

## **DISADVANTAGE (DA) AND PUPIL PREMIUM GRANT (PPG) - LINKS**

Disadvantaged refers to those students in Years 7 to 11 who qualify for the Pupil Premium Grant:

- Children who are currently entitled to Free School Meals or who have been at any point in the past six years (Ever6)
- Children currently in Local Authority Care or who have been for one day or more (LAC)
- Children who are adopted (ADP)

Children in receipt of the Services Premium are **not** classified as Disadvantaged.

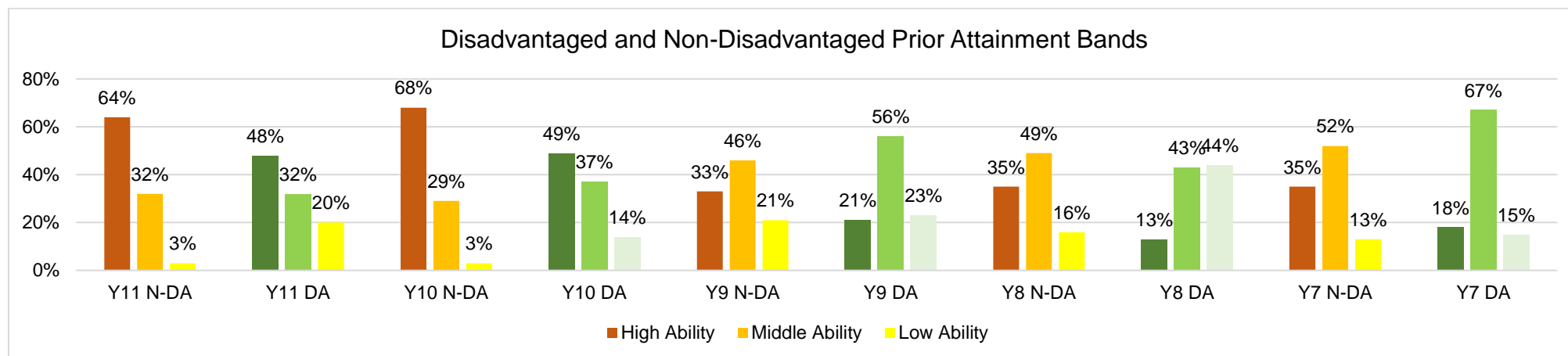
## **MAIDEN ERLEGH SCHOOL: OVERRIDING PRINCIPLES**

- At Maiden Erlegh School we believe in equity; we recognise that some disadvantaged students need more support than others and we aim to use the Pupil Premium to give everyone what they need to be successful, rather than treating all students equally.
- Being disadvantaged does not mean that students are not able.
- The profile of disadvantaged students must be high for all staff.
- Small wins are important.
- Disadvantaged students need aspiration, achievement and attendance.
- Some disadvantaged students need to make better progress than non-disadvantaged students, due to their start point being further behind.
- Parental engagement is crucial.
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all students.
- We ensure the progress of these students is at the forefront of our planning and delivery of learning activities in the classroom and outside.
- The progress of all students, from their starting points, is monitored half termly via our Standards Strategy but there will be particular emphasis in departments on the disadvantaged students and particularly those who are more able.

**PROFILE OF DISADVANTAGED COHORTS BY PRIOR ATTAINMENT**

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
All students		278		278		278		276		278		236		209
Free School Meals	6.83%	19	4.68%	13	2.88%	8	5.07%	14	5.04%	14	5.08%	12	4.78%	10
Pupil Premium	11.87%	33	9.71%	27	7.91%	22	8.33%	23	9.35%	26				

At Maiden Erlegh School, the proportion of disadvantaged students who are classified as more able is generally lower than among their non-disadvantaged peers (based on KS2 outcomes) but our aim is that they do as well or better than their peers. This is to mitigate for disadvantaged students, on average, falling behind as they go through school.



