**Pupil Premium strategy New Mills School**

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| 1. **Summary information** | | | | | |
| **School** | New Mills School | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | £108445 | **Date of most recent PP Review** | Oct 18 |
| **Total number of pupils** | 520 | **Number of pupils eligible for PP** | 127 | **Date for next internal review of this strategy** | Feb 19 |

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| 1. **Current attainment** | | | | | | | | | | |
|  | | | | | | Pupils eligible for PP (your school) | | Pupils not eligible for PP (national average) | | |
| **Progress 8 score average** | | | | | | **-0.73** | | 0.13 | | |
| **Attainment 8 score average** | | | | | | **33.91** | | 49.96 | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | | | |
|  | | | Aspirations of Disadvantaged students’ affect their progress negatively. | | | | | | | |
|  | | | Disciplinary literacy concerns, which is a particular concern with the new exam specification in a range of subjects with higher literacy demands and more complex questions. | | | | | | | |
| **External barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | |
| **C.** | | Attendance of Disadvantaged students’ needs to continue to improve | | | | | | | | |
| **D.** | | Parental engagement at parents’ evening | | | | | | | | |
| **E.** | | Mental Resilience | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | Success criteria | | | |
|  | Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | | | | Progress 8 for Disadvantaged students is in line with national all [IDSR] / Destinations data shows that % of Disadvantaged students still in education or employment is in line with all pupils nationally. | | | |
|  | Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | | | | Improved outcomes, evidenced by, data, recalled exam papers and performance in mock and public exams. | | | |
|  | Improved attendance | | | | | | Absence rates and persistent absence rates for Disadvantaged students is at least in line with national – (IDSR) | | | |
|  | Improved parental engagement | | | | | | Attendance at parents’ evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students | | | |
|  | Improved Mental Resilience | | | | | | Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures) | | | |
| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | | | | **18/19** | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Desired Outcome** | | | | **Chosen Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.  **(B)** Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.  **(C)** Improved attendance, Lower absence rates and lower PA figure  **(D)** Improved parental engagement, Attendance at Parent Consultation evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students  **(E)** Improved Mental Resilience | | | | Develop a working knowledge of what makes Disadvantaged individuals ‘tick’. Share this information so learning can be personalised. This will be in the form of an inclusion document combined with SEN information | All staff know Disadvantaged students in their class and highlight them in planning. Through QA processes it is evident that targeted teaching strategies are being used in lessons to support Disadvantaged progress.  Inclusion briefings and T&L briefings used to highlight current Disadvantaged data information.  Provision Map used as a means to record information | * Strategic lesson planning identifying DA students to enable personalised provision * Fewer C3s/C4s * improved progress of identified students * Termly QA activities | | | IWI/JWI | * Begun Sept 19 * Ensure all Year 11 information recorded by Jan 19 * March 19 Yr 9/10   May Yr 7/8 |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | | Ensure data is routinely scrutinised for Disadvantaged students and specific interventions are implemented | SLT to ‘RAG’ assessment data following every data drop. First focus to be on Disadvantaged students. Barriers to learning identified and interventions decided. Allocation of pathway discussed and communicated. Work to begin immediately and logged on provision map system. | * Underachievement rapidly identified and gaps closed, so no group shows significant attainment or progress gap from the rest of the cohort * Effective interventions designed to meet needs of groups * After each data drop (3 times a year) | | | IWI/ABA/CJE | * After snapshot March 19 * After snapshot June 19 * Summer 19 exam analysis for Yr 11 |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.  **(B)** Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | | **Metacognition** to become one of the NMS ‘good habits’ of the class room. Furthermore, metacognition is shown to be more effective when embedded within subject teaching rather than exclusively as a ‘study skills’ bolt on. | Disadvantaged Students (who have less chance of seeing this modelled in the home) are explicitly taught how to manage their own thinking and learning, thus making them more able to make progress and feel more in control of their learning.  