

1. Summary information					
Academic Year	2018-2019	Total PP budget	£145,000	Date of most recent PP review	October 2018
Total number of pupils	663	Number of pupils eligible for PP	165 (25%)	Date for next internal review of this strategy	November 2018

2. Current Attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 grades in English (2017-18 only)	63.2%	TBC
% achieving 9-4 grades in Mathematics (2017-18 only)	47.4%	69% (All pupils)
% achieving 9-4 grades in English and Mathematics (2017-18 only)	42.1%	63% (All pupils)
Progress 8 score average	-0.55 (-0.19 with two outliers removed)	0.00 (All pupils)
Attainment 8 score average	37.3	45.0 (All pupils)

Although the KS4 Pupil Premium Progress 8 score was not positive in 2018 as targeted, it was above -0.25 (with two outliers removed). There is also a clear positive trend seen in the data over the last three years with PP P8 increasing as below.

	2016	2017	2018
PP Progress 8 Score	-0.69	-0.57	-0.55
PP Progress 8 Score (number of outliers)	-0.51 (2)	-0.38 (2)	-0.19 (2)

Improvements in attendance of Pupil Premium students has also been evident over the last two years.

	2016	2017	2018
PP Attendance	Data N/A	88.8%	90.6%
PP Attendance (number of outliers)	Data N/A	91.6% (8)	92.5% (8)

Attendance of Pupil Premium students in 2017-18 was as below. Good improvements, hitting the targets above, were seen in Years 7, 8 and 11.

	All students	Pupil Premium
Year 7	94.8%	92.7%
Year 8	94.1%	92.6%
Year 9	93.3%	87.6%
Year 10	93.1%	85.2%
Year 11	96.1%	94.4%
All students	94.3%	90.6%

Fixed Period Exclusions (as a percentage of the pupil group) have also fallen considerably over the last three years.

	2016	2017	2018
PP Fixed Period Exclusions	28.0%	18.5%	8.3%
Non-PP Fixed Period Exclusions	6.3%	5.2%	5.1%

Students in KS3 on iTarget in the core (PP vs non-PP) is as follows. This data shows a strong emphasis being placed on the progress of PP students at KS3.

	Yr7	Yr8	Yr9
English	100 vs 100%	95% vs 94%	100% vs 78%
Maths	77% vs 83%	95% vs 91%	77% vs 73%
Science	82% vs 85%	n/a	70% vs 80%

### 3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Progress of Pupil Premium Students is below non-PP Students and below national expectations
B.	Accountability for Pupil Premium Students is yet to be felt whole-school

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Attendance of some Pupil Premium Students is low and, on average, is lower than the rest of the school
D.	Parental Engagement from some families of Pupil Premium Students is poor such that, for example, attendance at PTCEs is below that for non-PP Students

### 4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<b>All PP Students are making at least expected academic progress</b> through the teaching in their individual lessons and interventions (both in and out of class) made available to them.	KS3: Percentage of PP Students off-Target in English, Maths and Science is at least as low as the percentage of non PP Students off-Target KS4: In year PP P8 score at least equal to the whole school P8 score [and no more than 0.25 below] Final outcome of a positive PP P8 score [with a score of -0.25 or above showing a vast improvement]
B.	<b>Accountability of PP Student progress is evident across the school</b> , in individual classrooms, departments, faculties and year teams, as well as within the Leadership Team and other coordination roles. In particular: <ul style="list-style-type: none"> <li>All staff are able to identify PP students during the lesson</li> <li>All staff consider and prioritise PP students during all lessons in order to overcome any previous lack of progress</li> <li>Pupil Premium is a regular item on all agendas with progress and strategies being discussed regularly</li> </ul>	Clearly defined strategy to PP is evident across the school (see "Commitment to Pupil Premium" document) LTLWs show all staff able to identify PP students and clarify how the lesson is "tilted" to them making progress Pupil Premium is seen as a regular item on all school agendas with progress of PP students being discussed regularly
C.	<b>Attendance of PP Students improves</b> and is higher than 92% in each year group	92%+ PP attendance in each Year Group
D.	<b>Parental engagement and support from PP families increases</b> An increase in PP eligible families in attendance at PTCEs It is hoped that this will lead to greater confidence in the school's aims and greater collaboration between home and school over issues including behaviour and homework	Clearly defined strategy to PP is evident across the school (see "Commitment to Pupil Premium" document) Reduction in the gap between percentage attendance of non-PP families and PP families at PTCEs in each year group of 60%+ of PP families attending PTCEs in each year group

