



## Pupil premium strategy statement: Priestlands School

1. Summary information					
<b>School</b>					
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£235,035	<b>Date of most recent PP Review</b>	September 19
<b>Total number of pupils</b>	1241	<b>Number of pupils eligible for PP</b>	249	<b>Date for next internal review of this strategy</b>	January 2020
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (your school)</i>		
<b>Persistent Absence (5 terms)</b>	18.46%		7.9%		
<b>% achieving 9-5 English and Maths (2018/19)</b>	32%		56%		
<b>% achieving 9-4 English and Maths (2018/19)</b>	57%		78%		
<b>% achieving 9-5 in English (2018/19)</b>	46%		58% Lang 66% Lit		
<b>% achieving 9-4 in English (2018/19)</b>	66%		86%		
<b>% achieving 9-5 in Maths (2018/19)</b>	41%		65%		
<b>% achieving 9-4 in Maths (2018/19)</b>	64%		84%		
<b>Progress 8 score (2018/19)</b>	-0.26		0.39		
<b>Attainment 8 score (2018/19)</b>	4.2		5.4		
3. Barriers to future attainment (for pupils eligible for PP including high ability)					

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	On average PP students join the school slightly below the NPP students re ave points score.
<b>B.</b>	Literacy and numeracy skills are lower for some PP students than they are for NPP on entry
<b>C.</b>	PP students display higher incidence of immaturity, low self -confidence and self -esteem as well as low levels of resilience compared to NPP
<b>D.</b>	PP High achievers at KS2 make less progress than NPP high achievers and struggle to achieve the top grades at GCSE.
<b>E.</b>	PP have higher rates of persistent absence and lower attendance compared to NPP. This reduces time in school and limits progress.
<b>F.</b>	A disproportionate number of PP students spend time in internal isolation/Cold Zone/fixed term excluded. This suggests that they are involved in higher incidents of disruptive/poor behaviour.
<b>G.</b>	Family background leads to some students not receiving the same level of support from home as NPP students. Lack of routine/boundaries re social time/assistance re homework/academic encouragement.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP students at Priestlands perform as well as NPP nationally.	No significant difference in attainment and P8 in school or against nat ave.
<b>B.</b>	Improved levels of literacy and numeracy for low and middle ability students. Improved levels of progress and attainment in English and Maths. English- move students at level 4 to level 5. Maths – achieve more level 7+. Close the in school GAP between PP and NPP students achieving 9-5 in Eng/Maths. Close the GAP between PP and NPP re students making expected and above expected progress at KS3.	Improved scores in the access reading test. Improved reading ages in the WRAT 4 test. Lexia report data. Increased numbers of students achieving expectations in Eng/Maths (Internal data) All PP students on track according to PPG in Eng/Maths. GCSE results show that PP students at Priestlands achieve in line with NPP nationally. Termly score cards.
<b>C.</b>	Improved resilience and self-confidence for PP students.	Fewer students in detention/internal/CZ. Lower numbers of fixed term exclusions. Improved attendance at extra-curricular activities. More PP students in leadership roles. Improved attendance/reduced persistent absence.
<b>D.</b>	Improved attainment and progress for PP High Achievers (HAPP)	Increased % of HAPP students achieving higher grades (8/9). HAPP students all make expected progress. Improved SPI for HAPP.
<b>E.</b>	Increased attendance rates for PP students (reduced PA absence rates)	Reduced PA %

	PP attendance is in line with NPP students (no in school gap)	% PP attendance in line with nat ave for NPP Reduce in school GAP between PP and NPP re attendance figures.
<b>F.</b>	No significant difference between PP and NPP re representation in Internal/CZ	Reduced numbers of PP in internal isolation/CZ Reduction in behaviour points on SIMS. Fewer detentions.
<b>G.</b>	Parental support re sanctions/interventions for students. Parents attending meetings.	Improved attendance Improved TRA scores Increased achievement points

You may have more than one action/approach for each desired outcome.

