

Pupil Premium Strategy Statement: Tadcaster Grammar School

Use of the Pupil Premium 2017-18

Pupil Premium is a funding stream allocated to schools to provide additional support to students on or who have, in the previous 6 years, received free school meals. In addition, in 2013, the DfE introduced 'Pupil Premium Plus' for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life. Schools can decide how Pupil Premium funding is best spent with the purpose to diminish the difference so that outcomes for those who are eligible for pupil premium do equally well to their peers nationally.

Our commitment

'High expectations, Wonderful experiences, Great support'

In accordance with our 'Culture of Excellence' pledge for 'every child to be given opportunities to grow academically, personally and culturally', we are committed to every child:

- Receiving consistently excellent teaching
- Making expected or better than expected progress
- Having access to enriching extra-curricular learning experiences

Our responsibility

'The premium offers us all an opportunity to break traditional patterns of disadvantage, poverty of expectation and wasted potential'

- **High quality teaching** disproportionately benefits children eligible for PP and is vital in raising attainment. TGS has a strong commitment to the continuous professional development for all staff, with a real focus on staff training centred around evidence-based 'best practice' in the classroom for teachers and teaching assistants.
- This **evidence-based approach** extends to identifying the most effective interventions and examples of successful whole school strategy. Indeed, in 2015, the posts of a designated Pupil Premium Manager and Senior Leader were created, with responsibility for allocating the pupil premium based on best practice and monitoring the impact of the pupil premium strategies.
- Ensuring all students are 'known, included and heard' is at the heart of Tadcaster Grammar School's ethos. **Tutors and subject teachers** know which students are eligible for Pupil Premium so that they can **take responsibility for accelerating their progress**.
- **Improving the life chances** of students who are eligible for pupil premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on this cohort of young people
- TGS does **not confuse eligibility with low ability** and focuses on supporting all students to achieve the very best outcomes, whatever their starting point.

- Senior leaders prioritise the needs of this cohort by having termly Pupil Premium ‘Floodlight’ meetings. In addition, termly meetings with **school governors are also held, who challenge the way the money is being spent and be part of strategy decisions.**
- **Progress review data** is provided after every reporting cycle (3 times per year) in every year group for staff to highlight students in their classes who may be struggling or underachieving. An ongoing ‘assess, plan, do and review’ of the needs and outcomes of students is recognised as essential quality-first teaching. **Attitudinal data will now be provided too as strong correlation between attitude to learning and outcomes.**
- Excellent teaching is paramount but there is at times a need for **focused intervention** outside of the mainstream classroom. Maths and English teachers and tutors who have excellent track records in raising attainment are allocated to teach intervention groups. Many faculties have set up peer-mentoring and teacher support programmes.
- The EEF (Education Endowment Foundation) note that **parental engagement** is effective in improving performance. The school’s Pupil Premium Manager works very closely with parents so that they too feel known, included and heard. Support is offered to all families and targeted where there may be external barriers to their child’s learning.
- TGS recognises the significant and positive impact of our Pupil Premium Manager but also the barriers that impacted on her capacity and effectiveness last year (2016-17). The role is now dedicated to working with students eligible for pupil premium (from 60% of working hours to 100% or working hours) and a change of base should make her more accessible to students and working in much closer proximity to Assistant Headteacher for Vulnerable Learners.

Summary information					
School	Tadcaster Grammar School				
Academic Year	2017/18	Total PP budget	£136,225.00	Date of most recent PP Review	Peer Review Oct 2016 Ofsted March 2017
Total number of Students	1529	Number of Students eligible for PP	135	Date for next internal review of this strategy	March 2019

