

Pupil Premium Annual Review

Allerton Grange School



Aspire, Grow, Succeed

At Allerton Grange School we are committed to:

- Working together to achieve our full potential.
- Celebrating our diverse school community and fostering tolerance and respect for all.
- Developing active citizens within the school community and beyond.
- Developing confident, creative and independent learners.

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Actual Spend 2018-19

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Pupil Premium students face many barriers to success. The biggest of these is the knowledge gap evident between them and their peers, a significant word gap and a gap in their access to social and cultural capital. It is our duty to address these issues and provide true and absolute equality for these students.

Allerton Grange School is committed to ensuring that all students achieve their full potential by providing an aspirational and rigorous knowledge-rich curriculum supported by four cornerstones: knowledge, literacy, aspirational enrichment and social mobility (the KLAS curriculum). This curriculum is designed to help students to know more, understand more, experience more and access more. With this shared cultural capital and consistent teaching to the top, Pupil Premium students stand to gain the most. It is critical that, regardless of circumstance, the highest possible standards will be achieved.




With the addition of the Pupil Premium Grant, Allerton Grange has been able to improve its provision for disadvantaged students in a variety of ways. There has been a strong focus on interventions to support academic attainment, with staff becoming more aware of the importance of students' wider development, including their social and emotional well-being.

All students take part in a Well-being Meeting with a member of their year team, during which a pupil passport is created. This is then shared with teaching staff in order to help them support the students in their learning. Students who are identified as underperforming will initially receive intervention at the level of class teacher, then from the Curriculum Leader, before Senior Leaders are involved in creating and implementing a bespoke Progress Improvement Plan. The attainment gap has been reduced and that there are no discernible differences between the progress of those eligible for the pupil premium grant and students who are not in receipt of funding. We look forward to building on this progress in the next academic year.

Pupil Premium is not simply a bolt-on extra, but is part of the DNA of all staff and governors at Allerton Grange. The moral purpose is simple; we have a duty to identify barriers quickly and ensure that they are addressed so that individuals and groups with Pupil Premium funding are supported to achieve the equality of opportunity, achievement and destination as their peers.

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1. Cognition and Learning

Interventions	Staff and hours	Cost + Evidence base	Impact	Next steps
1. Implementation of the KLAS curriculum	All teaching staff	<p>Much current research (including that carried out by Huntington Research School) suggests this will have significant impact for the cost, thus providing long-term value for money.</p> <p>£108,900</p>	<p>An aspirational and knowledge rich curriculum is in place to teach to Y7 in 2019-20. An entirely new curriculum has been produced based upon what is important to learn and why.</p> <p>The ambitious, knowledge rich curriculum will benefit most students, but the disadvantaged students most of all, through its cultural capital, work on long-term memory/interleaving/retrieval, and</p> <p>The curriculum is far-reaching, not only looking at knowledge learning, but also with cornerstones in literacy, aspirational enrichment and social mobility at its core.</p> <p>Impact will be seen from autumn 2019 onwards.</p>	Continue to develop the curriculum
2. Aspire Session 6 Maths, English, Science, History, Geography, French, German, Spanish, RS, PE, Art, Photography, Music, ICT, Computing, Technology and Catering.	SFI x 6 MAS x 6 HKU x 6 MHA x 6 KLE x 6 PRI x 18 RJA x 6 HWA x 6 AYO x 6 CNO x 6 SBL x 6 KWI x 6	   <p>Small group tuition: moderate impact for moderate cost based on</p>	<p>Almost all PP students involved in at least one cycle of Session 6. Session 6 was to raise performance in specifically identified areas with a priority being given to PP students.</p> <p>It was instrumental in raising Attainment 8 to 38.26 from 32.87. PP provisional progress 8 score is -0.07 (from -0.43)</p>	Devolved to departments to continue with this work in 2019-20







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<p>Example: Cycle 1: 32 sessions Y11 - 77 Y10 - 7 Y9 - 21 Y8 - 20 Total – 125 PP students 37 staff delivering it (up 21) in 16 subjects (+8) with an additional 1036 learning hours provided (up by 531 hours)</p>	<p>PFI x 12 BCA x 6 DSM x 6 KST x 6 SRA x 6 DSE x 6 BAN x 6 BHE x 6 KHA x 6 CPR x 6 HSH x 6 JVM x 6 KCR x 6 LHA x 6 NWE x 6 JPA x 6 PWO x 6 RGI x 6 RBA x 6 RNA x 6 KAD x 6 BKH x 6 DSU x 6 BBE x 6 BFO x 6 IST x 6</p>	<p>limited evidence.</p> <p>£46,600</p>		
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<p>3. Revision Skills Workshop All Y11 PP students and directed PP parent invitations to an additional after-school session.</p>	<p>Annual GTU x 4 SHU x 2 JWA x 2 EMA x 2</p>	<p>    Metacognition and self-regulation: High impact for very low cost based on extensive evidence £1,200 </p>	<p>Provision Map impact of +1.0 Only 3 PP parents attended their workshop out of a total of 47 parents (6%). The disappointing turnout was due to staffing absences and personalised phone calls not therefore able to happen.</p>	<p>Run again next year and ensure PP parents are pro-actively targeted to maximise attendance.</p>
<p>4. PPE results evenings x 2 Discussion of results and 1:1 action planning with staff and parents. Specific phone calls to PP families.</p>	<p>GTU x 4 JWA x 8 EMA x 8 Additional staff hours voluntary</p>	<p>    Aspiration interventions: low impact for moderate cost    Parental engagement: moderate impact for moderate cost, on moderate evidence. £500 </p>	<p>Overall Provision Map impact of +1.0 Students found it useful to discuss their results and to agree targets to move forwards.</p> <p>PPE evening 2:</p> <p>PPE evening 1: Attended by 43 (out of 78) Y11 PP students and parents – 55% of the PP cohort. This was just under the attendance rate for non-PP students at 57.7%.</p>	<p>Run again next year and ensure PP parents continue to be pro-actively targeted to maximise attendance.</p>







