

Pupil Premium Strategy 2019-2020

1. Summary information					
School	Sir Thomas Boteler Church of England High School				
Academic Year	2019-2020	Total PP budget	£222,530	Date of most recent PP Review Next Revue: 15/01/2020	06/2015
Total number of pupils	563	Number of pupils eligible for PP	238	Date for next internal review of this strategy	12/2019

Pupil Premium Population Breakdown

Year Group	Number of Pupil Premium / Percentage of Year Group
Year 7	65 (45%)
Year 8	45 (36%)
Year 9	40 (40%)
Year 10	44 (46%)
Year 11	44 (43%)
School	238 (42%)

2. Current Attainment				
Disadvantaged Students	2016/17	2017/18	2018/19	National Non disadvantaged (National disadvantaged)
<i>% of pupils meeting the standard of grade 4+ and grade 5+ for English & Maths</i>	Basics (4+) 36% Basics (5+) 24.4%	Basics (4) 40% Basics (5) 23%	Basics (4) 50% Basics (5) 21%	Basics (4) 72% (48%) Basics (5) 49% (26%)
<i>Progress 8 score</i>	-1.336	-0.955	-0.773 (awaiting DFE validation)	0.151 (-0.352)
<i>Attainment 8 score</i>	29.90	31.28	38.4	50.12 (36.89)
<i>Average progress scores in English & Maths</i>	English -0.951 Maths -0.995	English - 0.732 Maths - 0.754	English - 0.678 Maths - 0.781	English 0.135 (-0.341) Maths 0.133 (-0.337)

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Educational buy-in resulting in lower attainment/progress	
B.	Exam readiness and preparation for terminal exams	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
C.	Attendance and Attitudes	
D.	Lack of emotional and motivational support/low confidence	
C. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<ul style="list-style-type: none"> To ensure that our disadvantaged learners experience Quality First Teaching (QFT) ensuring potential barriers to learning are removed at source. Disadvantaged learners will receive the essential knowledge combined with relevant cultural capital via teaching and the Knowledge Organiser (KO). Students will receive quality first wave intervention in the form explicit modelling and feedback first 	<ul style="list-style-type: none"> Greater engagement in learning Increased productivity and quality observed in student's work Overall increase in headline P8 score to be in-line with other students nationally with the same starting point
B.	<ul style="list-style-type: none"> Ensure that eligible students are well supported to improve performance in terminal exams when compared to their peers in Maths, English and other subjects as they go through their time at the school 	<ul style="list-style-type: none"> An increase in P8 by element with a particular focus on English, Maths and EBacc (in-line with other students nationally) Increase the proportion of students achieving strong/standard pass in the basics measure (in-line with other students nationally)
C.	<ul style="list-style-type: none"> Positive student attitudes to education where our students know they are loved Students recognised as individuals, where no set of personal circumstances are the same yet high expectations of conduct and manner Additional support provided by the pastoral team when required to help students get back on track if experiencing issue out of school Increased student attendance - Our Pastoral team will move quickly to address these concerns as soon as they arise, swiftly working with families to address underlying issues. Strategic staffing and resourcing allows for the implementation of bespoke packages to address the individual needs of our students, rather than simply fitting students into existing interventions and strategies 	<ul style="list-style-type: none"> Overall attendance for disadvantaged students to continue to improve. Reduce the number persistent absentees (PA) among disadvantaged students.