A wide variety of sources including the EEF show that teaching a student metacognitive strategies is a reliably effective and cost effective approach to enhance student performance. | * ‘Sheep Dip’ Tutorial programme as introduction to metacognition delivered in 2018 to raise staff and student awareness. * Whole school CPD in metacognitive approaches delivered in Summer 2018 * Gained time used for staff to adapt SoW to include metacognition * Checklist widely shared with staff of main metacognitive approaches. * T&L Briefing to be used to support staff in introducing metacognition into their routine teaching. * FTLs to audit metacognition in their observations | | | ABA and FTLs | * With each tranche of lesson observations. * Student Voice |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.  **(B)** Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | | **Lean and Authentic Feedback.** The focus on devising subject specific approaches to feedback and interrogating these through action research equips staff to explicitly monitor approaches to DIRT that Disadvantaged students find more accessible. | Dylan William and a host of other respected educational writers are clear about the value of a responsive teaching environment. Whilst work scrutiny exercises have shown that PP get the same standard of feedback from their teachers, they also seem less likely to engage with DIRT. As such the development of our feedback strategies to maximise opportunities for progress by speeding up the process and finding innovative ways to engage students in feedback should lead to greater progress.  Students will make swifter progress through receiving feedback on a faster feedback. | * Performance Management target shared across the school by all teachers. * Through whole school CPD sharing innovative approaches. * Also work scrutiny to review quality of feedback and engagement in DIRT. * Student Voice to gauge responses to innovation. | | | ABA and FTLs | * Half-termly through work scrutiny at Faculty level.   Twice a year through performance Management and Progress meetings. |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.  **(B)** Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | | **Improved summative assessment** **design**. Rapider response to Disadvantaged students who are falling behind and a clearer understanding of when it is happening, to who and why to facilitate purposeful and timely intervention. | ‘Testing the Water’ (2016) evidenced that less than half of all teachers had received any training in assessment design in their ITT and only one third of teachers felt confident doing this. However, we use internal data to steer PP students through a range of important choices where they may not have a stronger voice advocating for them. Research has also shown that Disadvantaged students are more likely to be placed in certain sets or steered towards certain subjects than non-disadvantaged counterparts. Accurate summative assessment would ensure these decisions were more rigorous and appropriate to individual child. | * Whole school CPD to raise awareness and basic understanding. * Maintain focus of FTLs on scrutinising and interrogating internal data and supporting colleagues in ensuring our assessments are rigorous, reliable and valid. * Identify Summative Assessment ‘champions’ in each faculty and build their skills through external and internal CPD. * Prioritising PP for Wave 2 intervention programmes that are put in place in response to this data. | | | ABA and FTLs | * Termly snapshots   Annually – Exam Performance Review meeting |
| **(B)** Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | | Disciplinary Literacy | The vocabulary gap and Disadvantaged students inability to express appropriately what they can articulate informally is a barrier to achieving GCSE grades.  Disadvantaged students are more likely to have entered secondary school with a literacy deficit. This weakness will continue to be a barrier to their achievement over their school career. | * Working with School improvement link from LEA and Faculty Team Leaders to develop staff awareness and skills to explicitly teach these skills and then integrate them into SoW over time. * Embed disciplinary literacy in curriculum design. | | | ABA & FTLs | * SLT/FTL Drop ins * Audit of NMS Good Habits with each tranche of lesson observations. |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | | **Quality First Teaching**. To ensure that Disadvantaged students receive appropriate and timely Wave 1 intervention regardless of their ability or willingness to attend Wave 2 intervention. | Clear knowledge of their class and information about current achievement, barriers and aids to learning to ensure Disadvantaged students receive a personalised and proactive learning experience that does not allow them to fall through the gaps. | * Shared understanding of what constitutes quality first teaching (all of the above). * Raising awareness and understanding of our Disadvantaged cohort to ensure their needs are recognised and met routinely in the class room. | | | ABa & FTLs | * SLT/FTL Drop ins * Audit of NMS Good Habits with each tranche of lesson observations. |