**ACADEMIC POSITION AT OCTOBER 2018**
**YEAR 11 (2018/19)**
**Attainment**

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	Gr5+ Sci	EBACC	EBACC Entered
All	100%	29.71	96%	89%	96%	81%	93%	79%	83%	63%	87%
FSM	9%	27.37	88%	73%	81%	69%	77%	65%	73%	46%	69%
DA	9%	27.45	88%	73%	81%	69%	77%	65%	73%	50%	73%
Not DA	91%	29.95	96%	91%	98%	83%	94%	80%	85%	65%	88%
Gap	81%	2.49	8%	18%	17%	13%	17%	15%	11%	15%	15%

**Value Added-Progress indicators**

	Best 8	ENG	MA	EBACC	OPEN	SCI	Av EBACC
All	1.27	0.85	1.10	1.46	1.48	1.37	5.99
FSM	1.05	0.84	0.95	0.98	1.34	0.92	5.11
DA	1.08	0.88	0.93	1.02	1.37	0.95	5.17
Not DA	1.29	0.85	1.12	1.50	1.50	1.41	6.07
Gap	0.22	0.03	0.19	0.49	0.13	0.46	0.90

**YEAR 10 (2018/19)**
**Attainment**

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ En&Ma	Gr5+ En&Ma	Gr5+ Sci	EBACC	EBACC Entered
All	100%	29.97	97%	92%	96%	85%	96%	82%	87%	68%	79%
FSM	8%	28.04	95%	81%	95%	71%	90%	62%	76%	52%	81%
DA	8%	28.23	96%	83%	96%	74%	91%	65%	74%	52%	78%
Not DA	92%	30.13	98%	92%	96%	86%	96%	84%	88%	70%	79%
Gap	83%	1.90	2%	10%	0%	12%		19%	15%	18%	1%

**Value Added-Progress indicators**

	Best 8	ENG	MA	EBACC	OPEN	SCI	Av EBACC
All	1.29	0.83	1.13	1.50	1.53	1.54	5.79
FSM	1.28	0.88	1.12	1.63	1.28	1.64	5.31
DA	1.25	0.88	1.08	1.59	1.26	1.57	5.36
Not DA	1.30	0.83	1.13	1.49	1.55	1.53	5.83
Gap	0.05	0.05	0.05	0.10	0.29	0.04	0.47

**YEAR 9 (2018/19)**
**Progress indicators**

Subj	DA	ALL
Sc	1.00	1.03
Ma	0.91	0.91
Ee	0.86	0.83
En	0.86	0.83
Tot	0.86	0.84

**YEAR 8 (2018/19)**
**Progress indicators**

	NoDA	DA	ALL
En	-0.49	-0.56	-0.50
Ma	-0.36	-0.41	-0.37
Sc	-0.25	-0.22	-0.25
Total	-0.27	-0.20	-0.26

**YEAR 7 (2018/19)**
**Progress indicators**

	NoDA	DA	ALL
En	-0.32	-0.38	-0.33
Ma	-0.06	-0.07	-0.06
Sc	0.21	0.20	0.21
Total	-0.12	-0.12	-0.12

**YEAR 13 (2018/19)**

	Predictions			Us
	% A*-B	% A*-C	%A*-E	
ALL	50%	86%	99%	2
FSM	53%	83%	100%	0
Bursary	55%	90%	100%	0
Not DA	50%	85%	99%	2

**YEAR 12 (2018/19)**

	Predicted Grades			Us
	% A*-B	% A*-C	%A*-E	
ALL	43%	82%	99%	5
FSM	31%	61%	100%	0
Bursary	28%	76%	100%	0
Not DA	46%	84%	99%	5

**ATTENDANCE AT OCTOBER 2018**

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
All	97.9	96.7	96.4	95.7	95.2	95.7	95.0
DA/Bursary	97.1	92.8	96.8	94.0	95.8	97.3	92.9
FSM	96.1	93.0	99.0	93.2	95.7	95.3	95.7

## BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY)

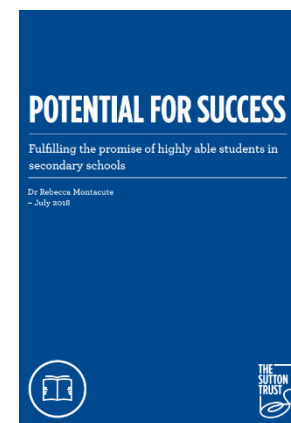
1. Attendance: 2017/18 DA attendance 91.5% v 93.0% for their non-DA peers /persistent absence of DA 12% v 6% for non-DA peers.
2. Behaviour and/or attitudes to learning: which may mask ability/potential in some cases.
3. Low aspiration: which may mean that some PP students coast or settle for 'good enough'.
4. Inherited KS2 performance, especially in core subjects: which means progress is slower in the core and wider access is harder.
5. Low cultural and education capital: can limit some students' ability to access higher level learning and/or maintain resilience with more challenging work (especially in the context of an academically high performing school).

## RESEARCH AND EVIDENCE USED

Here are some key elements of research used to determine our strategy:



Sutton Trust and Education Endowment Foundation  
July 2015



**PUPIL PREMIUM GRANT ALLOCATION FOR 2018/2019**

Summary information – 2018/19 Funding is based on the following data from January 2018 Census					
Academic Year	2018/19	Total PP allocation	£122,485	Date of most recent PP Review	September 2018
Total students Y7-11	1387	Number of students eligible for PPG	131	Date for next internal review of strategy	Jan 2019

**HOW ARE WE SPENDING OUR PUPIL PREMIUM GRANT?**

Amount	Allocation	Main focus of work	Target barriers
£20,000	Contribution to HLTAs in Mathematics and English	Work with Disadvantaged students prioritised	4, 5
£19,650	£150 personal budget for each PP student	Each student to have access to their own budget which will be centrally monitored.	Potentially all depending on need
£10,535	Contribution to Inclusion TA	Behaviour and attendance support work with Disadvantaged students.	1, 2, 3, 5
£10,000	Contribution to Assistant Headteacher	Colleague with responsibility for Disadvantaged students	All
£10,000	Standards Strategy Contribution	Colleagues working on raising standards of all students in the core subjects. Disadvantaged students are prioritised.	4, 5, 6
£6,000	Tirabad Guarantee	All students given the opportunity to go to Tirabad Outdoor Education Centre once during their career at Maiden Erlegh.	1, 5
£5,000	Teacher Premium	Teachers can request money to support Disadvantaged students in their subject. Priority given to English and maths.	4 Others if money remains
£5,000	Offsite provisions	For students who would benefit from support from external providers (eg Reading FC, JAC Stables, Catch 22, Cranbury College)	1, 2
£5,000	JAC	Mentoring services. Disadvantaged students are given priority.	1, 2, 3
£5,000	Contribution to Attendance Officer	Attendance support work with Disadvantaged students.	1
£5,000	Other/Admin	For needs arising through the year.	Potentially all depending on need
£5,000	Behaviour Support	Outreach Specialist support for most challenging/disaffected students	2, 3
£3,500	Counselling 2 days per week	Trust Counsellor	1, 2, 3
£3,000	1:1 Tuition	Tuition in maths and English for Disadvantaged students. Priority will be given to underperforming year 10 and 11.	4
£2,000	Pupil Premium Champion	Colleague responsible for overseeing and monitoring the impact of interventions	1, 4