## 5. Planned expenditure

**Academic year**

**2019/2020**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All PP students achieve at least in line with NPP nationally in English, Maths and Science at KS4</p> <p>PP students make the same levels of progress as NPP students at Priestlands and nationally.</p>	<p>Eng/Maths/Science teacher - to allow for smaller groups and small group intervention.</p> <p>Wednesday morning tutor time intervention (Eng/Maths).</p> <p>Individual invitations to intervention/revision sessions/walking and talking mocks)</p>	<p>Importance of core subjects.</p> <p>School Performance Measures.</p> <p>Links to literacy and numeracy.</p> <p>Providing students with the qualifications necessary for success post 16 access.</p> <p>PP students less likely to attend without extra encouragement.</p> <p>There is an in school progress GAP between PP and NPP students in Eng/Maths/Science.</p>	<p>Raising Achievement meetings termly with HODs, focusing on data and key students.</p> <p>Regular discussion at SLT and at Line management meetings.</p> <p>Regular focus at Dept meetings – subject teachers</p> <p>Termly identification of students requiring intervention</p> <p>Score cards.</p>	<p>TWR KM Head of Eng/Maths/Science</p>	<p>Termly internal data collection. Exam analysis August</p> <p>£95,000</p>

<p>All students able to fully access resources and materials to allow maximum progress,</p> <p>Students able to revise and study at home.</p> <p>All students can make quality products in practical subjects.</p> <p>Students making expected progress across all subject areas.</p>	<p>Curriculum Resources</p>	<p>Students can make better notes if they can annotate set texts.</p> <p>Students can study at home and produce higher quality homework if they have their own copies of texts.</p> <p>Students can make better quality products with high quality materials.</p> <p>PP students less likely to buy revision guides.</p>	<p>Bids from departments</p> <p>Track individual students' interventions on SIMS.</p> <p>Support from finance office.</p> <p>Communication with parents.</p> <p>Review GCSE results.</p>	<p>KM</p>	<p>Termly review with finance office</p> <p>July 2020</p> <p>£1500 (technology resources/food ingredients)</p> <p>£7,500</p>
<p>All students have access to up to date, relevant and independent careers advice.</p> <p>All students meet RAP.</p>	<p>Kudos careers online resources</p>	<p>Audit of careers education in school and the introduction of the Gatsby Benchmarks.</p> <p>The careers programme needed some developments and updates.</p> <p>This programme will be "future proof" as it is constantly maintained and updated.</p>	<p>Careers programme content.</p> <p>Lesson observations.</p> <p>Student voice feedback.</p> <p>Feedback from staff who deliver the programme.</p> <p>Review by Careers Link Governor.</p> <p>Destination data.</p> <p>Monitored by PDL coordinator.</p>	<p>KM MLP</p>	<p>Termly review</p> <p>£300</p>

