

# Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Wolstanton High School				
Academic Year	2018-2019	Total PP budget	Tbc approx. £236,000	Date of most recent PP Review	01/19
Total number of pupils	824	Number of pupils eligible for PP	Total: 239 Year 7: 41 Year 8: 39 Year 9: 67 Year 10: 53 Year 11: 39	Date for next internal review of this strategy	09/19

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average 2017, awaiting 2018)
% achieving English and Maths 4+ (2017-18 only)	39%	71.2%
% achieving English and Maths 5+ (2017-18 only)	18.2%	49.4%
Progress 8 score average	-1.193	0.11
Attainment 8 score average	25.06%	49.8
3. Barriers to future attainment (for pupils eligible for PP)		

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Pupil Premium pupils are more prone to inappropriate behaviours potentially leading to exclusions – internal and external
<b>B.</b>	Weak literacy and numeracy skills are a barrier to achievement in all subjects
<b>C.</b>	Some pupils have low aspirations and lack of self-belief
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	<p>Some pupils have a poor home learning environment</p> <p>Inconsistent parental engagement</p> <p>Some low aspirations and self-esteem</p> <p>Some undesirable social pressures</p> <p>Some lower levels of attendance than non-disadvantaged pupils</p>
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<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<p>Demonstration of positive engagement in lessons and around the school community.</p> <p><b>Measured by:</b> Observations, learning walks, pupil voice, increased merits and reduced de-merits staff feedback, AtL analysis, exclusion data, isolation data.</p>	<p>Exclusions of PP pupils to show a continued reduction.</p> <p>In-school AtL data for PP pupils is increasingly positive.</p> <p>Number of repeat offenders in internal isolation reduced.</p> <p>PP pupils receive regular rewards for positive behaviour, merit totals show an increase.</p>
<b>B.</b>	<p>Increased ability of Pupil Premium pupils to access the curriculum through increased numeracy, reading and spelling ages.</p> <p><b>Measured by:</b> Data Captures, Catch-Up Premium Impact Statement, Improved Reading Ages. Lexia data, 'Times Table Rock Stars' and Hegarty maths outcomes.</p>	<p>Lexia literacy programme shows an increase in reading ages for PP when compared with others.</p> <p>English and mathematics assessments show improvement.</p>

<p><b>C.</b></p>	<p>Pupil Premium pupils show increased aspirations, a determination to do well and a ‘can do’ attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations.</p> <p><b>Measured by:</b> Destination data, feedback from pupils and staff, AtL data, proportion of pupils graduating at KS3.</p>	<p>Positive activities in place and are effective including KS3 graduation, parent power sessions, final sprint and inspirational speakers.</p> <p>Pupil data indicates increasingly positive attitudes to learning and improved outcomes across the curriculum.</p> <p>A greater proportion of PP pupils attend more aspirational post 16 destinations.</p>
<p><b>D.</b></p>	<p>Pupil Premium absence and persistent absence significantly reduced. Parents are actively engaged in their child’s education and attendance.</p> <p><b>Measured by:</b> Improved attendance and punctuality, BfL and AtL data. Improved outcomes at Data Captures, destination data, KS3 Graduation data, engagement in extra-curricular projects (Outward Bound, Erasmus+ etc.)</p>	<p>PP PA is currently 18 pupils or 35% of PP total pupils. PA reduction as follows:  30% reduction by Easter 2019 will be a real terms reduction of 12 pupils  60% reduction by Summer 2019 will be a real terms reduction of 8 pupils</p> <p>Overall attendance shows an increase of at least 2% for PP pupils over the year.</p> <p>Greater parental engagement is evidenced by Parents Evening attendance, Curriculum Evening Attendance etc.</p>

5. Planned expenditure					
Academic year		2018-19			
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 we measure impact and ensure implementation is effective?	Staff lead	When will you review implementation?
I. Improve the quality of teaching so that it is nothing less than good across the school.	<b>Actions:</b> Whole staff training. Continuing Professional Development -Shaw Education Trust and Inspire Wolstanton High School Programmes NQT support programme.	Outcomes and Quality Assurance cycles show some subjects and subgroups are underperforming.	Monitored by analysis of internal school data and GCSE outcomes 2018.  Quality Assurance cycles Fixed Line Management Agenda.  Internal SET reviews	Assistant Head teachers (I. Verow and A. Gripton) Teaching & Learning	Ongoing through QA activities and fixed line management agenda (FLMA).  Feedback from SET reviews

