



2018-19

Pupil premium strategy statement:

1. Summary information					
School	Hyde Community College				
Academic Year	2018-19	Total PP budget Financial Year (2018-19)	£416,938	Date of most recent PP Review	Nov 2017
Total number of pupils	1036	Number of pupils eligible for PP	452 (44%)	Date for next internal review of this strategy	Ongoing

2. Current attainment (2017-18)			
	<i>All Students at HCC</i>	<i>Pupils eligible for PP (HCC)</i>	<i>Pupils not eligible for PP (national average)</i>
Number of Y11 PP students: 82			
% achieving a pass in English and maths (4+)	58%	47%	n/a
% achieving a strong pass in English and maths (5+)	32%	20%	n/a
Progress 8 score average	0.01	-0.17	n/a
EBacc 5+	3%	2%	n/a

3. 2017 – 18: Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
1i	23.55% of all students are PP and WBR. 14.97% of all students are PP and of Bangladeshi origin. There are concerns about the progress, attainment and engagement of the PP students overall but, in particular of the significant cohort of WBR PP students.
2i	Basic skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7.
3i	Behaviour issues for a small group of students (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
4i	An increasing number of students are unable to access the curriculum due to English not being their first language.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
1e	Attendance rates for students eligible for PP are 88.6 % (below the target for all children of 95% and below the actual school figure of 93.6%). This reduces their school hours and causes them to fall behind on average.
2e	Positive parental engagement with school is minimal for many students.
3e	High levels of deprivation locally contribute to low aspirations for some students and their families.
4e	An increasing number of students are affected by mental health and welfare issues.

4. Review of expenditure					
Previous Academic Year		2017-18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Measured impact:	Lessons learned	Cost	
1i. Improved progress, attainment and engagement of the PP students in particular WBR.	Pivotal Education Impact on behaviour in and out of lessons. Increased engagement and motivation in lessons leading to more rapid progress.	Impact measure: G4S behaviour points system Whole school points awarded: 2017: 39% negative : 61% positive 2018: 30% negative : 70% positive This shows an increase of 7% in behaviour events being recorded for positive behaviour in and around school in 2018.	Need for consistency. Need for embedding further. Relaunch of behaviour for learning for all in September 2018. Restructuring of the detention system into a more reflective system.	£3000	
		Impact measure: net behaviour points scores across the whole school:			
		Group			Net Behaviour score
		WHOLE SCHOOL NPP			132.98
		WHOLE SCHOOL ALL			95.59
		WHOLE SCHOOL PP			58.58
WHOLE SCHOOL STG	39.78				
		Data shows a higher net figure in terms of behaviour points for the NPP students.			
1i. Improved progress, attainment and engagement of the PP students in particular WBR.	Internal CPD focusing on PP students. Staff to be focused on strategies to engage and motivate the STG students. Impact on behaviour in and out of lessons.	2017 PP P8: -0.33 2018 PP P8: -0.17 This shows an improvement of +0.16 between 2017 and 2018. See below for internal data impact measures:	Introduce, in 2018-19, a focused monitoring of the interventions being used and their impact on the progress, motivation and engagement of students. This will enable sharing of good practice and a more streamlined approach in departments.	£0	

Increased engagement and motivation in lessons leading to more rapid progress.

The tables below show the end of year actual distance from target for 3 key subgroups:

The KS3 data is positive with the PP and NPP students being broadly in line with each other. There are some concerns, however, about the progress rates in the Y10 groups.

Year 7:

	Focus Group -WBR+PP (50)						Non-Pupil Premium (123)						Pupil Premium (90)					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Pupil Premium																		
DT	-1.25	-0.46	-0.62	-0.33	-0.14	-0.14	-0.39	-0.16	-0.50	-0.53	-0.40	-0.40	-1.26	-0.30	-0.41	-0.18	-0.05	-0.05
Eng	0.36	0.09	0.05	-0.06	-0.12	-0.12	1.15	0.58	0.48	0.44	0.44	0.44	1.01	0.80	0.66	0.60	0.56	0.56
Art	-0.33	2.85	1.72	1.02	0.17	0.17	-0.07	1.34	0.46	-0.03	-0.86	-0.86	-0.09	2.81	1.79	1.15	0.31	0.31
Music	-0.64	0.37	0.40	0.32	0.17	0.17	-1.50	0.16	0.36	-0.15	-0.49	-0.49	-0.89	0.03	0.24	0.09	-0.08	-0.08
Humanities	1.71	0.81	0.33	-0.10	-0.26	-0.26	1.89	0.68	0.26	-0.11	-0.17	-0.17	2.02	1.01	0.50	0.06	-0.08	-0.08
ICT	0.96	0.78	0.43	0.31	0.13	0.13	-0.11	0.92	0.61	0.41	0.23	0.23	1.28	0.83	0.46	0.33	0.15	0.15
Mathematics	-0.68	-0.40	-1.32	-0.53	-0.71	-0.71	0.44	0.23	-1.18	-0.88	-0.93	-0.93	-0.51	-0.04	-1.13	-0.58	-0.67	-0.67
MFL	0.91	0.69	0.22	0.01	-0.07	-0.07	0.46	0.35	-0.08	-0.34	-0.36	-0.36	0.64	0.88	0.46	0.17	0.10	0.10
PE	1.34	1.52	1.28	1.15	1.20	1.20	1.00	0.96	0.55	0.31	0.30	0.30	1.01	1.48	1.22	1.01	1.02	1.02
Science	-3.37	-2.31	-1.81	-1.46	-1.15	-1.15	-1.72	-1.72	-1.38	-1.10	-0.63	-0.63	-2.74	-2.02	-1.48	-1.18	-0.82	-0.82
Whole School	-0.10	0.40	0.07	0.03	-0.08	-0.08	0.11	0.33	-0.04	-0.20	-0.29	-0.29	0.05	0.55	0.23	0.15	0.05	0.05
Attend	97.1	94.3	95.0	94.8	95.1	93.1	98.4	96.0	96.1	97.1	97.5	96.0	96.9	94.3	94.1	95.6	96.1	92.4

Year 8:

