



Plan of PPF Spending by item 2018-2019

We identified the following key barriers for our Pupil premium students and we are focusing our spending on helping our students to overcome these barriers.

	Barriers to learning	Desired outcome	How will impact be measured
Wave 1 To enhance quality first teaching provision across the school Total Budget Allocated: £20,000	A. Staff awareness of the PP students and the profile of these students.	Staff are able to identify the PP students within their classes and show planning for progress for these students during the QA cycle,	Whole school QA data.
	B. The effectiveness of the feedback that students receive to enable them to make progress.	To increase the % of students receiving high quality feedback.	Whole school QA data.
	C. Behaviour/behaviour for learning in lessons hindering the progress made by students.	Behaviour points of a cohort of PP students to decrease from last year.	Reduced behaviour points in particular exits from lessons and time in isolation.
Wave 2 To repair any 'learning gaps' Total Budget Allocated: £20,000	D. Progress is affected by pupils having weak literacy skills, in particular vocabulary and inference.	Improved literacy skills and reading ages.	Standardised literacy testing and reading ages of identified students increasing.
	E. Lack of progress and engagement of some SEND students eligible for PP preventing progress being made.	Improved progress of PP SEND students.	Whole school data, SENCO reports.
Wave 3 To remove additional barriers to learning (pupils/community/school) Total Budget Allocated: £196,555	F. Pupils have a lack of aspiration due to reduced opportunities and support to access enrichment opportunities.	Increase the uptake in enrichment activities for PP students and improve their aspirations.	Attendance at extracurricular/aspirational activities will be monitored and student voice.
	G. Attendance issues with a cohort of PP students	Improve attendance of PP students	Pupil attendance data monitored by attendance clerk and whole school priority.
	H. Lack of parental engagement	Improve parental engagement	Parent voice.
	I. Lack of emotional well being	Ensure students are supported to develop emotional literacy skills.	Pastoral data



Identified barrier to learning.	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?
Wave 1 To enhance quality first teaching provision across the school	<p>A. To raise staff awareness and understanding of the PP students that they teach.</p>	<p>Staff will be able to access information on all PP students and will take account of this in their planning, teaching and assessing.</p> <p>100% of lessons are either good or outstanding – use of a robust QA programme.</p> <p>100% of new staff and ITT students take part in a new staff induction programme.</p> <p>PP updates to all staff during briefings.</p>	<p>The Sutton trust report (EEF toolkit) shows the significant effect that high quality teaching has for disadvantaged students.</p> <p>John Dunford's 'Using the Pupil Premium Effectively' states 'Keep your focus relentlessly on the quality of teaching and learning.'</p>	<p>Evidence from the QA cycle – HOD/LMs</p> <p>The new staff and ITT induction programme has a PP training session.</p>	<p>HMV KKE AGR KST</p>	<p>Throughout the QA cycle. We intend to deepen our CPD training 2018-2019 to focus on the progress across all key stages.</p>



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	<p>A. An increased focus on how staff use internal data to track the performance of PP students.</p>	<p>All staff track and monitor PP progress and use to plan lessons. HODs and HOSs track and monitor PPs progress.</p>	<p>Ofsted Pupil Premium Report of 2014 highlighted that proper monitoring of disadvantaged students involves looking at a wide range of data in order to check with approaches are working.</p>	<p>Data manager provides data for staff to use to aid them in the teaching and learning of these students. Data conversations at progress meetings. Pupil premium coordinator to create intervention action plans with departments for under achieving PP students.</p>	<p>Data manger HODs KST</p>	<p>After each data collection.</p>
	<p>B. An increase in the % of students who are receiving high quality feedback</p>	<p>Whole school CPD on effective methods of giving feedback. New feedback and assessment policy.</p>	<p>The EEF toolkit shows the high impact (+8 months) of high quality feedback.</p>	<p>QA documents. Student voice.</p>	<p>HMV KST HODS</p>	<p>Throughout the QA cycle.</p>
	<p>C. A decrease in the % of students exited from lessons and create a positive climate within classrooms.</p>	<p>CPD for all staff on positive behaviour management techniques by external agencies (Jason Bangbala) Behaviour mentoring programme.</p>	<p>We have identified positive culture as one of our school priorities and part of this is to embed behaviour management strategies that create a positive</p>	<p>Evidence from the behaviour reports – number of behaviour points.</p>	<p>HOS NCO PSM</p>	<p>Throughout the year.</p>



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		Adapted behaviour management protocol.	climate within the classroom. We have identified behaviour as an in school barrier to progress.			
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Wave 2 Learning Interventions.	<p>D. To improve progress in literacy for PP students so that they make progress in their literacy and inference skills.</p>	<p>SEN will withdraw students from non-core subjects to do additional literacy in the learning HUB. Handwriting and reading support will be provided by TAs during registrations.</p>	<p>We have identified literacy as an in school barrier to progress.</p>	<p>SENCO department will analyse the impact this is having and the progress the students are making.</p>	<p>SENCO English Department</p>	<p>English department and SENCO analyse data throughout the year.</p>
	<p>D. To increase progress and engagement of PP pupils whose reading ability is identified as below chronological age.</p>	<p>The English department will identify PP Boys and they will take part in the Premier League Reading Stars (PLRS) intervention. This is for targeted pupils who are underachieving in reading or are not motivated to read. The programme gives children the opportunity to practise their reading skills, including reading for enjoyment,</p>	<p>The English department has identified a lack of engagement by boys in reading.</p>	<p>Impact report from the English department who will monitor the progress of this cohort of PP students following the 12 week programme.</p>		



