

Pupil Premium Detailed Plan

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
A: The Bridge	Being ready to learn (i, ii, iii) Engaging with school (i, v) Learning and achieving (i, ii, iii)	£25,000	CJe	Jan 17 Mar 17 Jun 17 Sept17

Chosen Action

Set up and running of "The Bridge" - a centre for students who need extra or alternative provision in their curriculum in order to improve behaviour and/or attendance and/or outcomes. Managed by a HLTA funded from the Pupil Premium funding. The type of provision The Bridge provides depends on the student's needs. This could be in the form of additional time for catch up in a specific subject; courses such as ASDAN or The Princes Trust; digital technology courses (e.g. ECDL); the DEBP's raising aspirations programme or learn to learn type sessions.

Rationale

NfER briefing for school leaders identifies addressing attendance as a key step
Ofsted 2013 cited 'well targeted support to improve attendance' as a strategy that schools using the PPG well had employed
Local schools have used a similar system to great success (with previous non-attenders attending and achieving GCSE grades)
1-2-1 tuition EEF toolkit shows moderate impact for both 1-2-1 and small group tuition

Ensuring Quality of Implementation

Rigorous interview procedure to ensure right qualities and experience of HLTA managing The Bridge
Named SLT leadership link to smooth implementation and liaison between The Bridge and other areas of the school
Specific courses for individuals investigated and chosen on external evaluations
Tracking of attendance, behaviour and outcomes for The Bridge students through the intervention tracker

Estimated Impact: High/Medium/Low –

Success Criteria: Met/Partially met/Not met – see impact measures report

Lessons Learned for 2017-18

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Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
B: Year Managers – Attendance and Punctuality	Being ready to learn (i, ii, iii) Engaging with school (i, ii, v)	£50,000 (part of salaries)	MSi	Jan 17 Mar 17 Jun 17 Sept17

Chosen Action

Employment of three Year Managers whose role is partially to ensure the attendance and punctuality of their year groups. They are Pupil Premium Champions for their year groups, prioritising the needs of the students eligible for the PPG. This work involves teaching students self-regulation (regulating their own behaviour and responses to situations) and promoting qualities such as resilience and determination. Year Managers perform this aspect of their role through 1-2-1 meetings, parental liaison, assemblies, rewards, and external agency liaison.

Rationale

NfER briefing for school leaders identifies addressing attendance as a key step
Ofsted 2013 cited 'well targeted support to improve attendance' as a strategy that schools using the PPG well had employed
Self-regulation is a high impact strategy according to the EEF

Ensuring Quality of Implementation

Student Support Officer in place to support YM with same day texts and attendance/punctuality reports
Named SLT leadership link to smooth implementation and liaison between YM, other areas of the school and external agencies
Shared offices between YM and PL to ensure clear lines of communication
Termly reports for attendance and punctuality requiring impact to be evaluated to SLT link

