



Philips
High School

Success Together Aspire Respect

Pupil Premium Strategy Statement

September 2024



Part of the

Oak



Learning Partnership

Pupil Premium Strategy - Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all aspects of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs of our pupils, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set through curriculum evaluation and adaptation.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

In addition, we will look at wider whole-school strategies to improve the attendance, behaviour, and aspirations of all pupils which will in turn support our goal to close the attainment gap.



Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information | | | | | |
|------------------------|--------------------------------------|----------------------------------|---|--|--------|
| School | Philips High School | | | | |
| Academic Year | 2022-2025 (Year 2 of 3 year plan) | Total PP budget | Year 1: £311,130 Year 2: £353,595 Year 3: | Date of most recent PP Review | Sep 24 |
| Total number of pupils | Year 1:883 Year 2: 890 Year 3: | Number of pupils eligible for PP | Year 1: 321 Year 2: 340 Year 3: | Date for next internal review of this strategy | Sep 25 |

| 2. Current attainment – September 2022 | | | | |
|--|---------|-------|--------|--|
| | 2021-22 | | | |
| | Philips | | | |
| | Total | D | Non D | |
| Progress 8 Score | -0.52 | -0.95 | -0.32 | |
| Average Attainment 8 Score of All Pupils | 4.42 | 3.67 | 4.7 | |
| % Achieving 4+ in English & Maths | 63.3 | 21.7 | 47.2 | |
| % Achieving 5+ in English & Maths | 40.2 | 52.2 | 67.5 | |
| EBAC APS | 3.97 | 3.13 | 4.28 | |
| % Attendance | 90.75% | 88.7% | 92.75% | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|--|---|
| Academic barriers (issues to be addressed in school, such as poor literacy skills) | |
| A. | Disadvantaged pupils enter Philips with lower KS2 scores than non-Disadvantaged pupils. 2022 DP average KS2 score in Maths was 99.4 and non-DP average 104.8. In Reading DP was 101.9 and non-DP average was 106.04 |
| B. | Poor reading skills of Disadvantaged pupils preventing access to examinations. |
| C. | Disadvantaged pupils at greater risk of fixed term exclusion. |
| D. | Examination results affected by attendance gap for disadvantaged pupils including the number of PA disadvantaged pupils. |
| E. | Low resilience and engagement of disadvantaged pupils |
| F. | Inconsistent teaching of disadvantaged pupils across all subject areas. Lack of awareness/strategies to raise achievement of disadvantaged pupils. |
| Additional barriers (including issues which also require action outside school, such as low attendance rates) | |
| G. | Lack of parental engagement from some groups of disadvantaged pupils, as evidenced by lower engagement and attendance at parental events. |
| H. | Lack of aspiration and/or awareness of opportunities of some disadvantaged pupils. |
| I. | Attendance and punctuality of disadvantaged pupils. |
| J. | Increased social, emotional and mental health issues are affecting the progress of disadvantaged pupils. |
| K. | Lack of positive role models for some disadvantaged pupils. |

