



Pupil Premium Evaluation 2018 - 2019

At Noel Baker academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office.

1. Summary information for 2018-19					
Academy	Noel-Baker Academy				
Pupil Premium Leader	Simon Leach				
Academic Year	18/19	Total PP budget	£463,992	Date of most recent PP Review	September 2018
Total number of pupils	1163	Number of pupils eligible for PP	437	Date for next internal review of this strategy	September 2019



Pupil Premium Report Academic Year 2018-19

Summary of National Examinations

SUBGROUP	ACTUAL RESULTS										
	Number of students (P8/A8)	PROGRESS 8	ATTAINMENT 8	% 4 & ABOVE IN MATHS	% 5 & ABOVE IN MATHS	% 7 & ABOVE IN MATHS	% 4 & ABOVE IN ENGLISH	% 5 & ABOVE IN ENGLISH	% 7 & ABOVE IN ENGLISH	% 4 / ABOVE ENG AND MATHS	% 5 / ABOVE ENG AND MATHS
All students	180(197)	-1.1	3.4	48.0	26.5	5.6	53.6	36.7	11.2	41.8	19.9
PP	73	-1.5	2.5	31.7	13.4	0.0	36.6	19.5	3.7	28.0	8.5
Non-PP	107	-0.9	4.0	59.6	36.0	9.6	65.8	49.1	16.7	51.8	28.1
IN SCHOOL GAP (PP - all)		-0.4	-0.9	-16.3	-13.1	-5.6	-17.0	-17.2	-7.5	-13.8	-11.4
IN SCHOOL GAP (PP - nonPP)		-0.6	-1.5	-27.9	-22.6	-9.6	-29.2	-29.6	-13.0	-23.8	-19.6

PP GAP ANALYSIS											
SUBGROUP	PROGRESS 8	ATTAINMENT 8	% 4 & ABOVE IN MATHS	% 5 & ABOVE IN MATHS	% 7 & ABOVE IN MATHS	% 4 & ABOVE IN ENGLISH	% 5 & ABOVE IN ENGLISH	% 7 & ABOVE IN ENGLISH	% 4 / ABOVE ENG AND MATHS	% 5 / ABOVE ENG AND MATHS	
2018 RESULTS	-0.6	-1.1	-25	-12	-5	-29	-21.9	-3.6	-22.6	-9.4	
FFT TARGET	-0.5	-1.2	-23.9	-33.7	-11.8	-29.8	-22.1	-4.2	-24.9	-29.9	
END OF YEAR 10	0.1	-1	-17.1	-6.2	-0.9	-20.1	-17.7	-10.9	-15.4	-6.6	
MOCK 1	-0.3	-1.2	-25	-10.9	-3.5	-25.8	-23.5	-9.3	-26.2	-11.2	
MOCK 2	-0.5	-1.3	-24.1	-10.8	-7	-23.8	-27	-8.8	-16.3	-10.2	
MAY PREDICTED	-0.6	-1.3	-26.6	-14.5	-9.3	-31.5	-25.3	-8.6	-27.7	-16.4	
2019 RESULTS	-0.6	-1.5	-27.9	-22.6	-9.6	-29.2	-29.6	-13	-23.8	-19.6	

- PP gap was -0.6, the FFT target gap was -0.5.
- The attainment gap was in line with target expectations



- The PP gap increased throughout the year because although PP student made progress, Non PP students made greater progress across the same time period. This can often be the case as when standards rise for all as those students with the stronger foundation / starting points already know more and the more you know the more you are able to learn as knowledge begets knowledge.

Year 10 data

Target progress gap = 0

End of year 10 gap = -0.2

Predicted progress gap = -0.2

Target attainment gap = -0.6

End of year attainment gap = -0.7

Predicted attainment gap = -0.7

End of year 10 PP progress score = -1.5

Attainment score at end of year 10 = 2.8

KS3 - GL scaled scores for core subjects (national comparison data)