	Student Number
Yr 7	30
Yr 8	33
Yr 9	27
Yr10	28
Yr11	17

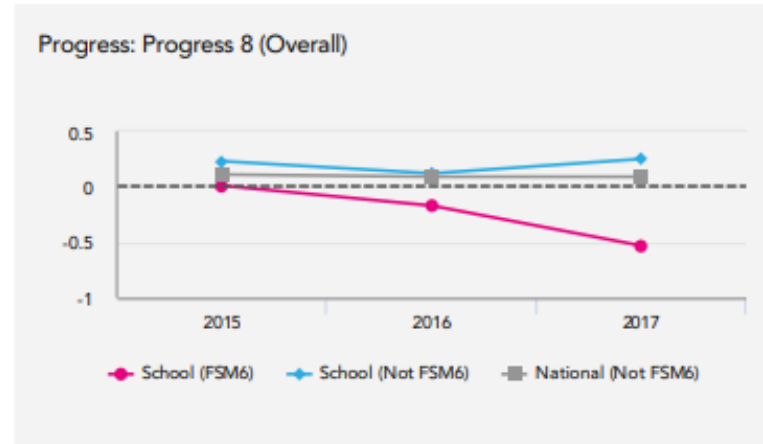
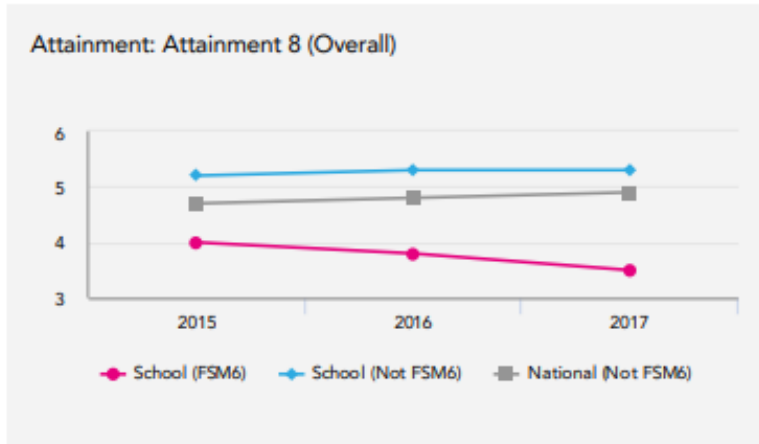
Pupil groups

KS4 Pupil groups performance 2017

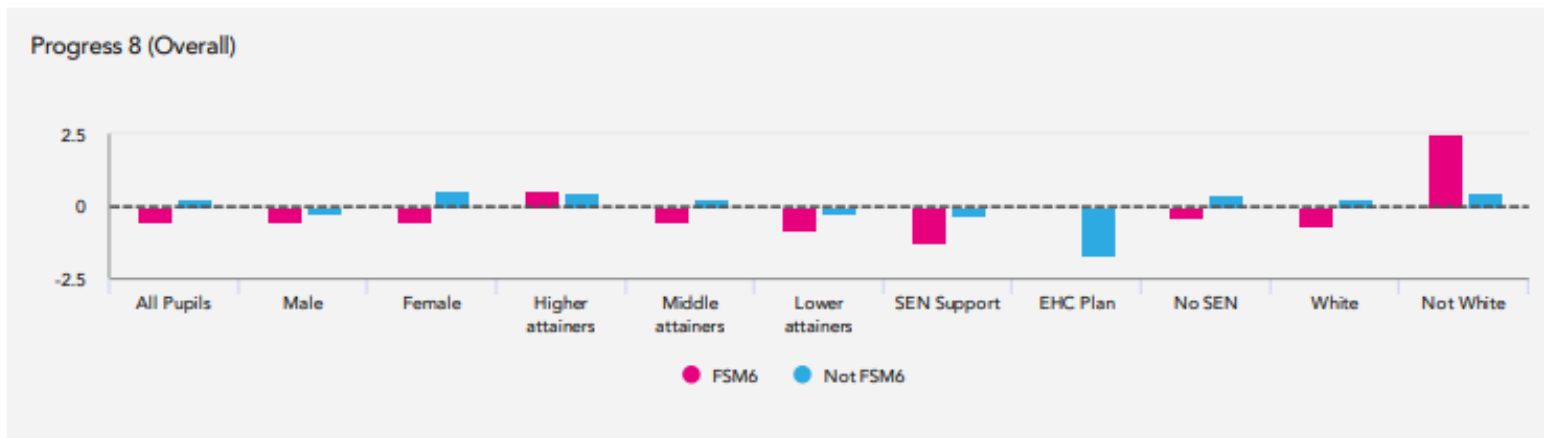
		Pupils	Actual results			Pupil progress		
			Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)
Summary	All Pupils	257	5.1 +	76% +	17% - ↓	+0.17 +	+5%	-12% - ↓
Gender	Male	122	4.7 +	74% +	11% - ↓	-0.12	+8%	-12% -
	Female	135	5.5 +	79% +	22% - ↓	+0.44 +	+2%	-12% - ↓
Prior Attainment	Higher attainers	106	6.7 +	98%	36% - ↓	+0.46 +	+3%	-16% -
	Middle attainers	88	4.8	81% +	6% - ↓	+0.08	+9%	-13% - ↓
	Lower attainers	58	3.0	31%	0%	-0.21	+2%	-4%
Pupil Premium	FSM (in last 6 years)	24	3.5	42%	4%	-0.53 -	-11%	-11%
	Not FSM (in last 6 years)	232	5.3 +	80% +	18% - ↓	+0.25 +	+6% +	-12% - ↓
FSM	FSM	11	3.2	45%	0%	-0.53	-0%	-10%
	Not FSM	245	5.2 +	78% +	18% - ↓	+0.21 +	+5%	-12% - ↓
FSM Ever	FSM (ever)	32	3.4	41%	3%	-0.58 -	-11%	-12%
	Not FSM (ever)	224	5.4 +	82% +	19% - ↓	+0.28 +	+7% +	-12% - ↓

