

Student premium strategy 2019 2020

1. Summary information					
School	Uxbridge High School				
Academic Year	2019 - 2020 (Year 1 of 3 Year Plan)	Total PP budget	£484,920	Date of most recent PP Review	09 / 2019
Total number of students	Y7 – Y11 1,116	Number of students eligible for PP	Y7- Y11 450	Date for the next internal review of this strategy	09 / 2020

2. Current attainment			
	Whole school	Students eligible for PP (your school)	Students not eligible for PP (national average)*
Progress 8 score average	-0.04	-0.16	
Attainment 8 score average	44.32	39.71	
% 9-4 in English and Maths	61%	48%	
% 9-5 in English and Maths	40%	32%	
P8 English Element	0.04	0.01	
A8 English Element	9.73	9.02	
P8 Maths Element	0.14	0.04	
A8 Maths Element	8.89	7.9	
			*National characteristics tables will be available in January 2020.

3. Barriers to future attainment (for students eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low literacy and comprehension levels which prevent some PP students from fully accessing the curriculum. Pupils with SEN K face additional challenges
B.	Some PP students lack self-esteem and confidence which results in them choosing to remain passive learners in the classroom leading to lower progress
C.	Room for increased challenge when learning which will lead to accelerated progress for some PP students as it allows them to engage with higher order thinking skills
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and Punctuality
E	Social, emotional and mental health issues caused by broken family structures, low parental engagement, education not being valued in the local community and the lack of positive role models
F	Lack of access to wider educational and cultural experiences limiting exposure to cultural capital
4. Desired outcomes	Success criteria
<p>A Low literacy</p> <p>Students to become more confident and fluent at reading. All PP students engage with the AR programme in Years 7 & 8 and progress their reading skills so that they are in-line with their actual age and average of their peers. Students who require small group or 1:1 literacy support receive further intervention through our intervention catch up groups which allows them to access the curriculum more successfully. Students read widely and often for pleasure.</p> <p>SEN K students are given access arrangements that they require to access the curriculum. Staff are given clear communication around the adaptations required for each child in their class. CPD is provided to share strategies for improving teaching and learning for specific groups of SEN pupils, leading to better delivery and progress of pupils in lessons.</p>	<p>High quality Accelerated Reader intervention sessions are delivered that ensure that appropriate progress is made at the Foundation level in developing reading skills. Students become more independent and fluent at reading and take control over their own development. Students maintain an average of 85% - 90% in AR assessments. Reading skills are in line with actual age or their peers. Students reading speed increases.</p> <p>Students' oracy (including speech and language) are sufficiently developed to that they can access the curriculum.</p> <p>Using prior attainment data staff can plan lessons for SEN pupils more effectively. SEN K students can more confidently access the curriculum.</p> <p>Provision for Year 7 & 8 will be monitored and evaluated to improve intervention systems going forward so that they have a greater impact.</p>

<p>B</p> <p>Learning in the classroom</p>	<p>All PP students consistently receive high quality teaching and learning which supports and challenges them to make good or better progress from the Foundation Years through to the Advanced Years. Students takes risks and are not afraid to make mistakes. Where intervention is needed, it is personalised. This approach will help ensure that every Pupil Premium student makes progress in line with their peers. PP students to be explicitly targeted by school leaders where needed to raise motivation – especially in the Mastery and Advanced Years; and aspiration – especially in Foundation and Transition Years.</p> <p>Curriculum maps are reviewed, updated and highlight support for PP students</p>	<p>Effective use of Question Level Analysis (QLA) for academic transition; this will pinpoint areas of curriculum for catch-up.</p> <p>Barriers to learning across all year groups are quickly identified and addressed. Monitoring and tracking procedures are robust. Interventions are planned by curriculum areas and reviewed to support/accelerate progress. Groups such as, WBR, SEN K and Services children will be effectively supported by teaching staff and by the pastoral team where needed; appropriate provisions will be in place, appropriate resources will be used and appropriate in-class support will ensure this group of students achieve their outcomes in a timely manner.</p> <p>The overall academic progress and attainment of every Student Premium student will be monitored regularly by Senior Leaders, School Governors, Curriculum Leaders and Heads of House.</p> <p>Reduce the progress 8 gap to < 0.1 Reduce the attainment 8 gap to < 0.5</p>
<p>C</p> <p>Stretch and Challenge</p>	<p>Increased challenge in all subjects/curriculum areas so that it is consistently high for all but especially for PP students who should not be seen as just low achieving students. Teaching and Learning ensures that lessons are consistently differentiated so that there are better and more scaffolded steps built in to learning over time. Skills required across curriculum areas are highlighted to support students in making links. Feedback is meaningful and purposeful which helps accelerate learning. The curriculum map will ensure students build on prior learning in key knowledge, skills and concepts.</p>	<p>Termly learning walks and work reviews will show that differentiation and scaffolding for PP students is personalised and targeted so that students can be seen to be making rapid and sustainable progress. Staff use a variety of feedback which students use to make progress. CLs use ALPs at mastery and advanced level to ensure the most able students continue to be stretched and challenged.</p> <p>High attaining PP students will be identified and will continue to work at a high level throughout their time at UHS. As a result of a carefully planned curriculum, students will make rapid and sustained progress and excel across a wide range of subjects.</p>
<p>D</p> <p>Attendance and Punctuality</p>	<p>Improve PP students attendance so that it equals or is better than non-disadvantaged attendance. Seen in weekly, half-termly, termly and annual data analysis.</p>	<p>Parents and students will support the school's expectation for attendance and punctuality. They both will fully understand the impact that absence has on learning, progress and enjoyment in school.</p> <p>A wide range of support is given to vulnerable families improving standards of behaviour/attendance and parental engagement</p>