<p>Key PP students get a consistently good quality of teaching and learning in lessons.</p> <p>All staff are aware of key PP students and have a plan for supporting each of them.</p> <p>SLT are aware of the quality of provision for PP students.</p> <p>Staff are praising PP students and helping them to have high expectations and raise aspirations.</p>	<p>Monitor and contrive learning opportunities and experiences.</p> <p>More targeted analysis of groups.</p> <p>Ensure Achievement Points are being used.</p> <p>Shadow PP students for the first half an hour and the last half an hour to see what it is like for them. Learning walks with a PP focus)</p> <p>Review the sets/groups key students are in. Consider moving them up a set. Progress meeting and behaviour meetings.</p>	<p>High quality teaching and poor teaching disproportionately affects disadvantaged students.</p>	<p>Build in PP learning walks and student pursuits.</p> <p>PP work scrutiny.</p> <p>Carry out PP student voice activities via Learning Walks and Line Management.</p>	<p>SLT</p>	<p>Lime management meetings.</p>
<b>Total budgeted cost</b>					£102,800
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improved attendance for PP students. Reduced PA. Close the in school GAP between PP and NPP. PP have attendance levels in line with or above the national average for NPP.</p>	<p>Continue to fund increased EWO hours.</p> <p>EWO to work with families of siblings in feeder schools where requested if appropriate and where possible.</p> <p>EWO to mentor identified students and to identify strategies the student can use. Regular meetings to review attendance.</p> <p>Meet parents if concerns continue.</p> <p>EWO supports transition process for students with poor attendance. Work with families of students in yr6 where concerns have already been identified.</p> <p>Key students assigned a peer attendance buddy.</p> <p>100% attendance in a term =10 achievement points.</p>	<p>Attendance is crucial to learning.</p> <p>If students are not in school it significantly impacts on rates of progress.</p> <p>Dashboard data.</p>	<p>Regular meetings with EWO</p> <p>Early identification of students and families who are a concern.</p> <p>Regular data analysis.</p>	<p>RG</p>	<p>Termly. End of the academic year.</p> <p>£11,500</p>
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<p>To reduce the Persistent Absence rates of PP students.</p>	<p>HOY focus groups Regular mentor meetings for identified students with EWO.</p> <p>Reward system</p>	<p>The current in school PA gap between PP and NPP is significant.</p>	<p>Monitored by RG.</p> <p>Regular data analysis – shared with Governors.</p> <p>EWO records on SIMS of intervention.</p> <p>EWO records of reward system.</p>	<p>RG</p>	<p>Termly. End of Academic Year</p> <p>£1,000</p>
<p>Improved support in class for key PP students.</p> <p>Improved engagement with learning.</p>	<p>Employ an extra LSA</p>	<p>Disengaged students don't make expected progress.</p> <p>Some PP students require encouragement and support in class re behaviour/learning in order to achieve full potential.</p>	<p>SENCO will allocate LSA to students and classes and monitor student progress.</p>	<p>SENCO</p>	<p>Termly assessment cycle</p> <p>£.16,000</p>

<p>Improved attendance. Improved behaviour. Disengaged/vulnerable students completing homework. Students accessing learning and making progress because they have support with emotional issues and mental health issues. Supported and happy parents because issues are dealt with efficiently and promptly. Good communication with parents.</p>	<p>ELSA/PSM/Counsellor</p>	<p>Mental health is a key issue in schools. Increase in numbers of students suffering from anxiety and depression. Number of students who require emotional support. Behaviour/bullying issues need to be dealt with quickly and efficiently in order to prevent students missing learning through time spent out of class. Behaviour is good and students feel safe as a result of the pastoral support systems that are in place. There is a need to maintain this. Not all students are secondary ready and they require support, Extra support allows teaching staff to focus on teaching and learning. CAHMs waiting lists are too long.</p>	<p>Records kept by staff re support provided. Line management. Appraisal. Referrals. Pathway Panel.</p>	<p>SLT SENCO</p>	<p>Weekly at Pathway Panel meetings. Termly assessment cycle.(TRAs)  £60,000</p>
<p>All student's reading and spelling ages to improve by at least 12 months with the majority making 12 months +</p>	<p>LEXIA Yr 7-9</p>	<p>Emphasis is placed on phonics, spelling and word attack skills. It provides the building blocks for reading fluency and comprehension.  Research shows that it can significantly increase the spelling and reading ages of students of all abilities and impacts on progress and attainment in English.</p>	<p>SENCO will be responsible for identifying students. Lead LSA will be responsible for implementing, tracking and evaluating the intervention programme.</p>	<p>SENCO Lead LSA</p>	<p>Termly reviews. Certificate issuing. End of academic year data progress review and evaluation report.  £200</p>
<p>All students make a happy and successful transition to secondary school with good attendance and no dip in attainment or rates of progress.</p>	<p>Transition Programme Extra visits for vulnerable students. Data collection.(individual needs/attendance) Nurture group – pride. Transition at Post 16 also supported.</p>	<p>Transition can be a difficult time for students who are vulnerable or who are already getting behind in terms of progress.  Transition can cause a dip in attainment.</p>	<p>HOY will check PP information during visits. Find out what individual support the more vulnerable/under achieving students have received and are likely to need.  SENCO/ELSA will coordinate the extra visits.</p>	<p>HOY SENCO ELSA</p>	<p>November 2019 – evaluate how well students have settled. (attendance/student and parent feedback) December assessment report. Funded by ELSA PP money (see above)</p>

