Pupil premium strategy statement

Westlands
SCHOOL

1. Summary information					
School	Westlands Secondary School				
Academic Year	2019/20	**Total PP budget**	£344,625	**Date of most recent PP Review**	September 2019
Total number of pupils	1774	**Number of pupils eligible for PP**	412	**Date for next internal review of this strategy**	January 2020

2. Current attainment

Measure	PP 2019	Non PP 2019	Gap 2019	PP 2018	Non PP 2018	Gap 2018	PP 2017	Non PP 2017	Gap 2017
Basics	51.6%	70.2%	-18.6	51%	70%	19%	36%	58%	22%
A8	36.8%	44.03%	-7.15	36.7	44	8.7	34.79	42.36	7.57
P8	-0.347	-0.028%	-0.319	-0.36	-0.03	-0.33	-0.37	-0.05	-0.32

By the end of KS3				
	DA	Other		Progress of pupils who arrive below the expected standard in English and mathematics

On track English	26%	30%		Literacy	92 students arrived below expected level for literacy of which 26 were eligible for pupil premium. 50/92 and 11/26 (PP) finished on or above their end of Year 7 target
On track mathematics	50%	57%		Numeracy	99 students arrived below expected level for literacy of which 28 were eligible for pupil premium. 33/99 and 7/28 (PP) finished on or above their end of Year 7 target
On track science	24%	24%			

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than other pupils, preventing them from making good progress.
B.	Lack of academic progress with PP pupils in comparison with others leading to gap in attainment and progress
C.	Material poverty in terms of resources, equipment and organisation and attendance of out of school hours learning and educational visits.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance rates for PP students are below the attendance for other pupils reducing their time in school and contributes to them not making expected progress.
E.	Lack of parental engagement with school and education in general leading to a dearth in cultural capital.
4. Desired outcomes *(desired outcomes and how they will be measured)*	Success criteria

A.	High levels of progress in literacy and reading for Year 7 and 8 pupils eligible for PP	Currently 32% of pupils in Year 7 are eligible for PP started below national average for reading. 42% of Year 8 pupils eligible for PP started below the national average for reading. All PP students with an attendance >94% to have achieved a reading age of at least 11 by the end of the year.
B.	Student outcomes PP students improves and the gap from national decreases	Pupils eligible for PP identified from KS2 scores are diminishing the difference between themselves and 'other' pupils identified as PP. KS3 - Reduce the gap of attainment of PP pupils compared to others so it is inline with the national average. Year 11 – Improve P8 of PP and decrease the gap in attainment between PP and non-PP. Year 10 – P8 prediction of PP to improve. Students eligible for PP in Year 7 (98 students) Year 8 (71 students) and Year 9 (93 students) to be on track in all subjects.
C.	Increased rates of engagement, preparation for learning and organisation of students eligible for PP.	Diminishing the difference of PP students compared to non-PP students focusing on engagement in KS4. % of students in PSP compared with 2018/19 to reduce. Improved attendance of PP students at trips/clubs.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve. Average PP attendance to achieve >92% Persistent absence of PP students improves.
E.	Improved parental attendance at parents' evening.	Attendance of parents of PP students at parents' evenings to increase. 2018/19 attendance average was at 51%. Parental attendance to consistently exceed 70% with those eligible for PP to exceed 60% using Edulink to increase parental communication.

