

'Multi-year' pupil premium strategy / self-evaluation

1. Summary information					
School	William Hulme's Grammar School				
Academic Years	Total	PP eligible pupils	PP income	Date of most recent full review	July 19
19/20	479	97	153,900	'light touch review 1'	July 20
20/21				'light touch review 2'	July 21
21/22				Date of planned full review	July 22

2. Current attainment 19-20		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of children reaching GLD	Data not available (due to school closure)	Data not available
% of pupils meet expected standard Yr1 phonics check	Data not available	Data not available
% of pupils working ARE and GD and end of KS1 - W	Data not available	Data not available
% of pupils working ARE and GD and end of KS1 - R	Data not available	Data not available
% of pupils working ARE and GD and end of KS1 - M	Data not available	Data not available
KS1 to KS progress -R	Data not available	Data not available
KS1 to KS progress -W	Data not available	Data not available
KS1 to KS progress -M	Data not available	Data not available
% of pupils working ARE and GD and end of KS2 - R	Data not available	Data not available
% of pupils working ARE and GD and end of KS2 - W	Data not available	Data not available
% of pupils working ARE and GD and end of KS2 - M	Data not available	Data not available
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

A.	Oral language skills in Reception are low on entry.			
B.	Low writing skills are impacting on RWM combined outcomes for children who should be performing at age related or the higher standard.			
C.	Maintaining English and Maths achievement to be within 10% of national averages for PP children.			
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)				
D.	Lower rates of attendance and higher PA rates than other students			
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Long term success criteria		
		19/20	20/21	21/22
A.	Improve oral language skills for PP children	Those not meeting age expected levels by the end of the academic year to be below 10%	Those not meeting age expected levels by the end of the academic year to be below 10%	Those not meeting age expected levels by the end of the academic year to be below 10%
B.	Improve writing skills for PP children expected to achieve age related or the higher standard	All disadvantaged to be above 60% Disadvantaged non-SEND to be above 75%	All disadvantaged to be above 60%* Disadvantaged non-SEND to be above 75%* (* adjusted due to closure in 19/20)	All disadvantaged to be above 63%* Disadvantaged non-SEND to be above 78%* (* adjusted due to closure in 19/20)
C.	Improved outcomes for PP children through targeted interventions strategies (including Every Child Counts interventions) and quality first teaching	Months progress achieved to be at or above national average statistics and at least matches the progress achieved by non-pupil premium children completing the intervention.	Months progress achieved to be at or above national average statistics and at least matches the progress achieved by non-pupil premium children completing the intervention.	Months progress achieved to be at or above national average statistics and at least matches the progress achieved by non-pupil premium children completing the intervention.
D.	Close the attendance gap for PP children	Attendance gap to be within 1% of other pupils.	Attendance gap to be within 0.5% of other pupils.	Attendance gap to be in line with other pupils.

5. Review of expenditure				
Previous Academic Year		18-19		
i. Quality of teaching for all				
Action	Intended outcome	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
A. Improved oral language skills in Reception	<p>Quality first teaching with a clear focus on vocabulary</p> <p>SALT support in house</p> <p>SALT TA to continue work with identified children throughout the week (1:1 or small group work)</p> <p>Colourful Semantics intervention</p> <p>Social Group intervention</p>	<p>On entering Reception in September 2018, all pupils were screened to evaluate receptive and expressive language skills. Pupils who were flagged as not meeting age expected levels were then prioritised for more in-depth assessment using the Pre School Language Scales (PLS) assessment tool; this provides a standard score and age equivalent to monitor progress.</p> <p>Whole Cohort September 2018 – 60% (35 children) were below expected levels for language skills. 17% (10 children) required additional SALT support. June 2019 – just 10% (6 children) were below, of which 3 children are on the SEND register.</p> <p>Pupil Premium children only There were 5 pupil premium children in the cohort, none of which, after screening, required SALT intervention. All pupil premium children achieved ARE.</p>	<p>This approach will continue. Impact on all pupils, including pupil premium, is significant in closing the gap.</p> <p>Trained Speech and Language Therapist oversees all work.</p> <p>SENDCO meetings for review half termly with Speech and Language therapist and Primary Headteacher.</p>	£19,480