Disadvantaged pupils

KS4 Performance for disadvantaged pupils 2017



Progress gap



Pupils				Attainment			Progress		
				Attainment 8 (Overall)			Progress 8 (Overall)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	24	232	3.5	5.3 +	-1.8	-0.53 -	0.25 +	-0.78
Gender	Male	13	109	3	4.9	-1.9	-0.52	-0.07	-0.45
	Female	11	123	4.2	5.6	-1.4	-0.55	0.53	-1.08
Prior Attainment	Higher attainers	3	103	6.5	6.7	-0.2	0.54	0.46	0.08
	Middle attainers	11	77	4	4.9	-0.9	-0.55	0.17	-0.72
	Lower attainers	10	48	2.2	3.1	-0.9	-0.84	-0.07	-0.77
SEN Group	SEN Support	5	26	1.8	3.6	-1.8	-1.2	-0.33	-0.87
	EHC Plan	-	4	-	0.8	-	-	-1.64	-
	No SEN	19	202	4	5.6	-1.6	-0.36	0.35	-0.71
Ethnic Group	White	23	226	3.3	5.3	-2	-0.66	0.24	-0.9
	Not White	1	6	8.5	6.1	2.4	2.42	0.44	1.98

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

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|----|---|
| A. | Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which hinders them making good progress in Year 7. Overall, Year 7 students eligible for PP who are entitled to Catch-up programmes do not make the same accelerated progress in reading than their peers who join with the same starting point. |
| B. | Homework and attitude to learning grade levels are weaker for many students eligible for PP. This is down to many factors but there appears to be an issue for many in this cohort who struggle with executive functioning – skills required for learning and organisation. |
| C. | Increased number of students eligible for PP being recognised as having social, emotional mental health issues that are significantly impacting on their learning. Indeed, approximately 68% of cohort have experienced early trauma. For some this presents as behaviour issues, which is having detrimental effect on their academic progress and that of their peers. |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|----|---|
| D. | Attendance rate for students eligible for PP is 91% (below the target for all children of 96% and the national average for those eligible for PP of 92%). This reduces their school hours and causes them to fall behind on average. |
| | Limited or no access to assistive technology and internet for some families. |

E	
F	Homework grade levels are overall weaker for this cohort.

2. 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 progress by the end of the year so that at least 90% meet or exceed progress targets. This will be evidenced using Accelerated Reader STAR tests in January, April and July and with the introduction of 'SATs' style reading assessments in autumn and summer term of Year 7 so gaps in learning and students of high need can continue to be identified and offered appropriate intervention.
B.	Improved rates of progress across KS4 for low and mid prior-attainment students eligible for PP. Improved attitude to learning data for students eligible for PP in every year group.	Students eligible for PP identified as low and mid attaining from KS2 levels / raw scores make expected or better than expected progress against their starting points so that students eligible for PP are on target to gain a positive progress 8 score overall. Where they are not, faculties are putting in place wave 1 interventions, monitored by Faculty Leaders/House Leaders /Senior Leaders. Students with poorer attitude towards learning are identified and suitable interventions such as identifying executive functioning deficits and offering meaningful strategies to overcome these barriers are established. The gap between attitude to learning for students eligible for PP and their non PP peers is reduced in every year group.
C.	Behavioural issues of students eligible for PP, who are recognised as having social, emotional, mental health issues, addressed.	Fewer behaviour incidents recorded for these students on the school system (without changing recording practices or standards).
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 7% or below. Overall attendance among students eligible for PP improves from 91% to 95% - above national targets and in-line with the school's overall attendance rate.
E.	Improved access to school resources – My Maths, Google Classrooms, VLE etc for students who have no or limited access to assistive technology/internet at home.	Evidence that students are accessing and using electronic resources.
F.	Improved attitudinal data towards Homework for students eligible for PP.	Students with poorer attitude towards homework are identified and suitable interventions such as identifying their personal barriers and the use of Homework Club are set up. The gap between attitude to homework for students eligible for PP and their non PP peers is reduced in every year group.

