



| 1. Barriers to future attainment (for pupils eligible for PP including high ability) |   |
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| <b>In-school barriers</b>  |   |
| <b>A.</b>  | Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7.  |
| <b>B.</b>  | Attendance rates for students eligible for PP are 93.9% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. Persistent PP absence is 14.9%.  |
| <b>C.</b>  | Our P8 score for disadvantaged students of -0.21 is much better than the national figure of -0.38 but is not where we want it to be. Particular concerns exist for low ability students in the Maths. PP students with low prior attainment are on -0.41 progress score in Maths. |
| <b>D.</b>  | PP students with low and middle prior attainment who achieve a 'good' grade in English and Maths are 13% and 18% behind national averages.  |
| <b>External barriers</b>   |   |
| <b>E.</b>  | Attendance at Parents Evening for parents of PP students is currently at 59% (whole school average is 75%).   |
| <b>F.</b>  | To increase communication with parents of PP students (link to PSHE and SMSC plan).   |
| <b>G.</b>  | HW scores on the reports/data collection of PP students is significantly lower than that of non PP students (N PP 1.68 – PP 2.21).  |

| 2. Outcomes |   |  |
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|             | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| <b>A.</b>   | High levels of progress in literacy for Year 7 students eligible for PP.  | Students eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using accelerated reader assessments and English written assessments. |
| <b>B.</b>   | Increased attendance of PP students.  | Reduce the number of persistent absentees (PA) among students eligible for PP to 6% or below. Overall attendance among students eligible for PP improves from 93.5% to 97% in line with 'other' students.  |
| <b>C.</b>   | PP students with low prior attainment to achieve progress score of 0.00.  | Maths interventions including V11th Form mentoring, Maths Clinics, Maths support sessions for targeted students will all aim to increase progress of students in Maths, specifically in Years 10 and 11.   |
| <b>D.</b>   | PP students to have a higher Progress 8 score than non PP students. The gap between attainment of PP and non PP students at KS4 is less than 10%. | Progress 8 score of +0.5 for PP students. Difference in GCSE grades (5A* - C incl. EM) less than 10% (PP students 50%). Effort grades of PP students to be in line with non PP students.   |

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| <b>E.</b> | Attendance at Parents Evening for parents of PP students to increase.                       | Attendance at Parents Evening to increase from 59% to 75% in line with 'other' students. All PP parents to have some form of formal communication with the school each year (1:1 meeting). |
| <b>F.</b> | To increase quality communication with parents of PP students (link to PSHE and SMSC plan). | Parents information evenings to start and to target 50 parents, 25 of whom to be PP parents.   |
| <b>G.</b> | Average HW scores of PP students to increase.   | PP HW scores to be in line with non PP students – 1.8 or below.  |

### 3. Planned expenditure

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| <b>Academic year</b> | <b>2016/17</b> |
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>        | <b>When will you review implementation?</b> |
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| High Quality Teaching and Learning<br><i>A, B, C, D, E, F, G</i> | To continue to recruit and retain high quality teaching and support staff to ensure that day- day teaching, including marking and feedback, meets the needs of each learner. | The fundamentals of why we are here. We want to offer high quality teaching to all students to drive up results. CPD courses on high quality teaching strategies and lesson observations will take place (Teacher Development Trust research review on professional development). | Increased proportion of staff achieving good or outstanding lesson observations.<br>Improved whole school marking policy and staff INSET provided to ensure students receive high quality feedback. | GDA                      | Jan 2017                                    |
| Key Stage 3 Literacy and Numeracy Intervention<br><i>A, D, G</i> | A new Intervention programme has started with a targeted small group of students with the aim to raise standards of English/Maths.   | Assistant Headteacher FPS implemented change of system based on research and the need for an 'individualised approach'. A teacher has been appointed to oversee this programme.   | Teacher assessments of targeted groups are monitored termly so interventions can be tailored to students' needs carefully.  | FPS<br>DPY<br>AWS<br>SBE | Jan 2017                                    |

