



Summary information					
School	Maiden Erlegh School				
Academic Year	2019-20	Total PP budget	£115,940	Date of most recent PP Review	July 2020
Total no. of pupils	1825	Number of pupils eligible for PP	No: 137 10 % of all students (Y7-11)	Date for next internal review of this strategy	

Cohort information (for 2019/20)					
	No	% LOW	% MIDDLE	% HIGH	Pastoral or other contextual information
7 PP	27	27%	62%	12%	<ul style="list-style-type: none"> - 27 PP students - High proportion of SEN need
7 ALL	278	14%	46%	39%	
8 PP	31	11%	64%	25%	<ul style="list-style-type: none"> - Large number of behavioural issues in school and safeguarding issues outside of the school - Gap in PA % between PP and non PP students
8 ALL	274	15%	54%	30%	
9 PP	27	46%	42%	12%	<ul style="list-style-type: none"> - High proportion of SEN students, specialist SEN provision for Key Stage 4 required – delivered through Violet Pathway - Large number of safeguarding issues - Gap in PA % between PP and non PP students
9 ALL	278	19%	54%	28%	
10 PP	27	23%	50%	27%	<ul style="list-style-type: none"> - Equal split boys and girls - PA issue in wider cohort, but not a large gap between PP and non PP
10 ALL	275	20%	49%	31%	
11 PP	25	13%	46%	42%	<ul style="list-style-type: none"> - Boy heavy year group 58% and very high achieving - Gap in PA % between PP and non PP students - Large number of contextual safeguarding issues impacting on behaviour and engagement in school
11 ALL	277	5%	31%	65%	

Starting points (current year 7 in 2019/20)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieved expected standard in reading, writing & maths	74%	95%
% achieved higher standard in reading, writing & maths	4%	26%
% achieved expected standard reading test	59%	84%
% achieved expected standard in mathematics test	63%	90%
% achieved expected standard in writing TA	78%	86%
% achieved greater depth in writing TA	7%	29%

Tracking information – (2019/20) based on final data 18/19							
	No.	APS (KS2)	Average 1-9 Scale grade	Progress Measure	% Attendance	No. Persistent Absenteeism (<90% attendance)	% Persistent Absenteeism
7 PP	27	102.4					
7 ALL	278	107.0					
Gap		-4.6					
8 PP	32	104.1	1.24	-0.11	94.72	5	14.8
8 ALL	275	106.1	1.42	-0.06	96.94	12	4.3
Gap		-2.0	-0.18	-0.05	-2.22		-10.5
9 PP	27	101.6	1.95	-0.22	94.33	4	13.3
9 ALL	279	105.9	2.34	-0.23	96.37	13	4.7
Gap		-4.3	-0.39	0.01	-2.04		-8.6
10 PP	27	104.9	3.06	-0.47	95.22	2	8.0
10 ALL	275	105.2	3.28	-0.50	95.68	21	7.6
Gap		-0.3	-0.22	0.03	-0.46		-0.4
11 PP	23	28.1	4.02	-0.91	92.28	3	13.0
11 ALL	277	29.9	4.58	-0.95	94.97	22	7.9
Gap		-1.8	-0.56	0.04	-2.69		-5.1

Average 1-9 Scale grade- current attainment using the last reported scale grades

Progress Measure- The average difference between expected scale grades needed to be on track to meet aspirational benchmark and the actual recorded current attainment. A progress measure of -0.3 indicates one fine grade below this suggested flight path.

Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils arrive with pre-existing gaps in literacy and numeracy as they enter Year 7 and gaps in some areas continue. Gap between PP students and the rest of the cohort.
B.	Curriculum participation/access: For some PP students lack of resources mean that some students might be unable to afford uniform, equipment to enable them to feel part of the school. Some students are not able to access extra-curricular and enrichment activities where a parental financial contribution usually supports these activities.
C.	Low careers aspirations for many PP students: For many PP students they have not had their aspirations nurtured concerning post-16 careers and further/higher education opportunities.
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance: PP attendance lower than non-PP. A difference across year groups between PP and non-PP persistent absenteeism
E.	Resources - £100 allowance for all PP students and teacher premium allocated to departments.
F.	Wider, contextual vulnerability: A number of PP students have complex and challenging home lives including those deemed high risk (e.g. to CSE or Gangs, those subject to local authority plans and Looked after children)
G.	Lack of cultural capital for many PP students means that some students find aspects of the taught curriculum harder to access, not having had the fullness of life experience that non-disadvantaged students may have had.
H.	Disadvantaged home learning conditions mean that not all out-of-class work can be/is completed. Parental engagement with school is low/non-existent so they are not getting the required information to support their child.