<p>B. Improve writing skills for PP children expected to achieve age related or the higher standard</p>	<p>Quality first teaching</p> <p>Talk 4 Writing CPD training, including consultancy work</p> <p>Clear focus on improving writing across the primary phase (detailed on School Improvement Plan)</p>	<p>Year 1: 2018 - All disadvantaged - 56% 2018 - Disadvantaged non-SEN - 100% 2019 - All disadvantaged - 50% 2019 - Disadvantaged non-SEN - 78%</p> <p>Year 2: 2018 - All disadvantaged - 45% 2018 - Disadvantaged non-SEN - 50% 2019 - All disadvantaged - 46% 2019 - Disadvantaged non-SEN - 55%</p> <p>Year 3: 2018 - All disadvantaged - 38% 2018 - Disadvantaged non-SEN - 56% 2019 - All disadvantaged - 44% 2019 - Disadvantaged non-SEN - 80%</p> <p>Year 4: 2018 - All disadvantaged - 45% 2018 - Disadvantaged non-SEN - 71% 2019 - All disadvantaged - 50% 2019 - Disadvantaged non-SEN - 61%</p> <p>Year 5: 2018 - All disadvantaged - 52% 2018 - Disadvantaged non-SEN - 55% 2019 - All disadvantaged - 48% 2019 - Disadvantaged non-SEN - 59%</p> <p>Year 6: 2018 - All disadvantaged - 55% 2018 - Disadvantaged non-SEN - 78% 2019 - All disadvantaged - 68% 2019 - Disadvantaged non-SEN - 81%</p> <p>The general trend was that Talk 4 Writing enabled an increase in the percentage of Pupil Premium children achieving ARE. There was a dip in Year 1 due to the increase in the number of children eligible for Pupil Premium and due to the complexity of our SEND children who are also Pupil Premium. Year 4 decreased for PP non-SEN due to persistent absence of children.</p>	<p>Approach to continue.</p> <p>Success of Talk 4 Writing across the school means that it will continue to be embedded.</p> <p>With children having experienced it for a year and teachers becoming more familiar with the approach, a continuation in the upward trend will continue. The current Year 2 and Year 5 classes will be tracked closely to monitor an improvement.</p>	<p>£8,000</p>
---	---	---	---	---------------

ii. Targeted support				
Action	Intended outcome	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
C. Improved outcomes for PP children through targeted interventions strategies (including Every Child Counts interventions)	<p>Every Child Counts – package of interventions, including interventions for vulnerable groups</p> <p>Intervention offer across the school planned (staff trained within the last 12 months)</p> <p>Weekly small group sessions in Maths and English for selected PP children to close the gap, delivered by trained TAs, overseen by Maths and English link teachers (Head of English/Maths)</p>	<p>Success @ Arithmetic progress: PP gain – 25 months Non-PP gain – 15.5 months</p> <p>Project X progress: PP reading age gain – 14.5 months Non-PP reading age gain – 12.6 months PP phonics age gain – 10 months Non-PP phonics age gain – 9 months</p> <p>Numbers Count progress: PP age gain: 20 months</p> <p>1st Class @ Writing progress: PP spelling increase: 25% Non-PP spelling increase: 10% PP dictation increase: 49% Non-PP dictation increase: 22.5%</p> <p>Interventions had a significant impact on the progress of children, particularly those children who were pupil premium. Each intervention saw a more substantial increase in PP children compared to non-PP.</p>	<p>This approach will continue.</p> <p>The following needs developing: Specific time allocated needs to be ringfenced so that staff, who are delivering the intervention, are able to complete their intervention regularly. Staff delivering the intervention need to lead on the data collection and managing their intervention in all areas, including resourcing it, with deputy headteacher overseeing each one. Use data from both the intervention and class data to measure impact within the intervention as well as classroom learning. More opportunities for PP children where possible.</p>	£50,000

D. Close attendance gap between PP and other pupils to less than 1%	<p>Rapid response from Attendance Officer in case of absence.</p> <p>Home visits and links with outside agencies to reduce PAs.</p> <p>Close communication and adoption of common strategies within Pastoral Team.</p>	<p>2017 - Whole school attendance – 93.7% 2018 - Whole school attendance – 95.6% 2019 – Whole school attendance – 95.5%</p> <p>2017 - Persistent absence – 18.02% (68 pupils, 24 of which were PP) 2018 - Persistent absence – 4.87% (25 pupils, 16 of which were PP) 2019 – Persistent absence – 7.86% (47 pupils, 14 of which were PP)</p> <p>2017 – PP and not PP gap – 1.4 2018 – PP and not PP gap – 1.6 2019 – PP and not PP gap – 0.1</p> <p>2017 – PP school attendance – 93.6% 2018 – PP school attendance – 92.6% 2019 – PP school attendance – 95.2%</p> <p>Through rapid response and support systems being put into place, PP school attendance has improved this year, which is the reason why the gap between PP and not PP attendance has also decreased. Children, including those which are PP children, who are classed as persistently absent, have specific, personalised support systems in place. This has resulted in a 3-year trend of decreasing numbers of PP children, who are persistently absent.</p>	Strategies in place are having an impact on the attendance of PP children and they will remain in place to ensure that these successes are maintained.	£26,324
---	--	---	--	---------