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| English and Maths Intervention sessions                                | A targeted group of Year 11 students will have 3 hours extra Maths and/or English a week. Sessions taught by specialist teachers and SLT. Target group of students monitored regularly by SLT and after school 'clinics' introduced. | Extra quality teaching and learning of English / Maths will increase chances of students achieving a 'good' grade. Directed teacher time and reduced class sizes will add potentially 6+ months of progress (EEF toolkit).  | Meetings with students and parents to explain changes. Students to be involved in discussion on options. Assessment data need to be monitored closely to assess progress. Mock examination data in December will be used as a comparison against 11A data. | JBE<br>GDS           | Jan 2017                                    |
| Literacy Software<br><br>A, D, G                                       | To raise standards of achievement through improving literacy skills. This programme is being launched initially with year 7 students. Levels of progress in reading will be monitored continuously.                                  | Accelerated Reader was shown to have a positive impact in an independent evaluation. Overall, studies of literacy interventions consistently show positive benefits on learning. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | Students' progress continues to show 'better than expected' progress in terms of reading. In some cases, progress more than double expected progress (AR summary report).  | JPN<br>English Staff | Jan 2017                                    |
| <b>Total budgeted cost</b>   |  |   |  |                      | £198,840                                    |
| <b>ii. Targeted support</b>  |  |   |  |                      |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>    | <b>When will you review implementation?</b> |
| Careers Education Information Advice and Guidance<br><br>B, C, D, E, F | We have appointed a careers co-ordinator to work with all learners.  | FSM students have been targeted for extra support and guidance to raise aspirations including preparing them for interviews/UCAS application/support for work experience.   | 100% of last year's Year 11 students in Post 16 education, employment or training.<br>100% of Year 11 students receiving the Pupil Premium grant are in in Post 16 education, employment or training.  | RCY                  | Jan 2017                                    |

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| Key Stage 3 Homework Club<br><br>A, D, G | We have set up a Key Stage 3 homework club to provide students with an environment that they can complete and homework. It also provides a structured setting and support is in place. | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). | Increased numbers of students attending homework club. HW grades on reports for PP students to increase.   | HoH<br>NCM   | Jan 2017 |
| Key Stage 4 Homework Club<br><br>A, D, G | We have set up a Key Stage 4 homework club to provide students with an environment that they can complete independent study and ensure support is in place.                            | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). | Increased numbers of students attending homework club. HW grades on reports for PP students to increase.   | HoH<br>NCM   | Jan 2017 |
| Boosters<br><br>A, D, F, G               | Support for learning is provided for students either in group or one to one tuition. Close monitoring and assessing of all students needs ensures correct support is in place.         | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.                    | Contribution to whole school percentage of students achieving 5A*-C including English and Maths to be 60%+<br>65%+ of students receiving the Pupil Premium Grant made 3 levels of progress in English<br>65%+ of students receiving the Pupil Premium Grant made 3 levels of proaress in Maths | JBE<br>HoCAs | Jan 2017 |
| Vlth Form Maths Mentoring<br><br>D, G    | Use of mentors to provide 1:1 support within lessons and in tutor time sessions.   | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff and Vlth Form students are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former     | Contribution to Year 11 students achieving 9.84 average attainment score in Maths.   | TGB          | Jan 2017 |

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| Senior Mentors and Groups<br><br><i>B, C, D, E, F, G</i> | Mentors are allocated to targeted groups of students to ensure individual progress is being achieved. Individuals are monitored and tracked and appropriate interventions are implemented. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. | Attendance improved.<br>Behaviour for learning Improved.<br>Increased attendance to booster session.   | JBE<br>RWS | Jan 2017 |
| Attendance Tracking<br><br><i>B, C, E, F</i>             | An attendance officer has been appointed to track, monitor and raise attendance which is linked to attainment.   | We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.  | Whole school attendance figure for this period 97%+.<br>Persistent Absence figure for this period is less than 6%.   | JBE<br>JTS | Jan 2017 |
| Transport support<br><br><i>B, F</i>                     | To secure student attendance and enable students to participate in extracurricular activities.   | We can't improve attainment for children if they aren't actually attending school. This helps ensure some PP students receive support to attend school and extra-curricular activities.  | Students should be able to attend after-school and holiday boosters even though the usual bus is not available at these times. Thus barrier to learning is removed     | JBE<br>CSE | Jan 2017 |
| Education Psychologist<br><br><i>B, C, D, F</i>          | External Ed. Psych employed to work with selected PP students. Report is shared with parents.  | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.   | Reports for PP students shared with parents and interventions put in place to support learning where needed.   | TMN        | Jan 2017 |
| Educational Welfare Officer<br><br><i>B, F</i>           | EWO employed to work with selected PP students on poor attendance. Communication with parents and home visits is essential.  | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.   | Reports for PP students shared with parents and interventions put in place to support learning where needed. EWO to have constant communication with targeted parents. | JTS        | Jan 2017 |

