

Samuel Ward Academy - Pupil Premium Strategy 2018/19

1. Summary information					
School	Samuel Ward Academy				
Academic Year	2018/19	Total PP budget	£187,650	Date of most recent PP Review	Sept 2018
Total number of pupils	1209	Number of pupils eligible for PP	200	Date for next internal review of this strategy	Jan 2019

2. Historic attainment	2018		2017		2016		2015	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving grades 4-9 / A* - C in both English and Maths	32	70	47	56	63	63	64	79
% achieving grades 5-9 in both English and Maths	16	47	22	35				
Average Progress 8 Score	-0.48	-0.07	-0.55	-0.03	0.29	0.61	n/a	
Progress 8 score Maths element / English element	-0.34/-0.79	0.02/-0.13	-0.31/-0.67	-0.03/-0.13	-0.01/0.42	0.31/0.66		

3. What most needs improving?	
A	Literacy skills entering Year 7 are lower for students eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B	High attaining pupils who are eligible for PP are making less progress than other high attaining students across Key Stage 3. This prevents sustained high achievement through KS4.

C	Students eligible for PP are making less progress than other students across Key Stage 4.
D	A greater proportion of students who are eligible for PP are being excluded (internally and externally) than non-PP students. This reduces their school hours and, on average, causes them to fall behind.
E	Students who are eligible for PP have lower participation rates in non-class-based activities and are less engaged with school.
F	Attendance rates for pupils eligible for PP are 92.8% (below the school average of 94.6%). This reduces their school hours and, on average, causes them to fall behind.
G	Parents of students eligible for PP are less engaged with the school than parents of other children.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 students eligible for PP.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students. At least 80% meet expected targets and 50% exceed expected targets.
B.	Improved rates of progress across all years for students eligible for PP with high prior attainment (HPA).	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above meet expected targets at the end of the academic year. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Senior Leadership Team.
C.	Improved outcomes for KS4 students eligible for PP.	Students eligible for PP make as much progress as 'other' students across Key Stage 4, so that the Progress 8 for PP students is similar to that of non-PP students. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Senior Leadership Team.
D.	Decrease in number and proportion of PP students being excluded.	Reduce the number of fixed term external exclusions for PP students from 58% (58% of pupils with a FTE are PP) Reduce the number of internal exclusions for PP students from 35% last year (35% of pupils with IE are PP)
E.	Improved engagement with school and widening participation in extra-curricular activities.	Participation in trips, visits, extra-curricular clubs, leadership roles to be at least in-line with that of 'other' students.

		Improved attendance rates among students eligible for PP as above. Surveys indicate improved engagement in school. Improved motivation in school work resulting in students making progress similar to their peers.
F.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92.8 to at least 95% and in line with 'other' pupils.
G.	Increased parental engagement with school.	Success in contacting parents through phone/email is increased. Parental response in attending parents evenings, information evenings, school visits is improved. Staff report a positive response in parental engagement with the school.

5. Planned expenditure					
Academic year		2018-2019			
The three headings below enables the school to demonstrate how we 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	Review Date
A: Improved Year 7 literacy progress B: Improved progress for HPA students.	Develop Literacy in KS3 (specifically Year 7) CPD on writing tasks within English; greater emphasis on language for learning across all subjects Investigate options for reading programmes for 2018/19 (accelerated reader) Reading programme within tutor time once per week Consult with staff about providing opportunities for all students to read All students to carry a reading book All Year 7 to have Library induction and also visit local public library for induction	<ul style="list-style-type: none"> High quality teaching to all pupils to drive up results. Increased emphasis on independent written tasks will help to improve writing across subjects. Language for learning developed to suit needs of students throughout Key Stage 3 in preparation for Key Stage 4 studies and beyond. Components of language identified as an area of weakness from moderation can be addressed Want to improve outcomes in standardised English assessments We want students to read regularly and we want them to develop an enjoyment of reading 	<ul style="list-style-type: none"> All Year 7 students to complete moderated written tasks within English. Benchmarking and termly assessments to show outcomes and improvement. Use PD days to deliver training within the English and SEND team. Students to receive support, training and tasks to help them engage with their reading. English teaching staff and Literacy Coordinator to monitor progress and intervene where needed Improved GL assessment English data. 	Head of English/ Literacy Co-ordinator Heads of Year Librarian	Jan 19 March and June 19
B: Improved progress for HPA students.	CPD, use of PiXL approaches to improve outcomes across subjects.	Being part of the PiXL partnership, our subject leaders are able to access practical strategies and ideas that will help to ensure our students with high prior attainment make progress, across all of their subjects.	Through discussion with SLT line managers, termly tracking of KS3 students and student progress meetings, subject leaders have transparent plans of action to show the strategies employed.	Assistant Head (Progress) & Associate Senior Leader (aspiration)	Dec 2018, March and June 2019