	Focus Group -WBR+PP (51)						Non-Pupil Premium (119)						Pupil Premium (91)					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Pupil Premium																		
DT	-1.48	-1.06	-0.71	-0.64	-0.54	-0.54	-1.53	-0.86	-0.54	-0.45	-0.29	-0.29	-1.43	-0.87	-0.53	-0.48	-0.35	-0.35
Eng	-0.95	-0.78	-0.70	-0.70	-0.70	-0.70	0.09	0.48	0.37	0.24	0.22	0.22	-0.41	-0.20	-0.09	-0.10	-0.13	-0.13
Art	1.36	2.29	1.12	0.47	-0.12	-0.12	-0.46	2.33	1.24	0.82	0.21	0.21	0.67	2.89	1.71	1.08	0.44	0.44
Music	0.22	0.67	0.52	0.62	0.67	0.67	0.18	1.41	1.05	1.08	1.02	1.02	0.00	0.87	0.67	0.70	0.72	0.72
Geog	-0.40	-0.61	-0.10	-0.28	-0.27	-0.27	-0.63	-0.19	0.41	0.26	0.20	0.20	-0.09	-0.04	0.37	0.15	0.12	0.12
Hist	0.56	1.19	1.07	0.82	0.53	0.53	1.89	1.54	1.38	1.15	0.87	0.87	2.10	2.00	1.68	1.33	1.03	1.03
RE	1.05	0.42	0.36	0.27	0.14	0.14	1.22	0.91	0.70	0.64	0.62	0.62	1.27	1.02	0.98	0.83	0.71	0.71
ICT	-1.68	-0.71	-0.52	-0.50	-0.78	-0.78	-0.60	1.20	0.72	0.35	0.04	0.04	-1.48	0.25	0.08	-0.17	-0.48	-0.48
Mathematics	0.40	-1.44	-2.34	-1.47	-1.41	-1.41	2.59	0.30	-1.09	-0.84	-0.85	-0.85	1.74	-0.32	-1.41	-0.94	-0.98	-0.98
MFL	0.62	0.73	0.46	0.40	0.37	0.37	1.88	1.52	1.07	1.01	1.03	1.03	1.33	1.44	1.09	1.00	1.00	1.00
PE	-2.15	-0.74	-0.09	0.18	0.24	0.24	0.87	0.89	0.78	0.78	0.78	0.78	-0.98	-0.15	0.26	0.50	0.57	0.57
Science	-2.48	-2.08	-1.31	-0.76	-0.48	-0.48	-1.44	-1.21	-0.84	-0.27	0.20	0.20	-1.98	-1.54	-0.99	-0.41	-0.10	-0.10
Whole School	-0.25	-0.03	-0.08	-0.03	-0.11	-0.11	0.55	0.87	0.54	0.50	0.41	0.41	0.26	0.64	0.44	0.41	0.30	0.30
Attend	92.2	90.6	87.4	92.3	91.6	88.1	95.5	94.1	96.0	94.9	95.6	91.9	93.6	91.50	91.00	94.50	94.00	88.80

Year 9:

	Focus Group -WBR+PP (53)						Non-Pupil Premium (108)						Pupil Premium (95)					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
DT	-2.20	-2.82	-2.31	-2.03	-1.54		-1.49	-1.52	-1.29	-1.01	-0.54		-1.78	-1.91	-1.45	-1.15	-0.80	
Eng	1.14	-0.16	-0.62	-0.73	-0.77		0.72	0.17	-0.03	-0.05	0.07		1.34	0.08	-0.21	-0.23	-0.20	
Art	-1.58	1.47	0.40	-0.16	-0.68		0.12	2.29	1.13	0.63	0.11		-0.94	1.83	0.78	0.34	-0.14	
Music	0.33	0.64	0.52	0.34	0.15		0.39	0.69	0.61	0.58	0.50		0.59	0.96	0.79	0.57	0.36	
Geog	0.29	0.36	0.02	-0.50	-0.69		2.79	1.67	1.58	1.09	0.92		1.90	1.46	1.20	0.63	0.34	
Hist	-0.50	-0.17	-0.22	-0.13	-0.20		0.75	1.35	1.17	1.05	0.88		0.74	1.04	0.77	0.70	0.57	
RE	-0.28	-0.63	-0.40	-0.36	-0.42		0.56	0.81	0.87	0.98	0.95		0.49	0.16	0.31	0.34	0.31	
ICT	-1.96	-0.87	-1.00	-0.93	-0.95		-0.15	0.49	0.26	0.16	0.12		-0.76	-0.05	-0.30	-0.40	-0.49	
Mathematics	-1.05	-1.37	-2.28	-2.46	-2.58		0.28	0.32	-0.67	-0.86	-0.81		-0.58	-0.63	-1.52	-1.74	-1.87	
MFL	-0.93	-0.88	-1.48	-1.55	-1.44		1.59	1.31	0.47	0.29	0.41		0.16	0.09	-0.56	-0.62	-0.53	
PE	-0.69	-0.05	-0.07	0.07	0.19		0.65	0.84	0.68	0.74	0.91		-0.41	0.35	0.27	0.38	0.50	
Science	-4.54	-3.19	-3.17	-2.52	-1.76		-1.73	-1.02	-1.00	-0.42	0.37		-3.57	-2.27	-2.17	-1.58	-0.89	
Whole School	-1.09	-0.64	-0.88	-0.91	-0.89		0.52	0.62	0.31	0.27	0.32		-0.24	0.09	-0.17	-0.23	-0.24	
Attendance	90.60	85.70	91.60	89.20	92.20	90.00	97.40	94.90	94.80	96.70	96.50	95.00	92.30	88.20	91.50	91.60	92.40	90.40

The Year 10 data shows the projected end of KS4 data:

	Focus Group -WBR+PP (48)						Non-Pupil Premium (117)						Pupil Premium (86)					
	Track 1	2	3	4	5	6	Track 1	2	3	4	5	6	Track 1	2	3	4	5	6
Progress 8	-0.7	-0.76	-0.69	-0.68	-0.77	-0.92	0.0	-0.08	-0.03	0.00	-0.05	-0.13	-0.4	-0.47	-0.40	-0.39	-0.46	-0.56
Maths P8	-0.2	-0.33	-0.25	-0.25	-0.49	-0.58	0.3	0.19	0.23	0.20	0.06	0.03	0.1	0.00	0.02	0.07	-0.13	-0.19
English P8	-0.8	-0.85	-0.83	-0.93	-0.93	-1.06	-0.1	-0.05	-0.05	-0.04	-0.08	-0.14	-0.6	-0.56	-0.55	-0.64	-0.68	-0.70
Ebac P8	-0.6	-0.84	-0.67	-0.59	-0.59	-0.71	0.0	-0.17	-0.01	0.08	0.07	0.07	-0.4	-0.49	-0.32	-0.24	-0.23	-0.30
Open P8	-0.9	-0.91	-0.91	-0.90	-1.02	-1.27	-0.2	-0.20	-0.20	-0.19	-0.22	-0.43	-0.7	-0.70	-0.67	-0.67	-0.75	-0.97
Attainment 8	31	30	31	30	29	28	43	42	43	44	44	43	33	33	33	33	33	32
Maths 4+ %	35	28	31	30	30	32	66	62	65	64	66	69	43	39	40	39	39	40
Maths 5+ %	21	23	24	25	20	20	46	45	44	43	39	40	28	29	30	30	27	28
English 4+ %	44	43	42	43	45	45	83	81	81	78	80	80	49	49	49	49	50	50
English 5+ %	21	21	20	20	20	20	46	53	53	57	57	55	28	29	29	29	29	29
English and Maths 4+ %	29	23	27	25	27	27	62	60	62	61	63	66	38	35	36	34	35	34
English and Maths 5+ %	17	15	18	18	16	16	35	34	33	34	32	33	24	24	25	26	23	23
Ebac 5+ %	0	0	0	0	0	0	4	3	3	4	4	5	1	1	1	1	1	1
Attendance so far	90.0	83.5	87.2	88.0	87.2	83.5	96.4	91.0	93.6	94.7	96.1	93.0	91.9	87.5	89.3	90.2	89.0	84.5

