

2017/18 Pupil Premium Action Review

Year 11 (2019 Cohort - Predicted data at 10 Sum2)				2018 Unvalidated				2017 Validated			
Year 11 (2019 Cohort)	Disadvantaged (48)	Non-Disadvantaged (173)	Gap	Year 11 (2018 Cohort)	Disadvantaged (40)	Non-Disadvantaged (182)	Gap	Year 11 (2017 Cohort)	Disadvantaged (34)	Non-Disadvantaged (191)	Gap
Progress 8	-0.06	0.23	-0.29	Progress 8	-1.11	-0.31	-0.8	Progress 8	-1.12	-0.17	-0.95
Attainment 8	40.58	48.78	-8.2	Attainment 8	29.37	43.31	-13.9	Attainment 8	28.88	46.19	-17.31
Basics 9-4 EM	48%	75%	-27%	Basics 9-4 EM	34%	60%	-26%	Basics 9-4 EM	32%	66%	-34%
Basics 9-5 EM	38%	53%	-15%	Basics 9-5 EM	12%	40%	-28%	Basics 9-5 EM	18%	47%	-29%
P8 English	0.71	0.77	-0.06	P8 English	-1.06	-0.20	-0.86	P8 English	-0.69	-0.11	-0.58
P8 Maths	-0.20	0.27	-0.47	P8 Maths	-0.98	-0.26	-0.72	P8 Maths	-0.85	0	-0.85
P8 Ebacc	-0.24	0.19	-0.43	P8 Ebacc	-1.04	-0.24	-0.80	P8 Ebacc	-1.12	-0.03	-1.09
P8 Open	-0.31	-0.13	-0.18	P8 Open	-1.39	-0.48	-0.91	P8 Open	-1.59	-0.57	-1.02

Disadvantage Pupil Premium Strategy Raising aspirations (RA), Improving confidence/self-esteem (IC), Academic strategies. (AS)		RA/IC/AS	Description	Cost	Success Criteria	RAG	Impact Statements Targets)	(Future
1	Targeted support to raise attainment in core subjects (English, Maths and Science)							
	1:1 support English for identified disadvantaged students	AS	Students receive additional 1:1 support outside of core curriculum time. Materials are supplied to support accelerated progress.	£16,000	Identified students to receive a minimum of a 10 week program of 1:1 support to demonstrate accelerated progress		Following staffing updates, intervention was mapped into curriculum time. Baseline testing was completed across all year groups and the used to target intervention programs to meet identified needs. 1:1 sessions were used to target LAC, while small group provision supported other learners. The 10 week support program was not secure as the make up of groups changed throughout the year. (FT: To ensure that there are clearly identified target groups with evidence of the gains made through targeted intervention, eg reading ages - HH)	
	1:1 support Maths for identified disadvantaged students	AS	Students receive additional 1:1 support outside of core curriculum time. Materials are supplied to support accelerated progress.	£16,000	Identified students to receive a minimum of a 10 week program of 1:1 support to demonstrate accelerated progress		Identified Y11 students were targeted for 1:1 or small group provision during PE curriculum time. Those identified improved their working at grade by 0.78 from the point of identification (v's 0.86 none-PPG). (FT: Intervention will be mapped into the Maths curriculum time following baseline assessments for all years - KAC)	
	Additional teaching support in English, Maths and Science	AS	In Class support is targeted at core subjects	50% of TA costings - TBC	Higher proportion of TA support is weighted towards En/Ma/SC		TA support program is in place and targets core Subjects. (FT: From September 2018, this support will be further enhanced through any teaching staff who are under required loading - SENCO to Co-Ordinate)	
	English Group Intervention sessions for identified disadvantaged Y11 students	AS	Small Group work to be delivered in morning registration sessions	£4,500	70% of identified cohort to meet target grade		Program built into lesson support following staff movement.	
	Maths Group Intervention sessions for identified disadvantaged Y11 students	AS	Small Group work to be delivered in morning registration sessions	£4,500	70% of identified cohort to meet target grade		Program delivered during intervention time built into PE timetable.	
	Use of resources within Doodle Framework to enhance provision for identified disadvantaged students	AS		£0	Students able to access targeted materials via the Doodle link.		All revision materials for English and Maths were communicated to students through Doodle and accessibly through the online platform. These were reinforced within all lessons	
	Implement Literacy and Numeracy Co-ordinators across the school to ensure a consistent approach within all subject areas across the school	AS	Requirement for two lead staff to lead numb & Lit across the whole curriculum. Lit & Numb should be mapped into all Learning Plans	£5,000	All Schemes of Learning to clearly identify Num & Lit opportunities.		Whole school Literacy Lead is now in place. Basic expectations of all staff have been shared and implemented across the school. (FT: Clear Literacy objectives shared with all staff and further embedded. Implementation of numeracy model to be implemented - TUS).	
