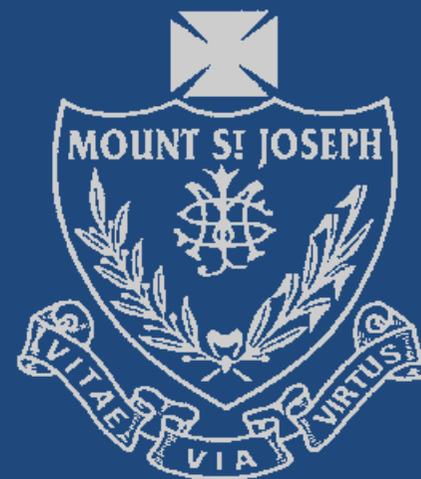


PUPIL PREMIUM STRATEGY 2018 / 19



Pupil Premium Funding

What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. Since April 2015, the premium has been worth £935 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of how the funding is spent. At Mount St Joseph is a very inclusive and caring school and we pride ourselves on utilising the Pupil Premium to support our students with a specific focus on Literacy, Transition, Engagement, and Attendance, maximising the life opportunities for all students.

Why is there a pupil premium?

Nationally students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. Children from disadvantaged backgrounds are far less likely to get good GCSE results. Attainment statistics published in January 2014 show that in 2013 37.9% of pupils who qualified for free school meals got 5 GCSEs, including English and mathematics at A* to C, compared with 64.6% of pupils who do not qualify.

How many pupils at Mount St Joseph are eligible for the Pupil Premium?

Approximately 45% of students at Mount St Joseph are eligible for the Pupil Premium

Is there an issue with eligible pupils not applying for FSM?

In Bolton, when a Housing/Council Tax Benefit claim form is completed and approved; this automatically entitles child (ren) in the family to receive free school meals. The Council inform the school directly of the child's entitlement to free school meals.

How will the impact of the spending of the Pupil Premium be measured?

To monitor progress on attainment, new measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium. At Mount St Joseph, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform student progress and enable the early identification of need, support and appropriate intervention.

Proposed spend of Pupil Premium and Catch-Up Premium- 2018/19

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002¹ or who have left care under a Special Guardianship or Residence Order (£2300)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. Mount St Joseph is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. The school will continue to build on the successful initiatives to reduce the gap in attainment between Pupil Premium students and their peers through 2018-19.

This section details the proposed spend of the Pupil Premium 2018/19.

Pupil Premium value for 2018 /19 is **£358,135**. The school also estimates to receive **£25,000** Literacy & Numeracy Year 7 Catch Up funding.

The four key objectives:

1. Transition: to improve transition for PP* students to ensure students are equipped and ready to engage in school life
2. Attainment: to improve outcomes for PP* students to ensure that attainment matches or exceeds target grades
3. Engagement: to improve curriculum engagement and academic achievement for PP students. Appendix 1 provides further details in relation to the ASPIRE action plan which supports this objective.
4. Attendance / emotional barriers to progress: to implement strategies addressing the attendance gap between for PP non PP students and remove emotional barriers to progress

(*PP or disadvantaged – referring to any student in receipt of Free School Meals in the past 6 years)

Pupil premium strategy 2018/19

Leadership and Management:

