Woodrush High School
An Academy for Students Aged 11-18

Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Woodrush High School – An Academy for Students Aged 11-18				
Academic Year	2018/19	Total PP budget	£183, 260	Date of most recent PP Review	June 2016
Total number of pupils	1014	Number of pupils eligible for PP	196	Date for next internal review of this strategy	June 2019

2. Current attainment	Pupils eligible for PP (Unvalidated Results)	Pupils not eligible for PP (Unvalidated Results)
% achieving 9-4 EM (Basics) and 9-5 EM (Basics)	**46% / 25%**	71%/50% (
Progress 8 Score in English / Maths	-0.06/-0.64	-0.13/-0.29
Progress 8 score average	**-0.28**	-0.08
Attainment 8 score average	**40.38**	50.57
Ebacc Point Score	**3.52**	5.20

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	**Teaching, Learning & Assessment** – Ensure consistency of Quality First teaching across all groups of students so that all teaching meets the expected standard through time.
B.	**Attitudes to Learning –** All PP students need to display a positive attitude to their learning; to show positive behaviour, interest and enthusiasm that enable them to achieve in line with all students.
C.	**Literacy and Numeracy Skills** – PP Students who enter the school tend to have a lower KS2 prior reading attainment and reading age as many of their peers. There is a need to close the gap in attainment between PP and Non-PP students in English and Maths.

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

D.	**Attendance and punctuality of FSM students** – The attendance rate of PP students is approximately 2% lower than all students in school and has been at that level for the last three years.
E.	**Parental Engagement** - The Parents of some PP students are not as engaged or involved in their child's education as other PP students and other students within the school.

4.	Desired outcomes *(desired outcomes and how they will be measured)*	Success criteria
A.	High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	• Quality First teaching ensures that 95% of lesson observations meet the 'expected standard'. • All PP students are actively engaged in all lesson observations and are seen to be making the expected progress of all other students nationally. • The 'Best feedback' is seen in PP students work. All PP students are seen to be actively using PLC's within their work and strategies are in place to resolve 'gaps' in learning. Feedback is clear using WWW/EBI so that all students know how to improve their knowledge, understanding and skills. • Classwork is checked by the classroom teacher to ensure a high level of presentation, engagement and stretch and challenge of all students. • Staff will use their 'Gap Year' CPDL to support the prevention of underachievement across particular examination classes. • The use of 'Hattie' strategies will be evident within observation and QA across the school. • Staff will also have Raising Achievement Plans in place (RAPs) to support those students in their classes that are underachieving. • Students will have greater access to intervention support through form time and use of IT /Apps
B.	PP students maintain a positive attitude to learning throughout their time at the school	• There is no gap in student attitudes to learning between PP and non PP students in any year group at KS3. • In years 9 to 11 the gap between student attitudes to learning is reducing. • Year 10 will see a reduction in C3-C6 incidents and fewer students on form, HoY and BSP report. • Fewer students will have internal isolation through the year, so there is no gap in isolation of PP and Non PP students. • There is no significant difference between internal, fixed term and permanent exclusions of PP and non PP students within school.
C.	Literacy and Numeracy Skills are enhanced to ensure expected progress is met by all groups of students	• Outcomes in both English and Maths are seen to improve in all year groups especially examination groups in year 11 • All PP students will have a program of literacy and numeracy opportunities throughout each year group developed and delivered in form time • Students who are PP show greater progress in their reading ages / AR Scores, to ensure these students 'catch up' with other students in the year group.
D.	There is an increased attendance rate for all students eligible for PP	• There is no significant difference between the attendance rate of PP students and non PP students and that both rates are above national expectations to ensure they are in the top 50% of schools nationally. • Overall attendance of PP students is raised to 96% over the next two years.
E.	Parents of PP students support their child effectively in school through greater engagement with the school	• The percentage of Pupil Premium parents attending their child's parents evening increases year on year for that cohort of students to be more in line with non PP parents. • There are better and increased lines of communication between the school and PP parents