Estimated Impact: High/Medium/Low –

Success Criteria: Met/Partially met/Not met – see impact measures report

Lessons Learned for 2017-18

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Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
C: School Uniform	Engaging with school (i)	£800	MSi/CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action PPG to be used to fund items of school uniform to allow students equal access to lessons and extra-curricular activity.				
Rationale Whilst school uniform is a low impact strategy according to the EEF, it is essential to provide as it allows access to teaching, without this access achievement would be minimal				
Ensuring Quality of Implementation YM understanding of the system 1-2-1 discussions with students about "Premium" status				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
D: School Counsellor	Being ready to learn (i, ii) Learning and achieving (i)	£9000	MSi/CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Employment of a School counsellor to support all pupils with a specific emotional and/or social need, but with a particular focus on pupil premium students. 1-2-1 and small group sessions to be made available in school hours and extra-curricular to boost confidence, self-esteem and to learn how to manage stress.				
Rationale A within school issue of emotional fragility amongst our students (particularly mid ability, PP eligible girls) resulting in poorer exam performance than otherwise expected Behavioural interventions have moderate impact according to the EEF. They have shown greatest effect when targeted to specific students has shown greatest effect				
Ensuring Quality of Implementation Clear process of access via YM's Organisation of timetable and spaces to allow for counselling to happen effectively with minimal negative impact on learning Sensitive method of evaluating impact to be developed				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
E: Year Managers – Behaviour and involvement	Engaging with school (i, ii, iii, v)	£50000 (part salaries, also used for other work)	MSi	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Three Year Managers are employed, with part of their responsibilities to improve behaviour and engagement within their year groups. The students eligible for PP are the “go to first” cohort within this work. Behaviour improvements and increased engagement are driven through positive promotion of clubs, weekly/termly rewards to positive achievement points, the RIGHT system, celebration assemblies, letters home, 1-2-1 discussions, parental meetings. Tracking of C2/3/4 behaviours and targeted support for students getting these sanctions is also employed. This year we will investigate methods of involving parents more in their child’s progress and we will put personalised plans in place to overcome any identified barriers with specific families.				
Rationale EEF reports behavioural intervention to be of moderate impact, and when it is targeted to specific students it has the greatest effect Parental involvement shows moderate impact in the EEF toolkit Ofsted (2013) commented that “well targeted support to improve behaviour” was common in schools where PPG was successful in improving achievement				
Ensuring Quality of Implementation Student Support Manager in place to support YM with behaviour reports Named SLT leadership link to smooth implementation and liaison between YM, other areas of the school and external agencies Shared offices between YM and PL to ensure clear lines of communication Termly reports requiring impact to be evaluated to SLT link Method of tracking extra-curricular attendance needs to be developed				
Estimated Impact: High/Medium/Low – Success Criteria: Met/Partially met/Not met – see impact measures report		Lessons Learned for 2017-18 <ul style="list-style-type: none"> • 		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
F: Progress Leaders - Habits	Engaging with school (ii, iii, iv, v) Learning and achieving (i)	£	CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Progress Leaders understand that a major part of their role is ensuring the success of PP eligible students. They employ peer tutoring using an age gap of at least 2 years between the tutor and tutee, with the focus being habits (for example, organisation, DIRT work). This is done in intensive blocks to supplement the day-to-day work of tutors and class teachers. The PL’s provide training for tutors. In addition PL’s involve parents at every opportunity in their child’s progress through phone calls, letters and meetings.				
Rationale Peer tutoring is high impact according to the EEF, particularly in this kind of set up Parental involvement with progress is shown to have moderate impact by the EEF Well targeted support to improve family links was evident to OfSTED (2003) in schools where PPG was successful in improving achievement				
Ensuring Quality of Implementation Calendared strategy – preparation of tutors, selection and matching of tutor/tutee, implementation and impact evaluation Involvement from pastoral and academic staff involved with students Termly PL reviews with SLT link require impact to be demonstrated				
Estimated Impact: High/Medium/Low – Success Criteria: Met/Partially met/Not met – see impact measures report		Lessons Learned for 2017-18 <ul style="list-style-type: none"> • 		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
G: Trips	Engaging with school (iii) Learning and achieving (i, ii, v)	£2500	CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Students eligible for the PPG can apply for subsidies for school trips. These trips include those required for academic success, those with raising aspirations aims, enrichment activities and rewards.				
Rationale "Bright but disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings " Sutton Trust (2015) In schools where PPG was successful in improving achievement, Ofsted comments that they were actively raising the aspirations of more able students and supporting them in accessing a full range of educational experiences (Ofsted 2013)				
Ensuring Quality of Implementation Application for students and staff release for trips has to include aims and outcomes of the trip. Discussion with each eligible student about their "Premium" status and how to ask for support Re-iteration of system to staff				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
H: Induction	Being ready to learn (i, ii, iii) Engaging with school (i, ii, iii, iv, v) Learning and achieving (i)	£2000	RRa/CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Transition activities will be planned to involve students eligible for the Pupil Premium as a clear group whose information is prioritised, including any details of interventions that have occurred in the primary school and family circumstances. Early identification of needs and strategic planning for individuals within the eligible cohort will be done so their transition is smooth, both pastorally and academically. The cost of this includes time for teachers to meet (and the associated cover costs) as well as activities such as the Y6 bonding day to kick start the transition process				
Rationale National data shows that achievement gaps inherited from primary phase only grow if not tackled. This strategy is part of our commitment to ensure every child succeeds, with numerous sources stating that the pastoral and academic transition of pupils is pivotal in their future success				