<p>Accurate data re reading and comprehension ages to help inform teaching.</p> <p>Identify potential exam access arrangements.</p>	<p>Access Reading tests</p>	<p>It is one of the recommended tests by the JCQ.</p>	<p>Coordinated and monitored by the SENCO.</p>	<p>SENCO</p>	<p>£250</p>
<p>Improve reading and literacy across the weaker readers in year 9</p> <p>Reluctant and weak readers to regularly read for pleasure. Increase confidence in reading.</p> <p>Support basic literacy skills across the curriculum.</p>	<p>Identify a group of year 9 students who require reading intervention. Students will follow a targeted reading programme.</p> <p>Students will do extra reading/literacy as an alternative to MFL</p> <p>Grammar for GCSE Eng 9-1 resource.</p> <p>This will also be used to support Intervention in the Summer term for year 7 and 8.</p>	<p>A small group of identified year 9 students have very weak reading skills and are struggling to access texts in all subject areas.</p>	<p>Literacy coordinator will lead and teach the programme.</p> <p>Progress will be monitored and checked half termly.</p>	<p>SC</p>	<p>£500</p>
<p>Level Up Programme</p> <p>Identified under-achieving students in Maths achieve functional skills in maths and make progress in maths to support post 16 pathways.</p>	<p>Targeted support in Maths for identified under-achieving yr 11 students.</p> <p>Students who have dropped an option subject will study 3 extra maths lessons each week.</p> <p>Small group support.</p> <p>Focused topics.</p> <p>Aimed at achieving a grade 4.</p>	<p>Students significantly under-achieving in an option subject.</p> <p>Opportunity to make sure they are successful in Maths.</p>	<p>Monitored by TWR and HB (head of Maths).</p> <p>Regular data checks (PPG)</p>	<p>TWR HB</p>	<p>Funded by the PP funding for an extra Maths teacher (see above)</p> <p>£200 – resources and rewards</p>
<b>Total budgeted cost</b>					<p>£89,650</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise aspirations. Students are excited and engaged in learning. All students participate in trips.	Financial support for educational trips and visits during curriculum time. (year 7 residential)	Students need to enjoy learning opportunities beyond the classroom.  There must be equality of access and opportunity. Support for classwork/can access follow up work/coursework support.	Support from the Finance office.  Record trips on interventions on SIMS.	KM	End of each term. End of academic year.  £4,500 (curriculum) £ 2,890 (Fairthorne) £3 ,000(activities)
Improved engagement in school and in the learning process for identified groups	Extra-curricular activities/clubs  Bike maintenance Cooking – Incr-edibles Build a Go-kart Woodland Coppicing	There are some students in year 7 and 8 (mostly boys) who lack motivation and engagement.  They need an interest and to develop skills. They need to learn to commit to something and see it through. They need to develop an appreciation of achievement and success.  They need a “hook”	Identify the right groups. Approach the right staff. Involve external providers. Provide good resources. Engage parents.	RG	Extra funding has been secured by Local Council grants.
PP students continue to access quality extra-curricular activities. Higher take up in GCSE music for PP students.  PP students completing grade qualifications.	Subsidies for Music lessons	Music lessons should be accessible to all students who are interested and show potential.  The focus on music could engage students with all learning and school life.	Monitored and tracked by finance office and Head of Music.  Including the monitoring of attendance at lessons,	CG	Termly attendance at lessons. End of the academic year.  £9,000
All students feel smart and confident at school.	Uniform Grant Yr 7 and yr 10 FSM only. Individual case by case for all other PP.	PP students should not spend time in isolation as a result of poor uniform. All students need to fit in and feel part of the school community. Appearance affects self-esteem and if this is low it will impact on learning.	Monitoring from finance office. All requests to go through KM.	KM CG	Termly. End of the academic year.  £4,000  £ 1000 (misc)