5. Planned expenditure

Academic year	2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Intended and actual effect (impact) and lessons learned.	Current Picture
A. Improved literacy and reading in Year 7/8.	CPD on using RADAR reading programme effectively and developing questioning techniques to follow up text reviews.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach using the accelerated reader system.	SL along with DHT to oversee resources and scheme development with KS3 lead and other necessary parties.	**Intended:** Regular reading lessons taking place within Year 7/8 English lessons. **Actual:**	**Nov 2019:** All pupils tested on AR and PP gaps identified. Actions for pupils who require them to be evident on class profiles. **Mar 2020:** Targeting pupils to have had reading intervention with MBE during library lessons, who will question them on their books. **Jun 2020:** New reading age data to be collected and show an improvement in reading ages.
A. Improved literacy and reading in Year 7/8.	CPD and regular sharing of key vocabulary within teaching and learning. Teaching of vocabulary to happen regularly during library lessons, led by LYB, for all Year 7 and 8 pupils. In 2019-20, this will also apply to Year 9 pupils. LWs / resources show an increase in the discrete teaching of new vocabulary in the rest of English lessons.	Allowing students eligible for PP to close the vocabulary gap by being regularly exposed to the academic word list. These 100 words are crucial in accessing the vocabulary in many academic subjects. Developing students' understanding of these words by explicitly teaching across the curriculum will enhance the opportunity to achieve.	Literacy focus to be implemented into T&L scrutiny, this could be through means of learning walks, peer observations, and book checks. Literacy links published for all staff.	**Intended:** Staff are regularly using and defining key vocabulary in lessons which develops students' knowledge and application of keywords. **Actual:**	**Nov 2019:** PP pupils who are falling behind prioritised for intervention with LYB. **Mar 2020:** Exercise books and learning walks to evidence the teaching of vocabulary in lessons and pupils' increasing engagement and confidence with using the vocabulary. Teachers to monitor how targeted students complete

					vocabulary tests during reading lessons. **Jun 2020:** New reading age data to be collected and to show an improvement in reading ages.
A. Improved literacy and reading in Year 7/8	27.5 % of students eligible for PP in Year 7 and 28.4% of those eligible for PP in Year 8 are taught in B block with specialist provision.	Those students with a specialist need will be supported by a specialist and taught in small groups so as to improve access to curriculum content. Small class sizes show a positive effect on pupil progress according to EEF toolkit.	Specialist provision managed and quality assured by SLT.	**Intended:** Students identified as needing improved reading ages are eligible for PP in Year 7/8 within the specialist provision. **Actual:**	**Nov 2019:** PP pupils who are falling behind prioritised for intervention. **Mar 2020:** Teachers to monitor how targeted students complete vocabulary tests during reading lessons. Targeted pupils to have had reading intervention with MBE during library lessons, who will question them on their books and make assessments so as to show improved progress. **Jun 2020:** New reading age data to be collected and to show an improvement in reading ages.
B. Improved teaching, learning and assessment across the school supports improved progress and outcomes so the gap closes. PP student attainment is in line with national average.	Departments to refine long-term and mid-term plans so that learning is consistently structured for students whilst stretching most able. Departments link the curriculum learning to career opportunities in line with the recommendations outlined in the Gatsby Benchmark framework. Regular staff training sessions to ensure quality first teaching. Regular internal reviews to ensure compliance.	The use of long and mid-term plans ensure teachers provide challenging lessons which stretch all students. Regular feedback and assessment is reviewed and refined in long-term and mid-term plans. Regular feedback shows high impact on pupil progress according to the EEF toolkit. .	Swale Academies Trust to conduct regular internal reviews. Quality assured by SLT and the Teaching and Learning Team.	**Intended:** A secure and well considered curriculum will allow for improved quality first teaching and accessibility for all students. **Actual:**	**Nov 2019:** Curriculum maps have been evaluated by SL and QA. The intent of all curriculum areas have been written and appropriate training and support are put in place to support SL and Departments. Departments have evaluated the use of effective feedback and assessment and this has been embedded into long-term and mid-term planning. Whole school T&L strategies are evidenced in LW, progress checks and pupil voice. One whole school CPD

	Regular use of data to inform teacher planning so interventions are planned effectively. Tracking by Head of Department/Senior Leadership Team using Sisra. Consistent whole school T&L strategies used for disadvantaged students.				session and a range of T&L briefings have been delivered on PP T&L strategies. Appropriate interventions have been highlighted and put in place. **Mar 2020:** Two whole school CPD sessions and a range of T&L briefings have been delivered to share PP strategies and best practice. Appropriate interventions have been highlighted and put in place.Progress checks, LW and observations show high quality feedback given regularly to PP students **Jun 2020:** Appropriate interventions have been highlighted and put in place. Internal reviews show more consistent strategies used with our PP students which enable students to make good progress.Progress checks, LW and observations show high quality feedback given regularly to PP students
B. Improved teaching, learning and assessment across the school supports improved progress and outcomes so the gap closes. PP student attainment is in line with national average.	A raising standards LL dedicated specifically to the development of boys' and PP attainment and progress. Progress 8 for key PP and DA boys will show an increase and narrow the gap with girls and their non-PP counterparts.	Aspiration interventions are designed to improve confidence and resilience by surrounding students with like-minded peers.	DH to quality assure the implementation and impact of the LL of boys' and PP attainment and progress.	**Intended:** Progress 8 for key PP and DA boys will show an increase and narrow the gap with girls and their non-PP counterparts. **Actual:**	**Nov 2019:** Underachieving PP boys have been identified in either specific year groups or subjects. LL, SL and T&L group are aware of these students and are putting in place appropriate interventions i.e. subject specific support, mentoring, external support, and so on. Additional intervention to be deployed in humanities. Geography Trust Lead Practitioner to work with

