

# PPG Strategy 2017-2018

Going Beyond What Schools Ordinarily Do

RESILIENCE • INTEGRITY • GENEROSITY • FULFILMENT • CREATIVITY

## LEADERSHIP AND MANAGEMENT

## QUALITY OF TEACHING AND LEARNING

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

## OUTCOMES

*The Pupil Premium Leader champions the progress and well-being of all disadvantaged pupils by ensuring that all adults within the school are aware of the individual needs of the pupils that they work with. The Pupil Premium Leader works alongside the Progress Leaders and other middle leaders to quickly identify any pupils whose progress or well-being may need support and interventions are rapidly put into place. Middle leaders recognise how to support disadvantaged pupils in their own subjects and effectively implement strategies to do this. There are effective partnerships between pupils, their parents and teachers so that all stakeholders have a voice in how the strategy is deployed and adapted. Spending of the pupil premium grant is carefully monitored and the impact of all actions is routinely measured and evaluated.*

*Teachers and teaching assistants are acutely aware of the disadvantaged pupils within their classes and they ensure that they know their individual learning needs. Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further. Teachers ensure that disadvantaged pupils have access to the resources that they need to support their progress in lessons as well as for home learning.*

*The Pupil Premium Leader works alongside the pastoral team, EWO and Educational Psychologist to ensure that effective support is offered to pupils and their families to reduce any barriers that may have an effect on a pupil's attendance and progress at school. The attendance of disadvantaged pupils is routinely monitored to ensure that this is in line with their non-disadvantaged peers. All disadvantaged pupils are actively encouraged to take part in clubs, trips and competitions to enrich the curriculum. Parents are regularly provided with the opportunity to celebrate pupils' achievement and to discuss how they can support their child's wellbeing.*

All pupils in receipt of the pupil premium grant meet or exceed their aspirational flight path targets in all subjects. Individual disadvantaged pupils who have been identified as not making the expected progress are supported to catch up through targeted interventions within and outside of lessons. Leaders at all levels ensure that assessments are accurate and timely so that any necessary interventions are put into place swiftly.

- Develop an effective partnership between the Pupil Premium Leader, Progress Leaders and teachers
- Train all middle leaders to enable them to empower their teams to support disadvantaged pupils in their subject area
- Create opportunities for pupil and parental voice to evaluate and develop the strategy
- Develop systems for evaluating the impact of PPG spending around 'softer outcomes'
- Ensure spending is accurately tracked and that its impact is measured at least half termly

- Develop teachers' and teaching assistants' expertise in giving meaningful feedback to enable pupils to make rapid progress
- Create systems to allow teachers to bid for funding from the pupil premium grant to purchase resources to support learning
- Ensure accurate pupil information enables staff to know their pupils well and to quickly target support where it is needed.
- Ensure teachers and middle leaders understand a range of effective strategies that can be used to support pupils to make rapid progress.

- Develop an effective partnership between the Pupil Premium Leader, pastoral team, EWO and Educational Psychologist
- Implement attendance intervention plans for identified pupils to ensure that the attendance of all disadvantaged pupils is above the National average and in line with their peers
- Ensure that all disadvantaged pupils attend at least one enrichment club each week
- Create links with higher/ further education providers to increase aspirations of disadvantaged pupils
- Opportunities are developed to engage parents more fully in discussions about pupils' achievements, well-being and areas for support.

- Immediately prioritise disadvantaged pupils who did not make the expected progress in 2016-2017 in class and in intervention groups
- Develop teachers' understanding and use of both formative and summative assessment to identify disadvantaged pupils in need of support
- Create systems that allow teachers to quickly highlight pupils in need of support to the Pupil Premium Leader and Progress Leaders and enact swift intervention
- Ensure that there are plans for appropriate KS4 pathways that enable all disadvantaged pupils to be successful

Leadership and Management						
	Proposed cost to PPG budget (£)	Actual cost	Actions	By who?	When?	Evaluation of Impact
Senior Leader- Pupil Premium champion	30000		<p>Pupil data is tracked at least half termly to ensure high priority pupils have been identified and that support plans are in place.</p> <p>Communication with Progress Leaders is regular and purposeful and is used to continually shape the strategy.</p> <p>There is ongoing communication with all stakeholders in order to evaluate and develop the strategy.</p> <p>PPG spending is tracked and evaluated at least half termly.</p>	LMO	Ongoing	
Progress Leaders	2000		<p>Priority pupils are identified through assessment information from teachers, leaders, EWO, WCs, parents.</p> <p>Support plans are written, actioned and reviewed.</p> <p>Communication with pupils, parents, teachers, leaders, EWO, WCs and Educational Psychologist is timely and purposeful.</p>	MOB/SLA	<p>At least once per half term</p> <p>As pupils are identified</p>	
Middle Leader training	3000		<p>Leaders receive training to enable them to fully understand the data in order to prioritise the needs of pupils in their subject areas.</p> <p>Coaching programme established to enable middle leaders to support and challenge team members to ensure high quality provision for disadvantaged pupils.</p>	LMO	<p>Nov '17 and Jan '18</p> <p>Jan '17</p>	
Parental engagement meetings/	500		Regular communication with parents to ensure that they know what the strategy can offer to their children	LMO	Termly	