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<p>5. Revision/text books provided free for all disadvantaged students in KS3 and 4.</p> <p>6. Equipment provided for all PP students in Y7 and then topped up as required throughout the school.</p>	<p>Annual IMO x 4 LSM x 2</p>	<p>£ £ £ £ £   Homework: Moderate impact for very low cost based on limited evidence.</p> <p>£13,100</p>	<p>Provision Map impact of +1.0 Equality of curriculum access allowing independent study with all the resources for KS3 and 4 PP students in each subject area. Barriers to learning are removed with all PP students being fully equipped with pens, pencils, rulers and so on. Student voice has indicated that they find this support helpful.</p>	<p>Continue next year with the addition of Knowledge Organisers moving into KS4.</p>
<p>7. Grow Group sessions. 6 x Y8 outliers working on study skills for independent learning</p>	<p>Annual CTA x 25</p>	<p>£ £ £ £ £   Metacognition and self-regulation: High impact for very low cost based on extensive evidence</p> <p>£700</p>	<p>Student voice has been positive and behaviour points are reducing. One student has decreased from 8 BPs per week to 3-4. Fewer BPs for incomplete homework in 75% of students who have completed this intervention.</p>	<p>Grow group to continue with KS3 students to establish good study habits and study independence before KS4.</p>
<p>8. Lexonik 44 x Y9 behind in at least 1 literacy-based subject</p>	<p>Annual MCH x 72 ZSP x 24 SNA x 24</p>	<p>£ £ £ £ £  </p>	<p>Cycle 1: average gain of 4.25 years reading age in 6 weeks. Cycle 2: average gain 2 years 7 months Cycle 3: average gain 2 years 7 months. SEND gain average of 1 year 1 month.</p>	<p>Continue to select additional PP students who are falling behind in literacy-based</p>

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<p>8 x Y11 low literacy 4 x SEND PP Y8-10</p>	<p>CSU x 48 RHO x 48 CST x 48 NMW x 48</p> <p>Plus cost of programme</p>	<p>Phonics: moderate impact for low cost based on very extensive evidence.</p> <p>£10,300</p>		<p>subjects in Y9, plus any Y10s requiring mop-up.</p> <p>Check-in with a selection of previous students throughout 2019-20 to ensure Sound Training skills are still being applied regularly.</p>
<p>9. BR@S Cycles are 10 weeks 15 x Y7 students (1-2 years behind with reading ages) Sixth formers are trained reading mentors for most students.</p>	<p>Annual CSU x 30 HLO x 10 MCH sixth form training x 12</p>	<p>    Reading comprehension strategies: High impact for very low cost based on extensive evidence. </p> <p>£1,500</p>	<p>Average reading age growth of 6 months in a 10 week time frame.</p>	<p>New sixth form cohort being trained on 18 September with a 2 term minimum commitment.</p>
<p>10. Ruth Miskin 10 x low ability Y7 PP students for phonics catch-up</p>	<p>Annual CSU x 24</p>	<p>    Phonics: moderate impact for low cost based on very extensive evidence. </p> <p>£400</p>	<p>Sept-Dec 2018 Average reading age gain of 1 year 10 months Jan-March 2019 Average reading age gain of 8 months</p>	<p>Continue with this programme with new Y7 PP students who need additional phonics support.</p>








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<p>11. Lexonik Leap 9 x PP students Phonics-based reading intervention designed for students with very low reading ages and comprehension levels.</p>	<p>OAS x 36</p>	<p>£ £ £ £ £   Phonics: moderate impact for low cost based on very extensive evidence. £400</p>	<p>Provision Map average of +1 for the intervention. This has had some impact on improving students' phonics.</p>	<p>Continue with this intervention for PP students who are working 2 years + behind their chronological age with reading.</p>
<p>12. MAPP Challenge groups CTA/MCH (Y11) 18 x Y11 PP students involved. PCLW and regular meetings focusing on competitive improvements to grades using self-regulation and ATL scores</p>	<p>CHA x 15 MCH x 15</p>	<p>£ £ £ £ £   Metacognition and self-regulation: High impact for very low cost based on extensive evidence £500</p>	<p>18 x -P8 students in Y11. 50% made positive progress. 39% (7 students) now positive P8. One student up from -0.3 to +0.31. Average gain +0.334.</p>	<p>Continue with this programme in 2019-20, still focusing on Y11.</p>
<p>13. SEND Complete comprehension 2 x Y9 PP students working on strategies to aid</p>	<p>RHI x 24</p>	<p>£ £ £ £ £   Reading comprehension strategies: High</p>	<p>This has a Provision Map impact of +1 and has had positive impact for the students following this intervention programme.</p>	<p>Select additional PP students needing to improve their comprehension skills for the next cycle.</p>