£1,500	Contingency	Unforeseen additional expenditure	Potentially all depending on need
£1,500	CPOMS	Integrated safeguarding and CP software to enhance record keeping and referral processes in order to better safeguard vulnerable children	1, 2
£1,000	CPD	To attend training specifically linked to aspects of PP strategy and to strengthen quality first teaching in core subjects.	Potentially all depending on need
£1,000	LAC Keyworker	Colleague to oversee the development of LAC students and who will attend meetings on behalf of the Designated Teacher.	1, 4, 5
£1,000	Young Carer Co-ordinator	Colleague responsible for overseeing the needs of Young Carers.	1, 4, 5
£1,000	EWO Support to target PAs	Purchase of add-ons to existing school EWO provision	1
£800	Students in Schools Co-ordinator	Colleague responsible for overseeing the University programme.	3, 4, 5
<b>£122,485</b>			

#### HOW HAVE WE CONSIDERED THE EEF AND OTHER ACADEMIC RESEARCH?

<p><b>Quality First Teaching</b> EEF The Attainment Gap <i>"Pupil Premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantaged young people. But it is vital that schools (as well as early years and post-16 settings) consider how all their resources can be used to achieve this goal. Good teaching for all pupils has a particular benefit for disadvantaged pupils."</i> Hattie: Collective Teacher Efficacy +1.57 Classroom discussion +0.82 deliberate practice +0.79 professional development programmes +0.41</p>	<p>CPD Teacher Premium Standards Strategy</p>	<p>CPD: questioning, challenge, academic literacy, book work, oracy</p> <p>Use of prior knowledge and learning and concept of learning over time (cognitive load theory)</p> <p>Core classroom strategies:</p> <ul style="list-style-type: none"> <li>• Priority seating.</li> <li>• Priority marking.</li> <li>• Priority questioning.</li> <li>• Priority DCP Learning Conversations (with tutors and teachers).</li> </ul> <p>Supporting parents to help: Information Evenings, Curriculum Booklets and web pages</p>
<p><b>Feedback</b> EEF + 8 month progress Hattie +0.70</p>	<p>AHT Pupil Premium Champion CPD</p>	<p>Student-chosen targets DIRT is embedded as standard across school.</p>
<p><b>Meta-cognition and self-regulation</b> EEF + 7 months Hattie: self-reported grades 1.33 evaluation and reflection +0.75</p>	<p>Student bursaries Inclusion TA</p>	<p>Students have ownership of their academic targets. They review and monitor their progress every half term (post-reports) Formal DIRT activities in all lessons ca ever 3 weeks (with more to verbal feedback in the interim).</p>

metacognitive strategies +0.6 self-regulation strategies 0.52		Guided independent reading and study Behaviour and attitudes to learning strategies
<b>Reading comprehension strategies</b> EEF + 6 months Hattie: exposure to reading +0.43 repeated reading programmes +0.75 comprehension programmes +0.47	HLTAs in English	Purple Pathway for lowest ability on arrival Toe by Toe peer reading strategy raises reading age Linguascope for EAL students Whole school focus on academic reading and writing. Oracy opportunities e.g.: drama, debating, Young Magistrates Reading library for Pupil Premium students in Y7 from Sept 2018.
<b>Mastery learning</b> EEF + 5 months Hattie: mastery learning +0.57 working memory strength +0.57	CPD allocation HLTAs in English and Maths Standards Strategy	Cognitive Load Theory and memorisation techniques Teacher development regarding literacy and numeracy across the curriculum Worked examples Peer tuition DIRT and self-reflection
<b>Tutoring</b> EEF + 5 months progress Hattie: peer tutoring +0.53	Sixth Form Tutoring scheme. Peer Mentoring scheme 1:1 tutoring Students in Schools	Focus on English and maths Bespoke interventions on needs basis delivered by teachers or external tutors.
<b>Homework</b> EEF + 5 months Hattie: +0.29	CPD allocation Students in Schools Peer and 1:1 tutoring	Teachers set meaningful homework and follow up non-completion. Homework timetable.
<b>Cultural capital and feeling of belonging</b> Hattie: enrichment programmes +0.53 extra-curricular +0.26	Tirabad Guarantee Student bursary Inclusion TA Key Workers Attendance Officer and EWO support	Academic, sporting, arts and social activities so that students feel part of the community but also have shared experiences at different levels. Attendance support – regular attendance increases academic success but also community involvement.