<p>PP Plus students can access some residential experiences if appropriate.</p> <p>Individual needs/requests can be met where appropriate/possible.</p> <p>SGO/AFC</p>	<p>Individual support for PP Plus students</p>	<p>PP Plus students have different and complex needs.</p> <p>They are likely to require more individually tailored support.</p>	<p>Annual PEP meeting with parents to discuss needs and to agree how the money will be spent if it is needed.</p> <p>Close monitoring of progress data and attendance data for PP Plus students.</p>	<p>KM</p>	<p>Termly monitoring of assessment data. Review meetings with students.</p> <p>SGO £1500 AFC £4,500</p> <p>TOTAL £9,000</p>
<p>PP Plus students can access some residential experiences if appropriate.</p> <p>Individual needs/requests can be met where appropriate/possible.</p> <p>LAC (6 students)</p>	<p>Individual support for LAC students</p>	<p>LAC students have different and complex needs.</p> <p>They are likely to require more individually tailored support.</p>	<p>Annual PEP meeting with parents to discuss needs and to agree how the money will be spent if it is needed.</p> <p>CLA Review</p> <p>Close monitoring of progress data and attendance data for LAC students.</p>	<p>KM</p>	<p>Termly monitoring of assessment data. Review meetings with students.</p> <p>£1500 per student</p> <p>£6,000</p>
<p>Close the GAP with peers.</p> <p>HAPP students make expected progress and achieve high target grades.</p> <p>Subject teachers aware of key students – clear focus on them in class with individual strategies for students.</p>	<p>RAP meetings</p>	<p>Ensure high focus on PP students not making expected progress.</p> <p>Raise profile of all PP students not making expected progress.</p>	<p>Regular RAP meetings with key middle leaders.</p> <p>Clear focus on termly assessment data for key students.</p> <p>Mentors (Senior staff) for year 11 identified key students.</p> <p>Consider which teaching groups/sets key students are in.</p> <p>Line management meetings will focus on these students,</p>	<p>TWR KM Middle Leaders</p>	<p>Termly data analysis score cards.</p> <p>Mock exam results</p> <p>Exam results</p>
<b>Total budgeted cost</b>					£35,390
<b>Overall Total budgeted cost</b>					£231,840



6. Review of expenditure				
Previous Academic Year 2018/19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All PP students achieve at least in line with NPP nationally in English, Maths and Science.</p> <p>All PP achieve in line with NPP at Priestlands</p> <p>PP students make the same levels of progress as NPP students at Priestlands and nationally.</p>	<p>Eng/Maths/Science teacher - to allow for smaller groups and small group intervention.</p> <p>Wednesday morning tutor time intervention (Eng/Maths).</p> <p>Small group intervention Yr 11(Eng).</p> <p>Individual invitations to intervention/revision sessions/walking and talking mocks)</p>	<p><b>117 students received intervention in either Eng/Maths or both.</b></p> <p><b>The predominant focus of the intervention was on pupils who were insecure at either a grade 4 or 5. There was however further specific targeted intervention at pupils who we working towards a grade 7 and above in both English &amp; maths.</b></p> <p><b>Estimated impact is that the intervention is supporting students' progress and outcomes particularly in maths.</b></p> <p><b>Data shows that PP students are performing well in the core subjects despite a small number of disappointing individual outcomes.</b></p>	<p>The intervention is making a positive impact and will continue. The way it is implemented in English will be considered and possible changes made as it is currently more effective in Maths. The new Head of English will work with SLT to consider how it could be more effective in English</p> <p>2019/20 will focus on:</p> <p>English - improving the progress of HA boys and ensuring they are achieving a greater number of 7+ grades.</p> <p>Maths ensuring we convert as many 4c and 5c pupils into a secure 4 or 5.</p> <p>Combined Science – focus on MAPP boys.</p>	£95,000