Ensuring Quality of Implementation Primary-secondary links forged at headship, Y6/Y7 leader and at faculty levels Regular contact between feeder primaries and NMS Maths, English & Science TLR's released to visit and teach in primaries Y6 Maths, English & Science meetings Ensure time is allocated for teachers of both phases to complete meetings				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
I: Music Lessons	Engaging with school (iii)	£1500	JPI/CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Any eligible student who would like music lessons can apply for the cost of these to be subsidised through the PPG				
Rationale OfSTED in 2013 comment that in schools where PPG was successful in improving achievement the school ensured access to the full range of educational experiences				
Ensuring Quality of Implementation 1-2-1 discussions with students about the "Premium" status and how to access funding Liaison between CJe and JPI to accurately record participation in music and highlight students who may want to access lessons				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
J: Careers	Learning and achieving (v)	£3500	EDa/CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Students eligible for PPG are first in line for careers advice interviews, and can have as many as needed. They are prioritised in the planning of careers days, and for any visits linked to future education and employment. Careers advice available at parent's evenings and PP students strongly encouraged to participate if needed.				
Rationale In schools where PPG was successful in improving achievement strong careers information advice and guidance was evident (Ofsted 2013)				
Ensuring Quality of Implementation EDa as point of contact for careers advisor, and coordinator of all events linked to employment (e.g. futures week) Early publication of parents evening dates and careers events so staff, students and parents are aware Protocol for booking careers advice at parents evening to be developed				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
K: Accelerated Reader	Learning and achieving (i, ii, iii, iv)	£2500	AHa	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Accelerated Reader in place in curriculum time for students in Y7 and Y8. These lessons involve teachers, rather than TA's to ensure the quality of delivery				
Rationale Digital technology and reading comprehension strategies are shown to have moderate impact for low cost by the EEF Accelerated Reader has been shown to have a positive impact in an independent evaluation, and has been successful in improving literacy at NMS				
Ensuring Quality of Implementation AHa to ensure all staff are fully trained on the delivery of accelerated reader Time within curriculum to be provided, library available Impact report required as part of termly review				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
L: Additional HLTA hours in English, Maths and Science	Learning and achieving (i, ii, iii, iv)	£4000 (part of salaries)	CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Targeted interventions in the three core subjects for students identified through internal tracking to be at risk of underachievement. Bespoke programmes to address particular areas of need during form time, lunch time and after school. On-going support of learning through lunch clubs, drop ins and in-lesson support. Small group withdrawal within curriculum time to support students with misconceptions as they arise, or to provide nurture groups.				
Rationale 1-2-1 tuition & small group tuition is shown to have moderate impact by EEF HLTA track record at NMS of impact on individual students is strong				
Ensuring Quality of Implementation HLTA hours and specifics of interventions to be determined by HLTA with FTL. SLT to monitor their link faculties use of HLTA time Timetable set up so interventions can be registered and tracked through SIMS Impact report required after each intervention - protocol for this to be developed				
Estimated Impact: High/Medium/Low –		Lessons Learned for 2017-18		
Success Criteria: Met/Partially met/Not met – see impact measures report		•		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
M: Study Resources	Learning and achieving (i, ii, iii, iv)	£500	CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Daily work with students leads to a knowledge of what they have already got in terms of study support and what they need. Class teachers, FTLs, and PL request funding for any materials to support independent study of PP students. This may be a revision guide, equipment or the provision of time and pace to complete work. Study clubs will hopefully form part of this strategy				
Rationale According to the Sutton Trust (2015) “Students who reported they spent significant amounts of time on homework daily in Year 11 were nine times more likely to get three A-levels than those who did no regular homework”. Therefore ensuring this habit at GCSE level is likely to facilitate future success of students The “Subject to Background” report states that “Some groups of students, particularly white working class boys, should have additional encouragement and support to enable them to engage in self-directed study, do sufficient homework and read more books, the activities that provide extra academic dividends. Schools should provide such opportunities where they are unlikely to be available at home”				
Ensuring Quality of Implementation PL to be in regular contact with all PP eligible students and this offer forms part of discussions – if the need is there a study club will be arranged 1-2-1 discussions with students making them aware of their “Premium” status and how to access the funding If required, transport costs can be investigated				
Estimated Impact: High/Medium/Low – Success Criteria: Met/Partially met/Not met – see impact measures report		Lessons Learned for 2017-18 <ul style="list-style-type: none"> • 		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
N: Progress Leaders – Tracking and tailoring provision	Engaging with school (iv) Learning and achieving (i, ii, iii, iv)	£	CJe	Jan 17 Mar 17 Jun 17 Sept17
Chosen Action Progress Leaders have regular contact with students eligible for the Pupil Premium. They use metacognitive and self-regulation strategies on an individual and group basis. For example: set goals, monitor & evaluate progress, managing motivation. They complete thorough, regular analysis of which groups/individuals within the D cohort are underachieving and endeavour to pinpoint the reasons behind this. Bespoke interventions can then be offered to have maximum impact. Progress leaders also monitor the regularity, quality and completion rates for homework, again implementing individualised interventions as needed.				
Rationale Metacognition and self-regulation are high impact strategies according to the EEF The tailoring of interventions through systematic tracking has been shown to have good impact (Ofsted 2013) The Sutton Trust (2015) reports that Some groups of students, particularly white working class boys, should have additional encouragement and support to enable them to engage in self-directed study.				
Ensuring Quality of Implementation Regular discussion time provided to PL through reduced teaching hours Regular year meetings and SLT line management meetings to ensure the rigour and quality of interventions Impact evaluation required as part of termly reviews				
Estimated Impact: High/Medium/Low – Success Criteria: Met/Partially met/Not met – see impact measures report		Lessons Learned for 2017-18 <ul style="list-style-type: none"> • 		