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reading comprehension		<p>impact for very low cost based on extensive evidence.</p> <p>£300</p>		
<p>14. SEND Numicon 2 x Y9 and 1 x Y7 PP students Builds confidence with mathematical concepts Wordshark/ Numbershark 1 x Y9 PP student</p>	<p>EMN x 12 NMW x 24 RHI x 12 NMW x 12 Wordshark OAS x 8</p>	<p>£££££ 🔒🔒🔒🔒🔒 +4 Small group tuition Moderate impact for moderate cost based on limited evidence</p> <p>£1,700</p>	<p>This has a Provision Map impact of +0.5 and has had positive impact for the students following this intervention programme.</p>	<p>Select additional PP students needing to improve their numeracy skills for the next cycle.</p>
<p>15. SEND and DAHIT pre-teach 2 x Y11 1 x Y9 PP students (Maths) 5 x Y7-11 PP students (English) 1 x Y10 PP student (Science) 1 x Y9 PP (RS) 12 x DAHIT</p>	<p>SKU x 36 RHI x 12 CME x 12 SSO x 12 SLO x 12 NMW x 12</p>	<p>£££££ 🔒🔒🔒🔒🔒 +4 Small group tuition Moderate impact for moderate cost based on</p>	<p>This has a Provision Map impact of +1.5 and has had very positive impact for the students following this intervention programme.</p>	<p>Review and adapt the group as necessary for the next cycle.</p>

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		limited evidence £2,200																																																																			
16. SEND Improving working memory 2 x Y7 PP students 2 x Y8 PP students 3 x Y9 PP students	SSO x 12 RHI x 30	   Metacognition and self-regulation: High impact for very low cost based on extensive evidence £500	This has a Provision Map impact of +0.8 and has had positive impact for the students following this intervention programme.	Review and adapt the group as necessary for the next cycle.																																																																	
17. Words Matter intervention programme with 7 x Y8 PP students who attained fewer than 30 marks & focusing on key vocab	DGR x 3 MCH x 3 ANO x 3 PFL x 3 AHU x 3 MRP x 3 CTA x 3 BMA x 3	   Reading comprehension strategies: High impact for very low cost based on extensive evidence. £1,100	Improvements seen across the year as interventions supported vocab growth. There is a significant shift in PP students getting higher marks. <table border="1" data-bbox="898 954 1630 1193"> <thead> <tr> <th></th> <th>PP abs Jan 19</th> <th>PP abs April 19</th> <th>Non-PP abs Jan 19</th> <th>Non-PP abs Apr 19</th> <th>PP under 50% Jan 19</th> <th>PP under 50% Apr 19</th> <th>Non-PP under 50% Jan 19</th> <th>Non-PP under 50% Apr 19</th> <th>PP 40-60 Jan 19</th> <th>PP 40-60 Apr 19</th> <th>Non-PP 40-60 Jan 19</th> <th>Non-PP 40-60 April 19</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>10</td> <td>2</td> <td>2</td> <td>6</td> <td>38.15%</td> <td>18.4%</td> <td>20.5%</td> <td>1.5%</td> <td>26.3%</td> <td>69.7%</td> <td>53.6%</td> <td>78.9%</td> </tr> <tr> <td>Year 8</td> <td>8</td> <td>7</td> <td>3</td> <td>3</td> <td>17.4%</td> <td>3.8%</td> <td>8.8%</td> <td>0.5%</td> <td>42.7%</td> <td>72.8%</td> <td>70.4%</td> <td>86.9%</td> </tr> <tr> <td>Year 9</td> <td>7</td> <td>8</td> <td>9</td> <td>15</td> <td>28.2%</td> <td>16.5%</td> <td>10%</td> <td>3.5%</td> <td>46.4%</td> <td>56.3%</td> <td>72.3%</td> <td>79.2%</td> </tr> <tr> <td>Year 10</td> <td>15</td> <td></td> <td>8</td> <td></td> <td>5.2%</td> <td></td> <td>9.5%</td> <td></td> <td>63.1%</td> <td></td> <td>74.8%</td> <td></td> </tr> </tbody> </table>		PP abs Jan 19	PP abs April 19	Non-PP abs Jan 19	Non-PP abs Apr 19	PP under 50% Jan 19	PP under 50% Apr 19	Non-PP under 50% Jan 19	Non-PP under 50% Apr 19	PP 40-60 Jan 19	PP 40-60 Apr 19	Non-PP 40-60 Jan 19	Non-PP 40-60 April 19	Year 7	10	2	2	6	38.15%	18.4%	20.5%	1.5%	26.3%	69.7%	53.6%	78.9%	Year 8	8	7	3	3	17.4%	3.8%	8.8%	0.5%	42.7%	72.8%	70.4%	86.9%	Year 9	7	8	9	15	28.2%	16.5%	10%	3.5%	46.4%	56.3%	72.3%	79.2%	Year 10	15		8		5.2%		9.5%		63.1%		74.8%		This programme is to be continued to narrow the word gap experienced by PP students.
	PP abs Jan 19	PP abs April 19	Non-PP abs Jan 19	Non-PP abs Apr 19	PP under 50% Jan 19	PP under 50% Apr 19	Non-PP under 50% Jan 19	Non-PP under 50% Apr 19	PP 40-60 Jan 19	PP 40-60 Apr 19	Non-PP 40-60 Jan 19	Non-PP 40-60 April 19																																																									
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18. Revision workshops,	GTU x 3 MCH x 1	 £1,100	P4C impact on Provision Map of +0.75 Leeds Trinity impact +0.25	To be reviewed for 2020 PP programme.																																																																	

