

Key Objectives – Pupil Premium

To ensure that the Progress 8 of Pupil Premium students' attainment improves from 2017 and that the gap is narrowed between Pupil Premium and non-Pupil Premium students

We identified the 6 key objectives as:-

To raise the attainment of Pupil Premium by raising the profile of Pupil Premium students

To raise the attainment of Pupil Premium by ensuring that gaps in learning are filled in individual subject areas

To raise the attainment of Pupil Premium by ensuring that the Pastoral Faculty provides exceptional support and intervention for Pupil Premium students

To raise the aspirations of Pupil Premium by ensuring that Information, Advice and Guidance is effective

To raise the attainment and ambition of Pupil Premium by ensuring the range of enrichment opportunities increases

To raise the attainment of Pupil Premium by ensuring that whole school interventions are routinely evaluated and improved upon

Evaluation of 2017-18 (2016-17 in brackets)

Overall Progress 8 -0.20 (-0.40)

English element -0.16 (-0.20)

Maths element -0.11(-0.1)

EBACC element -0.44 (-0.40)

Open element -0.20 (-0.90)

2016-2017 97% disadvantaged were in sustained education post -16.
50% disadvantaged entered HE against 31% nationally

Case Studies

Current students

Y8 – Pupil Premium and low prior attainment from primary school. Dyslexic and below expected progress in numeracy and literacy. Placed in Literacy Immersion Group and will continue to receive additional literacy support to continue to improve reading and comprehension skills. Literacy has improved both chronologically and in comparison to peer group. On target in all subjects at the end of Year 7.

Y9 – Pupil premium and low prior attainment from primary school. Looked after child. Dyslexic and below expected progress in numeracy and literacy. Made excellent progress in Literacy Immersion group during years 7 & 8. Moved up sets in English and all Humanities lessons. Has started attending MFL lessons at start of Year 9. On or above target in all subjects at the end of Year 8.

Y10 –Pupil premium and low prior attainment from primary school in literacy and dyslexic. Has had weekly dyslexia support throughout Key Stage 3 and has improved all aspects of literacy both chronologically and in comparison with peer group. On or above target in all subjects, including excellent progress in Science, at the end of Year 9.

Y11 – Pupil Premium and below expected level of attainment in literacy at the end of primary school. Made excellent progress in Literacy Immersion group during years 7, 8 & 9. All aspects of literacy improved both chronologically and in comparison to peer group. Currently on target in all GCSE subjects and significantly above target in Science and History.

Last year's cohort Case Studies

Pupil Premium – he was mentored by a Pupil Premium Champion. He struggled early in year 11 to keep up with the work and was particularly stressed about developing memory. He had several 1-1 sessions in which work was prioritised and looked at general organization. This had a significant impact on the student; he is now studying in the Sixth Form. Mid-prior attainment, achieved over his expected attainment 8.

Pupil premium - the student struggled with mental health issues and would find it difficult to see through problems and pitfalls. It had become obvious during the pre-public exams the workload and stress was having a negative impact on her. The Pastoral Team, in conjunction with parents, helped the student develop coping strategies that the student employed at times of stress. This had a positive impact in on the student as she was able to complete all her examinations with no issues. Mid/high-prior attainment, achieved over her expected attainment 8.

Strategies highlighted green completed and ongoing

Strategies highlighted yellow started but not completed and ongoing

Strategies highlighted red not started but on 2018-2019 plan.