**INTERIM MONITORING STRUCTURES****PROGRESS AND ATTENDANCE OF DISADVANTAGED STUDENTS AND ACTION POINTS TO TAKE FORWARD**

- Teacher level: Formative assessment happens continuously and 4-5 times / year teachers report their assessment to students and parents. These reports are followed up by a guided self-review in tutor periods and setting of actions by the students.
- Middle Leader level: Heads of Department and Heads of Year determine which individuals may need further support. They verify that teachers and tutors are meeting with the students to review work and check their follow-up actions are appropriate. Heads of Department and Heads of Year also review trends to ascertain if they need to do any work with their teams.
- Senior Leader level: Standards Leaders review interventions with Heads of Department (impact of previous interventions and the setting of new ones). They also look at whole school trends and the outcomes of the SFR and SIP reviews and revise CPD and briefing reminders.
- School level: The school picture and impact of interventions so far is reviewed half termly by the Headteacher as part of the SEF and SIP reviews. These evaluations are shared with Senior leaders who disseminate this back down again.
- LAB level: The LAB Gaps Champion reviews the SEF and SIP with the Headteacher and AHT Inclusion lead. They review the impact of chosen strategies and rationale for further developments. The LAB Champion reports back to the full LAB.

**ACCESS TO HIGH QUALITY, QUALITY FIRST TEACHING AND EVIDENCE OF HIGH QUALITY LEARNING OVER TIME**

There is an expectation that a

- All teachers and TAs know their students: prior attainment and gaps, strengths, aspirations, needs.
- All departments have planned sequences of learning with strategies to support all students accessing learning and the appropriate level.
- All teachers are aware of developing learning and mastery over time and formatively assessing that this is happening.
- All teachers adapt their lessons to meet the needs of the students in their groups.
- All teachers provide regular informal and formal feedback and that students respond to it in the form of DIRT.
- All teachers set weekly homework and that students do it.

Leaders (middle and senior) monitor quality first teaching in a number of ways every half term. We include as wide a range of information as possible, from a wide range of people:

- |  |  |                       |
|--|--|-----------------------|
| • Formal observations  | • Book/Folder reviews                      | • Learning walks      |
| • “Out-and-about” weeks (looking for good practice to share) | • Talking to students                      | • Talking to teachers |
|  | • Talking to other adults in the classroom |                       |

The Deputy Headteacher in charge of Learning, Teaching and Assessment prepares a half termly review of the quality of practice and provision in school and submits this to the Headteacher for the SEF and SIP review. Follow-up actions are discussed with the Standards team and middle leaders.