<p>D.</p>	<ul style="list-style-type: none"> Students gain improved self-confidence and self-esteem and become more actively involved in school life. Students are well informed and prepared for education/employment post-16 	<ul style="list-style-type: none"> Increase the number of disadvantaged students accessing in school and after school activities Increase the number of disadvantaged students involved in groups (e.g. school council, ambassador) 100% of disadvantaged students in further education, employment or training when leaving STB Year 7 disadvantaged students to exceed the attendance of all students in the year group (impact of summer school and strong transition programme)
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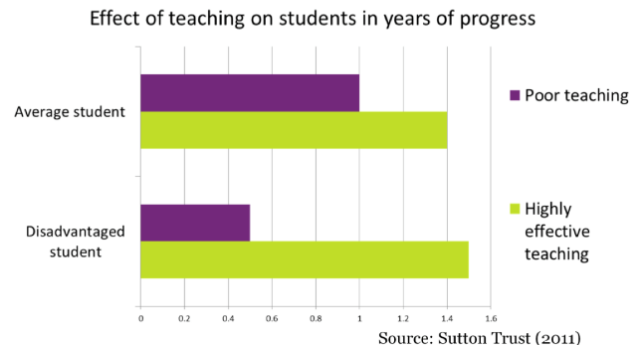
Rationale: How we decide on which strategies to use to remove identified barriers to learning

- We use **evidence based** strategies to remove barriers to learning
- Spending is influenced by external research; such as the Sutton Trust toolkit, Education Endowment Fund (EEF) Teaching and Learning toolkit and the DfE study into effective use of Pupil Premium funding
- The (EEF) Teaching and Learning toolkit – allows decisions to be made on a solid foundation of knowledge. Approximately 35 different areas of focus/strategies are available with an analysis of their impact and associated costs
- We use the months of progress gained and associated costs/security of findings rated to determine the viability of initiating a strategy
- We have implemented significant change to our PP strategy to ensure it has maximum impact upon raising the achievement and attainment of our students. From research, we know quality first teaching helps every student. Whole class strategies make a big difference. Using guidance reports from the EEF we will manage to avoid dead ends
- Largest proportion of PP budget will be spent on raising the **quality of whole class teaching** – not just isolated strategies. This approach is supported strongly by evidenced based research carried out by the Sutton trust with the impact represented on the graph below.

EEF - Strategies proven to have moderate to high impact and low cost:

- Effective feedback (+8 months)**
- Meta cognition and self-regulation (+7 months)**
- Reading comprehension strategies (+5 months)**
- One to one tuition (+5 months) – High cost**
- Social and emotional learning (+ 4 months)**
- Behavioural interventions (+3 months)**

Why improve teaching?



4. Planned expenditure

Academic year

2019-2020

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

i. Quality of teaching for all - Lower attainment/progress (educational buy-in)

Total budgeted cost £132,860

Barrier	Chosen action/approach	Intended impact/How this will be measured	Staff	RAG
<p>1. Teacher awareness of the precise nature of 'the gap.'</p>	<ul style="list-style-type: none"> All staff are aware of factors contributing to the 'gap' and departments plan with precision to narrow the gap with a focus on removing barriers, knowledge, literacy and cultural capital. Whole school T & L policies and practice are consistently implemented in order to effectively deliver quality first teaching. Staff are to be encouraged to mark PP books first and more often than those of non PP students. PP V non PP is to become a focus of QA at both department and whole school level. Staff are to identify misconceptions clearly on summary marking sheets and these are to be assigned to students directly. RAP activities are to directly address the misconception and show that progress has been made and the impact should be measurable Staff should circulate during RAP and where possible coach and live mark the work of PP students as a priority. 	<p>Measured half termly in accordance with the school Quality Assurance schedule.</p> <ul style="list-style-type: none"> Learning walks and book scrutinies by SLT and middle leadership, peer to peer Trust review and other external agencies. Leadership discussions with Subject Leaders in line management meetings. Documentation produced from the quality assurance schedule. Departmental PAPs and whole school PAP Performance Management observations and documentation. Subject Reviews. Student voice. Internal Key Piece and WA assessments 	<p>All</p>	