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<p>including P4C, Leeds Trinity Saturday Eng/Ma workshops. Offered to targeted PP Y11 students.</p>	<p>JWA x 15 EMA x 15</p> <p>Plus costings for P4C and Pet-XI programmes</p>	<p>  Small group tuition Moderate impact for moderate cost based on limited evidence</p> <p>£3,800</p>	<p>All based on student engagement and feedback. Difficult to assess actual impact on results of these sessions, but they contributed to the overall improvement of Attainment 8 to 38.26 from 32.87. Progress 8 provisional data is -0.15 (from -0.43)</p>	
<p>19. Additional revision/homework sessions Offered to KS4 PP</p>	<p>JWA x 6 EMA x 6</p>	<p>   Small group tuition Moderate impact for moderate cost based on limited evidence</p> <p>£200</p>	<p>This fed into the PP provisional progress 8 score of -0.07</p>	<p>Review and adapt the group as necessary for the next cycle.</p>

TOTAL Costings for Cognition and Learning £193,800







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2. Behaviour, Welfare and Attendance







Please note that all of these interventions have resulted in a 79% reduction in truancy for PP students since 2017, a 25% reduction in Isolations, a 30% reduction in detentions and a 76% reduction in exclusions. For isolations, detentions and exclusions, PP students have a greater reduction in sanctions than their peers.

Interventions	Staff and hours	Cost to date + EEF	Impact	Next steps
<p>1. P&W Form tutor report</p> <p>Number of students over the year</p> <p>Y7 x 86</p> <p>Y8 x 104</p> <p>Y9 x 120</p> <p>Y10 x 158</p> <p>Y11 x 26</p>	<p>EBR x 22</p> <p>KSN x 30</p> <p>JSR x 21</p> <p>EWB x 21</p> <p>RTA x 17</p> <p>KCO x 30</p> <p>AHA x 17</p> <p>BKH x 18</p> <p>KST x 17</p> <p>RPI x 20</p> <p>JWN x 20</p> <p>ECA x 18</p> <p>MBN x 20</p> <p>CJO x 22</p> <p>SNA x 21</p> <p>AGO x 21</p> <p>RAS x 16</p> <p>RNA x 21</p> <p>LHM x 17</p> <p>BHY x 21</p> <p>FRY x 22</p> <p>RGI x 22</p> <p>BAN x 16</p> <p>PWO x 22</p>	<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+3</p> <p>Behaviour interventions: moderate impact for moderate cost, based on extensive evidence</p>	<p>In all cases, over 75% of students required no additional behaviour support beyond this point. This supports getting low level behaviour back on track effectively and students learning.</p>	<p>This report prevents behaviours from escalating effectively for the vast majority of students. Continue with this in 2019-20 but monitor the repeat offenders for early intervention to reduce overall numbers on report.</p>





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	PRI x 16 ARC x 19 ECH x 18 JPA x 17 DSM x 18 TKN x 16	£19,200		
2. P&W Coach report Y7 x 23 Y8 x 30 Y9 x 46 Y10 x 50 Y11 x 6	PDE x 46 LSM x 60 SBU x 92 GGR x 100 EMA x 12	   Behaviour interventions: moderate impact for moderate cost, based on extensive evidence £4,500	Far fewer students have behaviour that has escalated to Coach report. The majority of these students have come directly onto coach report. The majority correct their behaviour at this stage.	This report prevents behaviours from escalating effectively for the vast majority of students. Continue with this in 2019-20 but monitor the repeat offenders for early intervention to reduce overall numbers on report.
3. P&W Manager report Y7 x 7 Y8 x 8 Y9 x 12 Y10 x 25 Y11 x 0 PLUS P&W team active daily support of PP	JGR x 9 DGR x 12 CLI x 15	   Behaviour interventions: moderate impact for moderate cost, based on	Again, this is effective behaviour intervention for those who need more input and mentoring. A small number of these students progress onto SIPs. Behaviour data shows a significant reduction in detentions, isolations and exclusions. The PP cohort are generally improving faster	This report prevents behaviours from escalating effectively for the vast majority of students. Continue with this in 2019-20 but monitor the repeat offenders for early intervention to reduce overall numbers on report.