| **Total budgeted cost** | | | | | | | | | | **£19345** |
| 1. **Targeted support** | | | | | | | | | | |
| **Desired Outcome** | | | | **Chosen Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** |
| **(C)** Improved attendance, Lower absence rates and lower PA figure  **(E)** Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures) | | | | Further develop “The Bridge” - as a centre for students who need extra or alternative provision in their curriculum in order to improve behaviour and/or attendance and/or outcomes. Successful outcomes are expected to be:   * Improved attendance/punctuality for specific Disadvantaged students * Improved progress/attainment * Reduced FTE’s * Reduced incidents of poor behaviour * Audit existing provision | Developing “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 or digital technology courses. | * Weekly LM meetings with meetings used to discuss provision | | | IWI/TPE | * Feb 19 first review * June 19 |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | | Disadvantaged students have equal access to all resources as None Disadvantaged students. Successful outcomes are expected to be:   * Improved engagement in lessons * Lower C2 interventions for the basics * Lower sanctions for uniform infringements | Resources will be available for students to access in order to remove external barriers to learning. Stationery, uniform, study guides etc will be available for Disadvantaged students if required. | * Monitored termly via behaviour data | | | IWI | * Feb 19 |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.  **(B)** Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing. | | | | Targeted Disadvantaged students to receive HLTA support for Maths and English in order to be fully equipped to achieve the basic qualifications of English and Maths | HLTA provision in E&M to provide extra interventions for Disadvantaged students ensuring that the correct targeted students receive appropriate support both during the school day and outside of lessons.  Resources will be available for students to access in order to remove external barriers to learning. Stationery, uniform, study guides etc will be available for Disadvantaged students if required. | * Monitored after each data drop from Oct 18 3 times a year | | | SLT | Feb 19 |
| **(C)** Improved attendance, Lower absence rates and lower PA figure | | | | Attendance between Disadvantaged & None Disadvantaged gap closes | Sharp tracking and review to take place in order to close emerging gaps. High expectations established and high targets as per the attendance policy employed. 97% target whole school. Targeted attendance strategies employed by pastoral team, wider inclusion team and external agency support to ensure that attendance of Disadvantaged students does not inhibit their progress. | * Half termly tracking and review | | | IWI/YM/SSM | Each half term this will be reviewed up to Half term 6. |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | | All Disadvantaged students develop excellent behaviours for learning. Successful outcomes are expected to be:   * Reduced number of C3/C4 detentions * Reduced number of Fixed term exclusions * Reduced number of seclusions * Improved attendance * Improved 5R’s scores * Improved outcomes | Using behaviour data to identify persistent offenders, work with inclusion team and external agencies to take place to address behaviour barriers. Use of HLTA in the bridge to partly fund work alongside interventions from pastoral and inclusion team. | * Weekly meetings taking place to identify students. | | | IWI | * Weekly meetings with YM’s * SLT behaviour data review half termly * Full termly review by FGB   Half termly review by Governors Inclusion committee |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. | | | | Disadvantaged students at the forefront of CEIAG provision and new implementation of Gatsby benchmarks. Successful outcomes are expected to be:   * 0% NEET amongst Disadvantaged students * Destinations analysis to show appropriate destinations for all Disadvantaged students * Pupil voice to show positive feedback on provision and preparation for next steps | The need for high quality CEIAG is recognised for all students by the government, and within this we feel the need to prioritise PP students as they are less likely to have provision at home. The EEF states that the evidence base is low for this kind of work but is funding a number of high-potential projects to help build the evidence base. | * Half termly monitoring of careers interviews * Gatsby benchmark implementation plan in place by Summer 2020 * Pupil voice at least twice per year | | | GBE/EDA/CJE | Summer 2019 |