## 5. Planned expenditure (2018-19)

All chosen actions and approaches have been informed by the following documents, some of which are referenced explicitly below:

[Source 1] Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit

[Source 2] Ofsted: The Pupil Premium, How schools spending the funding successfully to maximise achievement

[Source 3] DfE: Supporting the attainment of disadvantaged pupils

[Source 4] Ofsted: The Pupil Premium, An Update

[Source 5] Matthew Haynes SHMI: Improving Disadvantaged Pupils' Outcomes

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Cost	Staff lead	What is the evidence and rationale for this choice?	Success Criteria	How and when will you review implementation?
<p>A. All PP Students are making at least expected academic progress</p> <p>B. Accountability of PP Student progress is evident across the school</p> <p>C. Attendance of PP Students improves</p> <p>D. Parental engagement and support from PP families increases</p>	<p><b>Staffing costs</b></p> <p>Pupil Premium funding is used to contribute towards key Pupil Premium strategic positions within the school. This includes the appointment of a Pupil Premium Coordinator. Together, effective leadership will help to promote a greater whole school awareness and accountability of PP Students.</p>	<p>£10,000</p> <p>£2,700</p>	Cn	<p><b>It is important that the PP Strategy is led effectively.</b></p> <p>[Source 2] states that schools having the most success with implementing Pupil Premium practice "have clear responsive leadership".</p> <p>[Source 5] states that "The approach has to be whole-school because nothing less will work"</p>	<p>Positions in role</p> <p>Other success criteria below are met</p> <p>KS3: Percentage of PP Students off-iTarget in English, Maths and Science is at least as low as the percentage of non PP Students off-iTarget</p> <p>KS4: In year PP P8 score at least equal to the whole school P8 score [and no more than 0.25 below]</p> <p>Final outcome of a positive PP P8 score [with a score of -0.25 or above showing a vast improvement]</p>	See below
<p>A. All PP Students are making at least expected academic progress</p> <p>B. Accountability of PP Student progress is evident across the school</p>	<p><b>In-class intervention follow up</b></p> <p>All staff to know who is PP in their classrooms and to be able to identify the individual needs of the PP students that require intervention</p>	No cost	Cn	<p><b>A continuing development is to embed the ethos of a whole school responsibility (and accountability) for the success of PP Students</b></p> <p>[Source 3] states that "more successful schools use data to identify pupils' learning needs during regular reviews of progress"</p> <p>[Source 5] states that "An emphasis on 'tilting' the work of the school toward DA pupils is needed in order for them to catch up" and "Staff must know their disadvantaged pupils and provide for them as part of quality first teaching"</p>	<p>Post tracking process fully developed to identify and address the needs of off target students (including PP) each tracking round</p>	<p>Faculty monitoring post tracking and through LT link meetings</p>

