



Summary information					
School	Maiden Erlegh School				
Academic Year	2019-20	Total PP budget	£115,940	Date of most recent PP Review	February 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	May 2020

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"> <li>- 27 PP students</li> <li>- High proportion of SEN need</li> </ul>
7 ALL	278	14%	46%	39%	
8 PP	31	11%	64%	25%	<ul style="list-style-type: none"> <li>- Large number of behavioural issues in school and safeguarding issues outside of the school</li> <li>- Gap in PA % between PP and non PP students</li> </ul>
8 ALL	274	15%	54%	30%	
9 PP	27	46%	42%	12%	<ul style="list-style-type: none"> <li>- High proportion of SEN students, specialist SEN provision for Key Stage 4 required – delivered through Violet Pathway</li> <li>- Large number of safeguarding issues</li> <li>- Gap in PA % between PP and non PP students</li> </ul>
9 ALL	278	19%	54%	28%	
10 PP	27	23%	50%	27%	<ul style="list-style-type: none"> <li>- Equal split boys and girls</li> <li>- PA issue in wider cohort, but not a large gap between PP and non PP</li> </ul>
10 ALL	275	20%	49%	31%	
11 PP	25	13%	46%	42%	<ul style="list-style-type: none"> <li>- Boy heavy year group 58% and very high achieving</li> <li>- Gap in PA % between PP and non PP students</li> <li>- Large number of contextual safeguarding issues impacting on behaviour and engagement in school</li> </ul>
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
<b>Objective 1 - To communicate a clear vision, which maintains the profile of disadvantaged students and the school's inclusive ethos.</b>						
<b>Financial Contribution: 1, 2, 3, 4, 7, 12, 15, 16</b>						
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><b>Barrier: A</b></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&amp;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>	
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><b>Barrier: A</b></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)</p> <p><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 going forward, so that this becomes an automatic standing item.</p>	

<p>Publish protocol for allocation of personal allowances and sixth form Bursary and examples of spending and outcomes.</p> <p>Assembly at the start of the year.</p> <p>Email to all Year 12 and 13 parents at the start of the year.</p>	<p>Transition to Year 12 is a seamless process for disadvantaged students and they understand how to apply for and access the student bursary.</p>	<p><b>Barrier: B E</b></p> <p>All students that wish to apply for the bursary, do so by the deadline.</p> <p><i>Teachers are actively bidding for teacher premium and justifying the impact this is having</i></p>	<p>*Application forms for bursary disseminated by Attendance Officer...</p> <p>*Website updated to confirm application process and deadlines.</p> <p>*As of October 16<sup>th</sup> 2019, X47 applications confirmed. X5 outstanding.</p> <p>*Staff briefing has taken place to inform teachers about Teacher Premium.</p> <p>*Parents of sixth form students have been contacted re: bursary entitlement.</p> <p><b>Y13 DCP2, December 2019:</b>  37% A*-B (PG); <i>up</i> from 32% DCP1 October 2019  73% A*-C (PG); <i>down</i> from 77% DCP1 October 2019  96% A*-E (PG); <i>down</i> from 99% DCP1 October 2019</p> <p><b>Y12 DCP1, December 2019:</b>  36% A*-B (PG); <i>up</i> from 28% at this same point last year.  77% A*-C (PG); <i>up</i> from 76% at this same point last year  100% A*-E (PG); <i>equivalent to the 100% prediction at this point last year.</i></p> <p>*Mentoring programme is currently in place in Y13 with smart-target setting.</p> <p>*Staff will be reminded about who is entitled to bursary &amp; spending ideas.</p> <p>*Priority-communication with Y13 bursary students showing progress concerns once PPE and DCP3 data has been analysed.</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><b>Barrier: A E</b></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</p> <p>Whole-school CPD presentation on Cultural Capital 4.9.19</p> <p>Whole-staff morning briefing ‘Tackling disadvantage’ 17.10.19.</p> <p>Meeting with SU (Y7&amp;8 champion) 15.10.19 to discuss progress of groups.</p> <p>Staff bulletin reminder about home/sch partnership &amp; positive communication 21.10</p> <p>Staff briefing on 21.11.19 focused on Cul Capital/Disadvantaged groups...</p> <p>Staff briefing in January will remind staff about how best to ensure PP students make gains, and who PP entitled students are.</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><b>Barrier: A C G</b></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>GV to meet with 'champions' February/March to begin completing an analysis of which bands/sets students who qualify for PP are currently in to ensure that they are best placed and to investigate whether adjustments are needed, if appropriate.</p>
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<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 be supported</p>	<p><b>Barrier: B E H</b></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 &amp; early autumn term 2019-20. Technicalities in how this might work need to be addressed so no further action right now.</p> <p>Personalised profiles have been completed (16.10.19) SU has met with the most vulnerable PP students in Y7. Parents of Y7 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><b>Barrier: B E</b></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. Requests to fund uniform have been processed by the office team. School uniform check on Friday 27<sup>th</sup> 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>Identify through PP Champions and identify any barriers to parent attendance at school events – timing, work, transport, child care, etc.</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 attendance of school events.</p>	<p><b>Barrier: B D H</b></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. Measure and improve as appropriate after this.</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>