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| Peer Mentoring<br><i>B, C, D</i>                                   | Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. | The EEF Toolkit suggests the introduction of peer tutoring approaches has a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.  | All Year 7s to be Peer Mentored by Year 10s in first term. Targeted students to receive extra mentoring. JPY to oversee training of mentees.                        | JPY                      | Jan 2017                                    |
| ELSA / FSSW / Cocoon / Anger management<br><i>B, C, D, E, F, G</i> | Investment used to employ members of staff who support students, parents and adoptive parents in the home environment so they can then better-support their children with their learning.  | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | An increase in attendance for PP students and better attendance at parent's eve for PP families.  | TSR<br>DPY<br>AWS<br>NCM | Jan 2017                                    |
| Alternative curriculum<br><i>B, C, D, F</i>                        | Provide personalised learning programmes for students to meet their diverse needs and interest to ensure they achieve.   | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.  | Work Skills course now established, which incorporates opportunities for high quality, tailor-made work experience for students who need a more bespoke curriculum. | MHE                      | Jan 2017                                    |
| <b>Total budgeted cost</b>   |  |   |   |                          | £23,260                                     |
| <b>iii. Other approaches</b>                                       |  |   |   |                          |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>        | <b>When will you review implementation?</b> |
| Summer School  | To support students with transition from   | On average, evidence suggests that pupils who attend a summer school  | Increased attendance of students to summer school.  | EJS                      | Aug 2016                                    |

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| A, D, E, F   | Key Stage 2, students from our feeder Primary schools are invited.   | make approximately two additional months' progress, compared to similar pupils who do not (EEF).  |  |            |          |
| Support with Equipment and Uniform<br>B, C, F            | To remove barriers that stop students from accessing the curriculum, resources are provided to support learning and exam preparation.    | Correct equipment and school uniform supports the development of a whole school ethos and therefore is supportive of discipline and motivation.   | Improved climate for learning with students prepared for lessons. Fewer incidents of behaviour when pupils were supported. | HMY<br>NCM | Jan 2017 |
| Cultural Enrichment<br>B, D, F                           | Trips and travel costs are subsidised to increase students understanding and widen students' life experiences.                           | Independent evaluation to be carried out to judge effectiveness.  | All students to be given the opportunity to attend activities.   | JBE        | Jan 2017 |
| Fitness Club<br>B, C, F                                  | An external Fitness Trainer (Life Style Fitness) is employed to run weekly fitness sessions for selected PP students.                    | Sports participation and working within a team to achieve a target / overcome a challenge is recommended by the EEF and can be seen to add 2 months development on students from disadvantaged backgrounds.   | Increased attendance of PP students on Monday's.   | JBE<br>RET | Jan 2017 |
| Breakfast Club<br>B, C, F                                | Breakfast provided for PP students weekly.   | Independent evaluation to be carried out to judge effectiveness.  | All students given the opportunity to have breakfast before attending school.  | JBE<br>NAY | Jan 2017 |
| External services / professional companies<br>A, B, C, D | The hiring of external companies to increase and enrich teaching and learning within the school. Eg. StageCoach, Charlie Austin Academy. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. On average, enrichment interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and | All students given the opportunity to enrich their learning.   | JBE        | Jan 2017 |

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|                            |  | attainment itself (four months' additional progress on average). |  |  |        |
| <b>Total budgeted cost</b> |  |  |  |  | £4,380 |

#### 4. Additional detail

See Individualised PP plan for specific students and work within faculties (Mr Bastable).