<p>2. Memory</p>	<ul style="list-style-type: none"> • Teaching methods that are proven to improve memory are deployed across the whole school. • Recall 5 as an initial retrieval activity should be explicitly delivered and evident in books • Knowledge Organisers have been created and disseminated to all students to plug knowledge gaps and reinforce concepts. • Knowledge Organisers to include HOT and COLD Questions • Modelled to students to use read, cover, write, check to answer HOT and COLD Questions • Increased targeted ACE questioning of PP students to ensure focus and engagement and successful recall. • Staff to adopt gradual release of new information then embed and deepen through a reduction of scaffolding. • Staff to adopt and deliver transforming teaching strategies with a view to avoid cognitive overload. 	<p>Measured half termly in accordance with the school Quality Assurance schedule.</p> <ul style="list-style-type: none"> • Learning walks and book scrutinies by SLT and middle leadership, peer to peer Trust review and other external agencies. • Leadership discussions with Subject Leaders in line management meetings. • Documentation produced from the quality assurance schedule. • Departmental PAPs and whole school PAP • Performance Management observations and documentation. • Subject Reviews. • Student voice. <p>Internal Key Piece and WA assessments</p>	<p>All</p>	
<p>3. Appropriate HPA Challenge throughout the school curriculum</p>	<ul style="list-style-type: none"> • HAP students are identified across the whole school and within each class (every class has a relative HAP). Teachers ensure the challenge across the curriculum stretches all learners and that the challenge is appropriate to starting points. • HAP/PP students identified on seating plan. • Raise aspirations with college/university trip/talks showing students grades and attitudes needed for HE. 	<ul style="list-style-type: none"> • HAP learners will be exposed to lesson by lesson higher challenge through the stretch opportunity. Regular engagement with this will see greater knowledge acquisition over time. • HAPs further exposed to 'challenge me' questions on summary marking to bring about greater depth of knowledge and application. • Measured via performance in key piece and working at assessments. 	<p>All</p>	
<p>4. Learners' resilience</p>	<ul style="list-style-type: none"> • An acceptance that grappling and at times failing on the learning journey is a key component to being successful is fostered in all classrooms. Taking on challenge is celebrated and 'grappling' to find 	<ul style="list-style-type: none"> • Students will have increased resilience which will combat any apathy. • Students will demonstrate an improved mental strength to grapple 	<p>All</p>	

	<p>solutions/answers is a key strategy in order for students achieve.</p> <ul style="list-style-type: none"> • Students work towards completing RAP activities independently and work through their misconceptions • Challenge Me Questions to encourage students to 'grapple' to ensure that they are appropriately challenged – these are to be allocated to all PP/HAPs. 	<p>and not fade on more challenging tasks. E.g. higher order questions.</p> <ul style="list-style-type: none"> • Students will have the mental stamina to sustain long periods of challenge and extended writing in assessed conditions. 		
5. Study skills, revision and Elevate study skills programme	<ul style="list-style-type: none"> • Homework and revision are planned to enable success within assessed key pieces and recall/retrieval practice. • Y11 students are provided with a revision pack during October half-term. • Y11 students in HT1 complete a study skills and time management session with Elevate Education. • This plugs gaps in knowledge of expectation of successful learning behaviours. • Principles of homework (homework policy) – addressed to staff, students and on school websites for parents/carers to access. • KS3 and KS4 students to be provided with a revision Knowledge Organiser with key revision skills and techniques to practice. 	<ul style="list-style-type: none"> • For students to be able to 'independently' prepare for successful assessments. • For students to have modelled examples of how to revise. • To instilled study skills as a successful 'habit' for our learners. • Learners will have readily available resources to consolidate and deepen their learning in their home environment which may otherwise not be accessible. 	All	
6. Literacy and Numeracy ability for some	<ul style="list-style-type: none"> • Identification of pupils below Expected Standard in Y7 and placed on the appropriate Catch-Up programme. Those in Y8 and Y9 are identified to receive extra support/intervention to enable them to access GCSE level work by the end of Y9. • Explicit teaching of literacy across the school (JW initiative) • Re-launch of the school library • Students reading for pleasure in forms – all students to have a reading book 	<ul style="list-style-type: none"> • Increase the number of disadvantaged students accessing the library and withdrawing books • Increase the variety of books available to students • Increase the number of students reading for pleasure 	All	

ii. Targeted support - Exam readiness and preparation for terminal exams/Attendance and Attitudes			Total budgeted cost	
£20,000				
Barrier	Chosen action/approach	Intended impact	Staff	RAG
1. Progress of middle ability disadvantaged	<ul style="list-style-type: none"> • High profile students – "Go To" students in lessons. 	Provision will be reviewed at part of the School Improvement (SIP)	JKO	