Area of work	Strategic Aim (impact measures)	Cost to Pupil Premium	Staff Lead	Review
O: Promoting Excellent Teaching	Engaging with school (I, iv, v) Learning and achieving (i, ii, iii, iv)	£	CJe	Jan 17 Mar 17 Jun 17 Sept17

Chosen Action

Whilst not the first strategy highlighted in our plan, this most certainly underpins every other strand of work with students eligible for the Pupil Premium. There is a whole school drive to improve teaching through an individualised CPD programme. The group we are all focussed on is white British boys who are eligible for the Pupil Premium. Action research groups are focussed on different aspects of teaching, within which approaches particularly effective for D boys are being evaluated for impact at our school, this will utilise the EEF toolkit as well as many other sources of “what works”.

Strategies employed by class teachers currently include

- Have PP students identified on seating plans and class lists.
- Marking PP work first when marking.
- Carefully designing seating plans to unobtrusively get PP students in to “good seats”
- Unobtrusively focussing questioning on PP students.

We see this investment of time as ensuring the long term improvement in achievement for all students, but particularly that of students eligible for the Pupil Premium.

Rationale

EEF states that good teaching has more of an impact than anything else on achievement
The Sutton Trust (2015) recommends that teachers should provide good feedback to students and monitor their work systematically

Ensuring Quality of Implementation

CPD time carefully thought out to allow for research, implementation and evaluation, avoiding “bottlenecks” in the school calendar

Data available to all staff in accessible formats

Strategies for good teaching disseminated through briefings

Estimated Impact: High/Medium/Low –

Success Criteria: Met/Partially met/Not met – see impact measures report

Lessons Learned for 2017-18

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