| 4. Intended outcomes (specific outcomes and how they will be measured) | | Success criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------------|---------------------|------------|-------|-----------------------|---------------------|-------|-------|---------------|-------|------------|-----|---------------|------|-------|------|------|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|-------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|----|----|-----|-----|-----|----|----|----|-----|
| A/B/ C D/E/ F G/H/ I/J/ K | Close the gap between disadvantaged pupils progress and the progress of other pupils. Over a 5 year period we aim for a P8 Gap of 0. | <p>P8 Gap 2022 - 0.68 Year 1 Target - 0.5</p> <table border="1"> <thead> <tr> <th>All</th> <th>Non-D</th> <th>D students</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>-0.33</td> <td>-0.19</td> <td>-0.59</td> <td>0.40</td> </tr> </tbody> </table> <p>2023 – D Pupils Nationally -0.57 (D Vs Nat D Gap -0.02)</p> <p>Year 2 Target – 0.4</p> <table border="1"> <thead> <tr> <th>All</th> <th>Non-D</th> <th>D students</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>0.02</td> <td>0.14</td> <td>-0.39</td> <td>0.53</td> </tr> </tbody> </table> <p>2024 – D Pupils improved by 0.2 compared to 2023 D pupils.</p> <p>Year 3 Target – 0.3</p> | All | Non-D | D students | Gap | -0.33 | -0.19 | -0.59 | 0.40 | All | Non-D | D students | Gap | 0.02 | 0.14 | -0.39 | 0.53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Non-D | D students | Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -0.33 | -0.19 | -0.59 | 0.40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Non-D | D students | Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.02 | 0.14 | -0.39 | 0.53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B/ C D/E/ F G/H/ I/J/K | All Year 7 disadvantaged pupils below expected the standard to work at the expected standard in Maths and English by the end of the academic year. | <p>English: 100% of pupils with <100 SS in reading working at expected standard by the end of each academic year. Maths: 100% of pupils with <100 SS in Maths, working at expected standard by the end of each academic year.</p> <p>Year 1:</p> <table border="1"> <thead> <tr> <th>% English WA or above</th> <th>% Maths WA or above</th> </tr> </thead> <tbody> <tr> <td>68.2%</td> <td>55.3%</td> </tr> </tbody> </table> <p>Year 2:</p> <table border="1"> <thead> <tr> <th>% English WA or above</th> <th>% Maths WA or above</th> </tr> </thead> <tbody> <tr> <td>81%</td> <td>53.8%</td> </tr> </tbody> </table> <p>Year 3:</p> | % English WA or above | % Maths WA or above | 68.2% | 55.3% | % English WA or above | % Maths WA or above | 81% | 53.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % English WA or above | % Maths WA or above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 68.2% | 55.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % English WA or above | % Maths WA or above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 81% | 53.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/B/ C D/E/ F G/H/ I/J/ K | Improve Literacy levels of pupils with reading age below chronological age. | <p>This can be demonstrated by Reading ages for pupils in years 7-10. These are tested twice a year. Targets averaged across year groups 7-10</p> <table border="1"> <thead> <tr> <th></th> <th><6m</th> <th><1y</th> <th><2y</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>40%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Year 2</td> <td>30%</td> <td>20%</td> <td>10%</td> </tr> <tr> <td>Year 3</td> <td>20%</td> <td>10%</td> <td>0%</td> </tr> </tbody> </table> <p>Year 1: January: READING TESTS</p> <table border="1"> <thead> <tr> <th>Year</th> <th><6m</th> <th><1y</th> <th><2y</th> </tr> </thead> <tbody> <tr> <td>Y10</td> <td>40%</td> <td>35%</td> <td>21%</td> </tr> <tr> <td>Y9</td> <td>38%</td> <td>36%</td> <td>30%</td> </tr> <tr> <td>Y8</td> <td>49%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Y7</td> <td>54%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Total</td> <td>45%</td> <td>41%</td> <td>29%</td> </tr> </tbody> </table> <p>July: READING TESTS</p> <table border="1"> <thead> <tr> <th>Year</th> <th><6m</th> <th><1y</th> <th><2y</th> </tr> </thead> <tbody> <tr> <td>Y10</td> <td>55%</td> <td>18%</td> <td>8%</td> </tr> <tr> <td>Y9</td> <td>18%</td> <td>11%</td> <td>16%</td> </tr> <tr> <td>Y8</td> <td>8%</td> <td>9%</td> <td>16%</td> </tr> </tbody> </table> | | <6m | <1y | <2y | Year 1 | 40% | 30% | 20% | Year 2 | 30% | 20% | 10% | Year 3 | 20% | 10% | 0% | Year | <6m | <1y | <2y | Y10 | 40% | 35% | 21% | Y9 | 38% | 36% | 30% | Y8 | 49% | 44% | 33% | Y7 | 54% | 48% | 31% | Total | 45% | 41% | 29% | Year | <6m | <1y | <2y | Y10 | 55% | 18% | 8% | Y9 | 18% | 11% | 16% | Y8 | 8% | 9% | 16% |
| | <6m | <1y | <2y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 40% | 30% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 30% | 20% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 20% | 10% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | <6m | <1y | <2y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 | 40% | 35% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y9 | 38% | 36% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y8 | 49% | 44% | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y7 | 54% | 48% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 45% | 41% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | <6m | <1y | <2y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 | 55% | 18% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y9 | 18% | 11% | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y8 | 8% | 9% | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--------------|------------|------------|------------|
| Y7 | 8% | 7% | 10% |
| Total | 22% | 11% | 13% |

Significant improvement across all year groups following intervention

Data provided in second reading task suggests that significant improvement has been made across all year groups with those <6 months reducing by over half. Additionally, the % of pupils significantly below their reading age has dropped from 29% across all years to 13%

Data provided that 56% of D students are below their reading age compared to non D students. The data also suggests that the gap is larger for KS3 students.

**Year 2:
January 2024**

| Year | <6m | <1y | <2y |
|--------------|-----|--------------|--------------|
| Y10 | | 35% | 43% |
| Y9 | | 14% | 20% |
| Y8 | | 6% | 12% |
| Y7 | | 15% | 27% |
| Total | | 17.5% | 25.5% |

July 2024

| Year | <6m | <1y | <2y |
|--------------|------------|------------|------------|
| Y10 | 17% | 10% | 6% |
| Y9 | 29% | 24% | 17% |
| Y8 | 21% | 17% | 11% |
| Y7 | 36% | 25% | 14% |
| Total | 26% | 19% | 12% |

Improvements made in Year 10 and significant improvement with less able readers.

- 60% of pupils who are below in year 7 are PP
- 67% of pupils who are below in year 8 are PP
- 58% of pupils who are below in year 9 are PP
- 28% of pupils who are below in year 10 are PP

Year 3:

C/H/
I/J/K

Reduced number of fixed term suspensions for Disadvantaged pupils

Over the next three years, reduce that gap to 0. Reduce the number of fixed term suspensions across the school
In 2021-22, D pupils received 37 fixed term suspensions, non-D pupils received 35 fixed term suspensions. D pupils received 2 more fixed term suspensions. While the gap was narrowed the number of suspensions increased.

Year 1: Tracking and individual intervention bespoke to the behavioural needs focused being embed. New staffing/key workers. Manchester United foundation mentoring provide support where identified.

