

Pupil Premium funding at Marriotts School – *Impact and Action plan*

Part 1 – Introduction

Marriotts School Pupil Premium Current Profile 2018-19

Total number of pupils in the school	Whole School 1422 – (KS3/4 1184)	Headteacher name:	Ms. Bethany Honnor
Number of PP- eligible pupils:	Whole School 473 (33%) – KS3/4 443 (37%)	Chair of Governors name:	Mrs Melany McQueen
Amount per pupil:	£935 for pupils in years 7 to 11, and £1,900 for CLA	SLT Responsible for:	Mr Ed Hutchings
Total pupil premium budget:	£425,605	Date of Last Review:	01 December 2018

Ofsted key statements - Inspection Report: Marriotts School, 19-20 October 2016

Leaders' incisive actions have improved the progress of disadvantaged pupils. Disadvantaged pupils made better progress than other pupils nationally. Leaders have rapidly improved the attendance of some of the most vulnerable pupils. Pastoral leaders monitor pupils' achievement, attendance and behaviour systematically. As a result of these actions, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities has improved quickly.

Leaders and governors use additional government funding very wisely and prudently to improve pupils' progress. Leaders target funding to support the pupils who most need it and their strategies show clear evidence of quickly improving standards of literacy. Additional tuition, trips and visits and basic school equipment have ensured that these pupils are well supported in their learning.

The progress of disadvantaged pupils, including the most able disadvantaged, has improved rapidly across a range of subjects. This is due to teachers' high expectations and plans for learning that are overcoming pupils' barriers to understanding.

Data	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 12 VLUK	Total Y12	Year 13	Year 13 VLUK	Total Y13	Total	
PAN	240	240	240	240	240								
Total	241	239	238	233	233	61	70	131	64	43	107	1422	
Male	135	126	119	128	128	28	70	98	31	43	74	808	
Male Percentage	56%	53%	50%	55%	55%	46%	100%	75%	48%	100%	69%	57%	
Female	106	113	119	105	105	33	0	33	33	0	33	614	
Female Percentage	44%	47%	50%	45%	45%	54%	0%	25%	52%	0%	31%	43%	
PP Number	85	87	81	105	85	11	5	16	11	3	14	473	National
PP Percentage	35%	36%	34%	45%	36%	18%	7%	12%	17%	7%	13%	33%	(28.5%)

School's pupil premium vision:

"Our vision goes beyond just narrowing this gap and we are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to succeed and reach their full potential. Our mission statement; Aim High, Work Hard, Be Kind, underpins the ethos for all students at Marriotts School."

Part 2 – Impact 2017/18 funding

Overview of Expenditure:

Marriotts received £325,380.00 Pupil Premium Funding in 2017/18.

- £315,380 used to support Core Activities
- £10,000, used to support Discretionary Activities

Key Core Activities:

- Continued contribution to key staff positions to raise the focus of Pupil Premium achievement in Key Stage 3, and address low levels of literacy and numeracy in disadvantaged students.
- Quality first teaching: Continued increase the number of classes in English and mathematics to reduce class sizes for low achieving students (disproportionately high number of disadvantaged students in these classes), including creating a Year 11 English and mathematics class with a maximum of 12 students.
- Increase the number of classes in Science and Humanities and support small group withdrawal; in particular Year 10 (42% PP with KS2 APS significantly lower than national)
- Personalised Curriculum allowing students a mixture of Academic and Vocational courses.
- Improve the reading ages of low-level students – disproportionately high number of disadvantaged students, literacy focus across the school.
- Improve the attendance of disadvantaged students who are PA.
- Targeted intervention for improvements in Mathematics.

Attainment

KS4 results	2016-17		2017-18		2018-19 (EoCP) #	
	Disad*	Other pupils	Disad*	Other pupils	Disad*	Other pupils
Number of Pupils	53	75	40	87	81	150
Percentage of Pupils	41%	59%	31%	69%	35%	65%
Prior Attainment	4.27 (SIG -)	4.47	4.20 (SIG -)	4.72	4.47 (SIG -)	4.83
Attainment 8	37.9	44.2	35.3	51.1	40.0	46.1
Basics L4+	40%	49%	20%	60%	37%	53%
Basics L5+	23%	30%	10%	43%	16%	29%

*For the purposes of the table Disadvantaged pupils are considered as those eligible for free school meals, Ever 6 and children looked after (ie, in the care of the Local Authority for at least 6 months)