		<p><b>English Lang</b></p> <p>4+ = 61%  5+ = 31%  7+ = 6%  <b>Ave grade 4b</b></p> <p><b>English Lit</b></p> <p>4+ = 73%  5+ = 41%  7+ = 9%  <b>Ave grade 4b</b></p> <p><b>Maths</b></p> <p>4+ = 63%  5+ = 41%  7+ = 9%  <b>Ave grade 4b</b></p> <p><b>Science</b></p> <p><b>Ave grade 54</b></p>	<p><b>Gender gap at KS3</b></p> <p>Matching – students who get English and Maths at grade 5 and 5.</p> <p>MAPP students (particularly boys) - all subjects but with a specific focus on the Open Bucket.</p> <p>Level up – we have taken the decision to withdraw a small number of LAPP and MAPP pupils out of one option subject in order to study additional maths. As part of these sessions all pupils will also be sitting their Level 1 Functional skills so that they achieve a minimum qualification in maths.</p>	
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<p>All students able to fully access resources and materials to allow maximum progress,</p> <p>Students able to revise and study at home.</p> <p>All students can make quality products in practical subjects.</p> <p>Students making expected progress across all subject areas.</p>	<p>Curriculum Resources</p>	<p>252 students have received revision guides/resources and or were supported with technology materials, including ingredients for catering art materials.</p> <p>Without these resources they would not have access to the same learning at home and would have less support with homework and revision.</p> <p>They are able to make and produce the same quality products in practical subjects.</p>	<p>It is important that departments who are accountable for the outcomes have some autonomy over the spending.</p> <p>The strategy will continue next year and the allocated amount will be £6,000</p> <p>£1500 for technology resources</p> <p>It will support revision guides and materials only for years 9-11, other than for catering/food technology as this will be all year groups.</p>	<p>£5,950</p>
<p>Key PP students get a consistently good diet in lessons.</p> <p>All staff are aware of key PP students and have a plan for supporting each of them.</p> <p>SLT are aware of the quality of provision for PP students.</p> <p>Staff are praising and helping PP students and helping them to have high expectations and raise aspirations.</p>	<p>Monitor and contrive learning opportunities and experiences.</p> <p>Do a student pursuit to see what it is like for them.</p> <p>Shadow PP students for the first half an hour and the last half an hour to see what it is like for them.</p> <p>Learning walks with a PP focus)</p> <p>Review the sets/groups key students are in.</p>	<p>See Learning Walk reports.</p>	<p>Strategy to continue.</p>	<p>£0</p>

<p>Improved attendance for PP students. Reduced PA. Close the in school GAP between PP and NPP. PP have attendance levels in line with or above the national average for NPP.</p>	<p>Continue to fund increased EWO hours.</p> <p>EWO to work with families in feeder schools where attendance issues are already a concern</p> <p>EWO to mentor identified students and to identify strategies the student can use. Regular meetings to review attendance.</p> <p>Meet parents if concerns continue.</p> <p>EWO supports transition process for students with poor attendance. Work with families of students in yr6 where concerns have already been identified.</p> <p>Key students assigned a peer attendance buddy.</p> <p>100% attendance in a term =10 achievement points.</p>	<p>PP attendance continues to be a concern and a focus. There is still a gap between PP and NPP re PA.</p> <p>EWO has worked closely and regularly with the following students.</p> <p>10 PP students in year 7 11 PP students in year 8 9 students in year 9 14 Students in year 10 10 Students in year 11</p> <p>EWO support has included:</p> <p>Identifying students for early intervention. Regular communication with parents. Regular mentor meetings with students. Meetings with parents including numerous home visits. Issuing rewards. Making referrals to external agencies and supporting the legal process. Supporting CP concerns where there have been links with attendance.</p> <p>There have been some significant improvements for some identified individuals but there is still work to be done on PA for PP students.</p> <p>Some continue to be monitored and supported.</p> <p>Persistent Absence: 5 terms Whole School = 10.37% PP = 18.46% NPP = 7.9%</p>	<p>Strategy to continue.</p> <p>PP attendance continues to be a major focus in the Whole School Action Plan.</p> <p>See RG separate plan for improving attendance.</p>	<p>£11,500</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Improved support in class for key PP students.</p> <p>Improved engagement with learning.</p>	Employ an extra LSA	<p>A number of students across all year groups have had additional support in class. This has led to improved access and engagement in lessons, more targeted monitoring of progress (which is then communicated to and acted upon by the teaching staff) and ensuring the PP students are meeting their potential. It allows the students to build their confidence and self-esteem in lessons through being able to rehearse and practise their responses and also seek low level reassurance when needed. It has also ensured the PP students have built up a relationship with support staff for potential support in exams.</p>	Strategy to continue.	£16,000
<p>Improved attendance.</p> <p>Improved behaviour.</p> <p>Disengaged/vulnerable students completing homework.</p> <p>Students accessing learning and making progress because they have support with emotional issues and mental health issues.</p> <p>Supported and happy parents because issues are dealt with efficiently and promptly.</p> <p>Good communication with parents.</p>	ELSA/PSM/ Counsellor	<p>The main focus of this strategy was self-esteem, resilience, supporting anxiety and social issues.</p> <p>36 students accessed ELSA support. 12 students received counselling. The majority of these students received more than one block of support. Some of these student were LAC/AFC. 8 students completed Zones of Regulation.</p> <p>This early intervention has reduced the number of referrals to CAMHs and allows the school to support mental health, well-being and the development of resilience.</p> <p>PSMs have been developing Mindfulness and organising well-being weeks. Sessions have also been delivered during school holidays for vulnerable students.</p> <p>Some of these students were subject to CP/CIN plans.</p>	<p>Strategy to continue.</p> <p>Two PSMs are training to deliver Mindfulness courses.</p> <p>PSMs have been trained in Mental Health First Aid.</p>	£60,000