Part of the



Learning Partnership

| | Non-D | D | Comment |
|---------------|-----------------|-----------------|---|
| Year 1 | 16 X1 PEX | 43 X1 PEX | Increase in gap from 2 to 27 from previous year. The increased number of fixed term suspensions across year group, due to new sanction and behaviour policy. |
| Year 2 | 43 X2 PEX | 77 | FTS remain similar. The Behaviour Policy including ladder contributed to increase in FTS. 22-23 FTS rate 6.9 23-24 FTS rate 14.4 - National Average 9.33 |
| Year 3 | | | A new Behaviour system is now in place. |

| D/G /J/K | Raise attendance of Disadvantaged pupils in all year groups in order to decrease the proportion of pupils who are PA and ensure gap closes compared to non-Disadvantaged pupils. | <p>In 2021-22 the attendance gap had grown to -4.51% with a -6.68% for Persistent Absence (PA). Reduce the gap to 0 though we recognise the difficulty in this given the recent challenges faced by schools and families.</p> <p>Year 1: Attendance Gap has reduced significantly by 0.6% but the PA gap has increased. Further intervention with Attendance officer, fixed penalties, home visits. From September 2023 a new member of employed to focus on attendance support.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance Gap</th> <th>PA Gap</th> </tr> </thead> <tbody> <tr> <td>Year 1 22-23</td> <td>D/ nD 91.43%/89.35% Gap: 2.08%</td> <td>D/ nD 21.17%/29.94% Gap: 8.77%</td> </tr> <tr> <td>Year 2 23-24</td> <td>91.94%/89.07% Gap: 2.87%</td> <td>23.17%/35.65% Gap: -12.54%</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> </tbody> </table> <p>Year 2: Attendance was above national average at 91.94% compared to 90.9% (2023-24.) The PP attendance gap has slightly increased by 0.8%. Persistent Absence was at 23.17% compared to 26.7% nationally (2023-24) The PA PP Gap has increased by 3.77% 184/869 pupils were PA (below 90%) in 2022-23, 206/889 in 2023-24. PA is still below local and national average.</p> <p>Our increase correlates to the increase in PP within cohorts and an increased number of PP PA pupils in Y11 with EBSA. In addition to the increase in suspensions/exclusions during 2023-24 therefore increase from previous year.</p> | | Attendance Gap | PA Gap | Year 1 22-23 | D/ nD 91.43%/89.35% Gap: 2.08% | D/ nD 21.17%/29.94% Gap: 8.77% | Year 2 23-24 | 91.94%/89.07% Gap: 2.87% | 23.17%/35.65% Gap: -12.54% | Year 3 | | |
|---------------------|---|---|--|----------------|--------|---------------------|--------------------------------------|--------------------------------------|---------------------|-----------------------------|-------------------------------|---------------|--|--|
| | Attendance Gap | PA Gap | | | | | | | | | | | | |
| Year 1 22-23 | D/ nD 91.43%/89.35% Gap: 2.08% | D/ nD 21.17%/29.94% Gap: 8.77% | | | | | | | | | | | | |
| Year 2 23-24 | 91.94%/89.07% Gap: 2.87% | 23.17%/35.65% Gap: -12.54% | | | | | | | | | | | | |
| Year 3 | | | | | | | | | | | | | | |

| | | |
|--------------|---|---|
| E/J/K | Improve the Mental health of disadvantaged pupils. | <p>Place2Be: Our success criteria are to ensure that pupils are not waiting to be seen by the counselling service. Currently the wait to be seen is 4 weeks.</p> <p>Year 1: <u>Place2Talk</u> -Total students for 2022-23- 221 (114 PP) <u>One to One</u> - Total students for 2022-23- 35 (21 PP) Current waiting list is 3 weeks. Additional staffing and services now provided. In addition termly RAG rating by form tutors to identify specific needs and to direct support.</p> |
|--------------|---|---|

Part of the



Learning Partnership

| | | | | | | | | |
|---------------|--|--|---------------|--|---------------|--|---------------|--|
| | | <p>Year 2: Place2Talk – Total students for 2023-24 - 108 PP RAG rating and mental Health PD sessions part of the school calendar. Increased focus for PD sessions and Character Days.</p> <p>Year 3:</p> | | | | | | |
| E,H,K | Improve the aspirations of disadvantaged students. | <p>100% of disadvantaged pupils participating in CEIAG activities</p> <p>Year 1: Career assemblies, lessons, Character days all provided access for pupils to CEIAG activities in academic year.</p> <table border="1"> <tr> <td>Year 1</td> <td>100% attended a range of activities</td> </tr> <tr> <td>Year 2</td> <td>100% attended a range of activities</td> </tr> <tr> <td>Year 3</td> <td></td> </tr> </table> | Year 1 | 100% attended a range of activities | Year 2 | 100% attended a range of activities | Year 3 | |
| Year 1 | 100% attended a range of activities | | | | | | | |
| Year 2 | 100% attended a range of activities | | | | | | | |
| Year 3 | | | | | | | | |
| E,H, K | Widen the variety of activities available to disadvantaged students. | <p>100% of disadvantaged pupils participating in extra-curricular activities Including trips/clubs/sporting events</p> <p>Year 1: Man United foundation Year 2: Man United Foundation</p> <table border="1"> <tr> <td>Year 1</td> <td>84.1%</td> </tr> <tr> <td>Year 2</td> <td>96.2%</td> </tr> <tr> <td>Year 3</td> <td></td> </tr> </table> | Year 1 | 84.1% | Year 2 | 96.2% | Year 3 | |
| Year 1 | 84.1% | | | | | | | |
| Year 2 | 96.2% | | | | | | | |
| Year 3 | | | | | | | | |