Strategic Plan						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff lead	Interim Review	Final Review
Objective 1 - To communicate a clear vision, which maintains the profile of disadvantaged students and the school's inclusive ethos.						
Financial Contribution: 1, 2, 3, 4, 7, 12, 15, 16						
Publish student lists to staff with all disadvantaged students in September and updated as necessary	Ensure that the profile of disadvantaged students is maintained. Teachers use this information when they are planning lessons and creating seating plans.	<p>Barrier: A</p> <p>All teaching staff can identify PP students and how they positively plan and mark with them in mind. Identified through lesson observations and learning walks.</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p>		<p>Staff bulletin publication 16.9.19 of all students who qualify for PP and who the year group 'champions' are.</p> <p>Staff bulletin publication 21.10.19: reminder of Y7&8 PP and message to staff about building home/school partnership in communicating positive emails home and in awarding house points.</p> <p>Reminder to staff of the students they teach who qualify for PP to be circulated after February half term, 2020 and with this a prompt as to who is yet to use their personal allowance/allocation...</p> <p>Evidence collected and analysed from developmental observation lesson visits confirms that there is no disparity in the provision students who qualify for Pupil Premium funding receive in classrooms across the school compared to students who do not receive Pupil Premium funding.</p>		
Induction Programme contains specific information on PP students	Provide training and induction for new staff so that they understand our ways of working with disadvantaged students as part of induction programme	<p>Barrier: A</p> <p>Included as part of the Induction Checklist with HR and a briefing is scheduled with a PP champion for any new teachers (as per safeguarding, GDPR, etc)<i>Reduction in gaps compared to tracking information given above.</i></p>		<p>GV has contacted feeder primary schools to launch literacy intervention support for KS1 and KS2. Volunteer sixth formers to spend X1 hour a week listening to reading etc to help close gaps before students arrive in Y7.</p> <p>GV has liaised with Business Manager in planning for a PP focus to be included in all staff induction from September 2020, so that this becomes an automatic standing item.</p> <p>Staff across the school have received termly CPD-related training linking quality-first-teaching and how this can help to close gaps between students who qualify for Pupil Premium funding where these exist, and their peers.</p>		

Publish protocol for allocation of personal allowances and sixth form Bursary and examples of spending and outcomes.

Assembly at the start of the year.

Email to all Year 12 and 13 parents at the start of the year.

Transition to Year 12 is a seamless process for disadvantaged students and they understand how to apply for and access the student bursary.

Barrier: B E

All students that wish to apply for the bursary, do so by the deadline.

Teachers are actively bidding for teacher premium and justifying the impact this is having

- *Application forms for bursary disseminated by Attendance Officer....
- *Website updated to confirm application process and deadlines.
- *As of October 16th 2019, X47 applications confirmed.
- *Staff briefing has taken place to inform teachers about Teacher Premium.
- *Parents of sixth form students have been contacted re: bursary entitlement.

DCP review performance & progress 16-19 Study Programme, February 2020:

	HAP+	HAP	ALL HAP	MAP+	MAP	ALL MAP	LAP+	LAP	ALL LAP
Y13 NFSM	29%	21%	50%	22%	13%	34%	13%	2%	15%
FSM	30%	0%	30%	50%	10%	60%	10%	0%	10%
Gap			20%						

	HAP+	HAP	ALL HAP	MAP+	MAP	ALL MAP	LAP+	LAP	ALL LAP
Y12 NFSM	23%	23%	46%	15%	21%	37%	16%	2%	17%
FSM	8%	33%	42%	25%	17%	42%	8%	8%	17%
Gap			4%						
				-5%					

Y13:
Attainment

Plot Area	DCP 3 PG 2020					DCP 3 CA 2020					DCP 4 PG 2019				
	Tot gr	% A*-B	% A*-C	% A*-E	Us	Tot gr	% A*-B	% A*-C	% A*-E	Us	Tot gr	% A*-B	% A*-C	% A*-E	Us
FSM	30	27%	60%	100%	0	30	20%	40%	100%	0	26	54%	85%	100%	0
Bursary	78	37%	72%	96%	3	78	31%	59%	96%	3	80	53%	85%	100%	0
Not DA	567	59%	84%	99%	6	571	42%	74%	99%	7	527	54%	84%	98%	9
Gap		-26%	-16%	-3%	0		-15%	-19%	-3%	0		-4%	-3%	2%	0

