

Summary information as Context to this PP Report						
Academic Year	18/19	Total PP budget	258,455	Date of most recent PP Review	06/2019	
Total number of pupils	901 (Yr. 7 – 11)	Number of pupils eligible for PP	290	Date for next internal review of this strategy	09/2019	
1. Current attainment and progress (Last Year's figures in brackets)			School PP	School non	National non PP	Gap
Progress 8 Score		(2018: National Disadvantaged -0.44)	-0.46 (-0.48)	-0.14 (-0.06)	(0.1)	(-0.58)
Attainment 8 Score		(2018: National Disadvantaged 36.7)	37.92 (29.23)	44.43 (46.19)	(50.14)	(-20.91)
Barriers to future attainment (for pupils eligible for PP)						
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Lack of Oracy skills and depth of vocabulary. We acknowledge this area of need through the quality assurance process including learning walks, staff feedback, work sampling and examination results analysis.					
B.	Lower expectations from staff and insufficient progress at KS2 and KS3 for low attaining students in mathematics.					
C.	Increased numbers of PP students with low prior attainment resulting in lower starting points and weaker basic skills. Knowledge gaps on entry to school from KS2 is also evident, inhibiting progress at KS3 and 4.					
D.	In terms of behaviour, there is a disproportionate quantity of PP students who have the most Behaviour Log incidents in the school in comparison with non-PP students. PP students make up a high number of exclusions.					
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>						
E.	Social, mental health and emotional needs – some difficulties with regulating behaviour, high levels of social care involvement and safeguarding needs.					
F.	Parental engagement of Pupil Premium students is slightly lower than non-PP. This includes attendance at parents evening and engagement with parental workshops and information evenings.					

G.	Historically there has been a small difference between our Pupil Premium students and non-PP students when it comes to persistent absence. National data consistently shows lower attendance in disadvantaged families	
H.	Some students display a lack of cultural capital resulting from a lack of access to a range of experiences.	
Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase in confidence and effectiveness in the use of Oracy as well as an increase in vocabulary and wider knowledge for students eligible for PP	Students are facilitated to access and acquire knowledge of our 'Big Words' / Tier 2 and 3 vocabulary. Implementation of Direct Instruction to show improved literacy in y7. Students to report positive feedback regarding improved confidence in Oracy and reading across the school.
B.	Higher expectations of PP students in mathematics	Drop ins and lesson observations will show responsive teaching which challenges all students appropriately. A mastery approach is developed to support students to make at least good progress in maths.
C.	Increased progress of students with low prior attainment	Tracking of KS3 students to show PP students with low prior attainment are on target to meet end of year expectations.
D.	Improvement in behaviour for PP students	Behaviour analysis will report improvements in behaviour across the school. A reduction in fixed term exclusions for students eligible for PP.
E.	Social, mental health and emotional needs are met within the school to support ongoing attainment and achievement.	A reduction in behaviour incidents, increased attendance and academic attainment in line or better than expected from targeted PP students.
F.	Increased attendance at parents evening and parental workshops / information evenings.	Parental attendance rates for PP students will increase across all year groups.
G.	Improved attendance rates for our PP students	Gap between PP and non PP will reduce in terms of PA and attendance.

H.	Opportunities are in place for all students to access a range of experiences in order to develop cultural capital.	Students to have access to a wide range of experiences both within the curriculum and through out of school opportunities in order that they develop greater cultural capital.
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3. Evaluation of the previous year against intended outcomes (1st Draft July. Finalised in September)

Starting Point	Goal (Intended + Actual outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
<i>Improving quality of teaching for all</i>					
<i>Targeted Support</i>					
<p>GRAPS (Group Raising Achievement Plans) [Objective B,C]</p> <p>RAG meetings</p>	<p>Intended: PP student progress is in line or better than non-PP students. Actual: <i>data shows gap is still evident</i></p> <p>Intended: Staff are aware of PP students’ individual needs and use personalised targets to support ongoing improvement. Actual: <i>not yet fully embedded across the staff body</i></p> <p>Intended: Support processes are put in place to support student need.</p>	<p>GRAPS: Following data points, trends identified in subjects. Heads of Subject identify key priorities across their department. Teachers focus on key underperformers in their classes. PP students are prioritised.</p> <p>RAG: SLT meets with pastoral leads following data points. Under-achieving</p>	<p>All staff Led by SJE</p>	<p>Yes: Although in its infancy, initial feedback from staff and students indicates the targeted support of students through the GRAPS and RAG process is useful in supporting individual student progress and has the potential for sustained impact over time.</p> <p><i>To review at the end of 2019/2020 academic year.</i></p>	<p>£5,000</p>