3. Planned expenditure	
Academic year	2017/18

i. Quality of teaching for all (Classroom pedagogy)					
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?
A. Improved Year 7 literacy progress	<p>CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews as part of the Independent Reading Programme</p> <p>KS3 Reading Information Evening</p>	<p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p> <p>EEF note that parental engagement is effective in improving performance. Parents would learn more about the effective reading strategies recommended to improve reading comprehension.</p>	<p>VBR to deliver CPD training to all of English Faculty (arranged by CCA)</p> <p>Faculty Leader and KS3 Lead to oversee resources, reading sessions and scheme development with support from Literacy Lead, Librarian and SENCO.</p>	<p>FL English SENCo Librarian Literacy Co-ordinator KS3 Lead</p>	<p>CPD Sept 2017</p> <p>KS3 Evening –Spring 2018</p> <p>Jan, April and July 2018</p>
<p>B. Improved progress for low and mid prior-attaining students, especially those with poorer attitudes to learning linked to executive functioning difficulties.</p> <p>Improved attitude to learning across the curriculum for students following the Year 8 Personalised Life Skills course</p>	<p>Staff training on executive functioning so they may offer in class and tutor group strategies to help students develop key learning skills – emotional regulation, memory, meta-cognition, initiation, shift, organisation or materials and planning.</p> <p>Personalised Life Skills lessons set up as a modification to a group of Year 8 students' curriculum, many who are eligible for PP, to support executive functioning skills and improve overall attitude towards school.</p>	<p>We want to invest some of the PP funding towards longer term change which will help all students but disproportionately benefit 'disadvantaged' learners. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest meta-cognition and self-regulation approaches are an effective way to improve attainment, and are suitable as an approach that we can embed across the school.</p> <p>Last year a group of low prior attaining students were identified as really struggling to access the full curriculum and were showing very poor attitudes to school and self. A new ' ASDAN Bronze Award' has been introduced in to their curriculum. Evidence shows that small groups with opportunities to learn collaboratively, develop mastery and have opportunities for outdoor adventure learning can make tangible difference to progress. The hope is this translates to students having a better attitude to school and self by end of Year 8.</p>	<p>Course selected using evidence of effectiveness and discussed with CDU and Educational Psychologist, Dr Lucy Hatton. Use Wednesday Teaching and Learning briefing with a 'taster' and look to Y TSA twilight slot to deliver training. Peer observation of attendees' classes after the course as part of the Open Classroom structure to embed learning. Lessons from training embedded in school teaching and learning policy.</p> <p>Experienced member of staff, Assistant SENCo to deliver to all 3 groups. Assessment of students attitude to school and self at beginning and end of Year 8 course. Monitoring of attitude to learning in class and across the curriculum.</p>	<p>Associate Assistant Headteacher (Teaching and Learning) CDU and MCA</p> <p>RPT/MCA</p>	<p>Spring 2017</p> <p>By June 2017</p> <p>Sept 2017 – July 2018</p>
Total budgeted cost					£13,000
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	When will you review implementation?
<p>B. Improved progress for low and mid-prior attainment students at KS4</p> <p>(and KS5 - see KS5 development plan for PP/bursary students)</p>	<p>Weekly small group sessions in Maths and English for low and mid prior-attaining students, using Life Skills lessons/VT with Maths tutor/English teacher.</p> <p>Additional Maths (RMI) and English lessons (RPE) for students struggling to access GCSE Maths and/or English but for whom entry level certification is achievable and will be a building block towards GCSE qualification.</p>	<p>We want to provide extra support to target low and mid ability cohort. Small group interventions with highly qualified staff are known to be effective. Marc Rowland suggests finding time for class teacher to be the one who works with the student rather than a tutor. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.</p>	<p>Extra preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with parents and students before intervention begins to address any concerns.</p> <p>Track data in English and Maths at 3 key points, December, February and April</p> <p>Faculty Leaders in Maths and English to attend PP Floodlight meetings and offer support/seek feedback from students and teachers.</p>	<p>Faculty Leaders: Maths and English</p> <p>PP SLT and KS5 SLT Lead</p>	<p>May 18 Aug 18</p>
<p>C. Problem behaviour for students with social, emotional, mental health issues addressed</p>	<p>Identify targeted interventions and provision for identified students (VHU or Lead Professional)</p> <p>Whole Staff Training – Attachment and Emotional Coaching</p> <p>Research Project with Virtual School</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Whole staff understanding of impact of early trauma is crucial in order to be an 'Attachment Friendly School'</p>	<p>Ensure identification of students is fair, transparent and properly recorded. Educational Psychologist support, training and intervention. Continuation of a school counsellor. Use PP Leader to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. 'Positives' (achievement/effort/progress/contribution) to be an ongoing focus for all staff. Staff training with directed time</p>	<p>Senior House Leader KS4</p> <p>Deputy Head Care and Guidance</p>	<p>Jun 17</p> <p>January 2018 February 2018</p>
Total budgeted cost					£74, 375
iii. Whole School Strategies					
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?

