



Pupil Premium and Catch Up Premium Plan for 2018-19

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)
- 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 (£2,300 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£2,300 per child)
- Service Pupil Premium - Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300)

Sacred Heart High School's Pupil Premium Profile 2018-2019 (current on role)

Total number of pupils in the school: 1114

Number of PP-eligible pupils: 166

Percentage of whole school total: 16.4%

Total pupil premium budget: £136,510 (This budget runs from April to April)

Year Group	2016-17	2017-18	2018-9
7	49	33	36
8	28	49	31
9	24	28	45
10	24	24	26
11	25	24	20
12	12	25	8
13	8	12	0

What is Catch-up Premium funding?

This is additional funding provided by the government specific to Y7 pupils who did not achieve a National Curriculum score of 100 at the end of KS2 in either Mathematics or English reading. It is only allocated during the Y7 academic year. The catch up premium funding plan is often inextricably linked with the Pupil premium plan as a high proportion of pupils fall into both categories. The funding should be strategically spent to target the gap in performance for these pupils to ensure they “catch-up” with their peers and have full access to the curriculum.

Sacred Heart High School’s Catch-up Premium Profile 2018-9 (current on role)

	2016-17	2017-18	2018-9
Total number of pupils on roll in Year 7	198	196	198
Number of Catch-up Premium pupils (who are also PP-eligible pupils)	13	4	13
Number of pupils who did not reach the expected standard in Reading at the end of KS2	25	13	10
Number of pupils who did not reach the expected standard in Maths at the end of KS2	20	15	10
Number of pupils who did not reach the expected standard Reading and Maths at the end of KS2	14	6	6
Total Catch up Premium budget		£4,500	£4,500

Focus of Funding allocated 2018-19

The aim of our Pupil Premium (PP) funding at Sacred Heart High School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year.

The school allocates its funding in the following key areas.

- **Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups
- **Specific need** - Pupils who are identified with a specific need including SEND pupils and high attaining pupils on entry are supported to ensure that the gap between PP and non PP pupils with these needs narrows

- **Pastoral needs** - Pupils with mental health, social and emotional needs which may express itself through pastoral concerns regarding behaviour attendance and punctuality will be supported through targeted intervention strategies, strengthening the pastoral systems, structures and personnel, working with external agencies and a CPD programme for staff on developing a behaviour curriculum
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between PP and non PP pupils whilst improving provision for all
- **Cultural capital** - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils

PP Outcomes 2016-2018 (Three Year Trend)

GCSE Performance Measures	2016	2017	2018
Number of Catch-up Premium pupils (who are also PP-eligible pupils)	49	25	24
% of Students achieving 5+ standard passes inc EM (4+)	71.9	88.0	75.0
% 5+ 9-4 (A*-C)	84.0	100.0	79.4
% 9-7 (A*-A)	30.4	43.5	30.6
% 9-4 (A*-C)	76.4	87.1	85.4
APS	4.85	5.82	5.54
Attainment 8	56.0	59.5	55.4
Progress 8	0.09	0.60	0.26

Development Following Evaluation 2018-2019

Following the review and evaluation of progress made for 2017/18 several key actions for the academic year 2018/19 have been established to inform our improvement plan:

- To continue to use key internal and external data (EEF) to determine allocation of funding for identified students
- To further develop the PP team (Assistant Head with PP English and Maths Learning Mentors, English Teaching Assistant, Learning Mentor for students on EHC plans and SENCO) to meet half termly to support, engage, challenge and monitor impact of PP spend.
- To continue to investigate barriers to learning for PP pupils and continue to look outward for strategies to use the PP fund effectively. For example, through targeted research including best practice sharing, successful strategies within school, external visits and the use of the Educational Endowment Foundation and the Sutton Trust research.