Y12:
Attainment

	DCP 2 PG					DCP 2 CA					DCP 1 CA				
	Tot gr	% A*-B	% A*-C	% A*-E	Us	Tot gr	% A*-B	% A*-C	% A*-E	Us	Tot gr	% A*-B	% A*-C	% A*-E	Us
FSM	36	28%	78%	100%	0	34	3%	26%	100%	0	34	0%	15%	100%	0
Bursary	67	37%	81%	100%	0	65	6%	31%	100%	0	63	0%	19%	100%	0
Not DA	612	43%	80%	99%	9	608	5%	32%	98%	12	613	2%	19%	97%	21
Gap		0%	0%	1%	0		1%	-1%	1%	0		-2%	-3%	2%	0

			<p>Evidence above highlights that gaps between disadvantaged students and their non-disadvantaged peers across the 16-19 Study Programme have narrowed during the course of this academic year. The performance of disadvantaged HAPs will continue to be a particular focus in 2020-2021.</p> <p>Mentoring programme took place in Y13, led by KB/HI with smart-target setting. Staff were reminded (termly) about who is entitled to bursary & spending ideas.</p>	
<p>Staff briefings/CPD to continue to reference DA students to reinforce key messages about profile and priorities, potential barriers to learning, the need to “over-expect”</p>	<p>Ensure that staff recognise that disadvantaged students are not a homogeneous group but require personalised provision and an understanding that they are likely to have underperformed previously, thus “over-expecting” must be the norm.</p>	<p>Barrier: A E</p> <p>Evidence of this from PP Champion(s)</p> <p>Brief staff on Thursday morning briefing on specific PP students and barriers to learning.</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p> <p><i>Teachers in core subjects are actively bidding for teacher premium and justifying the impact this is having</i></p>	<p>Whole-school CPD presentation on ‘Tackling disadvantage’ (Gender/PP) 3.9.19 Whole-school CPD presentation on Cultural Capital 4.9.19 Whole-staff morning briefing ‘Tackling disadvantage’ 17.10.19. Meeting with SU (Y7&8 champion) 15.10.19 to discuss progress of groups. Staff bulletin reminder about home/sch partnership & positive communication 21.10 Staff briefing on 21.11.19 focused on Cul Capital/Disadvantaged groups...</p> <p>Staff briefing in January reminded staff about how best to ensure PP students make gains, and who PP entitled students are.</p> <p>Letters sent home to parents detailing the remaining balance they had left to spend from the £100 personal allocation.</p>	

<p>Selection Criteria for Gold and Silver Programme reviewed in 18/19 and continues to be implemented to over expect from DA students.</p> <p>Selection of sets for students to challenge DA students on entry to the school in Year 7 and then continues through Key Stage 3 and 4.</p>	<p>Ensure that removing differences in performance between DA students and their non-DA peers remains high profile in Department Development Plans and Appraisal Targets.</p>	<p>Barrier: A C G</p> <p>PP Champion(s) to review Silver and Gold Programme attendees and selection.</p> <p>PP Champion to encourage attendance of Gold and Silver Programme as appropriate through action plans.</p> <p>PP Champion to review English and Maths 'sets/banding' and agree movement to a higher group where appropriate.</p> <p>Head of Year 7 and HoDs for English and Maths to review setting for new students and move up where appropriate.</p> <p>DA target as part of appraisal targets. A selection to be produced for staff to select from, including PP.</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p>	<p>The mathematics department frequently review progress and attainment data relating to students who qualify for Pupil Premium funding. They consider carefully if any adjustment between sets is required for any particular individual. Tailored interventions (including use of funding to provide 1:1 tuition) are put into actioned and evaluated before a final decision is made to place a student in a lower set than that they are currently in.</p> <p>Pupil Premium maths breakfast events take place in year 11 and uptake is strong. Students who qualify for Pupil Premium funding are often put into Option E classes in Year 10 and 11 which provides additional support. This is on top of all the interventions that each classroom teacher provides.</p> <p>In English, a student who qualifies for Pupil Premium funding is automatically allocated a place in a higher band (where this system is used) if they sit somewhere on the border of two bands.</p>	<p style="background-color: #90EE90;"> </p> <p style="background-color: #FF0000;"> </p>
			<p>Participation in Gold and Silver Programme events among students who qualify for Pupil Premium funding needs closer monitoring and will carry forward to 2020-1.</p>	

