



Pupil premium strategy St John Fisher Catholic School Ordnance Street Chatham Kent ME4 6SG

1. Summary information					
School	St John Fisher Catholic School Ordnance Street Chatham Kent ME4 6SG				
Academic Year	2018	Total PP budget	£236,520	Date of most recent PP Review	Sept 2017
Total number of pupils	824	Number of pupils eligible for PP	249	Date for next internal review of this strategy	July 2018

2. Current attainment				
	Pupils eligible for PP		Pupils not eligible for PP	
	2016	2017	2016	2017
% achieving 5 level 4-9 grades including English and Maths	33%	41.02%	42%	68.92%
% achieving expected progress in English	62%	54.05%	57%	75%
% achieving expected progress in Maths	42%	51.35%	53%	61.90%
Progress 8 Score average	-0.75	-0.56	-0.15	+0.16
Attainment 8 average Score	33.95	31.81	40.43	40.57

3. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of access to extra-curricular study facilities.
B.	Lack of well qualified teachers and staff in appropriate roles.
C.	Attendance rates for students eligible for PP is below the National Average, and punctuality is poor. This reduces their school hours, therefore causing them to fall behind
D.	Lack of effective systems to monitor and improve attendance
E.	Inappropriate curriculum and lack of data monitoring system.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

A	Medway is within 37% of the most deprived local authorities nationally. Additionally, Medway is ranked in the 33% most deprived local authorities for employment. Unemployment rates are high. Medway also ranks in the 39% of the most deprived local authority for housing quality.
B	Roughly 28% of children under 16 in Medway live in poverty – this is worse than Medway’s income ranking. Of the twelve most deprived neighbourhoods in Medway, four are located in Luton and Wayfield, Gillingham North and Chatham Central (all ranking as ‘most deprived’). This is where many of our students come from.
C	Seventeen areas in Medway are ranked in the most deprived 10% nationally for young people’s qualifications.
D	Students enter year 7 with lower than national average scores for literacy and numeracy which impacts on progress.
E	Parental engagement is very poor

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for PP students compared to previous external cohort results; working towards outcomes for PP students being in line with national averages. Measured by 2018 GCSE and GCE external results and internal end of year assessments	External outcomes for PP students to improve compared to last year. 70% pupil premium students across all Key Stages to make expected progress and 30% to exceed expected progress. Ultimate goal: PP results to be in line with national outcomes.
B.	PP students receive teaching that is at least good and preferably outstanding. Measured by lesson observations, book looks and analysing student outcomes.	100% of teaching to be judged good or better.
C.	PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning. Measured by SMHW access, library use figures, PP breakfast, revision session registers; Behaviourwatch positive and negative points.	PP students are accessing Show My Homework and after-school library provision. They are accessing the free breakfast provided to make sure that they are set up for the day’s learning. PP students are receiving more rewards and fewer negative points on Behaviour Watch. Student voice surveys show that students feel positive about their learning and know how to access further support.
D.	Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance). Measured by: attendance figures.	Percentage attendance of pupil premium students will be in line with national figures.
E.	Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary. Measured by 2018 GCE and GCSE external results and internal end-of-year assessments.	Covue reports in place for Years 7-11; allocation of RED list students to RSL PP shows positive impact on student progress. Alternative curriculum /SEN support to be put in place for PP students as needed. PP students who arrive at below expected standard in Y7 English / Maths are supported to catch up with their peers.
F.	The school improves engagement with parents and carers of PP pupils. Measured by: PTA minutes; parent voice survey; attendance to Parents’ Evenings	The school re-establishes its PTA and some PP student parents / carers are involved. Attendance to Parents’ Evenings for PP parents / carers improves.