iii. Other approaches

Action	Intended outcome	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
PP children access enrichment and extra-curricular activities.	<p>Promotion of William Hulme’s Way and Star Student award scheme</p> <p>Subsidised extra-curricular resources.</p>	<p>Star student 2018 – PP children achieving star student status – 24% 2019 – PP children achieving star student status – 28%</p> <p>Subsidising clubs saw a slight increase in children achieving star student status because they were not restricted from attending clubs due to financial barriers.</p>	<p>Subsidising extra-curricular activities has seen a slight increase in Pupil Premium participation. However, in order to maximise this, cost needs to be removed.</p> <p>Continue work on behaviour and attendance to increase the opportunity for PP children to achieve star student status.</p>	£40,000

6. Planned expenditure

Academic years

2019 - 2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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. Improved oral language skills in Reception	<p>Quality first teaching with a clear focus on vocabulary</p> <p>SALT support in house</p> <p>SALT TA to continue work with identified children throughout the week (1:1 or small group work)</p>	<p>EEF Early Years toolkit - Investing PP funds in to Communication and Language approaches can see an additional 6 months' progress over the year.</p> <p>Closing the Gap (EEF Gap report 2018) details preventing the attainment gap becoming entrenched should start in EYFS.</p>	<p>Trained Speech and Language Therapist oversees all work.</p> <p>SENDCO meetings for review half termly with Speech and Language therapist and Primary Headteacher.</p>	<p>Becky Britton (SENCO)</p> <p>Lia Bolton (DH)</p> <p>Clare Walker (SALT)</p> <p>Steve Worrall (PP Lead)</p>	<p>Half termly</p> <p>In house SALT - £14,100 (current cost)</p> <p>SALT delivered by trained LSAs - £15,380 (current staff salaries)</p>
B. Improve reading and writing skills for PP children expected to achieve age related or the higher standard	<p>Quality first teaching</p> <p>Clear focus on improving reading across the primary phase (detailed on School Improvement Plan)</p> <p>Clear focus on improving writing across the primary phase (detailed on School Improvement Plan)</p> <p>Main priority group for the year will be Year 3</p>	<p>Closing the Gap (EEF Gap report 2018) details improving teaching quality generally leads to greater improvements at low cost</p> <p>Teaching and Learning following a formative assessment route has been a focus over 2 years now and this is being complimented by the Talk 4 Writing approach</p>	<p>CPD package continuing through Laura Lodge (One Education consultant)</p> <p>Talk 4 Writing senior leadership team</p> <p>Staff meetings regularly revisit new teaching and learning method – Talk 4 Writing, shared reading, Early Reading</p> <p>Early Reading Champion appointed</p> <p>Read, Write Ink to be introduced.</p>	<p>Gemma Poizer (Head of English)</p> <p>Sophia Marshall (Director of Teaching and Learning)</p> <p>Steve Worrall (PP Lead)</p> <p>Kass Arnold (Early Reading champion)</p>	<p>Half termly</p> <p>Laura Lodge/Talk 4 Writing/Read, Write, Ink Training - £10,000</p> <p>£1000 allowance</p>
3 year budgeted cost					£121,440