<p>1i. Improved progress, attainment and engagement of the PP students in particular WBR.</p>	<p>Action Research Groups used to focus the whole school on quality first teaching with an increased focus on PP students.</p>	<p>Data shows the improvement of whole school quality first teaching over time: Percentages of lessons judged effective or highly effective: 2015-16 = 88% 2016-17= 90% 2017-18= 95%</p>	<p>3 key areas to be developed further in the 2018-19 academic year. These areas are – feedback, challenge and questioning. The areas were identified through staff voice feedback and lesson observations. An additional area of feedback has been added onto the lesson observation pro-forma for 2018-19. This being: ‘Consider all groups including STG’.</p>	<p>£10,140</p>
<p>1i. Improved progress,</p>	<p>Employment of three</p>	<p>The -0.17 P8 score for the Y11 PP students</p>	<p>Maintain key teaching staff.</p>	<p>£109,807</p>

attainment and engagement of the PP students in particular WBR.	additional core subject teachers.	<p>evidences a positive trend from the 2016-17 score of -0.33. Teaching in key areas has improved so we would expect this gap to be narrowed further.</p> <p>Specifically, however:</p> <p>PP P8 English 2016-17= -0.23 2017-18= -0.09</p> <p>PP P8 maths 2016-17= +0.20 2017-18= -0.12</p>		
2i. High levels of progress in literacy and numeracy for Year 7 students eligible for PP.	Adjusted curriculum in Year 7. Employment of part time teacher to facilitate project groups. Employment of TA to facilitate nurture groups.	<p>English and humanities data show increased levels of student progress. Reading ages and spelling ages are in line with chronological ages - on average the students made 1 year and 10 months of progress each across the year.</p> <p>See below for further data impact measures in the English and humanities curriculum.</p>	Continue with the adjusted curriculum and the interventions that run alongside it as the impact measures are positive – see Y7 project analysis of impact document.	£54,030

ENGLISH	WHOLE CLASS	PP	STG
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7A4	2.47	2.7	3.17
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7B4	2.75	2.88	2.5
COMBINED GROUPS	2.61	2.79	2.84

HUMANITIES	WHOLE CLASS	PP	STG
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7A4	2.76	2.5	2.33
AVERAGE NUMBER OF SUBGRADES OF PROGRESS 7B4	3.56	4.38	4.5
COMBINED GROUPS	3.16	3.44	3.42

<p>2i.High levels of progress in literacy and numeracy for Year 7 students eligible for PP.</p>	<p>We have identified a number of gaps in students' knowledge of 'how to learn'. These cross curricular skills were to be identified by SLs to ensure that skills are taught by specific departments and that it is not presumed that the Y7 students have arrived with them as prior knowledge.</p>	<p>This area was not a successful intervention. The identified skills were not as 'cross curricular' as initially thought.</p>	<p>This is to be more streamlined so that individual departments identify and deliver their own key skills. Research to follow regarding 'cross curricular skills week' focus.</p>	<p>£0</p>
<p>3i. Good behaviour throughout the school</p>	<p>Ensure that successes are widely acknowledged and celebrated.</p>	<p>Increased rewards for students leading to greater motivation, increased engagement and better rates of progress.</p> <p>Impact measure: G4S behaviour points system Whole school points awarded:</p> <p>2017: 39% negative : 61% positive 2018: 30% negative : 70% positive</p> <p>This shows an increase of 7% in behaviour events being recorded for positive behaviour in and around school in 2018.</p>	<p>Needs consistency from staff. Student voice activities to focus on possible rewards. Measure the data regarding texts and phone calls home recorded on G4S.</p>	<p>£0 – minimal costs for celebration rewards / party</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost</p>

<p>1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.</p>	<p>Individual one to one additional support as identified within PEPs. (LAC only)</p>	<p>Grades in key subject areas show progress increasing.</p> <p>KS3 progress data shows the following in terms of impact:</p> <p>KS3 PROGRESS AVERAGES: ENGLISH= 2.71 subgrades of progress per student MATHS = 3.14 subgrades of progress per student</p> <p>See individual student case studies.</p>	<p>Varying levels of engagement from students involved. Those that had positive relationships with tutors in school were more motivated by the sessions. Attendance an issue at times. This area needs a re-think for 2018-19. Employment of a LAC key link / staff member.</p>	<p>£6,500</p>
<p>1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.</p>	<p>Employment of subject specific HLTAs – maths and science.</p>	<p>Increased rates of progress. See below.</p>	<p>Initial data from the impact of intervention in class suggests that interventions are having a positive impact on student confidence and attitude. Continue this strategy into 2018-19 so that a greater measure of the impact on progress can be measured. Extend to employ a HLTA in the English department.</p>	<p>£51,474</p>

The science data shows improved residuals across all subgroups from 2016 – 17.
 The PP students outperformed the NPP students in biology, physics and chemistry.

The maths data shows improved residuals in 5 of the groups being measured.
 The PP data shows that the PP students outperformed the NPP students.