[Objective B,C,E]	Actual: Support networks are extensive and appropriate but require reviewing to ensure maximum impact	students are identified, and PP students prioritised. Concerns discussed with students, targets set which are fed back to teachers. Interventions implemented including mentoring, referral to particular subject leads or external agencies, going on report and/or liaison with parents/carers.			
Core subject tutor time intervention	Intended: PP student progress is in line or better than non-PP students within the core subjects. Actual: data shows gap is still evident, especially at KS4.	En, Ma and Sc teachers are removed from being a tutor to extract key groups of Year 11 students twice weekly where underachievement in core subjects has been identified. PP students are prioritised.	Core subject staff Led by SJE / CSK	Yes: student feedback is generally positive regarding the interventions. Internal data suggests the gap between PP and Non-PP has closed for the core subjects although a 20% gaps exists (% achieving grade 4 and 5 in En / Ma)	£4,500
Y12 & 13 students supporting key maths classes, reading sessions and subject tutor time interventions [Objective C]	Intended: PP student progress is in line or better than non-PP students within the core subjects. Actual: data shows gap is still evident, especially at KS4.	Y12 & 13 students work as TAs supporting key maths classes and tutor time intervention. Another group run reading groups with PP students in Y7. Resources are prepared by members of staff who also train the tutors, identify the tutees and oversee the tuition.	GAP to identify KS5 students CSK / SJE select beneficiaries	Yes: Feedback from staff and students indicates that the use of positive KS5 role models appears to impact on the progress of PP students. <i>Training process and effectiveness of individuals requires further review. Attendance requires tracking.</i>	£1,000

<p>Alternative Provision [Objective D,E,]</p>	<p>Intended: Where a PP student is unable to access mainstream provision we feel it crucial that appropriate alternative education providers are engaged to meet the needs of students. Actual: <i>Alternative provision is in place to meet the needs of a number of high need PP students.</i></p>	<p>Across the academic year a number of PP students require alternative provision via various agencies and providers CHES, Wave Academy Trust etc. to enable students unable to access mainstream education to have appropriate provision to meet their needs.</p>	<p>RJQ</p>	<p>Yes: Alternative provision is used as a last resort when mainstream education is no longer an option. This decision is not taken lightly but ensures students continue to access educational services.</p>	<p>£38,069</p>
<p>Supplementary lessons</p>	<p>Intended: PP students achieve a +P8 score and achieve qualification to enable them to access further education, employment or training post 16. Actual: <i>data shows that on average PP students achieve a – P8 score, which may limit their access to preferred post 16 pathways. P8 progress is less than the Non-PP cohort</i></p>	<p>A member of the senior leadership team identifies Y11 students in need of additional time in targeted subjects and then organises personalised timetables in liaison with teachers to ensure greater progress towards a +P8 score / improved A8 score</p>	<p>DPP & CSK</p>	<p>Yes: this strategy impacts on a small number of students and helps raise attainment in specific subject areas. Whole scale use is not possible due to timetabling and curriculum time.</p>	<p>£500</p>
<p>Competitive Mentoring</p>	<p>Intended: PP students are engaged in the learning process and behavioural incidents are reduced. PP progress to be in line or better than Non-PP. Actual: <i>data shows gap is still evident, especially at KS4. Behavioural incidents are more frequent for the PP cohort than other students.</i></p>	<p>Groups of students who are at risk of under-performing in all year groups are put into a positive scoring competition over a period of weeks and work in teams to 'win' by working well every lesson. The winning teams win a free lunch on a weekly basis and tokens at the end of each cycle. PP students are targeted for this regular, cyclical programme.</p>	<p>HOY / SLT Link</p>	<p>Yes: this strategy impacts on a range of students across year groups and can be seen to focus students towards positive learning and behaviour attitudes. <i>These changes may only be short term however and requires</i></p>	<p>£1,500</p>