					Geography to improve attainment with a particular focus on year 11. **Mar 2020:** PP boys cohort show an improvement in attainment and progress. Humanities show improvement in attainment at KS4 which is in line with core predictions. **Jun 2020:** PP boys cohort and humanities in KS4 show an improvement in attainment and progress.
C. Material poverty in terms of resources, equipment and organisation and attendance of out of school hours learning and educational visits to support cultural capital and attainment.	Range of after school clubs and activities offered. Registers of student attendance at all after school clubs and revision groups to be recorded by teachers. Timetable of extracurricular activities published to parents and students. Registers set up and sent to PP AHT to map student attendance and provision of opportunities. Ensure all Year 11 PP students receive meeting with Destinations Officer as part of the recommendation made in the Gatsby Benchmark framework. Trips and visits for careers are targeted at PP students to ensure a wide range of experiences and development of cultural capital. Next step interview for every Year 11 student is arranged to discuss progression into sixth form.	After school clubs can engage students and encourage attendance at school. Tracking provision and attendance will allow school provision of PP students to be monitored and gaps in what is offered after school to be identified. Extended school time is an effective method of accelerating progress along with small group sizes, feedback and mastery learning.	SL along with QA to oversee attendance registers. DHT to quality assure overall attendance to next step interview.	**Intended:** Improved attendance to extracurricular activities, trip and outer school opportunities for PP students. **Actual:**	**Nov 2019:** Tracking, monitoring and targeted extracurricular activities are put in place. **Mar 2020:** There is an improved attendance to extra-curricular clubs for PP students. **Jun 2020:** Year 11 PP students have met with the Destinations Officer to ensure suitable careers advice is given.

	Total budgeted cost	£121,560

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Intended and actual effect (impact) and lessons learned.	Current Picture
A. Improved literacy and reading in Year 7/8.	1-2-1 support with reading from specific English intervention teacher.	Some of the students need targeted literacy/ reading support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Intervention teacher to be timetabled with specific direction on those students who require additional support.	**Intended:** PP students to receive 1-2-1 support and RADAR tested more frequently than 'other' students. Improved literacy and reading compared to when starting the 1-2-1 support. **Actual:**	**Nov 2019:** RADAR reading and 1-2-1 intervention implemented. **Mar 2020:** PP students have achieved additional support and STAR scores show improvements from starting points. **Jun 2020:** STAR scores show improvements from starting points.
B. Student outcomes of KS4 PP students improve and the gap from national KS4 decreases.	Outside of School Learning (OSL). Opportunities for learning outside of the school day for students identified as requiring additional support in specific areas of the curriculum. Disadvantaged students are targeted, prioritised and monitored in their attendance and progress they are making. OSL – After School and additional dates to be scheduled during school holidays and weekends. Invitations from all Departments to target PP students at these interventions in the form of small groups and 1:1 when needed.	Those students with a specialist need will be supported by a specialist and by being taught in small groups will have improved access to curriculum content. Small class sizes show a positive effect on pupil progress according to EEF toolkit. Extended school time is an effective method of accelerating progress along with small group sizes, feedback and mastery learning.	SL to liaise with teachers and SLT to timetable with specific direction on those students who require additional support. Specialist provision managed and quality assured by SLT.	**Intended:** An increase in attendance of PP students who attend OSL which improves progress being made over time. **Actual:**	**Nov 2019:** OSL registers in place, vulnerable groups to review attendance. **Mar 2020:** OSL, extracurricular and trips registration system now in place. Staff training required to ensure this is successfully implemented. A significant increase in PP students' attendance from T2. **Jun 2020:** OSL registers show an increase in PP attending interventions which sees an impact in summer results for PP students.