Science and maths data:

MATHS	Cohort Size	Progress ribbon residual (previous year in brackets)		BIOLOGY	Cohort Size	Progress ribbon residual (previous year in brackets)
ALL	181	0.32 (0.26)		ALL	55	+0.03(-1.1)
PP	86	0.43 (0.16)		PP	19	+0.37(-1.0)
NON PP	95	0.23 (0.45)		NON PP	36	-0.15(-1.1)
COMBINED SCIENCE	Cohort Size	Progress ribbon residual (previous year in brackets)		PHYSICS	Cohort Size	Progress ribbon residual (previous year in brackets)
ALL	125	-0.24(-1.5)		ALL	55	-0.13(-1.2)
PP	66	-0.54(-1.9)		PP	19	-0.11(-1.5)
NON PP	59	+0.10(-0.9)		NON PP	36	-0.15(-1.1)
				CHEMISTRY	Cohort Size	Progress ribbon residual (previous year in brackets)
				ALL	55	+0.09(-1.0)
				PP	19	+0.21(-1.2)
				NON PP	36	+0.02(-0.9)

<p>2i.High levels of progress in literacy for Year 7 students eligible for PP.</p>	<p>Two hours of Literacy Planet lessons implemented and delivered over the two week timetable.</p> <p>The aim is to increase the literacy levels of all students (including PP) Y7 students in the adjusted curriculum groups.</p>	<p>Reading ages increased, on average, by 1 year and 10 months across the academic year for these students.</p>	<p>Measuring of impact was not a simple task on this intervention. Research has been undertaken into a more focused and streamlined web based intervention package which can measure progress more accurately. This intervention (IDL) package will be rolled out in 2018-19.</p>	<p>£884</p>
<p>3i. Good behaviour throughout the school.</p>	<p>Small group (15 students max) weekly sessions timetabled with CJ's instructor in school on a Friday for 6 months. Y10 only to begin with.</p>	<p>Improved attendance and attitudes – monitored on G4S by attendance data and behaviour points.</p> <p>See below for further data and impact analysis.</p>	<p>Those students who engaged with the programme showed increased engagement and motivation. Resilience levels also improved (student voice feedback). This was a limited time limit intervention (20 week project) due to the funding being offered. The original plan was extended by a further 2 months until the end of the academic year.</p>	<p>£0 Provided by GM Higher</p>

The ATL (Attitude to Learning) average grades were analysed in the first instance (Track 1). This was then followed by collation of the resilience ATL grade. Following the Track 3 ATL grade input (February 2018), the difference between the two data entry points was analysed. These figures are displayed below. This table shows the average difference between the Track 1 and Track 3 ATL grades:

	ATL AVERAGE	RESILIENCE ATL AVERAGE
COMMANDO JOE'S STUDENTS	-0.77	-1.10
NON-COMMANDO JOE'S STUDENTS	+0.25	+0.22
ALL Y10 STUDENTS	-0.05	-0.21

The ATL data is, obviously, not positive reading. What is much more positive is the responses gained from the student voice activity carried out in March 2018. See "March Review". A further student voice document (CJ's Student Voice: Evaluation and Feedback) was produced in July 2018.

<p>4i. An increasing number of students are unable to access the curriculum due to English not being their first language.</p>	<p>Employment of a TA to support EAL students.</p> <p>EAL students accessing mainstream curriculum with reducing support. EAL students making clear progress towards targets.</p>	<p>See below for further data and impact analysis.</p>	<p>The rate of progress for this group of students is pleasing. This data shows only a slightly higher rate of progress for the non PP students receiving intervention compared to the PP students receiving intervention. This intervention will continue in this format into 2018-19.</p>	<p>£23,400</p>
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This analysis is based on the NASSEA EAL assessment framework (Northern Association of Support Services for Equality and Achievement). This is in addition to any subject specific data and grades projected in the school curriculum.

Students are assessed termly in their speaking, listening, reading and writing skills. Data is tracked across the year. The table below shows the average number of levels of progress made by the students during the 2017-18 academic year:

These are levels of progress – not projections.

	All EAL students receiving intervention	PP students receiving intervention	Non PP students receiving intervention
Number of students	26	16	10
Speaking	1.62	1.5	1.8
Listening	1.54	1.375	1.8
Reading	1.54	1.44	1.7
Writing	1.62	1.44	1.9

The rate of progress for this group of students is pleasing. This data shows only a slightly higher rate of progress for the non PP students receiving intervention compared to the PP students receiving intervention.

<p>4e. Students with mental health and / or welfare issues are supported to achieve positive outcomes – both academically and emotionally.</p>	<p>Employment of support for CP officer to maintain capacity to deal with issues effectively.</p> <p>Employment of learning mentor.</p> <p>Provision of counselling.</p> <p>Provision of uniform and school equipment.</p>	<p>Improved attendance, engagement, behaviour and progress.</p> <p>This is a key area for the school. It is, however, an area where recording confidential information which may be regarding students' mental health and welfare would be a breach of confidentiality. This then makes this an area where the recording of and analysis of data needs to take a different format. This is an area to investigate for the 2018-19 PP Strategy Plan.</p> <p>See individual case studies.</p>	<p>We need to maintain the school's capacity to provide high quality support and pastoral care so this funding will continue into the 2018-19 academic year. Research into how impact can be measured needs to be undertaken.</p>	<p>£40,295</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>1i. Improved progress, attainment and engagement of the PP students in particular WBR.</p>	<p>Employment of an Assessment and Impact Coordinator</p>	<p>We need to ensure that we have a more robust and rapid evaluation of strategies to inform plans. Rigorous data analysis. Data shared with staff / class teachers.</p> <p>See below for further impact data and see data document for further breakdown.</p>	<p>End of post – Easter 2018.</p> <p>The data gathered led to key pastoral and subject based interventions being put into place across school.</p> <p>This process will be streamlined and further developed in the 2018-19 academic year.</p> <p>There will be a re-structuring of the pastoral team including an appointment of a Head of Upper School and Head of Lower School.</p> <p>Improved analysis of impact required.</p>	<p>£8,470</p>

Yr 9

14/14 made progress >2levels

7/10 made significant progress >3levels over 3 terms ade significant progress >3 levels

4/4 made significant progress >2levels over 2 terms

2/3 improved attendance

1/3 improved conduct in lessons

2/2 improved homework

5/6 improved resilience

Yr 10

ade significant progress >3 levels

10/8 made progress

10/4 improved attendance

1/5 improved conduct in lessons

1/2 improved resilience

<p>1i.Improved progress, attainment and engagement of the PP students in particular WBR.</p>	<p>Study visits We want to support PP students' engagement in the wider curriculum and enrichment activities by funding targeted students and ensuring that deprivation does not prevent participation.</p>	<p>See below for study visits funded or part funded.</p>	<p>Continue with this approach in 2018-19. Introduce a student feedback form to inform impact measures. Improved analysis of impact required.</p>	<p>£3,000</p>
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A number of part funded trips took place during the year:

SCIENCE: NHS Highways to Health trip run with NCOP funding so ⅔ were in the correct postcode or PP. CERN trip in December 2017 where 75% of students were PP. Polymers trip for year 10 where 25% of students were PP.