<p>All student's reading and spelling ages to improve by at least 12 months with the majority making 12 months +</p>	<p>LEXIA Yr 7-9</p>	<p>See individual report for further details.</p>	<p>Lexia is effective in improving reading and spelling ages for the majority of students. The detailed report shows that this is an effective literacy strategy which supports reading and spelling. Spelling improves slightly more than reading. Intervention to continue.</p>	<p>£0 Cost to be added in for 2019 onwards.</p>
<p>Kudos  All students have access to up to date, relevant and independent careers advice. All students meet RAP.</p>	<p>Kudos careers online resources</p>	<p>All students in yr 9-11 have a personal login for Kudos. Students follow a unit of work during Life Skills lessons focusing on career education and post 16 planning. They build up a personal action plan. This provides aspirational and personal support for PP students.</p>	<p>This strategy will continue.</p>	<p>£350</p>
<p>Science results improve for all students. Additional Science and Triple Science. Top 20% FFT</p>	<p>Study booklets and practice questions</p>	<p>All PP students were provided with 12 exam papers which were used at school and at home. Feedback from teachers was that they were a very useful resource. Combined Science Results: HAPP 4+ = 100% 5+ = 75% 7+ = 25%  MAPP 4+ = 69% 5+ = 29% 7+ = 0% The small number of PP students who took separate sciences performed well with 100% at 6+. Science results overall are on or above FFT20  The resource contributed to another successful set of science results for PP students of all ability profiles.</p>	<p>Strategy will not continue next year. HOD has alternative plans.</p>	<p>£1800</p>