Key Objective 1: To develop a strategic lead to focus on closing the gap between disadvantaged pupils and non-disadvantaged pupils						
Rational: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'						
Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Appointment of NS to the role of ASPIRE Co-Ordinator, ensuring that there is a dedicated member of staff facilitating and leading the programme; strategic lead taken by MLO.</p> <p>Refining the ASPIRE programme following evaluation of 2017-18 and the impact on quantitative and qualitative outcomes – July – Sept 2018</p> <p>Developing the operational leadership of the ASPIRE programme through the careful selection of relevant staff from across the school – July 2018</p> <p>Embedding the mentoring programme for disadvantaged students, utilising a new coaching model, rather than the mentoring system employed previously– October 2018</p>	<p>GRE / MLO / PD / NS / MWR</p>	<p>Regular calendared meetings to evaluate progress and discuss operational aspects to the programme</p> <p>Analysis of student and staff voice to inform success and impact of the programme</p> <p>Comprehensive review meeting with all key stakeholders</p> <p>Scheduled planning meetings to ensure consistency and continuity in the delivery of tailored sessions linked to the ASPIRE acronym</p> <p>Mentor records to map the journey of targeted students and adapt support accordingly</p> <p>Strategic meetings at leadership level to ensure effective succession planning and operational capacity</p>	<p>£13565.28</p>	<p>Dedicated calendared meetings and any cover implications</p> <p>Resources used to capture student voice</p> <p>Minutes from meetings need to be facilitated by a specific member of staff</p> <p>Resources used to support the ASPIRE programme</p> <p>Staffing implications to ensure the effective delivery of sessions</p>	<p>The ASPIRE programme will continue to support our most vulnerable students, removing specific barriers to learning that are deconstructed in the ASPIRE plan and throughout the content of this document; although not all skills are quantifiable, the use of Pupil Profiles will measure impact over time</p> <p>Key skills, such as resilience, motivation, confidence and emotional intelligence are driven through the ASPIRE programme's tailored sessions; this can be measured in an average improvement in ATL from September 2018 to July 2019, with a target of 80% of those students with attendance to 100%, showing improved ATL across all subject areas</p>	

		Documentation from the coaching sessions between coach and students		<p>outside of lunchtime</p> <p>Training of staff for the new coaching system</p> <p>Planned leadership meetings</p>	<p>There is effective succession planning to ensure that the ASPIRE programme moves seamlessly through the year groups and adapts to any staffing changes, thus ensuring that the impact stated throughout this document is at least sustained each academic year</p> <p>Students have more ownership over their academic and emotional development, drawing on specific support mechanisms from trained staff, resulting in increased levels of engagement (ATL) and improved outcomes (see targets for PP students)</p> <p>Students will be able to self-regulate more effectively and take more ownership over their own academic development; this will be reflected in levels of responses to questioning in lessons (measured through learning walks)</p>	
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Key Objective 2:

To develop a strategic plan based on research into how developing leadership, leadership skills and developing Lead Learners can impact on progress and attainment of the most vulnerable

Rational:

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Duke of Edinburgh Award launched with PP students in Sept 2018, with a clear focus on developing self-regulation and leadership qualities in a non-educational context</p> <p>Research undertaken by the Teaching and Learning team into how best disadvantaged students learn and how they can take more ownership over their academic progression – July – Sept 2018</p> <p>Strategic approach to the dissemination of pedagogical skills facilitated by the Teaching and Learning team and reflected in the CPD programme for 2018 -19 – Sept 2018 – July 2019</p> <p>SSAT leadership programme supporting PP students in enhancing their leadership skills and developing their experiences – Sept 2018</p>	<p>DS / MLO / NS / MWR</p>	<p>Records and evidence used to capture the DofE progress analysed and reviewed at regular intervals throughout the academic year</p> <p>Strategic meetings planned with DofE leads to ensure that there is sustainable and explicit links to the disadvantaged plan</p> <p>Calendared meetings of the teaching and learning team have the disadvantaged plan as an agenda item</p> <p>Research shared and disseminated at a strategic level through SLT meetings</p> <p>Use of staff feedback following training sessions to measure the impact of strategies used to improve pedagogy and student engagement</p> <p>Learning walk feedback and work scrutiny used to measure the impact of staff training</p>	<p>£4993.14</p>	<p>Staffing and equipment used to facilitate the DofE programme at weekends and any additional sessions outside of school hours</p> <p>Calendared time and staffing commitments required to facilitate</p> <p>Dedicated time to conduct research and to fund any additional training needs</p> <p>Resources used to facilitate staff training IRIS and use of pedagogical tools to engage students</p>	<p>Students will develop their levels of resilience, confidence and motivational skills in varying contexts, resulting in more students securing the 'Bronze Award' in 2018-19</p> <p>Students develop life skills and enhance communication skills in a range of varying contexts</p> <p>Students will complete the DofE Bronze Award and at least 15% will go onto complete the 'Silver Award' at the end of 2019</p> <p>Levels of disadvantaged students' engagement will increase across the curriculum and staff will feel more competent utilising a range of strategies; measured using the ATL measure stated previously</p> <p>Outcomes for disadvantaged students should increase as a result of tailored</p>	