<p>Implementation of the PP Passport for Years 7 and 8</p>	<p>Supports discussion with PP Champion and student about their plans, what they want to achieve and how they can supported</p>	<p>Barrier: B E H</p> <p>1-2-1 meetings for Y7 and 8 PP Champion uses these Passports and they are updated on a regular basis.</p> <p><i>All have a 1-2-1 plan with their PP Champion. Engagement of PP students in school activities. All taking part in at least one activity.</i></p>	<p>Use of google.classroom to implement PP Passport was trialled late summer term 2019 & early autumn term 2019-20. It was decided to postpone PP Passport for now, and replace this with individual student profiles, led by year group 'champions'.</p> <p>Personalised profiles have been completed and students have met with their designated 'champion' at least once.</p> <p>Parents of Y7 were contacted to 'touch base' and discuss how they feel their child has coped with transition/settling in (SU)</p>	
<p>Letter to all PP students prior to the uniform sale, which allows student to buy uniform and offset this against their £100 budget for Year 7.</p>	<p>Ensure there are no financial barriers to purchasing uniform that parental engagement with the school is positive before Year 7 students start school.</p>	<p>Barrier: B E</p> <p>All PP students have the correct uniform when they start school.</p>	<p>All parents have been written to by GV to introduce the PP team and to provide an overview of our strategy.</p> <p>Requests to fund uniform have been processed by the office team.</p> <p>School uniform check on Friday 27th Sept 2019 did not highlight any PP student as wearing incorrect uniform.</p> <p>Inclusion department have obtained brand new uniform from an ex-supplier. This will help to alleviate the financial pressures associated with uniform cost.</p>	
<p>Priority access to parents evening appointments, prior to other students.</p> <p>Reminder emails/texts sent to PP parents about booking for events</p>	<p>Ensure that PP parents engage with the school and are able to see all of the teachers they wish to see.</p> <p>Improve engagement of parents with school and</p>	<p>Barrier: B D H</p> <p>PP parents attendance is monitored (require a baseline to be taken) and improvement measured</p> <p><i>Baseline PP parent attendance at parents evening compared to the rest of the cohort and ascertain if there is a gap.</i></p>	<p>CP has contacted parents who had not made appointments for Y11 parents' evening via email/telephone. 13 parents of PP students attended; 11 failed to attend. GV/CP have made contact with those who made an appointment yet failed to attend in the first instance. 5.11.19</p> <p>Staff bulletin 21.10.19 to remind staff about the importance of building and sustaining home/school partnership; positive email communication with parents; maximum use of house points for younger students especially.</p> <p>SU has liaised with the school office in following up which parents made parents' evening appointments but did not attend, and who did not make a parents' evening app. Contact with home thereafter.</p>	

<p>Identify through PP Champions and identify any barriers to parent attendance at school events – timing, work, transport, child care, etc.</p>	<p>attendance of school events.</p>	<p>Measure and improve as appropriate after this.</p>		
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Objective 2 - To improve attendance for disadvantaged students and reduce the numbers for persistent absence