Objective 2 - To improve attendance for disadvantageded 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><b>Barrier: D</b></p> <p>Reduce the % gap in each year group.</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>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 <b>increase</b> 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 <b>decrease</b> 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 <b>decrease</b> in unauthorised absence (PP) by 0.96% between September and December 2019. There has been an <b>increase</b> in unauthorised absence among non-PP students by 0.03%</p> <p>Persistent absence remains stable across all year groups among PP.</p> <p><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 <b>decrease</b> in late to school among PP by 0.29%</p> <p><b>Lateness to school among (PP) students in Y9 and Y11 is a concern; GV to liaise with 'Champions' and GB to analyse this further.</b></p>
<p>Review EWO contract, implement new EWO contract to support PP absence.</p>	<p>Lack of available slots for referral to EWO on contract in 2018-19. New contract will have more support available for PP students.</p>	<p><b>Barrier: D</b></p> <p>Reduce the % gap in each year group</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>Quarterly</p>	

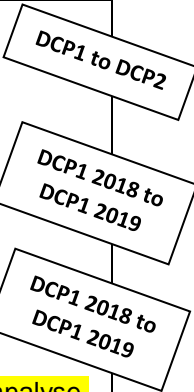


<p>PP Champion Role to be changed from 1 to 3</p>	<p>Support for HoYs on PP attendance. Targeted with reducing this. Smaller number of students to monitor.</p>	<p><b>Barrier: D</b></p> <p>Reduce the % gap in each year group</p> <p><i>Focus on:</i>  Year 8 reduce gaps from 10.5%  Year 10 reduce gap from 8.6%  Year 11 reduce gap from 5.1%</p>	<p>Quarterly</p>	<p>3 appointments have been made and each colleague is having a very positive impact on the young people in their care. Review meetings take place with GV following the analysis of data from each DCP point.</p>
<p>Attendance awards for all students in place and for PP students.</p>	<p>Ensure that parents understand the importance that the school places on attendance.</p>	<p><b>Barrier: D</b></p> <p>Reduce the % gap in each year group.</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>Improve attainment and reduce the % gap in core subjects</p> <p><i>Measure using tracking chart above and use as a comparison</i></p>	<p>Termly</p>	<p>'Champions' are currently reviewing attendance data from the Autumn term and parents will shortly be notified to praise positive attendance...</p> <p>Analysis currently taking place to follow-up on attendance concerns where these exist.</p>
<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><b>Barrier: D F H</b></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"> <li>- Confidence and Communication Club</li> <li>- JAC</li> <li>- School Counsellor</li> </ul>	<p>On-going</p>	

Objective No 3 – Reduce the gap in attainment for disadvantaged students				
Financial Contribution: 1, 2, 3, 4, 7, 12, 16				
PP Champion Role to be changed from 1 to 3	Support for HoYs on PP attainment. Targeted with reducing the gap on this. Smaller number of students to monitor.	<b>Barrier: A B E H</b>  Reduce the % gap in each year group  1-2-1 actions plans for all PP students in place and are tracked  <i>Use tracking chart above to measure improvement and reduce %</i>	Termly	
Quality-first teaching	Contribution to the quality-first teaching CPD programme: what <u>all</u> students benefit from, PP students benefit from.	<b>Barrier: A G</b> Reduction in Progress 8 gaps between PP students and non-PP students. See Year 11 data from 2018/19 co-hort.	On-going	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.  GV to complete work scrutiny with 'champions' of Y7&8, 9&10 in the Spring Term...
Standards Meetings	PP students identified separately in standards data. PP Champion(s) to attend SLG Curriculum meeting on standards and implement actions from this.	<b>Barrier: A G</b>  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 to meet TC and ZC. GV/YA meeting on 19.11.19 to review DCP1 Y9&10 & identify actions  GV&SU to meet 11.02.20 to review DCP2 Y7&8...

<p>Action Plan for each student</p>	<p>PP Champion(s) to meet with PP students each term and discuss actions plans. Support to be requested from:</p> <ul style="list-style-type: none"> <li>- Student Mentors</li> <li>- Tutoring (Sixth Form and paid with staff)</li> </ul>	<p><b>Barrier: A G</b></p> <p>Reduce the % gap in each year group</p> <p>Bespoke 1-2-1 action plan for each student in place and is tracked</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>	<p>Termly</p>	<p>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.</p>
<p>PP champions to conduct learning walks and drop ins.</p> <p>Book scrutiny</p> <p>Staff to receive ongoing training and development at a whole school and department level.</p>	<p>Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students</p>	<p><b>Barrier: A G</b></p> <p>PP Appraisal for all staff in 19/20</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>	<p>Termly</p>	<p>GV/CP completed Y11 learning walk on 14.11.19. No discernible differences were noted between students entitled to PP and their peers.</p> <p>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.</p> <p>GV/SU to complete a learning walk and work scrutiny across Y7&amp;8 for the second half of the spring term.</p>
<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><b>Barrier: A E G</b></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"> <li>-D&amp;T funding of more challenging materials (approved)</li> <li>-Geography: Text books/revision guides Y9. BN to monitor progress</li> <li>-Maths: Hegemony maths. HW to monitor progress.</li> <li>-Inclusion: Electronic pen to enhance access to curriculum.</li> <li>-History text books</li> </ul>