PP GAP ANALYSIS										
DATA POINT	PROGRESS 8	ATTAINMENT 8	% 4 & ABOVE IN MATHS	% 5 & ABOVE IN MATHS	% 7 & ABOVE IN MATHS	% 4 & ABOVE IN ENGLISH	% 5 & ABOVE IN ENGLISH	% 7 & ABOVE IN ENGLISH	% 4 / ABOVE ENG AND MATHS	% 5 / ABOVE ENG AND MATHS
PREVIOUS RESULTS										
2019 RESULTS	-0.6	-1.4	-27.9	-22.6	-9.6	-29.2	-29.6	-13.0	-23.8	-19.6
TARGET GRADES										
2020 TARGET	0	-0.6	-12.9	-18.9	-4.4	-10.7	-11.7	-6.9	-14.1	-16
CURRENT GRADES										
Oct-18	-0.1	-0.5	-9.9	-6.8	1.2	-9.2	-2.3	-2.2	-9.5	-3.5
Feb-19	-0.2	-0.6	-17.5	-9.4	-2.4	-10.4	-11.1	1.2	-14.7	-7.4
Jul-19	-0.2	-0.7	-8.9	-7.6	-0.7	-18	-11.6	-0.4	-10.3	-6.2
PREDICTED GRADES										
Jul-19	-0.2	-0.7	-15.9	-14.9	-4	-17.4	-13.4	-5.4	-17.7	-14.1



GL TESTING SCALED SCORES									
SUB-GROUP	YEAR 7			YEAR 8			YEAR 9		
	MATHS	ENGLISH	SCIENCE	MATHS	ENGLISH	SCIENCE	MATHS	ENGLISH	SCIENCE
NATIONAL	0	0	0	0	0	0	0	0	0
FSM	-0.8	1	3.9	0	6.5	5.1	-1.7	7.4	6.9
NON FSM	1.7	1.7	7.1	0.9	10.2	8	2.8	9.4	8.8
GAP	-2.5	-0.7	-3.2	-0.9	-3.7	-2.9	-4.5	-2	-1.9

- FSM pupils improved in English and Maths across all three year groups but not as much as their non FSM peers (Matthew effect).
- Maths progress decreased, Maths have since adopted a new curriculum and teaching approach on line with Science and English.

Initiative/ Intervention	Numbers / % of PP students eligible	Cost of initiatives / projects	Achievement Review and Evaluation of Impact	Next Steps
Develop and improve the quality of teaching learning and feedback for all pupils in all lessons	All PP students	£80 per pupil £35,000	The introduction of a new lesson model meant teaching was much more consistent and productive. Behaviour and compliance improved which led to a significant improvement from the end of year 10 (attainment improved from 1.9 to 2.5 over two terms)	- Design and deliver whole school CPD program focused on improving the standards of teaching and learning. - Use Rosenshine principles to embed good teaching habits. - QA regularly to gauge standard of teaching, learning and feedback and use findings to inform CPD.
Adopt a knowledge rich curriculum to ensure NBA pupils learn about the best that has been thought and said.	All PP students	40% of £30,000 = £12,000	Knowledge rich curricula were trialled across English, Science, History and Geography. Pupils tended to perform better in those subjects. GL assessment data shows significant progress	-Faculties to roll out their own well sequenced knowledge rich curricula.



			from the start of the year to the end of the year for English and Science	- Faculties and SLT to QA and new SOL and evaluate ones currently in use.
Develop and improve data and assessment tracking systems to ensure that progress of disadvantaged students is accurately tracked leading to targeted and effective intervention.	All PP students	GL testing costing £4561 G4S costing £2160	Use of G4S allowed us to track all student groups throughout the year and clearly identify those pupils in need of additional support. This data was used by subject leaders to inform teaching and planning and to target specific intervention such as after school revision. GL tests used to determine starting points and measure progress throughout the year.	- AHT responsible for intervention to carefully monitor PP performance and use the data to feed into the intervention strategy. - Train subject leaders how to use software to identify the trends themselves. - Meet with all subject leaders to conduct a data scrutiny with specific questions asked about PP.
Pupil / parental engagement	All PP students	Texts service Parents workshops Typically £80 per pupil £35,000	A parent forum was successfully set up and well attended throughout the year. A greater number of parents' evenings were held with the parents of underperforming PP students individually contacted. Parents and students also provided with improved and relevant data to help identify improvement areas. A small number of parents workshops took place to help explain assessment at NBA and to go through revision techniques (year 11 parents before their exams). Parents were frequently texted to increase and improve communication.	- Expand the scope of the program and get more parents through the doors. - Amend the pastoral structure to ensure more parents are contacted and engage with the school.
Improve attendance and provide direct support for individual students	All PP students	Staffing Cost 23,000	Attendance for PP students improved by 1.5% but still behind whole school average by 3%. PA % improved by 6%.	-Continue to raise profile of awareness and ensure staff restructure places greater emphasis on attendance support.



