

Number of Students on Roll	581
Number of students eligible for PP	239
Estimated total PP budget	£220,000

### Headline Current GCSE attainment 2019

Measure	% students eligible for PP	% students not eligible for PP
% achieving Basics 4+	22.6%	27.8%
% achieving Basics 5+	32.1%	48.9%
Progress 8 score average	-0.23	-0.16
Attainment 8 score average	34.24	37.76

### Attendance

Measure	% students eligible for PP	% students not eligible for PP
Attendance	94.2%	95.3%
PA (National 13.9%)	10.2%	9.2%

**Current behaviour data:**

Measure	% students eligible for PP	% students not eligible for PP
Fixed term exclusions	30.7%	33.9%
Referrals to isolation	39.8%	60.2%

**Strategic plan for 2019-20**

Based on the research undertaken by the EEF, published in 'The EEF Guide to The Pupil Premium' (July 2019), pupil premium strategy for 2019 will focus on three key areas as outlined in the guidance. These include a focus on improving the overall quality of teaching in the school, improvement to pupils literacy and vocabulary, targeted academic support for key groups of pupils and wider intervention to address pupils social and emotional needs.

Desired outcome	Chosen action	How will you ensure it is implemented well?	Staff lead	Basis of Cost	Cost	Review dates
Improved quality of teaching and learning so that all pupils, including those from disadvantaged backgrounds, make good progress.	<ul style="list-style-type: none"> <li>Discreet CPD time built into directed time budget to support high quality training and staff development</li> <li>Bespoke NQT programme with</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from lesson observations to assess improved quality of teaching</li> <li>Feedback from staff wellbeing group to assess the</li> </ul>	CGN	<p>CGN salary</p> <p>Allocation of budget to staff training and development, inc. PiXL subject courses.</p>	£28,503	

	<p>support from outstanding partner school (Carlton Bolling) to ensure success and retention of new teachers.</p> <ul style="list-style-type: none"> <li>Improved systems to monitor quality of teaching ensure areas for training and development and clearly identified</li> </ul>	<p>quality of training and development.</p>				
<p>Improving literacy and vocabulary for all pupils, including those from disadvantaged backgrounds</p>	<ul style="list-style-type: none"> <li>Dedicated programme during form time to allow students to develop reading and literacy, inc. purchase of appropriate books.</li> <li>GL testing to identify gaps in reading ability.</li> <li>Additional 1 lesson per week in literacy delivered by English teachers.</li> <li>Pupils entering UAK with lowest literacy</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of reading age data and interventions where required</li> </ul>	<p><b>SCS</b></p> <p><b>SWE/MTU</b></p> <p><b>SAS</b></p> <p><b>SHE/DMA</b></p>	<p><b>Purchase of books and resources to support literacy</b></p> <p><b>GL Assessments</b></p> <p><b>Literacy teaching lesson on the timetables x 10 lessons per week</b></p> <p><b>SHE salary x 4 lessons per week.</b></p>	<p><b>£16,803</b></p>	

	levels given intensive literacy support instead of MFL lessons (x2 per week)			<b>Accelerated Reader for targeted students</b>		
Improved rates of progress across the curriculum for pupils eligible for PP by allowing targeted intervention and support	<ul style="list-style-type: none"> <li>Improved tracking and assessment systems allow staff to accurately identify underachieving pupils</li> <li>Bidding system in place for available PP funding for curriculum leads to access resources.</li> <li>Forensic analysis of data to identify areas of curriculum who have the widest gaps for PP.</li> </ul>	<ul style="list-style-type: none"> <li>Bids and strategies quality assured by SLT links</li> <li>Impact assessment on outcomes for PP students completed by curriculum leaders</li> </ul>	<b>MTU</b>  <b>Directors of Faculty</b>	<b>MTU salary x 1 hour per week</b>  <b>Amount biddable £30K</b>	<b>£942</b>  <b>£30,000</b>	
Behavioural issues of SEND / PP pupils addressed to minimise impact on access to curriculum and progress	<ul style="list-style-type: none"> <li>Improved behavior systems and increased rigour in pastoral systems means behaviour management is proactive to address issues for vulnerable students.</li> <li>Early intervention with key groups/students at</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and analysis of data by year group leaders.</li> <li>Interventions by year group leaders and KS3/4 progress leads to target students at risk of underachieving in individual year groups</li> </ul>	<b>Year Leaders</b>	<b>Pastoral workers time</b>	<b>£95,272</b>	

## Pupil Premium Strategic Plan 2019-20

	risk i.e PP and SEND and higher prior attaining PP boys					
Increased attendance rates for pupils eligible for the pupil premium	<ul style="list-style-type: none"> <li>• Early intervention with key pupils to address attendance issues.</li> <li>• Wider strategy of parental engagement to support parents buying into value of education.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain PP attendance tracker and identify key intervention groups</li> <li>• Monitor impact of interventions suggested for 2018-19</li> </ul>	<b>ARA</b>  <b>MKO</b>  <b>NMA</b>	<b>50% salary</b>  <b>50% salary</b>	<b>£20,480</b>	
Continue to develop effective transition for students from partner schools	<ul style="list-style-type: none"> <li>• Support with Year 6 and 7 transition to be more proactive.</li> <li>• Regular primary visits prior to both application and transition to allow early identification of vulnerable students.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor new Year 7 cohort PP students closely, inc. for attendance, behaviour and wider school engagement</li> </ul>	<b>NMD</b>	<b>50% salary</b>	<b>£1,853</b>	
Develop wider curriculum offer to support social and emotional development and building of cultural capital.	<ul style="list-style-type: none"> <li>• Continuation of careers and aspirations strategy for 2019-20 to assess progress against.</li> <li>• Development of extracurricular offer to ensure all students, including the most</li> </ul>	<ul style="list-style-type: none"> <li>• Increased success against Gatsby benchmarks</li> <li>• Attendance to extracurricular activities by disadvantaged pupils</li> </ul>	<b>IPE</b>  <b>MTU</b>	<b>IPE time</b>	<b>£39,258</b>	

<p>Increase engagement and raise aspirations through meeting Gatsby Careers benchmarks.</p>	<p>disadvantaged have access to wider personal development.</p> <ul style="list-style-type: none"><li>● Continuation of discreet projects (Burburry Inspired, OBON, First Story etc), allows pupils to develop cultural capital.</li></ul>					
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