HUMANITIES: Y9 history students attended a Manchester University day to increase understanding of higher level history skills, taking part in a mock trial along with other schools. Students were selected to meet Tameside Higher criteria and as a result included at least 25% PP and WBR.

Portland Basin, Castleton (project group) and Imperial War North are planned for history with a particular focus ensuring access and participation for high levels of WBR and PP students.

Geography KS4 field work - this essential part of the course was subsidised to cover the transport costs to allow the participation of PP.

3i. Good behaviour throughout the school.	Employment of an additional HoY.	Maintain the school's capacity to provide high quality pastoral care.	Develop further in the 2018-19 academic year. To include be a re-structuring of the pastoral team including an appointment of a Head of Upper School and Head of Lower School.	£31,333
1e. Increased attendance rates for students eligible for PP.	Employment of a FT senior attendance officer.	Aim - Increased attendance rates. See below for breakdown of attendance data. Key students' (5% = 48 students) data has been removed.	Develop further in the 2018-19 academic year and continue to target key groups of students.	£29,504

	HT1		HT2		HT3		HT4		HT5		HT6		Year	
<i>2017/18 Cumulative Attendance</i>	95.3	96.8	93.8	95.4	93.6	95.3	93.7	95.4	93.7	95.4	93.4	95.1	93.4	95.1
Half Termly - All (1013)	95.3	96.8	92.2	94	93.1	94.9	94.1	95.8	93.6	95.3	91.9	93.3	-	-
WBr + PP (241)	91.6	95.6	87.9	92.9	88.8	93.9	89.1	93.6	88.9	93.2	89.3	91.9	89.3	93.6
Non-Pupil Premium (566)	97.1	97.4	94	94.5	95	95.4	95.9	96.4	95.8	96.1	95.3	94.5	95.3	95.7
Pupil Premium (447)	93	95.9	90	93.3	90.8	94.4	91.7	95.1	90.7	94.2	90.9	91.7	90.9	94.1
Gap	-4.1	-1.5	-4	-1.2	-4.2	-1	-4.2	-1.3	-5.1	-1.9	-4.4	-2.8	-4.4	-1.6

key students data removed

HT6 & Year Figs does not include Yr 11 HT6 data

<p>2e. Increased engagement with parents with a particular focus on PP students leading to higher aspirations.</p>	<p>Persistent invitations and follow up meetings in relation to parents' evenings.</p>	<p>Increased rates of attendance at parents' evenings.</p> <p>School average for 2017-18 was 73% compared to 67% for 2016-17 – an increase of 6%.</p> <p>The average for PP students for 2016-17 was 46%. The same figure for 2017-18 was 66% - an increase of 20%.</p> <p>See below for year group break down data:</p>	<p>Continue with this approach in 2018-19.</p>	<p>£0</p>
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<p>Year 11</p> <table border="1"> <tr> <td>2018 overall attendance</td> <td>77%</td> <td>2017 overall attendance</td> <td>72%</td> </tr> <tr> <td>White British</td> <td>76%</td> <td>White British</td> <td>83%</td> </tr> <tr> <td>Bangladeshi</td> <td>78%</td> <td>Bangladeshi</td> <td>56%</td> </tr> <tr> <td>PP</td> <td>78%</td> <td>PP</td> <td>41%</td> </tr> </table> <p>Year 9</p> <table border="1"> <tr> <td>2018 overall attendance</td> <td>70%</td> <td>2017 overall attendance</td> <td>67%</td> </tr> <tr> <td>White British</td> <td>71%</td> <td>White British</td> <td>62%</td> </tr> <tr> <td>Bangladeshi</td> <td>67%</td> <td>Bangladeshi</td> <td>73%</td> </tr> <tr> <td>PP</td> <td>56%</td> <td>PP</td> <td>58%</td> </tr> </table> <p>Year 7</p> <table border="1"> <tr> <td>2018 overall attendance</td> <td>79%</td> <td></td> <td></td> </tr> <tr> <td>White British</td> <td>82%</td> <td></td> <td></td> </tr> <tr> <td>Bangladeshi</td> <td>72%</td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>71%</td> <td></td> <td></td> </tr> </table> <p>School average for 2017-18 was 73% compared to 67% for 2016-17.</p>	2018 overall attendance	77%	2017 overall attendance	72%	White British	76%	White British	83%	Bangladeshi	78%	Bangladeshi	56%	PP	78%	PP	41%	2018 overall attendance	70%	2017 overall attendance	67%	White British	71%	White British	62%	Bangladeshi	67%	Bangladeshi	73%	PP	56%	PP	58%	2018 overall attendance	79%			White British	82%			Bangladeshi	72%			PP	71%			<p>Year 10</p> <table border="1"> <tr> <td>2018 overall attendance</td> <td>70%</td> <td>2017 overall attendance</td> <td>66%</td> </tr> <tr> <td>White British</td> <td>68%</td> <td>White British</td> <td>67%</td> </tr> <tr> <td>Bangladeshi</td> <td>68%</td> <td>Bangladeshi</td> <td>63%</td> </tr> <tr> <td>PP</td> <td>63%</td> <td>PP</td> <td>54%</td> </tr> </table> <p>Year 8</p> <table border="1"> <tr> <td>2018 overall attendance</td> <td>70%</td> <td>2017 overall attendance</td> <td>68%</td> </tr> <tr> <td>White British</td> <td>76%</td> <td>White British</td> <td>63%</td> </tr> <tr> <td>Bangladeshi</td> <td>62%</td> <td>Bangladeshi</td> <td>75%</td> </tr> <tr> <td>PP</td> <td>60%</td> <td>PP</td> <td>48%</td> </tr> </table>	2018 overall attendance	70%	2017 overall attendance	66%	White British	68%	White British	67%	Bangladeshi	68%	Bangladeshi	63%	PP	63%	PP	54%	2018 overall attendance	70%	2017 overall attendance	68%	White British	76%	White British	63%	Bangladeshi	62%	Bangladeshi	75%	PP	60%	PP	48%	
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<p>2e /3e. Increased engagement with parents with a particular focus on PP students and higher aspirations</p>	<p>A comprehensive programme of CEIAG.</p>	<p>Careers interviews, college application sessions, trips to educational establishments.</p> <p>See below for a detailed breakdown:</p>	<p>NEET figures to follow (Nov 2018) as a measure of impact.</p> <p>Intervention to continue in this format.</p> <p>Research into and development of measuring of impact feedback infomryion from students.</p>	<p>£35,128</p>
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Comprehensive programme of CEIAG put into place and embedded and overseen by AHT.

Y11 – all students (with the exclusion of 6) have had careers interviews. All have had mock careers interviews (9th November 2017)

Targeted PP students have had one to one or small group sessions for completing college application forms.