<p>2. Increased Pupil Premium reading ages improves their ability to access the curriculum and achieve well.</p>	<p><b>Action:</b> Regular and systematic use of Lexia. Clear Targets set through Lexia (additional to the Year 7 Catch-up programme) which are monitored regularly by English staff and form part of Faculty meetings.</p>	<p>A good standard of reading is essential to being able to access the curriculum. Lexia as a programme has been proven to result in increases in reading ages.</p>	<p>Use of Lexia data Termly updates on pupils to identify improvement.  Targets are set by teachers for every individual. English teachers to focus specifically on PP pupils setting aspirational targets.</p>	<p>Head of English (C.Nelson) Head of Maths (G.Smith) SENCo (C.Lakin) Head of Year 7 (J.Rowley)</p>	<p>Feedback to SLT after each Data Capture.  Termly with feedback to the Academy Council.  Final review to take place in July 2019.</p>
<p>3. Improved outcomes in English and Maths for low ability PP pupils.</p>	<p><b>Actions:</b> Additional curriculum time. Additional English and Maths lessons given to low ability pupils in Years 7 - 9 who are predominantly pupil premium pupils by increasing the teaching hours of an existing member of staff.  PiXL Unlock; a consistent, explicit and effective approach to teaching vocabulary implemented by KS3 English team</p>	<p>The extra English input in Key Stage 3 has a positive impact on pupils' achievement. We need to continue with the additional English curriculum time and include additional Maths in Years 7 – 9 to ensure that pupils have the necessary skills.</p>	<p>Progress data at each data capture</p>	<p>Assistant Headteacher (I.Verow) Head of Maths (G.Smith) Head of English (C.Nelson)</p>	<p>After each termly data capture and through LM meetings.</p>

<b>Total budgeted cost</b>					<b>£45,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
4 Pupil Premium pupils show increased aspirations, a determination to do well and a can do attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations.	<b>Action:</b> Mentoring by ABC Success for identified pupils to build resilience and positive mental attitudes.	A 'can-do' attitude to learning is essential to success; we have identified a need to improve self-esteem; ABC Success has proven impact on these aspects.	Regular meeting between Hannah Kennedy Jackson (ABC Success) with Deputy Headteacher to monitor programme and impact The sessions will take place concurrently throughout the Spring Term of 2019 with visits later in the year to follow up and consolidate. HOY's will monitor merits, detentions, isolations, grades, punctuality and attendance etc. frequently so that intervention can be swift and effective.	D. Moore HoYs Y10 / 11	Monthly reports to SLT  Regular meetings between HKJ and DM will happen following every visit.

<p>5. Identified Key Stage 3 pupils are provided with motivational intervention to meet their needs</p>	<p><b>Action:</b> Introduction of 'Commando Joes' a solution based approach to confidence building. Implement personal development action plans for pupils, and advice and guidance for colleagues.</p>	<p>Some PP pupils who lack direction and motivation (see section D, part 3 above) and are at higher risk of isolation of Fixed Term Exclusions, given an added incentive to attend school</p>	<p>Through regular meeting with DHT and relevant professionals; review of data and monitoring of behaviour, group work, attitudes to learning</p>	<p>Deputy Headteacher (D,Moore) and all HoYs</p>	<p>Reviewed half termly by Deputy Headteacher and individual pupils discussed at HoY FLM meetings throughout Spring and Summer term 2019</p>
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<p>6. Improved aspirations, progress and attainment for Year 7, 9 10 and 11</p>	<p><b>Action:</b> Data Conferences, an annual Focus Day for each year group in years 11, characterised by intensive activities designed to raise pupils' awareness of their current progress against targets, strategies to support them in achieving these targets, information advice and guidance relating to the next stages in their education and employability skills and qualities. External providers are used for this as appropriate.</p>	<p>To improve aspirations of pupils in Year 9, 10 and 11. Pupil voice from Disadvantaged pupils suggests low ambition and aspiration to persevere and to succeed. We know that improved aspiration raises attainment.</p>	<p>Quality assurance by SLT, with an overview by DHT. Programmed timetable of activities including data conference, interviews with post 16 providers, interview techniques, revision techniques</p>	<p>Heads of Year 9,10 and 11 Deputy Headteacher (D.Moore)</p>	<p>After each Year groups annual Data Conference</p>
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<p>7. Building resilience and self-awareness; Improved confidence and self-belief in own abilities; Improved ability to listen and communicate effectively with others.</p>	<p><b>Action:</b> 12 Year 8 PP pupils offered a week long residential to engage with nature and perform outdoor pursuits at the Outward Bound centre in Aberdyfi, Wales</p>	<p>Analysis that some disadvantaged pupils have lower aspirations and that participation in team work and outward bound activities has been found to have a positive impact. The school has developed a very successful partnership with the Outward Bound Trust who subsidise the cost further so that PP funding is matched with charitable sponsorship and the pupils have access to the course at no cost.</p>	<p>HoY 8 FLM Meetings and Data Dashboard</p>	<p>Head of Year 8 (V.Dale-Drayton) Deputy Headteacher (D.Moore)</p>	<p>Following each Year 8 Data Capture and ultimately at the KS3 Graduation Summer 2020</p>
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<p>8. Improved progress and attainment at GCSE for Most Able Disadvantaged Pupils at Key Stage 4.</p>	<p><b>Action:</b> Year 10 and 11 Focus groups identified by Head of Year and action plan of interventions drawn up. Pupils are placed on Personal Support Plans.</p>	<p>Ongoing data analysis indicates that there are notable gaps in attainment and achievement between the more able. Previous experience indicates that these classes are well attended; some disadvantaged pupils do not have appropriate spaces and support for revision at home.</p>	<p>Parents of targeted pupils are contacted prior to classes to ensure attendance. Data tracking through data captures to establish impact of classes.</p> <p>Head of Year Data Dashboards</p>	<p>Assistant Headteacher (I.Verow) Head of Year 10 (N.Charlesworth) Head of Year 11 (E.Welch-Moore)</p>	<p>Reviewed half termly by Assistant Headteacher and individual pupils discussed at HoY FLM meetings throughout Spring and Summer term 2019.</p>
<p>9. Reduction of Persistent Absenteeism of Pupil Premium pupils by 50% compare with previous academic year.</p>	<p><b>Action:</b> Focus groups created within each year group supported by a Head of Year. A range of strategies were used and reviewed working with individual pupil and or family members and the Attend Service. These strategies to include personal barrier interviews, rewards trips and a breakfast club.</p>	<p>Attendance of disadvantaged pupils is not as good as others; greater need for 1:1 support.</p>	<p>Regular reports given by Attend (weekly feedback to SLT and Attendance team meetings)</p>	<p>Deputy Headteacher (D.Moore) Attendance Officer (L.Downs)</p>	<p>Regular reports given by Attend and SLT</p> <p>Fixed agenda item on PAs at weekly SLT meetings</p>