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>B: Improve progress for HPA students.</p> <p>E: Engagement and widening participation.</p>	<p>Appointment of Associate Senior Leader to focus on aspirations and raising outcomes for HPA students.</p>	<p>With a specific focus on improving aspirations and outcomes for HPA students, our Associate Senior Leader can drive improvements for all of our HPA students, including those who are PP, which will include outcomes (especially KS4) as well as aspirations, post-16 pathways and school engagement.</p>	<p>Specific HPA/Aspirations action plan in place to address underperformance, aspirations and participation. Strategies employed are school wide and use SMART</p>	<p>Associate Senior Leader (aspiration) & Deputy Headteacher (outcomes)</p>	<p>Dec 2018, March and June 2019</p>
<p>B. Improved progress at KS3 for high prior attainment students.</p> <p>C: Improve outcomes at Key Stage 4.</p> <p>E: Engagement and widening participation.</p>	<p>SMARTER strategy implemented across all classrooms.</p> <p>All staff training on PP priorities</p> <p>Updated information in Handbooks (Subject Leader/Staff Handbooks), School Website with strategy and action plan available to all staff.</p>	<p>We want to have an increased focus on who our disadvantaged students are, by knowing their individual barriers to learning and by helping each of them overcome them by high quality teaching, assessment and feedback.</p> <p>Ensure all staff prioritise these students in order to encourage and engage</p>	<p>Outcomes shown through high quality tracking show that the predicted grades for our disadvantaged students are more in-line with the performance of their non-disadvantaged peers.</p> <p>Better informed staff leading to more consistent application of strategies for PP students</p> <p>All teaching and non-teaching staff to know the 3 main priorities on the SMARTER strategy:</p> <ol style="list-style-type: none"> 1. Improve outcomes (especially KS4) 2. Improve attendance 3. Improve engagement (pupils/parents) 	<p>Assistant Head, Student Progress</p>	<p>Dec 2018, March 2019 and July 2019</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>E: Engagement and widening participation</p> <p>F: Increase attendance</p> <p>D: Reduce Exclusions</p> <p>B/C: Improving outcomes at KS3 (HPA) and KS4</p>	<p>CPD programme for staff to include PP strand – developing strategies to improve outcomes for students in the classroom.</p>	<p>We want to have an increased focus on who our disadvantaged students are, by knowing their individual barriers to learning and by helping each of them overcome them by high quality teaching, assessment and feedback. A shared, collaborative approach, to working with key individuals and building upon successful strategies will help to improve outcomes.</p>	<p>Outcomes shown through high quality tracking show that the predicted grades for our disadvantaged students are more in-line with the performance of their non-disadvantaged peers.</p> <p>All teaching and non-teaching staff to know the 3 main priorities on the SMARTER strategy:</p> <ol style="list-style-type: none"> 1. Improve outcomes (especially KS4) 2. Improve attendance 3. Improve engagement (pupils/parents) <p>Teachers in the PP strand report more confidence in improving outcomes for disadvantaged students.</p> <p>Subject Leaders report the 'shared approach' across the department.</p>	<p>DHT (outcomes)</p>	<p>Dec 2018, March 2019 and July 2019</p>