| **Total budgeted cost** | | | | | | | | | | **£76400** |
| 1. **Other approaches** | | | | | | | | | | |
| **Desired Outcome** | | | | **Chosen Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** |
| **(E)** Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures) | | | | Develop Mental Health Provision capacity in school to facilitate support for Disadvantaged students where mental health is a concern. Successful outcomes are expected to be:   * Improved attendance * Reduced number of myconcern referrals in school * External agency impact measured and demonstrates a positive impact on students | The Wellbeing of Disadvantaged students to be taken into consideration by close monitoring of pastoral information. Links to external agencies to ensure that appropriate provision is allocated to Disadvantaged students with mental health concerns. A review of Disadvantaged funding and REHO funding allocation to be used to look at how support capacity can be improved. | * Inclusion meetings to discuss referrals * Monitoring of myconcern referrals and outcomes from referrals * Inclusion and wellbeing governors committee to monitor referral data | | | IWI/JWI | * Feb 19 * July 19 |
| **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.  **(E)** Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures) | | | | Create a new tutorial programme which is intrinsically supportive of the 5Rs (e.g. more student led with clear outcomes) Successful outcomes are expected to be:   * Increased student engagement with school and community (measured via staff/student voice) * Reduced gap in reported 5R’s scores and 5R’s points totals | The EEF states that there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, and suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. These learning programmes appear to be more effective when approaches are embedded into routine educational practices, hence the use of tutorials | * Materials all produced by Summer 2019 * QA of materials in July 2019 * Alterations to materials in 2019/20 * Tutorial compliance via duty person monitoring * Tutorial QA via SDL monitoring | | | CJE/EDA/SD Team | * Summer 2019 |
| **(D)** Improved parental engagement, Attendance at Parent Consultation evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students  students | | | | Encourage parent’s attendance at Parents Evenings by targeting communication and support form staff within school. | Families of Disadvantaged students attend parents’ evenings less than Non  Disadvantaged students We see  attendance at parents’ evenings as  indicative of the working relationship  between family and school. We know that students’ achievement improves when families take an active interest in their children’s school work. | * YM make specific phones calls to Disadvantaged students’ parents to remind them to make appointments. * Separate letters sent to underperforming Disadvantaged students families in advance will be sent home follow up with text/phone calls * YM follow up non-attendance at Parents Evenings listed as a required criteria for Disadvantaged students receiving financial support | | | IWI/YM/LAS | * Jan 19 – Yr 9 Parents Evening * Feb 19 Yr 11 Parents Evening * March 19 – Yr 10 Parents Evening * May 19 – Yr 7 Parents Evening |
| **Total budgeted cost** | | | | | | | | | | **£12700** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **17/18** | | |
| 1. **Quality of teaching for all** | | | | |
| **Action** | **Intended outcome** | **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** |
| Accelerated Reader | 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 | Accelerated reader lessons October 17 to July 18 resulted in:   * Yr 7 Disadvantaged students – 60% improved reading age * Yr 8 Disadvantaged students – 62% improved reading age * 67% of the Yr 7 Disadvantaged students who improved their reading are now reading above their chronological age. * 31% of the Yr 8 Disadvantaged students who improved their reading are now reading above their chronological age. | * AR continues to have success, disproportionally good success with Disadvantaged students. Continue in 2018-19 * English faculty to schedule in 2018-19 | Accelerated Reader £2500 |
| Additional HLTA hours in English, Maths and Science | 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. | * HLTA interventions in Maths enabled 2 students to make progress and achieve their target from the first reporting period in Year 11 to the summer exam results. * HLTA interventions in English Lang/Lit enabled 2 students to make progress and achieve their target from the first reporting period in Year 11 to the summer exam results. * HLTA interventions in Science enabled 11 (out of 12) students to make progress and achieve their target from the first reporting period in Year 11 to the summer exam results. | * HLTA timetables in SIMS increased expectation all round * Impact reports did not work. Provision Map to be used to track interventions. * Intervention trackers useful to see the overall impact on individuals * Only 2 HLTA’s now in E&M – how to use effectively | HLTA En, Ma, Sc £4000 |