5. Planned expenditure	
Academic year	2018-19

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	When will you review implementation?
1. High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	1. Personalised CPD packages for Staff to support 'Gap Year Project' 2. New Curriculum Design across the school – modification of curriculum at KS3/KS4 to be engaging, relevant and enjoyable 3. Further Support and CPD with Feedback and the development of 'Live' PLC'S for students 4. Make PiXL Maths and English Lit APPS a sustainable feature of form time – increased time – and use of evidence within maths/English lessons 5. Small group teaching for Maths after School	1. The use of 'Hattie Research' and all staff completing their own 'Gap Year' CPDL. Seen as highly effective way to supporting PP students – Research based support - EEF Toolkit 2. Curriculum - widening the breadth through planned activities (D Wiliam) 3. Feedback to students – highly effective impact over 5+months progress (EEF Toolkit) 4. The use of online resources to support Monitoring in English and Maths by PL's - Maths and English PP progress is below national averages 5. One to one tutoring - "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress." (EEF Toolkit)	• Lesson Observation • Work Scrutiny • Learning Walks • Student Voice • Staff Voice	DDM / JYB / DEC	Half Termly
2. PP students maintain a positive attitude to learning throughout their time at the school	1. Fortnightly round table meetings of Headteacher, SENCo, Inclusion Asst Headteacher and Standards Assistant Headteacher – greater impact of monitoring and 'whole school' issues (Encompass - PWIC/Learning Support/Attendance Officer/HOYPL) 2. Introduction of Mental Health Lead to support students in need and CPD for all staff on Mental Health Illness and Awareness	1. Collaboration to ensure needs of all students is met and structure in place to meet needs 2. 1 in 10 children has a mental health illness – longer waiting times and lack of resources has meant many external agencies can support. Dec 2017 Green paper. 3. Buddy systems for students often supports students with low self-esteem / mental health illness 4. Attendance has a significant impact on student's outcomes twice as likely to get 5+ good GCSE's if above 95% (DfE Report March 2016)	• QA of data derived through outcomes, attendance and A2L of vulnerable learners • Mental Health Lead in Place – Monitoring and tracking of students at Risk • CPD for all staff regarding Mental Health Awareness • Gap reduced in attendance	DDM/MHB/ NIR/DEC/ AXS SEP/JEP	Fortnightly

	Actions	Rationale	Success Criteria	Lead	Review
	3. Introduce Mental Health Ambassadors in each year group 4. Attendance Form for both PP and Non-PP – KS3/KS4 forms 5. Intensive monitoring of PP A2L at all levels – development of training for role of form tutor/teacher and design of A2L ladder of referral for all staff 6. Personalised one to one mentoring for students most at risk of exclusion – train teaching staff mentors 7. Implement 'CHICKS' – nomination of students to go on a holiday camp for those most at need 8. External Adult Mentoring – 'Old School' – one to one mentoring and projects for most vulnerable students	5. Amendments to Behaviour policy - enable better monitoring and 'flagging' of students at an earlier stage - School-level behaviour approaches are often associated with improvements in attainment (EEF toolkit) 6. Prevention of reoffending for students - attitudes to school, attendance and behaviour can be improved through mentoring (EEF Toolkit) 7. Studies of adventure learning interventions consistently show positive benefits on academic learning (EEF Toolkit) 8. Attitudes to school, attendance and behaviour can be improved through mentoring (EEF Toolkit)	• There is no difference in A2L of PP and non-PP students • All students receiving small group intervention improve final grade by at least 1 grade • Greater opportunities for students across the school is evident • Comprehensive review of mentoring strategies		
3. Literacy and Numeracy Skills are enhanced to ensure expected progress is met by all groups of students	1. Continue extra English and Maths Lessons for c band students in new curriculum at KS3 2. Implement access to Learning Support for English / Maths tuition for students in option groups in years 9-11 3. Implement Literacy and Numeracy Co-ordinators across the curriculum 4. Form Time – Introduction of Literacy and Numeracy mornings across all year groups – including the use of PiXL Apps (Times tables/Vocab/Spelling and Group Reading) 5. Through New Curriculum Design – Develop the use of Oracy and Literacy across the curriculum 6. Continue Reading Approaches in Form time for lowest reading scores in Learning Support	1. Developing extended curriculum time for our most vulnerable learners which include many PP students. 2. Peer to Peer support and Adult Support – Highly effective (EEF toolkit) 3. Supports the implementation and sustainability of strategy 4. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes (EEF Toolkit) 5. Oral language interventions consistently show positive benefits. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF Toolkit) 6. See above 7. Accelerated Reader is effective for weaker readers as a catch-up intervention at the start of secondary school. (EEF Toolkit)	• Gap narrowed between C band students and other students – greater progress seen in C band • All students supported through extra Mats/English improve by at least 1 grade from starting point • Literacy and Numeracy co-ordinators in place – leading curriculum provision • Students have better and 'broader' knowledge of maths and English 'basics'	JYB / SYB / DDM / DEC	Half Termly

