

## Pupil Premium Plan 2019-20

At The Earls High School we pride ourselves on ensuring that no child is left behind. We are passionate that no student will be disadvantaged by their socio-economic background and we will strive to remove barriers and maximise progress for every student in our care.

We have been relentless over the last three years at seeking to close the gap between the progress of our Pupil Premium (PP) students compared to their non-PP peers. Through a variety of strategies we have achieved a consistent improvement in outcomes for these students but we will further optimise the work we do to ensure the gap continues to close.

Year	2017	2018	2019
Progress 8	-0.50	-0.30	-0.27
Progress 8 Gap	-0.87	-0.50	-0.32
Confidence level	-0.84 to -0.15	-0.68 to 0.09	-0.63 to 0.09
In line with national outcomes	No	Yes	Yes

For the academic year 2019-20 we have 258 students (21.5%) eligible for Pupil Premium funding which equates to £240,689.58 total funding.

We believe the foundation to closing any gap in education is a relentless focus on excellent teaching and learning. Therefore, we endeavour to challenge and develop our students through quality teaching practice as an overriding strategy. However, we recognise that students who are identified as eligible for Pupil Premium may have barriers which prevent them from making excellent progress. Typically, we have identified four main barriers which could prevent Pupil Premium students from succeeding at The Earls High School; these four barriers are:

### 1) Attendance

- *In 2018/19 there was a gap between attendance of students eligible for Pupil Premium and other students*

### 2) Literacy, Numeracy and Oracy

- *In 2018/19 there was a gap between the attainment of pupils eligible for Pupil Premium and others in their KS2 assessments. In addition, a wealth of research<sup>1</sup> has indicated that students eligible for Pupil Premium are more than likely to have a limited vocabulary which could disadvantage them in school and in later life. This year we are leading the Black Country voice initiative in conjunction with Voice 21.*

### 3) Pupils attitude to self and school

- *In 2018/19 our reporting process revealed that students eligible for Pupil Premium had on average had a lower Attitude to Learning score and are less likely to achieve Earls Gold in each year.*

### 4) Revision Skills and Long-term memory

- *Recent research into cognitive science shows that using, and training pupils to use, retrieval strategies and spaced learning, has a demonstrable impact on progress. We know that students in receipt of the pupil premium at The Earls are less likely to engage with after school sessions, and may also have less support from adults at home, and therefore it is vital to equip them with independent strategies as part of Quality First teaching.*

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<sup>1</sup> Hart and Risley (1995), Oxford Language Report (2018), Quigley (2018)

At The Earls High School, we prioritise identifying any barriers faced by our Pupil Premium Students early and then utilising the appropriate strategies and interventions to ensure these barriers are removed effectively. We have a range of provision for our students and we select the most appropriate based on the individual. Our overall aim is for our Pupil Premium students to achieve not only strong outcomes but to enrich their character through the culture of excellence cultivated at The Earls High School.

If we succeed in these areas then in 2019:

- The gap between the attendance of Pupil Premium students and others will have decreased.
- The number of Pupil Premium students in year 11 achieving grades 9-5 in English and Maths will increase.
- The average ATL score for Pupil Premium students across the school will increase and more Pupil Premium Students will achieve Earls Gold.
- Pupil Premium, alongside other students, will improve their retrieval from long-term memory and confidence in undertaking independent revision

## 1. Attendance

What do we want to achieve in 2019/20?	How will we achieve this?	Anticipated Impact
The gap to be reduced between the attendance of PP and non PP students. The amount of Persistent Absence among PP students reduced to below 18%	<ul style="list-style-type: none"> <li>- Identify attendance patterns early through detailed transition data from year 6.</li> <li>- Year 7 Breakfast Club</li> <li>- Utilise the Attendance Officer within school to monitor attendance and intervene accordingly.</li> <li>- Revised Review and Guidance targeted at low attenders.</li> </ul>	Improving attendance of PP students across the school evidenced in the attendance tracking throughout the academic year.

## 2. Literacy, Numeracy and Oracy

What do we want to achieve in 2019/20?	How will we achieve this?	Anticipated Impact
Improved literacy, numeracy and oracy skills for the PP students who have been identified as making less than expected progress.	<ul style="list-style-type: none"> <li>- Wave 2 intervention programme in Maths and English for year 7 and 8 students.</li> <li>- Accelerated Reader Programme for all year 7 and 8 students with selected students in year 9 and 10.</li> <li>- Targeted intervention for underachieving PP students at KS4.</li> </ul>	Less Pupil Premium students falling behind the progress of 'other students'. More Pupil Premium students achieving at least a grade 5 in Maths and English in year 11.

### 3. Pupils attitude to self and school

What do we want to achieve in 2019/20?	How will we achieve this?	Anticipated Impact
Pupil Premium students will feel empowered and supported to maximise their experience of school.	<ul style="list-style-type: none"> <li>- Provide additional support to students who have emotional and social needs through the Wellbeing Hub.</li> <li>- Provide counselling and educational psychologist support where appropriate.</li> <li>- Provide funding for extracurricular activities and school equipment where necessary.</li> <li>- Establish JLT mentoring for year 7 PP students encouraging Earls Gold participation.</li> <li>- A clear character programme aligned with Student Leadership opportunities.</li> <li>- Revised Review and Guidance programme</li> <li>- Use of mentoring system where appropriate.</li> <li>- Provide additional support to pupil premium students to secure early work experience placements.</li> </ul>	<p>An increase in average Attitude to Learning score for Pupil Premium students. More Pupil Premium students achieving Earls Gold in 2018-19.</p> <p>All Y10 pupil premium students participate in work experience.</p>

### 4. Revision and Long-term Memory

What do we want to achieve in 2019/20?	How will we achieve this?	Anticipated Impact
<p>Increased confidence by PP students to undertake independent revision and recall knowledge from long-term memory.</p> <p>Increased confidence from parents of PP students to support learning at home.</p>	<ul style="list-style-type: none"> <li>- Staff CPD to include strategies for teaching revision in a subject-specific manner and increased use of low-stakes testing in lessons.</li> <li>- Assertive mentoring to support PP students making less than expected progress with personalised revision advice</li> <li>- Programme of KS4 parental engagement events during with personal invitations to PP families</li> </ul>	<p>Small PP gap in PPE assessments and greater confidence in knowledge prior to summer exams</p> <p>Greater parental engagement with PP families</p>