<p>10. Improved attainment and progress at GCSE for Key Stage 4 pupils who would benefit from a vocational curriculum offer.</p>	<p><b>Action:</b> College Classes, day release courses, personalising the curriculum to remove barriers to learning. Courses include Motor vehicle maintenance, construction, hair dressing.</p>	<p>Evidence indicates that as a result of appropriate vocational opportunities there is a lower risk of exclusion and increased motivation to succeed in school based courses and stay on post 16 in mainstream education.</p>	<p>College places to be allocated to pupils who have good attendance in order to maximise value for money.</p> <p>Half termly reports on progress, deeper reviews following each Data Capture and at Middle Leaders Tactical Meetings.</p>	<p>Head of Year 11 (E.Welch-Moore) Deputy Headteacher (D.Moore) Inclusion Support Assistant (G.Blackley)</p>	<p>Reviewed at FLM meetings with the Head of Year 11</p> <p>ISA to visit College where necessary to ensure better pupil engagement, reporting back to stakeholders.</p>
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<p>11. Improved progress and attainment for disadvantaged pupils in targeted subjects.</p>	<p><b>Action:</b> Subsidising trips and visits for targeted GCSE subjects with an aim that the total cost of trips and visits for Pupil Premium pupils is met by Pupil Premium funding.</p>	<p>Disadvantaged are less likely to have funding available to take part in trips and visits to enhance and enrich the curriculum and to meet essential parts of the specification e.g. in geography.</p> <p>Analysis indicates that some disadvantaged pupils have lower aspirations; participation in team work and outward bound activities has been found to have a positive impact.</p>	<p>Evaluation of participation of disadvantaged pupils in trips and visits; pupil voice and assessment information to capture impact.</p> <p>e.g Geography Coursework, RE visit to Poland, History visit to Berlin (Summer 2019).</p>	<p>Assistant Head teacher (C. Lakin)</p>	<p>Geography coursework analysis</p> <p>Destination statistics</p>
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<b>Total budgeted cost</b>					<b>£ 120,000</b>
<b>iii. Other approaches</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
12. Improved mental health and wellbeing to support improving outcomes for all.	<p><b>Actions;</b> Counselling arranged for vulnerable and / or underachieving pupils identified by My Concern, Focus on support via Early Help Assessments, Child in Need and Child Protection Reviews.</p> <p>An extra day a week of ‘Younger Minds’ in school doubles our provision to support via counselling and Cognitive Behaviour Therapy. This integrated support ensures that issues reported in school are addressed sooner than they would be if we relied on CAMHS referrals for counselling.</p>	Tracking and evidence suggests that large numbers of pupils require additional and significant support. Disadvantaged figure highly in the statistics.	<p>Fortnightly meetings with Heads of Year to discuss progress of targeted pupils.</p> <p>Feedback folders analysed weekly by Deputy DSL</p> <p>Cases only filed on My Concern when outcomes are achieved and therapeutic work is in place</p>	Assistant Head (C Lakin) Deputy DSL (S.Barber)	April 2018