Financial Contribution: 1, 6, 7, 12, 16, 18

<p>Attendance Officer to prioritise PP students in review meetings with HOYs and EWO</p> <p>Lower threshold % for intervention on attendance for PP students and priority meetings</p>	<p>% gap between attendance of PP student and non PP students</p>	<p>Barrier: D</p> <p>Reduce the % gap in each year group.</p> <p><i>Focus on:</i> <i>Year 8 reduce gaps from 10.5%</i> <i>Year 10 reduce gap from 8.6%</i> <i>Year 11 reduce gap from 5.1%</i></p>	<p>Quarterly</p>	<p><i>All years: overall attendance (PP) as of December 2019: 93.11%</i> <i>All years: overall attendance (Non-PP): 95.54%</i> <i>Gap: 2.43%</i></p> <p>There has been an increase in attendance (PP) in Y7,8, 10 from the first half of the autumn term to the second half of the autumn term. There has been a slight decrease in attendance in Y9 and 11. This pattern of change is also true of non-PP.</p> <p><i>All years: unauthorised absence (PP) as of Dec 2019: 2.37%</i> <i>All years: unauthorised absence (Non-PP) 0.83%</i> <i>Gap: 1.54%</i></p> <p>There has been a decrease in unauthorised absence (PP) by 0.96% between September and December 2019. There has been an increase in unauthorised absence among non-PP students by 0.03%</p> <p>Persistent absence remains stable across all year groups among PP. <i>All years: overall attendance (FSM) as of December 2019: 92.16%</i> <i>All years: overall attendance (non-FSM): 95.54%</i> <i>Gap: 3.38%</i></p> <p><i>All years: punctuality to school (PP) as of December 2019: 96.05%</i> <i>All years: punctuality to school (non-PP) 98.07%</i> <i>Gap: 2.02%</i></p> <p>There has been a decrease in late to school among PP by 0.29%</p>	
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				Lateness to school among (PP) students in Y9 and Y11 is a concern and this is something that needs greater focus 2020-21	
Review EWO contract, implement new EWO contract to support PP absence.	Lack of available slots for referral to EWO on contract in 2018-19. New contract will have more support available for PP students.	Barrier: D Reduce the % gap in each year group <i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%	Quarterly	EWO contract re-newed...	
PP Champion Role to be changed from 1 to 3	Support for HoYs on PP attendance. Targeted with reducing this. Smaller number of students to monitor.	Barrier: D Reduce the % gap in each year group <i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%	Quarterly	3 appointments have been made and each colleague is having a very positive impact on the young people in their care. Review meetings have taken place with GV following the analysis of data from each DCP point and actions have been identified and implemented.	
Attendance awards for all students in place and for PP students.	Ensure that parents understand the importance that the school places on attendance.	Barrier: D Reduce the % gap in each year group. <i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1% Improve attainment and reduce the % gap in core subjects <i>Measure using tracking chart above and use as a comparison</i>	Termly	Positive attendance awards: This is something that will be carried forward to 2020-21. For attendance data, please see above.	

<p>Inclusion TA (CME)/HoY and PP Champion to work with students and families to overcome barriers to attendance. Inclusion TA allocated with 1 lesson each morning to focus on this.</p>	<p>Improved attendance, improves performance in school</p>	<p>Barrier: D F H</p> <p>Reduce the % PA for DA students.</p> <p><i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%</p> <p>Priority access to:</p> <ul style="list-style-type: none"> - Confidence and Communication Club - JAC - School Counsellor 	<p>On-going</p>		
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Objective No 3 – Reduce the gap in attainment for disadvantaged students

Financial Contribution: 1, 2, 3, 4, 7, 12, 16

<p>Quality-first teaching</p>	<p>Contribution to the quality-first teaching CPD programme: what <u>all</u> students benefit from, PP students benefit from.</p>	<p>Barrier: A G</p> <p>Reduction in Progress 8 gaps between PP students and non-PP students. See Year 11 data from 2018/19 cohort.</p>	<p>On-going</p>	<p>Whole-school CPD presentation on 'Tackling disadvantage' (Gender/PP) 3.9.19 Whole-school CPD presentation on Cultural Capital 4.9.19 Whole-staff morning briefing 'Tackling disadvantage' 17.10.19. GV/CP completed learning walk, Y11 PP: 14.11.19 GV/CP completed Y11 work scrutiny 23.1.20 & 30.1.20. Bespoke feedback to colleagues will shortly take place.</p> <p>GV completed work scrutiny with 'champions' of Y7&8, 9&10 in the Spring Term. No discernible difference in the quality of work produced by a student who qualifies for PP and a student who does not qualify for PP was seen</p>	
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Standards Meetings	PP students identified separately in standards data. PP Champion(s) to attend SLG Curriculum meeting on standards and implement actions from this.	Barrier: A G Reduce the % gap in each year group Implementation of actions from standards meetings can be evidenced by the PP Champions <i>Use tracking chart above to measure improvement and reduce %</i>	Termly	GV/CP met 5.11.19 to discuss Y11 PP P8 concerns. Individual profiles updated. CP to see priority students & contact departments accordingly. GV/YA meeting on 19.11.19 to review DCP1 Y9&10 & identify actions GV presented to SLG(C) to provide a Pupil Premium update. GV&SU met 11.02.20 to review DCP2 Y7&8...	
Action Plan for each student	PP Champion(s) to meet with PP students each term and discuss actions plans. Support to be requested from: <ul style="list-style-type: none"> - Student Mentors - Tutoring (Sixth Form and paid with staff) 	Barrier: A G Reduce the % gap in each year group Bespoke 1-2-1 action plan for each student in place and is tracked <i>Use tracking chart above to measure improvement and reduce %</i>	Termly	Each 'champion' has created a bespoke student profile; saved centrally. Initial meetings are taking place with students to agree action-targets and review those previously set. Follow-up meetings have taken place following DCP reviews, with SMART targets agreed and actioned.	
PP champions to conduct learning walks and drop ins. Book scrutiny Staff to receive ongoing training and development at a whole school and department level.	Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students	Barrier: A G PP Appraisal for all staff in 19/20 <i>Use tracking chart above to measure improvement and reduce %</i> .	Termly	GV/CP completed Y11 learning walk on 14.11.19. No discernible differences were noted between students entitled to PP and their peers. GV/CP completed Y11 work scrutiny on 23.01.2020 and 30.01.2020. Individual/personalised feedback will be communicated back to each teacher concerned to detail strengths/areas for development. GV/SU to complete a learning walk and work scrutiny across Y7&8 for the second half of the spring term (not completed due to school closure)	