- To strengthen tracking of PP – outcomes, spend, allocation of resources, intervention, attendance and punctuality data leading to improved outcomes, enjoyment and experience for all PP pupils
- To regularly promote PP information throughout the school - with emphasis on 'collective responsibility' to close the gap for disadvantaged pupils.
- To continue to adopt a pro-active approach from PP team in the suggested allocation of PP impact funding to areas identified through ongoing evaluation of data and tracking of pupil performance.
- To further develop of links and support for KS2 providers to improve KS2-KS3 transition for students identified for the Catch-Up Premium
- To further create strategies which will support Pupil Premium students in danger of fixed term and permanent exclusions
- To further create strategies to enhance provision for our Most Able Pupil Premium students
- To further the develop understanding of the impact of adoption from care on cognitive and emotive development

FOCUS A: YEAR 7 - NARROWING THE GAP IN LITERACY AND PARTICULARLY READING AGES FOR DISADVANTAGED PUPILS / NARROWING THE GAP IN NUMERACY LEVELS AT KS3 /ADDRESSING KS2-3 TRANSITIONAL DIP FOR ALL INCLUDING PP

Barriers to Learning	Success Criteria	Rationale
<p><u>Literacy</u> Low literacy levels from KS2 <100 catch up premium</p>	Identified pupils making expected progress	EEF + 5 Months Small group tuition is most likely to be effective if it is targeted at pupils' specific needs (diagnostic testing of needs and intervention tailored to meets these needs)
Disengagement/inability to relate to texts	Access to wider school curriculum improves	EEF – use of TA and recommendation on the use of teaching assistants in every day classroom contexts. Research to guide the way we work with TA in English and Math.
Access to first language spoken English models at home	Gap in reading ages reduces pupils access and they read outside school	+1 month: Teaching assistants - evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual pupils or small groups, which on average show moderate positive benefits.
Specific literacy need creating a barrier to accessing the wider curriculum.	Pupils read for pleasure	EEF research indicates that that accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – delivery within library lessons is a part of a larger strategy to engage pupils in reading.
Access to reading materials at home	Pupils reading skills are improved through the focus on guided reading and accelerated reader programme	+5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:
Low Literacy levels on entry	Access to wider school curriculum improves with	<ul style="list-style-type: none"> • Targeted reading aloud and discussing books with young children • Explicitly extending pupils' spoken vocabulary

	pupils being able to transfer skills	<ul style="list-style-type: none"> The use of structured questioning to develop reading comprehension
<p><u>Numeracy</u></p> <p>Variability in numeracy levels from KS2 <100 catch up premium</p> <p>Access to maths basics skills to catch up deficit at KS2</p> <p>Understanding of technical language within math problems</p> <p>Access to appropriate specialist equipment</p>	<p>Identified pupils making expected progress</p> <p>Diagnostic Gap analysis identifies areas which need to be strengthened</p> <p>Pupil functional maths ability improves</p> <p>Pupils feel compelled and empowered to problem solve using maths skills.</p> <p>Pupils have the resilience to not give up on challenging mathematical problems</p> <p>Access to wider school curriculum improves with pupils being able to transfer skills</p>	<p>+5 months Reading comprehension strategies Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p> <p>+5 months: Mastery learning strategies - lower attaining pupils on entry may gain more from this strategy, more than high attaining pupils, by as much as one or two months'</p> <p>+4 months: Small group tuition - staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p>
<u>Year 6-7 transitional dip</u>	Pupils make expected progress relative to starting points with little or no evidence of a KS2/3 transitional dip (IPM1)	EEF – Improving Mathematics in KS2 and 3 - guidance report

Chosen Strategies and Actions

- PP and Progress Meetings used to monitor track and utilise intervention strategies for identified individuals and groups.
- Team Up Intervention in English and Maths for all Yr. 7 pupils identified as not having made the expected standard in Maths or Reading - 20 x 1.5 hour intervention weekly September – April 2018
- Before school twice weekly peer-reading with Yr. 11 reading champions
- Use of Year 12 Subject Ambassadors to support identified groups– (7a3 and 7b4)
- Review use of accelerated reader with Yr.7 and Yr.8 in light of decreased reading lessons (registrations for targeted group)
- Modify approaches to delivery in Core Subjects to ensure access for lower attaining PP pupils (support of TA)
- Use of Maths and English TA to deliver catch up and intervention on a one to one and small group basis in and out of class
- Focus on the development of literacy and numeracy across the curriculum (HOD English and Maths)
- Develop case studies to evaluate the impact of work