	ELSA Training and PiXL Mental Health Ambassadors launched in Year 10				
13. A reduction in behaviour incidents; more positive attitudes to learning.	<b>Action:</b> Pupil support worker (also Deputy DSL) works alongside 5 Heads of Year, SENCO and Assistant SENCO providing bespoke 1:1 support for targeted pupils and triaging referrals into Younger Minds.	High levels of 1:1 support needed; positive impact of this work previously.	Daily line management meetings and updates re. all referrals.	Assistant Head (C.Lakin)	Reviewed weekly at SLT meetings and daily in SEND team meetings with Heads of Year.

<p>14. A reduction in PP pupil exclusions.</p>	<p><b>Actions:</b> Internal exclusions used wherever possible for PP pupils. Greater use of SAS provision for PP pupils. Sustained internal exclusions used rather than short term external exclusions to support behaviour sanction but avoid loss of learning time. Use of short term personalised Learning provision at KS3 as alternative to exclusion. Use of Safe Have in SEND for CBT support aand intervention.</p>	<p>A disproportionate percentage of all exclusions in the previous academic year were for PP pupils. This needs to reduce to be in line with non-PP exclusions.</p>	<p>Identify Pupil Premium students who have hit internal isolation thresholds and allow an additional 2 visits, using internal exclusion instead of Fixed Term Exclusion.</p> <p>Close Monitoring of Pupil Premium students by Pastoral team and Planning meetings organised with parents to intervene earlier to increase parental engagement</p> <p>Target group created in Year 7, 8 and 9 from internal records at the end of December 2017. Track progress following interventions during Spring 2018</p>	<p>Deputy Headteacher (D. Moore) Assistant Headteacher (C.Lakin) Assistant SENCo (C.Lear)</p>	<p>Termly with report to the Academy Council</p> <p>Final review to take place in July 2019</p> <p>Termly with final review in July 2019.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£71,000</b></p>
					<p><b>236,000</b></p>

## 6. Review of expenditure

**Previous Academic Year 2017-18**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>1. Improve the quality of teaching so that it is nothing less than good across the school.</p>	<p><b>Actions:</b> Whole staff training. Continuing Professional Development -Shaw Education Trust and Inspire Wolstanton High School Programmes NQT support programme. <b>Why:</b> Outcomes and Quality Assurance cycles show some subjects and subgroups are underperforming.</p>	<p>Personalised support plans have played an instrumental part in improving provision regarding individual staff. All bar one have managed to secure good or better judgements in future lesson observations.</p>	<p>CPD will be delivered in strands giving departments an opportunity to contextualise sessions back at department level. The effectiveness of CPD will be more accurately measured through FLMA, QA cycles and T&amp;L carousel.</p>	<p><b>£15,000</b></p>
<p>2 Increased reading ages improves their ability to access the curriculum and achieve well.</p>	<p><b>Action:</b> Regular and systematic use of Lexia. Clear Targets set through Lexia (additional to the Year 7 Catch-up programme) which are monitored regularly by English staff and form part of Faculty meetings. <b>Why:</b> A good standard of reading is essential to being able to access the curriculum. Lexia as a programme has been proven to result in increases in reading ages.</p>	<p>All targeted pupils (20 in total) who started Year 7 below the expected standard in English made progress in line with their end of Year 7 target in English. A further 60% of pupils made progress above their end of Year 7 target in having benefitted from the Catch-Up programme.</p>	<p>Interviews with the TA's responsible for the Catch-Up programme delivery in form time revealed that some children with poor punctuality and / or attendance missed out on the Lexia sessions and made progress at a slower rate. This will be addressed in 2018-19 with dedicated lesson time. Visit to Southwell Workhouse was a very effective engagement activity and will be repeated in 2018-19</p>	<p><b>£390.00</b></p>