<p>B: Improved outcomes for High Attaining students at Key Stage 3</p> <p>C: Improve outcomes for students at KS4</p>	<p>Improved tracking, moderated predictions and communication of outcomes.</p>	<p>If we accurately know where our students 'are', we are in a stronger position to select the appropriate students and the most effective interventions.</p>	<p>Tracking information shows students in need of additional support and measures in place to address individual needs.</p>	<p>Assistant Head, Student Progress</p>	<p>Dec 2018, March & July 2019</p>
Total budgeted cost					<p>£50,000</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>A: Improved Year 7 literacy progress</p> <p>C: Improved outcomes for students at KS4</p>	<p>121 and small group provision of Reading Catch up for struggling pupils.</p> <p>Lexia – another intervention (reading, spelling and some comprehension) - some students have both catch-up literacy and Lexia (60 licenses) to cover for three years</p> <p>Catch-Up literacy (SEND) – (reading comprehension)</p> <p>Sound Discovery (phonics – multi-sensory evidence based phonics programme)</p> <p>Reading comprehension programme (groups – during tutor time and throughout the school.) Mainly Year 7 & 8 but other year groups where appropriate.</p>	<ul style="list-style-type: none"> • Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. • Students with low reading ability and comprehension struggle with all aspects of their curriculum at both Key Stage 3 and Key Stage 4. • As well as developing a love of reading, we want for our students to be competent readers and writers. • INSET in 2017/18 with EEF/Suffolk Raising the Bar has shown that literacy catch-up was highly effective 	<p>Organise timetable to ensure staff delivering have sufficient time to read and discuss story with students.</p> <p>Student feedback shows higher engagement levels with reading. Outcomes across all subjects continue to improve.</p> <p>Year 7-9 assessment results in English improve.</p> <p>Literacy catch-up and Lexia show clear progress using baseline and progress testing.</p> <p>Teacher reports show improved outcomes, confidence and resilience.</p>	SENCo	Nov 2018, March 2019, June 2019.
<p>A: Improved Year 7 literacy progress</p> <p>E: Engagement and widening participation</p>	<p>Literacy Ambassadors working with weaker targeted Year 7 and 8 students through workshops and performances in the Learning Resource Centre (History Mystery)</p>	<ul style="list-style-type: none"> • We want for our students to read for pleasure and to be excited about literature/books • Some of our weaker readers struggle to be excited by books • Reading Ambassadors are well equipped to identify with their peers and have the creativity to inspire our Year 7 and 8 students. 	<p>History Mystery workshops and performances in place – with positive feedback</p> <p>Uptake of library borrowing from PP students has increased</p> <p>Students report a more positive approach to reading for pleasure</p>	<p>Librarian</p> <p>Supported by HoY 7&8 & Literacy Coordinator</p>	Jan 2019 April 2019