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<p>students' welfare and behaviour with the whole PP cohort.</p>		<p>extensive evidence</p> <p>£138,600</p>	<p>compared to their peers. The active support provided by the pastoral team is having significant impact.</p>	
<p>4. SIP/PIP Y7 x 1 Y8 x 1 Y9 x 1 Y10 x 3</p>	<p>LHO x 10 SHU x 10</p>	<p>    Behaviour interventions: moderate impact for moderate cost, based on extensive evidence </p> <p>£500</p>	<p>All students here have escalated from lower behaviour management work</p>	<p>Continue with this in 2019-20 but monitor the repeat offenders for early intervention to reduce overall numbers on report.</p>
<p>5. EBP KS3 x 12 KS4 x 5</p>	<p>DGR x 74 MRP x 18</p>	<p>    Behaviour interventions: moderate impact for moderate cost, based on extensive evidence </p>	<p>Enhanced Behaviour Protocols are very effective with PP students with higher behavioural needs, particularly at KS4. Data throughout the year shows that students on this protocol improve in both attitudes and attendance.</p> <p>The example below is from the Autumn term 2018. 5 PP students were on. 4 of them (80%) have improved attendance and 100% of them have improved on behaviour points and late to lessons.</p>	<p>Continue with this in 2019-20</p>




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		£2,000	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #1a3d4d; color: white;"> <th>Name</th> <th>Ethnicity</th> <th>Pupil Premium Indicator</th> <th>SEND</th> <th>Y10 Attendance %</th> <th>Y11 Attendance %</th> <th>Difference</th> <th>Y10 Late to Lesson</th> <th>Y11 Late to Lesson</th> <th>Difference</th> <th>Y10 PPs</th> <th>Y11 PPs</th> <th>Difference</th> </tr> </thead> <tbody> <tr><td>Student A</td><td>Other Pakistani</td><td>T</td><td>N</td><td>89.7</td><td>100</td><td>10.29</td><td>2</td><td>0</td><td>-2</td><td>45</td><td>13</td><td>-32</td></tr> <tr><td>Student B</td><td>Information Not Yet Obtained</td><td>T</td><td>N</td><td>94.1</td><td>100</td><td>5.88</td><td>7</td><td>3</td><td>-4</td><td>53</td><td>22</td><td>-31</td></tr> <tr><td>Student C</td><td>Information Not Yet Obtained</td><td>F</td><td>Y</td><td>97.1</td><td>87.18</td><td>-9.88</td><td>2</td><td>3</td><td>-1</td><td>44</td><td>25</td><td>-19</td></tr> <tr><td>Student D</td><td>Bangladeshi</td><td>T</td><td>Y</td><td>97.1</td><td>97.44</td><td>0.38</td><td>6</td><td>3</td><td>-3</td><td>37</td><td>33</td><td>-4</td></tr> <tr><td>Student E</td><td>Kashmiri Pakistani</td><td>F</td><td>N</td><td>98.5</td><td>100</td><td>1.47</td><td>1</td><td>3</td><td>-2</td><td>34</td><td>19</td><td>-15</td></tr> <tr><td>Student F</td><td>Other Pakistani</td><td>F</td><td>N</td><td>100</td><td>100</td><td>0.00</td><td>3</td><td>4</td><td>-1</td><td>36</td><td>18</td><td>-18</td></tr> <tr><td>Student G</td><td>Other Pakistani</td><td>F</td><td>N</td><td>100</td><td>74.36</td><td>-25.64</td><td>4</td><td>3</td><td>-1</td><td>52</td><td>20</td><td>-32</td></tr> <tr><td>Student H</td><td>White and Black Caribbean</td><td>T</td><td>Y</td><td>100</td><td>100</td><td>0.00</td><td>5</td><td>1</td><td>-4</td><td>57</td><td>26</td><td>-31</td></tr> <tr><td>Student I</td><td>White - English</td><td>F</td><td>N</td><td>91.2</td><td>93.59</td><td>2.41</td><td>6</td><td>0</td><td>-6</td><td>80</td><td>0</td><td>-80</td></tr> <tr><td>Student J</td><td>Other Pakistani</td><td>F</td><td>N</td><td>91.2</td><td>100</td><td>8.82</td><td>0</td><td>1</td><td>-1</td><td>70</td><td>22</td><td>-48</td></tr> <tr><td>Student K</td><td>Other Pakistani</td><td>F</td><td>Y</td><td>94.1</td><td>92.31</td><td>-1.81</td><td>0</td><td>2</td><td>-2</td><td>33</td><td>18</td><td>-15</td></tr> <tr><td>Student L</td><td>Black Caribbean</td><td>T</td><td>Y</td><td>97.1</td><td>82.05</td><td>-15.01</td><td>5</td><td>0</td><td>-5</td><td>36</td><td>0</td><td>-36</td></tr> </tbody> </table>	Name	Ethnicity	Pupil Premium Indicator	SEND	Y10 Attendance %	Y11 Attendance %	Difference	Y10 Late to Lesson	Y11 Late to Lesson	Difference	Y10 PPs	Y11 PPs	Difference	Student A	Other Pakistani	T	N	89.7	100	10.29	2	0	-2	45	13	-32	Student B	Information Not Yet Obtained	T	N	94.1	100	5.88	7	3	-4	53	22	-31	Student C	Information Not Yet Obtained	F	Y	97.1	87.18	-9.88	2	3	-1	44	25	-19	Student D	Bangladeshi	T	Y	97.1	97.44	0.38	6	3	-3	37	33	-4	Student E	Kashmiri Pakistani	F	N	98.5	100	1.47	1	3	-2	34	19	-15	Student F	Other Pakistani	F	N	100	100	0.00	3	4	-1	36	18	-18	Student G	Other Pakistani	F	N	100	74.36	-25.64	4	3	-1	52	20	-32	Student H	White and Black Caribbean	T	Y	100	100	0.00	5	1	-4	57	26	-31	Student I	White - English	F	N	91.2	93.59	2.41	6	0	-6	80	0	-80	Student J	Other Pakistani	F	N	91.2	100	8.82	0	1	-1	70	22	-48	Student K	Other Pakistani	F	Y	94.1	92.31	-1.81	0	2	-2	33	18	-15	Student L	Black Caribbean	T	Y	97.1	82.05	-15.01	5	0	-5	36	0	-36	
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6. Annual Welfare Check. All PP students prioritised Y7 x 81 Y8 x 102 Y9 x 100 Y10 x 98 Y11 x 87	JGR x 12 PDE x 12 DGR x 14 LSM x 14 LHO x 26 SAL x 21 SBU x 21 CLI x 21 GGR x 21 JWA x 19 EMA x 19	  <div style="background-color: orange; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">+4</div> Social and emotional learning: moderate impact for moderate cost, based on extensive evidence.	<p>All students have a 1:1 conversation with a member of their year team to identify possible issues or areas where support or referral is needed. Priority is given to PP students.</p> <p>The impact of these sessions is seen through the positive relationships between staff and students and also in the interventions that subsequently take place.</p>	Continue with this in all year groups in 2019-20																																																																																																																																																																									
7. AWE form group	AWE x 84	  £3,400	This has had mixed impact, working well with some students and less effectively with others	Review for 2019-20. Would this have more impact at KS3?																																																																																																																																																																									