				-Improve home communication and follow policy relating to attendance thresholds.
Use of Go 4 schools to record, monitor, track and analyse the performance of subgroups	All PP students	SLT member responsible for PP £20,000	Use of G4S allowed us to track all student groups throughout the year and clearly identify those pupils in need of additional support, this was true for attainment, attendance and behaviour. Unlike the year before we were able to collect and use quantitative data to identify issues and act accordingly.	-Develop / train our team to use G4S more effectively to increase coverage and ensure more PP students are targeted. - We have a significant number of new staff which has increased the pastoral capacity.
Behaviour	All PP students	Behaviour Lead and PSO salaries 167,000	Pastoral support officers were employed to improve pastoral capacity and to interact / engage with our more vulnerable students. PP students formed the majority of their work with early intervention, parental meetings, mentor conversations and staff liaison leading to improved attendance and attainment. The external behaviour consultant delivered an organised for external alternative provision providers to come and work with many of our underperforming students with behaviour and attitude problems.	-Having re-structured, the new pastoral team need to be briefed on who the high tariff PP students are and think about actions they can use to improve behaviour, attendance and attainment. - Ensure the alternative provision unit is used to reduce / exclusions for PP students.
Pastoral & hardship	All PP students	Staffing cost £46,000 Budgeted AP for dual registered / excluded pupils £25000	PP students who were dual registered received alternative provision off site, whilst this came at a significant cost, it was the right thing to do for the students. Over 50% of the Jamie's farm participants were PP students. They received specialist mentoring, respite from challenging home circumstances	-Overhaul the alternative provision on offer to ensure PP students at risk of exclusion still receive balanced education leading to better outcomes. -Introduce an ambitious co-curricular program to develop



		<p>Jamie's Farm £22000</p>	<p>and an experience they would have never otherwise had the opportunity to do. The internal alternative provision on offer was able to improve pupil's personal development and re-address some poor behaviour issues.</p>	<p>PP student's cultural capital and personal development further.</p>
<p>Software programs</p>	<p>All PP students</p>	<p>PiXL £1800 GCSE POD = 4000</p>	<p>PIXL subscription allowed greater access to resources and core subjects the ability to compare their mock results with similar schools across the country. This led to more accurate predictions and identification of those students in need of further intervention. GCSE pod purchased leading to over 15,000 pod being streamed. This is revision that would have otherwise not taken place.</p>	<p>-Renew PIXL and GCSE pod subscriptions. -Purchase gridmaker to ensure PP students cover all necessary elements of citizenship PSHE, SMSC and BV.</p>
<p>Holiday Exam preparation and Coursework completion sessions (Feb and Easter half terms)</p>	<p>77 year 11 students</p>	<p>£20 per hour per teacher Approximately 2 teachers per dept (12 maximum) Total of 3 hours a per teacher £1440</p>	<p>Multiple sessions offered by multiple subjects. PP attendance lower than none PP despite targeted messages home. Those that attended tended to perform better in their exams. Session focussed on retrieval practice and coursework completion.</p>	<p>-Continue to offer but ensure interventions are publicised with parents in advance with the pastoral and academic teams making contact for high tariff pupils.</p>
<p>After school intervention lessons including the use of external mentors for one to one and small groups tuition</p>	<p>All PP students</p>	<p>£15,000</p>	<p>Staff illness meant an additional maths small group intervention was not able to run it did the year before. Period 6 was well attended with many PP students improving outcomes throughout the year because of their attendance. External mentors used to assist with high tariff students with behavioural, attitude and</p>	<p>-Devise an intervention strategy that explicitly targets PP students</p>



