

Pupil Premium Grant Expenditure Plan 2018/19

1. Ensure disadvantaged students make good progress in all subject areas and across all year groups.			
Action	Purpose	Resource (figures estimated from previous year)	Success criteria
Continue PP intervention monitoring report for departments to record individual pupil interventions	PP monitoring form is reviewed half termly and RAG rated including next steps and subsequent actions which are agreed and shared by the working group including monitoring and impact reporting responsibilities. To record evidence of intervention for each PP student clearly. All PP students across all year groups receive personalised intervention.	Staff time	Staff given ownership of reporting PP intervention. Easier to identify students in need of additional intervention and therefore implement extra support. Provides clear overview of individual PP interventions.
Develop calendared points across the academic year for all subject teachers to evaluate standards in their classes with a focus on disadvantaged students and their progress each half term including next steps and narrowing of the gap	To refine and evaluate standards in class.	Staff time	Establish renewed impact reporting system. Impact reports are submitted on time and are of high quality, with clear outcomes from intervention through 1st wave teaching and learning. Gaps for disadvantaged students decrease. Impact reporting through standards reviews clearly shows evaluation of disadvantaged student progress and achievement including next steps and a narrowing of the gap.
Develop additional CPD opportunities focused on 'closing the gap' through improving teaching meetings along with training for new staff to enhance the progress and achievement of disadvantaged students	CPD opportunities focussed on 'closing the gap' identified and calendared through 10 twilight sessions. Colleagues report training as developing their pedagogy. Gaps narrow consistently across all subjects and year gaps.	Staff time	CPD opportunities calendared and staff voice shows positive impact upon professional development and pedagogy. Gaps for PP students narrow across all subjects.
Further enhance the roll of mentors to ensure they have clearly identified PP students to work with	Mentors work with identified students to help overcome any issues. To provide practical and objective guidance and support. Y11 prefects to mentor Y7 students and Y11 disadvantaged students mentored by staff.	Staff time	Mentors demonstrate positive impact with disadvantaged students including enhancing progress and achievement, improved attitudes to learning as evidenced through student questionnaires and case studies. Gaps close based on comparisons to previous years.
Enhance resources for disadvantaged students including access to key texts and reading resources to further develop literacy levels and reading ages	Resources purchased show positive impact on support for disadvantaged student, enhanced progress and narrowing of the gap.	£3,500	Impact reports and case studies from resources purchased show positive impact on student progress and achievement. Student and parent questionnaires show clear positive outcomes from spend.
Review the curriculum provision at all key stages for the needs of all learners.	Review new tech level and other qualifications to increase option choices at KS4 and KS5.	Staff time	All students are guided to the most appropriate pathways for them to access Level 2 qualifications.
Calendar revision sessions for targeted PP students	Opportunities identified in the calendar and sessions run for PP students.	Staff time	Revision sessions calendared. The impact of the sessions is positive and students clearly feel as evidenced through student voice that their ability to perform well in exams has been enhanced. The impact of the sessions is positive and students clearly feel their ability to perform well in exams has been enhanced. This can also be seen within mock exams and classroom assessments as gaps for disadvantaged students' narrows across all curriculum areas.