How is impact monitored	Estimated Total Budgeted Cost = Team-Up + staff salaries = £12,000 + £100,000 = £112,000	Person responsible
<p>Catch up pupils make expected or better levels of progress</p> <p>Data demonstrates a reduction in gap between the reading ages of PP compared with non PP</p> <p>Pupil voice questionnaires (& Team Up Report)</p> <p>Analysis of IPM data shows pupils making good or better progress against starting point with no year 7 transitional dip</p> <p>Case studies related to PP pupils demonstrating specific impact of Team Up Interventions</p>	<p>Team Up Intervention</p> <p>One English Learning Mentor (part-time)</p> <p>One English Learning Mentor Teaching Assistant (full time)</p> <p>One Maths Learning Mentor (part-time member)</p> <p>Specialist teacher employed from Hammersmith and Fulham Services – one day a week</p>	<p>Assistant Head teacher responsible for PP, Director of Maths, HOD of English Team Up Interventions</p> <p>Pupil Premium Lead in English and Maths</p> <p>SENCO Peer Reading opportunities</p> <p>Identified Year 12 pupils in Maths and English</p> <p>KS3 Director of Learning</p>

FOCUS B: NARROWING THE PP GAPS ACROSS YEAR 7-11 THROUGH A UNIFIED APPROACH WHOLE SCHOOL

Barriers to Learning	Success Criteria	Rationale
<p><u>English and Maths</u> Inconsistency in approaches to in class support (TA)</p> <p>Staff ownership of tracking groups</p>	<p>Better understanding of barriers due to review of action research</p> <p>Agreed use of TA support in English and Maths</p> <p>Diagnostic Gap analysis identifies areas which need to be strengthened</p>	<p>EEF – Improving Mathematics in KS2 and 3 guidance report</p> <p>Evidence from the Sutton report and ‘what makes good teaching’ used to plan CPD that develops quality teaching in order to maximise progress for PP pupils and all.</p> <p>EEF – use of TA and recommendation on the use of teaching assistants in every day classroom contexts. Research to guide the way we work with TA in English and Maths</p> <p>Effective use of data to inform tracking groups is essential to ensure that all pupils (including PP pupils) make appropriate progress</p>
<p>Access to STEM agenda - Lead on STEM</p>	<p>PP students engage in a wide range of enrichment as part of the STEAM agenda</p> <p>Development of model of inter-departmental collaboration (STEAM)</p> <p>Approaches for teaching and intervention for PP pupils shared with department and other STEM subject</p>	<p>+8 months: Meta-cognition and self-regulation (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly and understand how to repeat success. This is usually by teaching pupils’ specific strategies to set goals, and monitor and evaluate their own academic development.</p> <p>Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities</p>
<p>Access to the Arts – Drama HOD of Drama, Art HOD of Art</p>	<p>Drama pupils have access to trips, exhibitions, workshops and texts</p>	
<p><u>Monitoring and tracking of PP</u> Closer tracking of all groups post IPM – including attendance, punctuality, Carrot Rewards and engagement</p>	<p>PP make expected or better progress (KS3&4)</p> <p>PP register tracks access and progress</p>	

Identify skills deficit - effective strategies for PP pupils		
Variation in staff skills - related to identifying and tracking PP	New staff induction has PP training built in T&L	

Chosen strategies and actions

- Ongoing training of new staff around the factors/barriers for PP pupils (based on research); this training will be delivered via middle management meetings and pastoral meetings
- Tracking of PP pupils post IPM – underachievement addressed (all indicators)
- Work with staff through the implementation of the Higher Performance Learning (HPL) Philosophy
- Use of Year 12 to support identified groups– (Year 11)
- Growth Mind-set ethos embedded throughout school, using language to tackle fixed mind-set and create a culture of challenge and risk taking.
- Higher Performance Learning (HPL) used to explore classroom practise to promote participation and rigour
- Effective use of data training - looking at tracking and monitoring impact related to PP funding
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted Cost = Staff salaries + STEM Activities = £12,000 + £100,000 + £2,000 = £114,000	Person responsible
<p>Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP.</p> <p>Evidence in lesson observations/IPM data Progress/Departmental and Pastoral Meetings</p> <p>Staff feedback /training session</p> <p>Case studies related to PP pupils demonstrating specific impact.</p>	<p>Team Up Intervention</p> <p>One English Learning Mentor (part-time)</p> <p>One English Learning Mentor Teaching Assistant (full time)</p> <p>One Maths Learning Mentor (part-time member)</p> <p>Specialist teacher employed form Hammersmith and Fulham Services – one day a week</p> <p>Payment for STEM enrichment activities</p>	<p>Assistant Head teacher responsible for Pupil Premium, Director of Maths, Head of English, SENCO.</p> <p>TA in English and Maths</p> <p>All Teaching Staff using data to track the performance of pupil premium students</p> <p>HODs/DOLS/SLT – data tracking progress meetings</p>

