

## Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information        |                             |   |              |   |          |
|-------------------------------|-----------------------------|---|--------------|---|----------|
| <b>School</b>                 | Lees Brook Community School |   |              |   |          |
| <b>Academic Year</b>          | 2019/20                     | <b>Total PP budget</b>                  | £273,955.00  | <b>Date of most recent PP Review</b>                  | Mar 2017 |
| <b>Total number of pupils</b> | 1064                        | <b>Number of pupils eligible for PP</b> | 304<br>28.5% | <b>Date for next internal review of this strategy</b> |          |

| 2. Current attainment             |                                      |   |
|-----------------------------------|--------------------------------------|---|
|                                   | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| <b>Progress 8 score average</b>   | -0.45                                | -0.11   |
| <b>Attainment 8 score average</b> | 38.74                                | 45.65   |
|                                   |                                      |   |

| 3. Barriers to future attainment (for pupils eligible for PP)   |   |  |
|---|---|--|
| <b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )                            |   |  |
| <b>A.</b>   | Gap between PP and nonPP attainment on entry in English and maths is wider than the national average  |  |
| <b>B.</b>   | Higher numbers of behaviour incidents for PP v nonPP, including FEX   |  |
| <b>C.</b>   | Lower levels of aspiration and ambition to fulfil academic potential  |  |
| <b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> ) |   |  |
| <b>D.</b>   | Lower attendance of PP students than that of nonPP students   |  |
| 4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )   |   | Success criteria   |
| <b>A.</b>   | To improve attainment of PP students; reduce attainment gap between PP and nonPP students; to provide Catch Up intervention for targeted pupils to reduce gap on entry at KS2 | Attainment and progress indicators including basics figures for PP students ; reduction in gap between Yr7PP and nonPP in English and maths attainment |
| <b>B.</b>   | To improve attendance of PP students  | Attendance figures;  |

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|           |   | attendance of PP students to improve; numbers of PP students classed as PA to reduce      |
| <b>C.</b> | To reduce the number of behaviour incidents for PP students; improved behaviour of PP students in school  | Behaviour data – fewer incidents recorded including numbers of exclusions for PP students |
| <b>D.</b> | PP students to access careers provision within school; engage with targeted enrichment and motivational provision in order to be more motivated to aim high and fulfil their potential. | Destination information to reflect appropriate progression pathways for students.         |

| <b>5. Planned expenditure</b>   |  |  |  |                   |  |
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| <b>Academic year</b>  |  | <b>2019-2020</b>   |  |                   |  |
| 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. |  |  |  |                   |  |
| <b>i. Quality of teaching for all</b>   |  |  |  |                   |  |
| <b>Action</b>   | <b>Intended outcome</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>  |
| Focus on the quality of work in exercise books to improve pupils' presentation of work and investment in their learning   | Improved quality and presentation of student work consistency in presentation across faculties and whole school Pupils to show pride in their work and evidence of being ambitious in their learning | Inconsistency on presentation and quality of pupils' work in work scrutiny PP work scrutiny revealed evidence of poor presentation and lack of pride in work. Evidence shows improvements in students work from 2018/19, this needs to be embedded across all PP students. | Programme of year focused work scrutiny, led by Faculty Lead and quality assured by SLT link and findings from lesson observations   | SMS<br>HAM        | Completion of each work scrutiny – action points to be shared with staff and acted upon with timescales for completion |
| Implement a whole-school teaching and learning policy which embraces HPL  | Improved outcomes for PP pupils  | Improved outcomes from high quality first wave teaching  | Use of CPD and twilight planned into directed time for staff. Lesson observations and learning walks.  | SMS<br>HAM        | Termly   |
| To provide early catch-up intervention for Yr7 pupils not attaining national expectations in English and maths  | Improved levels of attainment in English and maths in Y7; increase in numbers of pupils attaining national average outcomes  | Reducing the gap from KS2 on entry (awaiting data)   | Monitoring of action plan for catch-up intervention English and maths teacher estimated levels   | BEL<br>GES        | Evaluation of intervention programme; data entry points  |
| To continue investment in behaviour and inclusion team, including HoYear posts  | Reduction in numbers of behaviour incidents for PP students, including exclusions  | PP students make up a greater proportion of high level behaviour incidents (C3s) than nonPP; PP students are excluded more than nonPP students   | Monitoring of behaviour incident data; early intervention with students most at risk of displaying poor behaviour; regular contact with parents; information to be shared with form tutors and parents via Classcharts | HEC<br>BWD        | Weekly behaviour data analysis   |
| <b>Total budgeted cost</b>  |  |  |  |                   | <b>£ 75,000.00</b>   |