	7. Continue the use of Accelerated Reader for c band students and PP Students – Monthly Reporting of Data 8. Implement greater testing outside Accelerated Reader at KS3 to monitor Progress 9. Continue with Library Projects for PP students	8. Supports monitoring and progress of students 9. Ensure better accessibility to reading across the school - Research by the National Literacy Trust has shown that children who are eligible for free school meals are much less likely to own books of their own.	• Oracy planned for across the curriculum • Accelerated Reader information shows increased progress of c band students		

				Estimated Total Budgeted Cost	£40,000

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?
A. High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	1. Team Leaders and teachers identify underperforming PP students through use of RAPs in years 10 and 11 2. PP Target Group Students used by every teacher – students are known and strategies in place 3. Easter and Whitsun Revision School – targeted to individual students to individual subjects – delivery through Walking Talking Mocks 4. Form time Revision classes – HoF's have planned strategy for year 11 form time intervention to specific groups including PP	1. Support tracking of interventions for PP students, assess costs and report on impact. 2. Identification of student needs as a collective responsibility 3. Revision schools – specific small group intervention has been shown to have an average impact of 5 months gained (EEF Toolkit) 4. (see above)	• Students identified on RAPs show progress between each review point – 75% attain target grades	DDM / Team Leaders	Half Termly
B. PP students maintain a positive attitude to learning throughout their time at the school	1. Continuation of PP Project Coordinator Role – Old School and Transition Projects (summer school) 2. Centralise monitoring of students through Round Table Meetings – A2L / Outcomes /Attendance/SEND / SEMH 3. Introduce 'You are Awesome' initiative – Use of book to support	1. Improve Social and Emotional Learning - SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment (EEF Toolkit) 2. Reduce repeat internal exclusions and support the modification of their behaviour. Specialised external support for some of our most vulnerable students is needed early in	• Reduction in vulnerable students A2L conduct points • Reduction in PP student internal exclusions • Student engagement is better with selected students	SEP / JEP / DDM	Half Termly