<p>students hindered by lack of exam performance ambition</p>	<ul style="list-style-type: none"> • Individual student needs identified at subject level – bespoke packages created. Weekly meetings with SLT/HOY/HOD • Creation of the Examination Excellence Team (EET). Cohort of students identified where exam literacy and performance makes them vulnerable. Students will be coached and taught explicit exam strategies and approached. • TCAT strive for a 5 in English and Maths • Walking-talking mock exams for all EBacc subjects 	<p>Calendar QA. Impact will be measured by using a variety of evidence bases such as student's work/conversations/alignment to SFL in addition to student performance in Summative assessments. KS3 WA1 data – 6/12/2019 Year 11 PPE – 10/01/2020 Year 10 WA1 – 24/01/2020 Year 11 PPE2 – 20/03/2020 KS3 WA2 data – 1/04/2020 Year 10 WA2 – 3/07/2020 KS3 WA3 – 10/07/2020</p>		
<p>2. Lack of independent exam preparation and exam readiness</p>	<ul style="list-style-type: none"> • Year 11 Achievement form (English/Maths/Science) fortnight rotation. 2 groups of approx. 18 students (KS2 L5+/KS2 L4+). Students identified from Year 10 summer PPE who are in danger of falling behind. • Promotion of independent learning by all staff • Sun 1:3 English/Maths Tuition after December PPEs • Elevate "How to revise" sessions – students and parents engaged around the process of preparing for terminal exams • Formal exams throughout KS3 and KS4 • Academic mentoring in EBacc subjects where students are in danger of underperforming – Morning Registration after December PPEs 	<p>Provision will be reviewed at part of the School Improvement (SIP) Calendar QA. Impact will be measured by using a variety of evidence bases such as student's work/conversations/alignment to SFL in addition to student performance in Summative assessments. KS3 WA1 data – 6/12/2019 Year 11 PPE – 10/01/2020 Year 10 WA1 – 24/01/2020 Year 11 PPE2 – 20/03/2020 KS3 WA2 data – 1/04/2020 Year 10 WA2 – 3/07/2020 KS3 WA3 – 10/07/2020</p>	JKO	
<p>3. Students not having a suitable environment to study at home</p>	<ul style="list-style-type: none"> • Supervised study area on Monday evening 3-4:30pm • Extended curriculum P6 (3-3:50pm) Tuesday – Maths, Wednesday - Science, Thursday – English • Half Term (1), Easter, Half Term (2) Exam preparation/revision sessions 	<p>Provision will be reviewed at part of the School Improvement (SIP) Calendar QA. Impact will be measured by using a variety of evidence bases such as student's work/conversations/alignment to SFL in addition to student performance in Summative assessments. KS3 WA1 data – 6/12/2019 Year 11 PPE – 10/01/2020 Year 10 WA1 – 24/01/2020 Year 11 PPE2 – 20/03/2020</p>	AA (HOY) KD (AHOY)	