		Minutes from the SSAT leadership meetings and evidence collation used to measure impact			interventions and support; these outcomes may not be quantifiable and may manifest itself in improved ATL and increased attainment (see expected outcomes for disadvantaged students)	
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Teaching, learning and assessment:

Key Objective 1:
To develop additional and alternative teaching and learning strategies that focus on disadvantaged pupil learning and engagement through research, whole staff training and measuring of impact

Rational:

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Additional and alternative teaching and learning strategies to be researched and evaluated – including gamification, utilising new technologies, cognitive load theory etc. (June/July 2018)</p> <p>Develop a training programme that focuses on developing engagement and learning strategies (September 2018 onwards)</p> <p>Embed relevant strategies in daily teaching (ongoing throughout the year)</p>	GRE	<p>Presentation of research ideas to AD and MLO – developing teaching, learning and engagement by the Teaching and Learning team.</p> <p>Teaching and Learning development plan.</p> <p>Quality Assurance calendar/ whole school calendar outlining key training events.</p> <p>Observations and learning walk feedback.</p>	£32,285.52	<p>Time to research and develop a strategic development plan for teaching and learning across the school</p> <p>Access to QA calendar/whole school calendar</p> <p>Time to complete observations/</p>	<p>A strategic <i>Teaching and Learning Development Plan</i> is created that highlights the development of engagement and learning strategies for disadvantaged pupils, measured in increased levels of engagement mapped in learning walks and QA checks</p> <p>The training programme facilitates staff with effective strategies that increases engagement and independent learning for disadvantaged pupils.</p>	

<p>Evaluate the impact of engagement and learning strategies by analysis of ATL scores, pupil voice and academic progression (July/August 2019)</p> <p>Deliver relevant, engaging and effective whole school training from external specialists, thus equipping staff with the skills needed to identify and refer PP students who show signs of early mental health issues</p>		<p>Clips of lessons on IRIS connect.</p> <p>Pupil voice.</p> <p>Regular analysis of ATL.</p> <p>Staff voice and feedback from training recorded in evaluations and other training resources utilised in INSET session</p>		<p>learning walk and necessary cover to facilitate this</p> <p>IRIS connect</p> <p>Dedicated training time during INSET</p>	<p>Analysis of ATL will show positive outcomes (grades 1 and 2) for disadvantaged pupils and fewer debits/ behavioural issues over time highlighted greater engagement in learning (see previous targets for ATL improvement)</p> <p>All staff are able to draw on a range of strategies to support PP students and the referrals to the pastoral team and school counsellor will increase as a result, meaning external referrals decrease over time compared to last year</p>	
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Key Objective 2:

To ensure that all disadvantaged pupils have access to appropriate learning materials

Rational: Schoolzone research study: “schools should address material deprivation so they can focus on learning. Providing consistent access to learning materials, such as revision guides, books and computer devices was considered an essential component in closing the gap.”

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>All disadvantaged pupils to receive relevant revision guides for their timetabled subjects / core subjects (October 2018)</p>	<p>MLO/ GRE</p>	<p>Pupils receive relevant revision guide – distribution to be monitored and recorded by HOY.</p> <p>All pupils have access to SMH – regularity of access</p>	<p>£13739.62</p>	<p>Revision guides</p> <p>Show My Homework subscription</p>	<p>Disadvantaged pupils have access to resources and learning materials that they can access independently, thus increasing the amount of independent homework</p>	