			positive thinking and positivity for vulnerable students – growth mind-set	their secondary school life to reduce it manifesting into later school life		
				3. Change behaviour of students from can't do to can do		
C.	Literacy and Numeracy Skills are enhanced to ensure expected progress is met by all groups of students in English and Maths	1. Use of Maths and English Tutors to support most vulnerable learners – after school intervention 2. 'Bring your work' – after school support in IT suits for PP students to complete work – voluntary and referred 3. Drop Everything and Read in year 7 and 8 – with increased development, recording and follow up 4. Reading intervention within learning support (Breakfast Club) – small groups mornings 5. English and Maths Catch Up Intervention added to curriculum 'c band'	1. One to One mentoring can add up to 5 months of accelerated learning and progress (EEF toolkit) 2. Pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes (EEF Toolkit) 3. Reading for 20 minutes per day had relevance to the number of words a child is exposed to any academic year. 4. See above 3/4 5. Greater time given in 'c' band to develop skills in English and Maths to support them in KS4	• Homework club in place – students identified and attending – reduction in Homework Consequences • Increased numbers using Leaning Support for reading strategies • PP Gap for students entering 'Below Expected Standard' decreases to non-PP students	DDM / JYB / RLH / SYB /AXS	Half Termly
D.	There is an increased attendance rate for all students eligible for PP	1. Increased use of rewards to incentivise attendance with PP students 2. Trigger points identified with parents – consequences chart/parent book to be created and sent 3. Increased number of home visits and school/parent meetings at 'trigger points' - 92% 4. PP Parents attendance – 'first hour calling' 5. Removal of email and texting to report non-attendance 6. Travel Plans and bus passes available for students most at need	1-5 2011 - Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths. Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths – Seen a 2% difference year on year between PP and non PP at Woodrush High School past three years 6. Supporting accessibility to school for students living over 2 miles from school – some students at Woodrush High School not attending due to lack of accessibility	• Celebration within House Assemblies and Form Time • Letters /Parental Meetings take place at relevant points • All PP absences phoned in first hour each day – encourage attendance – Year on Year Gap reduced	DDM / JAD / Form Tutors / AHTs of Houses / Progress Leaders	Half Termly
E.	Parents of PP students support their child effectively in school	1. PP Parents invited to Pre-Parents Evening tutorials/presentations 2. Continue free books for PP children 3. Parents Evening attendance and	1. Bring parents into school to reinforce their impact on their child's learning and SEMH – Improve dialogue to parents 2. Reading comprehension approaches deliver	• Free Books purchased and distributed – use within Library	JYR / PLs / SEP / DDM	Autumn Term

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	half termly calls to all PP parents	an additional six months' progress (EEF Toolkit)	Sessions – QA		
through greater involvement and engagement with the school	4. Appointments made for all PP students by classroom teachers at Parents Evenings 5. Transition Projects to run in summer through PP Co-ordinator	3. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF Toolkit) 4. See above 5. As much as four additional months' progress can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers (EEF Toolkit)	• Increased attendance form PP Parents at parents evening – in line with non – PP • Students 'ready' for Woodrush – QA activities and progress within first term		

				Total budgeted cost	£70,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Outcomes in Maths and English for PP Students	1. Attendance at 'Strive for 5' PiXL conferences in Maths and English for all PP students in year 11 at 5+ grade boundary	1. Success of 2017-18 – 90% success rate of PP students who attended gaining grade 4 or 5	• QA follow up program – students outcomes	WMW/DEC	August 2019
Provision of Materials for practical subjects and for school life	1. All food/Materials paid for - Food & Nutrition, Art, Photography, PD and textiles courses 2. Purchase of maths materials for on desk boxes 3. Purchase of Revision guides for all subjects as needed and texts for English Lit and Lang courses 4. Purchase of PE kit for department	1. Needs of students to attain best outcomes in the subjects chosen for KS4 courses 2. Providing individual packs not worked – students voice 2016-17 so changed approach 3. Where purchased – subjects have improved outcomes (Science/History/English) 4. Increase participation – no difference between groups	• Monitored performance by Progress Leaders and Assistant Headteacher at each progress point • Use of SIMS interventions	DDM/DEC /HoF AWG SAC WMW JGM	Summer 2019
Ensure all PP students have the opportunity to participate in extracurricular activities	1. Financial support for school trips and overseas visits £15 or 20% of cost whichever greater up to Max of £100 2. Financial support for music lessons 3. Increased requests for funds to support any Extra-curricular activity	1. All students to have equal opportunity in all aspects of school life 2. Increased to £15 rather than £10 to minimise any cost 3. Support aspiration and school experiences	• Monitoring of all students' participation in extracurricular events • Governors reports	DDM/SNT/ SAC / DEA	Termly

