

Goal	Focus	Narrative
i	Raise Aspiration	Music Lessons; Careers Advice / Raising Aspirations; Personal Computers (where necessary); Personalised curriculum; College Placements; Enrichment Trips etc.; Home-School Liaison (Attendance); Motivational Speakers
ii	Support and Wellbeing	* Information Evenings; Wellbeing Practitioner; Pastoral System; Transport; Uniform/PE; Equipment; Revision Materials; Study Support; SISS; Transition
iii	Student Progress	Revision Guides; Revision Sessions VLE Subscriptions; Staffing in English / Maths; Reading Buddies; CPD; Literacy and Numeracy Intervention and others as necessary; Revisions Sessions / Resources; Progress Analysis; Jane Green
iv	PPG Impact and	Woking Group; Termly Impact Reports;

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Priority	Action	Rationale / Evidence	Owner	Support	Success Criteria	Cost
Raising Aspiration	Improve PP Attendance figures to narrow the gap between the whole Cohort and the PP students by termly tracking of Year Group attendance data to identify students of concern and ensuring swift intervention takes place.	Students will make the best progress if they are in school regularly and do not accrue gaps in their learning that may later prove to be a barrier to their progress and engagement with school through low attendance. The newly created Asst. Principal: Surety to work proactively to remove barriers to attendance	MK	SAB	<ul style="list-style-type: none"> • Reduced absence rate for PP students overall and against national average for all students • Termly Attendance Data tracked by Year Group • Evidence of impact with key case studies produced 	Staff
	Ensure PP students receive high quality and appropriate careers advice enabling each student to have clear next steps by prioritising individual careers discussions for PP students year 11 post-16 decisions.	High quality careers advice will help raise the aspirations of students to achieve academically in order to reach their goals and help ensure that students at the end of year 11 are in education or employment.	RT		<ul style="list-style-type: none"> • All Year 11 PP students have individual, ongoing careers discussions <ul style="list-style-type: none"> • Y10 PP students begin to have careers interview in the summer term of 2018 • No NEET PP students at the end of Year 11 	Staff
	Provide personalised curriculums / college courses for students as necessary, responding to progress data and social context of students to ensure that relevant academic courses are pursued	In some instances some of our most 'difficult' to reach students are PP students. For some students the suite of qualifications we offer may not be appropriate and we will seek to offer alternative provision / qualifications to best meet their needs to ensure that they are successful.	GB	LA Rep	<ul style="list-style-type: none"> • Students who attend alternative have high attendance reflecting engagement • PP students who follow an alternative curriculum will achieve and complete the courses / qualifications that they pursue 	Tuition
	Actively target PP students to encourage participation in curricular and extra-curricular enrichment opportunities such as Maths Challenge, Field trips, DofE	Research by the DFE in conjunction with the Scout Association and DoFE shows that where students do not take part in residential or other trips, the barrier for 61% was cost. We do not want cost to preclude any student from taking part in an enrichment opportunity that we think will be of benefit to students.	GB	MN	<ul style="list-style-type: none"> • The PP and non PP participation rates are the same or better • Financial assistance provided to enable student participation 	Staff
	Increase Participation of PP students in Peripatetic Music Tuition through identification of talent and flair in lessons and offering relevant tuition	Explore whether there is correlation between PP students engaged in peripatetic music tuition and an uplift in their attendance and positive attitudes towards school. Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	HT		<ul style="list-style-type: none"> • Clear evidence of sustained attendance to lessons • 90% + of those who participate in this activity have an attendance rate of 95% (in line with whole school target) • Student questionnaire shows positive feedback on the learning experience and in attitude towards school 	Tuition