| Planned Expenditure | | | | | |
|---|---|---|---|------------|-------------|
| Academic year | <p>Year 1: £331,130 Year 2: £353,595 Year 3:</p> | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| Quality of Teaching for all | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Budget Cost |
| Marking and feedback to focus on disadvantaged pupils. | High quality feedback to Disadvantaged pupils. | 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. QA and standards checks overseen by SLT responsible for QA. Department moderation of marking SLT work scrutiny | PKT | £4,632 |

Part of the

| | | | | | | |
|--|--|---|---|--------------------------------|------------------------|--|
| Improved quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged pupils are able to make progress. | All staff to deliver Rosenshine's Principles of Instruction as part of their daily practice: Modelling / Scaffolding Retrieval practice Questioning. | The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact. | Line management of Middle Leaders, and consistent testing of the quality of teaching through learning walks, observation and work scrutiny triangulation. | PKT | £2,334 | |
| Use of latest research in classroom practice to drive forward the quality of teaching and learning. To increase the engagement / progress of pupils. | AHT to lead on sharing latest research which identifies good practice and share with all subject areas. Improve the quality of practice in all teaching areas. | Developing a highly researched, forward-thinking teaching and learning climate which demonstrates positive change in teaching methods to improve the engagement of pupils and their progress. | Line Management of Middle Leaders reporting on implementation of key principles of instruction in subject area. | PKT | £2,334 | |
| Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all pupils. | A range of appropriate leadership opportunities / CPD training made available each academic year to staff. | Effective Leadership is the key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school. | Evaluation of CPD sessions and then build course learning into the appraisal cycle, alongside impact on outcomes. | PKT | £2,334 | |
| Continue to evaluate Literacy and Numeracy age testing across years 7-10 | Identify disadvantaged pupils with literacy and numeracy ages below chronological age and implement actions to improve literacy and numeracy age. | Pupils have struggled to access exam papers and content in the lesson. This is because their numeracy age or literacy age is not in line with their chronological age. | PKT to coordinate Reading age testing. Data informs intervention in literacy and reading improvements. HoD for English and Maths to oversee actions which improve Numeracy and literacy ages. | PKT LIBRAR Y/SEN dept | £1,167 £4404.4 0 | |

| | | | | | |
|--|--|--|--|--|--|
| Analysis of setting of Upper DPs to ensure they are appropriately placed for challenge and enable them to achieve targeted outcomes. Also ensure equality of opportunity to | Departmental setting shows Upper DPs placed in higher sets, in order to access higher targeted outcomes. | Upper Disadvantaged pupils can find themselves in lower sets because of their lack of motivation and ambition. Carefully analysis of these pupils ensures that they do not get left | Regular monitoring through data analysis and quality assurance. | CHT SLT | £1982 £890 |
| Ensure staff are provided with regular information on disadvantaged pupils progress, in order to identify areas of underachievement and implement appropriate interventions and, as part of the QA process, ensure subject leaders and classroom teachers are closely monitoring the progress of DPs and implementing appropriate intervention strategies. | Departments use data effectively to identify areas of underachievement and implement appropriate intervention strategies. Class teacher data shows the success of targeted interventions. | Pupils may not be targeted without robust analysis of the data. Providing key staff 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 departments following each data drop re. progress of targeted disadvantaged pupils in their subject area and departmental action plans will be updated accordingly. SLT link meetings have a focus on disadvantaged pupils Subject leaders review individual pupil progress with members of their department following each data drop and measure success of targeted interventions. | SIMS SISRA | £1,378 £598 |
| Ensure targeted cohorts of disadvantaged pupils are identified and closely monitored and that additional intervention for these pupils is put in place. (Focus on Year 11 English and | Internal progress data will be reviewed for impact following each data drop. Internal data for targeted cohort for Maths and English shows improvements. | Pupils who leave Philips High School without the basic qualifications in Maths and English will have reduced life chances. | Targeted cohorts identified and information shared with all staff | SLT SIMS | £3561.2 0 £1,378 |
| Ensure strategic use of PP funding by departments, with impact clearly measurable. | Disadvantaged pupils will be more engaged with the curriculum and improve academic performance. | Not all pupils are able to access resources in the same way. It is more likely that disadvantaged pupils will need variety and materials/resources which are more engaging. | Subject and pastoral leaders have bid for additional funding, for which evidence of impact can be clearly measured. | SLT NON TEACH HOY CAPIT OL TRIPS | £14,342. 50 £15,372. 75 £4,000 £1,000 |