			(other venues also explored: Black Country Living Musuem, Dudley) The same teacher is responsible in the English department, with Appraisal targets linked, that should also improve provision and rate of progress.	
3. Improved quality homework being submitted on a regular basis for Pupil Premium Pupils	<p><b>Action:</b> Provide a staffed space for homework completion after school. Support with additional funding for revision materials / examination where needed, specifically in Art and Design, Photography and Design and Technology.</p> <p><b>Why:</b> The quality of homework is not as good for disadvantaged pupils as for others. Some pupils do not have a quiet space to work</p>	Student impact negligible. Room available all year and used by students as and when they needed it.	Actively invite students to homework club based on performance at data captures.	<b>£4,300</b>
4. Improved outcomes in English and Maths for low ability PP pupils	<p><b>Action:</b> Additional curriculum time. Additional English and Maths lessons given to low ability pupils in Years 7 - 9 who are predominantly pupil premium pupils by increasing the teaching hours of an existing member of staff</p> <p><b>Why:</b> The extra English input in Key Stage 3 has a positive impact on pupils' achievement. We need to continue with the additional English curriculum time and include additional Maths in Years 7 – 9 to ensure that pupils have the necessary skills.</p>	<p>Positive impact on the percentage of low ability pupils on or above track in maths and English in years 7-9 compared to the rest of the year group</p> <p>Y7 maths: LAP 79% compared to 71% of the year group on or above track Y7 English: LAP 100% compared to 84% of the year group on or above track Y8 maths: LAP 100% compared to 51% of the year group on or above track Y8 English: LAP 91% compared to 65% of the year group on or above track Y9 maths: LAP 78% compared to 65% of the year group on or above track</p>	Continue with additional curriculum time for maths and English in Years 7, 8 and 9	<b>£38,362</b>

		Y9 English: LAP 100% compared to 86% of the year group on or above track.		
<b>Total budgeted cost</b>				£58,052

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
I. Pupil Premium pupils show increased aspirations, a determination to do well and a 'can do' attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations.	<b>Action:</b> Mentoring by ABC Success for identified pupils to build resilience and positive mental attitudes. <b>Why:</b> A 'can-do' attitude to learning is essential to success; we have identified a need to improve self-esteem; ABC Success has proven impact on these aspects.	There is some evidence that this impacted positively on pupils who were supported and mentored by HJK. However, the figures do not reflect this with other than in a couple of subjects showing an improvement for a couple of pupils (Maths, RE and Photography) grades saw little positive impact with the majority of pupils grades either moving down or remaining stagnate. Similarly attendance also suffered with 9 out of the 11 pupils attendance declining over this period of intervention. (Please note that the attendance of Y11 declined as a whole towards the end of the year.) Again, 2	DM has met with HKJ (ABC Success.) It was agreed that the intervention was too spread and that the sessions will take place concurrently throughout Jan, Feb, March with visits later in the year to follow up and consolidate. HOY's will monitor merits, detentions, isolations, grades, punctuality and attendance etc. frequently so that intervention can be swift and effective. Regular meetings between HKJ and DM will happen following every visit.	<b>£2,000</b>

		pupils saw an improvement in their attendance.		
2. Identified Key Stage 3 pupils are provided with specialist intervention to meet their needs	<p><b>Action:</b> Complete a diagnostic involving SET specialist colleagues to identify appropriate support needed for pupils. Implement approaches and provide specific action plans for pupils and advice and guidance for colleagues.</p> <p><b>Why:</b> Some Pupil Premium pupils presenting with undiagnosed issues; Specialist staff will be able to signpost strategies for support and intervention as necessary.</p>	A school wide diagnostic took place and a number of issues and needs were highlighted. Where appropriate plans and interventions were put in place to support these newly identified pupils. Also an intervention group was identified based on PP status, then need for intervention and support with social skills. Planning and meetings took place with an agreement of what the curriculum would look like. Parents were invited in for discussion and the group was set up off site. Specialist staff were put in place and a support mechanism for staff and pupils alike was in place. Regular feedback and follow up occurred and it was felt that some progress was being made. Unfortunately, due to unforeseen circumstances the intervention had to be withdrawn before any real impact could be measured.	<p>5 days support from Stubbins Wood to be targeted towards pupils with Physical and Sensory Special Educational Needs.</p> <p>Other alternatives have been investigated and the introduction of a new intervention led by a service called 'Commando Joes' is now in place and being monitored.</p> <p>Educational Psychologist time needs to be increased due to lack of provision at LA level.</p>	
3. KS4 English outcomes improved for PP pupils	<p><b>Action:</b> Pupils targeted for 1:1 or small group support to accelerate progress. This is offered through a range of options from weekly support to daily or and every lesson.</p> <p><b>Why:</b></p>	16 pupils below target in Year 8 on the SEND register as SENK took part in a 10 week intervention called 'Special K' This consisted of an hour a week in groups of 4 or 5 with two TAs working on reading and writing games and an hour on Lexia.	The 6 pupils now in year 9 who failed to reach their target will be the subject of a further 1:1 intervention with the SENCo, an English Teacher (Am) and a TA (RH) to address weaknesses in literacy and engagement.	<b>£6,031</b>