	<p>Payment for resources which support STEM subjects</p> <p>Time Assistant head teacher and SENCO to deliver training – no cost</p> <p>Induction programme for different groups – no cost</p> <p>Meeting Cycle = pastoral, department and progress - no cost</p> <p>CPD on Higher Performance Learning delivered in-house – no cost</p>	
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FOCUS C: NARROWING THE GAP IN THE ATTAINMENT AND PROGRESS OF HIGH ATTAINING PP PUPILS ON ENTRY

Barriers to Learning	Success Criteria	Rationale
<p>Increased understanding of potential barriers for high attaining PP pupils</p> <p>Possible Parental engagement</p> <p>Access to cultural capital based activities</p>	<p>Aspiration of HA PP pupils on entry improves which leads to improved confidence and resilience</p> <p>This group take more ownership of intervention (PV)</p> <p>Progress of this group is in line with pupils of a similar ability</p> <p>PP pupils have access to high quality CEAG and cultural capital</p>	<p>+5 months: Mastery learning strategies - Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress</p> <p>Experience beyond the classroom supports and enhance learning experiences</p> <p>EEF data suggests that this is an area of underperformance during the past three years.</p>

Chosen strategies and actions

- Pupil voice with this More Able (MA) group to create a more effective programme of intervention
- Development of Higher Performance Learning Curriculum through SOW's in all subject areas
- To strengthen internal academic monitoring to improve outcomes and aspirations for this group – centralised record keeping

- Tracking/evaluation of PP engagement with Enrichment Clubs
- Develop KS3 and KS4 cultural capital programme in collaboration with HODS
- Targeted access to Career Education and Guidance - including university visits for KS4 pupils, careers visit, career fairs
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted Cost = Enrichment + Careers Education and Guidance = £6,000 + paid from careers budget = £6,000	Person responsible
<p>Pupil voice with this group leads to a more effective and personalised programme of intervention for MA PP</p> <p>Progress of this group is line with non PP pupils of similar profile</p> <p>Closer tracking of pupil involvement and attendance on / at projects, programmes and trips</p> <p>Case studies related to PP pupils demonstrating specific impact.</p> <p>The language and skills supporting the philosophy of High Performance Learning embedded in all approaches to learning leading to higher outcomes for PP pupils</p>	<p>Enrichment and cultural capital programme established at each KS</p> <p>Enrichment Clubs Funding</p> <p>Career Education and Guidance</p>	<p>Assistant Head teacher for PP - quality assure and evaluate the overall impact related to narrowing the attainment gap of pupils who are identified with</p> <p>Directors of Learning - To monitor and track impact and record these centrally. This information is to be reviewed termly (post IPM) and additional intervention put in place for those pupils not currently accessing</p> <p>Assistant head teacher for PP, SENCO, TA in English and Maths to work with identified cohort around personalised provision</p>

FOCUS D: NARROWING THE ATTAINMENT GAP OF PP PUPILS WHO ARE IDENTIFIED WITH A SPECIFIC NEED AND DEVELOPING EFFECTIVE INTERVENTION STRATEGIES FOR PP STUDENTS AT RISK OF EXCLUSION

Barriers to Learning	Success Criteria	Rationale
<p>Difficulties with accessing the curriculum under the 4 areas outlined by COP</p>	<p>Variety of interventions that respond to the needs of the</p>	<p>Sutton Trust - Teacher support as opposed to the use of LSA which are expensive with poor outcomes. PP funding is used for well qualified staff who are aware of pupil needs and who can match this to suitable intervention</p>