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved outcomes for PP children through targeted interventions strategies (including Every Child Counts interventions)	<p>Every Child Counts – package of interventions, including interventions for vulnerable groups</p> <p>Intervention offer across the school planned – each staff member has been trained on one intervention to ensure clarity and expertise within the intervention</p> <p>Weekly small group sessions in Maths and English for selected PP children to close the gap, delivered by trained TAs, overseen by Maths and English link teachers (Head of English/Maths)</p>	<p>Closing the Gap (EEF Gap report 2018) details targeted interventions have the potential for the largest immediate impact on attainment, particularly if interventions have proven track records.</p>	<p>Impact overseen by Maths Lead and English Leads – regular half termly meetings with TAs delivering</p> <p>Teaching assistant observations giving What Went Well/Even Better If development points</p> <p>Pupil/parent/teacher voice gained pre- and post- intervention.</p>	<p>Steve Worrall (PP Lead/Head of Maths)</p> <p>Gemma Poizer (Head of English)</p> <p>Becky Britton (SENCO)</p>	<p>Half termly</p> <p>ECC interventions – Delivery 16 TA3 x 4hrs per week - £40,000 (current calculation)</p> <p>Leadership time - £10,000</p>
D. Close attendance gap between PP and other pupils to less than 1%	<p>Rapid response from Attendance Officer in case of absence.</p> <p>Home visits and links with outside agencies to reduce PAs.</p> <p>Close communication and adoption of common strategies within Pastoral Team.</p>	<p>Quick response has most impact so parents/carers can get the child into school as soon as possible.</p> <p>Links with other agencies such as EWO, social workers, community police and School Health Advisor ensure that there is support for families.</p> <p>Consistency of approach within school gives pupils and parents a clear and common message about the importance of attendance.</p> <p>This approach had a significant impact over the last two years.</p>	<p>Team around Attendance meet and monitor monthly</p> <p>Daily monitoring of absence – vulnerable pupils all called within first hour.</p> <p>Safeguarding and Attendance teams monitor absence frequently</p> <p>Pastoral team meetings agree on consistent implementation of policies</p>	<p>Kate Heaton (HeadTeacher)</p> <p>Yasmine Fall/Nicola Wright (Support Services Administrators)</p> <p>Jas Kaur/Saima Begum (Learning and Attendance Mentor)</p>	<p>Monthly meetings of Attendance Team</p> <p>Attendance Mentors – £34,118 (current salaries)</p> <p>Support services administrator - £10,000 (current cost)</p>
3 year budgeted cost					297,354
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children access enrichment and extra-curricular activities.	<p>Promotion of William Hulme's Way and Star Student award scheme</p> <p>Subsidised extra-curricular resources so that there is no longer a cost to participate in after school clubs</p> <p>Participation in Forest Schools curriculum</p>	<p>Closing the Gap (EEF Gap report 2018) details that essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way.</p> <p>Star Students award scheme is a measure of the extent of pupil engagement with extra-curricular and enrichment activities in school</p> <p>Development of soft skills and opportunities outdoors (cultural capital)</p>	One to one mentoring	<p>Jas Kaur/Saima Begum (Learning and Attendance Mentor)</p> <p>Kass Arnold (Forest School Lead)</p>	<p>Half termly</p> <p>Forest school £14,000 Resourcing £2000 Leadership time £4000</p>

3 year budgeted cost £60,000

7. Light touch review – July 2020

What is working (how do we know)

- On entering Reception in September 2019, all pupils were screened to evaluate receptive and expressive language skills. Pupils who were flagged as not meeting age expected levels were then prioritised for more in-depth assessment using the Pre School Language Scales (PLS) assessment tool; this provides a standard score and age equivalent to monitor progress. Whole Cohort - September 2019 – 56% (33 children) were below expected levels for language skills. 20% (12 children) required additional SALT support.
- By the end of Autumn 1, 53% (31 children) were below. Further reductions are expected as the year progresses. Pupil Premium children only - There are 4 pupil premium children in the cohort, one of which, after screening, required SALT intervention.
- In reading, all year groups, except in Year 3 where the percentages are equal (from previous gap), have non-SEND pupil premium children outperforming all.
- In writing, all year groups have non-SEND pupil premium children outperforming all.
- September 2019 – 56% (33 children) were below expected levels for language skills. 20% (12 children) required additional SALT support.
- By the end of Autumn 1, 53% (31 children) were below. Further reductions are expected as the year progresses. Pupil Premium children only: there are 4 Pupil Premium children in the cohort, one of which, after screening, required SALT intervention.
- The current attendance figure for Pupil Premium children is 94.3% compared to 95.1% for non-pupil premium children. A reduced figure has been seen in attendance due to persistent absences of some children. Three of those children have now left the school and one is currently in the process of being transferred. These were all due to distance from the school. One child had days absent due to exclusion and there is currently support work in place for a family of three children, who have poor attendance due to distance from school and the complex needs of one of the children. Two attendance surgeries were planned with One Education to improve attendance further, one of which was completed. Due to school closure, the second one could not occur.
- At present, children in Years 1,2, 5 and 6 have had the opportunity to participate in Forest School. The remaining year groups could not complete theirs because of school closure. At present, pupil feedback has shown 100% positivity towards Forest School.

- Subsidised extra-curricular activities has meant that there has been an increased percentage in Pupil Premium children achieving the star student award. 32% of pupil premium children achieved star student status compared to 23% at the same time in the previous year. For the first time ever, pupil premium children outperformed non-pupil premium children with 32% compared to 29% of non-pupil premium children.

What needs subtle re-direction of resources (why)

- There are apparent low numbers of Pupil Premium children accessing SALT support. This is due to low numbers who apply at this stage for Free School Meals. Many children who access the support, are eligible and become Pupil Premium in subsequent years. There will be a bigger drive to encourage parents who are eligible, to apply.
- Pupil Premium children to be prioritised for interventions, so that more Pupil Premium children access them. There should be more Pupil Premium children involved than non-Pupil Premium children.