A. All PP Students are making at least expected academic progress B. Accountability of PP Student progress is evident across the school	<b>Barriers to Learning Document</b> Barriers to learning, compiled by the tutor teams, to be circulated to all staff about every PP Student	No cost	Ma	<b>To support staff in identifying barriers to learning for their PP students, a simplified Barriers to Learning document will be created and shared. Whole cohort analysis for core subjects will also be conducted and shared in departments.</b> [Source 3] states that “staff work to identify what might help each pupil make the next steps in their learning” [Source 5] states that “Barriers to learning for pupils must be understood if they are to be overcome”	Barriers to learning questionnaire written and used in form time Document created and shared Whole cohort analysis trialled for at least one year group	Check on completion
A. All PP Students are making at least expected academic progress D. Parental engagement and support from PP families increases	<b>Homework follow up and Homework Club</b> Homework issues identified and shared early. Homework club available to all PP Students	£3,000	Ma, Br	<b>It is recognised that PP Students need support and encouragement working outside lessons. Early analysis of homework issues, identified through tracking, will allow for practice to be modified to support PP. Homework club is a continued strategy from last year although it must be promoted and focussed more effectively.</b> [Source 1] states that “the impact of <u>homework</u> on learning is consistently positive (leading to five months additional progress)” and “evidence suggests that disadvantaged pupils benefit disproportionately from <u>extending school time</u> ”	Changes to practice as a result of AtL2 analysis every tracking round H/W club used regularly by PP students in need	Students identified by Ma following AtL2 tracking data Attendance monitored each term
A. All PP Students are making at least expected academic progress D. Parental engagement and support from PP families increases	<b>PowerHour</b> PowerHour available to all KS4 PP Students	£9,000	Ma	<b>It is recognised that PP Students need support and encouragement working outside lessons. This is a continued, very effective strategy from last year.</b> [Source 1] states that “the impact of <u>homework</u> on learning is consistently positive (leading to five months additional progress)” and “evidence suggests that disadvantaged pupils benefit disproportionately from <u>extending school time</u> ”	PowerHour used regularly by PP Students in KS4 Positive Progress 8 predicted or achieved by those attending regularly	Promotion and follow up for Year 10 through mentoring scheme PowerHour registers checked to ensure those students who would benefit are attending Predicted grades analysed every tracking round
<b>Total budgeted cost</b>		£24,700				

## ii. Targeted support

Desired outcome	Chosen action / approach	Cost	Staff lead	What is the evidence and rationale for this choice?	Success Criteria	How and when will you review implementation?
A. All PP Students are making at least expected academic progress	<b>KS3 Interventions</b> Numeracy and Literacy Intervention at KS3	£40,000	SEND	<b>KS3 Interventions were successful last year focussing on .</b> [Source 1] states that “ <u>small group tuition</u> is effective, and as a rule of thumb, the smaller the group the better” and “in areas like reading and mathematics <u>one-to-one tuition</u> can enable learners to catch up with their peers. Short, regular sessions over a set period of time appear to result in optimum impact.” [Source 3] states that more successful schools “focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours)” [Source 5] states that “Interventions must work <b>with</b> first line teaching and teachers need to be aware of and involved in what is being done”	Successful interventions (separate criteria set for each student with an intervention and monitored on the central intervention spreadsheet)	Ongoing throughout term. Regularly monitored by Mg
A. All PP Students are making at least expected academic progress	<b>KS4 Interventions</b> Wednesday afternoon intervention time for Maths, English and Science	£9,000	DoL	<b>KS4 Wednesday Interventions were successful last year and should be more so this year with a greater focus on PP Students.</b> [Source 1] states that “ <u>small group tuition</u> is effective, and as a rule of thumb, the smaller the group the better” and “in areas like reading and mathematics <u>one-to-one tuition</u> can enable learners to catch up with their peers. Short, regular sessions over a set period of time appear to result in optimum impact.” [Source 3] states that more successful schools “deploy their best teachers to work with pupils who need the most support” and “they focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours)” [Source 5] states that “Interventions must work <b>with</b> first line teaching and teachers need to be aware of and involved in what is being done”	Year 11 PP students off-iTarget in En, Ma and Sc are targeted for intervention Successful DTT seen for each intervention in En, Ma and Sc Year 11 PP students off-iTarget in En, Ma and Sc improve their predictions following intervention Student Voice around interventions is positive	Monitored by Cw through Laser meetings Monitored by Ma through Student Voice
C. Attendance of PP Students improves	<b>School Inclusion Coordinator</b> School Inclusion Coordinator to support students and families where attendance is a concern	£36,000	Br	<b>With attendance improving and a faster response to poor attendance, this role will continued to be used to target attendance concerns.</b> [Source 3] states that “more successful schools set up rapid response systems to address poor attendance”	Year 7-11 PP attendance is maintained above 92% and number of students with below 90% attendance is kept at a minimum Persistent Absenteeism of PP is reduced to at least National Average	Monitored in regular LT meetings. Monitored in weekly LT link meetings with DoLs Cn to monitor regularly and discuss with DoLs
C. Attendance of PP Students improves	<b>Attendance Strategy</b> Attendance Strategy (including Attendance Workshops) for students where attendance is a concern	No cost	Cw/Wk			