			attendance issues. This generally improved the problem areas (PP breakdown = 60 students attended a combined total of 527 intervention sessions (average of 9 per student))	
Lead practitioners	All PP students	Staffing cost £31,169	Lead practitioners used to share best practice around the school and within faculties. Little known impact on performance of PP students as their expertise was utilised elsewhere. They did however drive the improvement in teaching and learning which would have impacted on PP students.	-The restructure has meant there are no longer any lead practitioners.
Revision guides	151 KS4 students	£7000 – all KS4 students for all subjects.	All PP students received revision guides for all subjects. Attainment improved by over half a grade over a 2 term period.	-Introduce knowledge organisers which includes all key information as a revision guide would.
Exam concessions	77 year 11 students	Staffing Cost £25347	50% of pupils receiving access arrangements in year 11 are PP (20/40) 46% of pupils receiving access arrangements in year 10 are PP (12/26)	-Continue to monitor and update access arrangements for students.
Rewards and awards	All PP students	£6000	Money used to incentivise desired behaviour and attitude and used to discount tickets to prom. Money also used to ensure well behaved pupil premium student were able to attend end of year educational visits.	-Consider how our revised behaviour policy is able to appropriately incentives and reward PP students.
Breakfast club	All PP students	£225	Over 50% of all pupils who attended were PP. This meant they were fed at the start of the day, improving their attention and behaviour therefore improving their outcomes / progress throughout the year.	-Continue to run throughout the year. -Publicise the club with parents at a greater level than we currently do.



Reducing barriers	All PP students	£2000	PP students had the cost of their ingredients paid for allowing them to participate in food technology. This also increased awareness of how to cook nutritious meals and led to 50% of the GCSE food technology cohort being PP.	-Continue as we did this year.
Providing uniform	All PP students	£500	Uniform purchased throughout the year for students not able to adhere to the school's uniform policy. This prevented pupils from being punished, led to increased time in lesson and would have therefore improved the volume of knowledge acquired.	-Continue to purchase uniform for those students unable to wear one.

Summary of next steps –

- Design and deliver whole school CPD program focused on improving the standards of teaching and learning.
- Overhaul the alternative provision on offer to ensure PP students at risk of exclusion still receive balanced education leading to better outcomes.
- Increase the level of parental engagement through a range of parental workshops/engagement evenings.
- Faculties to roll out a well sequenced knowledge rich curriculum.
- To improve the attendance of PP students through improved communication with parents/carers, providing targeted support for students and employment of two Education Welfare Officers.



Strategy for 2019-20

At Noel-Baker academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
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Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2019-20					
Academy	Noel-Baker Academy				
Pupil Premium Leader	Sarah Leach				
Academic Year	19/20	Total PP budget	£ 414,732.50	Date of most recent PP Review	September 2019
Total number of pupils	984	Number of pupils eligible for PP	410 (42%)	Date for next internal review of this strategy	September 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
Legacy of historically poor teaching and learning within school.	Literacy & Numeracy levels for some PP pupils in Year 7 are weak upon entry to school. 35% are below expected in English 26% are below expected in Maths.
Historically poor curriculum development has led to gaps in learning, skills and knowledge.	Cultural Capital Deficit. Children's experiences and understanding of the world are limited because of context and environmental factors. These experiential limitations have the potential to impact on academic progress in all curriculum areas since pupils are unable to draw upon models for progressive learning
Previously weak culture of targeted intervention, tracking groups, or support within school for disadvantaged pupils.	Significant proportion of SEND pupils in secondary phase are also PP (54%)



Historically the % of PP that receive a fixed or permanent exclusion is disproportionate.	PP attendance is below that of national average.
Consistent underachievement across the school with attainment gaps existing across all year groups.	Social difficulties experienced by families (housing, finance, family literacy and parental anxieties).
Historically the attainment gaps have widened throughout their time at NBA.	Negative performance of the school, has led to culture of negativity amongst parents and local community.
	Limited experience of wider opportunities for personal development.
	The extent of social, emotional and mental health needs of our children as a consequence of environmental factors including parenting, health, bereavement, poverty and neglect.

1. Quality First Teaching						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	
<i>Initiative/Intervention</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	
Develop and improve the quality of teaching learning and feedback for all pupils in all lessons.	<ul style="list-style-type: none"> - To improve information given to the learner and for gaps in knowledge to be filled. - TLAC strategies and Rosenshine principles to be evident in lessons. 	<ul style="list-style-type: none"> - QA to show feedback within lessons is in line with expectations. - Student response to feedback is evident in books and demonstrates clear progress. 	<ul style="list-style-type: none"> - Weekly CPD for all teaching and support staff. - All lessons. - PSHE - Bootcamp 	<ul style="list-style-type: none"> - EEF research suggests improved feedback may lead to pupil progress gains of up to 8 months. - TLAC pioneered in charter schools in USA proved successful. 	<ul style="list-style-type: none"> - Ongoing QA of teaching and learning in line with schools QA process. - Student voice 	CPD budget (quality first teaching) = £6,615 (42% of total cost for number of PP) 67 teaching members of staff receive a