<ul style="list-style-type: none"> ➤ cognition and leaning ➤ speech, language and communication ➤ social, emotional and mental health (only with co morbidity) ➤ physical and sensory <p>Access to the Curriculum and exams - assistance with reading, scribing, prompt due to physical issues.</p>	<p>individual who make expected or better progress</p> <p>Pupils feel supported through exam process and outcomes are strong</p>	
<p>Social and emotional barriers to learning</p>	<p>Pupils feel supported socially, emotionally and academically</p>	<p>+ 5 months Social and emotional learning Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p>
<p>LAC pupils- attachment issues, unsettled home environment</p>	<p>LAC – thriving and making good progress when measured against all indicators</p>	<p>Very close monitoring and termly contact with parents</p> <p>Full spend of PP allocation – impact review</p>
<p>Challenging and complex behaviour patterns</p>	<p>Pupils engage in school – behaviour, achievement and/or attendance and punctuality data improves</p> <p>Reduced number of fixed term exclusions</p> <p>Staff have a range of strategies to deal with complex and challenging behaviours and our confident in using these successfully.</p>	<p>Research different approaches to the Behaviour curriculum – Assistant head teacher for PP to lead on the Behaviour Curriculum via CPD for staff and parents</p> <p>Further develop sixth form mentors to be a source of support for PP students at risk of exclusion</p> <p>SHHS Living and Learning Policy states our vision of supporting all students so they leave us “seriously begun”</p> <p>Review of rewards and sanctions has led to our desire to reward more and sanction less</p> <p>Impact of West London Zone Intervention +4 months: Behaviour impact strategies directly linked to increase in academic performance - small targeted groups has most significant impact.</p> <p>+4 months: Small group tuition member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p>

		<p>+1 month Mentoring Adult role models aim to build confidence or to develop resilience and character</p> <p>Three broad categories of SEL interventions can be identified</p> <ol style="list-style-type: none"> 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at pupils with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.
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Chosen strategies and actions

- SEND Information to be utilised to ensure intervention activities are effective and impact is demonstrated.
- To continue to support staff with CPD to develop skills and knowledge to further support the needs of pupils including counselling skills, healthy young minds mental health support and access arrangements
- To continue to develop staff awareness of the needs of LAC and to seek ways to offer additional support to LAC/AFC from outside organisations
- To determine the impact of access arrangements on Yr 11 cohort following the publication of GCSE exam results.
- To evaluate the impact of West London Zone on students at risk of exclusion
- Vulnerable Groups to be determined quickly and a programme of interventions to be developed by half term,
- Data from 16-17 to be used to identify trends
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted Cost = Salaries + External Agencies = £100,000 + £24,500 = £124,500.00	Person responsible
<p>Analysis of data – attainment, progress, behavioural and this demonstrates improved performance of PP with identified needs</p> <p>Case studies related to PP pupils demonstrate significant impact.</p>	<p>In class specialist support through TA in English and Learning Mentors in English and Maths</p> <p>Specialist support from the LA working with SEN and PP 2 days per week</p> <p>External Agencies – Team up, Tougher Minds, West London Zone, Inner Drive</p>	<p>SENCO</p> <p>Director of Maths, HOD of English</p> <p>Assistant Head teacher for Pupil Premium</p> <p>LBHF Consultant</p>

		Staff co-coordinator for West London Zone, Tougher Minds, Team Up and Inner Drive
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FOCUS E: NARROWING THE GAP IN THE ATTAINMENT AND PROGRESS OF PP PUPILS AT KS4 AND KS5 THROUGH IMPROVED TRACKING, ENGAGEMENT AND ACCESS (INCLUDING WHITE BRITISH)

Barriers to Learning	Success Criteria	Rationale
All pupils have access to resources and experiences that support their learning	Tracking systems access all year groups ensure that no pupil is left behind	
Lack of engagement/coasting Lack of parental support Lack of access to cultural capital Lack of access to resources	PP attainment matches that of non PP pupils. Progress 8 Data KS4 for PP is +0.5 VA data KS5 (ALPS4+)	+4 months: Small group tuition Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area EEF – shared approach to how we work with small groups through the use of TA PP pupils have access to wide range of intervention opportunities +1 month: Teaching assistants Evidence suggests that TA’s can have a positive impact on academic achievement. However, the impact is dramatically improved when TA’s support individual pupils or small groups, which on average show moderate positive benefits. +1 month Mentoring Adult role models aim to build confidence or to develop resilience and character

Chosen strategies and actions.