		<p>Pastoral team to successfully support students with mental health, social and emotional needs which may express itself through attendance and punctuality concerns.</p> <p>Pastoral team to review and evaluate A&P interventions and feedback to SLT</p> <p>Attendance and Punctuality to one of the whole school's area of focus</p>
<p>E</p> <p>Social, Emotional & Mental Health</p>	<p>Pastoral and behavioural support will be carefully planned so that every child is ready to learn and so that they can access the curriculum more confidently. Students that are at risk of exclusions have positive behaviour strategies put in place that allow them to see the value and importance of learning which in turn prevents them from missing out on education.</p>	<p>Barriers to learning are identified so that both student and family can be supported throughout the student's educational experience at Uxbridge High School. Examples include - 1:1 mentoring, referral to external agencies, group social skills work and homework support, home visits. The Wessex House system continues to play an important role in supporting this.</p> <p>Students supported with mental health and well-being issues by the mental health support team that act as a barrier to learning.</p> <p>Personalised action plans are successfully monitored and evaluated by school leaders and the pastoral team to accelerate student progress. All students respond positively to the school's 'proud' values. They demonstrate qualities such as being positive, respectful, open-minded, unique and determined.</p> <p>Students who have had experienced early life trauma are supported, monitored and helped to become confident and independent. Healthy breakfasts are provided for PP students that allows them to have a positive start to the day.</p>
<p>F</p> <p>Wider Education</p> <p>And</p> <p>Cultural Capital</p>	<p>Provide opportunities for learning beyond the classroom. Student Premium students regularly take part in a variety of out of lesson activities which will form lifelong memories and contribute towards the enrichment of our students' character.</p> <p>Continue to develop independent CEIAG using Gatsby benchmarking to ensure that PP students get appropriate support especially at transition times; Foundations through to Advanced.</p>	<p>Pupil Premium students will be targeted for enrichment opportunities and encourage to participate in the enrichment club programme. These experiences will increase their cultural capital. Students will be clear about their local (Hillingdon) and national heritage and will use the knowledge and understanding that they gain from these experiences to enhance their work, behaviour and aspirations. The participation of all enrichment activities to be at least 40% of Student Premium students.</p> <p>50% of the Student Leadership Team to consist of PP students.</p> <p>The House teams monitors the overall rewards and interventions for all Pupil Premium students. The attendance of Pupil Premium students to extra-</p>

		<p>curricular clubs will be monitored each half term and those who do not attend will be encouraged to try one.</p> <p>Students are aware of the importance of all subjects to careers from Year 7. Aspirations/ career paths are regularly discussed and linked to local employment opportunities. Parents and carers support learning at home and are in regular communication with the school regarding educational next steps. Attendance on all trips and visits to be at least 40% of Pupil Premium students. Destinations for all students is closely monitored including disadvantaged Sixth Form students, where they are fully supported in making informed decision on choosing the right career path for them (See CEIAG plan)</p>
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5. Planned expenditure

Academic year **£484,920**

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

Quality of teaching for all: Low literacy and comprehension levels / learning in the classroom / stretch and challenge