A. All PP Students are making at least expected academic progress	<b>Behaviour Interventions</b> Behaviour interventions (through Stepping Stones) support students where behaviour is becoming a barrier to learning. Students receiving a FPE will be considered to complete this internally so as to ensure learning is not compromised.	Unknown	Cw/Wk	<b>Behaviour interventions will continue for PP Students, with the added benefit of not sending students home who receive an FPE.</b> [Source 1] states that “ <u>behaviour interventions</u> can produce large improvements in academic performance along with a decrease in problematic behaviours” [Source 3] states that “More successful schools make sure they have really effective behaviour strategies”	FTE data for PP Students is below national average	Monitored in regular LT meetings.
A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves	<b>Vocational Studies</b> Vocational Studies programme to support students who are less inclined to follow a wholly academic option programme	£7,500	Cw	<b>Vocational Studies enables those students following this pathway to be supported effectively at school whilst still being set appropriately in Ma, En and Sc. It complements their studies with a vocational and engaging curriculum but still focusses on their core skills.</b> Year 9 VS: 10 students with 6 PP Year 10 VS: 11 students with 5 PP Year 11 VS: 11 students with 7 PP	Students predictions in all subjects are, at the least, maintained throughout the year whilst studying Vocational Studies.	Monitored after each Tracking Round
A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves	<b>Mentoring</b> Mentoring programme for students requiring short term intervention to overcome a particular barrier to learning	£15,000	Ma	<b>This was a successful initiative last year although it needs greater investment in terms of training and direction whilst maintaining its ability to cater for the individual’s needs.</b> [Source 1] states that “there is some evidence that pupils from disadvantaged backgrounds can benefit from up to about two months’ additional progress from <u>mentoring</u> . Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour”	Students in need of mentoring in KS4 are seen. Interventions are monitored and success criteria set for each student and situation. KS4 and Final Outcome success criteria (P8) as above	Monitored in fortnightly PP link meetings
<b>Total budgeted cost</b>		£107,500				

### iii. Other approaches

Desired outcome	Chosen action / approach	Cost	Staff lead	What is the evidence and rationale for this choice?	Success Criteria	How and when will you review implementation?
A. All PP Students are making at least expected academic progress B. Accountability of PP Student progress is evident across the school C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>PGL Subsidy</b> Year 7 PGL Subsidy	£4,000	Cn	<b>It is vital to ensure all PP students have a positive experience of secondary school. This initiative was very successful last year in encouraging PP Students to attend this residential.</b> [Source 1] states that “ <u>outdoor adventure learning</u> consistently shows positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence”	All PP Students in danger of not attending PGL Residential are contacted about the subsidy Percentage attendance of PP on visit is at least that of non-PP Students	Leading up to PGL visit (March 2018) After PGL visit (March 2018)