Pupils have access to revision materials placed on <i>Show My Homework</i> by HODs (September 2018)	MLO/ GRE	and frequency of logins can be evaluated by class teachers at assertive mentoring drops (Attitude to Revision)		Allocated room(s); staff to monitor pupils at set times	tasks completed (measured through Show My Homework and staff records)	
Areas within school designated as study areas where disadvantaged pupils can access quiet areas if these are unavailable at home (September 2018 onwards)	MLO/ GRE	Access to revision rooms and work spaces can be monitored via a 'sign in' sheet		Allocated room(s) and access to technology; staff to monitor pupils at set times	Disadvantaged pupils engage with independent revision – monitored via SMH, access to resources and revision rooms.	
Areas within school designated as study areas where disadvantaged pupils can access technology (computers/IPads etc.) which will enable them to be able to work independently (September 2018 onwards)	MLO/ GRE					

Personal development, behaviour and welfare:

Key Objective 1:						
Transition: to improve transition for disadvantaged * students to ensure students are equipped and ready to engage in school life						
Rationale: Initiative to help disadvantaged students make a successful transition from primary to secondary school.						
Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Liaise with feeder primaries to identify disadvantaged students (January-July 2018)	MEL/ ACA	Heads of department create a central file for resources created for summertime activities	£4646.82	Kit Bags	Key data to inform planning for the 18/19 transition; early identification should result in increased levels of progress for those who attended the PP transition sessions, compared to those that did not attend	
Identified cohort of PP students invited to attend transition sessions including English / maths / science / languages – July 2018	MEL/ KMA	Set deadlines for PP data and creation of this sub-group ready for transition 'taster sessions'		Reprographics		
	MEL/ AMO			Meeting time		

Attendance: to implement strategies addressing the attendance gap between disadvantaged and non-disadvantaged students and remove emotional barriers to progress

Rationale: EEF ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

For example, at secondary level disadvantaged pupils are **three times** more likely than their peers to be classed as '**persistently absent**' – i.e., to miss more than one in five school days across the year. Similarly, disadvantaged pupils are **three times** more likely to receive **two or more fixed-period exclusions** across the year.

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Embed strategies to promote good attendance of disadvantaged students and reduce the attendance gap between disadvantaged and non-disadvantaged students</p> <p>To embrace outside research and good practice on narrowing the gap in attendance between PP and non-PP to inform interventions</p> <p>To closely monitor disadvantaged attendance data to inform action planning – including mentoring of PP students who are in the PA (or close to) threshold.</p> <p>To add PP students to the Pastoral Teams key student list for instant communication between school and home regarding any attendance issues.</p> <p>To identify PP students as a key priority to any actions</p>	<p>MEL/ DBU</p> <p>MEL</p> <p>MEL/ DBU</p> <p>MEL/ DBU</p> <p>MEL/ DBU</p>	<p>MEL/DBU to meet regularly to specifically develop bespoke strategies for tackling attendance issues in the PP cohort</p> <p>Evaluate data to inform planning of attendance improvements strategies</p> <p>Weekly attendance meetings to inform progress on PP cohort from the Pastoral Team – have this as a specific agenda item</p> <p>H. Williams to priorities actions from the AAP for PP students and inform MEL/DBU Monitor attendance of pupils with warning letters and fines</p> <p>School – home links forged at parents evening on the importance of good attendance – I. Murphy to monitor the progress of this via attendance mentoring</p>	<p>£23444.91</p>	<p>Working hours for admin staff (IM/HW)</p> <p>Reprographics</p> <p>Meeting Time</p> <p>Research /strategic meeting time</p> <p>Meeting time</p> <p>PCO specific role (daily time) to contact home</p>	<p>Relevant data for bespoke strategies to encourage good attendance for PP students close the PA threshold, with a reduction of the PA for PP students from the previous academic year by at least 1%</p> <p>Regular updated knowledge to facilitate a variety of strategies to limit ‘a stale approach’</p> <p>High levels of understanding and communication of the Pastoral/Attendance Team to identify key priorities for PP students with poor attendance</p> <p>Stronger school-home links forged with better parental support</p> <p>Mentoring to allow for specific and direct intervention for PP students to improve</p>	

taken from the 'Attendance Action Plan' Attendance Officers to priorities PP pupil appointments at Parents Evenings		spreadsheet Mentoring programme (6 for 6) to be recoded and evaluated every 6 weeks Monitor attendance of pupils with warning letters and fines Mentoring programme (6 for 6) to be recoded and evaluated every 6 weeks		Meeting/admin time	attendance, with there being a clear improvement on the average attendance from 2017-18 for PP students, with the gap narrowed and as close to the 95% target as possible	
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**Key Objective 3:
To develop resilience, independence and positive well-being in all disadvantaged pupils**