Further develop curriculum leader standards reviews to ensure that all curriculum leaders know which disadvantaged students have been targeted for intervention across their curriculum area and the impact of these interventions including their progress across the academic year. Enhance the ability of curriculum leaders to provide 'supportive challenge' for their teams and hold people to account	Standards reviews for curriculum leaders are high quality and take into account disadvantaged student progress and achievement including the impact of interventions within their own curriculum areas. Supportive challenge is evidenced in line management meetings with particular reference to disadvantaged student progress and the gap for disadvantaged student achievement narrows over time.	Staff time	Standards review system reviewed and refined through consultation with curriculum leaders. Key students identified for intervention. Supportive challenge is evident through DDT and line management meetings with particular reference to disadvantaged student progress and the gap for disadvantaged student achievement narrows over time.
Ensure SISRA analytics are used to show progress and gaps which in turn teachers use to develop strategies to enhance quality first teaching and learning as well as report in the impact of intervention through first wave teaching and learning through use of focus groups and impact reports	Use of SISRA can be seen in teacher standards reviews and also through class monitoring. Lesson observations and learning walks show a narrowing of the gap.	Staff time	Standards reviews show detailed analysis of disadvantaged student progress including the impact of intervention. Progress and achievement of disadvantaged students across all subjects is enhanced. Gaps narrow.
Continue to offer additional homework/revision clubs (as well as Friday club for Y11 during lunch and after school)	Revision clubs are well attended by those targeted disadvantaged students.	Staff time	Revision clubs established are well promoted and attended by disadvantaged students. Feedback from teachers clearly shows positive impacts from the improved motivation of students who attend.
Literacy testing materials: on line spelling reading progress tests	Give base line tests on entry to school and annually to give profile and track progress; follow up tests at end of year (summer 2019)	Previously purchased in school	Provides indicator for required literacy intervention in Y8.
General Materials, books, printing costs, sundries, catering, equipment. Including "easy access" English texts	To aid organisation and access to curriculum for vulnerable, disadvantaged students, and facilitate the completion of GCSE and BTEC coursework.	Previously accounted for	Improved access to the curriculum and standard of results comparable to non PP students.
Revision Materials	Students receive subject revision books in Y11 to support improved exam performance	Previously accounted for	Gap between PP and non-PP students reduces.
Timetabled teacher intervention. Additional Support for Maths, English and Science and open subjects	To enable disadvantaged students to access national curriculum subjects and achieve target grades. Reduce barriers to learning and improve levels of achievement in English and maths for targeted students. 1-1 support for targeted students.	£84,000	Improved student outcomes; sessions within HUB to enable access to curriculum and improve progress; achieve or exceed predicted targets. Upward trend in results and increase in LOPs.
Ensure TAs have clear guidelines and procedures in relation to expectations for monitoring progress of disadvantaged students and deploy strategies to enhance the progress of disadvantaged students	TAs able to evidence impact of their work with disadvantaged students, which strategies work best with individual students and regularly report on their work to the SENCO and in turn the SLT	Staff time	Impact shows enhanced outcomes for students.
Ensure SENCO has clear guidelines and procedures in relation to the expectation for monitoring the progress of disadvantaged students on the SEN register, including the development of SEN intervention to enhance disadvantaged students progress based on best practice including the reporting of their impact	Interventions for PP students are recorded and monitored against their impact on student outcomes.	Staff time	Gaps for disadvantaged students on SEN register narrow and students make good progress compared to their targets and peers.

Continue to use Class charts	Class Charts system to raise attainment, focus easily on PP students in class, seating arrangements, new reward system and homework setting	Funded in other area of school budget	Improved student outcomes.
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2. Raise aspirations, develop resilience and improve motivation and attendance across all year groups.

Action	Purpose	Resource (figures estimated from previous year)	Success criteria
Transport	Purchase of appropriate school transport as required.	£1,200	Improved attendance
Identify and deploy uniform and well-being support funding to those students in need and develop impact measures	Funding is allocated to those disadvantaged students who need it most.	£1,900	To ensure students can purchase new school uniform. Students feel part of school community and do not have to worry about peer pressure.
Breakfast club - extend breakfast club to other days and target KS3 PP students.	Breakfast club is well attended by those targeted disadvantaged students. Attendance at breakfast club can be clearly linked to improved attendance and punctuality. Students have access to free breakfast once a week.	£500	Increased number of PP students receiving breakfast and improved diet, PP students arrive promptly to school.
Homework Club	Targeted support for SEN and vulnerable students.	Staff time	Improved completion rates of homework. Homework completed to a higher standard. Students understand the importance of completing homework. Feedback from staff shows the impact of quality homework produced by students who attend.
Peripatetic music support	Provision of own instrument to allow home practice. 1-to-1 music support	£5,500	Raising of self-esteem and competency in music. Assist students gaining music grading.
New attendance and safeguarding officer to work with and improve vulnerable students' attendance	To work closely with students and their families, maintaining regular contact and establish constructive relationships with families/carers of children in need of extra support. Continue newly implemented late-gate process and ensure all parents/students are aware. Enhance rewards and recognition related to attendance and punctuality as part of new policy/process	Staff time	Improved attendance, resilience and motivation. Establish constructive relationships with families/carers of children in need of extra support, to keep them informed of their child's needs and progress and to encourage positive family support involvement.
Develop the role of the attendance officer to work with designated members of SLT to include the identification of key disadvantaged students whose attendance falls below expectations and develop strategies to enhance attendance	Key disadvantaged students identified on a regular basis and strategies deployed.	Staff time	Strategies deployed show a positive impact on attendance. Parent and staff questionnaires show a positive impact from the attendance team.
Lunchtime Club - extend lunch club to more days	Key disadvantaged students identified to develop social skills.	Staff time	Lunchtime club is well attended by targeted disadvantaged students
Friday Club	SLT led homework/revision club for Y11. To provide additional support, catch up, exam technique and 1 to 1 mentoring and revision strategies. SLT enhance profile of club and encourage attendance.	Staff time	Well attended by disadvantaged students. Feedback from staff shows improved progress and motivation of students who attend.