A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>Uniform and Equipment funding</b> All Year 7 provided with a stationery set if requested containing pens, highlighters and scientific calculator, etc. Supplementary stationery packs are available for all year groups as required Small scale funding will be approved on a case-by-case basis by the PP Coordinator to ensure that issues are rectified quickly and efficiently.	£4,000	Ma	<b>It is vital to ensure all PP students can engage fully with all aspects of secondary school. This is a continued strategy item from last year.</b>	No equipment issues with PP in Year 7 Where a need is recognised, students are able to engage fully with all aspects of the school and curriculum.	Ongoing in fortnightly meetings with PP coordinator.
D. Parental engagement and support from PP families increases	<b>Subsidised Extra-Curricular Programme</b> Promote Arts and Sports activities to all with subsidised opportunities, educational and residential visits	£10,000	Cn	<b>It is vital to ensure all PP students can engage fully with all aspects of secondary school. This is a continued strategy item from last year although work is to be done to focus the support offered.</b> [Source 1] states that “the impact of <u>arts participation</u> and <u>sports participation</u> on academic learning appears to be positive but low.” Wider benefits include “improved attitudes to learning, well-being, health and social benefits”	Financial and social barriers to involvement in extra-curricular activities are identified (through form groups) and rectified where possible.	Ongoing in fortnightly meetings with PP coordinator.
C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>Extra Experiences Programme</b> Create a well resources extra experiences programme that prioritises the PP students and increases their cultural capital and engagement in school	Unknown	Ma	<b>It is important to ensure that all PP students engage with and enjoy school life as much as possible. An extra experiences programme prioritising PP students is designed to promote this and benefit understanding attitude in class also.</b> [Source 1] states that “the impact of <u>arts participation</u> and <u>sports participation</u> on academic learning appears to be positive but low.” Wider benefits include “improved attitudes to learning, well-being, health and social benefits”	Extra experiences programme set up with new opportunities available from Term 3.	Ongoing in fortnightly meetings with PP coordinator Student Voice with students involved.
D. Parental engagement and support from PP families increases	<b>Free Music Tuition</b> Access to free music lesson from the Music Tuition Service for all current FSM Students	No cost	Mc	<b>This is offered at no cost and is a valuable addition to our efforts to involve all students in the arts as much as possible.</b>	All current FSM students who wish to access free music tuition are encouraged to do so.	Discussion with Music HoD.
D. Parental engagement and support from PP families increases	<b>Careers Advice</b> Early Careers advice for PP Students	£1,500	Cc	<b>Student Voice with Year 9 indicates that PP students feel ill-prepared to make the best option choices and post-16 choices (including work experience). It is also recognised that PP students will be more motivated to engage in independent study if they have high future aspirations.</b> [Source 5] states that “Building high aspirations, including inspirational careers advice and guidance, are key”	Effective Year 8 pre-options meetings with a careers advisor improves confidence of this year group. Effective Year 10 pre-work-experience meetings improves confidence of this year group. Priority given to Year 11 for post-16 careers advice.	Student voice with all year groups.

Total budgeted cost £19,500

Total planned expenditure £151,700

## 6. Review of expenditure (2018-19)

	Desired outcomes and how they will be measured	Success criteria	Outcomes
A.	<b>All PP Students are making at least expected academic progress</b> through the teaching in their individual lessons and interventions (both in and out of class) made available to them.	KS3: Percentage of PP Students off-iTarget in English, Maths and Science is at least as low as the percentage of non PP Students off-iTarget KS4: In year PP P8 score at least equal to the whole school P8 score [and no more than 0.25 below] Final outcome of a positive PP P8 score [with a score of -0.25 or above showing a vast improvement]	KS3: PP progress in KS3 is better than non-PP except in one area (Year 9 maths). This is a huge positive and shows how this group is an important focus at KS3 KS4: Clear improvement in PP outcomes seen at KS4. Final Pupil Premium P8 score of -0.19 when two outliers are removed. See section 2.
B.	<b>Accountability of PP Student progress is evident across the school</b> , in individual classrooms, departments, faculties and year teams, as well as within the Leadership Team and other coordination roles. In particular: <ul style="list-style-type: none"> <li>All staff are able to identify PP students during the lesson</li> <li>All staff consider and prioritise PP students during all lessons in order to overcome any previous lack of progress</li> <li>Pupil Premium is a regular item on all agendas with progress and strategies being discussed regularly</li> </ul>	LTLWs show all staff able to identify PP students and clarify how the lesson is “tilted” to them making progress Pupil Premium is seen as a regular item on all school agendas	LTLWs concentrated on Year 11 and showed a clear improvement in recognition of PP students and the knowledge of their individual barriers for learning. Pupil Premium is a regular item on all school agendas
C.	<b>Fixed Term Exclusions data for PP Students are below national average</b> (compared to all students nationally). In addition, FTE data for PP Students should be no higher than for non-PP Students	FTE data for PP Students is below national average	FTE data is below national average and has decreased dramatically over the last three years. See section 2.
D.	<b>Attendance of PP Students improves</b> and is higher than 91% in each year group	91%+ PP attendance in each Year Group	Attendance of PP is improving across the school although there are still year groups in which persistent absenteeism of PP students is higher than national average.
E.	<b>Parental engagement and support from PP families increases</b> An increase in PP eligible families in attendance at PTCEs It is hoped that this will lead to greater confidence in the school’s aims and greater collaboration between home and school over issues including behaviour and homework	Reduction in the gap between percentage attendance of non-PP families and PP families at PTCEs in each year group of 60%+ of PP families attending PTCEs in each year group	A new PTCE online booking system was implemented during the year and this has allowed for a more robust follow up procedure to be developed. However, issues with implementation have resulted in the relevant data not being collected nor acted upon during the year.