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Support and Wellbeing	Information evenings to take place for all Year Groups on Maths and use of VLE (Maths Watch) so that parents are able to support learning at home.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. However, there is surprisingly little robust evidence about the impact of approaches designed to improve learning through increased parental engagement. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	GB	HA, EP, DF, LO	<ul style="list-style-type: none"> Information Evenings planned and delivered Positive parental and student feedback 	No Cost
	Deliver KS4 Parental Information Evening Targeted Revision Advice and Information for both English and maths		GB		<ul style="list-style-type: none"> Information Evenings planned and delivered Positive parental and student feedback 	No Cost
	Provide parental Information on approaches to revision and revision resources (Y11)		GB		<ul style="list-style-type: none"> Revision strategies and resources information communicated Positive parental and student feedback 	No Cost
	Year 7 Parent Information Evening on assessment model, English curriculum and Maths curriculum model		KY		<ul style="list-style-type: none"> Information Evenings planned and delivered Positive feedback and good rates of attendance 	No Cost
	Develop mechanism(s) to increase PP student and parent/carer participation in information evenings and resource materials		GB		<ul style="list-style-type: none"> Systems in place to maximise PP student and parent participation in information evenings and revision resources 	No Cost
	Ensure PP students are fully supported by Wellbeing practitioner through whole-school activities and individual PP student referral work		MT	GB	<ul style="list-style-type: none"> Positive Student post referral survey feedback Wellbeing assemblies delivered to Year groups and to single sex groups 	Staff
	Identify a mechanism to track / evaluate impact of wellbeing practitioner's work with PP students	GB	MT	<ul style="list-style-type: none"> Tracking and monitoring system in place that enables PP student access and impact to be evaluated 	No Cost	
	Embed new Pastoral Inclusion Manager Role to work with 'of concern' PP students to identify and address potential barriers to learning	GB	JGR	<ul style="list-style-type: none"> Individual mentoring and support provided for 'of concern' Y10 and Y11 PP students Where intervention or support is put in place, identify improvements that have taken place 	Staff	
	Clear and early identification of PP students	The start of secondary school can be daunting for all students - by visiting students in the familiar environment of their primary school and clearly sharing how transition day will work we hope to allay fears and concerns that might potentially become barriers	KY		<ul style="list-style-type: none"> Y7 Manager visits all primary schools to meet students Liaising with feeder schools, KY begins to collate picture of PP Students Balancing of Houses in terms of PP students and ensuring equal distribution 	No Cost
	Ensure PP students are 'ready to learn' and can access the curriculum by continuing to provide support for - transport, uniform, equipment and specific curriculum requirements such as cooking ingredients	The aim of the PP funding is to remove as many barriers to learning as possible; in being able to tackle costs for transport, uniform etc. we hope to remove any additional financial barriers that students / families might be experiencing.	KY		<ul style="list-style-type: none"> PP students are not sanctioned for lapses / concerns around uniform, PE kit or general school equipment 	Resources
	Provide additional, specialist support through SISS (Specialist Inclusion Support Services) to address emerging emotional or behavioural difficulties that require additional input from professionals.	Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues	SH	Pastoral Team	<ul style="list-style-type: none"> The number of Concerns for PP students working alongside SISS is reduced to be in line with (or better) than non PP students PP students who use SISS give positive feedback on impact Progress data and Report Indicators reflect expected progress and good behaviour 	Resources
	Reduce number of Fixed Term Exclusions (FTE) for PP students by closely scrutinising behaviour data, proactively addressing concerns and identifying patterns and applying the school's CALM policy	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	SH	Pastoral Team	<ul style="list-style-type: none"> The number of PP students who receive a FTE is reduced to be in line with or less than non-PP students 	Staff