All students (including all PP) attended the internal Careers Fair – 18th October 2018.

Y10 – 15 PP students attended the GM Higher funded NHS Hub at MMU December 18th 2018.

Cogent Enterprising Science – 6th March 2018 – appropriate % of PP involved in the sessions (100 students overall).

All students (including all PP) attended the Skills North West event at Events City at the Trafford Centre.

All students (including all PP) attended the internal Careers Fair – 18th October 2018.

60 HAP (appropriate % of PP students)are to attend the UoM campus visit - 7th June 2018.

Polymer Day – 5th June 2018.

Y9- appropriate ratio of PP students attended the 'Princes in the Tower' history session at UoM.

Appropriate ratio of PP students attended the GM Higher funded Journalism Day 23rd March 2018.

UoM PP funded Gateway Programme – 12 students – March 2018.

Brilliant Club – GM Higher funded science project (8/9 students are PP)

All students (including all PP) attended the internal Industry Day – February 28th 2018.

Y8 – UoM PP funded Gateway Programme – 12 students - ongoing.

5. 2018-19: Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
1i.	24.6% of all students are PP and WBR. 13.5% of all students are PP and of Bangladeshi origin. There are concerns about the progress, attainment and engagement of the PP students overall but, in particular of the significant cohort of WBR PP students.
2i.	Basic skills entering Year 7 are lower for students eligible for PP than for other student, which prevents them from making good progress in Year 7.
3i.	Behaviour issues for a small group of students (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
4i.	An increasing number of students are unable to access the curriculum due to English not being their first language.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
1e.	Attendance rates for students eligible for PP are 89.3% (below the target for all children of 95% and below the actual school figure of 93.4%). This reduces their school hours and causes them to fall behind on average.
2e.	Positive parental engagement with school is minimal for many students.
3e.	High levels of deprivation locally contribute to low aspirations for some students and their families.
4e.	An increasing number of students are affected by mental health and welfare issues.
5e.	Arrived in year figures fluctuate but are high which contribute to the stability of the students affected.

6. Outcomes 2018-19

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1i.	Improved progress, attainment and engagement of the PP students in particular WBR.	Students eligible for PP (and in particular WBR PP students) will be monitored more rigorously at all levels (class teachers, SLs, SLT line managers) so that any groups of underachieving or disengaged students can be addressed and appropriate interventions put in to place. Monitoring to take place of data sweeps, classroom observations and work scrutiny.
2i.	High levels of progress in literacy and numeracy for Year 7 students eligible for PP.	Students eligible for PP in Year 7 make progress in line with their in-school flight pathways. 100% meet expected targets. This will be evidenced using reading and spelling ages tested on entry and at the end of Y7. It will also be evidenced in the English and maths data / assessments collection in December, April and July.
3i.	Good behaviour throughout the school.	Fewer behaviour incidents recorded for these students on G4S. Low level disruption is rare. Increased positive behaviour points recorded on G4S.
4i.	Rapid acquisition of English enables EAL students to access the curriculum fully.	EAL students accessing mainstream curriculum with reducing support. EAL students making clear progress towards curriculum targets. EAL termly NASSEA testing shows clear progress.
1e.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from -----% to target of -----%.
2e. 3e.	Increased engagement with parents with a particular focus on PP students and higher aspirations.	Increase the attendance of PP students at parents' evenings in all year groups (average was 65.6% for PP students in 2017-18). Attendance at celebratory events in school with specific invitations for PP students and their parents/carers. Improved NEET figures. A comprehensive programme of CEIAG.
4e.	Students with mental health and / or welfare issues are supported to achieve positive outcomes – both academically and emotionally.	Attendance, engagement, behaviour and progress data.
5e.	Students who arrive in year are supported to achieve positive outcomes.	Attendance, engagement, behaviour and progress data.

You may have more than one action/approach for each desired outcome.

7. Planned expenditure 2018-19

academic year	2018/19
	<p>44% of students eligible for PP</p> <p>Y7 = 43.36% Y8 = 41.74% Y9 = 44% Y10 = 45.89% Y11 = 43.15%</p>

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 you ensure it is implemented well?	Staff lead	When will you review implementation?
1i.Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.	Continued whole school partnership with 'Pivotal Education'.	We are continuing to invest some of the PP funding in longer term change which will help all pupils. This is a national concern as well as a local one identified in the July 2017 Ofsted report. Whole school training has been put into place as we are working with Pivotal Education on a whole school ethos and strategies to engage and improve focus across all areas of the school.	Two internal trainers attending external sessions following up with in-school training for all staff. Evidence in lesson observations / learning walks to record strategies used within lessons. Ongoing CPD sessions.	DJO & CEA (T&L) LMA (PP) PTH (Community engagement)	Reviews will take place following staff and student voice activities. Reviews will also take place following the parent voice information collated from parents' evenings.

Budgeted Costs: TOTAL **£3000** (of an allocated £5,000 to the STG)

1i.Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.	Termly tracking of teacher focused interventions.	Termly tracking sheets have been set up this academic year by the PP AHT. The rationale is to ensure strategies to engage and motivate the PP strategies are being employed at class level and reviewed and monitored by the classroom teacher in the first instance.	Department spreadsheet of interventions to be completed following internal tracking 1, 3 and 5. PP AHT will monitor the spreadsheets to ensure implementation.	LMA (PP)	Each class teacher will review interventions at data tracking points and subject leaders will monitor their departments. AHT will review January 2019.
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Budgeted Costs:		AHT SALARY £5,708	ON-COSTS £1,712	TOTAL £7,420	DETAILS L16	COMMENTS AHT (Intervention) 10% of salary
1i.Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.	Action Research Groups used to focus the whole school on quality first teaching with an increased focus on PP students.	Further develop the Action Research Programme to embed the key principles of expert teaching and to ensure that all teachers are aware of key foci for the term.		Six half termly meetings to focus on the key principles identified for the term. One lesson observation to focus on a key principle identified by the teacher.	CEA (T&L) LMA (PP)	After each Action Research CPD session, feedback from SLT members in attendance will be discussed. Formal review will take place following completion of the lesson observations focusing on the key principles.
Budgeted Costs:		TOTAL £0				
1i.Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.	Employment of three core subject teachers.	With a significantly increased number of students within school, we need to maintain the school's capacity to provide quality first teaching.		School's monitoring of T&L.	ARA	Data analysis termly.
Budgeted Costs:	Core Teaching Staff	SALARY	ON-COSTS	TOTAL	DETAILS	COMMENTS
		£80,495	£24,148	£104,643	M5 M2	Full time science, maths and English Teacher