D. Increased attendance rates for students eligible for PP.	Close liaison with parents Weekly Meetings Attendance Intervention from Educational Psychology Service to identify barriers for individuals and remove barriers.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance meetings with deputy Head, PP Manager and Attendance Officer. 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. Personalised support and assertive mentor assigned to each 'PA (Persistent absentee) students eligible for PP. Attendance and progress discussed at least fortnightly with PP Manager and SLT Link.	Pupil Premium Manager	Jan 18
E. Improved access to school resources – My Maths, Google Classrooms, VLE etc for students who have no or limited access to assistive technology/internet at home.	Scrutiny of homework grades in termly reports. PP Manager Student Profile Meetings with all students eligible to determine whether lack of assistive technology is a barrier to learning. Homework Club Use of loaned Chromebooks	EEF indicate that digital technology is associated with moderate learning gains and should therefore be driven by learning and teaching goals. Used collaboratively (through Google Classrooms used by most TGS teachers) and when students may benefit from assistive software linked to planning, spelling, reading etc, more positive impact on learning.	Students provided with full training on use of technology. Class teachers to monitor use and engagement with technology and work related to use of digital equipment. PP Leader/SEN Team to track progress. Improvements identified in attitude to learning and learning outcomes.	Pupil Premium Manager	March 18
Total budgeted cost					£18,000
In total from above strategy					£105,375
In total from allocation listed below (in brackets)					£30, 850
Total PP budget expenditure					£136,225

4. Planned Expenditure (2017-18)	
Budget - £136,225.00	
Strategy * cost included above	Allocation
<ul style="list-style-type: none"> ▪ Whole Staff CPD – Attachment Training and Emotion Coaching to support effective teaching and learning in the classroom for Pupil Premium Plus Students ▪ Maths and English Tuition and Interventions ▪ Numeracy and Literacy TA led interventions and support ▪ Career Pathways (Career Interviews, University and college visits)* ▪ Resources (Visits, Arts Participation, Sports participation, Books, Equipment, Administration)* 	<p>£2,000*</p> <p>£41,395*</p> <p>£6,000*</p> <p>£1,250</p> <p>£18,000</p>

<ul style="list-style-type: none"> ▪ Pastoral support - behaviour intervention, mentoring, parental involvement, specialist counselling ▪ Supported self-study environment and clubs* ▪ Skills beyond the classroom (RAMP project, Gardening Club etc.)* ▪ Enrichment Opportunities (Work Experience, Duke of Edinburgh)* ▪ Alternative Curriculum (including transport)* ▪ Digital Technology ▪ Early Intervention: primary Transition * ▪ Strategic Leadership* ▪ Educational Psychology Service ▪ Personalised Life Skills Course (Year 8) ▪ Contingency 	<p>£36,000*</p> <p>£2,000*</p> <p>£2,000</p> <p>£2,000</p> <p>£4,000</p> <p>£1,000*</p> <p>£500</p> <p>£3,000*</p> <p>£7,980*</p> <p>£6,000*</p> <p>£3,100</p>
	£136,225.00