2	Support and improve attendance of focus groups and individuals, reduce persistent absence and support enjoyment of school							
	Staffing of Attendance officer and Pastoral Administration Assistant roles.	IC	The school has invested heavily in the development of the Pastoral Support Team, consisting of a Pastoral Manager for each year group and a Pastoral Manager for Inclusion. The aim is to ensure that students are effectively supported to engage in the learning opportunities provided. This pastoral team liaises with a range of outside agencies who provide further levels of support for students who may find accessing their learning difficult due to social and emotional issues. The Pastoral team work with families, attends planning meetings and offers very practical support on a day to day basis, they also sign posts families to other relevant agencies.	£22,000			The Pastoral Team continues to add significant value to targeted students. The introduction of weekly pastoral meetings to discuss children's needs ensures that there are clear actions in place to support identified learners. As part of developments linked to the LCT, there is also an addition EWO who supports the work of the admissions officer. Baseline information was collected on the amount of contact with targeted families with opportunities such as consultation evenings used to ensure contact was made. Calls home to families to help organise appointments with teaching staff also further supported engagement. (FT: Pastoral managers to keep an overview of the profile of all PP students and ensure regular contact throughout the year with key parents. Comparison data to be generated to evidence the improvement in contact rates - DEW).	
	Targeted home/school links through Pastoral managers	IC	To further enhance home school links between families of identified PPG students and school	£0	To increase the amount of contact with PPG parents by 25%		(FT: To be reported in 2017/18)	

	Implementation of Breakfast, homework and reading clubs	IC	To ensure that extended provision allows targeted students the opportunity to access outlines activities	£500	Identified students report they are comfortable accessing out of hours support to enhance learning.	The school now operates a open breakfast service from 8:00 to 8:35 through the main canteen. In addition a breakfast club runs in the nurture area from 7:50am to 8:35am. (FT - Look at increasing the take up by PP students - HoH)
3	Raise attainment and accelerate progress of targeted students			£8,500		
	Out of hours study support / revision sessions (weekends and holidays)		To produce a timetable of additional sessions to support GCSE PPG students to fully prepare for examination.			As a school, a revision program was secure throughout the GCSE season, this included revision classes over holiday periods and at key weekend between examination days. A significant number of these targeted identified learners who received letters to invite them to attend (FT: Consideration as to how to secure attendance by all targeted students)
4	Develop awareness of relevant students' barriers to learning.			£10,000		
	Senior Tutor and Pastoral programme to identify key children, track progress and co-ordinate interventions, including mentoring programmes.	IC	The school has introduced the role of Senior Tutors for each year group. A significant part of this role is monitoring the progress of students within specific year groups. Part of their on-going evaluation includes a focus on those students who receive pupil premium.		Progress rates across target groups shows a gain and closing the gap to meet targets given.	Further school re-organisation resulted in Senior Tutor Roles moving to Head of House responsibility. Emphasis is given through departmental review to look at the progress of PP students. (FT: Continuous school evaluation will target support for PP students - SES)
	NPQSL training (2 staff 2016/2017) focused on PPG needs.	IC	Raise awareness of staff in relation to PPG started to improve engagement and progress.			One of the school lead practitioners was undertaking a project on PP, although has now moved on. This colleague did run an initial workshop with staff last year on raising awareness of PP and the strategies that could be used to support these students especially with literacy. Other projects involve a focus on the underachievement of boys, with some links to PP. This project was developed with the English team to trial methods to support for boys, training was also developed to deliver training to the Humanities team and will be followed this up this term with them to look at the impact.
	Student Passports and use of teaching companion	IC	To ensure that all target students have appropriate strategies outlined on teaching companion.		Staff have greater level of understanding on how to meet learners specific needs.	Teaching Companion provides detail on all students specific needs. Strategy document outlines key strategies to support. This has been further strengthened through the following CPD whole school CPD
	Metacognition work	RA	Develop growth mind-set and metacognition strategies in pupils. EEF – Metacognition – High Impact	£750	Increase pupils understanding of learning and how to challenge themselves further with all lessons.	All teaching staff attended a training day focused on 'the Growth Mindset'. Feedback has been used to support learning plans in school and been part of a whole school drive to challenge students at all levels.
	External agency support and counselling (Relateen and Behaviour Support worker).	RE/IC	Identifies students to receive appropriate support as required.	tbc	Scheduled sessions are agreed to target identified learners.	External agency support is brokered through the Pastoral Team and supports identified learners.
	Provide counselling for stress management (year 11 group)	IC	The school purchases 1 day per week of support from the Local Authorities Behavioural Support Services. Targeted students receive regular counselling and support to help them overcome specific areas of challenge.	tbc	Scheduled sessions are agreed to target identified learners.	Pastoral team ran relaxation sessions for select students. In 2018/19 we are running this as part of the last CE day for this year group through NCS. (FT : Build stress management program into PSHE program as part of Health and Wellbeing Strategy).