What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

-
-

Thus funding re-directed to:



To ensure:



8. Light touch review – July 2021

What is working (how do we know)

-
-

What needs subtle re-direction of resources (why)

-
-

What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

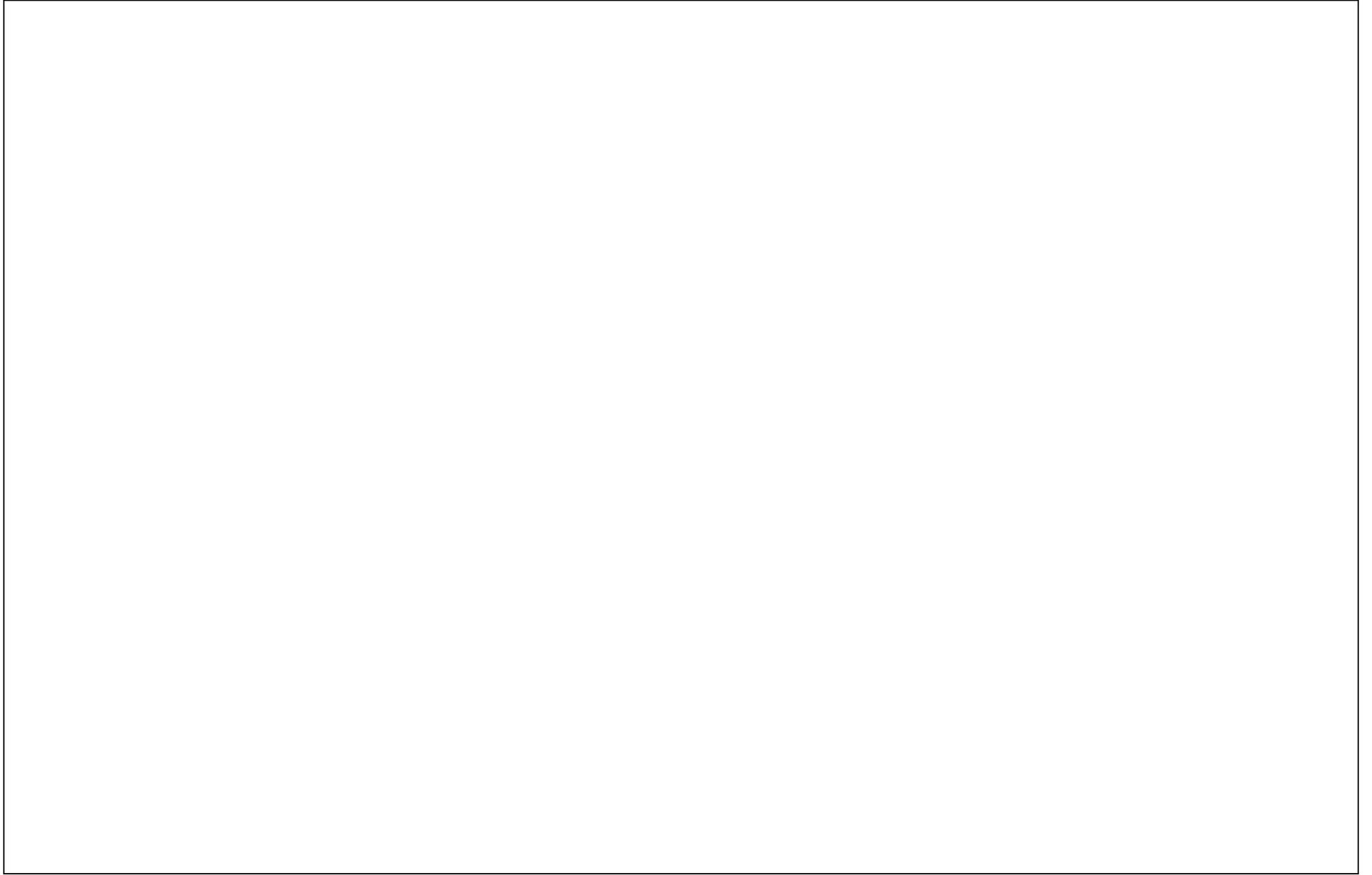
-
-

Thus funding re-directed to:



To ensure:





9. Full review of multi -year strategy

iv. Quality of teaching for all				
Action	Intended outcome	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
v. Targeted support				
Action	Intended outcome	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
vi. Other approaches				
Action	Intended outcome	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