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<p>Intervention for hard to reach PP outliers</p> <p>KS4 x 7</p>		<p> +3</p> <p>Behaviour interventions: moderate impact for moderate cost, based on extensive evidence</p> <p>£3,400</p>		
<p>8. Attendance</p> <ul style="list-style-type: none"> • Green group • Priority PP support • Home visits • Work with parents • Attendance rewards 	<p>NHA and AGA – high percentage of roles is in support of PP students.</p>	<p>   </p> <p> +3</p> <p>Parental engagement: moderate impact for moderate cost, based on moderate evidence.</p> <p>£38,200</p>	<p>There has been a slight increase overall on PP attendance in 2018-19. However, there are a few individuals with very low attendance that pull down the average; the majority of students have 95%+ attendance.</p>	<p>Focus on the FSM group in 2019-20 and the PP Persistent Absentees.</p>
<p>9. Eye tests for Y7 PP students at Julian Berson optician.</p>	<p>LHO x 14 PDE x 14 MCH x 2</p>	<p>Holistic pastoral care to ensure health and well-being. Moderate impact for</p>	<p>About a quarter of students taken to these appointments required glasses or an alteration of prescriptions.</p>	<p>Continue with this system and bring in an additional ‘check-in’ point in Y10 to ensure that vision does not impede learning at the start of GCSE.</p>



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		<p>moderate cost based on limited in-house evidence.</p> <p>£600</p>		
<p>10. Involvement with Leeds Dental School research with selected Y7 and 8 students to improve oral hygiene</p> <p>Approx 100 PP students from Y7 and 8 are involved in this study.</p>	<p>MCH x 2 AYO x 10</p>	<p>Payment of £1000 due in to the Science department in two waves for participating in this study.</p> <p>To be reinvested into PP Science.</p> <p>Opportunities to work with Leeds Dental School also now available.</p> <p>£200</p>	<p>Random selection of classes has taken place. University is tracking the data, but we should be able to compare the improvements in oral hygiene of PP students with non-PP students across the research project.</p> <p>The aim is to improve attendance by improving oral hygiene.</p>	<p>Assemblies and lessons to be delivered to key groups and not to the control groups.</p>
<p>11. Peer mentoring</p> <p>1 x Y9 MAPP with a sixth former</p>	<p>SAL x 2</p>	<p>    Mentoring: very low impact for moderate cost </p>	<p>Some impact seen through a reduction of behaviour points with this particular student.</p>	<p>Worth reviewing and adapting for 2019-20 as this increases capacity for support with specific students.</p>

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		<p>based on extensive evidence. Cost lowered in this case by using 6th form mentors.</p> <p>£100</p>		
<p>12. SEND mentoring in form time</p> <p>1 x Y8 PP SEND</p> <p>1 x Y10 PP SEND</p> <p>1 x Y11 PP SEND</p>	<p>RHI x 12</p> <p>CST x 6</p>	<p>    </p> <p>Mentoring: very low impact for moderate cost based on extensive evidence.</p> <p>£300</p>	<p>Provision Map score of +1.33 showing this intervention is highly effective with 2 out of the 3 students it was used with. The third student didn't access it, so alternate interventions were used with him.</p>	<p>Continue with this for selected students in 2019-20 as it has positive impact.</p>
<p>13. SEND social stories</p> <p>5 x PP students</p>	<p>OAS x 12</p> <p>CME x 18</p>	<p>    </p> <p>Social and emotional learning: moderate impact for moderate cost on extensive evidence</p>	<p>Provision Map score of +2 showing that this intervention is highly effective with the students this is used with.</p>	<p>Continue with this in 2019-20 as it has highly positive impact.</p>