	Use data to create bespoke timetables to support Year 11 students around the examination period.				
C. Introduce and develop PP funding for interventions at all levels.	Departments are to use 5% of their budget for direct use of PP students. Students are to show where they have used their budget and the impact it has had. Departments bid for resources and funding to directly support progress and attainment of PP students. Intended impact sheet to be submitted with any purchase order so impact can be measured directly. Introduce more trips and outdoor learning activities to engage students. Use of alternative RADAR provision to avoid exclusion.	All staff are aware of the funding that is available and how effective interventions can be implemented and robustly monitored for impact. Outdoor learning/cross-curricular activities can engage students within the curriculum.	HT to oversee and release department funding.	**Intended:** Departments can use funding to specifically support PP Department priorities as highlighted in their DIP in order to reduce the attainment gap. **Actual:**	**Nov 2019:** Department bids are submitted and specific financial allocation is granted to Departments in order to reduce the attainment gap. **Mar 2020:** Departments report on the impact of their individual bids. **Jun 2020:** Bids should show a direct impact on pupil progress.
C. Appropriate subject support is in place to improve access to and engagement in the curriculum**.**	Effective use of TA provision at Department level, termly reviews of timetabled support. Behaviour interventions to be integrated into SEND provision. SEN interventions for targeted students. PP SLT champion to work with SENCo to ensure provision for PP is mapped.	Where teaching assistant impact is measured and student progress reviewed frequently, student needs can be met in order to support progress in lessons. TA intervention can have limited impact if not targeted effectively and impact monitored (EEF).	Through revising and evaluating the targets on EHC Plans and provision plans. This happens three times a year with parents either by phone or in a face-to-face meeting.	**Intended:** TA support is targeted to support students and regularly monitored to ensure interventions are having an impact on progress. **Actual:** as above.	**Nov 2019:** PP is mapped within SEND and SEN interventions have been highlighted and put in place. **Mar 2020:** All pupils with an E or a K to be making positive steps towards the targets on their provision plans. **Jun 2020:** all pupils with an E or a K to have reached the targets on their provision plans.
C. Increased engagement in KS4.	Intervention and support is put in place for selected PP students in KS4.	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be	Vulnerable groups AHT to liaise with SL and communities to develop a monitoring	**Intended:** Improvement in the engagement and organisation of selected students.	**Nov 2019:** Data has been used to identify students that need additional support inorder to make expected levels of

		effective, especially for older pupils.	programme for targeted students in Year 9 and 10.	**Actual:**	progress. LL and T&L team work in conjunction with departments to put bespoke intervention in place as indicated by Sisra data. **Mar 2020:** Equipment packs have been organised and distributed with a specific focus on Year 11. Continuation of bespoke intervention that is identified as a cause for concern via data collection. **Jun 2020:** Targeted PP students are making improved progress from their starting points.
C. Increased engagement in KS4.	Core subject in KS4 to be set across cohort and PP students to be placed in one set. Classes to be taught by the best teachers in the core subjects.	Evidence shows that poor teaching is more damaging to disadvantaged students than non-DA students. By providing PP students with the best/ most experienced teachers we aim to counteract this.	DH to timetable in liaison with subject leaders to ensure the strategy is implemented.	**Intended:** Students in PP sets to make more progress than students than those in other sets. **Actual:**	**Nov 2019:** core leadership team to meet with staff to moderate PP pupil progress after a data drop to regularly evaluate strategies. Subject specific CPD is used within the department to upskill teachers on key topics fed from GCSE analysis. **March 2019:** complete a pupil voice with specific pupils of the PP groups to review and act on feedback. PP students **June 2020:** end of year results to show positive progress of key PP groups, with staff able to evidence progress made.