	<ul style="list-style-type: none"> -Feedback is tailored, specific and targeted to support PP eligible students in making accelerated progress. -All staff to demonstrate an understanding of cognitive science. -Meta-cognition is taught explicitly. 	<ul style="list-style-type: none"> - Improved teaching and learning for all. - Progress of disadvantaged pupils improves and the gap between PP and non-PP closes. 		<ul style="list-style-type: none"> - Research conducted by Rosenshine -Sutton Trust 2011 report states that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. -Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF) 	<p>20 minute learning walk every fortnight.</p> <p>£10,624.57 (42% of total cost for number of PP)</p>
Adopt a knowledge rich curriculum to ensure pupils learn about the best that has been thought and said.	For all staff to be involved in planning and delivering a knowledge rich curriculum leading to an improvement in the quality of learning and teaching leading to improved outcomes.	<ul style="list-style-type: none"> - Faculty areas to be delivering an adopted and adapted new knowledge rich curriculum. - QA to show quality of teaching and learning has improved and that greater consistency across 	- Newly designed curriculum to be continuously reviewed and edited throughout implementation.	<ul style="list-style-type: none"> - Links with the Rosenshine principles and the "TLAC strategies" Doug Lemov. -Pupils need to learn the knowledge before they can use it. The curriculum, traditional in approach, will allow 	<ul style="list-style-type: none"> - Ongoing QA of teaching and learning. - Data scrutiny meetings and analysis.



	<p>All staff demonstrate deep subject knowledge.</p>	<p>the lessons has led to an increase in standards and expectation from all pupils.</p> <ul style="list-style-type: none"> - Assessment data to show more pupils making more progress. - Achievement / progress gap to have narrowed 		<p>pupils and teachers to identify any gaps in knowledge and fill accordingly.</p>	<p>-Line management meetings</p>	
<p>Utilise the data and assessment tracking systems to ensure that progress of disadvantaged students is tracked effectively.</p>	<ul style="list-style-type: none"> - To ensure all assessments are timely and relevant. -To ensure all in class assessments are timely and relevant. - To ensure data obtained is accurate and reliable. - To ensure data tracking / analysis occurs at relevant points. - Use of GL testing to compare NBA 	<ul style="list-style-type: none"> - G4S used to accurately record and analyse key data at relevant points. - QA will show data and assessment is consistent across school / faculty. - Data scrutiny will demonstrate accuracy of predictions - Assessment has been clearly used to inform teaching. 	<ul style="list-style-type: none"> - Curriculum Directors - Line management meetings. -CPD delivered by SLT. 	<ul style="list-style-type: none"> - Accurate data means we are able to better evaluate the success / impact of strategies we introduce. 	<ul style="list-style-type: none"> - QA - Data scrutiny meetings - G4S 	



	students progress against national.					
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2. Parental engagement						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	
<i>Initiative/Intervention</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	
<p>Opportunities for high levels of parental engagement are provided and pursued where necessary.</p>	<ul style="list-style-type: none"> - For parents to better engage with their child's school experience. - Parents of PP eligible students know how to support their children in their preparation for GCSE examinations. - For parental contact with the school to increase. 	<ul style="list-style-type: none"> - G4S accessed by the vast majority of parents and students. - Parent forums to be well attended. - Parental attendance at parents evening to increase. 	<ul style="list-style-type: none"> - Continuation of parent forums. - 48 hour reply guarantee. - Introduction of a parental engagement programme. - Pursue attendance of disadvantaged students' parents at subject evenings – telephone calls/texts to take place one week before events. 	<ul style="list-style-type: none"> - Improving lines of communication and highlighting the changes we are making should improve the negative perception many parents have of the school. - Where parental support is good, students are better placed to achieve well. and feel supported and motivated. 	<ul style="list-style-type: none"> - Parental feedback - Attendance registers - G4S access logs - Student voice 	