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		£400		
14. Breakfast club (breakfast bars in KS4)	JGR x 70 PDE x 70	Holistic pastoral care to ensure health and well-being. Moderate impact for low cost based on moderate school evidence. £2,300	The numbers attending breakfast club have increased over the year, reaching 154. 30% of these visits are Pupil Premium students	Continue with this. Text reminders to PP parents to let them know a free breakfast is available each day.
Behaviour intervention coaching with Y10 PP students	ARU x 30	  Mentoring: very low impact for moderate cost based on extensive evidence. £900	Very positive results across time. Almost all students reduced behaviour points, lateness etc.	Continue with this in 2019-20 as it has positive impact on high tariff students.

TOTAL Costings for Behaviour, Welfare and Attendance: £214,600

3. Enrichment/Personal Development/Aspiration

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Interventions	Staff and hours	EEF and Cost to date	Impact	Next steps
1. UCAS Progress careers sessions All PP Y11 This was linked with A Level subject taster days and group careers sessions	LMD x 50	Based on Gatsby Foundation report (2013). Gatsby benchmark 3 and 8 £1,100	Growth of sixth form size and A Level uptake. Up 33% in the past 2 years with little drop-out due to unsuitable courses	Continue prioritising PP students
2. MAPP target group Underachieving Y11 x 8 students	CTA x 16 MCH x 16	   Metacognition and self-regulation: High impact for very low cost based on extensive evidence £1,400	18 x -P8 students in Y11. 50% made positive progress. 39% (7 students) now positive P8. One student up from -0.3 to +0.31. Average gain +0.334.	Continue with this with a continued focus on Y10 and 11 students.
3. Larkia residential Leeds Beckett 7 x Y10 PP Asian girls who were not considering uni as a pathway.	MCH x 2 JWA x 2 All other hours by Leeds Beckett staff	   Aspiration interventions: low impact for moderate cost based on	<ul style="list-style-type: none"> • 100% enjoyed the experience & VERY enthusiastic about it. • 100% wanted to go to university afterwards (28.5% before) • 100% said it had opened their eyes to new ideas about their futures. 	<ul style="list-style-type: none"> • Continue with this programme next year. • Find other opportunities to keep these 6 students engaged.







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		limited evidence.	<ul style="list-style-type: none"> 100% would recommend the experience to others. <p>GCSE results were positive for all 7 students. All are now studying A Levels.</p>	
		£400		
<p>4. University trips and experiences – bespoke and group trips</p> <p>These include:</p> <p>University of Huddersfield Maths enrichment x 2</p> <p>Leeds College of Music trip x1</p> <p>Premier League for Girls, sports taster day at Leeds Beckett x5</p> <p>Leeds Beckett sixth form conference Y10 x 40</p> <p>University of Manchester English x 4</p> <p>University of Leeds taster day x 5</p> <p>University of Cambridge x 2</p> <p>GHWY residential x 7</p>	<p>HKu x 5</p> <p>JSM x 5</p> <p>TCA x 5</p> <p>MCH x 3</p> <p>LBR x 6</p> <p>VMC x 3</p> <p>IGI x 5</p> <p>LNA x 10</p> <p>ECH x 6</p> <p>THN x 20</p>	<p>££££££</p> <p>🔒🔒🔒🔒🔒</p> <p>0</p> <p>Aspiration interventions: low impact for moderate cost based on limited evidence.</p>	<p>Very positive student voice on all of these. More than 80% of PP students surveyed now intend to go to university and are more motivated as a result.</p>	<p>PP students are struggling with confidence to drive this forwards. Identify sixth formers to model leadership and support them in the short to medium term.</p>
		£2,900		
<p>5. University of Leeds Reach for Excellence</p> <p>9 x Y12 are participating in this provision.</p>	<p>HFI x 3</p> <p>RJA x 1</p> <p>BAL x 1</p> <p>RBA x 1</p> <p>EBR x 1</p> <p>PRI x 1</p> <p>MCH x 1</p>	<p>££££££</p> <p>🔒🔒🔒🔒🔒</p> <p>0</p> <p>Aspiration interventions: low impact for</p>	<p>Students are engaging with the programme at Leeds University. Impact should be seen at the end of Y13.</p>	<p>Continue with applications in the next year group.</p>