Strategy	Responsible	Success Criteria
Research best practice for intervening with Pupil Premium students and ensure it is shared at the PP meetings	AHT i/c PP	<p>Research is routinely shared at PP meetings</p> <p>PP research is shared at assessment and data meetings</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • There were 4 Pupil Premium meetings throughout the year which focused upon EEF research. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • PPM will conduct two CPD meetings based on strategies for PP students
Instigate and lead the Pupil Premium meeting, set tasks for Faculty meetings to ensure PP follow up takes place at faculty level.	AHT i/c PP	<p>All HOFs are aware of the progress of Pupil Premium students and the Pupil Premium audit is completed.</p> <p>HOFs provide lists to AHT i/c PP to purchase resources to support the learning of Pupil Premium students for revision purposes and completing Controlled Assessment activities</p> <p>Research is shared at data meetings with HOFs regarding quality feedback that encourages repetitive practice in areas of weakness, positive relationships based on effective behaviour management and high expectations.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Nearly £2,000 was spent on revision materials for Y11 PP students <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Ensure this continues for 2018-19
Data meetings with AHT i/c PP will check the progress of Pupil Premium students	AHT i/c PP DHT i/c T&L	<p>During Faculty Review feedback sessions observers report that teachers know the needs of PP students they teach and are responding to issues/gaps in learning.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • During lesson observations feedback teachers were able to identify PP students and their individual needs. This <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Check that during Learning Walks that PP students are referred to on datasheets and during CPD observations that PP students are

		identified and teachers are aware of any reasons behind learning gaps.
To review the role of the Pupil Premium Champion and their impact	AHT i/c PP	<p>Pupil Premium Champions work with students directly, notes on the portal evidence this has taken place</p> <p>Pupil Premium Champions have identified individual needs and ensure support is provided ie. before school breakfast club, after school study sessions</p> <p>Pupil Premium students feel a sense of belonging when student voice takes place.</p> <p>Pupil Premium students become more independent from Y7 upwards, completion rate for homework increases, homework detentions and the number of BCs decrease</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • PPC evidenced positive impact of role with a range of individuals (see case studies). <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Embed the role of Pupil Premium Leader.
To ensure that the individual needs of students are specifically tailored for from Y7 through to Y13.	HOFs	<p>During lesson observations and feedback sessions individual class teachers identify the progress of Pupil Premium students and how to fill any gaps in their learning.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • During data meetings HOFs were able to discuss the progress of PP students within classes. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Ensure this continues with a clear focus on all years.
Research best practice of revision strategies; introduce 5 areas of consolidation.	AHT i/c PP	<p>Students are set independent study tasks based upon the 5 areas of consolidation.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • This did take place but more student voice needs to take place to check the use and impact. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Pupil Premium Leader has developed a meta cognition course specifically for Y10 & Y11 PP students.

<p>Provide effective CPD for staff so that they can diagnostically identify gaps in learning and subsequently fill them.</p>	<p>AHT i/c PP</p>	<p>Ensure that all faculties are moving towards exemplary on the Assessment matrix CPD sessions are on Office 365 Evidence of teachers setting learning tasks are set on the Gateway. Summary of actions 2017-18</p> <ul style="list-style-type: none"> • CPD took place which included all subject leaders and more bespoke. • All subjects made progress from relative starting points. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Lead teachers have the overall responsibility of assessment within faculty areas to ensure at ¾ of all subjects are working at 'towards exemplary' by the end of this academic year.
<p>Share 5 areas of consolidation at Y11 assemblies and with teaching staff at Pupil Premium meetings.</p>	<p>AHT i/c PP</p>	<p>Assemblies are on Office 365 – when pupil voice takes place students report they are routinely using the strategies. Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Continued CPD to take place regarding inter-leaving
<p>PPC to coach PP students using the 5 areas of consolidation.</p>	<p>AHT i/c PP</p>	<p>At PP meetings, where PPC and AHT i/c PP attend, advice is shared PPC identify using the 5 areas of consolidation and where the strategies have proven to be successful. Pupil voice reports that consolidation activities are routinely set. Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Y11 Pupil Voice proved positive, however, further Pupil Voice needs to take place.
<p>Research best practice of effective marking, feedback and responding to feedback.</p>	<p>Teaching & Learning Team</p>	<p>Research is shared at Teaching and Learning team meetings. Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Embedding of Faculty based policies to take place led by Lead Teachers within faculties.