## 7. Review of expenditure (2018-19)

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and whether you will continue with this approach	Cost
A. All PP Students are making at least expected academic progress B. Accountability of PP Student progress is evident across the school C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>Staffing costs</b> Pupil Premium funding is used to contribute towards key Pupil Premium strategic positions within the school. This includes the appointment of a Pupil Premium Coordinator. Together, effective leadership will help to promote a greater whole school awareness and accountability of PP Students.	See section 6 for meeting of success criteria. 3-year trends in data are positive and the roles in place to support PP provision in school have been, on the whole, effective.	The focus for the PP coordinator this year will be on student voice, ascertaining the impact and effectiveness of the strategies in place. This will ensure the role is manageable and be a better use of time, allowing the school to react quickly to observations, whether positive or negative, throughout the school year.	£10,000 £2,613

A. All PP Students are making at least expected academic progress B. Accountability of PP Student progress is evident across the school	<b>PP Agenda Item</b> PP to be an agenda item on all agendas	See section 6 for meeting of success criteria. PP is now an item on all agendas.	Although PP is being discussed, it remains important to ensure that this discussion is focussed on the impact of interventions with PP students. A clearly defined school commitment to PP and a follow up intervention methodology will be developed next year.	No cost
A. All PP Students are making at least expected academic progress B. Accountability of PP Student progress is evident across the school	<b>Barriers to Learning Document</b> Barriers to learning, compiled by the tutor teams, to be circulated to all staff about every PP Student	Barriers to Learning for all PP students were collected and collated, but it was not found to be useful or feasible to access this on a regular basis. The information was either not focussed enough for an individual teacher or quickly out of date.	Faculties must be encouraged to explore students' subject specific barriers to learning and this will be developed next year.	No cost
A. All PP Students are making at least expected academic progress	<b>ICT Access</b> Lunchtime access to the ICT suite	This was not achieved after a number of unsuccessful attempts to fill the role of ICT technical support in the school.	This remains an important focus for the school, but we must first ensure that out-of-date hardware is replaced and maintained.	£3,325
A. All PP Students are making at least expected academic progress D. Parental engagement and support from PP families increases	<b>Homework Club</b> Homework club available to all PP Students	H/W club was made available to all students but take up remained low.	PowerHour will be made available to all students rather than just KS4. Regular student voice of key groups of students (identified by tracking rounds) will be used to ensure the correct focus is maintained.	No cost
A. All PP Students are making at least expected academic progress D. Parental engagement and support from PP families increases	<b>PowerHour</b> PowerHour available to all KS4 PP Students	PowerHour remained effective with good grades achieved by those attending. Correlation vs. Causality is still an issue with any statistics generated using this data.	PowerHour must be an integral part of the intervention offered as part of mentoring and student voice interviews conducted following tracking rounds so that its importance is highlighted.	No cost

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and whether you will continue with this approach	Cost
A. All PP Students are making at least expected academic progress	<b>KS3 Interventions</b> Numeracy and Literacy Intervention at KS3	Numeracy and Literacy interventions were ongoing throughout the year and focussed on students behind in reading or identified by the maths department as requiring numeracy support. These effectively ensured that these identified students made progress in these areas. (Full details are available on the central intervention spreadsheet).	This approach will be continued next year, with a continued effort to prioritise PP students in need of any intervention.	£38,556
A. All PP Students are making at least expected academic progress	<b>KS4 Interventions</b> Wednesday afternoon intervention time for Maths, English and Science	Interventions were ongoing in En, Ma and Sc. The core subjects achieved good GCSE results, with clear evidence to suggest that the intervention programme contributed towards this success.	Interventions next year should be prioritised for those PP students in need. Greater emphasis must be given to in-class interventions for all off-iTarget students and, in particular, those that are PP.	£5,783
C. Attendance of PP Students improves	<b>School Inclusion Coordinator</b> School Inclusion Coordinator to support students and families where attendance is a concern	Improvement seen in attendance of PP students last year as a result of intervention by School Inclusion Coordinator and DoLs. Attendance of Year 7, 8 and 11 was above 92%. PA was improved but still an issue.	Speeding up the intervention process for attendance has had a positive effect. A focus on the reasons behind PA will be necessary to help reduce this further.	£34,386
C. Attendance of PP Students improves	<b>Attendance Strategy</b> Attendance Strategy (including Attendance Workshops) for students where attendance is a concern			No cost