<p>2i.High levels of progress in literacy and numeracy for Year 7 students eligible for PP.</p>	<p>Adjusted curriculum in Year 7.</p> <p>Employment of part time teacher to facilitate project groups.</p> <p>Employment of TA to facilitate nurture groups.</p>	<p>A number of Y7 students follow an alternative curriculum. This is part funded by the PP. Students follow an adjusted curriculum with a stronger focus on literacy and less MFL lessons.</p> <p>A number of targeted students follow a Nurture pathway.</p>	<p>Termly meetings between key staff to analyse progress and attribute data. English and humanities data show increased levels of student progress. Reading ages and spelling ages are in line with chronological ages. Engagement evidenced in learning walks and lesson observations. Report attributes analysed termly on publication. Weekly form time reading sessions in the library for Y7 Project students. Maths data and numeracy Nurture data analysed.</p>	<p>LMA</p>	<p>Data analysis termly.</p>																		
<table border="0" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; border: none;">Budgeted Costs:</td> <td style="width:15%; border: none;">SALARY</td> <td style="width:15%; border: none;">ON-COSTS</td> <td style="width:15%; border: none;">TOTAL</td> <td style="width:15%; border: none;">DETAILS</td> <td style="width:20%; border: none;">COMMENTS</td> </tr> <tr> <td style="border: none;">Part time teacher TA</td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;">M6 Grade E Pt 23</td> <td style="border: none;">0.6 Teacher to facilitate Project Group TA to facilitate Nurture Groups</td> </tr> <tr> <td style="border: none;">TOTAL</td> <td style="border: none;">£33,682</td> <td style="border: none;">£10,158</td> <td style="border: none; background-color: yellow;">£43,840</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>						Budgeted Costs:	SALARY	ON-COSTS	TOTAL	DETAILS	COMMENTS	Part time teacher TA				M6 Grade E Pt 23	0.6 Teacher to facilitate Project Group TA to facilitate Nurture Groups	TOTAL	£33,682	£10,158	£43,840		
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<p>3i. Good behaviour throughout the school.</p>	<p>Whole school partnership with 'Pivotal Education'.</p>	<p>We are continuing to invest some of the PP funding in longer term change which will help all pupils. This is a national concern as well as a local one identified in the July 2017 Ofsted report. Whole school training has been put into place as we are working with Pivotal Education on a whole school ethos and strategies to engage and improve focus and therefore behaviour across all areas of the school.</p>	<p>Two internal trainers attending external sessions following up with in-school training for all staff. Evidence in lesson observations / learning walks to record strategies used within lessons. Ongoing CPD sessions. Whole staff voice undertaken at key points of the year.</p>	<p>DJO & CEA (T&L) LMA (PP) PTH (Community engagement)</p>	<p>Reviews will take place following staff and student voice activities.</p> <p>Reviews will also take place following the parent voice information collated from parents' evenings.</p>																		
<p style="background-color: yellow;">See above for costings.</p>																							

<p>3i. Good behaviour throughout the school.</p>	<p>Ensure that successes are continued to be widely acknowledged and celebrated.</p>	<p>It has been recognised within school that students appreciate positive feedback in a variety of ways. This year we aim to embed and reinforce the rewards system and to celebrate the students' achievements as often as possible to forge positive relationships and make steps towards addressing negative behaviour.</p>	<p>Ensure that staff are regularly awarding positive points and stickers to students. Use positive points and student attributes in reports to celebrate good behaviour. Employ student voice to influence rewards offered. Celebrate students' good progress, attitude to learning and behaviour in half termly assemblies. Celebrate great attitudes via 'students of the month' nominated by each subject. Develop a 'wall of excellence' to share students' excellent work. Embed the Head teacher's party as a termly reward for students. Organise trips to reward students.</p>	<p>DJO (behaviour) and LPO (curriculum and rewards)</p>	<p>Positive points data analysed termly. Student voice to focus on impact of rewards system.</p>
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Budgeted Costs: TOTAL £2,000 (from £5,000 STG allocated PP fund)

Total budgeted cost	£160,903
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ii. Targeted support

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?
<p>1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.</p>	<p>LAC - Individual one to one additional support as identified within PEPs.</p>	<p>Students need personalised support to maximise progress. Further develop the personalised approach to supporting the LAC within school.</p>	<p>PEP meetings. Funding is released by Virtual Schools if appropriate actions are carried out within school.</p>	<p>DJO (DHT)</p>	<p>PEP termly reviews.</p>

Budgeted Costs:						
	SALARY £5,653	ON-COSTS £1,696	TOTAL £7,349	DETAILS Grade E Pt 23	COMMENTS TA/LAC Co-ordinator (tbc)	
1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.	Employment of subject specific HLTAs	Students need personalised support to maximise progress.			QA meetings with SL and with HLTA. Progress data for targeted students measured.	SLs Half termly
Budgeted Costs:						
	HLTA X 3 TOTALS	SALARY £62,355	ON-COSTS £18,708	TOTAL £81,063	DETAILS Grade E Pt 27	COMMENTS HLTA x 3
1i. Improved progress, attainment and engagement of the PP (with a particular focus on WBR) students.	Employment of a whole school literacy co-ordinator.	We want to develop an ethos that celebrates a love of reading. To enable this to happen we intend to raise the profile of reading around school with a number of key initiatives and interventions.			Reading age data as a measure of impact. Library lending figures.	Literacy Co-ordinator Termly analysis of data
Budgeted Costs:						
	Literacy Co-ordinator	SALARY £2,630	ON-COSTS £789	TOTAL £3,419	DETAILS TLR3c	COMMENTS Literacy Co-ordinator

<p>2i.High levels of progress in literacy for Year 7 students eligible for PP.</p>	<p>Two sessions of IDL lessons implemented and delivered over the two week timetable.</p>	<p>The aim is to increase the literacy levels of all students (including PP) Y7 students in the adjusted curriculum groups. IDL Literacy (Indirect Dyslexia Learning) is intervention software that has been specifically designed for pupils with dyslexia and dyslexic type tendencies. Schools who currently use IDL have also reported a significant improvement in the literacy skills who are struggling with Literacy in general.</p> <p>The funding will be used to pay for IDL licences for students requiring this intervention</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Have a dedicated 'TA 'owner' to ensure two members of staff are timetabled with each intervention group. IDL lessons timetabled twice a fortnight for Project groups in Y7. IDL progress data analysed termly. IDL data analysis shared with teaching staff. Reading ages and spelling ages are in line with chronological ages.</p>	<p>LMA JRO (SENCO)</p>	<p>Data analysis termly. Reading ages July 2019.</p>
<p>Budgeted Costs: TOTAL £1,121</p>					
<p>4i. An increasing number of students are unable to access the curriculum due to English not being their first language.</p>	<p>Employment of a TA to support EAL students.</p>	<p>Students with diverse language needs require additional targeted support in their early acquisition of the language.</p> <p>Following this, immersion in the curriculum with TA in-class support.</p> <p>Increasing number of EAL students within school in particular in year transfers.</p>	<p>EAL students accessing mainstream curriculum with reducing support.</p> <p>EAL students making clear progress towards targets.</p> <p>EAL termly NASSEA testing shows clear progress.</p>	<p>IAL</p>	<p>Data analysis at tracking points.</p> <p>EAL termly NASSEA testing data.</p>
<p>Budgeted Costs: Full time TA SALARY £15,136 ON-COSTS £4,541 TOTAL £19,677 DETAILS Grade E Pt 23 COMMENTS EAL support</p>					