communication with parents			Regular opportunities for parents to be invited into school to celebrate the achievements of their children.  At least two opportunities during the year for parents and carers to evaluate and develop the strategy		Termly  March '18 and July '18	
<b>Quality of Teaching and Learning</b>						
Staff training (feedback/ strategies to support pupils/ SIMS)	5000		On-going training on feedback. Focus in lesson observations, drop ins and book scrutinies  SIMS training received by all to enable teachers to find up-to-date information about disadvantaged pupils.	LMO/CVE/AKE/ NRU	Dec '17  From Dec '17	
Coaching +	-		All teachers take part in the coaching + programme and where relevant, feedback is used as a focus for teachers during their sessions.	CVE	From Feb '18	
Subject specific resources	7000		Middle leaders receive training that enables them to make informed decisions about resources and strategies that can support pupil progress.  Middle leaders are able to bid for funding, identifying how the resources will have an impact on pupil progress.	All middle leaders	Dec '17  Ongoing	
Subsidised Chromebook leasing	4000		All parents are made aware that they are able to receive subsidised Chromebooks.	KCH/ SAL	Sept '17 Ongoing as pupils join the school	
<b>Personal Development, Behaviour and Welfare</b>						
Education Welfare Officer	8000		Attendance data is systematically reviewed and is used to identify disadvantaged pupils whose attendance is below the national average.  Attendance support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.	ASH/SWA/JBO/Education welfare officer	Fortnightly  Ongoing as pupils are identified	
Educational	5000		Pupils in need of support are identified and	JBI/TBR/MOB/SLA	Ongoing	

Psychologist			support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.			
Enrichment Clubs	1000		<p>Regular register reviews to ensure all disadvantaged pupils are attending at least one club.</p> <p>Identification of pupils for whom attendance at an additional club may be beneficial.</p> <p>Attendance at clubs is evaluated half termly for impact. Pupil voice forms part of the evaluation.</p> <p>Opportunities created for pupils to attend clubs during school holidays.</p>	LMO/AKE/MOB/SLA/ AEL	<p>Half termly</p> <p>Ongoing</p> <p>Half termly</p> <p>Termly</p>	
Trips	7000		<p>Parents are aware of funding available for curriculum and overseas trips.</p> <p>Trips are routinely evaluated by pupils and teachers to measure impact.</p>	LMO	<p>Sept '17</p> <p>Ongoing</p>	
Competitions (including sports)	1000		<p>Registers of participation in competitions are kept.</p> <p>Competitions are routinely evaluated by pupils and teachers to measure impact on pupil wellbeing.</p>		<p>Ongoing from Sept '17</p> <p>Ongoing from Sept '17</p>	
Kick Programme	6000		Mentoring programme is established and evaluated for identified pupils.	ASH	HT2 onwards	
Breakfast club	900		<p>Breakfast club is established to support the attendance and punctuality of disadvantaged pupils.</p> <p>Those pupils whose attendance/ punctuality is causing a concern are encouraged to attend.</p> <p>Attendance registers are kept and reviewed weekly.</p>	LMO/ MOB/ SLA/ SWA/JBO	<p>Sept '17</p> <p>Ongoing</p> <p>Ongoing, weekly</p>	

Attendance Incentives	300		A range of incentives is developed to encourage pupils to attend school on time, every day.  Incentives form part of attendance support plans.	LMO	Spring Term	
Uniform/ PE kit	500		There are systems in place that allow parents to request support to purchase uniform/ PE kit.	Operations Team	Ongoing	
Lockers	2000		Parents know that lockers are available for all disadvantaged pupils.	Operations Team	Ongoing	
Meals for military families	1700		Parents from military families are made aware that school lunches are available at no cost.	LMO/KCH	Ongoing	
Outcomes						
Staff training on assessment (formative/summative/SIMS/Mint Class)	-		All staff are made aware of the individual high priority pupils from 2016-2017.  All staff are made aware that the HPA disadvantaged group in Y8 and Y9 are a priority. Where appropriate, the progress of these pupils forms part of appraisal targets.  Seating plans and in class interventions are set up accordingly.  In class interventions for disadvantaged pupils are monitored.  Staff receive training on formative and summative assessment to enable them to make accurate judgements about pupil progress  Monitoring activities across the school focus on how assessment processes are used by all teaching professionals.	ADE/NRU/LMO	Sept '17  Sept '17  Ongoing from Sept '17  Half Termly  Half Termly  Ongoing	
Small group/ 1:1 intervention	10000		Pupils identified through teacher/ leader data are targeted through short-term intervention programmes.	LMO/Teaching assistants	Ongoing from HT 2	

			<p>Intervention programme focus on small- step targets based on specific needs of individuals.</p> <p>All interventions that take place outside of the classroom are routinely evaluated and impact on pupil progress is measured.</p>		<p>Ongoing</p> <p>Ongoing</p>	
Pupil conferencing	2500		<p>Pupil conferencing takes place between leaders and pupils who are not making the expected progress.</p> <p>Identified pupils have a mentor who is a member of the senior or middle leadership team.</p> <p>Support plans are written in collaboration with progress leaders.</p>	LMO/senior and middle leaders	<p>From HT3</p> <p>From HT3</p> <p>From HT3</p>	
KS4 pathways	-		<p>Leaders consider the individual needs of disadvantaged pupils when planning KS4 pathways. Subject leaders collaborate to ensure consistency in provision.</p> <p>Views of all stakeholders are considered.</p> <p>Provision for PPG pupils is highlighted in KS4 plans.</p>	ADE/CVE/Middle leaders	<p>HT2/ HT3</p> <p>HT2</p> <p>HT3</p>	