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>B: Improved progress for high attaining pupils</p> <p>C: Improved outcomes for students at KS4.</p>	<p>Raising aspirations through visits to universities, neaco organised events and targeted academic mentoring conversations.</p> <p>#Aspire Event at Haverhill Arts Centre</p> <p>Full engagement with neaco action plan.</p> <p>Full strategy for IAG/Futures programme across KS3, 4 &5</p>	<ul style="list-style-type: none"> We want to provide extra support to encourage and maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful alumni and university visits. Improve self-esteem 	<ul style="list-style-type: none"> Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. SLT/HoD Line Management structure shows tracking and support for individual students. Neaco/CEIAG organised events show inclusion of HPA/PP students. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis Engage parents and pupils before intervention begins to address any concerns. 	<p>Deputy Headteacher (outcomes)</p> <p>Associate Senior Leader (aspirations)</p> <p>IAG coordinator</p>	<p>Nov 18, Jan, March, July 2019.</p>
<p>C: Improved outcomes for students at KS4</p>	<p>Assess students to identify specific needs - use SATs results and teacher assessed information alongside information from new Y7 teachers</p> <p>Use of numeracy catch-up programme to tackle age related gaps</p> <p>Use Numicon to tackle weaknesses in basics</p>	<p>Students with weaker numeracy levels in Years 7 struggle to access much of their GCSE curriculum (such as Maths, Geography, Science and aspects of art/design)</p> <p>Low numeracy competency often equates to poor resilience and low confidence. We want our students to be both numerate and confident individuals.</p>	<p>Year 7-9 assessment results in Maths improve.</p> <p>Numeracy catch-up and Numicon show clear progress using baseline and progress testing.</p> <p>Teacher reports show improved outcomes, confidence and resilience.</p>	<p>SENCO</p>	<p>December 2018, March 2019 and July 2019</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>E: Engagement and widening participation</p> <p>F: Increase attendance</p>	<p>Proactively sign up PP students for DofE programme</p> <p>Personal invitations and parental contact for trips / extra-curricular opportunities</p> <p>Positively identify students for leadership opportunities (ambassadors, peer mentors etc)</p> <p>Applications to Haverhill Youth Activity Trust to part subsidise large-scale events (e.g. escape rooms)</p>	<p>We want students to leave school with the confidence and skills to adapt to different situations.</p> <p>We believe that experiences and opportunities that students engage with at school will help to believe their self-esteem but will also 'expand' their comfort zone to help them develop into confident and skills individuals.</p>	<ul style="list-style-type: none"> • Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. • Engage parents and pupils before intervention begins to address any concerns. • Track data in English and maths on a fortnightly basis (informally) and at 4 key points. • Teachers report improved engagement • Improved attendance 	<p>Assistant Head (Pastoral)</p> <p>Deputy Head (outcomes)</p>	<p>Nov 18, Jan, March 19</p>
<p>C: Improved outcomes for students at KS4.</p>	<p>Small group and 1:1 tutoring to help students 'close the gap' at an accelerated rate compared to their peers.</p>	<p>Small group interventions / 1:1 covering specific skills and knowledge gaps. We want to combine this additional provision with the quality first teaching to narrow the gap between students eligible for PP and their peers. Additional interventions including supervised/supported homework club and coordinated interventions across all subjects.</p>	<p>Assessment outcomes and teacher predictions show a narrowing of the gap. Summer 2019 results show improved outcomes at GCSE.</p>	<p>Assistant Head, Student Progress</p>	<p>Dec 2018/ March 2019</p>
<p>E: Engagement and widening participation</p> <p>F: Increase attendance</p> <p>D: Reduce Exclusions</p> <p>G: Increase parental engagement</p>	<p>Increase from 3 to 5 Inclusion Officers (IO).</p>	<p>IO will know all of the PP students and their parents in their year group and work with them on a pastoral and engagement level so that the students are better engaged with school, attending school and keeping behaviour on track.</p>	<p>Attitude to Learning improves (engagement). Parent response to calls from the school is reported to have improved.</p> <p>Students report that they feel more secure in school and are supported by IOs with pastoral/engagement issues.</p> <p>Attendance improves, exclusions are reduced as per the whole school targets.</p>	<p>Deputy Head (outcomes) and ASL (pastoral)</p>	<p>Dec 2018, March 2019, July 2019</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