6	Develop CPD to ensure that Quality First Teaching remains a key focus of whole school development					
	Quality first teaching	AS	To ensure all PPG pupils experience high quality teaching. EEF (Education Endowment Foundation) – High impact, strong evidence base.	£6,000	A large majority of pupils require limited intervention due to high quality first teaching.	There continues to be a focus with staff through monitoring and evaluation along with CPD on quality first teaching. The introduction of the Charlton six teaching and learning criteria has given staff a clearer view of what is required in lessons to best support the learning of our students. All monitoring and CPD over the past academic year has been linked to this, and this year will evolve into a more differentiated approach with staff. By the end of the 20172/108 academic year the percentage of teachers graded as consistently good (2a) increased from 74% to 83%, with the percentage of outstanding lessons increasing from 12% to 19%. This would indicate that students are receiving an improved level of first quality teaching.
	Pupil Premium Booklet and CPD	AS	To develop staff skills at identifying barriers to learning and addressing these within the classroom. Internal evidence of staff gaps in knowledge	£1,500	Pupils who face barriers to learning have these addressed by the class teacher.	Staff were provided with a CPD workshop on strategies to use with PP students especially relating to improving their literacy. The whole school strategies were also shared with staff relating to marking PP books first, meet and greet, always asking PP students questions and differentiation. In the Summer term the PP focused book review showed that expectations for PP students were the same as non-PP students and clear and concise feedback was being provided to students to allow them to complete CTG tasks effectively. Additional PP workshops will be run in 2018/2019 academic year to continue to look and the strategies and address their effectiveness.
7	Raise aspirations of higher attaining students.			£2,000		

	Aspiration programmes e.g. Oxbridge / university visits.	RA	To ensure appropriate exposure to HE opportunities for targeted learners.			Through the Aspire to He program 11 students across Y9,10 &11 were involved in initial University visits. (FT - Program to be rolled out to wider cohort across Y9,10 &11 during 2018/19)
8	Improve attendance and engagement of identified students			£22,000		
	Nurture and inclusion programme.	RA	The school has developed effective Nurture and Support for identified students away from the main stream setting, allowing focused support and intervention.			The Integration Support Room (ISR) and Behaviour Recovery Room (BRR) are now established within the general day to day practice of the school. Students receive support through a range of interventions over varying periods of time. Through out Pastoral Intervention Program (PIPP), students needs are discussed with Bespoke programs put in place, including the use of external providers where required. Three full time staff manage these areas with additional support when required. Case studies are finalised for students who receive regular support.
	Key Stage 3 & 4 Learning Support	RA	Learning Support and Intervention. In addition to the support given within lessons, additional support has been added through the Intervention Room resources. Here, identified students are able to access 1 to 1 and small group provision to support progress in English and Maths.	£4,000		A Nurture room has been established with a key focus on developing Literacy, Numeracy and Life skills. Students are timetabled for sessions and supported by key staff who target specific needs. (FT : Develop a clear methodology to measure the direct impact of identified intervention programs).
9	Support with specific, identified needs for individual students, staff and referrals.			£8,500		
	Bespoke programmes for identified students ranging from equipment provision for Duke of Edinburgh, training to fund MFL visits and the purchasing of revision guides and support materials e.g. Art.	IC				Monies allocated on request to support areas identified.
10	Improve the reading age of identified students.					
	Increase the hours of reading support via the library staff from 10 to 20 hours.	AS				
	After school sessions and reading interventions using Lexia	AS				The Lexia program licence was not renewed, historical data was no longer accessible as no license in place. (FT : Identify specific reading support packages to be used in addition to AR - SENCO)
	Increase purchase of library stock	AS	Increase the library stock with a particular focus on boys	£3,000	10% increase in books loaned from the library by disadvantaged learners	There were 10,162 books loaned last academic year. Stocks continue to be updated alongside promoting online resources which identify key resources which meet students requirements (AR)
	Accelerated Reader and Lexia programme.	AS	To increase reading proficiency of pupils at KS3. This scheme is designed to improve reading and comprehension as measured by an increase in students reading age. Pupil Premium students to take part in AR across all year 7,8 &9 with identifies DPP in year 10&11. Internal data, accelerated reader assessments and EEF report on accelerated reader.	£4,000	Improved reading proficiency of PPR pupils relative to peers.	Drop Everything and Read sessions (DEAR) are now embedded across the school for all Y7&8 students and form part of basic curriculum provision. Reading is also covered within the morning PSHE sessions. (FT - Measurable gains should be communicated resulted from the on,ine testing of students, this should be communicated via average reading ages - HIH)
12	Staffing - To Ensure effective Leadership and Management of intervention to support identified Students					
	Incorporate the overview and impact of developments related to Disadvantaged students with the Senior Deputy Headteacher role and responsibility	IC				Senior Deputy Headteacher has whole school responsibility
	Introduce a lead teacher to support the delivery of and manage the overview of targeted intervention for identified students (Academic Mentor)	AS	To provide mentoring support for pupils who face barriers to learning. EEF - Mentoring Address barriers to learning including attendance, literacy and organisation.	£23,000		Post established for 2017/18 through to August 2018.