<p>Presentation to HODs on Teacher Premium Budget at the start of the year</p> <p>HODs identify how teacher premium can positively impact on the attainment gap for PP students in their subjects.</p>	<p>Teachers are aware of the teacher premium budget and how they access this, the purpose of it and the impact.</p> <p>Use of teacher premium can be prioritised depending on standards meetings.</p>	<p>Barrier: A E G</p> <p>Reduction in % gap in the core subjects.</p> <p>Teacher Premium can be prioritised.</p> <p>Impact can be measured and reviewed each year.</p> <p>Share best practice between HODs</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>	<p>Sept/Oct 19</p>	<p>Whole-staff briefing to outline the provision of Teacher Premium and the need for requests to demonstrate monitoring for impact.</p> <ul style="list-style-type: none"> -D&T funding of more challenging materials (approved) -Geography: Text books/revision guides Y9. BN to monitor progress -Maths: Hegemony maths. HW to monitor progress. -Inclusion: Electronic pen to enhance access to curriculum. -History text books 																																																																																						
<p>AHTs in Maths, English and Science have specific strategies in place to reduce the gaps.</p>	<p>Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students</p>	<p>Barrier: A G</p> <p>Reduction in % gap in the core subjects</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>	<p>Termly</p>	<p>Y11, Attainment PG February 2020:</p> <table border="1" data-bbox="1182 699 1989 927"> <thead> <tr> <th></th> <th>Cohort</th> <th>KS2 APS</th> <th>Gr4+ Eng</th> <th>Gr5+ Eng</th> <th>Gr4+ Ma</th> <th>Gr5+ Ma</th> <th>Gr4+ Eng&Ma</th> <th>Gr5+ Eng&Ma</th> <th>x2 Gr5+ Science</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>9%</td> <td>28.43</td> <td>83%</td> <td>75%</td> <td>88%</td> <td>71%</td> <td>79%</td> <td>58%</td> <td>71%</td> </tr> <tr> <td>Not DA</td> <td>91%</td> <td>30.11</td> <td>94%</td> <td>87%</td> <td>96%</td> <td>81%</td> <td>93%</td> <td>75%</td> <td>83%</td> </tr> <tr> <td>Gap</td> <td>83%</td> <td>1.68</td> <td>11%</td> <td>12%</td> <td>8%</td> <td>10%</td> <td>14%</td> <td>17%</td> <td>12%</td> </tr> <tr> <td>FSM</td> <td>7%</td> <td>28.02</td> <td>80%</td> <td>70%</td> <td>90%</td> <td>70%</td> <td>80%</td> <td>55%</td> <td>70%</td> </tr> </tbody> </table> <p>Value-added indicator, February 2020:</p> <table border="1" data-bbox="1182 1034 1989 1235"> <thead> <tr> <th>Value Added Indicators</th> <th>Best 8</th> <th>Eng</th> <th>Ma</th> <th>Ebacc</th> <th>Open</th> <th>Sci</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>0.76</td> <td>0.53</td> <td>0.86</td> <td>0.95</td> <td>0.66</td> <td>1.18</td> </tr> <tr> <td>Not DA</td> <td>0.92</td> <td>0.72</td> <td>0.86</td> <td>1.07</td> <td>0.93</td> <td>1.22</td> </tr> <tr> <td>Gap</td> <td>0.16</td> <td>0.19</td> <td>0.00</td> <td>0.12</td> <td>0.28</td> <td>0.04</td> </tr> <tr> <td>FSM</td> <td>0.77</td> <td>0.51</td> <td>0.93</td> <td>0.91</td> <td>0.68</td> <td>1.22</td> </tr> </tbody> </table>		Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science	DA	9%	28.43	83%	75%	88%	71%	79%	58%	71%	Not DA	91%	30.11	94%	87%	96%	81%	93%	75%	83%	Gap	83%	1.68	11%	12%	8%	10%	14%	17%	12%	FSM	7%	28.02	80%	70%	90%	70%	80%	55%	70%	Value Added Indicators	Best 8	Eng	Ma	Ebacc	Open	Sci	DA	0.76	0.53	0.86	0.95	0.66	1.18	Not DA	0.92	0.72	0.86	1.07	0.93	1.22	Gap	0.16	0.19	0.00	0.12	0.28	0.04	FSM	0.77	0.51	0.93	0.91	0.68	1.22	
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Y10:

	Cohort	Gr4+ Eng.	Gr5+ Eng.	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science
DA	10%	96%	78%	81%	70%	81%	63%	78%
Not DA	90%	96%	91%	92%	85%	91%	83%	88%
Gap	80%	0%	13%	11%	15%	10%	20%	11%
FSM	8%	91%	82%	82%	73%	77%	68%	77%

Value Added Indicators	Best 8	Eng.	Ma	Ebacc	Open	Sci
DA	1.65	1.43	1.47	1.74	1.81	1.62
Not DA	1.94	1.73	1.76	2.11	2.07	2.15
Gap	0.30	0.30	0.29	0.37	0.26	0.52
FSM	1.85	1.64	1.62	1.94	2.06	1.80

Y9:

	Cohort	Gr4+ Eng.	Gr5+ Eng.	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science
DA	9%	83%	71%	83%	67%	71%	58%	80%
Not DA	91%	95%	88%	95%	87%	91%	83%	89%
Gap	82%	11%	17%	11%	20%	21%	25%	9%
FSM	7%	84%	68%	79%	63%	68%	58%	75%

Foundation:

	HAP+	HAP	ALL HAP	MAP+	MAP	ALL MAP	LAP+	LAP	ALL LAP
Y8 N-DA	9%	24%	32%	33%	18%	52%	10%	6%	16%
Y8 DA	0%	26%	26%	19%	45%	65%	3%	6%	10%
Gap			7%						
Y7 N-DA	9%	35%	43%	32%	12%	44%	6%	7%	13%
Y7 DA	4%	8%	12%	35%	27%	62%	12%	15%	27%
Gap			32%						

Objective No 4 -To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully engage with their education

Financial Contribution: 1, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21