<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><b>Barrier: A G</b></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>% change (gap) In Y11 (PP) 5+ English predicted grade: <b>6%</b>          % change (gap) in Y11 (PP) 5+ Maths predicted grade: <b>2%</b>          % change (gap) in Y11 (PP) 5+ Science predicted grade:<b>0%</b></p> <p>% change (gap) in Y10 (PP) 5+ English predicted grade: <b>3%</b>          % change (gap) in Y10 (PP) 5+ Maths predicted grade: <b>3%</b>          % change (gap) in Y10 (PP) 5+ Science predicted grade:<b>3%</b></p> <p>% change (gap) in Y9 (PP) 5+ English predicted grade: <b>17%</b>          % change (gap) in Y9 (PP) 5+ Maths predicted grade: <b>1%</b>          % change (gap) in Y9 (PP) 5+ Science predicted grade:<b>7%</b></p> <p>GV to liaise with 'champion' for Y9 and HOD KS4 English to analyse, diagnose and intervene in tackling this particular gap. Check against DCP2 will take place in February 2020.</p>
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**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"> <li>- JAC</li> <li>- School Counsellor (2 days per week)</li> <li>- Student Peer Mentors</li> <li>- School nurse appointments available</li> <li>- Confidence and Communication Club (Foundation Y7 &amp; 8)</li> <li>- Looked After Students supported by LAC Designated Teacher</li> </ul>	<p>Emotional need and wider needs of disadvantaged students are catered for and prioritised.</p>	<p><b>Barrier: C F H</b></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>- Young Carers fully supported (YC Keyworker)</p>			
<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><b>Barrier: B E F G H</b></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>Tirabad guarantee X2 students...</p> <p>GV to liaise with CP to ensure that Y11 students who qualify for PP funding are aware of the bespoke 'revision corridor' programme, and that their parents have been notified...</p>
<p><b>Objective 5 - To improve/raise aspirations for disadvantaged students</b></p>			
<p><b>Financial Contribution: 1, 7, 12, 16, 19</b></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><b>Barrier: B C H</b></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><b>Barrier: C</b></p> <p>Inclusion staff to support with college applications</p> <p>Inclusion staff to work with any student vulnerable to NEET.</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>

PP student are prioritised when careers appointments are organised for Post 16.

0% Needs for PP

Summary of Expenditure				
Element	Cost	%		%
£100 per student <sup>15</sup>	£14,100	12.2%	Staff (leadership) <sup>1</sup>	8.6%
Tirabad Guarantee <sup>14</sup>	£6,000	5.2%	Staff (Curriculum) <sup>2 3 4</sup>	15.5%
Teacher Premium <sup>4</sup>	£4,955	4.3%	Staff (Welfare) <sup>5 6 7 11 20 21</sup>	28%
Office/Admin <sup>16</sup>	£4,000	3.5%	Curriculum Resources (staff) <sup>13 16</sup>	12.5%
CPOMS <sup>17</sup>	£1,850	1.6%	Curricular equipment (students) <sup>15</sup>	12.2%
CPD <sup>12</sup>	£500	0.4%	Enrichment <sup>14</sup>	5.2%
Counselling 2 days per week <sup>11</sup>	£2,000	1.7%	Wrap Around	0.0%
EWO Support to target PAs <sup>18</sup>	£3,000	2.6%	Outside Agencies <sup>8 9 10 18 19</sup>	16.4%
JAC/ARC <sup>8</sup>	£5,000	4.3%	CPD Curriculum	0.0%
Behaviour Support <sup>9</sup>	£5,000	4.3%	CPD Pastoral/Welfare <sup>12</sup>	0.4%
Offsite provisions <sup>10</sup>	£5,000	4.3%	Practical Support	0.0%
1:1 Tuition <sup>3</sup>	£3,000	2.6%	Other <sup>17</sup>	1.6%
Contribution to Inclusion Support <sup>21</sup>	£20,000	17.3%		
Contribution to Inclusion TA <sup>13</sup>	£10,535	9.1%		
Contribution to Assistant Headteacher <sup>1</sup>	£10,000	8.6%		
Standards Strategy Contribution <sup>2</sup>	£10,000	8.6%		
Contribution to Attendance Officer <sup>6</sup>	£5,000	4.3%		
Pupil Premium Champions per year group <sup>7</sup>	£3,000	2.6%		
Adviza Mentoring Programme <sup>19</sup>	£1,000	0.9%		
LAC Keyworker <sup>5</sup>	£1,000	0.9%		
Young Carer Co-ordinator <sup>20</sup>	£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.