Robust programme of CEIAG (Careers Education Information Advice and Guidance) programmes for all disadvantaged students, particularly those at risk of exclusion and NEET (not in education, employment or training)	Robust pastoral programmes including CEIAG are created and show positive impact in relation to aspirations and progress towards ensuring the eradication of NEET students who are disadvantaged. Personalised action plans are created to support.	Staff time	CEIAG programmes show a positive impact on aspirations and motivation to succeed. Personalised action plans are created to support students through pathways and into appropriate and courses at KS4 and beyond.
Careers Fair	Careers event aimed at Y11+. To inspire and inform young people of the job market and to highlight some great examples of various areas of Industry ranging from SME to Corporate. Provides a chance for students to network, to find out if Apprenticeship opportunities are potentially available in the future and gain advice that they may use to join that industry. It will also be a chance for young people to engage with employers and vice versa. Thought provoking and inspiring event for students.	Staff time	Comments from students are positive and widened understanding of career, education and wider life choices available to them.
Trip subsidy	Increase the life chances and wider educational opportunities of disadvantaged students. Aim to see more PP students taking opportunities available to them outside of the classroom curriculum.	£5,500	Theatre visits, Manor Adventure, Geograpy field trip, Big Bang, RS. Students have access to trips and visits that otherwise they would not have been able to attend.

3. Enhance the ethos of support to promote wellbeing and improve parental engagement across all year groups.			
Action	Purpose	Resource (figures estimated from previous year)	Success criteria
Subscriptions: Specialist Teaching Service	To test students in order to provide strategies to support students and ensure students are not at a disadvantaged.	£5,600	Diagnostic assessments to inform nature of difficulties identified and provide appropriate interventions and <u>access arrangements.</u>
Relate Counselling Services	To support vulnerable students and develop resilience and emotional well-being	£12,500	PP students access service for up to 5 weeks for each student; all PP students have access to service; demand <u>growing as anxiety increases.</u>
Youth Mentor	To support vulnerable students and develop resilience and emotional well-being	Free	All PP students have access to service; demand growing as anxiety increases.
Curriculum: Mindfulness	All students take part in mindfulness activities (in all year groups). Tutors to deliver once per half term (minimum).	Staff time	All students have access to strategies to help them cope with their anxieties. Benefits of mindfulness include: increased focus, attention, self-control, classroom participation, compassion. Improved academic performance, ability to resolve conflict, overall well-being. Decreased levels of stress, depression, anxiety, disruptive behaviour.
Student mentoring	Y11 disadvantaged students mentored by staff. Disadvantaged Y7 students mentored by Y11 prefects.	Free	Improved motivation, increased aspirations for all students involved.
SLT Y11 intervention evening	To enhance communication between home and school. To provide useful information to support learning at home. To emphasise the importance and encourage good attendance.	Staff time	Parental engagement improves, parents support school and attendance of PP students improves.

Heads of Year (HOY) to work with attendance and safeguarding officer and meet with disadvantaged students parents' in Autumn term and liaise closely throughout the year.	To enhance communication between home and school. To provide useful information to support learning at home. To emphasise and encourage the importance good attendance. To implement strategies to remove barriers, real or perceived, preventing PP students from attending school.	Staff time	Parents and students supported with attendance, punctuality and progress.
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4. Use the PP grant to ensure PP students have access to the same opportunities as the whole school community.			
Action	Purpose	Resource	Success criteria
Provide termly impact report against this action plan including recommendations and next steps to be scrutinised by the governing body	Impact reports produced.	Staff time	Impact report produced which includes recommendations and next steps.
PP working group to continue to meet half termly to evaluate progress and the impact of the actions within the plan	PP working group to include teaching staff and support staff.	Staff time	Working group disseminate best practice to department staff
Subscription to the Key to ensure best practice in relation to PP spend and evaluation	Best practice in relation to PP spend is disseminated to all staff based on information within the Key via the working party group.	Funded in other area of the school budget	Best practice is regularly shared and feedback from staff is positive in relation to strategies used to enhance outcomes for disadvantaged students.