Aims	Actions	Outcome
<p><b>Objective 1</b> To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos.</p>		
<p>Ensure that the profile of disadvantaged/bursary students remains high in school.</p>	<p>Publish student lists to staff with all disadvantaged students by prior attainment and additional needs: September and updated as necessary (September 2018 as part of SIMS Mark Sheets)</p> <p>Provide training and induction for new staff so that they understand our ways of working with disadvantaged students (see induction programme)</p> <p>Publish protocol for allocation of personal allowances and sixth form Bursary and examples of spending and outcomes (By January 2019)</p>	<p>All teaching staff can identify PP students and have them in mind when planning, delivering and marking. Evidence:</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• SEF reviews</li> <li>• Standards Strategy meeting notes</li> </ul>
<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>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” and strategies to address these (on-going)</p> <p>HAP/PP kept in the spotlight via briefings and CPD etc (lists shared with staff and discussed as part of Standards)</p> <p>Ensure that removing differences in performance between disadvantaged students and their non-disadvantaged peers remains high profile in Department Development Plans and Appraisal (see DDPs and Appraisals – and interim reviews)</p>	<p>Lesson observations, book work and formative assessment demonstrate staff understanding of the students’ personal needs and their work to meet them. Evidence:</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• SEF reviews</li> <li>• Standards Strategy meeting notes</li> </ul>
<p>Focus work with and by disadvantaged students on effective strategies.</p>	<p>Key strategies to improve learning and progress over time of disadvantaged students (and by extension, all students are supported by research e.g.:</p> <p>Embedded</p> <ul style="list-style-type: none"> <li>• Peer tutoring (Sutton Trust, EEF, Hattie)</li> <li>• Personalised feedback (EEF, Hattie, Dylan Williams)</li> <li>• Mastery learning (EEF, Hattie)</li> </ul> <p>2018/19 focus (see SIP and Transformative Strategies)</p> <ul style="list-style-type: none"> <li>• Reading comprehension (Sutton, EEF)</li> </ul>	<p>Department led transformational strategies focus on one or more of these areas and impact monitored through the Standards Strategy process.</p> <p>Differences between disadvantaged students and their peers with same starting points are further reduced (internal tracking data and examination outcomes).</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• SEF reviews</li> </ul>

	<ul style="list-style-type: none"> <li>• Worked examples (Sweller, Sage)</li> <li>• Meta-cognition (EEF, Hattie)</li> </ul>	<ul style="list-style-type: none"> <li>• Standards Strategy meeting notes</li> <li>• LAB Champion notes</li> </ul>
Develop the use of the Pupil Premium Passport to allow even more student ownership and independence	<p>Develop a process so that all disadvantaged students have their own "Pupil Premium Passport" identifying their entitlement and 'wish list'. This can be added to by staff i.e. revision guide.</p> <p>This will</p> <ul style="list-style-type: none"> <li>• Enable teachers and parents to see more easily what students have used</li> <li>• Give students some independence regarding what they spend their allowance on</li> <li>• Enable the school to monitor centrally extra-curricular participation</li> </ul>	<p>Standard process developed with y7 and 11 in September then rolled out to other year groups.</p> <p>Passport in place for Sept 2019</p>
Disadvantaged progress and learning over time is monitored through Standards strategy and with LAB Champion.	<p>DA students is a key focus for both HOYs and subject leaders when analysing DCP data. Co-ordinated response put in place, liaising with Inclusion staff when appropriate.</p> <p>Embedded practice:</p> <ul style="list-style-type: none"> <li>• Differences between groups identified during standards meetings. Outcomes cascaded at curriculum team level thus keeping profile high.</li> </ul> <p>Focus for 2018/19:</p> <ul style="list-style-type: none"> <li>• Standards discussions drill down to comparators of prior attainment groups.</li> <li>• Focus on multiple needs Disadvantaged to support streamlined and coordinated strategies put in place.</li> </ul>	<p>Notes of Standards meetings and LAB Champion meetings continue to confirm the approach.</p> <p>Differences between disadvantaged students and their peers with same starting points are further reduced (internal tracking data and examination outcomes).</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• SEF reviews</li> <li>• Standards Strategy meeting notes</li> </ul>
<p><b>Objective 2</b> To close the gap between non-disadvantaged students and disadvantaged students in both Progress 8 and Attainment 8 key performance indicators.</p>		
To meet SIP objectives for each year group with regard to Disadvantaged gaps.	<p>Ensure the actions in this plan are implemented.</p> <p>Ensure Standards Strategy meeting actions are implemented post DCPs and internal assessments.</p>	See half termly SIP reviews
To ensure that Quality First Teaching is of the highest quality for all students, especially Disadvantaged.	<p>All departments have a focus on Quality First Teaching with a transformational strategy to improve teaching locally.</p> <p>School focuses on bookwork, reading and questioning,</p>	<p>Impact is monitored termly through:</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book/work reviews</li> </ul>