	Continued underperformance in English and the importance of literacy to give pupils access to all other subjects.	69% (11 of the 16 pupils) achieved their English target by the end of Year 8. There was no learning mentor support for year 11 pupils in English this year due to health issues	The Special K programme will take place again for the current Year 8 pupils for 12 weeks, earlier on in the school calendar this year.	
4. Improved aspirations, progress and attainment for all year groups	<p><b>Action:</b> Data Conferences, an annual Focus Day for each year group in years 9 – 11, characterised by intensive activities designed to raise pupils’ awareness of their current progress against targets, strategies to support them in achieving these targets, information advice and guidance relating to the next stages in their education and employability skills and qualities. External providers are used for this as appropriate.</p> <p><b>Why:</b> To improve aspirations of pupils in Year 9, 10 and 11. Pupil voice from Disadvantaged pupils suggests low ambition and aspiration to persevere and to succeed. We know that improved aspiration raises attainment.</p>	<p>All Data Conference days took place and external providers attended where appropriate including but not limited to; all local colleges, PM training, RAF. Internal sessions took place including Fast Tomato and various sessions on Money advice. Careers advice and/or the future was a focus for all of the days and every pupil had a session on data and what it means.</p> <p>The pupils stated that the impact of discussing their current grades from PIXL to their target grades gave them a real push and encouraged them to attend the various revision interventions. A group of disaffected PP boys began applying for college courses and attending period 6 intervention in core subjects immediately following this day. Lower in the school pupils enjoyed the Money Wise sessions.</p>	More specific pupil evaluation for future days. Greater links to local employers for possible intervention/sponsorship/mentoring.	<b>Fast Tomato £400</b>
5. Improved progress and attainment for Year 9	<p><b>Action:</b> Year 9 Fit for English Group of identified pupils working with English teachers to increase aspirations and confidence.</p>	PP boys have had specific focus with mentoring in place through tutors. English and Maths intervention in form time.	Support to continue with added Intervention from our new partner ‘Commando Joe’s.’	<b>£14,000</b>

disadvantaged boys in English	<p><b>Why:</b> Identified group of Year 9 boys who have low aspirations and confidence</p>	Support during social time and intervention has impacted. Data is 0.03 for PP pupils from -1.7. Detentions and exclusions reduced.	Considering pool table, table tennis for lunchtime support/activities. Regular discussion from Data dashboard and Case Study information through link meetings.	
6. Improved progress and attainment for Year 10 Most Able Disadvantaged boys	<p><b>Action:</b> Year 10 Focus group identified by Head of Year and action plan of interventions drawn up</p> <p><b>Why:</b> Ongoing data analysis indicates that there are notable gaps in attainment and achievement between the more able</p>	<p>Students actively engaged in careers fayre reported that they had improved ideas/info for p16 education 56% turn out to parents evening staff reported positive conversations with the students and staff also reported an improved attitude to lessons in the weeks immediately following DC/parents evening. Students observed using DC targets in form time as follow up to DC</p> <p>Students identified for FT assertive mentoring in the first Year 10 Middle Leaders Tactical Meeting based on progress data. 2nd ML Tactical Meeting highlighted the progress made by students as they successfully closed the gap/worked towards their target. Form folder monitoring also shows positive engagement of students &amp; FT in the process where targets had been recorded and reviewed.</p>	<p>Continued use of Assertive mentoring through form time using best practice from previous year. Share good practice through Tutor Team meetings.</p> <p>Greater monitoring through use of form folders. Improved contact home through 'Positive Phone Call Friday' and ensure phone call log is used.</p> <p>Greater use of ABC success and better monitoring of progress through data, exclusions, isolations, detentions, merits, punctuality etc.</p>	<b>£17,180</b>
7. Improved progress and attainment at	<p><b>Action:</b> Easter Holiday and May half term Revision sessions, a programme of intensive, focused GCSE exam revision in each subject during</p>	Significant improvement in the Progress 8 score, open Progress 8 and Ebacc Progress 8 score but all still below	Greater focus on the targeting of disadvantaged pupils who are	<b>£9,000</b>