		KS3 WA2 data – 1/04/2020 Year 10 WA2 – 3/07/2020 KS3 WA3 – 10/07/2020		
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ii. Targeted support - Attendance and Attitudes			Total budgeted cost £35,740	
Barrier	Chosen action/approach	Intended impact	Staff	RAG
1. Attendance	<ul style="list-style-type: none"> Attendance remains high profile in our school: Increase PP overall attendance and lower PP persistent absenteeism. Attendance Officer, Form Tutors, HoYs identify students in order to improve attendance and overcome the barriers towards attending. Early intervention from the Pastoral team for students causing concern, 'priority' students identified. Students with attendance concerns will be placed on an intervention plan and targets will be set by the attendance officer and reviewed regularly with students. Early identification of students during the transition programme (Year 6 to 7). Ensure high percentage of PP students attend summer school and accurate information provided by Primary schools. Where poverty leads to absence from school, school will support with uniform, equipment and transport to school. All students entitled to a free breakfast in our school. Food available at a range of points across the school. Home visits will take place if student's attendance is a concern Students that have or had poor attendance last academic year are closely monitored daily to improve their attendance Part of a student's pupil premium one-hundred-pound voucher is used to remove any barriers that stop a student from attending. For example, bus pass, uniform or alarm clock. 	<ul style="list-style-type: none"> Disadvantaged students to exceed known national averages Closing of the attendance gap between disadvantaged students and non-disadvantaged Reduced numbers of disadvantaged students who are persistent absentees. Promotes a culture of good attendance and punctuality and gives students a target to strive towards Increased levels of parental engagement as the Attendance officer – first point of contact for parents experiencing difficulty in getting their child to attend regularly. Parents confident in contacting school to discuss attendance related issues Safeguarding of all students remains effective <p>Impact measured:</p> <ul style="list-style-type: none"> Week 7 (22/10/2019) Week 14 (17/12/2019) Week 20 (11/02/2020) Week 26 (31/03/2020) Week 31 (19/05/2020) Week 38 (14/07/2020) 	JL/DW/HoY/ AHoY	

	<ul style="list-style-type: none"> • Certain students, with the consent from their parents, will receive a wakeup telephone call from the attendance officer. • Students will be picked up in the morning by the attendance officer and another member of staff on the school mini bus to remove barriers if travel is the factor and to form good relationships encouraging high attendance • Stage one letter is sent out by Attendance Officer if attendance drops below 95% attendance, depending on the time of the year. • Stage two letter is an invitation for parents/carers to attend a meeting in school to discuss the child's attendance. This is with the school attendance officer and a member of the attendance team from the local authorities • Stage three if attendance does not improve they will be invited in school for a meeting and put on a nine-week plan called fast track prosecution. If attendance does not improve within the nine-week plan parents/carers will be prosecuted • During exam periods parents/carers receive a text home, the night before, reminding them their child has an exam. If they are late the attendance officer telephones home to make contact. If a student still has not arrived the attendance officer and another member of staff will collect them from home. • Rewards are used for good attendance through form competitions and weekly vouchers for good attendance. Attendance raffles are also used throughout the year, reward trips and events within school. 			
<p>2. PP pupils receive more negative sanctions / including exclusions</p>	<ul style="list-style-type: none"> • Close monitoring of sanctions received per cohort per month. Reduction of the amount of sanctions received due to identified pupils receiving the necessary mentoring/intervention. Utilise lesson monitor for daily and weekly monitoring purposes to support with early intervention. 	<ul style="list-style-type: none"> • Reduced levels of disadvantaged students being excluded • Bespoke packages of support demonstrating clear impact • Increased number of disadvantaged students achieving awards 		