<p>4e. Students with mental health and / or welfare issues are supported to achieve positive outcomes – both academically and emotionally.</p>	<p>Employment of Senior Learning Mentor to maintain capacity to deal with issues effectively.</p> <p>Employment of learning mentor.</p> <p>Provision of counselling.</p> <p>Provision of uniform and school equipment.</p>	<p>Students with mental health and / or welfare issues require additional targeted support to enable them to achieve positive outcomes. We need to maintain the school's capacity to provide high quality support and pastoral care.</p>	<p>Attendance, engagement, behaviour and progress data.</p>	<p>ARA</p>	<p>Data analysis at tracking points. Numbers of referrals.</p>
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<p>Budgeted Costs:</p>	<p>0.5 LM Senior LM Counselling Uniform / equipment TOTAL</p>	<p>SALARY £6,784 £19,548</p>	<p>ON-COSTS £2,035 £ 5,864</p>	<p>TOTAL £8,819 £25,412</p>	<p>DETAILS Grade E Pt 23 Grade F Pt 24</p>	<p>COMMENTS 0.5 Learning Mentor Senior Learning Mentor</p>
				<p>£2,300 £2,500 £39,031</p>		

Total budgeted cost					£151,660
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iii. Other approaches

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?
<p>1i. Improved progress, attainment and engagement of the PP students in particular WBR.</p>	<p>Extra-curricular music lessons.</p>	<p>We want to support PP students' engagement in the wider curriculum by offering them music lessons.</p>	<p>Attendance at lessons. Data analysis by SL.</p>	<p>SAN</p>	<p>Data analysis termly.</p>

<p>Budgeted Costs:</p>	<p>TOTAL £6,000</p>
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1i.Improved progress, attainment and engagement of the PP students in particular WBR.	Study visits	We want to support PP students' engagement in the wider curriculum and enrichment activities by funding targeted students and ensuring that deprivation does not prevent participation.	Attendance of a proportionate number of PP students on relevant study visits.	ARA		
Budgeted Costs: TOTAL £2,000						
1i.Improved progress, attainment and engagement of the PP students in particular WBR.	PP Bids	We want to support PP students' engagement in the wider curriculum and enrichment activities by funding targeted students and ensuring that deprivation does not prevent participation.	Attendance of a proportionate number of PP students in relevant activities. Resources funded for PP students through the bid system.	ARA		
Budgeted Costs: TOTAL £5,000						
1e. Increased attendance rates for students eligible for PP.	Employment of a FT senior attendance officer.	Employment of a senior attendance officer in a FT position. This will be supported by an attendance administrator role.	Deputy Headteacher and Attendance Officer to analyse attendance data for all groups, especially white British and disadvantaged pupils on a fortnightly basis to identify and review priority students. Attendance Officer disseminates attendance information to HOYs on fortnightly basis to inform individual strategies including attendance reports and contact with home. Raise the profile of attendance with students and parents. Ensure there are acknowledgments and rewards for students achieving 100% attendance during a half term Ensure attendance information is incorporated into transition planning.	TLE DJO	Analysis of attendance data for all groups, especially white British and disadvantaged pupils on a fortnightly basis to identify and review priority students. System reviewed termly in line with the SIP system.	
Budgeted Costs:	Full time senior attendance officer	SALARY £23,790	ON-COSTS £7,137	TOTAL £30,927	DETAILS Grade G Pt 31	COMMENTS Senior Attendance Officer
2e /3e. Increased engagement with parents with a particular focus on PP students and higher aspirations	A comprehensive programme of CEIAG.	High levels of deprivation locally contribute to low aspirations for some students and their families. To address these, school has a responsibility to provide information about, and opportunities for engagement with, the world of work and higher educational institutions.	Careers interviews, college application sessions, trips to educational establishments.	VAM	NEET figures	

Budgeted Costs:		0.5 Careers Officer	SALARY £12,,246	ON-COSTS £3,674	TOTAL £15,920	DETAILS Grade G Pt3	COMMENTS 0.5 Careers Officer	
2e. Increased engagement with parents with a particular focus on PP students leading to higher aspirations.	Persistent invitations and follow up meetings in relation to parents' evenings.	The average whole school figure for 2017-18 was 73% compared to 67% for 2016-17. The average for PP students for 2017-18 was 66%. This attendance figure is an obvious concern so actions need to be put into place to increase the attendance of PP students at parents' evenings.				Phone calls home and appointments made for targeted no-shows. Translation of parents evening letters and booking system advice into Bengali to ensure access for all. Phone calls home to parents to reinforce the importance of attendance at parents' evenings.	PTH Analysis of all groups' attendance figures following each parents' evening.	
Budgeted Costs:		AHT SALARY £5,838	ON-COSTS £1,751	TOTAL £7,589	DETAILS L17	COMMENTS AHT (Intervention) 10% of salary		
3i. Good behaviour throughout the school.	Employment of an additional HoY.	With a significantly increased number of students within school, we need to maintain the school's capacity to provide high quality pastoral care.				Parental survey feedback Student voice Staff voice feedback Referral rates	DJO (DHT) Data analysis termly.	
Budgeted Costs:		Head of Year	SALARY £24,492	ON-COSTS £7,348	TOTAL £31,840	DETAILS Grade G Pt 32	COMMENTS HoY	
3i. Good behaviour throughout the school.	Restructuring of the pastoral team and employment of a Head of Lower School and Head of Upper School.	With a significantly increased number of students within school, we need to maintain the school's capacity to provide high quality pastoral care.				Parental survey feedback Student voice Staff voice feedback Referral rates	DJO (DHT) SBR (HLS) MLE (HUS) Data analysis termly.	
Budgeted Costs:		TOTAL £0						
							Total budgeted cost	£99,276
£160,903 + £151,660 + £99,276 = £411,839								

1. Additional detail