A. All PP Students are making at least expected academic progress	<b>Behaviour Interventions</b> Behaviour interventions (through Stepping Stones) support students where behaviour is becoming a barrier to learning. Students receiving a FTE will be considered to complete this internally so as to ensure learning is not compromised.	FPE data is much improved and below national average. Although we now have the use of the internal exclusion room in school to avoid lost learning time, this has not had to be used to excess, with the improvement also coming from a focus on building relationships through reintegration meetings.	It will remain a focus for next year to ensure that poor behaviour is dealt with effectively with PP students without the need to resort to FPEs.	Unknown
A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves	<b>Vocational Studies</b> Vocational Studies programme to support students who are less inclined to follow a wholly academic option programme	Of the 15 students studying Vocational Studies, 4 were PP. Two of these students achieved a positive individual P8 score. Vocational studies was an effective programme with 60% of students achieving a positive individual P8 score, and an average P8 of +0.19	This will continue next year.	£4,500
A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves	<b>Mentoring</b> Mentoring programme for students requiring short term intervention to overcome a particular barrier to learning	The mentoring programme was used effectively to ensure that the PP students in Year 11 kept a focus on their academic studies and were supported in their work and organisation in the build up to the exams. This is evident from the results obtained that saw a narrowing of the PP / non-PP gap.  RALP and RANP continued to focus on students in need in KS3 and percentage of PP students on target is in line with non-PP in English and Maths.	Mentoring training and a more structured mentoring programme is required next year to ensure that key events in the calendar are promoted with all students (PTCEs, tracking follow up, revision timetables, etc.)	£15,161

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and whether you will continue with this approach	Cost
A. All PP Students are making at least expected academic progress B. Accountability of PP Student progress is evident across the school C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>PGL Subsidy</b> Year 7 PGL Subsidy	All PP Students in Year 7 were offered a 50% subsidy towards the PGL trip. Although this was not taken up by all students, cost was not deemed to be a barrier to attendance for those that did not attend	This strategy will continue next year.	£6,290
A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>Transition Summer School</b>	Due to staffing issues, it was not possible to run the transition summer school in 2018.	The transition summer school in 2017 was a great success and was felt to support the transition of the new Year 7 PP students well. It is intended to run a transition summer school in 2019.	£4,000
A. All PP Students are making at least expected academic progress C. Attendance of PP Students improves D. Parental engagement and support from PP families increases	<b>Uniform and Equipment funding</b> Small scale funding will be approved on a case-by-case basis by the PP Coordinator to ensure that issues are rectified quickly and efficiently.	This was ongoing and effective.	It is felt appropriate to increase this support to supply stationery equipment to all new Year 7s eligible for PP. This is to include a scientific calculator. This will also act as an incentive for parents to declare PP eligibility.	£2,000

D. Parental engagement and support from PP families increases	<b>Subsidised Extra-Curricular Programme</b> Promote Arts and Sports activities to all with subsidised opportunities, educational and residential visits	All students requesting subsidised places on school trips, beyond the Year 7 PGL residential, were able to receive this funding.	This will be continued next year. The intention will also be to look into other ways to offer this money more fairly, looking into the system currently run at KAs School.	£10,000
D. Parental engagement and support from PP families increases	<b>Free Music Tuition</b> Access to free music lesson from the Music Tuition Service for all current FSM Students	This is ongoing but take up is poor.	This will be continued.	No cost
D. Parental engagement and support from PP families increases	<b>Careers Advice</b> Early Careers advice for PP Students	This was made available to some Year 8 last year but a more structured programme is required.	A more structured careers intervention programme for PP students is required next year.	£1,350

Total expenditure £137,964

## 8. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statements above.