5. Planned expenditure							
Academic year	2017/18						
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
i. Quality of teaching for all							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
Focus on improving the amount of good and better teaching for all students, including PP students	High quality CPD focused on the needs and areas for development External consultancy work Improving subject knowledge Selected middle leaders enrolled in <i>Education: Leading Innovation and Change</i> MA module LSAs to complete one level 2 qualification Each Head of Department to attend subject and examination conferences	‘Thinking Hard’, ‘Talking Hard’ Dartford Grammar School for Girls John Dunford- National Pupil Premium Champion Coaching How Coaching can impact Teacher and Students Every Minute Matters Pitch and Pace (Stretch and Challenge)	SIP Raising Standards - Weekly Standing Item on SLT Meeting agenda Lesson observations by internal and external colleagues Learning walks/Drop-in Line management review after each Data Window Raised attainment and progress, thus narrowing the gap for all groups	IJO/J WI /SCH /DDN	CPD £10, 000 Teaching Leading Team TLR £20729 Maureen Clarke (external) £2800 English and science consultants £400 per day Total: £2400 PiXL membership £6100 Subject/Examination conferences £400x10 £4000	Milestone 1: 31/10/2017 Teaching and Learning profile begins Milestone 2: 31/12/2017 Thinking hard delivered whole school CPD- Monitored through lesson observations Thinking Hard Champion in each department identified Milestone 3: 28/02/2018 Continued lesson observations to identify whole school strategies being implemented Milestone 4: 30/04/2018 PP students on track for = 70% of PP students making 3LoPs and 40% making 4LoPs Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify ‘closing of the gap’	CPD completed – over 80% of lessons good or better by June 2018. By the end of June 2018, staffing was in place for September 2018 with fewer than ten members of inexperienced staff. This included five or fewer NQTs (a reduction from 31 in 2016-17) Attainment gap between PP and NPP students at the end of 2017-18: Year 7 = 2% Year 8 = 4% Year 9 = 8% Year 10 = 11% Year 11 = 23%

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Accuracy of assessment	Assessment gap analysis (COVUE) Jon Munt (external consultant) employed to quality assure data	Accurate assessment and grading is imperative so that students know where they are and also understand what they need to do to improve Essential for appropriate and targeted students and intervention	SIP Identification of inaccurate staff assessment Internal moderation External standardisation Raised attainment and progress for, thus narrowing the gap for all groups	VWA / External Consult	Cost of Covue services £1000 per month plus VAT Total: £14400	Milestone 1: 31/10/2017 External consultancy begins work with CLs and Raising Standards Team Milestone 2: 31/12/2017 1 st Data window drop Lazer meeting identifies students needing intervention Continued review of strategies Milestone 3: 28/02/2018 2 nd PPE for year 11 2 nd Data window drop Lazer meeting identifies students needing intervention Continued review of strategies Milestone 4: 30/04/2018 PP students on track for = 70% of PP students making 3LoPs and 40% making 4LoPs Identification and strategies identified for students not making appropriate progress Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'	There was a significant gap between the achievements of PP students and non PP students in Year 11 in summer 2018 (an A8 gap of 11.76.) However, this gap decreases exponentially as you go down the year groups. This shows the impact of legacy issues on the upper year groups, and shows the impact of improved assessment and monitoring procedures lower down the school to narrow the gap in attainment between PP and non PP students. Within last year's Year 11 cohort: HPA P8 score for PP students was -0.88, MPA P8 score was -0.94 and LPA students achieved the best at P8 -0.59.