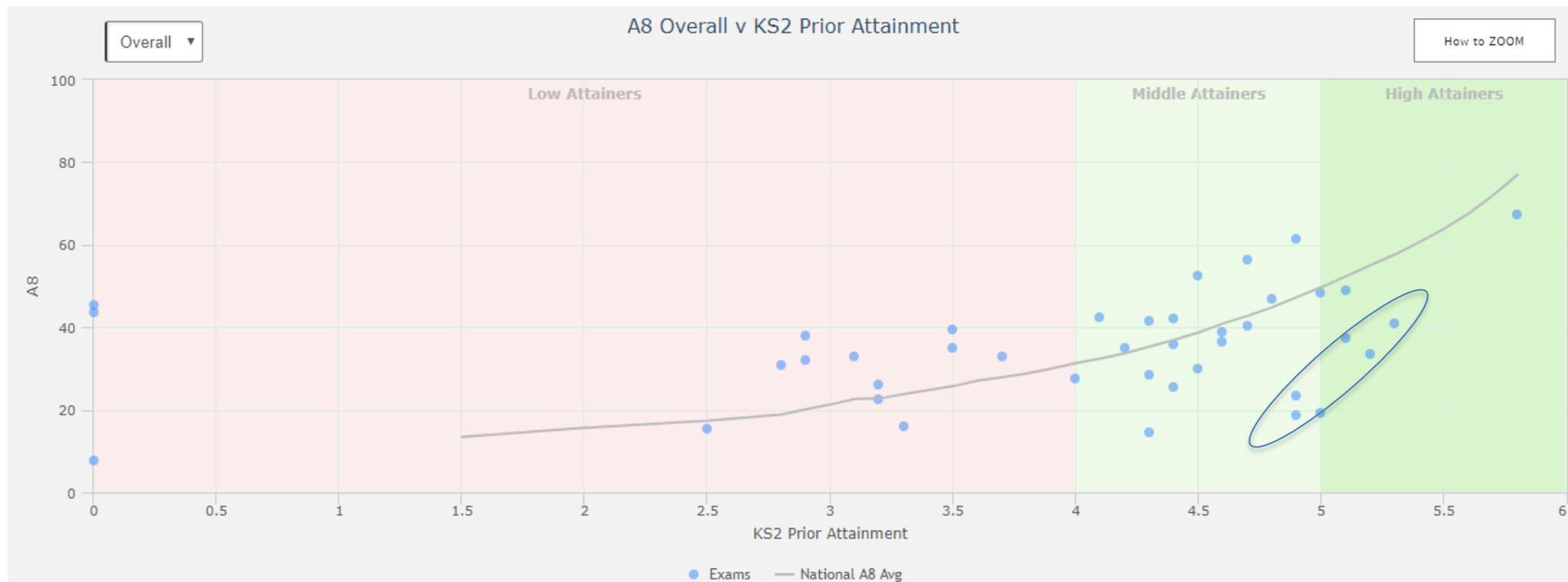
#October 2018 EoCP Term 1

The Prior attainment of PP students in the school is significantly below their peers within the school and significantly below all pupils nationally. Within each cohort the proportion of PP pupils is above national figures.

There is an improving picture of Attainment predicted with our current cohort. (EoCP 1). Significant focus is being placed on achieving Basics L4+ above 50% and into line with all pupils nationally. Current EoCP places A8 at 40, this represents improvement towards the national figure.

Narrowing the Achievement gap

Attainment 8 vs KS2 Prior Attainment



2017/8 PP Cohort – The overall A8 of this group was affected by a small group of students that were in-KS4 admissions. This group were mid/high prior attainers and progress was significantly lower.

Progress 8 for disadvantaged pupils has been broadly average for the last 3 years. (-0.18, -0.05, +0.23). This represents much better than average progress with this group nationally. Progress achieved with this group in 2016/7 in the 27th percentile nationally (quintile 2), It is in quintile 3 for 2017/8. Overall progress of Ability groups Low, Mid, High for disadvantaged pupils were all broadly in line with national outcomes, however overall progress for the KS2 High group and disadvantaged progress in English are a significant focus for the school.

Whilst outcomes for disadvantaged students are improving, the within school gap has broadened. This is an area of focus, however it should be stressed that for the 2015/6 cohort disadvantaged and non-disadvantaged students had significantly different starting points. KS2 APS Disadvantaged was significantly below national average at 24.5 against KS2 APS non-disadvantaged at 26.33.

