

<p>Key Objectives – Pupil Premium</p> <p>To improve aspirations of Pupil Premium students so that destination data is that no PUPIL PREMIUM students are NEET and that they attend a post-16 course in line with their academic expectations</p> <p>We identified the 6 key objectives as:-</p> <p>To research best practice for intervening with Pupil Premium Students and ensure the information is communicated regularly to staff. (RADY) (EEF).</p> <p>To use the whole school tracking data to identify ‘at risk’ students at KS4 and ensure all individual Pupil Premium students receive the necessary support and challenge they require</p> <p>To use the data available via the Personal, Development and Welfare Faculty to identify ‘at risk’ students in KS3 and they receive the necessary support and challenge they require.</p> <p>To ensure IAG is effective and accessible for all Pupil Premium students by prioritising the provision of PUPIL PREMIUM students with the careers service.</p> <p>To provide the Pupil Premium students with a range of enrichment opportunities (for example, university days, support for students on overseas trips and cultural trips.</p> <p>To improve the attendance of Pupil Premium students by investigating reasons for non-attendance and putting in place support to counter act the non-attendance.</p> <p>To ensure that intervention groups are regularly evaluated so that impact can be evidenced.</p>		
<p>Final Success Criteria</p> <p>At least 95% of disadvantaged students stay in education or enter employment after KS4.</p> <p>Attendance of Pupil Premium students is at least 95%.</p> <p>Progress 8 for Pupil Premium to be a significant improvement of 2019 which was -0.89, to be at the very least the third quintile</p>		
<p>Key Objective number 1: To research best practice for intervening with PUPIL PREMIUM Students and ensure the information is communicated regularly to staff. (RADY) (EEF)</p>		
Intended Actions	Responsible	Success Criteria
To attend RADY conferences each half term	Pupil Premium Leader	Pupil Premium Leader to run opt-in CPD sessions Pupil Premium to be added to the new staff induction rota. Pupil Premium research is shared via the Bulletin and Staff Briefings PUPIL PREMIUM research is used at the TLC for all staff
To ensure Pupil Premium students receive Quality First Teaching by researching best practice of in-class intervention	AHT i/c Pupil Premium	Whole school CPD takes place to ensure all staff are trained on quality in-class intervention. This includes effective questioning, feedback, use of memory and effective revision techniques based upon PiXL re-visit strategies.
		Weekly reminders are communicated via the bulletin and staff briefing.
		Pupil Premium are evidenced on seating plans which are scrutinised during Learning Walks and no hands up is witnessed evidencing that Pupil Premium students are a focus.
		During homework monitoring evidence is found of task based revision begin set for Y10 & Y11 students.

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		Evidence is sought that the task based revision is checked for completion.
Ensure that the Faculty specific feedback policies are embedded.	AHT i/c Pupil Premium	Learning Walks conducted by the AHT will triangulate the information from Faculty feedback policies and students’ assessments, homework and class books.
Key Objective number 2: To use the whole school tracking data to identify ‘at risk’ students at KS4 and ensure all individual Pupil Premium students receive the necessary support and challenge they require		
Intended Actions	Responsible	Success Criteria
At each data point in year 10 & year 11 academic data alongside attendance and B4L data is analysed carefully to ensure underperforming students are identified, and the data is being acted upon.	AHT i/c Pupil Premium	All HOFs are aware of the progress of Pupil Premium students and the reasons behind underperformance. This is clearly communicated during Learning Walks via data sheets and student progress. HOFs provide lists to Pupil Premium Lead to purchase resources to support the learning of Pupil Premium students, for revision purposes and completing Controlled Assessment activities.
To ensure the Pupil Premium Leader uses the information gained at data collection points to decide upon the most effective intervention activities based upon EEF guidance.	Pupil Premium Lead	Pupil Premium Leader has identified individual needs and ensures support is provided ie. One-to-one organisational sessions, Exam busting group sessions, Talk about Teens group sessions.
		Pupil Premium Lead completes their own analysis on both December and March results to identify strengths and weaknesses. In liaison with the AHT i/c Pupil Premium, to ensure that teachers are

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		checking students are completing task based revision, students are routinely being asked questions as evidenced by Learning Walks.
Pupil Premium Lead to develop a series of one-to-one sessions that take place with individual Pupil Premium students so that they become able to self-regulate their personal revision and organisation	Pupil Premium Lead	Students receive the one-to-one sessions and Pupil Voice indicates that they feel there is an improvement to their focus in terms of organisation/revision strategies and coping mechanisms.
To identify ‘at risk’ Pupil Premium students in all years and ensure there is named support dependent on a student’s individual need eg. behaviour and homework completion	The Personal, Development and Welfare Team	Pupil Premium students are routinely identified by Pastoral Leaders so that behaviour and attendance interventions are put into place. At House Standards meetings it is evident that House Heads know their Pupil Premium students and have communicated with the Pupil Premium Lead where the hard to reach families and students need support.
		Attendance for individual Pupil Premium students improves. Behaviour Incidents for Pupil Premium students reduce. Detentions for lack of homework for Pupil Premium students reduce. Fully embed the tracker so that ongoing evaluations can take place.
Key Objective number 3: To use the data available via the Personal, Development and Welfare Faculty to identify ‘at risk’ students in KS3 and they receive the necessary support and challenge they require.		
Intended Actions	Responsible	Success Criteria
To identify ‘at risk’ students in all years and ensure there is named support dependent on a student’s individual need eg. behaviour and homework completion.	The Personal, Development and Welfare Team,	Pupil Premium students are routinely identified by Pastoral Leaders and behaviour and homework interventions are put into place.