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		<p>moderate cost based on limited evidence.</p> <p>£500</p>		
<p>6. Bookshop spending spree 61 x PP students from Y7-11</p>	<p>Funds covered from Siobhan Dowd Trust grant.</p> <p>Minibus mileage totals 25 miles for all visits. MCH x 5 VMC x 5</p>	<p>££££££ 🔒🔒🔒🔒🔒 0 Aspiration interventions: low impact for moderate cost based on limited evidence.</p> <p>£700</p>	<p>78% of students had not previously had the opportunity to go into a bookshop and buy a book. Almost all were very appreciative of the opportunity and excited about reading their book.</p> <p>“I am grateful to own a book that I will enjoy. Thank you so much. It will help improve my literacy.” (S in Y10) “I loved being able to buy any book I wanted.” (P in Y9)</p>	<p>See what other grants are available to do similar activities with these students going forwards.</p>
<p>7. Optima Programme 7 x Y8 MAPP students – mentoring and providing with aspirational opportunities This has also included challenged and visits to places such as Magna Y8 HE Day @ Leeds Beckett (2 students) Dec 18</p>	<p>NHA x 18 BKH x 18 NWE x 21</p>	<p>££££££ 🔒🔒🔒🔒🔒 0 Aspiration interventions: low impact for moderate cost based on limited evidence.</p> <p>£2,100</p>	<p>Student voice shows positive impact. Students feel that they are learning a lot from the guidance and experiences they are being offered.</p>	<p>Slight allowance made in criteria to access the Optima programme in 2019-20 for PP students. This has allowed an additional 10 PP students to participate.</p>
<p>8. Young Leaders Programme at Leeds Beckett</p>	<p>CTA x 5</p>	<p>££££££ 🔒🔒🔒🔒🔒 0</p>	<p>All students involved have loved this programme and feel that they have benefitted in improving their:</p>	<p>Students from last year will pitch this scheme to the new Y10s and continue with the leadership scheme into Y11.</p>

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8 x Y10 PP students		<p>Aspiration interventions: low impact for moderate cost based on limited evidence.</p> <p>£200</p>	<ul style="list-style-type: none"> • Confidence (100%) • Skills (87.5%) • Collaborative work (87.5%) • Leadership (100%) 	
<p>9. Duke of Edinburgh Award scheme</p> <p>5 x Y9 Bronze</p> <p>1 x Y10 Silver</p>	MCH x 9	<p>    Outdoor adventure learning – moderate impact for moderate cost, based on moderate evidence. </p> <p>£600</p>	<p>Successful completion of award scheme by all silver and 80% of the Bronze cohort. The remaining Bronze student will complete the award in 2019-20</p>	<p>DofE have offered free registration for PP students in 2019-20 to help us expand our uptake.</p>
<p>10. Ambassador/Leadership roles within school</p> <p>3 x well-being</p> <p>6 x MFL</p> <p>4 x Student Council</p> <p>6 x Sports Leaders</p> <p>9 x Drama Ambassadors</p> <p>5 x Community Ambassadors</p>	<p>LHO x 2</p> <p>HWA x 2</p> <p>JSM x 6</p> <p>RJA x 2</p> <p>MCH x 2</p> <p>CDN x 6</p>	<p>    Aspiration interventions: low impact for moderate cost based on </p>	<p>PP students are successfully taking on leadership roles within Allerton Grange</p>	<p>Increase the number of PP ambassadors during 2019-20</p>

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61 x Lead Learners		limited evidence. £900		
11. Subsidising trips such as: Bradley Woods 6xY7 Netball World Cup 6 xKS3 Liverpool 3xKS3 Wimbledon Y7x1	Subsidy for transport and entrance fees	This is a necessary part of experiencing cultural capital £1,600	Positive student voice	Little EEF data about this. Conduct research at AGS to find out more about local PP impact.
12. Fully funded bespoke PP enrichment trips/experiences such as: Harewood discovery day 5xY10 PP Great Yorkshire Show Y7 and 8 x 44 PP Talk the Talk Y9 x 60	MCH x 5 CTA x 8 TJE x 6 THN x 6 Plus cost of trips	   Oral language interventions for Talk the Talk. Moderate impact for very low cost. All other enrichment activities are a necessary part of experiencing cultural capital £2,900	Positive student voice	Little EEF data about this. Conduct research at AGS to find out more about local PP impact.
13. Subsidising enrichment Performance of Hard to Swallow 21xKS4 PP	RJA x 6 CJN x 6 CSU x 5	 		

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Poetry Slam 10 x Y9 PP Lead Learner Magna Trip Y7 x 13 Y8 x9 Parliament Y8x1 Royal Armouries workshop Y9 x 10 Attendance tennis Y9x24 Y7 x 17 Science Day 169 x Y7 and 9 DAC Beachcroft Law talk Y10 x 14 Philosophy 4 Children workshop Y11 x 12 Textiles workshop x 90	RGI x 7 NWE x 7 SJE x 5 NHA x 4 KAD x 5 AYO x 5 TAN x 5 JWN x 5 MCH x 3 GTU x 3 JWA x 5 EMA x 5 EBR x 10 Plus subsidy, plus transport costs	<div style="text-align: center; color: white; background-color: #e67e22; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: inline-block; line-height: 20px;">+2</div> Arts Participation. Low impact for low cost, based on moderate evidence. All other enrichment activities are a necessary part of experiencing cultural capital £6,100		
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TOTAL Costings for Enrichment/Personal Development/Aspiration: £21,400

Total costings for all 3 areas = £430,500

Pupil Premium Income = £430, 446

Remaining = £54