G: Increase parental engagement	Pre-booking of appointments for parents' evenings through phone calls to parents of PP students	If we liaise with parents directly ahead of the parents' evening system opening, we are more likely to get them to attend parents' evenings.	Attendance of parents of PP students to parents' evenings is at least in-line with that of non-PP parents. Parents report that they feel supported by the school in engaging them with their child's education.	Deputy Head (outcomes), ASL (pastoral) and HoY	As per the parents' evening calendar
B: Improved progress for high attaining pupils C: Improved outcomes for students at KS4.	Fortnightly LASER meetings to focus on outcomes for Y11 students. Attended by HoY, SENDCO, AHT (student progress), HoD (English and Maths) + other invited individuals.	An individualised approach to tracking, monitoring and intervention helps to keep students at the forefront of all actions. PP students are kept on the radar so that outcomes for ALL PP students are discussed on a frequent and regular basis.	LASER meetings in place Clear plan for agreed actions/rationale – in place and shared with key personnel Interventions are considered, in place and having a positive impact upon on identified outcomes.	AHT (outcomes)	Dec 18, March 19, July 19
Total budgeted cost					£55,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
G. Increased parental engagement E: Engagement and widening participation F: Increase attendance	Assemblies for PP students to raise awareness of school support for PP students Letters to parents for information about support/materials for PP students Raising awareness at school wide level (PP students, staff) through continued dialogue	Raised awareness of the support available and 'entitlement' for PP students will help students and their parents better access the available support. Removal of the barriers to succeeding will lead to improved outcomes.	Engagement from parents re: resources, uniform and trips is more forthcoming. Attendance continues to improve. Uptake on trips/extra-curricular activities is improved. Feedback from parents/students show an improved understanding of the school's provision for PP students.	Deputy Headteacher (outcomes) and AHT (pastoral)	Nov 18, March 19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
F. Increased attendance rates	<p>Year Heads, IO to work with key individuals on personalised programmes for school refusers</p> <p>Attendance leads to monitor pupils and follow up quickly on truanancies.</p> <p>First day response provision.</p> <p>AHT (attendance) to lead KS3 /4/5 leads on early identification/interventions for 'at risk' students</p> <p>Attendance data to be shared and discussed with Year Heads</p>	<p>We cannot improve attainment for children if they aren't actually attending school.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>IO's HoY, attendance officer and AHT (attendance) will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support and assertive mentor assigned to each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with HoY/AHT (pastoral)</p> <p>Letters about attendance to parents / guardians. IO to visit PA at home to discuss attendance with parents / guardian and explore barriers</p>	Assistant Head (Attendance)	Nov 18, Jan, March, July 19
G. Increased parental engagement with school	<p>Increased positive contact, including through phone calls and emails.</p> <p>Encouraged attendance to exam preparation evenings with students/parents.</p> <p>Specific training workshops for targeted parents (Go4Schools, helping your child with their studies etc)</p>	Evidence through the NET shows that parental engagement is a positive step in raising the aspirations and engagements of students.	<p>Parental contact (two-way) is increased; increased parental numbers at parents' evenings and students/parent exam preparation evenings/workshops.</p> <p>Engagement from parents re: resources, uniform and trips is more forthcoming.</p> <p>Teacher/student/parent feedback report increased positive contact with home.</p>	Deputy Headteacher (outcomes) and AHT (pastoral)	Dec 18, April 19, July 19
F: Increase attendance	Continue to provide uniform at point of need.	Ensure all disadvantaged students have equal opportunities to engage with school.	PP students in school and in uniform.	Deputy Head (outcomes) with HoY	Dec 18. March 19. July 19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
B: Improved progress for HPA C: Improved outcomes	Collection of student voice to identify further barriers and strategies for success (cohort and personalised)	If we are fully in tune with the needs of our students, we are in a stronger position to identify aspects and actions that can have a positive impact upon their outcomes.	Student voice collected, results analysed. Outcomes shared with SLT, HoY, Gobs and relevant personnel. Action plans for further implementation agreed.	Deputy Head (outcomes)	December 18
