

The Ladder School Pupil Premium Strategy Statement

1. Summary information					
School		The Ladder School			
Academic Year		2019-2020	Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP	% of pupils eligible for PP		Date for next internal review of this strategy
Y9	3	2	66%		
Y10	13	9	69%		
Y11	16	9	56%		

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	<p>SEMH: A high percentage of Y9, Y10, Y11 and Y12 students have SEMH needs, of those students are eligible for 67% PP. SEMH needs are impacting on student's progress and engagement in class this is therefore impacting on student's ability to access learning.</p> <p>With reference to the SEMH banding document</p> <p>38% of our students are Level 7 (the highest level)</p> <p>18% of our students are Level 6</p> <p>44% of our students are Level 5</p>
B.	<p>LITERACY: Low level literacy skills and gaps in prior attainment and learning (identified at baseline).</p> <p>All except one student are working below national age related expectations. consequent in PP students working below (9-4) levels in English Language. A high percentage of PP girls are below the 9-4 threshold and of PP BOYS are additionally working below threshold.</p>

C.	<p>MATHS: Low level numeracy skills levels in prior attainment (identified at baseline). Y9: 100% are working below national age expectations at grade 1 – need base line grades Y10: 25% are towards a 2 and 63% are working below 2 including predictions of -2. All students are working below national expectations. Y11: 11% are working towards national expectations. 33% are working below national expectations at a grade 3. 44% are working at a grade 2 or below.</p> <p>Students enrol at the ladder school at different times during the school year. Many students have large gaps in their numeracy knowledge and this affects their base line assessments and current at working grades.</p>	
D.	<p>CONFIDENCE & MOTIVATION: A high percentage of students eligible for PP in Y9, Y10 and Y11 lack confidence and motivation and this has a significant impact on their academic and vocational progress particularly in BTEC Sport and Performing Arts. Leadership activities that include analysing skills and qualities will raise confidence and promote motivational development.</p>	
<p>Contextual barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>		
E.	<p>ENVIRONMENT: Some students eligible for PP, including most able students, lack access to resources, study support, equipment, guidance, and/or cultural experiences at home. This reduces their ability to engage with lessons, homework, or revision, which extend breadth of understanding & cultural exposure.</p>	
F.	<p>ABSENCE: Students attendance is below national and for PP students it can fluctuate between 94% and 56%. This low absence rate can be to do with reduced timetables introduced to help individual students have a positive experience with school, therefore affecting their afternoon mark.</p>	
<p>3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)</p>		
A.	<p>MINDSET: The positive mind-set of those students that lack of confidence, motivation or SEMH needs will improve significantly, by changing a mind-set this can enable students to improve their attitude to learning, attendance and confidence when working in class. This can then allow the students to connect with the learning on a deeper level, retain knowledge and question misconceptions.</p>	<p>Success criteria</p> <p>Those students identified to have a lack of confidence and motivation (and in some cases SEMH) improve their attendance (90%>). Those students will additionally be recognised to be contributing more to class discussions and activities which will improve their achievements in all subject areas.</p>
B.C.	<p>ATTAINMENT IN EN AND MA (9-4): Gaps narrowing in academic and vocational subjects term by term across the year – including academic core subjects and vocational specialisms.</p> <p>ATTAINMENT IN VOC SPECIALISMS: Gaps narrowing in academic and vocational subjects term by term across the year – including academic core subjects and vocational specialisms.</p>	<p>Pupils eligible for PP will meet their end of year targets. Termly data will show that each PP student in KS4 are on track (according to their EOY Target grade), and each PP student in year 11 is making rapid progress towards their target from their base line assessment.</p>
D.	<p>CONFIDENCE & MOTIVATION: PP students show improved confidence and motivation and this will have a significant impact on their academic and vocational progress. This outcome can be observed though practical observations, performances and leadership qualities. This will also be apparent when observing lessons where class discussions are taking place and directed questioning is used and responded to effectively.</p>	<p>Those PP students that are recognised to lack motivation and confidence clearly improve showing a readiness to learn, participation in class discussions and leadership qualities. Especially in the Sports Leadership qualification in Y11.</p> <p>This will be monitored by lesson obs and reviewing the lessons observation</p>
E.	<p>IMPROVED ATTENDANCE: Improved attendance rates for pupils eligible for PP, increasing contact time with students and significantly improving progress in core subjects and vocational subjects.</p>	<p>Overall attendance among pupils eligible for PP improves from between 60-94% to 97% National</p>

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4. Planned expenditure:

Academic year

2019/2020

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?
Attainment in EN 9-4	<p>All English sessions are taught collaboratively 'Team Teaching' – enabling students to access 1:1 support when needed. This helps students remain engaged in the lesson and gain confidence in their learning.</p> <p>Additional 0.4 FTE English teacher has been employed.</p>	<p>EEF Teaching & Learning Toolkit (2018) has been used to identify that 'reducing class size' will have moderate impact on the progress & attainment of students (+3).</p> <p>Base line assessment will also indicate content missed and track improved progress.</p>	<p>Each half term the Leadership team will review the impact of the approach taken.</p> <p>GH will additionally meet with staff 1:1 to monitor implementation and learning walks will identify strategies that are working and ones that need reviewing.</p> <p>Assessment will take place twice every term to show progress, gaps in learning and retained knowledge.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools</p>	GH & TL	<p><i>Termly reviews to review implementation</i></p> <p><i>Learning walks, data collection and impact, work scrutiny, data capture, middle leader's meetings, SLT meetings, feedback and CPD.</i></p> <p><i>December: 2019</i></p> <p><i>April: 2020</i></p> <p><i>July: 2020</i></p>

	<p>Subject specific vocabulary is used often and effectively. Key words/definition glossary in books/folders for students to refer to.</p>	<p>Accessible subject material without drawing attention to individual pupils asking for help.</p>	<p>Marking and verbal feedback – immediate. Feedback Fridays</p>		
<p>Attainment in MA 9-</p>	<p>All Maths sessions are taught collaboratively 'Team Teaching' – enabling students to access 1:1 support and develop confidence.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Individualised Instruction (+3) • Feedback (AoL,AfL) (+8) <p>base line U-2 Target grade one grade above.</p>	<p>Each half term the Leadership team will review the impact of the approach taken. GH will additionally meet with staff 1:1 to monitor implementation and learning walks will identify strategies that are working and ones that need reviewing.</p> <p>Assessment will take place twice every term to show progress, gaps in learning and retained knowledge.</p>	<p>GH &TL</p>	

Maths Key words and terminology	Lessons - Recap prior knowledge/learning maths needs learning built upon with previous learning and foundation concepts. Practice and recall mathematical terminology, in order to understand functional/ problem solving questions. Clear instructions of worksheet in the class.	Students are accessing Maths in year 9&10 at different starting points. Individualised instruction will ensure all students are learning missed content. Base line assessment will also indicate content missed or not retained.	Ask open-ended questions (key words in the learning objective and throughout the lesson) Address any misunderstanding and ask students to describe keywords in their own words. Simplify keywords wherever possible – e.g. sharing instead of division. Make sure definitions are available to the students using key words, with examples if necessary. Check pupils understanding in completing the task. Cue cards		
Total budgeted cost					£
(9-4) EN and MA Together	Study skill session are used to provide 1:1 support for PP students needing further support with EN, MA	Providing 1:1 support can identify and combat a gap of understanding and promote confidence in the topic/subject.	Effective tracking of progress and data analysis to inform evaluation of approaches every 6 weeks. Head of Maths and English to work closely with Pupil Premium Co-ordinator for the School – sharing best practise and reviewing strategies regularly.		

<p>Vocational Meeting TG Art</p>	<p>Individualised coursework tailored to the ability and interests of each student.</p> <p>Students involvement in choice of media and style.</p> <p>One to one teacher demonstrations and feedback.</p>	<p>Students engage and overall outcome improve.</p> <p>Use of pre-prepared materials, starters to each lesson will focus on key skills needed.</p> <p>Smaller group sizes enabling more time for one to one.</p> <p>Use of LC to enable one to one focused time.</p>	<p>Learning walks and book scrutiny monitor tracking of data/markings and TG's.</p> <p>GH will additionally meet with staff 1:1 to monitor implementation and learning walks will identify strategies that are working and ones that need reviewing.</p> <p>Progress is monitored through tracking sheets and recording onto mark sheets</p>		
<p>H&SC</p>	<p>Individualised coursework according to assessment criteria PMD. Assessment criteria shared with students. Overall tracking sheets to involve students with the assessment process, students know how to better their grade. One to one help to achieve TG or beyond TG.</p> <p>Directed feedback used to be acted on in lesson time and through email. used including scaffolding questioning to allow for misconceptions to resolved.</p>	<p>Students engage in the assessment process and feel proud to see their overall progress of what they have completed/achieved.</p> <p>Students know their TG and what they need to do to improve. Lessons are differentiated according learning needs and PMD.</p> <p>One to one support is directed.</p> <p>Differentiated worksheets are used for guidance to promote independent learning at all levels (L1&L2 PMD)</p>			

<p>ATTENDANCE Absence rates for PP students will fall and attendance will rise.</p>	<p>Learning Coaches to ensure each PP student is met with each week to review the attendance performance table. attendance.</p>	<p>Research undertaken into the strategies used by school's in a similar context. Approaches will enhance the work that is already being undertaken such as;</p> <ul style="list-style-type: none"> • Texts home to parents • Home Visits • Parental phone calls • Attendance awards • Parent meetings 	<p>Attendance on weekly agenda - Leadership meetings and Staff meetings.</p> <p>Pastoral team will monitor and respond to the absence rates of all PP students.</p>	<p>GH PB</p>	
<p>ATTENDANCE</p>	<p>Phone calls home to non-attendance Home visits take place for nonattendance. Letters home to parents of those students at risk of falling below 95%</p>		<p>Reward trips to act as incentives Alton Towers</p>		

