

PPG Strategy 2018-2019

Going Beyond What Schools Ordinarily Do

RESILIENCE • INTEGRITY • GENEROSITY • FULFILMENT • CREATIVITY

LEADERSHIP AND MANAGEMENT

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 Heads of Year 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.

- Develop an effective partnership between the Pupil Premium Leader and new pastoral team
- Train new 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
- Create opportunities for trustees to contribute to developing the strategy.
- Continue to develop purposeful systems for evaluating the impact of PPG spending on enrichment activities
- Develop a more efficient way to track spending of the PPG budget
- Continue to develop regular whole school training and communication about PPG and disadvantaged pupils.

QUALITY OF TEACHING AND LEARNING

Leaders and teachers understand and value the importance of quality first teaching for all pupils. Teachers and teaching assistants are acutely aware of the disadvantaged pupils within their classes and they ensure that they know their individual learning needs. Teachers know how these pupils learn best and as a result they are focused, engaged and enjoy learning. Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further and how they can do this. Teachers ensure that disadvantaged pupils have access to the resources, including technology, that they need to support their progress in lessons as well as for home learning.

- Continue to develop teachers' and teaching assistants' expertise in giving meaningful feedback to enable pupils to make rapid progress, particularly those staff who are new to the school.
- Ensure that pupils in KS4 have access to the necessary resources and field trips to enable them to be successful in their GCSEs.
- Ensure that the ChromeBook leasing scheme is accessible to disadvantaged pupils.
- Further develop the use of SIMS and MintClass to ensure staff have up to date and easily accessible information about individual pupils.
- Create opportunities for sharing, discussing and acting upon research linked to disadvantaged pupils.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Disadvantaged pupils feel valued members of the school community because they are known well. 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. Persistent absence is reduced compared to the previous year. All disadvantaged pupils are actively encouraged to take part in clubs, trips, competitions to enrich the curriculum. Communication with parents is strong so that the school is able to work in partnership with them to support their child's progress. Pupils receive regular and purposeful CEIAG sessions to develop their aspirations for the future.

- Develop an effective partnership between the Pupil Premium Leader, new pastoral team and new EWO.
- Ensure that attendance data is carefully tracked and that disadvantaged pupils are a key focus in weekly attendance meetings.
- Reduce the persistent absence rate in Y10 and Y9 and maintain a low rate of persistent absence in Y7 and Y8.
- Update the attendance policy to ensure that there are very clear actions linked with associated attendance thresholds.
- Develop tracking of pupils' attendance at clubs, school and house representation to ensure that every disadvantaged pupil has regular opportunities for enrichment.
- Continue to create links with higher/ further education providers to increase aspirations of disadvantaged pupils as part of the CEIAG plan.
- Train form tutors to support pupils' where attendance is a concern

OUTCOMES

All pupils in receipt of the pupil premium grant meet or exceed their aspirational flight path targets in all subjects. Pupils in KS4 are on track to meet their GCSE target grades. They know how well they can do and strive to improve. 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.

- Train new Heads of Year to interpret and analyse individual pupil data so that individuals needing support can be rapidly identified.
- Immediately prioritise disadvantaged pupils who did not make the expected progress in 2017-2018 in class and in intervention groups
- Continue to develop teachers' understanding and use of both formative and summative assessment to identify disadvantaged pupils in need of support
- Develop all teachers' understanding as to how PASS, attitude to learning, A1/A2 and their own data can be used to identify and prioritise pupils.
- Ensure that there are plans for appropriate KS4 and KS5 pathways that enable all disadvantaged pupils to be successful

		Leadership and Management				
	Proposed cost to PPG budget (£)	Actual cost	Actions	By who?	When?	Evidence
Senior Leader- Pupil Premium champion	20000		<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 Heads of Year 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	.
Heads of Year	10000		<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>		<p>At least once per half term</p> <p>As pupils are identified</p>	
Middle Leader training			<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>	LMO		
Parental engagement meetings/ communication with parents			<p>Regular communication with parents to ensure that they know what the strategy can offer to their children</p> <p>Regular opportunities for parents to be invited into school to celebrate the achievements of their children.</p>	LMO	<p>Termly</p> <p>Termly</p>	

			At least two opportunities during the year for parents and carers to evaluate and develop the strategy			
Quality of Teaching and Learning						
Staff training (feedback/ strategies to support pupils)			On-going training on feedback. Focus in lesson observations, drop ins and book scrutinies	LMO		
Subject specific resources	12000 (1000 per subject)			All middle leaders		
Subsidised Chromebook leasing	15000		New pupils have Chromebooks subsidised, having only £50 insurance to be paid. Where appropriate, repairs are funded.	RPA/Eduthing/LTH		
Personal Development, Behaviour and Welfare						
Education Welfare Officer	10000		Attendance data is systematically reviewed and is used to identify disadvantaged pupils whose attendance is below the national average.	LMO/ Attendance PWC/ Tracy Browne		
PWC-attendance	6000		Attendance support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.			
Educational Psychologist	7500		Pupils in need of support are identified and support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.	JBI/ SEND and Pastoral teams	Ongoing	
Enrichment Clubs	1000		Regular register reviews to ensure all disadvantaged pupils are attending at least one club. Identification of pupils for whom attendance at an additional club may be beneficial. Attendance at clubs is evaluated half termly for impact. Pupil voice forms part of the evaluation. Opportunities created for pupils to attend clubs during school holidays.	LMO/AEL/RTY	Half termly Ongoing Half termly Termly	

Heads of House	1000		Tracking of disadvantaged pupils in house representation			
Trips	20000		<p>All curriculum trips are funded.</p> <p>Pupils entitled to £150 reduction in cost of one residential trip during the year.</p> <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		
Breakfast club	13000 (£1 per day for FSM pupils)		<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		
Uniform/ PE kit	700		There are systems in place that allow parents to request support to purchase uniform/ PE kit.	Operations Team	Ongoing	
Lockers	1000		Parents know that lockers are available for all disadvantaged pupils.	Operations Team	Ongoing	
Meals for military families	2000		Parents from military families are made aware that school lunches are available at no cost.	LMO/JDU	Ongoing	
CEIAG	1000					
DofE	5000					
		Outcomes				
Staff training on assessment (formative/summative/SIMS/Mint Class)	-		<p>All staff are made aware of the individual high priority pupils from 2016-2017.</p> <p>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.</p>	ADE/NRU/LMO		

			<p>Seating plans and in class interventions are set up accordingly.</p> <p>In class interventions for disadvantaged pupils are monitored.</p> <p>Staff receive training on formative and summative assessment to enable them to make accurate judgements about pupil progress</p> <p>Monitoring activities across the school focus on how assessment processes are used by all teaching professionals.</p>			
Small group/ 1:1 intervention	5000		<p>Pupils identified through teacher/ leader data are targeted through short-term intervention programmes.</p> <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>	LMO/Teaching assistants	<p>Ongoing from HT 2</p> <p>Ongoing</p> <p>Ongoing</p>	
KS4/KS5 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>	

BLUE: Achieving this target
GREEN: On-track to achieve
AMBER: Working towards
RED: Limited/No progress