E: Engagement and widening participation F: Increase attendance	Quality Assurance Meetings with Subject Leaders and Heads of Year to monitor/ ensure strategies are in place to secure achievement of PP students. Improved communication with stakeholders (parents and Governors).	Having a transparent approach within the school (horizontal and vertical) at subject and pastoral level helps to ensure that students in need of additional support/at risk of underachieving will get fully supported. Governor and parental input helps to provide the challenge to ensure that our systems are in place and working.	Quality assurance meetings are calendared and 'happening'. Agreed actions are written up and circulated across middle/senior leaders. Parental conversations are recorded on central Go4Schools systems. Minutes from meetings with Governors are provided.	Assistant Head, Student Progress	April 19
C: Improved outcomes for students at KS4.	Continue to provide equipment/extra- curricular lessons at point of need Students identified via departments or HoY/IO will have equipment provided or part-funded such as: Consumables: calculators, pencil cases, revision guides & books, ingredients Peripatetic lessons Teachers identify the need and liaise with DHT/HoD/school office with requirements	Ensure all disadvantaged students have equal opportunities to participate fully in lessons Provide opportunities for students to engage in music lessons if they wish to in order to continue to KS4 and KS5 without disadvantage.	Removal of barriers to success for disadvantaged students at point of need	Deputy Head (outcomes) with Hoy & HoD	Dec 18. March 19. July 19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>G. Increased parental engagement with school</p> <p>E: Engagement and widening participation</p> <p>F: Increase attendance</p>	<p>Continue to fund/part-fund trips/visits and additional engagement and enrichment opportunities as they arise and at point of need.</p> <p>Trip leaders to approach and encourage PP students to participate in trips and liaise with DHT/school office for reduced costings for PP students.</p> <p>Trip Leader/DHT works with parent/carer to reduce the costs at point of need.</p>	<p>No PP student should be disadvantaged by an educational trip due to financial constraints in the family.</p>	<p>Proportionately higher uptake of PP students recording in extra-curricular activities in 2018/19</p>	<p>Deputy Head (outcomes)</p>	<p>January 2019</p> <p>July 2019</p>
<p>G. Increased parental engagement</p> <p>E: Engagement and widening participation</p> <p>F: Increase attendance</p>	<p>Improve the identification of PP students at Primary Schools and develop a transition programme / strategy tailored for the family's needs Liaison with primary schools</p>	<ul style="list-style-type: none"> • Improve self-esteem and confidence in students (and families) • Enable students to start on a more even footing with their peers in September • Improved student engagement at start of year, removing anxiety and potential poor attendance • To build early relationships with families • Avoid lost time at the start of Year 7 • Improve student engagement and participation • Build relationships with peers/teachers 	<p>Contact with families post 1st March 2019</p> <p>Activities/meetings planned</p> <ul style="list-style-type: none"> • Investigate a possible summer school/trip • Investigate the possibility of catch up summer school tutoring <p>Assign a mentor to key students</p>	<p>DHT (Outcomes) supported by</p> <p>AHT (attendance)</p> <p>HoD</p> <p>IAG Co-Ordinator</p> <p>Head of Year 7</p> <p>DHT(T&L)</p>	<p>March, May, July 2019</p>
<p>G. Increased parental engagement with school</p> <p>E: Engagement and widening participation</p> <p>F: Increase attendance</p>	<ul style="list-style-type: none"> • Review Mental health programme within PSHE and IO training • Identified Counsellor available to prioritise students with recognised mental health issues • IO training on identification and dealing with low level mental health issues 	<p>Recent research shows high levels of mental health issues within teenage student population, leading to isolation, poor progress and attendance at school.</p> <p>Addressing some of these issues will remove the barriers to success and provide suitable support for students with ongoing mental health issues.</p>	<ul style="list-style-type: none"> • Student surveys report that students feel supported and their needs are met • A programme within PSHE that raises awareness of mental health issues and how to tackle them or when to seek further help • Students trained to deliver assemblies and provide suitable mentoring (where appropriate) 	<p>PSHE Co-Ordinator</p> <p>Supported by:</p> <p>IO</p> <p>Student Leadership</p>	<p>July 2019</p>