	- For parents to access greater student information.		- Study Skills session provided for parents of Year 11/10 students. Will inform parents on how they can support their children in preparing for examinations, reducing stress levels and maintaining motivation.	Building relationships with pupils and home may lead to pupil progress gains of up to 3 months (EEF).		
3. Behaviour and Attendance						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
<i>Initiative/Intervention</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>
To improve the attendance of PP students. Reduction in persistent absences for PP eligible students. Trageted support for individual pupils.	- Attendance of PP eligible students tracked and monitored rigorously to ensure early intervention. -To close the gap between PP and Non PP attendance.	PP overall attendance has showed an improvement. The attendance gap has closed between PP and Non-PP students. Persistent absence for PP students is decreased.	Employment of 2 Education Welfare Officers to implement early interventions. Attendance dashboards produced weekly. Prioritise home visits and parental meetings for PP	Students cannot access the curriculum if absent and therefore their learning is adversely affected. DfE attendance research indicates that there is clear evidence which links	- G4S attendance module - Regular attendance briefings - Registration	EWO salaries- £34,944.84. (42% of total cost for number of PP) Line management meetings to



			<p>eligible students where attendance is a concern.</p> <p>The profile of attendance and the importance of good attendance is promoted through PSHE.</p> <p>Implement PSHE withdrawals for PP eligible students to discuss attendance, address worries, provide support and set targets. Students receive positive points for good weekly attendance.</p>	<p>increased absence to lower attainment.</p> <p>- To improve the capacity to carry out home visits support / challenge families where possible to build relationships with pupils and home may lead to pupil progress gains of up 3 months progress (EEF).</p>	<p>- Line management meetings</p> <p>- Weekly pastoral briefings</p> <p>- Data tracking</p>	<p>discuss attendance</p> <p>£961.30 (42% of total cost for number of PP)</p>
<p>To improve the strategies used to support PP students to show a decrease in behaviour incidents.</p>	<p>To improve the behaviour of PP students to allow them more time in the classroom to learn.</p> <p>To introduce an updated rewards policy to motivate pupils.</p>	<p>A reduction in behaviour incidents for PP students.</p> <p>New rewards and awards system set up to reward effort and positive attitude to learning; Attending Intervention and after</p>	<p>- Designated Assistant Head responsible for PP.</p> <p>- An increase in non-teaching pastoral staff capacity will enable more mentoring /</p>	<p>- Significant number of behaviour incidents carried out by PP students which will decrease the amount of time spent in a lesson and therefore impact on their progress.</p>	<p>- G4S behaviour module</p> <p>- Pupil voice</p>	<p>Student support manager, progress leaders and behaviour mentors salary</p> <p>£114,033.22</p>



	<p>For students who require additional support and small group sizes to have access to the ACE centre and a personalised provision.</p>	<p>school revision sessions.</p> <p>Students who are part of the ACE centre provision have access to tailored and personalised provision.</p>	<p>preventative action / parental contact / restorative conversations to take place, thereby reducing the number of behaviour incidents.</p> <p>-Reward policy</p>	<p>Pupils need incentives to help encourage expected / good behaviour. Rewards improve levels of conformity and pupil happiness.</p>		<p>(42% of total cost for number of PP)</p> <p>ACE centre costs= £48,000</p> <p>(50% of total cost for number of PP)</p> <p>ACE centre staffing = £116,523</p> <p>(50% of total cost for number of PP)</p> <p>Assistant Headteacher = £29, 674.26 (42% of salary)</p>
<p>Targeted Intervention</p>						



What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
<i>Initiative/Intervention</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>
Supporting the curriculum through Software programs.	<ul style="list-style-type: none"> - PiXL - Students in Key stage 4 to be accessing GCSE POD to support the learning. -EDLounge 	<ul style="list-style-type: none"> - Assessment data to show more pupils making more progress. 	<ul style="list-style-type: none"> -Communication made with home to promote the software and user names/logins provided. -Regularly promoted and encouraged with the students. 	-EEF suggests the use of digital technology may lead to pupil progress gains of up to 4 months.	<ul style="list-style-type: none"> - User logs - Software specific data -Comparative progress data 	PIXL = £3375 GCSE Pod = £3000 EDLounge = £3150
Supporting the wellbeing of all students.	<p>Correct support and guidance is provided for all students to allow them to be successful.</p> <p>Additional time to support pupils in year</p>	<ul style="list-style-type: none"> -Students feel safe and well supported. -Students feel equipped with cope 	<p>Students will have access to our new school counsellor.</p> <p>Emotional literacy skills developed through nurture sessions.</p> <p>SPOA and school nurse referrals made for students where there are concerns.</p> <p>A designated exams concession learning mentor will ensure PP students are</p>	-EEF suggests that developing Social and emotional learning may lead to pupil progress gains of up to 4 months.	<ul style="list-style-type: none"> -Intervention group registers. -Referrals made when necessary. -Log book with the schools councillor. -Comparative progress data. 	School Counsellor = £33,280



