progress and attainment by encouraging independent learners and enhancing resilience, self-esteem and problem solving abilities”	Feedback from students, Outcomes, Lesson Observation Capture, Students Voice, Learning Walks, Book trawls	GDA MHI LWA	July 2019
Total budgeted cost					£230,945



6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all – ii Targeted support – 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
Improve attainment of Year 7 students	External English tuition External/Internal Maths tuition	43% of students improved their <2 level from Baseline to AP3 in English 75% of students improved their <2 level from Baseline to AP3 in Maths	A review of the initiative which has now resulted in only Internal English and Maths tutors to be used	£14,000
Improve behaviour of Year 8 and 9 boys	Personal Training with former pupil with the aim of the course being to introduce pupils to fitness and health exercises with a qualified personal trainer to promote discipline and encourage the understanding of the body's physical capabilities in a safe environment	67% of students who took part all improved their ATL and BFL scores within lessons to an average of G	A successful initiative which will now enable us to increase the number of students who take part. Also to include Year 7 students	£900



Improve number of students achieving 100% attendance & punctuality	Attendance Initiative implemented to reward students for reaching 100% attendance and 100% punctuality	Students 16/17 Term 1 - 174 16/17 Term 2 - 203 17/18 Term 1 - 226 17/18 Term 2 - 211	A successful initiative in comparison to the previous year but no major impact on overall attendance figures so not continued in the third term	£1900
Improve outcomes for Year 11 students	SLT Mentoring	100% of students said they had benefitted from Assertive Mentoring 100% of students felt this should be continued with next year's Year 11 36% of students achieved a positive progress 8 score	Assertive Mentoring to be done by AMo. To begin and target key group at AP1	£10000



To give students an insight into further education and raise aspirations	Aim Higher & Unifest	<p>A number of pupils who took part in Unifest stated improvements in the following areas:</p> <ul style="list-style-type: none"> - Attitude towards University and wanting to go - Aspiration for the future - Knowledge of how to apply to University - Confidence in academic ability - Motivation and attitude to learning <p>A number of pupils who took part in Aim Higher Mentoring stated improvements in the following areas:</p> <ul style="list-style-type: none"> - Knowledge of University life - Knowledge of grades required to get into University - Knowledge of how to apply to University <p>Percentage increase in the following:</p> <p>100% of learners know enough about University to apply</p> <p>200% of learners know how to apply to University</p> <p>133% of learners know what grades they would need</p> <p>125% of learners know about the costs</p> <p>300% of learners were clear on which institutions they wanted to apply for</p> <p>100% of learners were satisfied with the Aim Higher scheme</p>	A successful initiative which has run for a number of years. To ensure Maths and English support is provided alongside mentoring sessions	£24,000 Academic mentor supporting the programme
Increase the number of students taking part in Duke of Edinburgh Award	Target Year 10 students to get them to take part in Duke of Edinburgh Award	100% positive feedback from student questionnaire	A successful initiative from feedback of students to continue next year	£1300



Improve the number of students making expected progress	Staff training	Support & Challenge Questioning Closing the gap time / green pen PLC's All of the above approaches implemented into schemes of work and lesson footprint	Ongoing	£1000
Ensure teachers have up to date class lists and mark book information	Staff training	Seating planner in folders to help identify students	Ongoing	£1000
Reward post card for all students across all Year Groups to celebrate success in their ATL & BFL scores thus increasing confidence and motivation to succeed	Post cards sent home to reward success	Building positive relationships and recognising success	Ongoing – to gain feedback from students	£1000



Yoga relaxation techniques for Year 11 girls in order to reduce exam stress and pressure	Yoga Relaxation Training & Therapy	To alleviate exam stress and anxiety	Positive feedback from students recorded via Video	£140
Improve aspirations of Year 11 students	Inspirational Academic Speaker David McQueen to deliver a key note speech to whole Year Group Targeted workshop	Positive feedback from students recorded regarding whole presentation Positive feedback from students who attended workshops 100% of students questioned felt this should be continued with next year's Year 11	Positive feedback from students recorded via Video	£1000
Implementation of in-class strategies in the form of positive discrimination	Staff training	Strategies in folders to intervene with students who are underperforming	Ongoing	£1000



7. Additional detail

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

Future planning

The school has identified the needs of those students receiving Pupil Premium funding, and have decided to continue using current strategies and provisions, whilst also focusing on developing the following areas:

Continued positive discrimination for our students both in and outside of the classroom in order to improve outcomes

Rewarding positive behaviour and attendance to celebrate the success of our students to drive a continued improvement in standards

Implementation of a fitness programme with targeted students to inspire and motivate to improve ATL and BFL

Withdrawal groups with small group and one to one support

Assertive Mentoring to be implemented for targeted Year 11 students. This will to include Guest-speaker assemblies and additional sessions during school which are planned for this academic year.

Curriculum adaptations to reflect the needs of Pupil Premium students and implementation of in class intervention strategies

Aim Higher to promote further education, mentoring via University students and project implementation. Aim Higher Tutors from Aston University to provide support students in English & Mathematics

Year 10/11 Academic Peer Tutors to mentor and support KS3 students

Small group and one to one support for Maths and English during form time

Budget to support further pastoral initiatives such as external agency support from services such as Malachi