| <b>ii. Targeted support</b>  |   |   |  |                               |  |
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| <b>Action</b>  | <b>Intended outcome</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>             | <b>When will you review implementation?</b>              |
| Attendance monitoring for all PP students with attendance less than school target; early intervention of PP pupils who are classed as PA (persistent absentee) | Improved attendance of PP students; reduction in gap between attendance of PP and nonPP students  | Attendance gaps exist but are closing, in all year groups between PP and nonPP students<br>Developing positive parent/ school partnerships crucial in improving attendance and has seen success for PP students in 2018/19  | Persistent monitoring of attendance for PP students under 93%; monitoring for all PP students                          | DAS<br>Attendance team<br>HOY | Half-termly<br>£48,875.00 staffing<br>£4620.00 resources |
| To remove barriers for individual PP students using PP Champion role   | Improved levels of engagement of individual pupils in school, removal of barriers such as incorrect uniform, lack of equipment for school, access to IT or other school resources<br>Individual and bespoke support for pupils to eliminate barriers. | To allow all PP students participate fully in school irrespective of the support or lack of that they receive at home.<br>Development of equity of access to resources for PP students is the prime motivation.<br>EEF guidance reports used in creation of PP strategy | Monitoring of TLR post-holder by SLT; updating of PP tracker to highlight support given; pupils voice with PP students | SLT<br>BRT                    | £55,557.00 staffing<br>£30,000.00 resources              |
| <b>Total budgeted cost</b>   |   |   |  |                               | £214,052.00  |
| <b>iii. Other approaches</b>   |   |   |  |                               |  |
| <b>Action</b>  | <b>Intended outcome</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>             | <b>When will you review implementation?</b>              |
| Deliver a programme of careers provision to  | Greater levels of confidence in knowledge   | Essential for all PP students to have regular opportunities to  | Staff lead tracking and evaluating provision; Citizenship  | MOS<br>GOM                    | Termly   |

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| all students focusing on pathways and P16 options, as well as identifying and developing personal skills | of career options; encouragement of high attainment | access meaningful encounters with employers.<br>As part of Opportunity Area, focus on careers provision is critical in enabling social mobility for PP and all students. | SOW provides all PP students with up to date knowledge of careers provision and opportunities |  |                |
| <b>Total budgeted cost</b>   |   |  |   |  | £59,903.00 GOM |

| <b>6. Review of expenditure</b>   |  |  |  |                     |
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| <b>Previous Academic Year</b>   |  | <b>2018-2019</b>   |  |                     |
| <b>i. Quality of teaching for all</b>   |  |  |  |                     |
| <b>Action</b>   | <b>Intended outcome</b>  | <b>Estimated impact: Did you meet the success criteria?</b><br>(Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b>         |
| Focus on the quality of work in exercise books to improve pupils' presentation of work and investment in their learning | Improved quality and presentation of student work<br>Consistency in presentation across faculties and whole school<br>Pupils to show pride in their work and evidence of being ambitious in their learning   | Pupil voice – KS3 HAPP students indicate that they strongly agree that the school is focusing on the presentation of work and pride in books - July 2019<br>INSET, CPD briefings and directed time have been used to remind and share ideas with staff of how to develop the Big 5 areas in their practice. The impact of this is that the Big 5 are now improving parts of teachers' lessons, as evidenced from observations throughout the year.   | HPL philosophy developing through school to focus on high-quality first teaching for all pupils<br>Lessons learned include expansion of HPL philosophy across school – starting with key skills: meta-thinking and hard-working<br>QFT underpins PP achievement – see EEF guidance report PP – July 2019 | £2,000.00 resources |
| Promotion of the 'Big Five' to all staff as a priority in their planning to improve pupil outcomes                      | Improved focus on key areas identified as needing improvement in teaching and learning: differentiation, challenging the most able, independence, use of plenaries, self and peer assessment<br>Pupils able to work more independently and take up challenges within their learning. | INSET, CPD briefings and directed time have been used to remind and share ideas with staff of how to develop the Big 5 areas in their practice. The impact of this is that the Big 5 are now improving parts of teachers' lessons, as evidenced from observations throughout the year.<br><br>PP 2019 results<br>Att8 38.74 (34.67 2018) indicates improved attainment<br>P8 -0.45 (-0.73 2018) indicates improved progress<br>Basics:<br>4-9 52% (36% 2018) indicates improved outcomes<br>5-9 20% (26% 2018) |  | £3,000.00           |