Rationale:

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>To have a set of specifically themed assemblies that run throughout the academic year (i.e. every 4 weeks) on key characteristics such as resilience, independence and positive well-being</p> <p>To have a 'Wellbeing Newsletter' posted to PP students with handy hints and tips for a successful experience in school</p> <p>To offer free breakfast to PP students (passes can be earned rather than given to avoid any stigma) for</p>	<p>MLO MEL GMO DBU</p> <p>MEL/ MLO</p> <p>MEL/ NSA</p>	<p>To calendar themed assemblies and have resources ready to deliver – September 18 (ongoing). To follow up this from teacher evaluations</p> <p>Develop and deliver to all PP students to reinforce well-being messages</p> <p>To take a register of attendees at Breakfast Club and identify the percentage of PP against non-PP to identify its effectiveness for disadvantaged pupils</p>	£153336.13	<p>Time</p> <p>Reprographics</p> <p>Breakfast resources</p> <p>Pastoral Support</p> <p>Assembly time</p> <p>Resource bank or PPT's</p>	<p>PP students have a reinforced message of positivity and well-being that will result in stronger independence and a successful school journey – behaviour improved overall (SIMS and CPOMS evidence)</p> <p>School-home links reinforced on well-being. Parental support improved</p> <p>Physical wellbeing improved through healthy free breakfast and levels</p>	

example good attendance = weeks free breakfast pass	MLO/ MEL	To reduce the amount of pastoral poor well-being issues through effective mental health first aid for PP students facing difficulties – monitored on CPOMS		Reprographics	of punctuality should increase, with a targeted 2% over the course of the academic year	
To develop Mental Health within the Pastoral Team to aid in facilitating better coping mechanisms for PP students who are struggling with school/home issues; this will be further enhanced through the use of the Intervention Centre and the full time school counsellor		Rigorous tracking from the full time school counsellor and more effective links forged with the pastoral team and outside agencies documented		Breakfast resources	Less pastoral issues through building self-coping mechanisms for PP students; referrals reduced and measured through pastoral staff	
				Training time		
				Timetabled sessions with the school counsellor	Referrals to outside agencies such as CAMHS should be reduced through a more proactive approach to identifying and supporting PP students with mental health issues	

Key Objective 4:

To work on strategies to raise pupils' aspirations in order to facilitate greater pupil engagement

Rationale:

"Pupils from disadvantaged backgrounds are often considered to have lower aspirations, which can impact negatively on their academic performance: 'Raise their aspirations and remove the fatalistic and deterministic attitude.'" Schoolszone Research Study

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
To work closely with Manchester Aim Higher (NCOP) to identify opportunities where students can access higher educational opportunities such as the Brilliant Club, Bolton 6 th Form RAY program.	PD/GM O/MSM	Ensure a comprehensive recording system is in place which allows us to analyse which students have accessed which initiatives.	£2282.54	Office support Pastoral support More Able teachers support	Students have a wider access to further and higher education organisations. Aspirations are raised and outcomes monitored through high grades at GCSE and the types of courses chosen for further education. The	