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Student Progress	High Levels of Prior Attainment of the new Y7 in Maths make them a focus for careful tracking and monitoring. Termly Progress Data and Relevant intervention results in evidence of student progress rates being in line with non PP students	KS2 data suggests that the students joining Y7 are particularly able in Maths. The Maths department need to ensure that the level of challenge presented to all students in Y7 ensures that students do not become disengaged through unnecessary repetition.	EP	CO	<ul style="list-style-type: none"> Y7 data and tracking shows that progress is being sustained across all year groups PP students achieve in line or better than non-PP students 	No Cost
	Analysis of Maths Watch reflects an increase in PP student use reflected in progress data	In line with the Maths Action plan, the strategic aim is to embed the idea that 'Practice Makes Permanent'. There is a gap between PP and Non-PP progress in Maths and cultural stereotypes need to be challenged and tools and opportunities given to work on relevant topics.	EP	DF	<ul style="list-style-type: none"> Use of Maths Watch increases PP use of Maths Watch is in line or better than non-pp students Progress data shows narrowing of the gap between PP and non-PP students in maths 	No Cost
	Pastoral Inclusion Manager works with PP students to focus on progress and attainment, responding to progress data and attainment	Activities vary between different mentoring programmes, the aim of this intervention is to ensure that PP students have a direct conversation with a mentor who can look at their progress and attainment, provide constructive support in removing potential barriers such as how to organise revision or to revise effectively.	JGR		<ul style="list-style-type: none"> All Students in Year 11 have at least one 1:1 meeting looking at drawing up / reviewing Revision Plan <ul style="list-style-type: none"> All Y11 PP students have appropriate revision guides for all subjects All PP students in Y10 have at least 2 1:1 mentoring sessions based upon assessment data and to address revision and revision planning 	Staff
	All PP students are equipped with learning resources from the start of Y7	Equip PP students in Y7 with the following resources / tools: English Spag Dictionary, Language Dictionary, Geometry Set, Calculator. MathsWatch, Design Tech, Locker	KY		<ul style="list-style-type: none"> Report Indicators for PP students in Y7 shows a majority of good / excellent in this respect. 	Resources
	Continue to develop and refine system of data analysis that enables subjects, particularly in the core at KS3, to identify patterns or gaps in attainment and a means of sharing this that makes key groups, such as PP, highly visible	In order to compliment and build upon the work around class context sheets and making students visible, ensure that PP students where there are concerns are quickly and easily identifiable so that action and support can take place. Equally, the data should ensure that staff are able to identify students who are making progress quickly and easily.	GB	HW, ALY, LW	<ul style="list-style-type: none"> Data model created that summarises relevant data looking for emerging gaps <ul style="list-style-type: none"> CL feedback on model meets needs and identifies students in line with school assessment model CLs and their departments are able to identify gaps / areas of weakness to target in class 	No Cost
	Continue to develop Reading Buddy Initiative across school	Students who have been mentoring or mentored have responded positively to the scheme and it builds upon the school's embedding of DEAR time and our cultural expectations around reading.	CF		<ul style="list-style-type: none"> Student survey of all PP reflects positive attitudes towards Reading Buddy Initiative <ul style="list-style-type: none"> Sample test 10% of PP Y7-10 students involved are LASS tested (reading age assessment), showing progress and improvements in reading age. 	Staff
	PP students who are identified for work on the Thinking Reading Programme are prioritised as a group when similar student profiles and are competing for a place on the scheme	Our shared goal is that all students not only read as part of their scholastic journey but also learn to love reading. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-	LDU	CF	<ul style="list-style-type: none"> At least a third of students who participate in Thinking Reading are PP students <ul style="list-style-type: none"> The data shows the gains in reading ages made by the students so that those who begin work on the programme catch up with their chronological ages 	Staff
	Examine PP distribution in subjects that set by ability in KS3	To explore the whether PP students are 'fairly' represented in higher ability groups in English, Maths, MFL and Science and consider strategic targeting of PP students in certain subjects would be beneficial and improve attainment.	HC		<ul style="list-style-type: none"> Analysis of PP student profiles in set subjects <ul style="list-style-type: none"> CLs discuss PP distribution in sets to consider targeting class make up 	No Cost
	Sustain a 5 set split in Key Stage four so that staff/ teacher ratios are optimised	There is a huge variety of research around the impact of providing smaller classes and the impact upon attainment. This approach of trying to create small class sizes does benefit from helping staff with our work to make all students more visible through mediums such as context sheets so staff can look at student progress and can easily access relevant information (eg SEND, PP, CLA etc) https://educationendowmentfoundation.org.uk/evidence-	GB	HA/ EP	<ul style="list-style-type: none"> Progress of PP students in English and maths shows a reduction from results 2017 <ul style="list-style-type: none"> The gap between progress 8 score of PP students and non PP students is reduced from 2017 Attainment score of PP students in English and Maths is improved and the gap between Non-PP students is reduced 	Staff

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Impact and Evaluation	Monitor achievement against Pupil Premium 2017-18 plan producing half-termly RAG status and commentary	To be able to track and monitor PP progress against Non-PP students with a particular focus upon the Core in order to identify any potential patterns of attainment within groups (for example, analysis of PP attainment of L-M-U learners or SEND)	GB	HW	• Plan reviewed and progress / actions recorded	No Cost
	Produce termly and post-academic year Pupil Premium impact Reports	To be able to identify gains that have been made with progress and ultimately review against pupil attainment in external examinations	GB	HW	• PP progress and attainment is monitored • Students known and gains / gaps identified	No Cost
	Strengthen the focus on support and challenge of PP strategies by Governors and monitoring of impact at Governing Body forums	To challenge strategy and work collaboratively to consider and refine the plan to look at impact and explore how best to improve the progress and attainment of PP students	LMAR	ALY	• Discussion of strategies and impact upon outcomes	No Cost
	Develop 2018-19 Pupil Premium Plan	Responding to the emerging needs and strengths of cohorts, assessment data and any emerging social, emotional or mental health needs, review strategies, approaches and budget allocations	GB	HW, LMAR, ALY	• To review impact of strategies and judge effectiveness in the progress and attainment of PP students • To consider the emerging strengths and weaknesses of PP students in different year groups and plan how best to meet need	No Cost