Part of the

Oak

Learning Partnership

| | |
|---|------------------------------------|
| | Total budgeted cost £60,410 |
| Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term suspensions. | |



| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Budget Cost |
|--|--|---|---|--|-------------|
| Identify external barriers to poor attendance and engagement, and develop strategies to remove these barriers. | Improved attendance of disadvantaged pupils and a reduction in PA. | <p>D attendance for the 2021-22 Academic year was 88.6% nD attendance for the 2021-22 Academic year was 92.75%</p> <p>Disadvantaged pupils have worse attendance than their non-disadvantaged peers. The knock on effect of this is worse outcomes at the end of KS4.</p> | <p>Weekly tracking data.</p> <p>Questioning of pupils and parents (led by Attendance team and HoYs) to ascertain external barriers.</p> <p>Intervention support planned to address these identified barriers.</p> | JDL | £7,122.40 |
| | | | | ATTEND | £10,591 |
| | | | | SIMS | £2,757 |
| | | | | | £61,491 |
| | | | | | £2,000 |
| | | | | | £1,010 |
| Provide regular information to staff, pupils and parents regarding attendance. | Improved attendance of disadvantaged pupils and a reduction in PA. | Key information informs all stakeholders of the importance of attendance. Regular communication reiterates the messages and how this effects the outcomes of pupils. | Evaluation of communication at Parents' Evenings. | NON TEACH HOY REWARDS TEXTING | |
| Increase the number of home visits with a focus on disadvantaged pupils | Improved attendance of disadvantaged pupils and a reduction in PA. | <p>D attendance for the 2021-22 Academic year was 88.6% nD attendance for the 2021-22 Academic year was 92.75%</p> <p>Disadvantaged pupils have worse attendance than their non-disadvantaged peers. The knock on effect of</p> | Weekly tracking data. | JDL | |

| | | | | | |
|--|--|---|---|-------------------------|----------------------|
| Ensure key Disadvantaged Pupils are offered relevant support, in order to access the mainstream curriculum without their behaviour being a barrier | Internal data shows a reduction in internal and fixed term suspensions for disadvantaged pupils | Behaviour data shows that disadvantaged pupils in 2021-22 received more internal and fixed term suspensions. While the gap is smaller, the number of fixed term suspensions has grown The more time out of lesson disadvantaged | Ensure year teams have identified key individuals and groups for support and that they evidence the work with these individuals and groups. | JBY | £890.30 |
| Ensure that disadvantaged pupils who are at risk of not attending school or repeated fixed term suspensions or at risk of permanent exclusion are provided with appropriate Alternative Provision in order to re-engage with school. | Disadvantaged pupils do not become non-attenders, receive multiple fixed term suspensions or possible permanent exclusion. | In 2021-22 2 disadvantaged pupils did not attend school at all. In addition, 11 disadvantaged students accessed safe space as an alternative to curriculum. Reengaging pupils enables them to enjoy their time in school and improve their attendance. Similarly, pupils at risk of fixed term exclusions or permanent exclusion have a lesser chance of exclusion if they are engaged in the curriculum. | Reduction in the number of fixed term exclusions, minimal or no permanent exclusions and a reduction in non-attenders. | JDY NWS | £3,569 £13,000 |
| Ensure pupils and parents have access to pastoral support, to help overcome individual barriers to learning. | Internal data and case studies show an improvement in attendance and progress of key students, as well as a reduction in fixed term suspensions. | All students have individual barriers to learning. These barriers can affect pupils in different ways, including attendance, behaviour and academic progress. By having an extensive pastoral team, these barriers can be identified and supported throughout the pupil's educational experience at Philips High School. | pastoral support staff record evidence of DPs they have worked with and the impact of this work | JDY NON TEACHING HOY | £1,784.50 £61,491 |
| Total budgeted cost | | | | | 212,196 |

Part of the

| Other Approaches | | | | | |
|--|--|--|--|-------------------|--------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Budget Cost |
| Development of the CCF as an extra-curricular activity open to pupils in all year groups | Increased engagement with school. The Behaviour data shows that disadvantaged pupils taking part in CCF have a reduced number of internal and fixed term suspensions. | Behaviour data shows that disadvantaged pupils in 2021-22 received more internal and fixed term suspensions and while the gap has closed the number of suspensions have increased. CCF provides pupils with positive role models, expectations of behaviour and opportunities to participate in new experiences both in and out of school. | A member of the Senior Leadership Team will oversee the CCF. There is also two TLR positions to ensure it is managed effectively. Planning time given to CCR personnel. SEF to be completed by CCR lead and overseen by SLT. | RMY | £2,070 |
| | | | | SSI | £20,134 |
| Introduction of D of E | Increased engagement with school and reduction in PA and fixed term suspensions. | Behaviour data shows that disadvantaged pupils in 2021-22 received more internal and fixed term suspensions and while the gap has closed the number of suspensions have increased. | A member of the Senior Leadership Team will oversee the D of E. Curriculum time increases accountability and 'buy in'. | CHT REG | £6,089 £625 |