- Progress Meeting KS4 used to monitor track and utilise intervention strategies for identified individuals and groups
- Invest in the further training of Teaching Assistants
- PP involvement in Tougher Minds Project
- Management Meetings/LM used to highlight key interventions and progress to date.
- SLT/HODs PP Maths and English intervention group established following first cycle of IPM in year 11 - intervention to start January 2019 –
- TA - Targeted intervention groups are not withdrawn from lesson but additional support provided before and after school and during Easter Holidays

- Maths and English residential course and Easter revision
- Use of motivational workshops with Year 11
- Use of Year 12 pupils to mentor and provide in-class support to build confidence and resilience
- Proactive approach - Use of Team Up interventions in English and Maths for identified year 10 groups
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted Cost = Salaries + External Organisations + Intervention Strategies = £100,000 + £17,000 + £4,000 = £123,000	Person responsible
<p>Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP (mock 1 and 2) Pupil Feedback questionnaires suggest impact has been positive</p> <p>Increased capacity through work with external organisations</p> <p>Case studies related to PP pupils demonstrate significant impact</p>	<p>PP Interventions in-class TA support (English and Maths Learning Mentors)</p> <p>External Organisations - Tougher Minds, Inner Drive, Team Up</p> <p>In-House Intervention Strategies - Easter School, English and Maths Residential</p>	<p>SENCO</p> <p>KS4 Assistant Head teacher</p> <p>Director of Learning KS4</p> <p>HOD of English/Director of Maths</p>

FOCUS F: NARROWING THE GAP IN ATTENDANCE AND PUNCTUALITY RATES BETWEEN PP AND NON PP PUPILS SUPPORTED EXTENDED CURRICULUM

Barriers to Learning	Success Criteria	Rationale
<p>PP attendance rates are lower than expected <95% and <90%</p> <p>Morning structure and routines</p> <p>Parental engagement and support</p> <p>Pupils attitude to attendance and punctuality</p>	<p>PP attendance rates in line with whole school expectations <95% and <90% and above national figure of 94%</p> <p>Persistent absence rate reduces for PP pupils</p> <p>Punctuality improves with a reduced number of pupils attending punctuality detentions</p>	<p>PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils.</p> <p>If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress.</p>

<p>Holidays taken in term time</p> <p>Language barriers</p> <p>Extended curriculum</p> <p>Pupils demonstrating non-compliance with school systems for example, attendance issues, behavioural issues</p>	<p>Targeted intervention work has a positive impact on absence levels, attendance figures and punctuality</p> <p>Parental engagement strategies to target barriers, understanding and impact of absence on pupil learning</p> <p>Reward systems for 100% attendance and improved attendance is effective in motivating pupils</p> <p>Reduction in number of PP subject to inclusion or exclusion</p>	<p>+4 months: Small group tuition Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>+1 month Mentoring Adult role models aim to build confidence or to develop resilience and character</p> <p>+3 months' parental involvement active engagement of parents in supporting their children's learning at school</p>
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Chosen strategies and actions

- Continuation of the development of tracking systems and follow up sanctions for attendance and punctuality
- Explore use of SIMS for data recording of all Attendance actions
- Explore rewards for PP cohort
- Closer liaison and working with attendance stakeholders i.e. Attendance officer and KS team
- KS3 & 4 TACT meetings to use attendance and punctuality data as indicators of students vulnerability and take appropriate action
- Further use of promotion materials and communication with parents, pupils, and staff regarding attendance and learning days/time lost through absence/punctuality issues
- Utilise available resources such as 'The key for school leaders' for activities, ideas, surveys and leaflets to further seek to improve attendance.
- Develop case studies to evaluate the impact