| Progress Leaders – Tracking and tailoring provision | 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 Disadvantaged 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. | * % of Disadvantaged students forecast to be at or above expected target is 75% in Y7 but falls to only 32% in Y11. * Progress and forecasts need to be addressed * 3R’s for Disadvantaged students is above 2.5 in all year groups. There is no significant difference in 3R’s between Disadvantaged and None Disadvantaged students * Whole school work scrutiny showed no difference in marking, feedback and DIRT from Disadvantaged and None Disadvantaged students | * Termly review process did not work as a checking mechanism. * Bespoke intervention has the most impact * Group interventions using buddies reported as having positive impact * Impact hampered by lack of home support – parental engagement needs to be a thrust of work in 2018-19 * PL will no longer exist in 18/19 – SLT RAG meetings to replace and Inclusion/Faculty support introduced | Progress Leaders £8000 (part of TLR’s) |
| Promoting Excellent Teaching | 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 Disadvantaged boys are being evaluated for impact at our school, this will utilise the EEF toolkit as well as many other sources of “what works”. | Progress measures:  English -0.78  Maths -0.71 | * The need to preferentially support Disadvantaged students’ needs constant driving: continue the Disadvantaged students briefings * Some subjects not ensuring progress of Disadvantaged students, these staff need Disadvantaged students to be woven into performance management targets n 2018-19 as a whole school priority |  |
| 1. **Targeted support** | | | | |
| **Action** | **Intended outcome** | **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** |
| The Bridge | Developing “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. | * 37 students access The Bridge, 18 of whom are Pupil Premium funding eligible. 7 of which were Year 11. * Attendance and progress of one particular Disadvantaged student benefitted from Bridge support. Despite severe mental health and social care issues. Attendance increased from 70% in Year 10 to 87% in Year 11. She was able to achieve grades in 7 subjects including a 5 in English. * Similarly a student improved attendance from 50% in Year 10 to 79% in Year 11 and was able to achieve 3 grades in his GCSE’s. * Y9 MFL extraction groups worked well, C2, C3, C4 from lessons has decreased. | * It works! However, over-reliance on being in The Bridge can be detrimental. In 2018-19 limit time each student can spend in The Bridge * GCSE work well targeted at students, but can be slow to set up. Liaison between some teachers and TPe needs to improve * YM to facilitate with TPe obtaining work * Prince’s Trust working well but groups need to be determined earlier in the year | The Bridge £25000 |
| Year Managers – Attendance and Punctuality | 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. | * Absence of Disadvantaged against national Disadvantaged shows the school has 0.3% better absence rate. * Attendance of Disadvantaged students improved by closing the gap to national None Disadvantaged from 7% to 4.6% from the previous year. * PA of Disadvantaged students has reduced by 2.3% compared to None Disadvantaged nationally. However, we can see that the PA of Disadvantaged students did not fall in line with national Disadvantaged students. * Attendance of Disadvantaged students in all year groups improved on the previous year. | * Impact of systems clear but greater targeted support for Disadvantaged students needed * Look at developmental practice from PEAK 11 schools for improving Disadvantaged students attendance * Continue to scrutinise data during line management meetings and develop bespoke support strategies for Disadvantaged students | Year Managers £42000 (part of 3 salaries) |
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| School Uniform | PPG to be used to fund items of school uniform to allow students equal access to lessons and extra-curricular activity. | * Students have accessed this fund, allowing them access to lessons. * C2 Equipment have decreased for the relevant students | * Some difficulties with some parents purchasing incorrect uniform (mainly shoes). Continued clarity of expectations needed for 2018-19. Year assemblies, parental information on what is acceptable and what is not * Staff are clear on protocol and it is being used more than ever * Parents being informed at the beginning of the year helped. Repeat letter/newsletter in 2018-19 | Uniform & Equipment £1142 |
| School Counsellor | 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. | * 50% of the counsellor’s meetings are with D students. This is supporting them to attend, engage and achieve at school | * Counselling sessions effective for most students attending. Combined with The Bridge support some students now achieving * Referral system now clear via YM and AHT * More students needing support than counsellor can accommodate * Improve capacity of counsellors in school | School Counsellor £9000 |