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?
Sustained high quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most	Curriculum maps and end points planning allow staff to meet the needs of all students so that expected progress for all can be made. All students given equality	The biggest impact on student progress is ensuring the quality of teaching is strong and consistent over time. It impacts on every child as per the 'EEF guide to Student Premium'.	Line management of Middle Leaders / SLT meetings Review and assess the quality of teaching through learning walks, observations, student voice and work scrutiny	SLT LPT CLs	09/20
Marking and feedback to focus on ensuring Pupil Premium students are making progress	High quality feedback to Pupil Premium students will help with learning/catch-up and progress	EEF toolkit outlines clearly that the biggest impact in terms of months of progress comes from the quality of feedback provided by the class teacher.	Line Management of Middle Leaders. Review and reflect on the quality of teaching through learning walks, observations, student voice and work scrutiny.	SLT LPT Middle Leaders	09/20
Use of CPD / Twilight sessions to promote latest research in classroom practice to enhance the quality of teaching and	LPT to lead on sharing latest research which identifies good practice and share with all subject areas.	Developing a highly researched, forward thinking teaching and learning environment which demonstrates positive change in teaching methods to improve	Line Management of Middle Leaders SLT to lead on the implementation of key areas	SLT LPT	09/20
Improve and develop leadership at every level to	A range of appropriate leadership	Effective Leadership is an important element in improving	LPT meetings Middle Leaders meetings	SLT LPT	09/20

Use of KS2 data to produce QLA analysis and use it for	Identify PP students with low literacy levels	Students have struggled to access exam papers and content	JKe to liaise with data manager to analyse the KS2 data in July.	SLT FLC	09/20
Use the QLA analysis to identify PP HAPs to ensure they are appropriately	By identifying PP HAPs and any gaps in their learning, curriculum	HAPs can sometimes lack motivation and ambition. Carefully analysis of these	Regular monitoring through data analysis and quality assurance.	SLT Middle Leaders	09/20
Ensure staff are provided with regular information on PP students' progress, in order to identify areas of underachievement. As part of the data tracking process, ensure middle leaders and classroom teachers are implementing timely intervention strategies	Curriculum areas use data effectively to identify areas of underachievement in PP students and implement appropriate intervention strategies. Class teacher data shows the success of targeted PP interventions. Data used is accurate and up to date.	Students may not be targeted without robust analysis of the data. Providing key staff such as teachers, curriculum leaders and house teams with the data will ensure that they are able to identify areas of weakness and intervene sooner rather than later.	SLT will liaise with link curriculum areas following each data drop to discuss progress of targeted PP students in their subject area so that curriculum maps can be updated accordingly. Middle Leaders and SLT review individual student progress with members of their curriculum area following each data drop CLs to ensure that data entered is accurate	SLT Middle Leaders House Teams	09/20
Year 7 & 8 Literacy intervention form	QLA analysis to enable LAPs to improve and develop their low literacy levels so they can be more confident in accessing the curriculum	LAPs have very low levels of literacy and require regular targeted intervention and support	Create new forms for students that they go to every day Set up student mentoring with Sixth Form students and the Student Leadership	JKE JCU LPH	09/20

	<p>A personalised learning plan is put in place for each student that meets their individual needs</p> <p>There is a love for reading as students read widely and often, both on their own and in pairs</p>		<p>Track AR progress</p> <p>Track attendance</p> <p>LM meetings fortnightly</p> <p>Evaluate the impact of the personalised learning plans</p> <p>Develop case studies to evaluate the impact</p>		
Year 7 & 8 Low numeracy levels curriculum catch up	<p>QLA analysis to enable LAPS to improve and develop low numeracy levels so that they can be more confident in accessing the curriculum</p> <p>Student functional maths ability improves Students feel compelled and empowered to problem</p>	<p>LAPs have very low levels of numeracy and require regular targeted intervention and support</p> <p>Students fail to make numerical skills connections between subjects</p>	<p>QLA analysis to be shared with Middle Leaders so they can take ownership of gaps in learning</p> <p>Curriculum areas to review their curriculum maps to see where they need to be adapted to include more numeracy-based intervention exercises that allow for gaps in learning to be addressed</p>	<p>JKE</p> <p>BDE</p> <p>MPA</p> <p>LSE</p> <p>AER</p>	09/20