	<p>Staff receive on-going training at department and school level.</p> <p>School monitoring systems include focus on impact on Disadvantaged students</p>	<ul style="list-style-type: none"> <li>Standards Department Development Plan reviews</li> <li>SEF Teaching, Learning and Assessment reviews.</li> <li>Half termly SIP reviews</li> </ul>
<p>There is a continued focus on reducing differences in the core subjects.</p>	<p>Assistant Headteachers and Heads of Key Stage in English and maths will have specific strategies for Disadvantaged students. This will be in place in the first half term.</p> <p>All students who are identified as underachieving in English and/or maths are met with their parents (outside parents' evenings) to agree partnership actions to support the student.</p> <p>Peer or 1:1 mentoring offered explicitly to these students.</p>	<p>SEF half termly reviews show:</p> <ul style="list-style-type: none"> <li>Attainment gaps in maths will reduce further relative to prior attainment.</li> <li>Attainment gaps between Disadvantaged boys and girls in English will reduce further.</li> <li>Attainment gaps between Disadvantaged more able and their more able peers in English will reduce further.</li> </ul>
<p>All Disadvantaged students identified as underachieving have access to appropriate interventions to support them.</p>	<p>Intervention menu developed including existing provision e.g.:</p> <ul style="list-style-type: none"> <li>Peer tuition and 1:1 tuition</li> <li>Students in School (from Reading University)</li> <li>Homework club</li> <li>CBT through JAC</li> <li>Counselling</li> <li>Inclusion Study</li> </ul>	<p>Standards Strategy meetings and reviews show gaps are identified and intervention actions early.</p> <p>Interventions are seen to be effective (DCP data and final results).</p>
<p><b>Objective 3</b> To improve attendance for disadvantaged students and reduce the numbers for persistent absence</p>		
<p>Further development of work with families and students to</p> <p>(a) improve rates of attendance of Disadvantaged students</p> <p>(b) reduce rates of persistent absence among Disadvantaged students (especially</p>	<p>Embedded strategies</p> <ul style="list-style-type: none"> <li>Attendance Officer closely monitors attendance and develops range of responses and interventions with absentees and those DA students late.</li> <li>Inclusion and pastoral staff work with students (and families) to help them to overcome barriers to attendance</li> <li>We will actively engage with the EWS to support PAs</li> <li>Short-term incentives in place by HOYs and Attendance Officer</li> <li>Counselling and CBT available</li> </ul> <p>Focus 2018/19</p>	<p>SEF half termly attendance tracking data shows termly improvements, especially in individuals with significant attendance issues.</p> <p>Persistent absenteeism to be below 10%.</p>

<p>those currently eligible for Free School Meals)</p>	<ul style="list-style-type: none"> <li>Review and provide training on escalation process for addressing attendance and punctuality across inclusion/pastoral teams. Key Stage AHTs to intervene where no improvement is seen.</li> <li>Develop Inclusion study for those students for whom disapplication is appropriate.</li> </ul>	
<p><b>Objective 4</b> To improve/raise aspiration for disadvantaged students</p>		
<p>Individual careers and transition guidance is offered post-Foundation, post-16.</p>	<p>Students are allocated careers appointments for post-16 transition and guidance with mentors.</p> <p>Inclusion staff work with any students vulnerable to NEET.</p> <p>Disadvantaged students supported with college visits and applications</p> <p>Disadvantaged students supported with apprenticeships applications and interviews.</p> <p>Disadvantages students supported with UCAS applications and interviews.</p> <p>Further develop ways to raise aspiration on an individual basis eg:</p> <ul style="list-style-type: none"> <li>Work experience</li> <li>University/college visits</li> <li>Use of Students in Schools</li> <li>Use of Fast Tomato/Unifrog</li> <li>Visiting speakers/mentors</li> <li>Gold Programme visits (boost for more able Disadvantaged just short of criteria)</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>Zero NEETS (May 2019)</li> <li>SEF reviews (half termly)</li> <li>Student surveys positive for careers provision (Spring 2019).</li> </ul>
<p><b>Objective 4</b> To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully engage with their education.</p>		
<p>1:1 support provided for students with identified/diagnosed individual needs.</p>	<p>Students identified as requiring additional support will be mentored by pastoral/Inclusion staff.</p> <ul style="list-style-type: none"> <li>JAC/ARC in place with disadvantaged students given priority access.</li> <li>Student Peer Mentors in place to provide support.</li> <li>School nurse appointments available</li> </ul>	<p>Student and parents rate work with Disadvantaged students positively (surveys)</p> <p>Impact reports from interventions show impact.</p> <p>Other student/parent voice.</p>