<p>GCSE for Y11 disadvantaged pupils</p>	<p>the Easter &amp; May holidays with subject specialist teachers leading the revision classes.</p> <p><b>Why:</b> Previous experience and data analysis by Heads of Departments indicates that these classes are well attended; some disadvantaged pupils do not have appropriate spaces and support for revision at home.</p>	<p>National figure for the disadvantaged pupils Significant improvement in the Progress 8 English scores for the disadvantaged pupils Slight improvement in the Progress 8 maths score for the disadvantaged pupils</p>	<p>underperforming in maths for the revision sessions</p>	
<p>8. Improved progress and attainment for disadvantaged pupils in targeted subjects</p>	<p><b>Action:</b> Subsidising trips and visits for targeted GCSE subjects with an aim that the total cost of trips and visits for Pupil Premium pupils is met by Pupil Premium funding.</p> <p><b>Why:</b> Disadvantaged are less likely to have funding available to take part in trips and visits to enhance and enrich the curriculum and to meet essential parts of the specification e.g. in geography.</p>	<p>In the 2017-2018 cohort there were eight students eligible for Pupil Premium Funding. The exam board states that 'Fieldwork is an essential aspect of geography' and as a school that we have provided the opportunity for students to attend, as this is assessed in the Paper 3 examination. The funding allowed for all students to take part in the visit. 100% (8 pupils) gained a grade on paper 3 and this contributed to them gaining a 1-9 grade in the subject. 75% (6 pupils) performed better on this paper than paper 1 and 2. One pupil premium pupil achieved a grade 5 for their GCSE.</p>	<p>The Physical fieldwork for 2018-2019 has already taken place and the transport for these 11 students was again met from the Pupil Premium funding (one PP student did not attend).</p>	<p><b>£1,000</b></p>
<p>9. Building resilience and self-awareness;</p>	<p><b>Action:</b> Year 8 Activity week, February 2018, exclusively for disadvantaged pupils. 36 youngsters offered a week long residential to engage with nature and perform outdoor</p>	<p>In Year 9, 80% (8 out of 10) of the targeted pupils graduated at the end of the year. To graduate from Key Stage 3 a pupil needs to have achieved or</p>	<p>Since 36 children, currently in Year 9 took part in this activity last year the pupils identified as most needy in the current Year 8 cohort have been</p>	<p><b>£8,000</b></p>

<p>Improved confidence and self- belief in own abilities; Improved ability to listen and communicate effectively with others</p>	<p>pursuits at the Outward Bound centre in Aberdyfi, Wales.</p> <p>Year 9 Activity week, March 2018 exclusively for disadvantaged pupils.</p> <p>10 youngsters offered a week long residential to engage with nature and perform outdoor pursuits at the Outward Bound centre in Aberdyfi, Wales.</p> <p><b>Why:</b> Analysis that some disadvantaged pupils have lower aspirations and that participation in team work and outward bound activities has been found to have a positive impact. The school has developed a very successful partnership with the Outward Bound Trust who subsidise the cost further so that PP funding is matched with charitable sponsorship and the pupils have access to the course at no cost.</p>	<p>exceeded their targets in English, Maths, Science and five other subjects. It is worth noting that one of the pupils didn't graduate as they were permanently excluded.</p> <p>Year 8 Activity week, February 2018, exclusively for disadvantaged pupils. Of the 36 pupils 18 showed a real improvement in the behaviour and attitude reflected in the overall points score. 10 showed a very significant improvement in this score. Several staff noted a positive change in the attitude of many of the pupils on their return. Aspirations were impacted on with pupils completing tasks they had 'never done before' or 'could have never done'.</p>	<p>offered the first tranche of 12 places at the Ullswater Outward Bound Centre in March 2019 (HI).</p>	
<p>10. Disadvantaged pupils are provided with equal opportunities for cultural and creative enrichment opportunities.</p>	<p><b>Action:</b> Subsidy of 1:1 instrumental and vocal music tuition is delivered by Peripatetic Music Teaching Team. The lessons are free of charge for Pupil Premium pupils. Pupil Premium pupils are identified as the target group for the current Erasmus+ Project 'Do You Speak Culture'. <b>Why:</b></p>	<p>3 pupils in the class of 2018 were Pupil Premium and they did not receive peripatetic lessons.</p>	<p>Peripatetic Music lessons no longer subsidised</p>	<p><b>£1,220</b></p>