	<p>solve using maths skills.</p> <p>Students have the resilience to not give up on challenging mathematical problems</p> <p>Access to wider school curriculum improves with students being able to transfer skills between subjects such as Science and Maths</p>		<p>SLT to oversee the curriculum catch up provision</p> <p>Half termly meeting to review, monitor and evaluate progress between SLT and Numeracy Co-ordinator and CL for Maths</p> <p>Develop case studies to evaluate the impact</p>		
<p>SEN (SEN-K in particular) Pupil Premium Students and progress</p>	<p>All children, regardless of their barriers to learning or SEN/medical needs make excellent progress across all areas of school life.</p> <p>Vulnerable SEN PP students are identified before they start life at UHS and given additional support with their transition into a new learning environment</p>	<p>Pupils with SEN, disabilities or who face other challenges often require a specialised support system to manage and overcome the barriers to learning caused by their condition or circumstances</p>	<p>SEN – K students identified and information shared with all staff</p> <p>Staff training</p> <p>Learning Walks / Work review / Student Voice</p> <p>Regular monitoring through data analysis and quality assurance.</p>	<p>SLT</p> <p>SENCO</p> <p>FLC</p> <p>Middle Leaders</p> <p>LPH</p>	<p>09/20</p>

	Academic attainment is positive, along with the development of life skills and confidence to progress in their next stage of development				
Total budgeted cost					£145,990
Targeted support: Attendance and Punctuality					
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?
Analysis of PP students' attendance to track and	Reduce the attendance gap to < 0.1%	EEF research into attendance and impact on outcomes.	Analysis of attendance data weekly to explore and monitor students and groups of students' attendance.	SLT HoH	09/20
Pastoral team to carry out	Reduce any persistent absence gap to < 2%	Attendance at school is essential if students are going to reach their full potential.	Daily monitoring of absenteeism to identify students at different levels	Guidance Leaders Form Tutors Teachers MBA DRA	
Strategy for attendance interventions to target risk students who have gaps/issues with absence at all levels to be implemented so that the school can intervene before it becomes PA	All PP students have good attendance above 96% All PP students have low levels of lateness	Absenteeism is a major factor in affecting progress of students. If a student is not attending school or is regularly late for lessons they are not receiving their	Weekly pastoral meetings to triangulate strategies and to		

<p>Improve communication with all parents using an attendance text message system</p>	<p>Increase in the number of attendance rewards for PP students</p>	<p>curriculum entitlement and therefore are less likely to make expected progress.</p>	<p>evaluate interventions implemented so far</p>		
<p>Increase the profile of absence with staff, students and parents to improve attendance, particularly disadvantaged students to be in line with all other students – target: ≥96%</p>	<p>Less students taking holidays during term time</p> <p>Students respond well to morning structures and routines with the help of the school</p>	<p>Working with parents and alternative education providers help the school in meeting the needs of individual students and reduce PA.</p> <p>Exam analysis shows students who attend less than 90% of lessons reduces student chances of achieving 5+ 5-9 grades at GCSE from 81% to around 57%.</p>	<p>Highlighting students' absence compared to the average for all non-disadvantaged students to inform parents and staff of the scale of absence</p> <p>Develop case studies to evaluate the impact</p>		
<p>Improved PP attendance to examinations</p>	<p>Proactively identify PP students deemed at risk of non-attendance during examinations and put interventions in place to ensure they attend</p> <p>School bus used to collect students who are at risk of missing exams</p>				
<p>Wessex House to support vulnerable PP students with their attendance</p>	<p>The Wessex House continues to support PP students with attendance issues, providing them with specific programmes of support and raised expectations</p>				

Targeted support: Social, emotional and mental health					
Support PP students who have a lack of esteem and self confidence	Targeted achievement plans for when students are in lessons are used for individual students, to identify and review short term targets. Success is celebrated.	Ensures the quality assurance of intervention work at classroom and department level	KS2 transition team Pastoral Team to support vulnerable students identified	LPH	09/20
Mental Health Leads and ambassadors set up to support students with mental health. Work with external agencies that support students and parents understanding issues that surround mental health	Educate people about mental health and strategies that can be put in place to support students with mental health problems. Students who request additional support receive it	Increasing evidence of Social Emotional Mental Health Problems in young people	Assemblies Drop in sessions Questionnaires Rewards lunch Staff training and awareness	SLT SPA	09/20
Analysis of behaviour watch, on call, number of seclusions and exclusions - and the reasons why to identify patterns in students behaviour	Reduction in the number of detentions, seclusions and exclusions of PP students	Data shows that PP students are more likely to have FT exclusion than non-PP students.	Analysis of exclusions, and repeat exclusions of PP students and their impact on absence and progress.		09/20