		Total budgeted cost	£130,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Intended and actual effect (impact) and lessons learned.	Current Picture
D. To improve attendance % for PP students.	Attendance Officer to closely monitor and work directly with SEAAS, students and families with attendance concerns and focus support on improving attendance and punctuality. Monitoring and intervention of PP students' attendance improves attendance for all students. Attendance Advisory Officer to meet with communities fortnightly and then strategically arrange home visits, parent and student meetings and also liaise with external agencies. Develop role of PSMs for each community to identify PP students at risk - mentoring, parental contact and links to LL. Develop tutor intervention to monitor and improve student attendance. Communities are to send the weekly attendance report from SEASS to tutors to allow for additional support and PP attendance conversations. Rewards for most improved attendance at the end of term. PP concern students to be targeted for additional support	The services of SEAAS has been utilised for two years. An improvement in the importance of attendance for the whole school environment has increased. SEAAS have worked in harmony with our existing Attendance Office and enabled them to process data efficiently. SEAAS meet parents, work with Community staff and challenge poor attendance. All research indicates that low attendance is the single biggest factor preventing progress.	DH (Attendance) to liaise with SEAAS services concerning individual cases.	**Intended:** Improvement in the attendance of PP students who work directly with SEAAS. Raised awareness of PP students ensures interventions at community level. **Actual:**	**Nov 2019:** Communities and tutors should be more aware of the attendance of PP students. A relationship is developed between SEASS and tutors to monitor and improve PP attendance. **Mar 2020:** SEASS services and support ongoing. PET intervention meeting to evaluate attendance strategies and the impact it has on reducing the PP gap. Attendance team to monitor and track the impact that phone calls from SLT are having on reducing the gap. Specific focus on Year 11 and Year 10 due to make up of the cohort. **Jun 2020:** Per review, down to 2.5 % gap.

	by the Attendance Advisory Officer. Fast track meetings are put in place for targeted PP poor attenders.				
C. Improve number of days missed by inclusions and exclusions	Reduce the number of days PP pupils miss by inclusion and exclusions. Create a strategic plan to continue this trend within a 3-year time plan.	Last Academic Year PP pupils accounted for 33% of all FPE exclusions, 36% of PSP Exclusions and on average 37% of Behaviour Support Calls. Therefore, we need to engage PP students within lessons and ensure the full range of strategies have been exhausted before we look to exclude them from classroom based learning.	Lead for Behaviour and Attitudes will look at PP data weekly and ensure that it is published within school and that Community Teams are aware of their individuals who are PP and that they are putting them to the top of their support/mentor and guidance list. Communities ensure that they highlight any parent communication concerns, via the Principal and they link back to CRH as Deputy Headteacher. RADAR Provision support, where able, to look at the trend of PP pupils in PRU and alternative placements and look at re-integration packages for PP pupils.	**Intended:** Improved inclusion for PP specific pupils that will close the FPE and Internal exclusion gap. **Actual:**	**Nov 2019:** Communities and tutors should be more aware of PP students and weekly PP data should be published to develop this knowledge in PSP/PSP Exclusion and FPE data. Communities look to foster a stronger relationship between PP pupils and the PSM to help monitoring and improving PP engagement and close the PP gap in these areas in comparison to non-PP. **Mar 2020:** PET focus on the midpoint PP figures and look at the services and support externally that can engage and work with those PP students who are not showing a change in their behaviour and continue to gain exclusions and miss classroom based education. Intervention meeting to evaluate strategies and the impact it has on reducing the PP gap. **Jun 2020:** A negligible percentage gap in comparison of PP pupils to non-PP pupils.
E. Increased parental engagement.	Community teams to contact all parents of pupils eligible for PP prior to parents' evening to confirm attendance.	According to EEF, parental engagement is shown to make a moderate impact for moderate cost.	Vulnerable groups AHTs to schedule in preparation for parents' evenings.	**Intended:** Increased parental attendance rates of pupils eligible for PP.	**Nov 2019:** A positive impact on the amount of PP students' guardians attending parents' evening is linked to contacting

				Actual:	guardians prior to parents' evening.
					Mar 2020: Vulnerable groups phone calls have improved attendance at Year 7, 10 and 8 parents' evenings, diminishing the difference between PP and non-PP. Positive parental survey at parents evening.
					Jun 2020: Vulnerable groups phone calls have improved attendance at Year 7, 10 and 8 parents' evenings, diminishing the difference between PP and non-PP. Positive parental survey at parents' evening.
				Total budgeted cost	**£7,565**