Increase aspirational visits for PP students	1. Increase the variety of opportunities for PP students e.g. Russel Group University Visits 2. Take students to College open days – Identification of Vulnerable PP who may become NEET – 0% become NEET	1. Higher ability PP students need to have the same experiences and aspirations of all Higher attaining students 2. Increase life chances of vulnerable students	• Monitoring of all students' participation in extracurricular events • Report to governors	HoF/ Progress Leaders / SNT	Termly
Ensure all PP students are wearing the correct school uniform	1. Hardship fund set up for FSM students to receive 25% on school uniform (10% FSM Ever)	1. There is an identified need to support families in known hardship with the purchase of replacement uniform	• Monitoring of sanctions for PP students in incorrect uniform	MHB/ NIR /HoY	Summer 2019
Monitoring of uptake of FSM	1. Review whether students are eating and using their allocated FSM	1. Students having nutrition to support their learning	1. 90% of FSM meals are taken by students	DDM	Termly – evaluate impact Summer 2019
				Total budgeted cost	£25,000

6. Review of expenditure		

Previous Academic Year	2017-18	
Total PP Budget	**£181,390**	

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)	Cost
A - High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	1. Personalised CPDL program in place for all members of teaching staff at all levels of teaching career 2. Improve the quality of teaching and learning in English and Maths 3. One to one level/small group teaching and tutoring 4. Improve feedback to students in English and Maths that identifies clear areas of development for all students. 5. All PP students to be using PiXL maths and English Lit App 6. Have a strategic overview of the Examination entry for PP students in English Language and Literature.	• All staff fully engaged in Gap Year Project and showing positive outcomes from small scale intervention within classes • Quality of T&L has improved in both areas – including support from Christopher Whitehead LC to improve T&L in maths • 8 students received one to one tutoring from personal maths tutor – all responded well to intervention – All students internal progress assessment improved from Feb Half term – 6 Students achieved at least 1 grade higher – 2 of which attained 3 grades higher from starting point • High engagement with PiXL Maths for PP – 20 out of 31 using regularly in build up to summer examinations	• Sustaining yearlong projects to keep engagement at similar levels throughout • Attendance to after school tutoring needs to be monitored more effectively for one or two students • Use of Apps – check students access through phone – make use of IT rooms to support access in future – Ensure all PP students are engaged – used as a specific learning group to monitor more effectively	CPD - **TSA** Increased Maths & English Staffing - **£47, 466** Tutoring - **£6500** Apps - £50 GCSE Pod – **See below**
B - PP students maintain a positive attitude to learning throughout their time at the school	1. Further development of the new behaviour system and policy 2. Further develop the role of the PWIC for high quality restorative justice for students displaying poor A2L – including programs of intervention 3. Closer monitoring of A2L of PP students by Form Tutors and Heads of Year	• New consequences A2L system has reduced C3-C6 incidents across the school • There is still a significantly high number of students who have internal exclusions who are PP – This Also includes fixed term exclusions and permanent exclusions (Repeat offences) • Still significant number of PP students showing poor A2L – difference between each year group is however small – Non-PP Avg. 2.0, PP Avg. 2.1 • Monitoring of poor A2L much better through student planners and use of SIMS – increased students attending detentions	• Restorative justice needs to be prolonged and more sustainable over longer periods of time • The profile and significance of the form tutor will be supported through CPD into 2018-19 • There are still a significant number of PP students with poor A2L in specific year groups – greater support and quicker responses • Use of PWIC/MHL in Learning Support due to increased SEMH issues – change of role of support in this area - Mental Health in particular	PWIC- **£17,239** HOYPL Staffing - **£34, 328**