| | | | | | |
|---|---|--|--|----------------|-----------------------|
| Implementation of the Manchester United Foundation | Increased engagement with school and reduction in PA and fixed term suspensions | Behaviour data shows that disadvantaged pupils in 2021-22 received more internal and fixed term suspensions and while the gap has closed the number of suspensions have increased. The Manchester united Foundation gives pupils opportunities in and out of school | A member of the Senior Leadership Team with oversee the Manchester United Foundation. Mentoring and activities will be timetabled to ensure correct pupils are targeted for this intervention. | JBY | |
| Disadvantaged pupils are able to access Place 2 Be counselling support relating to personal issues both in and out of school. | Reduction in the number of internal and fixed term exclusions. Reduction in number of days absent from school. | 26 disadvantaged pupils were referred to Place 2 Be last academic year for either 1-2-1 or group counselling. A significant number of children at secondary school suffer with mental health problems. Place2Be offers a therapeutic approach which encourages children to express themselves in non-verbal ways, for example through artwork or play. | Effective recruitment of Place2Be Support worker based in school. Monitoring and evaluation of impact sent to JDY. | JDY P2B | £4,081 £22,800 |
| Introduction of a Character curriculum. | Disadvantaged pupils improve leadership skills, Oracy, well-being understanding and E-Safety. | Disadvantaged students do not have access to the cultural capital that their non-disadvantaged peers have. By introducing a Character Curriculum, students increase their knowledge of cultural capital. | JPS to oversee the continued implementation of the Character Curriculum as part of Personal Development. SEF to be used to monitor the impact. QA used to monitor staff delivery of Character lessons. | RWS | £1,266 |

| | | | | | |
|---|---|--|---|---------|-----------|
| End of term reports posted home for disadvantaged pupils. | Pupils more aware of the academic progress made and increase parental support. | Reports are uploaded to Sims Parent which parents can access via the internet to track progress. Disadvantaged families are more likely to not have IT facilities and might not be able to access reports. Therefore, a paper copy posted home enable access to reports. | Communication between the Data Manager and School Office to ensure the right reports are posted home. | SFN | £600 |
| Effective Use of Satchel One | Pupils who complete Independent Learning regularly with know more and be able to do more. | Independent Learning has previously been identified as an issue. Independent Learning is valued at Philips high School however a high number of sanctions are given for homework. | PKT to oversee homework is being set and the quality is appropriate. | PKT | £1,780.60 |
| Effective use of the library to support learning. | If D students are given the opportunity to use the library at break time, lunch time and/or after school, it is likely that they will complete set work effectively and revise is an appropriate environment. | Not all students have a place to study outside of the classroom. By providing a space, it gives students an opportunity to complete Independent Learning or revise. | SKN to supervise the time in the library and ensure the working environment is purposeful. | LIBRARY | £7,871 |



| | | | | | |
|---|--|---|---|-----|---------|
| Identified pupils to have a key worker in the morning to identify issues which might happen each day. | Increased attendance and a reduction in organisational / behavioural issues. As a result increased outcomes. | Identified Disadvantaged pupils with a high number of behaviour points/fixed term suspensions or poor attendance need more support to reduce the number or %. This intervention is aimed at anticipating problems that might occur and finding solutions. | Behaviour, attendance and outcome data. | JDY | £3569 |
| Total budgeted cost | | | | | 83,995 |
| Overall Total budget cost | | | | | 356,561 |



Evaluation and Further Actions

| | |
|---|--|
| <p>Quality of teaching for all</p> | <p>Year 1: <u>EVALUATION</u></p> <ul style="list-style-type: none">• Extensive QA - Positive impact on T&L through QA and CPD/support for staff identified.• CPD opportunities: Every Twilight session has a T&L focus. All T&L sessions have a focus on D students Tom Sherrington - Wakthrus - Instructional Coaching, Inset Day covering Literacy & Oracy across the Curriculum, last two Twilights have had a focus on T&L, Feedback and Assessment. QA demonstrated effective use of strategies from CPD.• Creative education CPD for all staff• QA5 100% of staff hit the expected level.• QA of Curriculum map, Feedback policy implementation.• All pupils aware of feedback policy within departments and know how to improve.• High quality intervention throughout year targeting pupils• Intervention programme 67% of D students on Intervention A, 67% of D students on Intervention B and 89% of D students on intervention C.• Easter School English – 100% attendance for D students invited for specific sessions.• Half term School English – 100% attendance for D students invited for specific sessions. <p><u>FURTHER ACTION</u></p> <ul style="list-style-type: none">• Seating Plans for all lessons.• Cold Calling in every lesson. Focus on D pupils• Intervention programme 67% of D students on Intervention A, 67% of D students on Intervention B and 89% of D students on intervention C.• Easter School English – 100% attendance for D students invited for specific sessions• Btec Subjects – pupils targeted for resits/intervention• SLT evenings/meetings with specific targeted pupils/parents• Exam stress workshops (63 Y11 pupils)• Extensive QA - Out of the 14 colleagues who were not at Standard Met for QA3, only 2 concern left once the HOD carried out a further QA3 check making it 85% Standard Met.• CPD opportunities: Every Twilight session has a T&L focus. All T&L sessions have a focus on D students Tom Sherrington - Wakthrus - Instructional Coaching, Inset Day covering Literacy & Oracy across the Curriculum, last two Twilights have had a focus on T&L, Feedback and Assessment.• Increased Reading opportunities in the morning.• Scholarly reading set as independent learning.• Reading Ages on the seating plans.• Targeted reading in lessons.• 1-2-1 Interventions• Group Interventions• CPD opportunities: Every Twilight session has a T&L focus. All T&L sessions have a focus on D students Tom Sherrington - Wakthrus - Instructional Coaching, Inset Day covering Literacy & Oracy across the Curriculum, last two Twilights have had a focus on T&L, Feedback and Assessment.• Creative education CPD for all staff• Pupils identified for additional intervention support in Maths/English for upcoming year.• 1-2-1 Interventions• Group Interventions• Head of Department Curriculum Actions• Independent Learning Homework.• CPD opportunities: Every Twilight session has a T&L focus. All T&L sessions have a focus on D students Tom Sherrington - Wakthrus - Instructional Coaching, Inset Day covering Literacy & Oracy across the Curriculum, last two Twilights have had a focus on T&L, Feedback and Assessment.• Walking talking mocks in English/Maths and Science <p>Year 2: <u>EVALUATION:</u></p> <ul style="list-style-type: none">• Above National average for Progress and Attainment• QA demonstrates high quality T&L and progress in pupil books. |
|---|--|