			Develop case studies to evaluate the impact		
<p>Personalised curriculum adaptations to support PP students at risk of underperforming/exclusion.</p> <p>Give them access to alternative provision to ensure they achieve appropriate qualifications</p>	<p>Students who struggle to access some courses become disengaged with their learning</p> <p>Additional offer of specialised provision helps keep them engaged</p> <p>All students see the value in education</p>	<p>Bespoke curriculum planning to support those identified to access alternative courses.</p> <p>Students requiring fulltime alternative education providers supported in being able to access provision</p>	<p>Pastoral team, safeguarding team to meet weekly to plan, monitor and evaluate provision</p>	<p>SLT</p> <p>Pastoral Team</p> <p>Safeguarding officers</p>	09/20
<p>Transition teacher and team to support PP students with the transition from Year 6 to Year 7</p>	<p>PP students and families who are making the transfer from primary education to secondary education are supported so as to make the transition as easy and as informative as possible.</p> <p>Opportunities are given to tour the school and get acquainted with new surroundings</p>	<p>Whilst the move to secondary school is exciting, it is also a big change. Therefore, a lot of parents and students often feel anxious about what to expect.</p> <p>Having a good transition programme supports each student by allowing them to become more confident in making the move from Primary School to secondary school.</p>	<p>Staff will liaise closely with our feeder primary schools in the months leading to transition</p> <p>Student / Parent Voice</p> <p>Pastoral Team and school leaders to meet to plan, monitor and evaluate the transition programme</p>	<p>LPH</p> <p>KPA</p> <p>AER</p> <p>JKE</p> <p>Office Team</p>	

	<p>The Transition Day in and the Summer school (both in July) will give PP students the opportunity to get to know their new peer group better and to find out what they will experience when they actually start school in September.</p> <p>Welcome to Year 7 Evening for Parents to allow families of PP students to get to know the school a bit better. Parents are given the chance to get to meet the pastoral team and form tutor.</p>				
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Targeted Support (Wider Education and Cultural Capital)

Students have access to all trips and equipment regardless of social and economic situation	PP students to become more self-assured and confident. They are not afraid of failing, risk	Going on trips and participating in extra-curricular provision encourages students to engage with people, places and	The participation of all enrichment activities to be at least 40% of Student Premium students.	SLT	09/20
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Increased numbers of PP students accessing extra-curricular opportunities	taking and they realise their potential.	buildings in new ways, thus extending vocabulary and language skills and closes the cultural capital gap	50% of the Student Leadership team to consist of PP students	Rewards trip co-ordinator	
Increase experiences of activities beyond the school day. E.g STEM club, art club, photography club, music club, drama club	To enhance personal experiences in the wider community and broaden student's experiences that they may not have at home.			Pastoral Team	
Rewards trip residential	To enhance language skills, improve vocabulary, improve reading attainment and to improve creative writing.			Form Tutors	
				CLs	
Unifrog and making informed decisions	Students have access to guidance about work experience, higher education, interviews, etc. Students can make more informed decisions about their future.	Increase PP students' knowledge of all opportunities and support available to them.	Assemblies Form Tutors to monitor Promote during Parents Evenings GL to monitor	SLT GL Form Tutors	09 / 20
Raise the aspirations and engagement in wider opportunities of individual PP students through employability strategies and Citizenship programmes	Students complete Pixl Edge and demonstrate LORIC values in a proud and confident manner	Giving increase leadership opportunities to more vulnerable pupils increases confidence. Providing clear career guidance, increases aspirations and	Citizenship Assemblies CPD Drop Down Days Links to external agencies	SLT Middle Leaders House Teams	09/20

		<p>supports pupils in wanting to improve progress.</p> <p>The Edge will allow PP students to develop and accredit the life-skills and attributes which employers are telling schools that they need;</p> <p>leadership, organisation, initiative, resilience and communication.</p> <p>The skills gained will assist in raising self-esteem, improving life chances and broadening progression routes; attributes and skills required as they apply to colleges, universities and for positions of employment.</p>	Reward achievement		
Total budgeted cost					£334,010
i. 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?

<p>Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment</p>	<p>Students and parents are fully aware of financial support they are entitled to via assemblies and outreach to parents.</p>	<p>Equipment checks carried out by form tutors highlighted some PP students were not fully prepared.</p>	<p>Form Tutors to do daily checks</p> <p>Heads of House and Guidance Leaders to do spot checks</p> <p>Meet, seat and greet</p> <p>Equipment to be on the desk for every lesson</p>	<p>SLT</p> <p>HOH</p> <p>GLs</p>	<p>09/20</p>
<p>Support students to enable full access to the curriculum and learning</p>	<p>Funding key resources e.g. revision guides, access to activities, curriculum costs, and the purchase of uniform/PE kits.</p> <p>Free school meals provided to our most vulnerable students.</p>	<p>Students who have access to all aspects of the curriculum are more likely to engage with and attend school.</p> <p>Some PP students from disadvantaged backgrounds require support to allow them to fully access the curriculum.</p>	<p>Improved attendance to lessons and behaviour as a result of removing barriers to learning in school</p>	<p>JKE / NTH</p>	<p>09/20</p>
<p>Departmental Bidding Project</p>	<p>Will allow curriculum areas to have ownership over the interventions which they believe in which will have a positive</p>	<p>To support curriculum areas with new and innovative strategies</p> <p>Staff will continue to look outward for strategies to use the PP fund effectively. For example,</p>	<p>Strict scrutiny of departmental bids and an expectation that curriculum areas will have to evidence the impact of their interventions on expected outcomes</p>	<p>JKE / NTH</p>	<p>09/20</p>