All disadvantaged pupils in KS2 prior achievement band upper (5 students) achieved the Basics measure. Attaining an average grade of a B (all subjects), this represents an improving picture for this key group. This group continues to be an area of focus particularly in mathematics and science.

Progress has been made in tracking and monitoring of key groups at key stage 3, intervention is now targeted at departmental, classroom, whole school level. Progress has been made with regard to the in school gap in progress in science and mathematics. This continues to be a significant focus for the school and the departments.

Narrowing the Attendance gap – % of sessions missed

	2017/8	2018/9*
FSM Attendance	8.0	7.8
Non FSM Attendance	4.2	4.4
Gap	3.8	3.4

*current

Narrowing the Attendance gap – % persistent absentees (PA – Persistent Absence - 90%)

	2017/8	2018/9*
FSM PA	23%	22%
Non FSM PA	8.5%	8.9%
Gap	14.5%	13.1

*current

Following significant efforts to tackle an entrenched culture of poor attendance, the school has made progress in addressing this issue. The gap in absence between PP and non PP students has narrowed significantly. This is against an improving picture of attendance across the school. Improvements are reflected across all the year groups and is most pronounced in the younger year groups, this points to an improving trend. All staff have raised expectation among students and parents with clear and robust strategies and policies to drive improvements in attendance of the disadvantaged group.

Part 3 – Evaluation of 2017/18 actions

NOTE: CF= Core Funding / DF= Discretionary Funding

Strategy	Outcomes and success criteria	Staff	Milestones Midterm review	RAG/ completed	Review date	Spend Area
Pupil Premium Coordinator Assistant Headteacher	<ul style="list-style-type: none"> Raise the profile of the role across the school – launch at a staff meeting to raise PP profile and awareness with clear expectations of all. Raise awareness of PP students to staff to improve engagement identifying performance gap and illustrating the impact of targeting underperformance. Increase awareness and raise the profile of interventions with parents. 	PP Co-ord. MBS	Clearly defined and data driven outcomes of student performance.	Completed - Continued into new year	June 2018	CF Role £40,000
Raise staff expectations of PP students	<p>Non-negotiables for all teaching staff:</p> <ul style="list-style-type: none"> Know who are the PP students are in their classes Know the attainment gap and act in each lesson to narrow this Proactively seek support from PP Co-ord, pastoral and SEND to support students Be aware when students may not have access to resources at home 	PP Co-ord. MBS	Class mark sheets and seating plans Inset day modular analysis identifies PP gaps in classes	Completed - Continued into new year	June 2018	CF Proportion of whole school funding £60,000
Review and track PP progress by target and gender	<ul style="list-style-type: none"> Using the new modular cycle ensure the regular and robust monitoring of student progress across all year groups. Ensure that progress of PP students is measured against clearly defined targets at each data tracking point. 	RSL CMN	By module tracking is against targets, which are clearly defined, and all staff understand these.	Completed but now need to further inform strategy.	June 2018	CF £18,000 Proportion of whole school
Improve Information and Guidance (IAG) in all year groups	<ul style="list-style-type: none"> Attitudes to learning linked to self-esteem – implement a survey of students' perceptions to the school and their futures. Raise aspiration and self-esteem 	PP Co-ord. MBS	During module 1, and each subsequent module, the completion of quality circles and learning walks/observations.	On track. Completed, but now need to inform strategy.	June 2018	CF £3,000 Part role
Improve 'quality first teaching' of PP students via tracking	<ul style="list-style-type: none"> Pupil Premium Coordinator and SLT and LP to complete specifically targeted Learning Walks for PP 'heavy' classes. Shadowing a PP student to review and evaluate their experience. 	LP Role		Completed for module 1-4, but amber as this needs to be embedded in all SLT/middle leaders practice throughout the year.		£8,000 Proportion of whole school
Improve parental engagement, specifically targeting hard to engage parents	<ul style="list-style-type: none"> Engage hard to reach parents in an out of school environment to raise their confidence and support the importance of education. Identify staff to home visit key students. Parents mentoring programme in school. Parents homework session 	PP Co-ord. MBS Role of attendance team	Improved parental participation and engagement within the life of the school.	Needs further tracking of attendance of parents at events.	June 2018	CF £20,000 Proportion of whole school