Review of expenditure			
£135,385.00			
Previous Academic Year		2016-17	
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)
Progress and attainment of students eligible for PP compared to those who are not will have parity in all year groups, with improving trend towards diminishing any difference.	All teaching staff are aware who the students eligible for PP are in their classes. Students are identified on seating plans with data on MINT Class software. Progress and attainment data for students eligible for PP is reviewed at each Progress Review by teacher, Faculty/Subject Leader, PP Leader and Senior Leadership team. Staff are accountable for the progress of their students eligible for PP and can report to Faculty Leaders outlining	90% of staff used MINT class seating plans last year. Embedded use of pink/ green charts (pink - Below expected progress and green above expected progress) students eligible against those that are not eligible in each year in their subject to raise profile and be a catalyst for action. Some teachers now responding to specific ways they have assessed, planned, actioned and reviewed progress for students eligible for PP and Non PP within their classroom. Very little gap in data recognised at KS3 in each year group would suggest positive impact but then data is significant at KS4 which raises important questions.	'Every child, every grade, every subject' remains an ethos but improving outcomes for students eligible for PP outlined as a Whole School Priority 2017-18 'PP and Gaps' added to the Leadership Link proforma to ensure this is a continual focus - fortnightly rather than just at Progress Reviews. All staff to demonstrate how they 'assess, plan, do, review' for students eligible for PP, especially those who are under-achieving. Scrutinise KS3 data more thoroughly – very little gap shown in Year 7 and 8 and 9 but this becomes significant by KS4. Is what is taught in KS3 so different to GCSEs? Are KS3 levels helping identify those that will be under-achieving at KS4?

	interventions and support required, where appropriate.		
ii. Targeted support			
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)
Improve 'Attachment Friendly School provision' for PP+ students and those with attachment difficulties	'Circle of Adults' intervention led by Educational Psychologist to teachers of children most at risk due to early trauma/attachment needs.	The two students selected were of extreme concern due to the number, frequency and severity of their disruption to both their own learning and others as well as critical incidents outside of lessons. 10 members of staff attended each 90 minute session that ran in the summer 2016 and invited their prospective teachers for the following year. Both had a much better start to their subsequent year and saw an improvement in their attitude to learning across the curriculum. Testimonials from both the foster carers of each and the staff who attended was outstanding. Teachers spoke about how it reframed the needs of the child as their early trauma and its impact was better understood. Excellent attendance (Over 90%) in lunchtime dissemination sessions with remaining teachers.	Despite the expense and how time intensive it is, this intervention has high impact. TGS keen to become part of a research project in to this intervention allowing for staff to be trained to run this intervention (and reduce Ed Psych costs) for a further 4 PP+ (Children looked After or Adopted from Care) students next year, again targeting key adults and teachers.
Improve reading outcomes for students in Year 7	Accelerated Reader Programme for all Year 7 students	Accelerated Reader allows us to identify and track all students' reading ability in a year group. By using this intervention tool we were able to identify that 43% of those eligible for PP had age expected or above reading skills, in comparison with over 80% for non-PP, identifying literacy as a huge barrier. Over the year, those eligible for PP made better progress than no PP with their reading but still not enough gains to help students 'catch up'. See also Accelerated Reader Report for full cohort.	STAR tests to be taken in English lessons with support of VBR. Did students tire of taking the tests and therefore progress was affected? Some very vulnerable students need exam arrangements (extra time, prompter etc) to ensure accuracy and validity of test results and therefore accurate measure of progress.
Improve Literacy Skills for low ability students eligible for PP at KS3	Small group Extra English at KS3. Disapplication from MFL in Year 8 and 9 for appropriate students.	All students achieved their Silver Steps Award in Year 8 and 9. (Year 8s in line to achieve their Gold Award at end of Year 9) 5 out of 6 students eligible for PP following this course are making expected or better than expected progress in their English in Year 8. 2 out of 4 students eligible for PP following this	Due to significant Year 7 disparity with literacy (see above). Students, including those eligible for PP to receive Silver and Gold Award as an English class (rather than Extra English) so they have focused and outstanding literacy provision in classes of 4 or 5 rather than classes of average 26. Disapplication from MFL to also receive ASDAN qualification through Bronze Award such is the benefit of students gaining qualifications through a bespoke curriculum.