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	
C - Literacy and Numeracy Skills are enhanced to ensure expected progress is met in literacy by all groups of students	1. Use members of the community and sixth-from students on a weekly basis as mentors and as reading support during 'drop everything and read' 2. Implement Numeracy support program into Registration time for KS3 3. Accelerated Reading Programs are used across all students in years 7-8 4. Develop Library resources to ensure reading strategy intervention is supported 5. Phonics teaching across year 7 for most vulnerable students and staff training to support 6. Implement extra English Maths lessons into the curriculum to meet the needs of students with the lowest literacy and numeracy, so they receive 5 lessons per week opposed to 4.	• Community reading and paired reading within learning support has been successful – Supported students given positive feedback on trials and wish it to continue • Strategies with Students supporting reading has been less successful due to commitment of these students • English lessons seen to be effective with one c band group more than the other through outcomes in English • Year 7 C band outcomes have been lower than expected	• Community members to be used more in school and lessons supporting their 'Mentee' • Parents have also been targeted with two waves of contact encouraging them to sign up to Home Connect where they can monitor their child's reading and progress through AR – we would still like further involvement of families within this – look to parent / student reading next year • Making reading projects sustainable with effective tracking and monitoring • Introduction of reading with tutor in form time • C band support for AR to move into year 9	Project Lead - **£7,500** CPD Phonics - **£1100** Staffing above

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)	
A. High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	1. Centralised single system for monitoring PP Students through SIMS interventions 2. Bespoke plans and programmes of intervention are put in place for students in all years. 3. Use of Maths APP and English Lit App to support each PP student in year 11 4. Team Leaders and teachers identify underperforming PP students through use of RAPs 5. Easter and Whitsun Revision School – targeted to individual students to individual subjects 6. Form time Revision classes – removal of HoF from being form teachers to deliver bespoke revision intervention	• SIMS interventions and monitoring working well at HOYPL level • Further training needed for all tutors and teachers to make additional notes more secure • Team Leaders to ensure all evidence is recorded to enable them to monitor small group interventions more clearly • Apps have high initial impact – over 100 students engaged with Maths App • Difficult to measure Revision school impact specifically by student and subject – remodelled this year to focus on Walking Talking Mocks • All HoF ran revision support in form time – greater impact around exam periods	• Further training needed and reminders for staff t input in monitoring process • Greater Time needed for PL to implement plans effectively – all PP students are receiving a broad programme of support and this is individualised – Intention in 2018-19 is to produce plans for most vulnerable PP students for staff to access for support and strategies • Apps launched earlier in school year for better use – Maths department to engage more with now using maths class codes in APPS • Greater use of rewards to incentivise students • Revision schools not attracting students we would like to work with – greater focus on after school intervention rather than holiday	APPS - **£3200**

			schools in 2018-19 • HoF to be able to accurately report on intervention successes by child through better use of SIMS interventions	
B. PP students maintain a positive attitude to learning throughout their time at the school	1. Introduction of PP Project Coordinator Role – Adult mentoring scheme to support vulnerable students and personal attitudes to their learning 2. High Quality Provision of Support by Personal Welfare Intervention Co-ordinator 3. Use of external agencies to support SEMH issues	• 8 community members recruited and sustained program – great response from both mentees and mentors identifying benefits of support • PWIC – Large number of interventions carried out to support students across a range of needs Academic/behaviour and SEMH • More CAMHS referrals made throughout the year • Reduction in students missing school especially in year 11 • Students receiving support gaining good outcomes and going on to post 16 education at Woodrush and other centres	• Bring PWIC role under learning support 'umbrella' for greater support that are sharing similar agencies – role to focus on Mental Health moving forward	Costs for PWIC and PP project Co-ordinator **£3400**
C. Literacy and Numeracy Skills are enhanced to ensure expected progress is met in literacy by all groups of students	1. Develop and implement a support package for disadvantaged students to raise their attainment in English and Maths 2. Use of Maths and English Tutors to support most vulnerable learners 3. Development of yearly programs of literacy support in conjunction with library 4. Drop Everything and Read in year 7 and 8 5. Reading intervention within learning support 6. English and Maths Catch Up Intervention added to curriculum	• Maths Tutor used for students in option subjects - 6 students improved on grades from starting point by at least 1 grade – 2 not increasing attendance issues • English staff used to support students through maternity time in summer – all students attained 4+ or 5+ target group • Reading intervention supports confidence of students in band c of year 7 and 8 • Extra lesson for year 7 students – impact less than anticipated	• Need to look at impact of DEAR through either AR or other means – RLH/CEC to investigate • What is impact of extra hour in English – evaluate use of library for literacy hour and its impact - RLH	AR - **£3200** Library Resources **£200**
D. There is an increased attendance rate for all students eligible for PP	1. Attendance Form for PP Students of less than 90% 2. Bus passes given to students to use Green Bus Company (Swift Passes) 3. First day calling for all PP students by form tutors or PP form tutor	• 72% success rate of all students in form • All students in receipt of bus passes attendance improved as a result of receiving one – 5 students in 2017-18 plus 2 temporary to support change in accommodation	• Later cohorts had less impact as time to improve made improvements difficult • Some students there are too many external Factors impacting on attendance – need to look at 'round table' approach to support these students • Tutors not having the time to speak to parents – need to look at accessibility to do this	Summer school **£1000**