Part of the

Oak

Learning Partnership

- Intervention programme and Holiday study sessions successful with PP students targeted and attended
- Seating Plans for all lessons, identifying D pupils for targeted questioning and formative assessment
- Cold Calling in every lesson. Focus on D pupils.
- CPD opportunities: Twilight sessions all had T and L focus, including targeting D pupils, including: formative assessment, reading strategies for improving literacy, deep learning: mini whiteboards and questioning, oracy opportunities
- SLT evenings/meetings with specific targeted pupils/parents were successful with attendance for latest meeting at 68%
- Creative education CPD for all staff – targeted for all
- Bright Futures CPD provision for all
- Pupils identified for additional intervention support in Maths/English for upcoming year if not hitting their KS3 targets
- Independent Learning with a focus on Recall/Revision.
- New Literacy policy introduced – increased reading opportunities in lessons and form time activities]
- Scholarly reading participation at 94% across years 7-10

NEXT STEPS:

- New SDP focused on Ofsted framework with clear intent and success criteria.
- Data led targeted intervention for Year 11
- Data focus SLT/HOD meetings with Core, Ebacc and Open Bucket
- Targeted pupil/parent meetings
- Whole school changes to the Curriculum offer and Options Evening.
- Curriculum reviews in all departments
- QA to be relaunched with a nudge culture aimed to improve T&L
- New Behaviour Policy Launch.
- Relaunch of the CPD calendar with a focus on key areas. E.g. adaptive teaching.
- Core and Optional CPD offer for all staff.
- All pupils engaged with at least one wider extracurricular experience. Track termly.
- Improve the attendance of extracurricular enrichment clubs, increase the range on offer.

Year 3:



Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term suspensions.

Year 1:

EVALUATION

Implementation of the Manchester United Foundation – see Manchester United Impact Report 2022-23

- 42% of all participants in the programme across 2022-2023 were D students
- One-to-One interventions - 22/38 pupils (58%)
- Boys 2 Men
- Girls to women
- Lunchtime Sports intervention
- Adidas Kit Giveaway – Year 11 D students
- Mentoring, Targeted intervention and Personal development through Classroom support, duties and on-call
- Easter Sports camp for pupils in years 7/8 52% D students.
- Enrichment: flagbearers at MUFC
- Enrichment: Army in School for Year 7 – 34% D students
- Enrichment: Year 7 Christmas Party – 100% D students
- Enrichment: Fulwood Barracks – Year 10 – 73% D students

Identified pupils have a key worker who checks in with them in the morning – In total the school has 7 key workers who are distributed as below

| | |
|----------------|----------|
| Year 7 | 5 |
| Year 8 | 1 |
| Year 9 | 9 |
| Year 10 | 6 |
| Year 11 | 8 |

Attendance officer/attendance focus for all HOY P1 to ensure pupils come to school

Pupils supported with school attendance during key events (Year 11 examinations)

Following on from data drops, All D-students in Year 11 with negative progress scores met with parents and SLT. These students remain on an SLT mentoring list to ensure progress. These meetings are a supportive nature where we look at barriers to achievement and what support we can put into place.

FURTHER ACTION

- Monitoring of Restorative Conversations taking place.
- Target D pupils first.
- Daily home visits.
- Be-Well workshops (16 Y9 pupils)
- HoD to promote RP with teams.
- Reintegration meetings following suspensions.
- Weekly monitoring.
- Targeted interventions for pupils with behaviour concerns.
- Increased communications with home.