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved literacy and reading in Year 7/8.	**CPD on use of key vocabulary in teaching and learning.**	**Nov 2018:** CPD has been delivered on the staff development day and teachers should now be implementing into practise.	The academic impact of this strategy cannot yet be measured and is difficult to isolate from other strategies. In future it would be worthwhile to collect pupil voice data on the impact of this in day to day lessons.	£1,500

		Mar 2019: Tier 1,2,3 words should be incorporated into lesson planning. Subject leaders currently judging quality of provision. **Jun 2019:** Key vocabulary and opportunities for extended writing are included in house-style lesson plans.		
A. Improved literacy and reading in Year 7/8.	**CPD on using RADAR reading programme effectively and developing questioning techniques to follow up text reviews.**	**Nov 2018:** RADAR reading and DEAR time implemented. Vulnerable groups team to review impact in T3. **Mar 2019:** Current RADAR data shows strong improvements against starting points, particularly in Year 7 using star scores. **Jun 2019:** RADAR reading has shown significant improvement in reading ages of Year 7 and 8 students	RADAR reading programme will definitely be continued in future years with a view to rolling out over other year groups. The strategy however needs to be targeted more specifically so the students eligible for PP are tested first and more regularly.	£1,500
A. Improved literacy and reading in Year 7/8.	**28% of students eligible for PP in Year 7 and 27% of those eligible for PP in Year 8 are taught in B block with specialist provision and additional resources provided/**	**Nov 2018:** Provision already in place, review of impact yet to take place. **Mar 2019:** Impact to be measured by students on track at the end of term 6. **Jun 2019:** Students continue to be taught in specialist provision and in small groups.	This provision is set to continue for the foreseeable future.	£85,000
B. Improved rates of HA attainment.	**Employment of a specific vulnerable groups Learning Leader to improve attainment of HA students eligible for PP.**	**Nov 2018:** Initial students identified, tracking of progress/ impact to be reviewed. LL practise to also be reviewed. **Mar 2019:** LL responsible for HA students continuing to monitor attendance, homework, OSL, attainment. **Jun 2019:** Overall P8 of PP students was -0.04 compared with -0.35 for Non-PP.	Impact of the HA Learning Leader was more obvious when directed to work with individual students. Due to the community restructure the position of LL for vulnerable groups no longer exists.	£25,000

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Improved rates of HA attainment.	**All Year 8 higher ability students eligible for PP are placed in the grammar set.**	**Nov 2018:** Timetable in place. Vulnerable groups team have conducted regular learning walks of grammar set in Year 8. **Mar 2019:** Current data shows 36% of HA/PP students on or above track in lessons. **Jun 2019: I**n all core subjects HA students eligible for PP attained higher overall than HA non-PP students.	Assuming the numbers of students allow, this is a cost free strategy that should be continued further. It is however essential to quality assure the assessment of students KS2 data.	£3,000
B. Improved rates of HA attainment.	In line with the school's philosophy of promoting quality first teaching and learning last year funds were deployed for specialist teachers within the core.		Successful examination outcomes for 2018/19 show that the deployment of specialist teachers ensured secure attainment for year 11 students,	£ 74, 060

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved literacy and reading inYear 7/8.	**1-2-1 support with reading from specific English intervention teacher and additional reading resources provided**	**Nov 2018:** RADAR reading and 1-2-1 intervention implemented. **Mar 2019:** PP students have achieved additional support and STAR scores show improvements from starting points. **Jun 2019:** PP students targeted for intervention within the RADAR reading programme.	As above, RADAR reading programme to continue with strategic intervention from the specialist English intervention teacher.	£40,000
B. Improved rates of HA attainment.	**Academic support for HA students eligible for PP.**	**Nov 2018:** Focus for term 3 to move towards students in Year 11. **Mar 2019:** All LLs and some SLT members are working specific Year 11 groups. Students eligible for PP are incorporated within this strategy.	Strategy to be implemented from the outset with designated Year 11 Learning Leaders. Students to be targeted as appropriate. Targeted intervention relies heavily on accuracy of predictions.	£20,000