	<p>impact on the learning of PP students</p>	<p>through targeted research including best practice sharing, successful strategies within school, external visits and the use of the Educational Endowment Foundation and the Sutton Trust research.</p>			
<p>Pixll Build Up</p>	<p>Raise attainment /engagement in Maths and English lessons</p> <p>Build confidence in study skills and organisation</p>	<p>Proven to be effective from feedback from other learning providers</p> <p>Relatable videos (pods) for students to watch</p> <p>Can create playlists and the resources are available on mobile</p> <p>Boost in 1+ grades at GCSE</p>	<p>Targeted students actively engaging in the sessions</p> <p>Led by FLC staff who deliver lessons in classroom settings</p> <p>Rewards/incentives available for students</p> <p>Trips offered from PiXL</p>	<p>JSA</p>	<p>09/20</p>
<p>Urban Scholars</p>	<p>To increase achievement of our Most Able PP students</p> <p>To promote engagement with learning</p>	<p>Research together with ongoing monitoring and evaluation of the programme has provided evidence that the programme consistently achieves its aims.</p> <p>Scholars respond positively to the programme, not only by</p>	<p>School Lead to select students to participate on programme</p> <p>Regular liaison with Urban Scholars lead</p>	<p>JKe</p>	<p>09/20</p>

	<p>To increase and focus aspirations including HE (higher education) orientation</p> <p>In addition to changing attitudes, the programme also develop skills including students' social skills and self-esteem and develop a willingness to set and achieve personal goals.</p>	<p>demonstrating higher academic success and orientation towards University education, but also by acquiring a greater level of self-confidence, resilience and a capacity for rational thinking.</p>	<p>Attendance tracked</p> <p>Student Voice</p>		
The Brilliant Club	<p>To increase achievement of our Most Able PP students</p> <p>Increase the number of PP students applying to highly selective universities</p>	<p>Independent analysis conducted by UCAS showed that students who completed the Brilliant Club are more likely to apply to and receive an offer from and progress to a highly selected university</p>	<p>School Lead to select students to participate on programme</p> <p>Regular liaison with Urban Scholars lead</p> <p>Attendance tracked</p> <p>Student Voice</p>	JKe	09/20

PP Services Children	Academic attainment for Services Children is positive, along with the development of life skills and confidence to progress in their next stage of development	Additional pastoral support needs to be provided to the family of services children	Student Voice Mentoring from other services children Pastoral Team to track A&P and progress	JKE Pastoral Team	09/20
Total budgeted cost					£4,920

Review of expenditure 2018/2019

Outcomes for PP students

Headline Summary	2015			2016			2017			2018			2019		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
	76	127		78	110		72	106		72	117		84	110	
Progress 8	-0.42	-0.02	-0.4	-0.54	-0.26	-0.28	-0.04	0.25	-0.29	-0.16	0.11	-0.27	-0.16	0.06	-0.22
Attainment 8	36.42	48.28	-11.86	43.95	47.72	-3.77	42.1	48.14	-6.04	41.2	46.69	-5.49	39.71	47.84	-8.13
English and Maths A*-C (9-4) %	38	65	-27	55	57	-2	58	62	-4	49	61	-12	48	71	-23
English and Maths A*-C (9-5) %	-	-	-	-	-	-	35	43	-8	21	46	-25	32	45	-13
EBACC (9-4) %	11	28	-17	24	19	5	26	37	-11	10	21	-11	18	28	-10
EBACC (9-5)%	-	-	-	-	-	-	22	32	-10	6	10	-4	12	18	-6
English Element Progress 8	-0.53	-0.21	-0.32	-0.53	-0.37	-0.16	0.36	0.36	0	0.19	0.38	-0.19	0.01	0.07	-0.06
English A*-C (9-4) %	38	69	-31	64	71	-7	69	80	-11	80	79	1	62	78	-16
English A*-C (9-5) %	-	-	-	-	-	-	54	61	-7	55	70	-15	46	68	-22
Maths Element Progress 8	-0.23	-0.01	-0.22	-0.28	-0.01	-0.27	0.06	0.23	-0.17	-0.38	0.08	-0.46	0.04	0.21	-0.17
Maths A*-C (9-4) %	47	68	-21	62	66	-4	62	68	-6	51	64	-13	52	77	-25
Maths A*-C (9-5) %	-	-	-	-	-	-	38	49	-11	30	50	-20	35	51	-16
EBACC Element Progress 8	0.14	0.33	-0.19	-0.28	0.11	-0.39	0.13	0.53	-0.4	-0.04	0.33	-0.37	-0.05	0.36	-0.41
Open Element Progress 8	-1.02	-0.24	-0.78	-0.97	-0.73	-0.24	-0.57	-0.11	-0.46	-0.39	-0.32	-0.07	-0.53	-0.41	-0.12