<p>Develop a positive role model structure in school through the buddying of older students with younger students.</p>	<p>PD/GM O/MSM</p>	<p>Ensure that a central recording system is in place that monitors students who are been peer mentored and a peer mentoring list is also maintained.</p>		<p>Office support Pastoral support</p>	<p>amount of students going onto further education or apprenticeships should increase on the previous year</p>	
<p>Through the <i>Alumni</i> develop a register of past student who could potentially come and speak to current students through the ASPIRE program. Also look a local inspirational role models in the Bolton community and invite them to speak to students.</p>	<p>KMA/ SR/ GMO/P D</p>	<p>To record which students have accessed guest speakers</p>		<p>Office support Pastoral support Connexions NCOP</p>	<p>Students on the 'buddy' programme improve attitude to learning, punctuality and attendance (see previous targets). They also begin to meet and exceed targets (see attendance plan for specified targets)</p>	
<p>Develop a dedicated space through the Intervention Centre to support students with having an explicit base and network of support to help them raise aspirations and show them different contexts</p>	<p>MLO</p>	<p>Capture student voice and how their emotional levels and confidence have increased as a result of accessing a specific and dedicated learning environment</p>		<p>Intervention Centre and external / internal staffing</p>	<p>Improve attitude to learning, punctuality and attendance. They also begin to meet and exceed targets (see attendance plan for specified targets)</p>	
					<p>Student applications for apprenticeships and colleges should increase as a result of having specialised support</p>	

Outcomes for children and learners:

Key Objective 1:

To improve attainment outcomes for disadvantaged * students to ensure attainment is in line with or exceeding expected levels of progress

Rationale: Additional capacity created within both maths and English departments to enable smaller class sizes across all year groups to be created to enhance academic progress for students who are below national expectation of attainment for maths and English.

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Deployment of additional teachers in maths and English departments</p> <p>Additional capacity created within maths department to enable support through intervention to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for maths</p> <p>Intervention sessions (outside of school hours) to run with targeted cohorts in Year 11. Students identified as those underachieving in any subject and sessions run as intensive workshops, focusing on skills needed.</p> <p>Extended school sessions (after end of school hours) to run with targeted cohorts in Year 11. Students identified as those underachieving in maths, English and science;</p>	<p>MLO / SHE / GRE / PD</p> <p>MLO / SHE / GRE / PD</p>	<p>Analysis of data at key points throughout the year. Initially to identify relevant pupils who will need to access intervention; to monitor progress; and to identify any additional pupils who may need to access intervention throughout the year.</p> <p>Class lists.</p> <p>Evaluation of progress made since accessing the smaller class / additional intervention sessions.</p> <p>Registers of attendance to class/intervention sessions.</p> <p>Analysis of ATL data.</p> <p>Pupils to evaluate the impact of smaller classes and additional sessions through pupil voice.</p>	<p>£82667.07</p>	<p>Additional teaching capacity.</p> <p>Copying and resource development.</p> <p>Rewards and refreshments for students.</p> <p>SIMs datasheets.</p> <p>Student voice panel.</p>	<p>Pupils accessing smaller classes/ additional intervention make positive progress throughout the year in Maths: - Pupils' actual GCSE grade will show that progress has been made from starting assertive mentoring grade.</p> <p>- Pupils who have accessed all relevant sessions (96% + attendance) and engaged in their learning should make enough progress towards achieving their target grades.</p> <p>- Pupils with lower attendance (85-95%) will make some progress but may not achieve target grades.</p> <p>Attendance to sessions increases as pupils recognise the benefit of additional/ smaller group sessions.</p>	<p>Impact to be measured based on GCSE results (August 2019) and final assertive mentoring data input (June 2019). Results 2018 will be used as a baseline measure to aid judgement of 2018-19 data.</p> <p>Evaluation to be judged against GCSE progress measures 2019 PP vs NPP and national data and benchmarks.</p> <p>Impact will also be seen in number of students within the cohort whose progress increases across the school year.</p>

sessions operated as intensive workshops, focusing on the skills, knowledge and application needed.					Pupils develop more confidence with maths.	
Form time intervention sessions					Mind-set of disadvantaged cohort changed – reflected in the behaviour of cohort and ATL analysis	

Key Objective 2:
To develop greater parental engagement in order to support raising attainment

Rationale: *‘Better support around the child outside of school with clear communication between all relevant agencies involved would add to improvement. More parental accountability around attendance and support for child’s development socially and educationally would be welcome.’ (Schoolzone Research Study)*