Improve the focus on and teaching within lessons, including focusing on improving achievement and engaging PP students.	<ul style="list-style-type: none"> Associate AHT Allowance for T&L. Reduction in BfL referrals for PP students due to more targeted teaching. Lesson observations show staff are aware of PP students and have targeted/personalised/differentiated the lesson as appropriate. 	PP Co-ord. SHY	Each subsequent half term a reduction of Behaviour Referrals of 5+% for PP students.	Completed for module 1-4, but amber as this needs to be ongoing and QA throughout the year.	Review each module: Module 5 2016	CF £5000 Proportion of whole school
			PP Lesson observations/Learning Walks show differentiation for PP students is at least Green.	Completed for module 1-4, but amber as this needs to be ongoing and QA throughout the year.		
Improve the tracking and planned intervention to Narrow the Gap	<ul style="list-style-type: none"> Contribution towards KS3 Raising Standard Leader. More detailed and frequent tracking of PP students across all Key Stages. Raise the profile of the achievement and progress of PP students as a group. Co-ordinate PP intervention. Support faculties and pastoral in terms of PP intervention. Greater focus at KS3 of the achievement of PP group and the appropriate intervention; in line with KS4. 	DHT SBR	By end of Autumn term the explicit tracking of Disadvantaged student's achievement across all year groups – focusing on levels of progress.	Completed - Continued into new year	June 2018	CF+DF £30,000 Role and proportion of whole school
Raise aspirations of Year 11 PP students in terms of Sixth Form education. Improve the tracking and planned intervention to Narrow the Gap at KS5 (Bursary students)	Contribution to the KS5 Raising Standard Leader.	HT BHR	Staff in place for September 2017	Continued into new year	June 2018	CF £10,000 Role
	Improve the number of PP students in Year 11 applying for appropriate Level 3 courses in Year 12.	KS5 RSL MWR	<i>March 2018</i> Based on FFTA25% predictions 75% of the PP students in Year 11 to have applied for L3 Sixth Form Courses by March 2017.	Completed all applications tracked and supported Continued focus	June 2018	CF £10,000 Proportion of Role
	Greater staff awareness of bursary students in KS5.	KS5 RSL MWR	November 2017 All students eligible will have applied for bursary if they wish.	Completed - Developments in SIP and continued focus. Increased use	June 2018	CF £1,000
Improve the attainment of PP students across all Year Groups (inc CLA)	Ring-fenced budget for one-to-one tuition for PP and CLA as needed throughout the year.	PP Co-ord. MBS	One-to-One tuition as appropriate.	Completed for module 1-4, but amber as this needs QAing throughout the year. Ongoing	Review each module: June 2018	DF £5000
	Breakfast Club starting October. To create a positive start to the day and discuss H/W and learning	PP Co-ord. MBS	October 2017, Breakfast Club in place. Modular review of attendance.	Completed - Developments in SIP and continued focus	Review each module: June 2018	DF £20,000
	Ring-fenced budget for External advisor support for KS4 subjects	DHT	Modular review of subject achievement.	Completed for module 1-4, but amber as this needs QA ing throughout the year.	June 2018	DF £2,500

Improve the attainment of Year 11 students.	Contribution to staff funding for Saturday and Holiday teaching.	PP Co-ord. MBS	Modular analysis of PP student achievement to identify the needs for additional sessions.	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £10,000
Improve attainment in English for PP students	Continued additional staffing in English (40+ hours) to reduce class sizes.	HT BHR	Predictions to show: +5% A to C	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £2,500
	English Lead Practitioner (focus of Literacy across the curriculum) – TLR point.	HT BHR	Modular lesson observations show literacy being explicitly taught appropriately in all subjects – improving literacy for PP students	Completed - Developments in SIP and continued focus	June 2016	CF £5000
	Workbooks and resources across KS4	PP Co-ord. MBS	Purchased and disseminated books Jan. to allow PP students to study/revise	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	DF £1000
Improve attainment in Maths for PP students.	Continued additional staffing in Maths (40+ hours) to reduce class sizes.	HT BHR	Predictions to show: +10%	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £2,500
	Maths Lead Practitioner (focus of Numeracy across the curriculum) – TLR point	HT JWR	Modular lesson observations show numeracy being explicitly taught appropriately in all subjects – improving literacy for PP students	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £4,000
Improve attainment in Science & Humanities for PP students.	Additional staffing in Science and Humanities (40+ hours) to increase intervention, small group withdrawal, and additional classes (varies per year group)	PP Co-ord. MBS	Raise PP progress across all year groups in these subjects.	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £5,000
Improve attainment of PP students who are better suited with a mixture of traditional and vocational subjects.	PP students to receive financial support to engage in personalised learning and alternative curriculum	PP Co-ord. MBS	All students to be on track to achieve a L2 PASS grade in 3+ subjects	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £10000
Improve the attainment of low ability Year 11 cohort	Funding of the KS4 BTEC courses	PP Co-ord. MBS	Achievement and positive contribution to progress. All pupils to have pathways to follow post 16.	Completed - impact year 11 results Developments in SIP and continued focus	June 2018	CF £5,000
Improve the reading ages of low level students – disproportionately high number of PP students	Funding of the Year 7, 8 and 9 literacy groups (Peer reading) Funding of the KS3 Sport Literacy Programme. Contribution towards the Truggs Literacy Programme Sound Training of Teachers	PP Co-ord. MBS	Close the gap on chronological reading ages 30% quicker than normal expected progress.	Work in progress, further development needed	June 2018	CF £6,000
						DF