<p>Produce a best practice sheet of methods of providing effective feedback to be circulated to all teaching staff.</p>	<p>Teaching & Learning Team</p>	<p>During faculty review methods of marking and feedback is discussed in the feedback sessions, best practice is collated and shared.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Each Faculty area has a bespoke Feedback policy <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • Embedding of Feedback policy to be part of faculty based Quality Assurance
<p>To track Pupil Premium allows for identification of under performance, low attendance and poor behaviour.</p>	<p>The Progress Team</p>	<p>Progress Team trackers identify individual PP students under-performance and PP Champions conduct a plan-do-review.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Plan-do-review was implemented by PPCs and evaluated as the academic year progressed. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • A much improved tracking system has been developed that is to be shared with Pupil Premium Leader in the first instance before full roll out.
<p>To identify 'at risk' students in all years and ensure there is named support dependent on a student's individual need eg. attendance, behaviour, academic performance.</p>	<p>The Progress Team</p>	<p>Plan-do-review strategies are discussed at link meetings with AHT i/c PP & AHT i/c of Pastoral</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • The implementation of the tracking system which encompasses behaviour, attendance and progress will lead to a more precision of identification and planning of interventions.
<p>To ensure that students take personal responsibility for their actions.</p>	<p>SENCO</p>	<p>Use the Boxall profile with students who have behavioural difficulties to identify strategies.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> • Has not taken place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> • To be actioned.
<p>To ensure that PPC are the first port of call for Pupil Premium students and that the PPC call upon support as necessary.</p>	<p>AHT i/c PP</p>	<p>Attendance for individuals improves Behaviour Incidents for Pupil Premium students reduce Detentions for lack of homework for Pupil Premium students reduce.</p> <p>Summary of actions 2017-18</p>

		<ul style="list-style-type: none"> Has taken place but again the improved tracking system will aid this <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> Fully embed the tracker so that ongoing evaluations can take place.
To ensure that Pupil Premium students make informed decisions for post-16 and post-18 options.	IAG co-ordinator	<p>All Pupil Premium students are prioritised with the Careers Service.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> To take place again as Analyse School Performance shows positive impact
Use the Gatsby measure to evaluate current practice for Careers Education and identify gaps in IAG education.	IAG co-ordinator	<p>A plan for IAG is in existence which enables PPC to inform PP students regarding planned activities.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Planning took place with Local Enterprise Lead <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> Full co-ordination of activities led by Careers Lead and Scholars Lead.
Develop a clear strategy for IAG education which prioritises PP students and that ensures PPC can inform PP students of activities.	IAG co-ordinator	<p>Dialogue takes place between PPC & their students regarding the Careers programme.</p> <p>Pupil Premium students make informed decisions regarding their future.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> Further pro-active meetings to take place so that Pupil Premium Lead has a full overview for the year.
To ensure that Pupil Premium students do not feel disadvantaged and take part in enrichment activities.	AHT i/c PP	<p>Pupil Premium Champions meet with Pupil Premium students before a trip/visit is advertised to ensure that they receive the necessary information regarding the Endowment Fund and Pupil Premium fund to pay for or contribute to visits.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Took place, £1,700 of PP funding contributed to various trips and visits. No PP student missed an enrichment activity due to funding. <p>Further actions for 2018-19</p>

		<ul style="list-style-type: none"> To continue
To make a commitment to provide a cultural experience that is for PP students only.	AHT i/c PP	<p>The range of enrichment activities increases with more Pupil Premium taking part. PP take part in a cultural experience carefully planned using student voice.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Y8 & Y10 went on a visit, Y8 Liverpool and Y10 London. During the visits students reported eye opening. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> To be repeated.
To ensure that prior to a second or third wave intervention takes place, short success criteria are set that can be evaluated.	AHT i/c PP	<p>Discussions take place regarding the progress of PP students in English and Maths.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Data meetings took place regarding progress of PP students. <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> To continue.
To evaluate literacy and numeracy programmes to ensure that they are still fit for purpose.	LT in English and Maths SENCO	<p>SENCO to check the impact of literacy and numeracy interventions. Evaluations are shared with AHT i/c PP at link meetings.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> To continue
To evaluate the impact of the literacy and numeracy interventions on the progress of individuals in English and Maths.	LT in English and Maths SENCO	<p>HOFs/LTs in English & Maths to check the impact of literacy and numeracy interventions shared with AHT i/c PP at link meetings.</p> <p>Summary of actions 2017-18</p> <ul style="list-style-type: none"> Took place <p>Further actions for 2018-19</p> <ul style="list-style-type: none"> To continue