		course making expected or better progress in Year 9. Outstanding teaching observed. Anecdotally students feel safe. Implicit SEAL learning being taught through the scheme too. Provision to continue.	
Improve outcomes at GCSE English for identified mid ability underachievers.	Small group intervention of 20 minutes daily for weeks prior to exams.	4 students eligible for PP selected. 2 out of the 4 students achieved their target grade in English. 1 out of the 4 students did not attend any of the sessions. Some could not attend all as it clashed with Maths intervention at the same time.	English and Maths teams to work closely to find more flexible approaches to offering intervention. Whilst the close proximity to the exam is a good thing, they needed to have a few more sessions like this earlier on in the year too. A 20 minute session is only useful for certain skills - it is not quite enough time for students to get their heads fully into writing much. A 20 minute session would work better as a 1-1 perhaps that with a group. More flexibility in provision needed.
Improve outcomes for students in English and Maths in each year group.	Specialist TAs attached to English and Maths faculty and targeted for key groups of low and mid ability students.	Following EEF Report 'Making Best Use of TAs', decision made to attach three TAs to core faculties to offer more consistent and effective support in lessons. Anecdotally, both teachers and TAs feel this has vastly improved working relationships and deployment of support staff.	Continue to develop opportunities for specialist TAs to be part of planning days and twilight sessions within English and Maths faculties this year to harness their expertise in the planning of new schemes of learning and to improve their knowledge of the new GCSE syllabus.
To reverse the underachievement/close the gap for pupil premium eligible students identified as not yet meeting their FFT target grade in Maths	Fortnightly small group tuition offered. Removal from Year 11 Life Skills lessons (or from equivalent amount of time in VT) or lunchtime sessions. Post mock exams.	GCSE outcomes for students eligible for PP removed from Life Skills saw results from their mock exams improve by an average of 1.50 grades. Students not eligible but also receiving intervention improved by average of 1.11 grades. Similarly for students removed from VT, results improved by 1.00 grades. Students not eligible for PP were an average of 1.29 grades.	Large gains made in a small space of time with focused tuition but more so with 1 hour tuition than 20 minutes of VT. Highly effective. Structure to continue where capacity allows. Look to see if there is scope to start this earlier as FFT to actual residual was still negative (not enough time to make the gains).
Improved rates of progression in Maths of the least able students in Years 9-11 with a bespoke curriculum tailored to their needs	Small group classes - additional 6 groups timetabled and taught by a Maths teacher. Max capacity 5.	Raw statistics show the following impact: (GCSE) Low Impact: Students in the Year 11 groups achieved lower than their FFTD target. 4 students eligible for PP did not pass their GCSE with a classified grade. (GCSE) Medium Impact: Students in the Year 10 groups are being forecast to achieve an average of 0.25 grades lower than their FFT target. PP students on average 0.33 below. (NC levels) Medium: Students in the Year 9 groups achieved an average of 1.5 sublevels below their FFT target. PP students on average 4 sublevels below. Bespoke pathways involving progression through Entry Level Certificate and Functional Skills: (High) 100% of students in Year 11 groups achieved Entry Level Certificate 1 - 3. Functional Skills Level 1 and Functional Skills Level 2. Students in Years 9 and 10 have already advanced further through their pathways than the	At the end of the third full year of the bespoke pathways the outcomes for these small cohorts of students is on an upward trend. Students in the lower years have been involved in the pathways from an earlier point and so support has been more structured earlier in their school careers. The bespoke pathways are a succession to the structured intervention in place from Catch-up funding. As the programme unfolds from a longer standpoint greater degrees of gains will be seen. Programme to continue.

		Year 11 groups.	
Better preparation for Geography students for end of topic assessments and mock examination	Arranged cover for class when needing test supervision to allow for class teacher to work with key students, majority eligible for PP to help them identify strengths and weaknesses in topic areas. Revision lunchtime sessions Purchase of revision guides	PP students need more one- on- one support from staff which is not always possible in a class environment. PP students benefit from opportunities to talk through revision topics and discuss revision strategies 1 student was 4 grades below their FFTD (OKE) 3 students was 2 grades below their FFTD (LAY, JWK, OKE) 5 students were 1 grade below their FFTD (JWK, LAY, OKE) 4 students met their target grade (LAY, OKE)	This approach will continue and will start earlier in Key Stage 4. Involve mentoring of Sixth Form Geographers to Year 11 students. Key Stage 4 Coordinator has 'drop in ' sessions weekly on lunchtimes.
iii. Other approaches			
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)
Emotion Coaching training for Parents (& Staff welcomed)	Educational Psychologist led training x 2 – KS3 and Ks4 evenings targeting students that struggle with self-regulation and emotional literacy. Parental training in safe and non-threatening way.	Parents of 70 children attended – 20% were parents/carers of vulnerable learners. Educational Psychologist conducted feedback at end of both evenings with exceptional parental comments.	More targeted liaison with parents of those eligible for PP who may need support and advice on working with their teenage child. Offer training to staff next year through directed time.
Maintain attendance levels for Parents of students eligible for PP at Parents' Evenings and key events	Engaging parents - PP Leader to liaise with all parents of students eligible for PP to book in a meeting with her on the evening and to ensure that if they cannot attend, information is collated on their behalf.	100% of parents of all Pupil Premium students have been contacted throughout the year, either by Parents' Evening attending a Review Meeting, e mail correspondence or an individual meeting arranged with parents , student and PP Leader to suit working parents on shifts.	This has been of significant success. Parents of students eligible for PP have better attendance at Parents' Evenings in comparison with those who are not PP.
Increased rates of attendance for pupils eligible for PP funding.	Pastoral Support - designation of Attendance Leader to monitor and liaise with PP Manager who can support families with a child eligible for PP who has poor attendance.	1. Due to unforeseen sickness / absence within the C & G Team, PP Manager unable to accomplish to the high standard that was wanted. 2. 2 x 2 sessions of Attendance Intervention(Ed Psych Lead) for Yr 7 & 8 designated 'persistent absentees' (4 PP 4 Non PP) , Yr 9 (5 PP 4 Non	PP Leader to take on attendance role for families with children eligible for PP to ensure more joined-up approach. Evaluate capacity for this addition to role. Continue for first day response trigger. Ensure workable system. SLT and PP Leader to meet fortnightly to review attendance of students eligible for PP at both KS3 & KS4 attendance meeting next year and getting a daily 'readout ' of PP students that are absent. Also, PP Leader changed location of work within school.