						£10000
Awareness & Accountability 2017-8	Allocate a Governor to hold the Leadership to account regarding PP	HT BHR	Sept 2015: PP Governor link and SLT lead on student progress.	Completed – Developments in SIP and continued focus	June 2018	NA
	Review the impact of PP interventions from previous academic year to inform next academic year.	PP Co-ord. MBS	Exams analysis document will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.	Completed Aug/Sept 2015	June 2018	NA
	Raise the attainment of PP students by raising the awareness and importance of PP students as a group.	PP Co-ord. MBS	Faculty SEF will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.	Completed – Developments in SIP and continued focus	June 2018	NA
Behaviour, Motivation, organisation and Attendance 2014-15	Improve the BfL at KS3 for low attainers (disproportionately high number of PP students)	Behaviour Team	Continued Humanutopia workshops. Contribution towards the increased Rewards budget to recognise and incentive achievement Staffing of Learning support	Completed – Developments in SIP and continued focus	June 2018	CF £5,000
	Improve the BFL for PP students (PP receive a disproportionately high number of behaviour referrals – reductions in 2013-14)	Behaviour Team		Completed – Developments in SIP and continued focus	Modular June 2018	£20, 000
Improve the attendance of PP students who are PA.	Contribution to Attendance Budget	Attendance Team	<i>Reduce the current gap in attendance between PP students and whole cohort.</i>	Ongoing use of developed strategies	June 2018	£20,000
	Financial travel support for low attendance linked to travel to school.					
	Contribution to the staffing costs for home visits and family liaison					
						£328,500

2018/19 Action Plan

NOTE: CF= Core Funding / DF= Discretionary Funding

Strategy	Outcomes and success criteria	Staff	Milestones Midterm review	RAG	Review date	Spend Area
Raise the profile of the Pupil Premium Coordinator	<ul style="list-style-type: none"> • Raise the profile of the role across the school – launch at a staff meeting to raise PP profile and awareness with clear expectations of all. • Raise awareness of PP students to staff to improve engagement identifying performance gap and illustrating the impact of targeting underperformance. • Increase awareness and raise the profile of interventions with parents. 	PP Co-ord. CST	<p>By end of module 1 all staff should be aware of the PP Co-ordinator.</p> <p>Use inset and data sheets to drive practice and tracking Use Wednesday briefings</p> <p>Clearly defined and data driven outcomes of student performance.</p>			CF
Raise staff expectations of PP students	<ul style="list-style-type: none"> • Non-negotiables for all teaching staff: • Know are the PP students are in their classes • Know the attainment gap and act in each lesson to narrow this • Proactively seek support from PP Co-ord, pastoral and SEND to support • students • Be aware when students may not • have access to resources at home 	PP Co-ord. CST	<p>Class mark sheets and seating plans identify PP students by 4th week of module 1.</p> <p>Inset day modular analysis identifies PP gaps in classes – starting module 1 inset.</p> <p>Review at teacher/HoF and SLT level at each data drop.</p>			CF
Review and track PP progress by target and gender	<ul style="list-style-type: none"> • Using the new modular cycle ensure the regular and robust monitoring of student progress across all year groups. • Ensure that progress of PP students is measured against clearly defined targets at each data tracking point 	RSL EHT	By module 2 all tracking is against targets, which are clearly defined, and all staff understand these.			CF
Improve Information and Guidance (IAG) in all year groups	<ul style="list-style-type: none"> • Attitudes to learning linked to self-esteem – implement a survey of students’ perceptions to the school and their futures. • Raise aspiration and self-esteem 	PP Co-ord. CST EHS	Track and intervene regarding attendance of parents at events			CF
Improve ‘quality first teaching’ of PP students via tracking	<ul style="list-style-type: none"> • Pupil Premium Coordinator to complete specifically targeted Learning Walks for PP ‘heavy’ classes. • Shadowing a PP student to review and evaluate their experience. 	JSc/EHS	During module 1, and each subsequent module, the completion of quality circles and learning walks/observations.			CF
Improve parental engagement, specifically	<ul style="list-style-type: none"> • Engage hard to reach parents in an out of school environment to raise their confidence and support the importance of education. • Identify staff to home visit key students. 	PP Co-ord. CST	Improved parental participation and engagement within the life of the school.			