How is impact monitored	Total Budgeted Cost = 0	Person responsible
<p>At risk groups identified through data collation and trends</p> <p>Gap reduced in overall attendance/punctuality (PP vs. non PP)</p> <p>Persistent absence rate reduces through the following measures; DOLS regular timetabled meetings, targeted pupil/ parental improvement letters</p> <p>School communications systems utilised for first day response and for all unexplained absences.</p> <p>Reward systems for 100% attendance and improved individual pupil attendance</p> <p>Case studies to be introduced for group sessions and targeted one to one work based on key pastoral factors/PP as part of TACT review half termly meetings</p> <p>Following appropriate training, guidance and time to explore new concepts - Further use of SIMS whole school reporting and SIMS Discover to support data capture, trends, at risk groups, comparative information i.e. for PP and Non PP</p>	<p>Staff time – no cost</p> <p>Pupil attendance rewards (paid from another budget)</p>	<p>Attendance Officer</p> <p>Associate Assistant head teacher to quality assure and evaluate the overall impact related to Narrowing the gap of Attendance and punctuality rates between PP and Non PP pupils.</p>

FOCUS G: ACCESS TO STRATEGIC EXTRA- CURRICULAR/ ENRICHMENT OPPORTUNITIES

Barriers to learning	Desired outcomes/success criteria	Rationale
Financial barriers for pupils paying for trips	Pupils have access to all trips and equipment regardless of social and economic situation	+3 months: Outdoor adventure learning has an impact if the activity is longer
Equipment	Increased numbers of PP pupils accessing extra-curricular opportunities	+2 months: Sports participation
Confidence in engagement with extra-curricular activities	Increased funding requests from staff for further PP pupil opportunities Evaluation of impact related to allocated funding improves	Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is used to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons.
Aspiration limitations due to social and economic group and exposure to cultural capital	Pupils are given the opportunities to grow, develop and see opportunities beyond their experience Improvement of pupil opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and pupil potential is realised.	+2 months Summer schools Summer schools have an academic focus whilst other concentrate on social and emotional, confidence, team building, self-esteem and healthy wellbeing sports or other non-academic activities.

Chosen strategies and actions

- Financial support for school trips, music tuition, resources, breakfast club, sundries,
- Actively promote and encourage funding opportunities to support 'closing the gap' to all staff
- To develop links with externals in order to strengthen PP provision – e.g. West London Zone, Let Me Play
- Implementation of action plan to address all aspects of provision for PP within the STEAM subjects
- Target specific areas identified through data and observation as requiring support and funding to help to 'close the gap'
- With the support of the Business Manager, ensure budgets are adhered to and funding spend is carefully managed
- Develop case studies to evaluate the impact

How impact is monitored	Estimated Total Budgeted Cost = £6,000	Person Responsible
<p>Evaluation of impact of allocated funding requests takes place and is stored centrally by PP team</p> <p>On-going process, monitoring and review cycle to be agreed based on strategy, trip, programme, resource etc.</p> <p>Funding requests and associated evaluations of activities for effectiveness and impact</p> <p>Case studies of pupils/groups who have benefitted from PP funding</p> <p>Half termly reviews of academic progress to determine specific Faculty/area consideration for allocation of PP funding</p> <p>Half termly reviews of PP spend and fund availability for targeted allocation</p>	<p>Breakfast Club</p> <p>Music Tuition.</p> <p>School Trips</p> <p>Enrichment Clubs</p> <p>Resources e.g. textbooks, equipment</p>	<p>All staff to have access to PP funding application process and actively encouraged to consider innovative ways, events, programmes, intervention activities to narrow the gap between PP and non PP pupils</p> <p>Assistant head teacher to track spending and to Quality Assure the impact of this funding.</p>

FOCUS H: NARROWING THE GAP IN ATTAINMENT FOR YEAR 9 PUPIL PREMIUM STUDENTS WHO ARE CURRENTLY THE LARGEST PP COHORT IN THE SCHOOL