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		comprehension and inference, using football-related resources and texts.				
	<p>E. Lack of progress and engagement of some SEND students eligible for PP preventing progress being made.</p> <p>E. PP/SEN students who require targeted support and intervention are quickly identified in order to enable students to make progress.</p> <p>E. Increase in staff awareness of PP SEN students and the needs of these students.</p>	<p>A small cohort of PP students will take part in the ASDAN project.</p> <p>Students will be identified early through previous data, teacher referrals and testing carried out by the SENCO department.</p> <p>Student at a glance sheets available for all staff to access.</p>	<p>We have identified this as an in-school barrier.</p>	<p>The data from the projects that the students take part in and feedback from the TAs who are running ASDAN.</p> <p>Data tracking by the SEN department.</p> <p>QA documentation.</p>	<p>SENCO TAs</p>	<p>SENCO analyse data for progress throughout the year.</p>



Wave 3 To remove additional barriers to learning (pupils/community/school)	F. Increased uptake in enrichment activities for PP students.	Increase the range of opportunities available for students to access. For example: cookery club, music lessons, cheer and dance club to improve the health and well-being of students. Contributions towards trips and visits. Funding provided for FSM students on educational trips.	To ensure that disadvantaged students are able to access the same opportunities as their non-disadvantage peers. Each individual student has a fully inclusive educational experience.	Students are targeted for specific extra-curricular opportunities. Trip Audit conducted on a termly basis.	KST	July 2019
	F. Improved aspirations for PP Students.	100% of students will have a meeting with a career advisor and will plan a career path and have support to realise their ambitions.	Lack of aspirations has been identified as a barrier to the future success for our PP students.	Those students identified as being at risk of NEET are supported with their Pot 16 choices and will have priority with the careers advisor.	Careers advisor HOS Y10/Y11.	September 2019



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	<p>G. Improved attendance</p>	<p>Previous poor attenders show an improvement in their attendance.</p> <p>Narrow the attendance gap between Pupil Premium and Non-Pupil Premium students.</p> <p>Attendance is higher for Pupil Premium students than national.</p>	<p>The school has identified attendance as a whole school priority this year. PP students cannot make progress if they are not in school.</p> <p>'5% of pupils with the lowest overall absence rates (the 0 to 5th percentiles) are 4.7 times more likely to achieve 5 or more GCSEs or equivalent at A* -C including Eng/Ma an around 16.1 times more likely to achieve the English Baccalaureate than the 5% of pupils with the highest overall absence rates' (pg 17 The link between absence and attainment at KS2 and KS4 2013/14 academic year Research report March 2016 DFE.)</p>	<p>The attendance officer will identify issues and barriers Pupil Premium students face that impacts on their attendance. They will support and liaise with external services to provide support for the families in order to remove any of these barriers. HOS/PSMs will monitor pupils and follow up quickly on unauthorised absences and persistent absentees.</p>	<p>MWN Pastoral team</p>	<p>The attendance officer will have regular contact with families that require additional support.</p>
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	<p>F. To improve parental engagement.</p>	<p>Conduct Pupil Premium parent voices throughout the year. Monitor the attendance of PP parents at parents' evenings and other parent events. A Y7 parent and child workshop which will look at encouraging parents to support their children in numeracy and literacy.</p>	<p>We have identified this as a barrier to the progress of our PP students. The EEF toolkit estimates an increase of 3 months for strategies that improve parental engagement.</p>	<p>Parents identified who require to be more involved in supporting their children's academic learning.</p>	<p>HOS PSM KST</p>	<p>Throughout the year</p>
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	I. To improve the health and well-being of PP students.	Ensure that the needs of disadvantage students are at the forefront of pastoral care. PSMs, Inclusion manager and HOSs to identify personalised barriers and liaise with Pupil Premium Co-ordinator to put strategies into place to remove or reduce their impact.	The EEF toolkit estimates an increase of + 4months for Interventions which target social and emotional learning.	The pastoral team put the needs of disadvantage students at the forefront of pastoral care. Disadvantage students are able to access for example breakfast club and counselling.	HOS PSM KST Inclusion manager	Throughout the year
	Access to uniform to enable disadvantaged students to overcome any financial barriers to school life.	All disadvantage students have access to £50 Gogna uniform voucher.	To ensure that disadvantage students are able to access the same opportunities as their non-disadvantage peers.	Students are assisted with the financial costs of uniform.	Inclusion manager KST	June 2019