	<ul style="list-style-type: none"> Liaison with Student Council on student input into assemblies/PSHE/ Mentoring Training students to raise awareness of MH issues and to mentor 	<p>Training will help students to learn to self-regulate low levels of poor mental health and to recognise when further help is required.</p> <p>Student involvement in Mental Health training increases engagement</p>			
<p>B: Improved progress for HPA</p> <p>C: Improved outcomes</p> <p>E: Engagement and widening participation</p>	<ul style="list-style-type: none"> Future First – SWA Alumni in place Recruiting SWA Alumni members Alumni to support students in Years 10 and 11 	<p>Raising aspirations of our current students will help them to consider Further and Higher Education opportunities.</p> <p>Use of Future First Charity and SWA Alumni will help students to see/visualise opportunities (career and study) that they may not have previously considered.</p>	<ul style="list-style-type: none"> SWA Alumni in place Successful recruitment of Alumni members Ambassadors in contact with the school / students through various means (mentor, governor, coach, fundraiser etc) 	Associate Senior Leader (aspiration)	
Total budgeted cost					£72,000

6. Review of Expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve attainment across the curriculum for PP students.	<p>Raised profile of PP students at department/teacher level. Increased focus on performance of PP students in book scrutiny, lesson observations and quality assurance meetings.</p> <p>Use of PiXL approaches across the curriculum to embed good practice.</p>	<p>Steady. Outcomes for PP students generally improved across many of our subjects. However, we believe that our margins are still too big and want to further improve the attainment and progress measures for our students.</p> <p>Progress 8 is below zero and in-line with that of PP students nationally. This is not where we want to be. We want to ensure that our PP students make progress that is in-line with their non-PP peers.</p> <p>PiXL buy in limited across some subjects therefore outcomes could be further improved.</p>	<p>More needs to be done to further improve outcomes for PP students across their subjects.</p> <p>We also need to review the curriculum of our students to give a greater opportunity for success in Year 11.</p> <p>Resources used to support attainment were in place but more training to be given to students on how to best use these resources. Uptake of resources is very limited.</p>	£20,000
Greater proportion of PP students achieving grades 4-9/ A*-C in both English and Maths.	<p>Greater focus in class and targeted intervention for PP students who are achieving either English OR Maths but not both.</p>	<p>Staff are aware of the need to improve outcomes for PP students – impact has been minimal.</p> <p>We want to narrow the gaps further so that the attainment of our PP students is more in line with that of their non-PP peers.</p>	<p>We need to be more consistent across departments and teachers, and from an earlier stage if progress is to be further accelerated.</p> <p>We can make greater use of small group tutors/additional English & Maths lessons, to be more effective in confidence and skill building. This process needs to begin earlier in the GCSE stages to have maximum impact.</p>	£30,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve attainment across the curriculum for underperforming PP students.	LASER meetings and agreed fortnightly actions.	Mixed. Limited success.	We need to ensure that our PP students view interventions as a means of support.	£6000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Widening Participation	Inclusion of PP students in extra-curricular opportunities.	Limited impact. Engagement of PP students outside of curriculum is still lower than that of their non-PP peers.	Greater and more focused effort to include and encourage individuals is needed. Students respond better to a personalised approach rather than a blanket invitation to whole cohorts.	£30,000

7. Additional Detail

In the last school year there were approximately **227** students who attracted the Pupil Premium.

- 25 of them received Year 9 literacy intervention
- 30 received 1 to 1 support in English and/or Mathematics
- 25 of them had a sixth-form mentor for support with their English and Maths
- 12 of them received long-term support from CBT/counselling intervention
- 67 of them attended Study Club
- 30 students were supported with the cost of materials for practical lessons including ingredients/ materials
- 12 students in Year-10 were supported on a work placement
- 30 students received help with the purchase of school uniform
- 70 students were given books and revision guides
- 40 students have been supported with the costs of educational visits including trips abroad
- 7 students received support for their peripatetic lessons

Additional support has been in place for our students, which includes transport, Careers guidance/IAG, activities out of school (where appropriate), in-school English and Maths additional tutoring, catering and academic mentoring.

In each case, the effectiveness and impact is measured and the strategy is reviewed half-termly