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| <p>Continue ALS CPD for all staff based on the 'Big Five'</p> <p>Launch HPL for group of identified staff</p>         | <p>Improved use of a range of teaching and learning strategies based on independent academic research; use of peer coaching to support staff; increase in expectations of all pupils including PP, to achieve to and beyond their academic potential</p> | <p>Following opportunities were given for staff professional development:</p> <p>Tuesday and Thursday curriculum morning CPD briefings</p> <p>Directed time for 1 hour on Monday evenings</p> <p>ALS/HPL twilight sessions for identified areas of improvement</p> <p>Regular timetabled curriculum CPD sessions to develop subject specific pedagogy</p> <p>The impact of this program is that teaching staff are clear about the direction teaching and learning is moving in and the expectations of them for their own practice.</p> | <p>HPL to be expanded and embedded within all lessons– termly delivery of new ACPs and VAA – staff on Foundation group to deliver and train rest of staff</p> | <p>£3000.00 resources for CPD</p> |
| <p>To provide early catch-up intervention for Yr7 pupils not attaining national expectations in English and maths</p> | <p>Improved levels of attainment in English and maths in Y7; increase in numbers of pupils attaining national average outcomes</p>   | <p>See Catch Up plan – Additional notes</p>  | <p>See Catch Up plan – Additional notes</p>   | <p>BEL<br/>£38,000.00</p>         |

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| To continue investment in behaviour and inclusion team, including HoYear posts | Reduction in numbers of behaviour incidents for PP students, including exclusions | <p>53 PP exclusions 2018/19 compared to 62 PP exclusions 2017/18, represents a significant reduction in exclusions for PP students.</p> <p>Internal behaviour system indicates that PP students received 2132 C3s in 2018/19 compared to 2793 C3s in 2017/18; represents a significant reduction in most serious behaviour points for PP students.</p> <p>All LBH pupils are PP and all KS4 students who were on role in June 2019 achieved GCSE qualifications, including English, maths, science and ICT. All students have gone on to further education, employment or training.</p> | LBH to continue for PP students at serious risk of exclusion from school; pastoral team to be led by DH in change of roles | Staffing<br>£26,500.00 |
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## ii. Targeted support

| <b>Action</b>  | <b>Intended outcome</b>                                   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b>   |
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| Creation of Lees Brook Hall to support PP pupils most at risk of FEX | Reduction in numbers of exclusions for PP students in LBH | All LBH KS4 students achieved qualifications in 2019 in core subjects.  | LBH to continue for PP students at serious risk of exclusion KS3 and 4; use of out of school learning experiences to develop pupils' interest in gaining qualifications e.g. Engineered Learning/ Racing | HAM<br>£41,963.00<br>HOJ<br>£14,387.34<br>TA as tutor<br>£10,528.20<br>Resources<br>£6,770.24 |

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| <p>Attendance monitoring for all PP students with attendance less than school target; early intervention of PP pupils who are classed as PA (persistent absentee)</p> | <p>Improved attendance of PP students; reduction in gap between attendance of PP and nonPP students</p>   | <p>PP students are targeted for earlier intervention at 93%; patterns of attendance are analysed with absences unauthorised if necessary</p> <p>End of 2019 academic year, 12.8% of PP students have attendance at 90% or below (persistently absent) which reflects a reduction from 2018.</p> <p>Programme of early help assessment in place for families; good working relationships with families including those who are hard to reach; attendance meetings with pupils followed by close tracking of attendance; swift legal action – see list for prosecutions and pending prosecutions this year; attendance monitoring and tracking used as a model across the school; all students with attendance hovering around 90% are contacted/ home contacted with checks on school files to see if underlying or historical issues</p> | <p>Attendance team streamlined; lead officer to work with PA PP students and develop positive home-school liaison</p>   | <p>DAS Attendance team<br/>£27,516.00<br/>£2,500.00 resources</p> |
| <p>To remove barriers for individual PP students using PP Champion role</p>   | <p>Improved levels of engagement of individual pupils in school, removal of barriers such as incorrect uniform, lack of equipment for school, access to IT or other school resources Individual and bespoke support for pupils to eliminate barriers.</p> | <p>Intervention tracker modelled on good practice from local school; tracking all forms of intervention with developing evidence of impact on pupils.</p> <p>Pupil impact is tracked – sample of comments: ability to be in lessons, not having stigma of being out of uniform, feeling part of school, having the same experiences as other pupils in school, trying new activities, being part of lessons</p> <p>100% of PP students again had a work experience placement during Yr10 – intensive support given from PP Champion</p> <p>Impact is positive for pupils supported to access school in its widest form, including enrichment and careers activities part of staff development</p> <p>Evidence of tracker to analyse impact</p> <p>All Y10 PP students had work experience placement</p>                                  | <p>Role to continue Using effective practice from similar schools to support students and provide equity of experience – EEF guidance report for PP.</p> <p>Role of PP champion to continue to support vulnerable pupils and maintain contact with home.</p> <p>Tracking of parental engagement with school needs to be completed by admin team; contact with home needs further coordination and non-attenders to be targeted earlier.</p> | <p>BRT<br/>£31,000.00<br/><br/>Resources<br/>£10,000.00</p>       |