The gap between Pupil Premium continues to close and has gone down from -0.27 to -0.22, which is significantly above the national gap between PP and non PP students' progress 8 scores of -0.60 in 2018. The attainment 8 gap is -8.13. Progress 8 scores for both English and Maths are both positive, however there still is a gap behind their Non-PP students.

Sixth Form

2018-19		PP		NPP		Gap
A level		27.34	C-	30.99	C	-3.65
Academic		27.34	C-	31.09	C	-3.75
Applied General		34.58	Dist	33	Dist-	1.58
Tech Level		35	Dist	33.33	Dist-	1.67

For the 2018-19 academic year, Disadvantaged students in the Sixth Form outperformed the non-disadvantaged students for Applied General and Tech Level. The Sixth Form team identified that exam skills were having an impact on outcomes for Disadvantaged students and the intervention strategies that were put in place to address this were successful as the average grade in Applied General was Distinction v Distinction – for Non-Disadvantaged students. Tech level results were the same; Distinction v Distinction -. For A Level and Academic outcomes there is a gap in APS, -3.65 and –3.75 for disadvantaged v non disadvantaged students. This is an area of focus in the Sixth Form this year.

Attendance

2018-19		
PP	NPP	Gap
6.84	4.39	-2.46
22.29	11.48	-10.81

Attendance for PP students is still lower than Non-PP students and this will continue to be a whole school priority and area of focus. Students at risk are proactively identified and various strategies have been put in place to ensure attendance continues to improve and so that the gap closes. Clear messages have been delivered to staff, pupils and parents at every opportunity. This together with regular meetings between pupils, parents, SLT and governors has improved communication and commitment to school attendance.

Accelerated Reading Programme

This programme continues to have a positive impact on the reading levels of Years 7 & 8 PP students by improving their motivation to read and giving students more control over their own reading development. This in turn leads to higher level engagement with regular reading. This programme allowed English teachers and the Librarian

to monitor and track each student's progression and thus set individualised reading targets and move students up the reading levels as appropriate. One example of where this programme was a huge success was with the Year 7 Intervention Form. This group was set up so that staff could further meet the needs of students with low literacy levels. Each student received personalised intervention based on their literacy needs which helped them to be more confident at reading, therefore enabling them to further access the curriculum. The outcomes for PP students at the end of the year were hugely positive where all students made progress. For example, one PP student's reading age went up by 3 years and 7 months. Targeted students in Year 7 and Year 8 also completed the Ruth Miskin Programme which focuses on improving reading and writing skills. This strategy has continually been successful for Pupil Premium students at Uxbridge High School. Raising literacy levels continues to be a whole school priority focus.

Small group intervention

PP students identified with poor literacy and numeracy skills based on KS2 and in-house standardised testing data work in small groups within timetabled lessons, coming out of MFL and work through an intensive personalised programme which tracks and monitors progress throughout. This program is targeted at those that are unable to access a full curriculum and is reviewed regularly with clear exit routes and support strategies for reintegration post-intervention. The school utilises PIXL Programmes such as Pixl Build Up to support these sessions, providing a comprehensive list of skills that students need to catch up on. This enables the intervention to be targeted and rigorously monitored throughout with personalised feedback provided for students and parents.

Whole school numeracy

Developing PP student's numeracy skills continues to improve, however, it also remains an area of focus. The collaboration between Science and Maths was hugely successful and the departments continue to work strategically together to address gaps in learning. For example, the Mathematics curriculum map will now have links to Science/STEM and the Year 9 Foundation assessments for each subject will contain a crossover section from the other subject area. Feedback from both departments has been that collaboration has improved subject knowledge of staff regarding crossovers. This can now be passed onto students. Deliberate emphasising/practice of the links helps students to see that subject's links and can give them confidence to see links in further subjects.