	<ul style="list-style-type: none"> <li>• Brief Behaviour Activation made available for those with low mood/anxiety (Reading University Research Project)</li> <li>• Mentoring project to be set up through Adviza</li> <li>• Reading FC used to provide mentors/male role models for some</li> <li>• Looked After Students supported by LAC Lead Teacher</li> <li>• Young Carers fully supported (YC Keyworker)</li> </ul>	SEF half termly attendance, behaviour, exclusion data remain positive and/or improve further.
Opportunities provided for Disadvantaged students outside the classroom	<p>All staff running trips and clubs to be reminded to encourage Disadvantaged students' participation (and that they can use some of their bursary for it).</p> <p>Tirabad Guarantee – every PP student is entitled to one fully paid trip to our outdoor education centre in Wales during their career.</p> <p>When Disadvantaged students contribute to, and participate in, the wider school this should be acknowledged to them through letter home.</p>	All disadvantaged students take part in at least one extra-curricular activity, recorded in PP Passport and monitored by PP lead via tutors.
<b>Objective 5</b>		
To raise achievement for disadvantaged students through a sharp focus on “Quality First Teaching” we will:		
Continue to provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.	<p>CPD programme for teaching and support focuses on developing and sharing best practice in Quality First Teaching especially:</p> <ul style="list-style-type: none"> <li>• Formative (accurate) assessment</li> <li>• Priority seating, questioning and marking</li> <li>• Feedback</li> <li>• Mastery learning</li> <li>• Academic literacy</li> <li>• Numeracy (especially reasoning)</li> <li>• SEND strategies (especially SMEH)</li> </ul>	<p>See school and Trust CPD Menu (Sept 2018)</p> <p>See use of Department Meetings to deliver transformative strategies (Standards Strategy Meetings).</p> <p>Outcomes of lesson observations and book reviews (SEF).</p> <p>Evidence of new approaches being adopted and evaluated (with on-going sharing of best practice) (CPD Calendar)</p>
Ensure that funding is available for staff to buy resources and equipment for PP students	Teacher Premium fund ring-fenced in order that individual departments/teachers to have access to resources that support QFT for disadvantaged students.	<p>Spending is audited and impact evaluated (April 2019).</p> <p>Evidence shared so that this is spent even more effectively going forwards (July 2019).</p>
<b>Objective 6</b>		

To plan for successful transitions for disadvantaged students		
<p>All Disadvantaged students have a clear supported plan to make the transition into the next stage of work/education/training</p>	<p>The Disadvantaged Pupil Premium Passport enables each student to have a progression plan linked to their aspirations and talents.</p> <ul style="list-style-type: none"> <li>• Discussions take place with parents where necessary.</li> <li>• Year 11 students have independent careers advice/appointments as necessary.</li> <li>• Year 11 students have support for sixth form, college and apprenticeship applications and interviews (including accompanying them on visits as required)</li> <li>• Year 8 students have individual guidance to ensure aspirational and appropriate KS4 pathways.</li> <li>• Y13 students have support with UCAS/Apprenticeship applications.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Zero NEETS (May 2019)</li> <li>• SEF reviews (half termly)</li> <li>• Student surveys positive for careers &amp; options provision.</li> </ul>