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Additional sessions with parents designed and calendared in order to initiate support mechanisms and outline the expectations of pupil performance in Year 11. (July 2018)</p> <p>Parents of students identified as those underachieving in maths, English and science invited in to attend additional support sessions - sessions operated as intensive workshops, focusing on the skills, knowledge and application needed. (Regular intervals throughout the year – starting in September 2018)</p>	MLO/ PD/ GMO	<p>Calendared events – parents informed via texts home/ emails/ website and letters home</p> <p>Minutes and evidence from parental meetings used to measure impact and evaluate further actions</p> <p>Monitoring and evaluation of ATL data and assertive mentoring used to facilitate parental meetings and provide structured support</p> <p>Strategic meetings to plan, monitor and evaluate the sessions and the impact of the support classes offered</p>	£6536.84	<p>Office Support</p> <p>Pastoral Support</p> <p>HOD support</p> <p>Dedicated time on the calendar to staff, resource and facilitate parental meetings</p> <p>Staffing time used to import, analyse and evaluate the ATL and</p>	<p>Parents feel confident in contacting school for progress updates.</p> <p>Improved attitude to learning and engagement in these lessons. Less behavioural issues, improved grades.</p> <p>Specific barriers to learning that parents may face, such as lower levels of literacy or numeracy, are removed through intensive in-school support, thus allowing parents to support their child at home more effectively</p>	

<p>Develop a designated way for parents to easily access help and advice from school via a help line/email/text service</p>		<p>through the new intervention centre</p> <p>Staff, parental and student voice used to capture impact</p> <p>Office staff regularly monitor the amount of questions posed through the website or text</p>		<p>assertive mentoring data</p> <p>Intervention centre used as a base for intensive parental sessions designed to support parents</p> <p>Staffing and refreshments in the centre when sessions are being delivered</p> <p>Website and other forms of technology used to capture parental voice are regularly updated</p> <p>Scheduled and calendared meetings / sessions planned and delivered through professionals, internal and external sources</p>	<p>Although not always quantifiable, parental presence in school will increase and create the image of a 'united front', so that students are able to visualise a collective approach to their education, especially in year 11</p> <p>ATL should improve as a result of increased parental presence</p> <p>Levels of parental engagement will improve, with pastoral contact increased and ATL levels should improve as a consequence</p>	
<p>Further utilise the Intervention Centre to increase parental engagement, offering tailored sessions to support them at home with challenging and complex situations</p>	<p>MLO</p>	<p>Intervention Team to evidence and monitor impact, capturing parental voice and measuring student engagement through ATL analysis</p>				

**Key Objective 3:
To improve curriculum engagement and academic achievement for disadvantaged students**

Rationale: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>Implement an academic subsidy to enable disadvantaged students to fully access the curriculum and reduce attainment gap.</p> <p>Implement an engagement subsidy to enable disadvantaged students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap.</p> <p>Alternative provision for targeted students identified as those at risk of underachieving focusing on core subjects and life skills needed.</p>	<p>NSH /GRE /MLO /PD</p>	<p>Analysis of academic data at data points across the academic year (monthly y11 and half termly y7-10).</p> <p>Registers of attendance to class/intervention sessions.</p> <p>Analysis of ATL data.</p> <p>Student voice.</p> <p>Meeting minutes from PP group and alternative curriculum meetings.</p> <p>Evaluation of impact of alternative provision and providers from student and school perspective.</p>	<p>£20240.00</p>	<p>Alternative curriculum placements.</p> <p>Revision guides.</p> <p>PP group resources e.g. rewards, copying, refreshments.</p>	<p>Pupils are fully engaged in their learning and should make enough progress towards achieving their target grades on a half termly basis</p> <p>Attendance school and PP sessions increases as pupils recognise the benefits and have improved aspirations.</p> <p>Mind-set of disadvantaged cohort changed – reflected in the behaviour of cohort and ATL analysis which shows improvement over the year and improvements in behaviour for learning skills such as resilience, reflected in reduction of incidents involving this cohort.</p>	<p>Impact to be measured based on GCSE results (August 2019) and final assertive mentoring data input (June 2019). Results 2018 will be used as a baseline measure to aid judgement of 2018-19 data.</p> <p>Evaluation to be judged against GCSE progress measures 2019 PP vs NPP and national data and benchmarks.</p> <p>Impact will also be seen in number of students in all year groups within the cohort whose progress increases across the school year. This will be compared to 2017-18 data to show improvement in student progress.</p> <p>Positive student voice with regards to the curriculum is obtained and data shows that ATL improves alongside academic data.</p>