| <b>iii. Other approaches</b>   |  |  |  |  |
|--|--|--|--|--|
| <b>Action</b>  | <b>Intended outcome</b>  | <b>Estimated impact: Did you meet the success criteria?</b><br>(Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b>  |
| Provision of revision guides for every PP student in KS4   | Improved attainment for PP students<br>Greater confidence in preparation for exams, including internal trial exams | All pupils received RG. Pupil voice indicates they found them useful and made use of them in preparation for KS3 and 4 examinations.   | Further support for pupils needed in using such materials; developing through revision events at KS4 and revision meetings with HAPP students at KS3 with Assistant Head Guidance on how to use revision guides and study skills expanded for HAPP; use of Citizenship/ tutor time | Revision guides<br>£8,000.00                                     |
| Offer PP students access to health and well-being counsellor within school   | Early identification of issues and support for pupils, including academic-related issues                           | Access to service by students; attendance at school and in lessons for key vulnerable group  | Role under review due to retirement. Consideration of how it's used to support pupils with more difficult behavioural traits.  | HOD<br>£15,714.75<br><i>new appointment to be made Sept 2019</i> |
| To provide pupils with enrichment opportunities including access to events which can be classed as improving 'cultural capital' both in and out of school hours. | Engagement of pupils in events, broadening of pupils' experiences of the Arts and sporting events                  | Provision of enrichment events and careers-led activities for all year groups – programme planned and delivered by MOS and GOM – see list.<br><br>Gatsby benchmarks achieved.<br><br>ARTSMARK Gold award achieved September 2010 – all PP students participated in Arts Day – July 2019 leading to the school's accreditation. | Widening equity of experience; provided high-quality careers provision to be developed; PP pupils to be targeted for provision. Continuation of ARTS promotion throughout school.  | £129,20.47 for events, transport and staffing                    |

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| <p>Deliver a programme of careers provision to all students focusing on pathways and P16 options, as well as identifying and developing personal skills</p> | <p>Greater levels of confidence in knowledge of career options; encouragement of high attainment</p> | <p>Appointment of Careers Lead will bring a great deal of experience and knowledge to supporting our links with employers and improving the quality of our careers education, advice and guidance.</p> <p>An increased focus on careers guidance has been introduced with students in Years 7, 8 and 9 following a half term of careers advice in Citizenship lessons. Students in KS4 receive careers guidance through drop down days. Targeted students focusing on PP, receive a careers interview with a careers advisor. Information on careers, further education and apprenticeships is given out on a careers/revision evening for parents and students are encouraged to attend the Annual Skills Festival.</p> <p>There is a whole school focus on careers, through Careers Local and the Careers Enterprise Fund - throughout their time at school there are regular opportunities for students to have meaningful encounters with employers.</p> <p>There are more frequent employer engagement opportunities for students. Mock interviews and CV workshops help to prepare students for the next stage of education and employment</p> <p>The EET figure of 92% in 2014 has improved considerably and has consistently been above 99% since 2016 (Derby City average is 95%).<br/>No PP students in 2018 were NEET and 44% went on to Level 3 qualifications.<br/>The EET figure in Post 16 has continually improved and recorded as 98% in 2017/18 (Derby City target for year 12 and 13 is 93% by 2020)</p> | <p>To be continued, post-holder to coordinate and deliver careers provision for Lees Brook. Non-teaching post has proved beneficial to post's development and impact on pupils. Widening equity of experience; provided high-quality careers provision to be developed; PP pupils to be targeted for provision</p> | <p>Events, resources and transport costs £7500.00<br/><i>Careers Lead role to be maintained with change of staff – Sept 2019</i></p> |
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| <p>To make contact with PP homes to improve attendance at school events e.g. parent/ subject/ information evenings</p> | <p>Improved parental attendance and engagement</p> | <p>Improvement in attendance at parents' evenings for Y7.</p> | <p>Target PP students with non-attendance; use of SLT as 'key-worker' to contact parents/ carers of long-term non-attenders.<br/>Use of inclusion team to support parents in engaging with school and support their child.</p> | <p>£500.00 for resources</p> |
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**7. Additional detail**

See Catch Up Report 2018/19