				<i>further analysis to report on impact.</i>	
Pastoral Support (Curriculum & Behaviour) [Objective D,E,F,G,]	<p>Intended: PP students are provided appropriate, high quality support in order to enable them to access the curriculum and engage within the community of the school. PP attendance, conduct and academic progress to be in line or better than Non-PP.</p> <p>Actual: <i>data shows gap is still evident. Behavioural incidents are more frequent for the PP cohort than other students and attendance of PP is lower than Non-PP.</i></p>	Five Heads of Year, Three Assistant Heads of Year (AHOYs) and two Emotional Health Care specialists are employed to support pastorally. This support makes a wide and deep impact on students, many of whom are in receipt of PP funding.	Pastoral: AHOY / HOY SLT Link	Pastoral Team: The year teams focus on removing barriers to learning as well as on tracking and enhancing student behaviour. Parental engagement helps to ensure that disadvantages faced by PP students are reduced.	£50,117
Teaching Assistant Support [Objective C]	<p>Intended: PP students (and others requiring additional support in lessons) are provided appropriate, high quality 1:1 and group support in order to enable them to access the curriculum and engage within the community of the school. PP academic progress to be in line or better than Non-PP.</p> <p>Actual: <i>attainment gap is still evident.</i></p>	The LS (SEND) team supports individuals unable to access the full curriculum through small group work and individual tuition. Behavioural support and academic interventions also support our most vulnerable students. This extra support is provided for a high proportion of PP students based on need.	RRQ	Yes: LS Team: The wrap-around care and support helps identify and remove barriers, allowing students to more successfully access learning. Review of structure to take place Summer Term 2019 to ensure maximised impact from funding.	£82,500

<i>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</i>					
Financial Hardship Fund [Objective H]	Intended: All students who face significant financial hardships are supported so that they are not disadvantaged due to monetary factors.	The Hardship Fund is used to support any PP student or others who may abruptly face a financial challenge or exceptional need which can help address student need.	Finance / CSK	Yes: supporting students on a case by case basis ensures that any facing significant financial hardships have access to funds for items such as uniform, equipment etc. helping to ensure a degree of equality across the school.	£10,000
Financial support [Objective H]	Intended: The school offers financial support to individuals and families to enable PP students to access the curriculum and enrichment opportunities, e.g. Curriculum trips, Challenge Week, Porthpean, uniform, curriculum resources, DofE, ingredients for catering, revision guides, after school transport, music lessons, etc. Actual: This fund is not used by all PP students and therefore requires reviewing to address the effectiveness and impact of this spend.	All PP students have a dedicated amount to spend on this each year: £120 for any student who is on or has been in receipt of FSM within the last six years; £30 for students from a Forces background; £50 for adopted children.	CSK	For review: This is a significant percentage of the school PP budget. A review at the end of the 2018-2019 academic year will take place to ensure that funds are used effectively to support both cultural development of students but can also be better used to improve academic outcomes of PP students.	£36,500

4. Strategies for Closing the Gap this Year. See SDP for further information on NEW Developments

Starting Point	Goal (Intended Outcomes)	Actions and Strategies being implemented this year.	Owner	Review and Notes including the evidence base for why we believe this will be effective.	Est. Cost
<i>Improving quality of teaching for all</i>					
Diagnostic testing of Yr. 7 PP students [Objective A,B,C,E]	Intended: All PP students to undertake a series of diagnostic tests in order that barriers to learning are identified and addressed to support accelerated and ongoing progress.	Students to undertake testing using the following assessment tools: CAT4 Gold (provides perspective on potential pupil achievement to help identify where to provide extra support or set more challenging targets), Progress test English, Maths and Science: to address subject specific gaps and strengths New Group Reading and New Group Spelling: to identify reading ages and spelling deficits PASS: attitudinal survey designed to identify perceived and real barriers to school and learning. Suggested format: Students to be tested with CAT once over the year, progress tests at the beginning and end	CSK	New Initiative: Barriers to learning to be identified immediately on entry into the school and addressed to support accelerated and ongoing progress	£2,605