<p>SEMH Students with SEMH are appropriately supported to engage in learning consistently.</p>	<p>The Ladder have a School Nurse whose name is Tryphine Mollineux. PP students have directed and open access to discuss and support their SEMH.</p> <p>SEMH strategies for the classroom –Staff training and strategies embedded into the classroom.</p> <p>Learning Coaches – support the personal development of students and offer strategies for students to use.</p> <p>Student Education on Mental Health Skills sessions– ensuring students understand their own mental health and are provided with resources for self-managing.</p> <p>Provide opportunities for the students to be further independent</p> <p><i>It is recognised by the school that many of the above strategies will have an impact on attendance figures for PP, SEMH students.</i></p> <p>External support Aim Higher</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Social Emotional Learning (+4) • Parental Engagement (+3) <p>CPD Training in Mind-sets – provided by QMGS Mercian Trust.</p> <p>Mentoring and support to access and promote further education.</p>	<p>Whole school CPDs provided.</p> <p>Student voice will inform the impact for individuals.</p> <p>Professional review and evaluative discussions to take place in staff meetings and SLT meetings.</p> <p>A room dedicated in school for SEMH needs to encourage de-escalation and discussion techniques.</p> <p>Consent forms – liaise with WSS for launch</p>	<p>GH</p>	
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<p>CONFIDENCE & MOTIVATION Students confidence & motivation levels will improve significantly – enabling students to contribute in class and take responsibility for learning.</p>	<p>Praise & Directed Feedback – (particularly in Maths & PA) provided to PP students in class. Learning coaches – continues to work directly in empowering students and setting personal targets to motivate. Praise Assembly- praise Assembly on Friday's each week. The focus is to celebrate what has been going well so far in lessons, attendance, punctuality, behaviour.</p> <p>Rewards trips – Encourage and promote good behaviour</p> <p>Students trackers- Encourage and motivate to result in good behaviour in lessons. Promote points to lead to praise</p> <p>Work experience – Promote confidence and motivation to continue with work related interests. Reasons to get qualifications.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> Feedback (learner's performance) (+8) <p>Praise will motivate and encourage students.</p>	<p>GH will additionally meet with staff 1:1 to monitor implementation and learning walks will identify strategies that are working and ones that need reviewing.</p> <p>Progress to be tracked through key working and personal coaching 1:1's – student voice.</p> <p>Trackers = points and = prizes</p> <p>Work experiences individualised and monitored by JA</p>	<p>PB TL GH</p> <p>JA</p>	
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Total budgeted cost

ii. 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?
<p>Year 11 PP cohort continue onto positive destinations. <i>Additionally supporting the need for attainment at GCSE.</i></p>	<p>Individual parental meetings to take place with those students who are at risk of becoming NEET or leaving to study the same subject elsewhere.</p>		<p>Visit to the NEC Skills show</p> <p>Statistical analysis of those students submitting internal applications for Sixth Form, allowing subject teachers to follow up and respond to need.</p>	<p>Vocational Staff GH</p>	
<p>ENVIRONMENT Access to resources, study support, equipment, guidance, and/or cultural experiences at home.</p>	<p>Positive feedback – phone calls home from the LC’s Create engagement – ownership of their pathway. Breaking barriers and negative thoughts towards academic progress. One</p>	<p>Data from previous school has shown that previously the parents did not make much contact with school.</p>	<p>Impact of parents and student contact with school</p> <ul style="list-style-type: none"> - Initial meetings attended with parents - Admissions pack discussed and signed with parents - Back to school meetings with parents - Discussed application of the Ladder School values to go forward. - Parents and students are on board - Equipment supplied - Supported cultural experiences – Halal meat 	<p>GH</p>	

	page profiles to allow the student to identify their own barriers and enable them to break those barriers with discussed strategies.				
Total budgeted cost					

5. Review of expenditure

Previous Academic Year

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

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

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

6. Additional detail

The school have additionally implemented multiple approaches/strategies that will benefit the attainment and aspirations of those students eligible for the Pupil Premium Grant, to include;

- Theatre trip to blood brothers to help increased confidence, social development, improved understanding of literacy. 100% attendance
- Mid-morning breakfast to help students focus on their learning, it has been proven breakfast helps with attainment and engagement in lessons. Making sure fundamental needs are met. Improve classroom attitude and therefore performance.
- To use outside agencies to increase awareness of keeping safe, substance and alcohol abuse, CSE and sexual Health.
- Attendance trip to Alton Towers to reward attendance and attendance improvement
- External workshops delivered in relation to gang culture.