<p>targeting hard to engage parents</p>	<ul style="list-style-type: none"> • Explore Parents mentoring programme in school. • Increase links with Stevenage Borough to improve engagement, targeting the underperformance in boys. 		<p>Track and intervene regarding attendance of parents at events</p>		
<p>Improve the focus on and teaching within lessons, including focusing on improving achievement and engaging PP students.</p>	<ul style="list-style-type: none"> • Reduction in BfL referrals for PP students due to more targeted teaching. • Lesson observations show staff are aware of PP students and have targeted/personalised/differentiated the lesson as appropriate. 	<p>PP Co-ord. CST</p>	<p>Each subsequent half term a reduction of Behaviour Referrals of 5+% for PP students.</p>		<p>CF</p>
<p>Improve the tracking and planned intervention to Narrow the Gap</p>	<ul style="list-style-type: none"> • Contribution towards HLTA, Pupil Premium Coordinator, and the KS3/4 Raising Standard Leader. 	<p>BHR</p>	<p>Staff in place for September 2018.</p>		<p>CF+DF</p>
	<ul style="list-style-type: none"> • More detailed and frequent tracking of PP students across all Key Stages. • Raise the profile of the achievement and progress of PP students as a group. • Co-ordinate PP intervention. • Support faculties and pastoral in terms of PP intervention. • Greater focus at KS3 of the achievement of PP group and the appropriate intervention; in line with KS4. 		<p>By end of Autumn term the explicit tracking of Disadvantaged student's achievement across all year groups – focusing on levels of progress.</p>		<p>CF</p>
<p>Raise aspirations of Year 11 PP students in terms of Sixth Form education. Improve the tracking and planned intervention to Narrow the Gap at KS5 (Bursary students)</p>	<ul style="list-style-type: none"> • Contribution to the KS5 Raising Standard Leader. 	<p>HT BHR</p>	<p>Staff in place for September 2018.</p>		<p>CF</p>
	<ul style="list-style-type: none"> • Improve the number of PP students in Year 11 applying for appropriate Level 3 courses in Year 12. 	<p>KS5 RSL MWR</p>	<p>Increased proportion of applications</p>		<p>CF</p>
	<ul style="list-style-type: none"> • Greater staff awareness of bursary students in KS5. 	<p>KS5 RSL MWR</p>	<p>All students eligible will have applied for bursary if they wish.</p>		<p>CF</p>