	<ul style="list-style-type: none"> • Celebrate success – praise the desirable behaviour. Ensure high percentage of PP represented at Awards Evening. • Utilise partner schools to avoid exclusion to a 'deprived home' which will support with maintaining routines and reduce lost learning time. • Utilise seating planers to ensure staff strategically seat PP students to monitor engagement and provide support. • Utilise the Boteler Support Base and Behaviour Lead to help support with the modification of behaviours. • Early intervention for some – for those PP students struggling with the expectations of a mainstream setting a waved approach to intervention will be applied. 	<ul style="list-style-type: none"> • Staff embed a culture a praise, celebrating the behaviour they desire • Improved lesson monitor averages <p>Impact measured:</p> <ul style="list-style-type: none"> • Week 7 (22/10/2019) • Week 14 (17/12/2019) • Week 20 (11/02/2020) • Week 26 (31/03/2020) • Week 31 (19/05/2020) • Week 38 (14/07/2020) 		
<p>3. PP pupils self-esteem and confidence in academic ability</p>	<ul style="list-style-type: none"> • Vulnerable PP along with PP that display challenging behaviours often have anxieties regarding academic performance. HoYs work closely with these groups to overcome the perceived barriers and broker the appropriate support. • Appropriate selection of students for life skills, social esteem groups and work with external bodies. • Consider a personal development mentoring programme to support students to develop the confidence and resilience needed to achieve success. • Utilise the school Emotional Health and Wellbeing worker when deemed appropriate. 	<ul style="list-style-type: none"> • Strengths and difficulties questionnaire demonstrates impact from start points in relation to personal development goals • Attendance and involvement of disadvantaged student in personal development initiatives is high <p>Impact measured:</p> <ul style="list-style-type: none"> • Week 7 (22/10/2019) • Week 14 (17/12/2019) • Week 20 (11/02/2020) • Week 26 (31/03/2020) • Week 31 (19/05/2020) • Week 38 (14/07/2020) 		

<p>4. Lack of positive role models in student lives / low aspirations</p>	<ul style="list-style-type: none"> • Work with external bodies to boost aspiration of students and families (NCOP – Higher Horizons). • Consider appropriately assigned student and staff mentors. • Expose students to a range of wider curriculum experiences to broaden student minds. • Ensure high percentage attendance of PP students at University events and Post-16 initiatives. • Targeted rewards initiatives to boost motivation levels. 	<ul style="list-style-type: none"> • High levels of student involvement in extracurricular activities and target intervention sessions • Positive student voice and positive feedback from all stakeholders <p>Impact measured:</p> <ul style="list-style-type: none"> • Week 7 (22/10/2019) • Week 14 (17/12/2019) • Week 20 (11/02/2020) • Week 26 (31/03/2020) • Week 31 (19/05/2020) • Week 38 (14/07/2020) 		
<p>5. High expectations, high aspirations and high standards for all</p>	<ul style="list-style-type: none"> • Support students in being prepared for learning and removing barriers that may challenge this. Standards check each morning as students enter school to ensure barriers to learning are removed at source. • QA of tutor and lessons to monitor student response to teacher intervention. • Personal challenges for identified students, including support in attending extracurricular activities 	<ul style="list-style-type: none"> • All disadvantaged students fully equipped for school • High levels of involvement in extra-curricular activities • Strengths and difficulties questionnaire demonstrates impact from start points in relation to personal development goals <p>Impact measured:</p> <ul style="list-style-type: none"> • Week 7 (22/10/2019) • Week 14 (17/12/2019) • Week 20 (11/02/2020) • Week 26 (31/03/2020) • Week 31 (19/05/2020) • Week 38 (14/07/2020) 		
<p>6. Engagement of families in transition programme and parents evenings</p>	<ul style="list-style-type: none"> • Ensure high percentage of PP students attend Summer School and engage with transition programme. • Proactive approach to ensure high attendance at parents evening including early tutor involvement and follow up intervention from the Head of Year. 	<ul style="list-style-type: none"> • Positive analysis of Summer School • Postive feedback from disadvantaged families • Positive attitude to learning and high levels of Year 7 disadvantaged attendance 		

		<ul style="list-style-type: none"> • High levels of attendance at Parents Evening • 100% communication regarding student performance at key points in the school calendar e.g. Parents Evenings <p>Impact measured:</p> <ul style="list-style-type: none"> • Week 7 (22/10/2019) • Week 14 (17/12/2019) • Week 20 (11/02/2020) • Week 26 (31/03/2020) • Week 31 (19/05/2020) • Week 38 (14/07/2020) 		
7. Additional educational needs	<ul style="list-style-type: none"> • Provision at alternative educational establishments 	<ul style="list-style-type: none"> • To improve engagements and achievement • Offers respite from mainstream learning • Bespoke pathways support student in terms of aspirations and post-16 provision 		