<p>Students identified as requiring additional support will be mentored by Inclusion staff.</p> <ul style="list-style-type: none"> - JAC - School Counsellor (2 days per week) - Student Peer Mentors - School nurse appointments available - Confidence and Communication Club (Foundation Y7 & 8) - Looked After Students supported by LAC Designated Teacher - Young Carers fully supported (YC Keyworker) 	<p>Emotional need and wider needs of disadvantaged students are catered for and prioritised.</p>	<p>Barrier: C F H</p> <p>Student and parents rate work with disadvantaged students positively in school surveys.</p> <p>Impact reports from interventions show impact.</p> <p>SEF half termly attendance, behaviour, exclusion data remain positive and/or improve further.</p>	<p>On-going</p>	<p>As of 13.02.2020: X4 students on waiting list for school counselling X7 students receiving counselling service.</p>	
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<p>All staff running clubs to be reminded to encourage Disadvantaged students' participation in extra-curricular activities.</p> <p>PP Champions to monitor on action plan engagement in school extra-curricular activities.</p> <p>Tirabad Guarantee – every PP student is entitled to one fully paid trip to our outdoor education centre in Wales during their career. Priority calling for all PP students to encourage participation in Tirabad.</p>	<p>Opportunities provided for disadvantaged students outside the classroom to support engagement with school</p>	<p>Barrier: B E F G H</p> <p>All parents receive letter at the start of the year outlining how to access this and calls to new parents to ensure they understand how to access this.</p> <p>All disadvantaged students take part in at least one extra-curricular activity, recorded in PP Passport and monitored by PP Champions.</p> <p>Questionnaire for PP students to monitor impact of Tirabad guarantee.</p>	<p>X2 students have taken advantage of the 'Tirabad Guarantee'.</p> <p>All disadvantaged students have received a bespoke careers interview</p> <p>A closer monitoring of participation in extra-curricular programme will take place 2020-21</p>	
<p>Objective 5 - To improve/raise aspirations for disadvantaged students</p>				
<p>Financial Contribution: 1, 7, 12, 16, 19</p>				
<p>PP students/parents receive 1-2-1 support when choosing GCSE options in Year 8</p>	<p>Improve participation in the EBACC, thereby not limiting choices later on in life.</p>	<p>Barrier: B C H</p> <p>Increase in % PP students doing the EBACC</p>	<p>SU has liaised with AHT Foundation to ensure that students who qualify receive bespoke guidance, advice and support where necessary</p>	

<p>PP students receive priority support for the KS4/5 transition</p>		<p>Barrier: C</p> <p>Inclusion staff to support with college applications</p> <p>Inclusion staff to work with any student vulnerable to NEET. PP student are prioritised when careers appointments are organised for Post 16.</p> <p><i>0% Needs for PP</i></p>	<p>As of 13.02.2020, 23 out of 24 students in Y11 have received a bespoke careers interview. The final student is scheduled to have his on 14.02.2020.</p>	
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Element	Summary of Expenditure			
	Cost	%		%
£100 per student ¹⁵	£14,100	12.2%	Staff (leadership) ¹	8.6%
Tirabad Guarantee ¹⁴	£6,000	5.2%	Staff (Curriculum) ^{2 3 4}	15.5%
Teacher Premium ⁴	£4,955	4.3%	Staff (Welfare) ^{5 6 7 11 20 21}	28%
Office/Admin ¹⁶	£4,000	3.5%	Curriculum Resources (staff) ^{13 16}	12.5%
CPOMS ¹⁷	£1,850	1.6%	Curricular equipment (students) ¹⁵	12.2%
CPD ¹²	£500	0.4%	Enrichment ¹⁴	5.2%
Counselling 2 days per week ¹¹	£2,000	1.7%	Wrap Around	0.0%
EWO Support to target PAs ¹⁸	£3,000	2.6%	Outside Agencies ^{8 9 10 18 19}	16.4%
JAC/ARC ⁸	£5,000	4.3%	CPD Curriculum	0.0%
Behaviour Support ⁹	£5,000	4.3%	CPD Pastoral/Welfare ¹²	0.4%
Offsite provisions ¹⁰	£5,000	4.3%	Practical Support	0.0%
1:1 Tuition ³	£3,000	2.6%	Other ¹⁷	1.6%
Contribution to Inclusion Support ²¹	£20,000	17.3%		
Contribution to Inclusion TA ¹³	£10,535	9.1%		
Contribution to Assistant Headteacher ¹	£10,000	8.6%		
Standards Strategy Contribution ²	£10,000	8.6%		
Contribution to Attendance Officer ⁶	£5,000	4.3%		
Pupil Premium Champions per year group ⁷	£3,000	2.6%		
Adviza Mentoring Programme ¹⁹	£1,000	0.9%		
LAC Keyworker ⁵	£1,000	0.9%		
Young Carer Co-ordinator ²⁰	£1,000	0.9%		
	£115,940	100%		100%

Additional detail

The Pupil Premium strategy is underpinned by the premise that quality-first teaching (alongside personalised pastoral care) benefits both disadvantaged and non-disadvantaged students alike. High-impact teaching and learning will ultimately have the most significant impact on students who qualify for Pupil Premium funding. Tackling the 'barriers to learning' that are identified in this strategy remains crucial, but within a mindset that is pre-emptive in anticipating problems and immediately acting to mitigate them, rather than reacting once they emerge. Closing existing attainment and achievement gaps between students who qualify for the Pupil Premium and those who do not, and keeping them closed, lies at the heart of our resolve to provide high quality of education for all.