	<p>11 with GCSE preparations.</p> <p>All PP students have the adequate level of exam support.</p>	<p>the everyday demands.</p> <p>Students utilise the support on offer for all examinations.</p>	<p>appropriately tested and therefore receive the correct level of examination support.</p>		<p>-Attendance and behaviour data.</p>	
<p>Targeted additional intervention sessions.</p>	<p>Planned sessions for targeted pupils in different subject areas to support with coursework completion and examination preparation.</p> <p>Targeted tuition in Maths and English to students not making expected progress.</p>	<p>- Progress of disadvantaged pupils improves and the gap between PP and non-PP closes.</p> <p>-GL assessment data shows an improvement in Maths and English for the students targeted for intervention.</p>	<p>-During Intervention afterschool on a Tuesday, appropriate individual and small group tuition will be timetabled throughout the year.</p>	<p>-There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. (EEF)</p> <p>-EEF suggests that small group tuition may lead to pupil progress gains of up to 3 months.</p>	<p>-Intervention group registers.</p> <p>-Comparative progress data.</p>	<p>GL assessment = £5287.50</p> <p>Extra-Curricular support = £5000</p>
<p>Improve the progress and achievement of Year 7 PP pupils in Mathematics and English through the Direct</p>	<p>Use of Placement assessments throughout the year to baseline, monitor and track students' progress.</p>	<p>-Targeted pupils show an improvement in their results for GL assessment.</p> <p>-Students develop their confidence and their knowledge and</p>	<p>-Students on the Direct Instruction pathway will receive 2 hours a week DI alongside two hours a week of curriculum Maths and English lessons.</p>	<p>-DI programs are designed to accelerate students' learning and allow them to learn more material in a shorter amount of time.</p>	<p>-Ongoing assessment throughout the programme with regular monitoring and tracking of performance.</p>	<p>Direct Instruction Resources= £7817.52</p> <p>Staffing = £21,480.32</p>



<p>Instruction intervention programme.</p>	<p>Pupils to show an improvement in their GL assessment results.</p> <p>Smaller class sizes in English for Year 7 students identified as requiring catch up for reading.</p>	<p>understanding in Mathematics and English.</p>	<p>-Training provided for the staff members who will be delivering the Direct Instruction programme on administering the baseline assessments and the programme.</p> <p>Direct Instruction lessons will be ran in groups no bigger than 14 students.</p>	<p>-The research conclusively shows that Direct Instruction is more effective than other curricular programs and that the positive effects persist through high school. The positive effects occur with students of all ability levels and social backgrounds. Students exposed to Direct Instruction also have greater self-esteem and self-confidence than students in other programs, primarily because they are learning more material and understand that they can be successful students.</p>		<p>Support Staff support = £8450.52</p> <p>(Already costed in Catch Up Premium and SEN notional budget)</p>
<p>Provision for financial hardship is in place to overcome barriers to learning and to enable engagement through</p>	<p>-Financial Support for curriculum activities and academic resources (e.g. subject trips/events, Food Technology ingredients, Art materials, uniform</p>	<p>-PP students are able to access the same opportunities as their peers.</p> <p>-PP students have access to the correct</p>	<p>- To reduce disadvantage by ensuring access to necessary equipment and resources.</p>		<p>- Student voice.</p> <p>- Teaching staff.</p>	<p>Hardship fund = £ 15,000</p>



the removal of barriers.	and subject equipment). -Financial support for uniform and PE kit.	equipment and uniform so they are ready for learning.				
Breakfast club	An increased number of PP students attend breakfast club.	-An increase in the number of PP students who attend breakfast club. -PP overall attendance has showed an improvement. -The attendance gap has closed between PP and Non-PP students.	-Every morning intervention leads will staff the canteen to support students from 8.15 am.	- Not all pupils receive breakfast in the morning despite its documented importance. By offering a breakfast club we will be able to ensure vulnerable pupils have access to food and drink before school.	-Student voice. -Attendance registers.	£225

Date: 25/09/2019

Pupil Premium Leader: Sarah Leach