	<p>First day response. Home visits.</p> <p>PP Leader role made 'full-time' to monitor students and follow up quickly on truancies. First day response provision.</p> <p>Educational Psychologist Intervention: Attendance</p>	<p>PP) and Yr 10 (2 PP 1 Non PP)</p> <p>All students eligible for PP except 1 improved their attendance following the therapeutic intervention: Yr 7 - 8 - PP 4 below 92% Non PP 1 below 92% Yr 9 - 10 - PP 1 below 92% Non PP 2 below Y11 No PP below 92% 1 Non PP below</p>	<p>Attendance intervention will be implemented earlier in the year. PP Leader can now deliver.</p>
<p>For all students eligible for PP to secure appropriate KS4 and post 16 pathways.</p>	<p>Careers Guidance - individual interviews (30 mins in both Year 9 and 10) and an hour in Year 11.</p>	<p>All students eligible for PP supported to ensure they have Options advice. All Year 11 students accessed an appropriate post 16 pathway.</p> <p>0% NEET</p>	<p>More data analysis required about specific post 16 pathways to establish the number of students suited for a level, 2 and 3 course, going on to right level course to ensure all students have high expectations.</p>
<p>No disparity between students eligible for PP and non PP with regards to access to resources, visits, arts and sports participation etc.</p>	<p>Resources Extra Curricular Visits (including all SMSC linked visits) Music bursaries/singing lessons Equipment</p>	<p>Students eligible for PP, who require financial support have equal access and opportunity.</p>	<p>Funding to continue to be available for this vital access to opportunities and equipment.</p>
<p>Students eligible for PP to be offered skills and opportunities beyond the classroom that can be referenced on their CV.</p>	<p>Duke of Edinburgh Gardening Club</p> <p>Bespoke packages to suit individuals - Rotary Club, Work Experience, RAMP project</p>	<p>100% of students who take the DoE programme gain Bronze and Silver Award.</p> <p>Excellent personal feedback from individuals about opportunities afforded them. PP Leader to support students adding these achievements to their CV.</p> <p>RAMP project: positive engagement ,building self esteem, Individual challenges and goals set and achieved.</p>	<p>Explore other opportunities that we may be able to offer to extend opportunities further.</p>
<p>Improved access to school resources – My Maths, Google</p>	<p>PP Leader to liaise closely with families of students eligible with PP and</p>	<p>12 chromebooks on loan for PP students Yr 7 - 11 9 Laptops on loan for PP students Yr 7 - 11 This has provided students with technology at</p>	<p>Scrutinise Homework scores and target questioning within Student Profile meetings to continually look for potential barriers linked to technology/internet access.</p>

<p>Classrooms, VLE etc for students who have no or limited access to assistive technology/internet at home.</p>	<p>explore potential barriers to learning that may be reduced/resolved through assistive technology.</p>	<p>school / home as some families do not have computers and helps in classes with chromebooks too, trying to complete Maths homework on their mobile phone as this was the only option.</p>	
<p>Developing therapeutic provision – Just B and Occupational Therapy</p>	<p>7 PP students attended Just B sessions. 2 PP students attended O/T sessions</p>	<p>All engaged well and cases were closed or sign posted to another outside agency.</p>	<p>Keep this service as essential for young people. Recognise when more intense family/CAMHS therapy is necessary so targeting the students who will most benefit from this much needed service.</p>

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