Improve the attainment of PP students across all Year Groups (inc CLA)	<ul style="list-style-type: none"> Ring-fenced budget for one-to-one tuition for PP and CLA as needed throughout the year. 	PP Co-ord. CST	One-to-One tuition as appropriate.		DF
	<ul style="list-style-type: none"> Breakfast Club starting October. To create a positive start to the day and discuss H/W and learning 	PP Co-ord. CST	October 2016, Breakfast Club in place. Modular review of attendance.		DF
	<ul style="list-style-type: none"> Ring-fenced budget for LEA advisor support for KS4 subjects – as used in 2013-14 with PP students. 	RSL EHT	Modular review of subject achievement.		DF
Improve the attainment of Year 11 students.	<ul style="list-style-type: none"> Contribution to staff funding for Saturday and Holiday teaching. 	RSL EHT	Modular analysis of PP student achievement to identify the needs for additional sessions.		CF
Improve the attainment of Year 11 students in Maths and Science	<ul style="list-style-type: none"> Contribution to Maths and then Science Residential. 	RSL EHT	Module 2: Maths Residential completed with a minimum of 75% of the students taken being PP. Module 3: Second Maths Residential and first Double Science Residential with a minimum of 75% of the students taken being PP.		
Improve attainment in English for PP students	<ul style="list-style-type: none"> Continued additional staffing in English (40+ hours) to reduce class sizes. 	HT BHR	Predictions to show: +5% A to C and 3+LOP for Year 11		CF
	<ul style="list-style-type: none"> English Lead Practitioner (focus of Literacy across the curriculum) – TLR point. 	HT BHR	Modular lesson observations show literacy being explicitly taught appropriately in all subjects – improving literacy for PP students		CF
	<ul style="list-style-type: none"> GCSE Workbooks/revision guides 	HoF KS4 RSL	Purchased and disseminated resources in Jan. to allow PP students to study/revise for mocks		DF
Improve attainment in Maths for PP students.	<ul style="list-style-type: none"> Continued additional staffing in Maths (40+ hours) to reduce class sizes. 	HT BHR	Predictions to show: +10% increase A to C and 3+LOP for Year 11		CF
	<ul style="list-style-type: none"> Maths Lead Practitioner (focus of Numeracy across the curriculum) – TLR point 	HoMa JWR	Modular lesson observations show numeracy being explicitly taught appropriately in all subjects – improving literacy for PP students		CF

Improve attainment in Science & Humanities for PP students.	<ul style="list-style-type: none"> Additional staffing in Science and Humanities (40+ hours) to increase intervention, small group withdrawal, and additional classes (varies per year group) 	PP Co-ord. CST	Raise PP progress across all year groups in these subjects.			CF
Improve attainment of PP students who are better suited with a mixture of traditional and vocational subjects.	<ul style="list-style-type: none"> PP students to receive financial support to engage in personalised learning and alternative curriculum 	RSL EHT	All students to be on track to achieve a L2 PASS grade (3+LOP target) at the end of Year 10, and achieve at the end of Year11.			CF
Improve the reading ages of low level students – disproportionately high number of PP students	<ul style="list-style-type: none"> Funding of the Year 7, 8 and 9 literacy groups (Peer reading) Funding of the KS3 Sport Literacy Programme. Contribution towards the Truggs Literacy Programme Sound Training of Teachers 	PP Co-ord. CST	Close the gap on chronological reading ages 30% quicker than normal expected progress.			CF
						DF
Faculty Bidding Pot	<ul style="list-style-type: none"> Funding available and focussed use. 	RSL EHT	In use			DF
Awareness & Accountability	<ul style="list-style-type: none"> Pupil Premium First PP Coordinator to implement a programme where for any event there is extra communication and organisation for PP students and parents 	PP Co-ord. CST	Improved attendance and engagement for school events and programmes.			CF
	<ul style="list-style-type: none"> Continue allocate a Governor to hold the Leadership to account regarding PP, regular meetings 	HT BHR	Sept 2016: PP Governor link and SLT lead on student progress.			NA
	<ul style="list-style-type: none"> Review the impact of PP interventions from previous academic year to inform next academic year. 	DT EHT	Exams analysis document will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.			NA
	<ul style="list-style-type: none"> Raise the attainment of PP students by raising the awareness and importance of PP students as a group. 	PP Co-ord. CST	Faculty SEF will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.			NA
Behaviour, Motivation, organisation and Attendance	<ul style="list-style-type: none"> Improve the BfL at KS3 for low attainers (disproportionately high number of PP students) 	Behaviour team	Continued Humanutopia workshops.			CF

	<ul style="list-style-type: none"> • Improve the BFL for PP students (PP receive a disproportionately high number of behaviour referrals – reductions in 2013-14) 	Behaviour team	Contribution towards the increased Rewards budget to recognise and incentive achievement Motivational Speakers to help engage disaffected PP students. Reduce the BFL referrals across all year groups in Autumn 2 by 35% in Spring 1.			CF
Improve the attendance of PP students who are PA.	<ul style="list-style-type: none"> • Contribution to Attendance Budget 	Attendance Team	<i>Reduce the current gap in attendance between PP students and whole cohort.</i>			DF
	<ul style="list-style-type: none"> • Financial travel support for low attendance linked to travel to school. 					CF
	<ul style="list-style-type: none"> • Contribution to the staffing costs for home visits and family liaison 					CF