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By the end of KS3, PP students will be making expected or above expected progress in English and maths	Newly appointed numeracy, literacy and HA Coordinators External consultancy work	To offer high quality intervention teaching to increase PP students' attainment All members of staff will have both high levels of subject knowledge and an understanding of skills lacking in students	Liaison with faculty leaders for maths and English to ensure correct students are receiving intervention. Learning walks Raised attainment and progress, thus narrowing the gap.	DGI/K MI YHU/ ASO/J WI	Lit Cord- £5,685 Num Cord- £5,685 HA Cord – detailed above	Milestone 1: 31/10/2017 New Numeracy and Literacy Policy in place Milestone 2: 31/12/2017 All English Department and LSAs to have had Accelerated Reading training LSAs know what skills students are lacking leading to appropriate intervention Milestone 3: 28/02/2018 Smooth running of intervention programme for PP students not making appropriate progress Milestone 4: 30/04/2018 Accelerated Reading fully embedded championed by the English department Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'	External consultants were employed for English and Science. This has had an overall positive impact on the whole cohort (English outcomes at Year 11 now have a three-year trend of improvement at grade 4+, while Science had a 12% jump in the percentage of students achieving two or more Science passes at grade 4+). The impact on PP students has been more mixed. 33.33% of PP students achieved 2+ good (grade 4/C passes) in 2017; this then increased to 37.5% of PP students in 2018, suggesting a positive impact on this area for PP students. However, English results decreased from 48.72% to 42.5% over the same period. Furthermore, the gap between PP and non PP students in both these measures increased (from 20% to 39% in English between 2017-18 and from 16% to 28% in the double Science measure from 2017-18). The A8 score of all HPA students increased between 2017-18, however within that, the HPA PP students' A8

							<p>decreased from 49.71 in 2017 to 45.56 in 2018.</p> <p>Year 7 and 8 after-school numeracy intervention had a positive impact (85% of Y7 students and 90% of Y8 students made at least some progress – moving up one level in the Numeracy Ninja programme - with 50% of each cohort making good progress by moving up two or more levels). Y7 after-school literacy intervention was less successful, with limited engagement despite parental contact. Similar problems occurred in Y8; however, where students did attend, there was evidence of positive impact on reading ages (e.g. student S increased their reading age by 8 months across 3 months of intervention)</p>
<p>Raised profile of PP pupils in departments will lead to making expected or above levels of progress</p>	<p>Initial meeting with CLs to identify what additional PP data is available, where to locate and discuss PP strategies.</p> <p>Interim meetings (after one data window) to co- in side with data windows to assess progress</p>	<p>To raise the profile of PP pupils</p>	<p>Departments meeting minutes identify PPG is a standing item presented by PP champion.</p> <p>Observations identify strategies Learning walks identify strategies being used</p> <p>Raised attainment and progress, thus narrowing the gap</p>	<p>LCR/ Head s of facult y/ PPC</p>	<p>N/A</p>	<p>Milestone 1: 31/10/2017 PP Dept. champion raising the profile of PP students Standing item on department agenda Lead PP SLT to meet with all CL to identify strategies being used in department to narrow the gap Data drop identifies PP students closing the gap (w/c 26-02-2018) Milestone 2: 31/12/2017 Strategies embedded to narrow the gap PP Champion continues to raise profile within departments Milestone 3: 28/02/2018</p>	<p>PP champions were appointed but not sufficiently impactful to continue with this strategy next year. A decrease in the PP / NPP gap in Year 7-8 suggests it may have had some impact but this was limited further up the school. We will not repeat this in 2017-18 as there are more effectively ways to communicate good practice with teaching staff.</p>