| Year Managers – Behaviour and involvement | Three Year Managers are employed, with part of their responsibilities to improve behaviour and engagement within their year groups. The students eligible for Pupil Premium funding 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. | * Whist whole school FTE’s increased this year. There was no increase in the average number of PP students being excluded.   15/16 – 28% of all FTE’s were Year Managers £42000 (part of 3 salaries students  16/17 – 27%  17/18 – 28%   * The gap between Year Managers £42000 (part of 3 salaries /None Year Managers £42000 (part of 3 salaries in school C3 call outs have reduced by 27% and C4 incidents have reduced by 11%. * Parents evening attendance has increased for PP students in Year 10 & 11 | * Dashboard for tracking behaviours has supported work well * Behaviour reports now more systematically used * Consistency between three YM required. New briefing structure to be introduced * Termly reports did not work. Fortnightly inclusion briefings to be used to regularly track and evaluate behaviour interventions. * Extra-curricular attendance monitoring method works but there is a large time lag. Refinement needed in 2018-2019 * Continue to work on reducing the FTE’s of Year Managers £42000 (part of 3 salaries students * Methods of increasing parental engagement at Parents evening need to be investigated. | Year Managers £42000 (part of 3 salaries |
| Progress Leaders - Habits | 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. | * % of Year Managers £42000 (part of 3 salaries students forecast to be at or above expected target has improved over the year when all years are considered. It is 85% in Y7 but falls to only 42% in Y10. 42% were forecast to achieve targets in Y11, but only 29% did. Progress and forecasts need to be addressed * 3R’s for Year Managers £42000 (part of 3 salaries students is above 2.5 in all year groups. There are significant differences in Y8-10 in 3R’s for Disadvantaged and None Disadvantaged students, but overall there is no significant difference | * Re-structure means no PL for 2018/2019 * Progress to be assessed at SLT level * Develop intervention pathways for different needs of students. | Progress Leaders £8000 (part of TLR’s) |
| Careers | 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. | * All Y11 eligible students have a careers interview scheduled | * Book careers advisor’s time early in the year. He wasn’t able to attend some events due to prior commitments * Careers advice is valued by students but felt the individualised advice comes too late. CEIAG tutorials in place, but students would benefit from something more personalised earlier in their school career. An area for development in 2018-19 | Careers £3500 |
| 1. **Other approaches** | | | | |
| **Action** | **Intended outcome** | **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** |
| Trips | 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. |  | * Staff clear on system, applications from parents increased after “Premium” letter sent home. System developed for application and approval of claims * Repeat letter and remind staff organising trips of system in 2018-19. | Trips £1088 |
| Induction | 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 do 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 | * Y6 teachers work scrutiny of 2016 Y7 students showed all students to be maintaining or improving their academic standards and their presentation * Y6/NMS staff liaison meetings have opened a dialogue and data sharing system so PP eligible students have a smooth transition * 3R’s sores for 2018 Y7 Disadvantaged students show no significant difference between Disadvantaged and None Disadvantaged students | * Primary teachers report good academic transition, students report good pastoral transition. Evaluation needed in 2018/19 – review if provision still appropriate? * Increased knowledge amongst TLR’s of KS2 expectations & standards. This need to be continually disseminated in 2018-19 * Links at various levels allow events to run smoothly – continue in 2018-19, but streamline for staff time where possible | Induction £2000 |
| Music Lessons | Any eligible student who would like music lessons can apply for the cost of these to be subsidised through the PPG | * PPG supports students to participate in music lessons | * Recording of who accessed this is accurate but there is a time lag. A more streamline system needs to be implemented in 2018-19 * Statistical gap in Disadvantaged and None Disadvantaged students accessing music lessons or GCSE. This needs investigating **in 2018-19** | Music Lessons £288 |

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| 1. **Additional detail** |
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