**Proposed Total Spend of: £357,737.87 (plus contingency of £397.13)
£25,000 (excluding estimated Catch up grant funding)**

Catch Up Premium : Intensive small group tuition to support students who did not achieve national benchmarks in reading or maths at the end of key stage 2						
Rational: Support for pupils from deprived backgrounds who may lack the emotional resilience at times of transition has been shown to be effective. Six key principles of effective practice are: maintaining collaboration before and after transfer; facilitating effective communication; prioritising and investing in school visits and induction programmes; developing practices for particular types of pupils; ensuring schools have clear roles and responsibilities that are supported by senior management; and disseminating good practice” – DFE Literacy and Numeracy Strategies – November 2012.						
Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
<p>To create a nurture group (ATLAS) in year 7 that simulates a primary environment focused on working intensively on pupils’ basic literacy and numeracy skills. (September 2018)</p> <p>Utilise the KS2 data to evaluate which pupils have not achieved the relevant scores at KS2 in maths and English; identifying which pupils are low attainers. Use the question level analysis function (QLA) in the Analyse School Performance (ASP) service, formerly RAISEonline, to identify specific areas to focus on with new year 7s who haven’t reached the expected standard in key stage 2 tests. QLA gives a breakdown of individual pupils’ performance in each</p>	<p>MLO/ DNE</p> <p>MLO/ SHE/ GRE</p>	<p>Analysis of data for atlas group to gauge progress and effectiveness and allow movement of students into J band following exceptional progress in basic literacy and numeracy.</p> <p>Departmental schemes of work with schemes for low ability students reflecting a coherent and sequenced programme of study to address the areas of focus identified in ASP.</p> <p>ASP QLA records.</p> <p>Minutes of meetings to formulate and review the curriculum offered following ASP QLA analysis.</p> <p>School QA measures – work scrutiny, lesson observations.</p>	<p>£14,458.60</p>	<p>Member of staff (DNE) to teach the ATLAS group for 15 lessons per week.</p> <p>Specific room and resources made available for the ATLAS group.</p> <p>ATLAS group budget.</p> <p>Time to analyse KS2 results.</p> <p>Timetable needs to ensure ‘booster’ classes have relevant staff and times</p> <p>Staffing to run intervention</p>	<p>Pupils in the ATLAS group feel more confident about their transition into secondary school.</p> <p>Pupils in the ATLAS group make progress with their basic literacy and numeracy skills. Increased progress and ATL seen in data for atlas group and focus group. Data shows that students are meeting or exceeding their half termly targets and have high ATL scores.</p> <p>High levels of attendance to focus group and form intervention.</p> <p>Effective programme of study in place, with positive student voice given for both ATLAS and focus groups.</p>	<p>Students in both groups make accelerated progress and close the gap between their starting points and age related national expectations in both literacy and numeracy.</p>

		<p>Identification of underachieving pupils – not eligible for the ATLAS group – via analysis of KS2 results, who would then be placed in ‘booster’ groups in English and/or maths.</p> <p>Analysis of ‘booster’ group data throughout the year should show pupils are making progress.</p> <p>Pupils identified for maths and English form time intervention; registers to monitor attendance to sessions. Impact measured through analysis of progress.</p> <p>Reading scores tested at the start and end of the programme. Impact measured through analysis of progress.</p> <p>Feedback from sessions shared with department/line managers; appropriate adjustments/ strategies evident in lessons and LTP.</p>				
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