Barriers to learning	Desired outcomes/success criteria	Rationale
<p>Pressures of build-up to GCSE may lead some PP students to develop anxiety about low performance</p> <p>Lack of income to access resources necessary to attain academic success</p> <p>Lack of access to cultural capital to enrich learning</p> <p>Peer-pressure leads to dis-engagement in studies and poor attendance</p> <p>Lack of aspirational role-models and experiences to promote an ambitious and achievable career path</p> <p>Lack of secure knowledge in CORE disciplines of English and Maths with which to build academic success in other GCSE subjects</p>	<p>Year 9 students will be confident about their GCSE choices and their ability to achieve successful outcomes</p> <p>Year 9 students will be partially funded (50%) to purchase resources necessary for their GCSE studies</p> <p>Year 9 students will be targeted for enrichment opportunities and encourage to participate in the enrichment club programme. These experiences will increase their cultural capital. 50% of enrichment trips will be paid for out of PP funds.</p> <p>Year 9 attendance will be on par with non-pp students. Any attendance concerns will be dealt with swiftly.</p> <p>Year 9 PP students will have access to good quality careers education and guidance via PSHE lesson, interviews with our careers Advisor and enrichment experiences like the STEM careers event to raise aspirations</p> <p>Year 9 students will have the opportunity to attend a residential weekend which will further develop their English and Maths skills, strengthen their sense of confidence and self-esteem and build a team-spirit to use a positive pressure in the goal for academic success and emotional well-being.</p>	<p>Schools should adopt a more holistic outlook when deciding how to spend the pupil premium.</p> <p>The survey data and analysis of pupil premium strategies show that many schools focus largely on teaching and learning initiatives. This is despite many of the key barriers to attainment identified by schools in the pupil premium strategies requiring more pastoral attention.</p> <p>NGA – Spotlight on Disadvantage 2018</p> <p>PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils.</p> <p>If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress.</p>

Chosen strategies and actions

- Monitoring attendance and punctuality patterns and acting swiftly to challenge any patterns of disengagement
- Restructuring of pastoral support systems and structures to ensure that any signs of anxiety are dealt with swiftly by tutors, year team leaders and assistant head teacher in charge of year 9
- PP students are offered 50% payment of enrichment trips
- HODS are advised to target PP students to engage in enrichment experiences.
- KS3 Assistant head teacher with focus on year 9 to organise a residential experience for PP students with an academic and pastoral focus.
- Careers lead to co-ordinate careers advice, PSHE lessons and enriched experiences for PP students
- Resources necessary for GCSE studies e.g. textbooks to be partially funded (50%) by PP funds.
- West London Zone to continue to mentor and provide enrichment experiences and targeted intervention to develop emotional well-being and cultural capital
- MIND whole school approach to mental health to develop strategies to support students' mental health care provision.
- Staff CPD on behaviour curriculum and the development of the teenage brain to develop understanding and strategies for staff when working with this particular phase of adolescence.

How impact is monitored	Estimated Total Budgeted Cost = Enrichment + Residential + West London Zone = £6,000 + £2, 000 + £7, 500 = £15,500.00	Person Responsible
Attendance and Punctuality data Pastoral Records of Incidents Enrichment attendance registers Attendance of residential weekend Evaluation Survey of MIND project Evaluation of the work of West London Zone CORE PP IPM data	Enrichment Residential weekend West London Zone Staff training (CPD Budget) Careers Guidance (Careers Budget)	Assistant head teacher leading on PP KS3 Assistant head teacher with special focus on Year 9 Year 9 Team Leader Director of Maths/ HOD of English SLT member leading on attendance and punctuality HODS – use of PP budget Careers Lead

Projected costs 2018-2019: In summary, Pupil Premium Funding will be used in the following areas with the focus of raising attainment, enriching cultural capital and developing social-emotional skills for our Pupil Premium students

Areas of Spending	Estimated Amount of Funding
❖ Staffing – 1 Learning Mentor in Maths, 2 Learning Mentors in English, 1 Teaching Assistant	£100,000.00
❖ External Agencies – Team-Up, Tougher Minds, Inner Drive, West London Zone, Let Me Play which offer academic and pastoral interventions	£24,516.00
❖ Enrichment Opportunities (Cultural Capital) – School Trips, Residential, Music Tuition, Enrichment Clubs, Resources, Equipment, Career Education and Guidance	£6,000.00
❖ CORE Subjects - Residential Study weekends, Easter School, Learning Mentors, resources and text-books, Let's Think in English programme	£4,000.00
❖ Foundation Subjects – Resources, text-books, equipment and enrichment trips	£2,000.00
	TOTAL = £136, 516. 00