11	Service Level Contracts (19% subsidised)					
	Future Focus			£1,787		All service level agreements secured. (SPECTRA not continued into 2018/19 academic year)
	Education Business Partnership			£950		
	LSATS			£998		
	Advisory Service			£418		
	SSAT			£500		
	SPECTRA			£1,055		
12	Behaviour, Attendance, Social and Emotional					
	Educational psychologist		To identify complex barriers to learning and create strategies.	£1,500	Allow pupils access to support for high level needs.	Funding for SLA is in place, (? Students involved with external support)
	Whole school behaviour improvement		To ensure whole school behaviour is good in all areas. Make sure our most vulnerable students experience a purposeful and calm learning environment.	£4,000	Learning not disrupted by poor behaviour.	

	Behaviour intervention	To create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning. <i>EF – Behaviour intervention Reduce the risk of exclusion of most vulnerable, disadvantaged pupils.</i>	£11,000		Used to support engagement programs through external agencies (eg, farm Project and DRIVES)
	Attendance Improvement	Improve overall attendance of PPR pupils by 5% through whole school attendance approaches, prioritising of PPR pupils and individual support. <i>National data on attendance and achievement.</i>	£1,000	Improve PPR attendance by 5%	
	External agency working with pupils at risk of exclusion	Improve social and emotional skills of pupils at risk of exclusion. <i>Reduce risk of exclusion and develop social and emotional skills.</i>	£2,000		
	Transport to school Increase attendance	Internal data Increased attendance of pupils with previously concerning attendance levels.	£3,000		
	Summer School	To improve transition to secondary school for most vulnerable pupils. <i>EEF – Discover summer schools</i>	£6,000	Very effective	90 year 6 students took part in the summer school activity program. In addition funding is used to support attendance at the Pioneer Residential in October of the Autumn Term
	Counselling	Part-time counsellors to support pupils who are facing emotional barriers to learning. <i>EEF – Moderate impact Address social and emotional barriers to learning.</i>	£5,500		
13	Parental Engagement	A range of parental sessions to be held over the academic year targeting key areas of support to ensure a good partnership between home and school.		Feedback from parents outlines positive engagement with school.	The first phase of the program of engagement involved targeted families being supported to engage in year specific parents evenings. Over the 20018/19 year, targeted evenings will be offered covering a range of areas linked to students / parent engagement.
	To provide additional bespoke support for identified opportunities	Applications are submitted by staff to support any bespoke strategies which are highlighted throughout the academic year to support DPP students. Where extra funding may support a particular development, staff are asked to complete an application form which allows them to access disadvantaged money which is signed off by the Senior Deputy Headteacher.	£15,000		Kelly to provide Link. PPG request forms are completed by staff it provide a range of additional support, an overview is kept centrally through the finance team. FT : The school is buying in a system called EDUKIT which will enable a continuous record of expenditure against target students and target groups.
	Music tuition	All year 7 and 8 pupils are offered music tuition on an instrument of their choice. <i>EEF – Arts participation.</i>	£3,000	Increase engagement and cultural capital of disadvantaged pupils.	
	Uniform	Pupils feel part of the school and reduce anxieties about difference. <i>EEF – Limited impact but vital for inclusion and well-being.</i>	£650	Make sure all pupils feel included and physically part of the school	
	Revision guides for all GCSE subjects	Pupils have equal access to revision guides than peers. Previous GCSE results	£3,600	Enable access to revision and raising of attainment.	
	Homework club, stationary, Breakfast Club	Ensure equipment and nutrition aren't barriers to learning. <i>EEF – Homework, extended school day.</i>	£1,000	Remove material barriers to learning.	
	Duke of Edinburgh Funding enrolment and equipment	Provide all year 10 pupils with funding for D of E. <i>EEF – Outdoor adventure learning.</i>	£1,815	Increase opportunities to develop resilience and grit.	
21	To provide opportunity for engagement in Educational Trips and Visits	Pupils have equal access to cultural and educational trips as their peers. Applications are submitted by staff for financial support for targeted DPP students for school visits and enrichment activities. The funds are administered from our School Fund by the School Fund Officer. Any decisions to access this funding will be authorised by the Senior Deputy Headteacher.	£8,000	Ensure equal access for educational experiences.	
		Total Expenditure =	£234,522		