		Jun 2019: Overall P8 of PP students was -0.04 compared with -0.35 for Non-PP.		
B. Improved rates of HA attainment.	**Offer of high ability out of school hours learning to provide catch up support for those eligible for PP.**	**Nov 2018:** OSL registers in place, vulnerable groups to review attendance. **Mar 2019:** OSL, extracurricular and trips registration system now in place. Staff training required to ensure this is successfully implemented. **Jun 2019:** OSL registration to continue.	Whilst registers were constantly kept, there needs to be more use of the data by Learning Leaders as to which HPA students eligible for PP are attending OSL and how we can ensure a greater attendance.	£5,000
C. Increased engagement in KS4	**Core subject in Year 11 to be set across cohort and PP students to be placed in one set. Class to be taught by the best teachers in the core subjects.**	**Nov 2018:** Strategy is working well, and will look to be deployed in Year 10 for the next academic year. **Mar 2019:** English and Maths PP groups both shown improvements. Maths 53% 4+, English 72% 4+. **Jun 2019:** Overall PP results at 4+ were 58% in English and 63% in maths. With the specific PP groups performing above these scores.	Where it is possible within scheduling the process of grouping students eligible for PP together and designating the best teachers is an effective strategy. During this year attendance of students in these groups was highlighted as an area of concern.	£60,000
C. Increased engagement in KS4	**Support students with the preparation and organisation for learning in Year 9.**	**Nov 2018:** Venn diagrams in place to identify key students. Strategy to be developed in term 3. **Mar 2019:** Equipment packs have been organised and distributed. **Jun 2019:** Students in the process of sitting exams.	The provision of revision resources and equipment is set to continue in the next academic year.	£2,000
B. Improved rates of PP attainment.	**Departments are to use 5% of their budget for direct use of PP students. Students are to show where they have used their budget and the impact it has had.**	**Nov 2019:** Department bids are submitted and specific financial allocation is granted to Departments in order to reduce the attainment gap. **Mar 2020:** Departments report on the impact of their individual bids. **Jun 2020:** Bids should show a direct impact on pupil progress	Departments have used their full allocation on targeted support for PP students which can be evidenced through individual accounting information	£5,000

	i. Other approaches			
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
D. Increased attendance.	**AHT's to regularly chase absence of students eligible for PP.**	**Nov 2018:** Term 1/2, PP students with low attendance identified and regularly contacted when not attending. **Mar 2019:** Major improvements shown in low level attendees from last academic year. **Jun 2019:** Attendance of targeted students improved compared to previous academic year.	This needs to be reviewed regularly and students whose attendance is decreasing throughout the year cannot be allowed to be missed. This approach will be overseen by the attendance team.	£5,000
D. Increased attendance.	**Work with SEAAS alongside onsite attendance team to improve punctuality and attendance.**	**Nov 2018:** Not yet reviewed. **Mar 2019:** SEASS services and support ongoing. **Jun 2019:** SEASS team continue to support specifically with persistent absentees many of whom are eligible for PP. Cases can be reviewed on an individual basis as to the impact of the approach.	Continued collaboration with SEASS.	£8,000
E. Increased parental engagement.	**Vulnerable groups teams to contact all parents of pupils eligible for PP prior to parents evening to confirm attendance.**	**Nov 2018:** Action not yet put in place. **Mar 2019:** Vulnerable groups phone calls have improved attendance at Year 7, 10 and 8 parents' evenings, diminishing the difference between PP and non-PP. **Jun 2019:** The monitoring of attendance of parents of students eligible for PP is now an embedded practise.	With the introduction of Edulink as a parents' evening booking system the main barrier was found to be the accessibility of the booking system.	£2,000

| D. Increased attendance. | Range of trips, clubs and activities offered and prioritised to PP students with financial support given where needed. Additional financial support was made available for equipment, uniform, resources, etc. | **Nov 2018:** Students identified and prioritised for trips, clubs and activities. Financial support offered and given.

Mar 2019: Students identified and prioritised for trips, clubs and activities. Financial support offered and given.

Jun 2019: Students identified and prioritised for trips, clubs and activities. Financial support offered and given. | A range of students were given the opportunity to take part in a range of wider experiences to support their knowledge and understanding of the wider world that they live in. | £14,000 |