	<p>End of academic year review meeting Appointment of a PP champion in each faculty</p> <p>Each department to have a PP champion</p>					<p>Review of strategies to close the gap PP Champion continues to raise profile with in department</p> <p>Milestone 4: 30/04/2018</p> <p>Data drop/ scrutiny of data Review of strategies to close the gap PP Champion continues to raise profile with in department</p> <p>Milestone 5: 20/07/2018</p> <p>Outcome of external and internal assessments examinations identify 'closing of the gap'</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	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
Improved Whole School Literacy and Numeracy	<p>Accelerated Reading Programme</p> <p>Whole school Fortnightly Literacy Focus is introduced and focused on during Form time and then developed through curriculum areas during the rest of the cycle.</p> <p>Whole school Word of the Week</p>	<p>Improve basic literacy and numeracy skills</p> <p>PP students' lower literacy levels impact on their accessing the curriculum and making appropriate progress within it</p> <p>Improved word-power/ vocabulary for all students.</p> <p>Many students enter school with very low literacy skills (not just our PP) which has an</p>	<p>Accelerated Reading Programme successfully implemented and embedded through the Communications Department</p> <p>Whole School CPD on New Numeracy and Literacy Policy</p> <p>Literacy Fortnightly Focus and Word of the Week continues;</p> <ul style="list-style-type: none"> delivered in Form time via PPT with activity 	DGI/K MI ASO/ YHU	<p>Accelerated reader training and subscription</p> <p>£6,000 + £3,000</p>	<p>Milestone 1: 31/10/2017 New Numeracy and Literacy Policy in place Form Time Numeracy delivered by Numeracy coordinator Whole School CPD on Numeracy Workshops on Numeracy to be available to staff as voluntary drop in sessions Reading test for all student</p> <p>Milestone 2: 31/12/2017 All English Department and LSAs to have had Accelerated Reading training LSAs know what skills students are lacking leading to appropriate intervention</p> <p>Milestone 3: 28/02/2018 Students are actively involved in Accelerated Reading</p>	<p>The PHSRE programme was revised to include literacy and numeracy segments of form time. Book monitoring of form time numeracy showed that 100% of form tutors and their students were engaging with the programme, 75% doing so regularly. Limited impact from whole school literacy focus and word of the week so these will not continue into 2018-19</p> <p>Accelerated Reader is in place and being used regularly by the English department. It has had the most impact on students</p>

	<p>Whole school weekly spelling programme</p> <p>Form time Numeracy</p> <p>Whole school reading tests</p>	<p>impact across other curriculum subjects</p> <p>Newly appointed Numeracy and Literacy Coordinators school policies</p>	<p>Spellings are recorded, weak students identified for intervention</p> <p>Regular meetings with English and maths PP champion – is the new Literacy and Numeracy policy being followed?</p> <p>Re testing of reading ages to measure impact</p> <p>Learning walks- Impact of Literacy Observations- impact of Literacy Book reviews- impact of written work</p> <p>Raised attainment and progress, thus narrowing the gap.</p>			<p>Milestone 4: 30/04/2018 Accelerated Reading fully embedded championed by the English department</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	<p>needing urgent intervention (reducing their numbers by 2% on Y7 and 3% in Y8 overall) but for the majority of students, the programme had either minimal or no positive impact on reading ages. We are going to continue with Accelerated Reader in 2018-19 but change the way that it is run in school to ensure more engagement and better results. We will also analyse the impact of AR on PP students as a specific group.</p> <p>Book looks took place, including with governors and senior staff, discussing differences seen in PP / NPP work, such as differences in Tier 2/3 vocabulary, and steps being taken to address this.</p>
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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	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
<p>Raising Standards</p> <p>PP pupils are closely tracked and</p>	<p>PP Students are a standing item on the agenda of;</p>	<p>A Raising Standards Action Plan is: Designed to help the school reach its end-of-Key Stage (KS)</p>	<p>Observations Learning walks Minutes from meetings Data analysis</p>	<p>Raising Standards</p>		<p>Milestone 1: 31/10/2017 Raising Standards Meeting identifies PP students not making appropriate progress and strategies implemented</p>	<p>We refined the data window analysis reports between DW1 and 2 so that our analysis was more sharply focused on the</p>