iii. Other strategies - Lack of emotional and motivational support/low confidence			Total budgeted cost £51,525	
Barrier	Chosen action/approach	Intended impact	Staff	RAG
1. PP pupils find it harder to access subject taster nights in Year 5 and 6	<ul style="list-style-type: none"> • Members of the transition team visit the primary school and meet the child. • Our staff lead sessions on social skills and building confidence in the primary schools to develop relationships. • Staff teach various lessons in school over the year to enable pupils to meet staff. 			
2. Attendance at summer camp (Year 6)	<ul style="list-style-type: none"> • To develop awareness of the school, staff and ethos by providing 6 weeks in the summer term of subject taster sessions, 2 full induction days and 2 information evenings to take away worries and build confidence. 			

<p>3. Staff knowledge of PP students when they start in Year 7</p>	<ul style="list-style-type: none"> • The transition team gather information on all pupils before the end of the term in year 7 from their year 6 teacher and their parent/carer. • This information is then disseminated to staff to enable staff to have a background knowledge of each pupil joining us. The information allows us to put pupils in the right form with the right friends. 			
<p>4. PP pupils struggle to engage with events at STB in year 4 /5 and 6</p>	<ul style="list-style-type: none"> • Staff develop relationships with pupils due to involving them in school show and performances as well as teaching them in their school in subjects such as PE, MFL, English, Maths. • Saturday Open morning for year 4 and upwards allowing pupils to see the school in an informal manner. Open school every day to allow all future pupils to have a tour and see the school in action. 			
<p>5. Students not engaging with post-16 provision</p>	<ul style="list-style-type: none"> • CEIAG programme • Year 7 and 8 have had workshops on choosing their career path led by Careers Connect. • Year 10 have had a workshop on writing CV's in preparation for Year 11 and their interview day which will be a mock interview day with employers from around Warrington. Led by Career Connect 			
<p>6. Not taking up extra-curricular offer</p>	<ul style="list-style-type: none"> • Pupils are aware of their responsibility with regards their social responsibility in terms of school citizenship. More PP engage with extra- curricular • Increased opportunities for PP students to contribute the wider life of the school (e.g Ambassador roles). • Increase opportunities for PP students to become involved in clubs and attend educational visits. 			
<p>7. Mentoring</p>	<ul style="list-style-type: none"> • Mentoring programme for underperforming disadvantaged boys • Motivational programme delivered for disadvantaged boys to include specific CEIAG. • All 'Go to Boys' to have interviews with careers Connect. SLT to QA and monitor. • CEIAG information and course offer to be linked to aspirations 			