FLC

The FLC continues to provide academic and SEMH support to PP students. Learning mentors and teaching associates are a part of the FLC, working specifically with targeted students, the majority of which are pupil premium students. Within this centre, the following interventions were (and continue to be) offered to support PP students across the board;

Interventions put in place for PP students via the FLC
Social skills group for students at risk of social exclusion and bullying
A mentoring programme to support students' attitude to learning
Personal development programmes including Anger Management to support students' individual needs
Counselling for students with SEMH issues

1:1 and small group literacy booster support
GCSE alternative curriculum support for students, which include personalised timetable
The teaching of alternative provision options such as VCert and BTEC for Year 10 and Year 11 students
A Wessex House group for students persistently absent from school

Vulnerable students and those at the bottom end of low attainment in Year 7 were supported through transition classes for literacy and social skills groups, but remain a part of the mainstream curriculum for greater ease with transition when moving into Year 8. PIXL Edge and 'Talk about for Teenagers' programmes were set up to support personal development of pupils. This helped students to understand the social structure of secondary school and develop the correct attitude to learning in order to reduce the number of behaviour points collected and negative incidents. Not only has the FLC had a beneficial impact on the SEMH development of students, academically it has widened the options available for KS4 students through the introduction of NCFE VCert qualifications and the delivery of BTEC options to small groups. Alongside this, PP students can also have supported access to literacy and numeracy programmes including PIXL and Hegarty Maths. Cross-curriculum support is offered to assist students who may be falling behind mainstream lessons in class. Homework support is offered to ensure students have the ability to complete assignments to deadlines both during school hours and after school, who for various reasons may struggle to complete these otherwise.

2018/2019 success stories of PP students

Student 1: This student has had intensive support from the FLC since Year 8 helping him to improve his Literacy, Numeracy and Communication and Interaction skills. Last year with great support from FLC staff both when withdrawn from GCSE options and with core in class TA support he performed extremely well. He passed and completed Health and Fitness VCert and gained a level 3 in English, only 4 marks off a passing Level 4. This was an outstanding development from his earlier struggles in the Foundation Years and into Mastery.

Student 2: This student put in fantastic effort during his GCSE exams particularly during the latter half of Year 11. As well as completing a Level 2 in Construction at Innov8 College with the support of staff members from Uxbridge High, he regularly attended on a shortened time table to study Maths and English intensively in the FLC. He attended these sessions in Year 11 with a fantastic attitude and work ethic, managing to gain a Level 1 and 2 in English and Maths respectively. This was an excellent outcome for him considering the barriers to learning he faced throughout the foundation years.

Student 3: This student has had significant support regarding both his academic needs and his behaviour concerns surrounding attitude to learning and interaction with peers. Following Nurture Group support in Year 7, he struggled greatly to attend mainstream classes for the first 2 terms of Year 8 and was regularly receiving behaviour points for his negative interaction with peers and staff. He was often defiant and unnecessarily rude whilst being unable to deal constructively with confrontation or criticism. However, through regular work with mentoring and day to day interaction with FLC Staff, he has managed to improve this generally concerning behaviour. He has received considerably less behaviour points and been involved in a heavily reduced number of incidents in the Summer Term of Year 8 and has continued this excellently into the start of Year 9. He now regularly attends class and has seen good improvement academically.

Student 4: This student received regular support throughout Year 7-9 from the FLC, hoping to aid improve her social communication skills and combat her high levels of anxiety. Last academic year she worked regularly with Miss Wright in developing her general wellbeing, coming out of PE class to do so – which was a great source of discomfort for her. This year she has voluntarily returned to PE lessons as well as becoming a mental health ambassador for the students. Not only does she help other

students with similar concerns as her own, she has recently presented in front of other students during assemblies. Her attendance has improved drastically from Year 7/8 and she continues to work to gain control over her anxiety.

Alongside these successes EAL PP support has worked particularly well for a number of students over the last 12 months with all students receiving withdrawal support in the last academic year now back attending all mainstream classes and seemingly integrating well into the social setting.

The Brilliant Club

The school continues to support some of its most-able PP students through participation of The Brilliant Club and the Urban Scholars programme. The Urban Scholars programme is run in conjunction with Brunel University where all students participating in the programme are in Year 10. Last year for the Brilliant Club, 100% of students who completed the programme were PP students in Years 8 & 9. Students attended a launch visit St Catherine's College, University of Oxford. Over 50% achieved either a 1st or a 2:1 in their final dissertation to which they then attended the graduation ceremony at the London School of Economics (LSE).