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	including the Pupil Premium Lead	The Pupil Premium Lead runs an after school homework club specifically for Pupil Premium students across all years. At House Standards meetings House Heads know their Pupil Premium students and have communicated with the Pupil Premium Lead where hard to reach families need support.
		Behaviour Incidents for Pupil Premium students reduce Detentions for lack of homework for Pupil Premium students reduce. Fully embed the tracker so that ongoing evaluations can take place.
Key Objective number 4: To ensure IAG is effective and accessible for all Pupil Premium students by prioritising the provision of Pupil Premium students with the careers service.		
To ensure that Pupil Premium students make informed decisions for post-16 and post-18 options.	IAG Lead	All Pupil Premium students are prioritised with the Careers Service.
To ensure that the cost of university is demystified for Pupil Premium students	IAG Lead with Pupil Premium Lead	Russell Group university visits are arranged so that High and Mid prior attaining students attend at least one visit. A full evaluation takes place regarding the students’ impression of university before and after the visit.
		A university visit takes place for all Pupil Premium students in year 10 no matter their prior attainment. Again a full evaluation will take place.
		A series of follow meetings take place to ensure that Pupil Premium students have a full knowledge of

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		University funding and loans so that they are not put off by finance. A series of follow meetings take place so that Pupil Premium students know how to use Unifrog to search for the best courses.
Use the Gatsby measure to evaluate current practice for Careers Education and identify gaps in IAG education.	IAG Lead	A plan for IAG is in existence which enables Pupil Premium Lead to inform Pupil Premium students regarding planned activities. Full co-ordination of activities led by Careers Lead and Scholars Lead.
Ensure the strategy for IAG education is embedded which prioritises Pupil Premium students and that ensures Pupil Premium can inform Pupil Premium students of activities.	IAG Lead	Dialogue takes place between Pupil Premium Lead & their students regarding the Careers programme. Pupil Premium students make informed decisions regarding their future.
Key Objective number 5: To provide the Pupil Premium students with a range of enrichment opportunities (for example, university days, support for students on overseas trips and cultural trips.		
Intended Actions	Responsible	Success Criteria
To make a commitment to provide a cultural experience that is for PUPIL PREMIUM students only.	AHT i/c Pupil Premium	The range of enrichment activities increases with more Pupil Premium taking part. Pupil Premium take part in a cultural experience carefully planned using student voice. Evaluations take place to measure the impact on the Enrichment visits on the Pupil Premium students’ outlook.
To ensure that Pupil Premium students do not feel disadvantaged and take part in enrichment activities.	AHT i/c Pupil Premium	Pupil Premium Leaders meet with Pupil Premium students before a trip/visit is advertised to ensure that they receive the necessary information regarding the

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		Endowment Fund and Pupil Premium fund to pay for or contribute to visits.
Key Objective number 6: To improve the attendance of Pupil Premium students by investigating reasons for non-attendance and putting in place support to counter act the non-attendance.		
Intended Actions	Responsible	Success Criteria
To liaise with the attendance to identify Pupil Premium students who are ‘at risk’ of having an attendance of 95% or less at the end of the academic year.	Pupil Premium Lead	Individuals attend attendance workshop sessions and as a result attendance improves. Pupil Premium Lead contacts the parents’ of Pupil Premium students with low attendance to invite them in for a meeting regarding the importance of good attendance in liaison with the HH i/c of attendance. Pupil Premium attendance improves.
To ensure that Pupil Premium students are well ‘ready to learn’ when they are in school.	Pupil Premium Lead	To continually evaluate breakfast club to see whether it is having the desired effect on attendance. To ensure any issues with equipment, uniform is solved quickly so that it does not negatively affect behaviour and attitude to learn in the classroom.
Key Objective number 7: To ensure that intervention groups are regularly evaluated so that impact can be evidenced.		
To ensure that all interventions are regularly evaluated to check impact	AHT i/c Pupil Premium	Research methods for ongoing evaluation of intervention groups.
		In conjunction with intervention group lead a success criteria is identified for each group. The success criteria must be able to be evaluated throughout the year.
		Complete evaluation and feedback to relevant staff and act upon evaluations either positive or negative.