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Additional staffing to maintain to high staff: student ratio	Increase Progress form KS2 starting point. Increase the progress made in the open bucket subjects for disadvantaged students	Overall P8 for disadvantaged students increased from -0.995 in 2018 to -0.773 in 2019. The proportion of disadvantaged students achieving grade 4+ in basics measure increased by 10%. A8 increased from 31.28 in 2018 to 38.4 in 2019. Open P8 bucket increased from to -0.530	Dependent on member of staff. Reduced class sizes at KS4 in the core subjects has had impact. The main priority this year is ensuring Quality First Teaching which is supported by strong systems aiding students to secure knowledge in a purposeful climate for learning. Low level disruption to learning will be rare. Barriers to learning will be removed at source in the classroom. This approach is supported by the EEF.	£77,805
Alternative provision	Students attending alternative provision to make good progress.	Our Year 11 student who attended AP was entered for 5 GCSEs and achieved a positive English P8 and -0.23 in the Open element. However, EBacc was poor due to the student not being entered for Science/Humanity.	We will continue to fund places to enable students to attend alternative provision. However, the proportion of spend needs to be reduced from the PP budget and contributed to from other means.	£48,362
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Holiday Revision classes	Increased Progress – Open bucket subjects have additional time to ensure students are back on track if they have fallen behind Increase the progress made by HPA disadvantaged students	Attendance of our HPA disadvantaged students was strong at these sessions. HPA disadvantaged students achieved a P8 score of -0.464. HPA disadvantaged students achieved a P8 score of -0.308 in English and -0.226 in Maths HPA disadvantaged students achieved a P8 score of -0.179 in the Open bucket.	This will continue this year as there was an increase in student progress demonstrated in the March PPE and GCSE outcomes. A focus for this year will be in ensuring strong uptake from our middle ability disadvantaged students. Strong lines of communication between school and parents will be important in supporting this strategy.	£4,000
Sunday English/Maths/ Science 1:3 Tuition	Increase the proportion achieving strong/standard pass in English/Maths/ Basics measure	All students who attended the 6 sessions increased their grade from the March Mock exam performance. This contributed significantly to the increase of disadvantaged students achieving grade 4+ in Maths and English.	This will continue as the strategy clearly had impact. Students also performed better in their wider subjects along with the improvements made in English/Maths/Science. There may be potential to deliver more sessions this year starting earlier in the academic year.	£3,600
Administrative support for data and pastoral systems.	Tracking of strategies quickly measured due to increased efficiencies.	This is key in ensuring swift intervention strategies and put in place quickly. Analysis of interventions is also swift to determine whether a specific strategy is having impact/or not.	All increase in disadvantaged student progress/attainment gains would be limited without this support. Therefore, this support will continue this academic year.	£8,000
Software to support pastoral and data staff.	Effective analysis.	This software allows analysis of interventions is timely and reliable.	All increase in disadvantaged student progress/attainment gains would be limited without this support. Therefore, this support will continue this academic year.	£2,500

Implementing strategy for improved attendance.	Increased attendance for our disadvantaged students.	A comprehensive list of actions and strategies were deployed last year. The impact of our attendance officer is clearly having an impact. Disadvantaged attendance for 2018-2019 = 93.10 an increase from 91.8 the previous year.	The list of actions and strategies which were deployed last year will be further refined for this academic year developed by our attendance officer.	£27,000
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Study aids/materials/ Additional resources/KO	Increased Progress. Students take more pride in work books.	Introduced from Jan 2019 – mixed response from Year 11 (some lack of engagement). Current students in school use their knowledge organisers well to consolidate learning and secure knowledge. Students checked every morning to be in possession of a KO. SLT/HOD QA KO are out every lesson and referred to (when appropriate) to use Hot and Cold questions as a strategy to secure knowledge.	Removal of barriers to learning (physical) is key to effective learning in the classroom. Students will be challenged on entry to school where equipment is provided. Students are also checked in tutor time for the correct equipment.	£5,000
Pastoral and family support	Build positive relationships with parents and improve self-esteem and confidence			£33,575
Educational visits and rewards	Greater engagement in the wider curriculum.			£2,500

Summer School/Year 6 Transition	Strong attendance when students enter year 7 and onwards	<p>The average attendance for students who attended Summer Camp during the academic year 18/19 was 97.04%.</p> <p>The average attendance for students who didn't attend Summer Camp during the academic year 18/19 was 95.34%.</p>	Summer Camp will continue to be offered this academic year. The attendance of the Year 7 2019-20 cohort will continue to be tracked to determine the impact of this strategy.	£4,363
Uniform	Students feel part of our school do not perceive themselves as disadvantaged due to appearance	Disadvantaged student's attendance has increased from the previous academic year. (see figures above). The proportion of students who were persistently absent has reduced from 24.2% to 18.8%	Uniform will continue to be provided for eligible students. The largest impact has been seen in the reduction of students who were persistently absent.	£4,854

6. Additional detail

Disadvantaged student attendance over time

	Nat Avg	HT5 2016-17	HT5 2017-18	HT5 2018-19
Whole School	94.50	94.40	94.10	95.00
PP	92.20	92.70	91.80	93.10
NON PP	95.60	95.70	95.80	96.20

Disadvantaged student Persistent Absence

Type	Nat Avg	HT 5 2017-18	HT5 2018-19
Whole School	13.9%	13.5%	11.30%
PP	23.50%	24.2%	18.80%