		of Year, Reading and Spelling termly and PASS twice per year to indicate progress made and further actions to address learning needs.			
Introduction of seating plan and behavioural analysis software [Objective C,D,E,]	Intended: For all school staff to be aware of PP cohort as well as their specific needs and suggested T&L strategies to support. To improve analysis and tracking of behaviour across the school.	Introduction of 'ClassCharts' in September 2019 to display key information for teaching staff. Once introduced, the development of T&L strategy introduction such as reading ages, attitudinal information and cognitive scores to support individual progress (via diagnostic testing including Lucid Exact and GL Assessment resources) will be added to this database. Improved tracking of behaviour to support ongoing support as required. To be supported by review of the behaviour policy to support T&L for implementation in September 2019.	Data Manager CSK CSK Pastoral Staff	New Initiative: By ensuring all staff are aware of the PP cohort as well as being given key information required to support individuals in class, it is hoped that students will be better supported in their learning. More effective analysis of behavioural information will result in timely interventions to engage students into the culture of the school and support a better climate for learning.	£3650
Oracy framework [Objective A]	Intended: Students are facilitated to access and acquire knowledge of our 'Big Words' / Tier 2 and 3 vocabulary. Implementation of Oracy drive and direct instruction to show improved literacy in y7. Students to report positive feedback regarding improved confidence in Oracy (and reading) across the school.	Oracy framework presently in development for trial implementation in September 2019 within key subject areas. Weekly word list for dissemination to all students; to be incorporated into tutor time, into lessons and across school wherever possible. Creation of 'Knowledge Organisers' to provide students with key vocabulary and subject content each term / half term.	CSK, Oracy Working Party, Middle Leaders	New Initiative: Review of impact to take place during Summer Term 2020 for implementation in all Year 7 schemes of learning for 2020 – 2021.	Estimated at £2500

<p>Low expectations and progress for low attaining PP students in mathematics.</p> <p>[Objective B]</p>	<p>Intended: In maths, students to be supported by effective teaching approaches to address misconceptions and build confidence in problem solving and analytical approaches. All students, including PP students will achieve good or better progress in maths.</p>	<p>AHT appointment to lead maths. A maths mastery approach is in discussion to be implemented for September 2019. CPD for staff to be provided in order that expertise in a mastery approach is developed. Resourcing of a mastery approach (to include manipulatives and schemes of learning as required).</p>	<p>HOD Maths / Maths team</p>	<p>New Initiative: Following the appointment of a new Head of Maths and TLR Post Holder with an expertise of maths mastery development, the development of a mastery approach will commence September 2019.</p>	<p>In discussion stage: Not yet known</p>
<p>Identify opportunities to develop cultural capital</p> <p>[Objective H]</p>	<p>Intended: Across all curriculum areas, a review will take place to identify opportunities to develop cultural capital. All students will be able to access these opportunities regardless of financial or social barriers.</p>	<p>Members of SLT are presently leading discussions regarding a curriculum review. HOF will review the opportunities for student experiences within the school which will be seen as an entitlement to all.</p>	<p>SLT HOF</p>	<p>New Initiative: This is an ongoing piece of work but will be supported via PP funding as required.</p>	<p>In discussion stage: Not yet known</p>
<p><i>Targeted Support</i></p>					
<p>Reading interventions</p> <p>[Objective A,C]</p>	<p>Intended: PP student reading ages to be in line or exceed chronological age. Actual: reading age data not presently collected.</p>	<p>Suggested format: following identification of reading ages in September 2019, specific reading interventions to take place with targeted students (up to 40 initially) using Accelerated Reader programme through specialist tutor group interventions and English class provision.</p>	<p>CSK</p>	<p>New Initiative: A 2015 EEF research study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5</p>	<p>£2500 (x 40 licenses)</p>

				months' additional progress.	
PP Attendance focus [Objective G]	Intended: PP student attendance is at least in line with non PP attendance. Target: to achieve 96%+ PP attendance.	Weekly reporting and targeting of PP student attendance by attendance team, tutors and pastoral staff. Trial to start June 2019 for implementation September 2019 across KS3 & KS4.	CSK Attendance and Pastoral Teams Tutors Teams	New Initiative: DfE 2016: 'pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.'	£500