

Pupil Premium Action Plan

2019-20

SCHOOL CONTEXT						
	TOTAL NUMBER OF PUPILS FOR PUPIL PREMIUM FUNDING	NUMBER OF ELIGIBLE BOYS	NUMBER OF ELIGIBLE GIRLS	NUMBER OF PUPILS ELIGIBLE FOR FREE SCHOOL MEALS IN LAST 6 YEARS (FSM6)	NUMBER OF CHILDREN LOOKED AFTER	NUMBER OF SERVICE CHILDREN
No. students	172	80	92	143	2	5

BARRIERS
There are some students who struggle to make the same progress as their non-disadvantaged classmates. Two example groups are disadvantaged students with low attendance and disadvantaged students with SEMH needs.
Some of our disadvantaged students have less positive attitudes to learning and progress. This can be a complex issue to tackle, ranging from home attitudes / experiences of school and education, low self-esteem around individual progress when compared to peers and uncertainty around what their next steps might be at the end of KS4.
The prior attainment of disadvantaged learners in English and maths is not as great as their peers. 46% of disadvantaged learners joining Y7 in 2019 were below the expected standard in maths, compared to 20% of non-disadvantaged learners; 33% of disadvantaged learners were below the expected standard in English, compared to 16% of non-disadvantaged learners joining year 7.

OBJECTIVE 1: STUDENT PROGRESS				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Identified mentoring for PP students	At least 2 PP students are identified in each year group for targeted mentoring	Autumn 2019	GB / JGR	
	All KS4 students have 1:1 tutorials reviewing progress data and target setting	Termly (in line with assessment schedule)	JGR	
	All Y11 PP students have revision planning support	Ongoing	JGR	
Additional Staffing English	90% PP students in Y8 make expected or better than expected progress (85% of PP students had expected or better than expected progress in EOY data 2019)	Review student progress in line with assessment calendar	CF / LO	
	80% PP students in Y9 make expected or better than expected progress (71% of PP students had expected or better than expected progress in EOY data 2019)	Review student progress in line with assessment calendar	CF	
	At least 70% of Y11 PP students achieve a Grade 4 in English (59% achieved this in 2019)	Review student progress in line with assessment calendar	CF	
	45% PP students achieve at least Grade5 in English and Maths at GCSE	August 2020	GB	
Additional staffing maths	95% PP students in Y8 make expected or better than expected progress (91% of PP students had expected or better than expected progress in EOY data 2019)	Review student progress in line with assessment calendar	EP / DF	
	80% PP students in Y9 make expected or better than expected progress (69% of PP students had expected or better than expected progress in EOY data 2019)	Review student progress in line with assessment calendar	EP	
	70% PP students achieve at least Grade 4 at GCSE	Review student progress in line w	EP	

	45% PP students achieve at least Grade5 in English and Maths at GCSE	with assessment calendar August 2020 (Results)	GB	
Positive discrimination of PP students to ensure quick access to Thinking Reading as an intervention to support progress across school	PP students participating in Thinking Reading shows that their participation enables them to make the necessary gains to meet their chronological reading age At least 6 PP students across Key Stage 3 and Key Stage 4 participate in Thinking Reading in 2019-20	Half Termly data analysis that explicitly shows the progress in chronological reading age of PP students July 2020	LDU LDU	

OBJECTIVE 2: SUPPORT AND WELLBEING				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Implementation of SNAP (Student Needs and Progress) Meeting	At least 6 PP students are identified from progress data for intervention Identified students become 'more visible' and progress by the end of the year is enhanced	Ongoing	GB / SH / HB	
Review and relaunch merits system to focus upon achievement and recognise success.	In 2018-19, PP students had on average 28% more concerns than Non PP students, in 2019-2020 the aim is that this should be lower.	Termly data capture	SH	
Engage parents and students with the importance of attendance; recognising good attendance and intervening early when attendance becomes a concern.	PP students with emerging attendance concerns are identified early The gap between PP attendance and Non-PP attendance is reduced Instances of PP attendance for PP students are reduced	Termly Attendance Data Termly Attendance data	SAB / SH	

<p>Pastoral Inclusion Manager works with PP students to focus on progress and attainment, responding to progress data and intervening to improve PP attendance where needed.</p>	<p>Progress Data shows PP students at KS3 and KS4 continuing to narrow the gap between their non PP peers</p> <p>Case study of key students identified at the beginning of 2019 shows average or better than average pupil attainment and attendance</p>	<p>Assessment Data points in line with Assessment calendar</p> <p>End of year case study data of at least two students in each year group</p>	<p>GB</p> <p>JGR</p>	
<p>Provision of a pastoral support provision that enables swift response to support than enables engagement in learning</p>	<p>Attendance gap between PP and Non PP students is narrowed</p> <p>Attainment gap of PP and Non PP students is narrowed</p>	<p>Analysis of Concerns accrued by PP and Non-PP students</p> <p>Assessment data reports</p>	<p>GB</p>	
<p>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</p>	<p>PP students are not sanctioned for lapses / concerns around uniform, PE kit or general school equipment</p>			
<p>Provide parental Information on approaches to revision and revision resources (Y11)</p>	<p>Revision strategies and resources information communicated</p> <p>Positive parental and student feedback</p>	<p>Parental information evening completed by December 2020</p> <p>KS4 assemblies explicitly address approaches to revision</p>		

OBJECTIVE 3: RAISING ASPIRATION				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Ensure high quality IAG, prioritising PP students to ensure all PP students have appropriate destinations post 16	All PP students are prioritised for careers interview prior and initial interview takes place prior to December 2019	December 2019	CW	
	All PP students have a follow up careers interview to track applications and destinations intent by end of Spring 1	March 2020	CW	
	All Y11 students are surveyed on quality of IAG, with at least 85% reflecting satisfaction about the quality of IAG	May 2020	CW	
Curricular and extra-curricular involvement	At least 20% students participating in musical peripatetic lessons are PP students	July 2020		
	At least 20% students participating in Duke of Edinburgh scheme are PP students	July 2020		

OBJECTIVE 4: IMPACT AND EVALUATION				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Produce termly and post-academic year Pupil Premium impact Reports	<p>Attainment and progress of PP students are clearly and explicitly identified</p> <p>Progress of PP students is at least in line, or better than Non-PP students</p> <p>Curriculum Leaders are able to explicitly track student progress, identifying those for whom progress is vulnerable to ensure appropriate intervention</p>	In line with assessment schedule (approx. termly)	GB	