<p>All students make a happy and successful transition to secondary school with good attendance and no dip in attainment or rates of progress.</p>	<p>Transition Programme</p> <p>Extra visits for vulnerable students.</p> <p>Pride/Nurture group</p>	<p>Students have transitioned very successfully this year.</p> <p>4 students attended the Nurture Group.</p> <p>The Pride group continues to provide a nurturing environment. Students are selected using the Boxall profile.</p> <p>Feedback from parents/feeder schools has been very positive re the transition process.</p>	<p>This extra support for vulnerable students has proved to be extremely successful.</p> <p>It supports their emotional issues and their social issues.</p> <p>This will continue next year.</p>	<p>Included in the allocation for ELSA.</p>
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Raise aspirations. Students are excited and engaged in learning. All students participate in trips.	Financial support for educational trips and visits (year 7 residential)	All PP students attended and participated in curriculum trips. No student was unable to attend any trip during curriculum time and all were supported to participate in at least one trip. 300 trips were paid for in total with 208 students having at least one trip paid for.  All year 7 students participated in the Residential experience.  Equality of access ensured.	It is important that all students can access the curriculum trips as a valuable learning opportunity.  This will continue but there will be less allocated next year.  Amount allocated next year will be based on what was spent this year, numbers of PP students and the trips already in the school calendar.	£4,000 (curriculum) £2,000 (Fairthorne) £3,000 (activities)
Improved engagement in school and in the learning process for identified groups	Extra-curricular activities/clubs  Bike maintenance Cooking – Incredible Build a Go-kart Woodland Coppicing	There are some students in year 7 and 8 (mostly boys) who lack motivation and engagement.  They need an interest and to develop skills. They need to learn to commit to something and see it through. They need to develop an appreciation of achievement and success.  They need a “hook”	Projects were well attended and successful.  They will continue next year but will be funded by external grants.	£500
PP students continue to access quality extra-curricular activities. Higher take up in GCSE music for PP students.  PP students completing grade qualifications.	Subsidies for Music lessons	34 students were subsidised and funded for music lessons.  PP students were well represented in extra-curricular music events.	Students need more encouragement to participate in extra-curricular music.  More PP students need to be completing grade qualifications in music.  New HOD will need to focus on PP students.  New HOD will need to look at attendance and drop -out rates.  Will continue to support this intervention.	£9,000

<p>All students feel smart and confident at school.</p>	<p>Uniform Grant Yr 7 and yr 10 FSM only. Individual case by case for all other PP.</p>	<p>44 students were provided with uniform grant. PP students continue to look smart and feel part of the school. Students were provided with a range of items including swimming trunks to ensure they could access swimming lessons in P.E. It included items such as school shoes/bags/winter coats/stationery</p>	<p>Strategy to continue.</p>	<p>£3,000 (grants) £1,000 (individual)</p>
<p>PP Plus students can access some residential experiences if appropriate.  Individual needs/requests can be met where appropriate/possible.</p>	<p>Individual support for PP Plus students</p>	<p>The PP plus students (AFC) accessed all the other PP resources including the ELSA/Counselling/trips etc.</p>	<p>Funding to continue to support AFC/LAC students. There are now 15 AFC. Parents will be written to and a plan developed re support.</p>	<p>£2,400</p>
<p>PP Plus students can access some residential experiences if appropriate.  Individual needs/requests can be met where appropriate/possible.  LAC (5 students)</p>	<p>Individual support for LAC students</p>	<p>LAC students have different and complex needs.  See individual PEPs.  There was only one Yr 11 LAC.  Outcomes were disappointing (attended Alternative Provision from Christmas of Year 11.</p>	<p>Annual PEP meeting with parents to discuss needs and to agree how the money will be spent if it is needed.  Close monitoring of progress data and attendance data for LAC students.</p>	<p>£7,500 £1500 per LAC</p>

<p>Close the GAP with peers. HAPP students make expected progress and achieve high target grades. Subject teachers aware of key students – clear focus on them in class with individual strategies for students.</p>	<p>RAP meetings</p>	<p>SLT (Student Progress Leader) met regularly with the key HODs.</p> <p>Data was analysed and plans discussed to support identified students.</p> <p>Students were allocated a staff mentor.</p> <p>Regular data score cards were discussed by SLT and were presented to Governors – Termly.</p> <p>See score cards for details.</p>	<p>Strategy to continue.</p> <p>The progress and attainment of all PP students but particularly the HAPP continues to be a major focus in the whole school action plan.</p>	<p>£0</p>
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## 7. Additional detail

The focus for 2019-20 will be:  
 Persistent Absence (PA) for PP students  
 Gender gap.  
 MAPP (Middle Ability PP students), particularly boys.  
 Open bucket subjects, particularly MAPP boys.  
 Maths for the more disengaged students.  
 Eng PP HA, particularly boys.