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)	
E. Parents of PP students support their child effectively in school through greater involvement and engagement with the school	1. Read with child events in the library – link to free books for PP children 2. All PP parents called in weeks leading to Parents evening and day before – Progress leaders to meet alternative venue or home visit if needed 3. Appointments made for all PP students by classroom teachers 4. All PP students' parents/carers called each half term to support updates 5. Transition Projects to run in summer involving year 6 parents from feeder primary schools	• Parents involved in small group work through library • All parents spoken to by each year PL before PE – if they are unable to attend a verbal progress report was given • Summer school again took place with highest numbers – parental involvement	• Generating numbers still proves hard – minimal numbers wanting to take part • Some parents reluctant or refuse to engage or support interventions for their child – look to use family liaison officers in learning support rather than PL's	

	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)	
Improved Outcomes in Maths and English for PP Students	1. Attendance at High 5 PiXL conference for all PP students at 5 Grade boundary for Basics measure	• English PP better than Non-PP • Maths PP improved on 2017 outcomes in attainment and progress	• Maths needs greater support for PP students – more to receive tutoring as part of their individual programmes	**£750**
Provision of Materials for practical subjects and for school life	1. All food/Materials paid for - Food & Nutrition, Art, Photography, PD and textiles courses 2. Purchase of maths materials for on desk boxes 3. Purchase of Revision guides for all subjects as needed	• Materials essential for students • Increased participation of PP students in PE and Food – fewer students opting out • Revision guides used within lessons by staff – seen through QA – Science outcomes excellent through continual use and BYOB (Bring your own book) strategy	• Budget set up for Food so they can purchase items with greater ease to support T&L • Support other department slinking CGP books to curriculum and revision support	Fixed Costs **£1835** PE Kits - **£300** Maths **£200** Revision Guides **£875**
Ensure all PP students have the opportunity to participate in extracurricular activities	1. Financial support for school trips and overseas visits 2. Financial support for music lessons 3. HoF make requests for funds to support any Extra-curricular activity	• Greater participation from PP students than ever before • 3 Students on Ski trip / 2 Berlin etc	• Increased minimum to reduce very small payments – i.e. payment covered for less than £15 • Ensure all parents aware of trips/visits/activities through Parent Pay	**£1248** See above
Increase aspirational visits for PP students	1. Increase the variety of opportunities for PP students e.g. Russel Group University Visits	• Trips taken place for 20+ students	• Greater depth of follow up through year 11 regarding post 6 choices	See above
Ensure all PP students	1. Heads of Year to make requests for	• All PP uniform issues addressed	• Review costs to FSM and FSM Ever 6	**£293**

are wearing the correct school uniform	funding for uniform	• Reduction in Uniform A2L conduct points	students and also look at hardship fund and parental access	
				£130, 634
			FSM	**£51,282**
				£181, 916