<p>monitored through Raising Standards meetings and appropriate and timely interventions are put in place to narrow attainment gaps between PP and NPP eligible pupils</p>	<p>YGPLs and Line manager meetings Curriculum departments/ along with their PP champion</p> <p>Strategies put in place and reviewed at the next meeting for impact or at the next most appropriate time</p>	<p>school targets. It also ensures that systems and processes are in place to sustain on-going improvements</p> <p>Taken from The Key for School Leaders October 2016</p>	<p>Raised attainment and progress, thus narrowing the gap</p>	<p>Team</p>		<p>Milestone 2: 31/12/2017 LCR to meet with all CL</p> <p>Milestone 3: 28/02/2018 Raising Standards Meeting identifies PP students not making appropriate progress and strategies implemented</p> <p>Milestone 4: 30/04/2018 Raising Standards Meeting identifies PP students not making appropriate progress and strategies implemented</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	<p>impact of each planned strategy.</p> <p>Our work has had more impact lower down the school; due to legacy issues, the gap is still bigger in upper year groups e.g.in Year 11 external exams, 66% of NPP students made expected progress or better compared to 37% of PP students – a 29% gap. In Year 7 by comparison, the gap at the end of the year was 7%.</p> <p>We recognise that we need to change the strategic way in which we work with PP pupils, particularly so we can address the underperformance of the PP pupils higher up the school, and so we are appointing a RSL PP lead for September 2018.</p>
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
Improved outcomes for Y11 PP students in English, Maths, Science and RE	VIP Breakfast Club	<p>Small group work enables the teacher to focus exclusively on a small number of learners</p> <p>PP student require a greater level of support because their language on the whole is impoverished. (restricted and elaborated- sociological terminology)</p>	<p>Use of Data Window Assessment and gap analysis.</p> <p>Lesson observations and drop ins</p> <p>Book reviews.</p> <p>Planning</p> <p>Data packs</p> <p>Department meetings and minutes from meetings</p> <p>Base line testing before and after intervention</p> <p>Raised attainment and progress, thus narrowing the gap</p>	Raising Standards Team / YGPL	VIP Breakfast: £264	<p>Milestone 1: 31/10/2017 Breakfast students identified and attend</p> <p>Milestone 2: 31/12/2017 Breakfast students identified and attend</p> <p>Milestone 3: 28/02/2018 Breakfast students identified and attend</p> <p>Milestone 4: 30/04/2018 Breakfast students identified and attend</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments. Regular reviews of tracking and progress 'closing of the gap'</p>	Students attending the VIP breakfast saw significantly improved outcomes so we will continue with this work next year. We will also ensure that next year's VIP Breakfast cohort is more heavily focused on PP students.

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To improve the P8 scores of PP eligible students through appropriate curriculum offers and qualifications.	Use of PIXL Strategies to track progress- War cards Use of PIXL Curve exams Students offered GCSEs in home languages.	An article on the Sec Ed website also offers advice on planning for progress 8. It says that schools should ensure that KS3 and 4 pupils do not study too many or too few subjects. This must be balanced with the need to provide a curriculum that continues to service their communities appropriately.” Taken from The Key October 2016	War cards – P8 figures analysed PPE data analysis Raised attainment and progress	PST/E BA	PIXL Attendance and membership for leaders within school £4,700 MFL entries 2 x £48.45 = £96.90	Milestone 1: 31/10/2017 English Dept. – upload PPE (Nov) for Pixl Milestone 2: 31/12/2017 War Cards for each Dept. and KS3. All students on appropriate courses Milestone 3: 28/02/2018 All students continue to be on appropriate courses Milestone 4: 30/04/2018 All students continue to be on appropriate courses Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify ‘closing of the gap’	War Cards were displayed in the Head’s office and staffroom so that staff could easily identify students who were underachieving across a range of subjects- and also where a student was underachieving in their subject but doing better elsewhere, creating challenging conversations. PIXL Curve exams were used to identify areas of weakness compared to national results and provided intervention strategies and resources shared with students. Two PP students completed home languages GCSEs with an average APS of 7.0.

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Improved progress in English and Maths for Year 7 and 8 students to secure success at GCSE	Students identified by KS2 results and newly appointed Numeracy and Literacy Lead for KS3 English and maths 1:2:1 and small group work	Small group work enables the HLTA to focus exclusively on a small number of learners PP student require a greater level of support because their language on the whole is impoverished. (restricted and elaborated- sociological terminology)	SIP Use of Data Window Assessments and gap analysis. Lesson observations and drop ins Book reviews. Planning Data packs Department meetings and minutes from meetings Base line testing before and after intervention Raised attainment and progress, thus narrowing the gap	VWA/ LCR	HLTA x 2 = £48,918	Milestone 1: 31/10/2017 Identification of students for Intervention LSAs trained to deliver bespoke intervention Accelerated Reading Programme Milestone 2: 31/12/2017 Review of data drop Identification of students Correct Intervention Accelerated Reading Programme Numeracy Ninja Booklets embedded into Form time Milestone 3: 28/02/2018 Review of data Appropriate students selected through Laser meetings Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'	Impact of this reviewed above: see 'By the end of KS3, PP students will be making expected or above expected progress in English and maths' and 'Improved Whole-School Literacy and Numeracy' Attainment gap between PP and NPP students at the end of KS3 in 2017-18: Year 7 = 2% Year 8 = 4%

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PP and NPP pupils space to complete homework and to the means of a good standard	HW club in the HUB every day after school with LSAs present to help support	Research identified that those children that live in overcrowded conditions will be the losers in education. Children with no storage for books and paper, no table or surface to which to work and no quiet area in which to read/revise makes keeping up with school work and their peers very difficult (Peter Mortimore)	Data Window analysis Submitting of homework pieces Use of behaviour watch to track Raised attainment and progress, thus narrowing the gap	LCR/ YGPLs / LSAs	LSAx2 £6,050	<p>Milestone 1: 31/10/2017 Hub on lower site and Library on Upper available for completion of homework</p> <p>Milestone 2: 31/12/2017 Hub on lower site and Library on Upper available for completion of homework</p> <p>Milestone 3: 28/02/2018 Hub on lower site and Library on Upper available for completion of homework</p> <p>Milestone 4: 30/04/2018 Hub on lower site and Library on Upper available for completion of homework</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	<p>A homework club on lower site was introduced and was successful, as was a Year 11 study club in the weeks leading up to the exams.</p> <p>On the basis of this, in 2018-19 we will open the library after school on both sites.</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	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
1:2:1 Mentoring	Individual PP pupils engaged in a 1:2:1 mentoring programme	There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.	Data window analysis Raised attainment and progress, thus narrowing the gap	Raising Standards Team / YGPLs	See HLTA wage above	Milestone 1: 31/10/2017 Staff readily available for mentoring Milestone 2: 31/12/2017 Identified students for mentoring Milestone 3: 28/02/2018 Continue to use data drops to identify students for mentoring Milestone 4: 30/04/2018 Continue to use data drops to identify students for mentoring Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'	This happened on an ad-hoc basis for individual students but an overall, systematic programme did not take place because it was not manageable.

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	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
Improved overall attendance of PP pupils	<p>A dedicated member of staff to track PP pupils' attendance</p> <p>A team of staff to support and intervene with PP pupils' attendance. (YGPL/TCH/PCL/HL TA)</p> <p>Targeted support and increased incentives used to encourage improved attendance</p>	<p>"Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority" John Dunford</p> <p>The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p> <p>Nationally the attendance of PP pupils is lower than non-PP pupils.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning</p>	<p>Praise in assemblies for good attendance</p> <p>Student Leadership programme used as an incentive (pilot study only)</p> <p>Home visits by AAP</p> <p>Telephone conversations and letters sent out to parents;</p> <p>Meetings held in school with parents</p> <p>Regular contact/meetings with outside agencies,</p> <p>Fixed Penalty Notice warning</p> <p>Prosecution</p> <p>Raised attainment and progress, thus narrowing the gap</p>	2AP/ TCH/ DSO	<p>Attendance officer = £22,812</p> <p>Cost of external attendance support £12,312</p>	<p>Milestone 1: 31/10/2017 Appointment of dedicated member of staff to work on attendance only Appointed SLT to oversee Upper site Appointed SLT to oversee Lower site Weekly report identifies students with attendance issues / strategies in place</p> <p>Milestone 2: 31/12/2017 Weekly report identifies students with attendance issues / strategies implemented</p> <p>Milestone 3: 28/02/2018 Weekly report identifies students with attendance issues / strategies implemented</p> <p>Milestone 4: 30/04/2018 Weekly report identifies students with attendance issues / strategies implemented</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	<p>The school's overall attendance has generally stayed consistent with 2016-17 but the overall positive impact on PP students has been minimal e.g. persistence absenteeism figures decreased across in the school as a whole during 17/18 but increased for PP pupils.</p> <p>We are going to improve this by having a tighter focus on the attendance of PP pupils in the 2018-19 academic year.</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	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
PP and NPP students with SEN issues receive bespoke support plans with strategies to enable them to access lessons.	<p>Identify and implement whole school strategies to improve SEN students' ability to access lessons.</p> <p>Clear communication to staff about SEN students' needs.</p> <p>SEN profiles available to all staff.</p> <p>External consultant to review current SEN provision.</p>	Evidence suggests that the number of students with SEN continues to rise and that targeted early intervention matched to specific SEN issues can be effective, especially for younger pupils	<p>Regular Inclusion meetings between inclusion team led by SHA to discuss and put in place strategies of PP pupils causing concern</p> <p>Raised attainment and progress, thus narrowing the gap</p> <p>Recruit Operational SENCO</p>	Incl Team Led by SHA	<p>2ic SENCO £5685</p> <p>External consultant £3000</p>	<p>Milestone 1: 31/10/2017 SENCO identifies appropriate support for PP SEN students</p> <p>Milestone 2: 31/12/2017 Continued appropriate support for PP SEN student in place</p> <p>Milestone 3: 28/02/2018 Continued appropriate support for PP SEN student in place</p> <p>Milestone 4: 30/04/2018 Continued appropriate support for PP SEN student in place</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	<p>Year 11 PP SEN pupils achieved better A8 outcomes in 2018 (24.41) than they did in 2017 (20.23); however, their P8 score was lower (-0.72 in 2018 compared to -0.61 in 2017) suggesting that they made less progress.</p> <p>Going forward into 2018-19, we have appointed a 2i/c SENCO to increase our capacity for supporting SEN pupils, including those who are pupil premium.</p>
<p>PP pupils are equipped with skills (including raising self-esteem and self-motivation) and resources needed to maximise the revision process to improve outcomes.</p> <p>Breakfast</p>	<p>PSHRE Programme Assembly Themes Revision guides and equipment provided by the school. Focused revision sessions for year 11 and 10. After school intervention sessions PP monies to ensure PP pupils can access all extra-curricular opportunities, school trips, Theatre trips etc. Leadership Programme for students- pilot Study) Provide uniform All PP students to have access to free breakfast</p>	<p>Behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience seem to be lacking in many PP pupils. Evidence suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds. Eradicates learning on an empty stomach</p>	<p>Lesson /assembly observation Attendance to revision by PP pupils Attendance to enrichment activities by PP pupils. Completion of Leadership Programme for pupils.</p> <p>Raised attainment and progress, thus narrowing the gap</p> <p>Enrichment registers Monitor the take up of breakfast by PP students</p>	Raising Standards Team / YGPLs	<p>Extra-curricular trips/uniform £1,000</p> <p>Cost of free PP breakfasts £1 per student = £47310</p>	<p>Milestone 1: 31/10/2017 Well- being programme delivered through PSHRE</p> <p>Milestone 2: 31/12/2017 Graduation Programme commences for year 7 and 8 (w/c 19/02/2018) E- Safety Programme delivered through PSHRE Work Shop for parents on E- safety Students leading own extra- curricular activities</p> <p>Milestone 3: 28/02/2018 Study Skills Programme delivered through PSHRE</p> <p>Milestone 4: 30/04/2018 Growing number of PP students identified attending extra- curricular</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	<p>We introduced a successful KS3 Graduation Programme which supported the development of students' soft skills.</p> <p>We also diverted some spending into uniform and paying for trips so that students did not miss out on school life through being PP pupils.</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	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
Improved outcomes for PP pupils through Parental Engagement	<p>Engagement with parent/carer through positive praise and not with just negative concerns</p> <p>Higher expectation with those parents who engage with the school.</p> <p>Letters home after an event to parent/carers – thanking them for attending</p> <p>Setting up of a PTA</p>	Much sociological research suggests parental engagement will lead to pupils achieving regardless of their socio economic background	Better community support shown through attendance of any parent/carer invitation into the school, for example, intervention evening for year 11, parents Evening etc.	Whole school	£50	<p>Milestone 1: 31/10/2017 PTA available on Open Morning Greater number of parents involved in PTA</p> <p>Letter of commendation to students for commitment to school</p> <p>Milestone 2: 31/12/2017 Letter home to parents directly after Parents evening to say thank you to attending. Letter home to parents unable to attend</p> <p>Milestone 3: 28/02/2018 E- Safety Workshops for parents</p> <p>Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	The strategies here did not work. As a result, for 2018-19 we have created a TLR point for a member of staff to be Parental Engagement and Events Coordinator, helping to engage the parents of PP students.
Meaningful rewards and praise raises the attainment of PP pupils	Rewards to PP pupils for attendance, progress and behaviour	Research suggests that rewarding pupils works as a good motivator.	<p>Improvements in attendance, progress and behaviour.</p> <p>Fewer negative Behaviour Watch points</p> <p>Fewer call outs</p> <p>Data Window analysis</p> <p>Raised attainment and progress, thus narrowing the gap</p>	LCR/ TCH/ YGPL/ CL/ Class teachers	£2,000	<p>Milestone 1: 31/10/2017 Letter home to students who commit to events at the school</p> <p>Celebration assembly for all year groups held</p> <p>Secret Student year 7</p> <p>Milestone 2: 31/12/2017 Greater number of praise going home</p> <p>Milestone 3: 28/02/2018 Celebration assembly (Easter)</p> <p>Milestone 5: 20/07/2018 Celebration Assembly End of academic year</p> <p>Outcome of external and internal assessments examinations identify 'closing of the gap'</p>	Celebration events were held and we continued with our rewards system of using the school shop in 2017-18 but this does not seem to have been impactful for all year groups. In 2018-19, we are going to improve our rewards system by reintroducing praise postcards and making the rewards system more student-led; the school council will be asked what they want as a reward and we will use this as the basis for our system.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When do you plan to review implementation, and what do you want to have achieved by this point?	Summer 2018 Impact Review
PP pupils voice will remove barriers to learning enabling the group to make at least expected progress	PP Pupils from each year group will complete a Student Voice Survey.	'Student self- evaluation is recognised as a crucial part of schools on-going cycle of review and improvement planning. A self-evaluation summary is likely to be the most effective when it is concise and succinct, captures the key points and, where relevant, identifies sources of evidence' Ofsted	Outcome of survey will identify barriers to learning Appropriate action will take place to remove identified barriers	LCR/Y GPLs	£50	Milestone 1: 31/10/2017 All PP students take survey- Barriers to Learning Milestone 2: 31/12/2017 Outcome of survey distributed to appropriate staff (12-02-2018) Strategies implemented due to outcome of survey (sent to staff 20/02/2018) Milestone 3: 28/02/2018 Review of outcome of strategies Milestone 4: 30/04/2018 Continued review of outcome of strategies Milestone 5: 20/07/2018 Outcome of external and internal assessments examinations identify 'closing of the gap'	A survey happened and results were emailed to staff; this may have had some impact on narrowing the gaps lower down the school but it is difficult to triangulate this.
Total budgeted cost							£236,520
Planned Spend							£235,046.90