	Disadvantaged pupils are less likely to have access to additional music tuition. This area of the curriculum enriches the wider experience of pupils.			
11. Improved attainment and progress at GCSE for Key Stage 4 pupils who would benefit from a vocational curriculum offer.	<p><b>Action:</b> College Classes, day release courses, personalising the curriculum to remove barriers to learning. Courses include Motor vehicle maintenance, construction, hairdressing.</p> <p><b>Why:</b> Evidence indicates that as a result of appropriate vocational opportunities there is a lower risk of exclusion and increased motivation to succeed in school based courses and stay on post 16 in mainstream education.</p>	All 3 of the pupils who took part in Hair and Beauty at Stoke-on-Trent College enrolled at the College full time in Year 12. 3 of the 5 pupils taking Construction also enrolled. 1 pupil studying Motor Vehicle Maintenance and Engineering received the accolade of 'Best School Links' Student at the College awards Ceremony in May 2018. Attendance at college for pupils with poor attendance at school was no more improved even when incentivised by a College Placement. Some pupils attended a few sessions and then opted out of the provision.	College places to be allocated to pupils who have good attendance in order to maximise value for money.	<b>£6,400</b>
12. Reduction of Persistent Absenteeism of Pupil Premium pupils by 50% compare with previous academic year.	<p><b>Action:</b> Focus groups created within each year group supported by a Head of Year. A range of strategies were used and reviewed working with individual pupil and or family members and the Attend Service. These strategies to include personal barrier interviews, rewards trips and possibly a breakfast club (costs being investigated).</p> <p><b>Why:</b></p>	PP pupils were initially targeted by AHOY but was taken back over by HOY's. Despite fortnightly meetings and specific focus on this group PP attendance remains a concern with attendance of this group lower than the previous year. The key group that have had focus is the 'PA Concern Group' set up to focus on those pupils. Interviews with pupils occurred. Attendance clinics in place and parental support as appropriate. Sign posting for	Remit of PA group to increase and all PP pupils below the 95% target to be the focus. SLA updated and improved with Attend EDC. Greater use of attend EDC. Introduction of new system of following up and supporting with punctuality thus impacting on attendance.	<b>£22,545</b>

	Attendance of disadvantaged pupils is not as good as others; greater need for 1:1 support.	parents and referral to agencies when required. Impact on specific individuals has ensured alternative provision, outside agency support and complete return to school.		
<b>Total budgeted cost</b>				<b>£ 87,776</b>
<b>iii. Additional approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved mental health and wellbeing to support improving outcomes for all	<b>Actions:</b> Counselling arranged for vulnerable and / or underachieving pupils identified by My Concern, Focus on support via Early Help Assessments, Child in Need and Child Protection Reviews <b>Why:</b> Tracking and evidence suggests that large numbers of pupils require additional and significant support. Disadvantaged figure highly in the statistics.	The number of EHAs being submitted is increasing but at the same time due to the withdrawal of Designated Grant Funding the threshold for cases to be taken up has also been raised. All pupils on CIN and CP plans are included in school tracking and monitoring, numbers are therefore increasing.	Request for one more day provision with Young Minds. CAMHS referrals take between 14 and 18 weeks currently if made via school, 12 to 14 weeks through a GP (unless the child is exhibiting extreme suicidal ideation) having more in school provision with a YM counsellor will decrease the demand for CAMHS referrals.	<b>£7,900 plus £5,174 for additional day</b>
2. A reduction in behaviour incidents; more	<b>Action:</b> Pupil support worker (also DDSL) works alongside 5 Heads of Year, SENCO and	OFSTED report May 2018 lists Safeguarding as a key strength of the school <b><i>'There is a strong safeguarding culture in the school.'</i></b>	Provision to remain, request for one more days provision with Young Minds to deal with increased mental	<b>£29,500</b>

positive attitudes to learning.	Assistant SENCO providing bespoke 1:1 support for targeted pupils. <b>Why:</b> High levels of 1:1 support needed; positive impact of this work previously.	<b>Robust systems are in place to keep pupils safe?</b>	health referrals and deal with the delay experienced with CAMHS referrals.	
3. A reduction in PP pupil exclusions	<b>Actions:</b> Internal exclusions used wherever possible for PP pupils. Greater use of SAS provision for PP pupils Sustained internal exclusions used rather than short term external exclusions to support behaviour sanction but avoid loss of learning time. Use of short term personalised Learning provision at KS3 as alternative to exclusion. Use of Nurture provision and intervention. <b>Why:</b> 67% of all exclusions in the previous academic year were for PP pupils	Greater use of SAS and support with use of subject specific intervention has occurred. Short time personalised learning through SAS has been used effectively for many.  Introduction of Isolation room is impacting on behaviour and although exclusions remain high the percentage of exclusions who were for PP pupils reduced to 27% a massive reduction.	Introduction of more restorative work within SAS and Isolation room. Introduction of new behaviour system giving pupils less room to fail. Amber detentions to be used solely for restorative conversations and next steps.  Introduce idea of learning holidays to other schools.  Introduction of Command Joe's to input with this group and offer alternative short term personalised learning.	<b>£24,646</b>
<b>Not costed within above:</b>				
<b>Attend Service - £7,500</b>				<b>£67,120</b>
<b>Uniform Subsidy - £500</b>				<b>£10,100</b>
<b>Bus Pass Subsidy - £100</b>				
<b>Excluded Pupil - £2,000</b>				
<b>Total - £10,100</b>				<b>£68,220</b>