Year 2:

- Monitoring of Restorative Conversations taking place.
- HoD to promote RP with teams.
- Reintegration meetings following suspensions. Governor/SLT in attendance
- Weekly monitoring.
- Targeted interventions for pupils with behaviour concerns.
- Increased communications with home for pupils with behavioural concerns
- Attendance focus to ensure D students are targeted first. Daily home visits and increased communications with home/parent
- New attendance staff for Attendance office to focus on D students
- Pastoral support for each year outlined below

Part of the

Oak



Learning Partnership

| Intervention 2023-24 | | | | |
|----------------------------|--------|--------|---------|---------|
| | Year 8 | Year 9 | Year 10 | Year 11 |
| Group Work (Youth Service) | | 5 | | |
| HoY Input | 12 | 11 | 16 | 9 |
| Enterprising Youth | | 8 | | |
| Key Worker | 1 | 6 | 4 | 5 |
| Mentoring SSI | 3 | 12 | 3 | |
| Mentoring MUF | 2 | 6 | 5 | 4 |
| SEN/SEMH | | 7 | 2 | |
| Pastoral Support Worker | 3 | 2 | 4 | 2 |

FURTHER ACTIONS

- New Behaviour policy for 2024-25
- Oak Learning partnership input
- CPD focused on CLEAR
- Implement new behaviour policy
- Reflect room to reduce the number of FTS
- Continue to improve progress and outcomes for SEMH/SEN pupils.
- Ensure early intervention for Year 7 pupils
- Further develop of the use of AP for identified pupils as a way to support and engage with education.
- Further improvement in the consistency of use of behaviour systems following the introduction of a new behaviour system
- Further improvement in the development of pupil positive attitudes towards learning.
- Reduce PA and maintain above national figures.

Year 3:

Other Approaches

Year 1:

EVALUATION

- Exam stress workshops (63 Y11 pupils)
- BeWell workshops (16 Y9 pupils) (Focus on Mental Health and stress)
- Fresh start programme
- SLT evenings/meetings with specific targeted pupils/parents
- Half term school planned
- Btec Subjects – pupils targeted for resits/intervention
- Additional intervention given to Btec subjects
- Walking talking mocks in English/Maths and Science
- 2nd Mock for Pupils
- Focus Meetings for all HoD.
- Changes form groups for more targeted intervention with Yr 11 pupils
- Additional whole day Maths intervention for targeted pupils
- Restorative Practice training for Y7
- RAG rating in Sept
- Mental Health session in forms
- Mental Health week Sept plus form time session
- Relaxation techniques
- Anti bullying mentors - bi-weekly supervision
- initial meeting with new EMHP Dec 22
- EMHP started in Jan - started processing pupils with emerging mental health needs including Form Time Support. Specific focus
- EMHP - supporting Y11 forms to talk about exam stress and support for that.

Part of the

Oak

Learning Partnership

FURTHER ACTION

- Form Tutors RAG Rate pupils for Mental Health
- BeWell workshops (16 Y9 pupils)
- Creative education CPD for all staff
- Additional clubs and trips
- Creative education CPD for all staff
- SLT evenings/meetings with specific targeted pupils/parents
- Additional DDSLs available in school.
- Continued access to P2B.
- Pupils identified for additional intervention support in Maths/English for upcoming year.
- 1-2-1 Interventions
- Group Interventions
- Head of Department Curriculum Actions
- Independent Learning Homework.
- CPD opportunities: Every Twilight session has a T&L focus. All T&L sessions have a focus on D students Tom Sherrington - Wakthrus - Instructional Coaching, Inset Day covering Literacy & Oracy across the Curriculum, last two Twilights have had a focus on T&L, Feedback and Assessment.
- Free coats, blankets, gloves and scarfs

Year 2:

Outside of curriculum time – the following careers activities have taken place for students across all years (number of D students listed)

- Yr11 Music Careers - 5 D
- Yr10 Army STEM – 40 D
- Yr10 Army WEX – 40 D
- Yr10 Old Trafford Careers – 12 D
- Yr7 Hub competition – 15 D
- KS4 Arts careers – 6 D
- Yr10 NHS – 10 D
- Y8 Cyber Careers - 8
- Y7 Cultural Awareness 25D
- Anti-bullying mentors - bi-weekly supervision
- initial meeting with new EMHP Dec 22
- EMHP started in Jan - started processing pupils with emerging mental health needs including Form Time Support. Specific focus
- EMHP - going round all of the Y11 forms to talk about exam stress and support for that.
- 82% of all pupils engaged with at least one wider extracurricular experience
- 79% of D students engaged with at least one wider extracurricular experience
- Examples of wider extracurricular experiences included e.g. Music concert - yr7, Bikeability - Yr7, Art Trip a- Y8,9 , Art Gallery Visit - Yr10 Hospitality and Catering Y10 Theatre Visits, Anti Hate Workshop - social cohesion Yr7, WEX, Leadership courses CCF
- 21% of all students regularly attended a club after school
- 15% of D students regularly attended a club after school.

FURTHER ACTIONS:

- Additional clubs and trips
- SLT evenings/meetings with specific targeted pupils/parents
- Additional CPD for Staff
- Develop community links
- Increase the number of employer encounters
- Increase the number of FE and HE opportunities
- Provide a wider range of extra-curricular activities for all learners ensuring engagement for D students
- Collaborate with the MCA Cluster groups to review and use CEIAG Career Maturity Model.

Part of the

Year 3: