

Sexeys School – Pupil Premium Strategy Statement 2019-2020

Pupil premium spending 2019-2020

SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2020
Total number of pupils:	501 (KS3 and KS4 combined)	Total pupil premium budget:	£83,000
Number of pupils eligible for pupil premium:	93	Amount of pupil premium received per child:	PP+ £2,300 FSM £935 E6 £935 Service £300

STRATEGY STATEMENT

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At Sexey's School, our primary purpose for Pupil Premium funding is to:

- monitor and provide support so that our Disadvantaged students make the progress they should
- contribute towards the provision of pastoral support for our Service Children, and
- enable access to important enrichment and extra-curriculum opportunities.

Dedicated tracking and monitoring of our PP (Disadvantaged) students has worked well. Students are routinely identified for additional intervention, be it in the classroom or on a 1-1 basis, meaning they receive the support they need to make the progress they should.

Our Early Birds Intervention has worked well but only for those who attend, making it an intervention that is only accessible to those PP (Disadvantaged) students who are able to come into school before registration. On review of the intervention, we are going to replace it with 'bespoke' 1-1 tutoring. All Year 11 Disadvantaged students are to receive 1-1 tutoring with English and Maths specialists.

To support our PP students achieving and/or exceeding their target grade in Maths and English.

Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS)

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving 9-4 English and Maths	56.5	70.4	64.1
% achieving 9-4 combined science	69	77	55
Progress 8 score average	-0.08	0.15	0

END OF KS4 (FOR SECONDARY SCHOOLS)

Attainment 8 score average

45.81

51.58

45.7

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attitude to learning – academic disengagement of some Disadvantaged students
B	Further development of appropriate KS4 curriculum offers to meet the needs of LPA PP students
C	Strengthen middle leaders' confidence in strategizing to close the gap in their subject areas

ADDITIONAL BARRIERS

External barriers

D	Attendance of some Disadvantaged students – some persistent absentees
E	Parental engagement (in a small minority of Disadvantaged students)
F	Emotional challenges of some PP students

INTENDED OUTCOMES

Specific outcomes

Success criteria

A	To achieve a positive P8 of at least 0.1	P8 is at least 0.1 for all Disadvantaged students
B	Maths 5+ PP = 50%	Differences in attainment and progress are diminished
C	English 5+ PP = 75%	Differences in attainment and progress continue to be diminished
D	A more bespoke approach for every Disadvantaged student who needs intervention	Where needed, a Disadvantaged student has received a tailored approach towards intervention and support
E	Improvement in attendance and persistent absenteeism for Disadvantaged students	All Disadvantaged students meet the School's attendance target
F	Better engagement of Disadvantaged students, especially in KS4	Behaviour and engagement of some Disadvantaged students in class, improves

Planned expenditure for current academic year

ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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<p>4MATRIX used to support tracking of sub-groups and individual students.</p> <p>HoFs, HoYs, SENDCo and PP Administrator receive sub-group progress analysis via line management AR data drops.</p> <p>Key students who:</p> <ul style="list-style-type: none"> • are not making at least expected progress (below target); and/or • have 2 or more referrals, in consecutive weeks, to the Reflection Room; and/or • their attendance is below 96% <p>receive academic and pastoral interventions. Process repeated at each AR data drop.</p>	<p>Accurate collection, analysis and use of data to effectively track and evidence progress, attendance and behaviour of sub-groups and individual students. Analysis to happen at every AR data drop.</p> <p>Analysis to be categorised.</p>	<p>PP P8 in 2017-18 was 0.183</p> <p>PP P8 in 2018-19 was -0.08</p> <p>PP P8 for 2019-20 to be >0.1</p> <p>PP P8 for 2020-21 to be >0.2</p> <p>Previous experience in terms of having all staff aware of department performance and awareness of key students.</p>	<p>Feedback Loop:</p> <p>HoFs and HoYs respond to first AR data drop with interventions/strategies to support key students.</p> <p>1-1 and group interventions implemented at this point for relevant students.</p> <p>Process repeated at every AR data drop and additional strategies introduced for students who are still failing to meet expectations.</p> <p>SLT/HoFs/HoDs and PP Administrator ensure all staff contribute effectively to the Feedback Loop process and in a timely manner.</p>	<p>SLT / HoFs / HoYs / PP Administrator</p>	<p>At every AR data drop (4 per year).</p>
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<p>5 Step Lesson Plan consistently used in all lessons</p>	<p>Use of 5 Step Lesson Plan used in all lessons. Evidence based in terms of actual structure of lesson. Proven to be effective way to ensure raising outcomes of all students.</p> <p>In class strategies ensure all students receive Wave 1, High Quality Teaching</p>	<p>Evidence based approach supported by pedagogical models' research.</p> <p>Format used by top performing schools.</p>	<p>Implementation and consistency to be led by SLT – Teaching and Learning</p>	<p>SLT / DG</p>	<p>On-going</p>
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<p>In class strategies so teaching staff aware of Disadvantaged, SEND, More Able (MA), High Attaining (HA), Medium Attaining (MeA), and Low Attaining (LA) students. Teaching staff have high expectations of HA Disadvantaged students.</p> <p>Disadvantaged, SEND, MA, HA, MeA and LA students identified on all registers and seating plans.</p> <p>Use focused marking to push students forward and ensure they respond/give their feedback.</p>	<p>All teaching staff are fully aware of the profile of the Disadvantaged, SEND, More Able (MA), High Attaining (HA), Medium Attaining (MeA), and Low Attaining (LA) students and have high expectations of the HA students.</p> <p>In class strategies, together with 5 Step Lesson Plan, ensure outcomes are raised for all students and they receive Wave 1, High Quality Teaching.</p>	<p>Previous experience in terms of all staff having knowledge of key students.</p> <p>Department for Education and Ofsted recommendations</p> <p>TAs aware of key students.</p>	<p>Learning walks, HoF Line Management meetings.</p> <p>Following appointment of new Head of Teaching and Learning from September 2018, embedding the implementation of new Teaching and Learning Program from 2018-19 to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice. Introduction of 5 Step Lesson Plan.</p> <p>HoFs have a QA Schedule that involves fortnightly Learning Walks and book scrutinies, each having a focus linked to School development and our Ofsted Report.</p>	<p>RD</p>	<p>On-going</p>
Total budgeted cost:					£43,945
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>In class strategies so teaching staff aware of Disadvantaged students. Teaching staff have high expectations of HA Disadvantaged students.</p> <p>Disadvantaged identified on all registers and seating plans.</p> <p>Teachers include a directed question to each Disadvantaged student in their planning and target 'hard to engage' Disadvantaged students through the 5 Step Lesson Plan.</p> <p>Staff made aware of key students.</p>	<p>All teaching staff are fully aware of the profile of the Disadvantaged, students and have high expectations of the HA Disadvantaged students.</p> <p>In class strategies, together with 5 Step Lesson Plan, ensure outcomes are raised for all Disadvantaged students and that they receive Wave 1, High Quality Teaching.</p>	<p>Previous experience in terms of all staff having knowledge of key students.</p> <p>Department for Education and Ofsted recommendations</p> <p>TAs aware of key students.</p> <p>Class Charts</p>	<p>Checklist for Pupil Premium students is part of the whole school Learning Walks checklist.</p> <p>Following appointment of new Head of Teaching and Learning from September 2018, embedding the implementation of new Teaching and Learning Program from 2018-19 to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice. Introduction of 5 Step Lesson Plan.</p> <p>HoFs have a QA Schedule that involves fortnightly Learning Walks and book scrutinies, each having a focus linked to whole school development and our Ofsted Report (March 2019).</p> <p>A PP book scrutiny is to take place with the first half term.</p>	<p>RD</p>	<p>On-going</p>
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<p>Bespoke approach to improving progress and engagement in learning, so as to raise outcomes for some Disadvantaged students.</p>	<p>Each Disadvantaged student identified for intervention at any AR data drop, receives bespoke support taking into account their progress, behaviour, attendance and social and emotional well-being.</p> <p>Progress of all flagged Disadvantaged students improves and outcomes are raised.</p>	<p>External consultant recommended approach to provision of support for a relatively small Disadvantaged cohort.</p> <p>Bespoke and personal interventions mean the student is best placed to improve and make the progress they should.</p> <p>EEF Guide to Pupil Premium, June 2019 – recommends 3 tiered approach to PP spending involving (1) teaching, (2) targeted academic support and, (3) wider strategies to consider behaviour, attendance and social and emotional support.</p>	<p>PP Administrator coordinates bespoke approach improving progress and raising outcomes.</p> <p>Flagging of all KS4 Disadvantaged students, not reaching their targets, early in the year.</p> <p>Progress of all flagged Disadvantaged students is monitored at each AR data drop.</p> <p>Rolling out of 1-1 tutoring to Year 11 Disadvantaged students using English and Maths specialists.</p>	<p>SLT / PP Administrator</p>	<p>On going</p>
<p>Maths and English Tutoring</p>	<p>Year 11 Disadvantaged students will access personalised tutoring aligned to need.</p>	<p>Positive impact on Maths and English attainment.</p>	<p>PP Administrator to oversee</p>	<p>PP Administrator / HoF Maths and English</p>	<p>In place after AR1</p>
<p>Fortnightly Pastoral team meetings to promote targeted support of flagged individual students. Wednesday 15.40 – 16.40.</p>	<p>Better engagement of Disadvantaged students in KS4.</p>	<p>Continue emphasis on behavioural and attendance issues through Pastoral team meetings to provide a more cohesive and targeted approach to individual students' needs.</p>	<p>HoYs to attend, meetings to be minuted and circulated to HoY, Pastoral team and PP Administrator.</p>	<p>HoYs</p>	<p>On-going</p>

'PP Student of the Week'	Raised awareness of a particular student. Raised awareness of PP.	Focusing on a particular student to ensure a whole school wide awareness of the barriers to that student's learning. Consistently raising awareness of PP within the School and encouraging staff to 'buy-in' to the School's PP practice.	Student to be announced in the Monday staff briefing.	RD / PP Administrator	Weekly
Election of Pupil Premium Champions in each year group	Pupil Premium Champions are elected.	Each year group has a PP representative who is tasked with supporting our PP students in achieving their best outcomes possible.	Structure, staff level of implementation, and whether commensurate with Performance Management, are all currently being considered.	SLT / PP Administrator	End of Autumn term
Total budgeted cost:					£33,525
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Termly meetings with PP Governor introduced this year, incorporating a PP student panel at every meeting.	To improve Student Voice and links with the PP Governor	To engage better with PP students and promote the PP ethos of support and aspiration. To ensure PP Governor is aware of PP matters. PP Governor has insight and opportunity in order to challenge PP practice.	Meetings every term	PP Governor / PP Administrator	On-going

<p>Continue to focus on aspirational and motivational opportunities for PP students through guest speakers and workshops.</p> <p>Provide an aspirational and motivational link between the Christian ethos of the school as a Church of England setting and the PP practice.</p>	<p>PP students have access to enrichment initiatives that promote ambition, aspiration and self-confidence.</p> <p>Improved link between the Christian ethos of the school and PP.</p>	<p>EEF Guide to Pupil Premium – June 2019, recommends using wider strategies that relate to the non-academic barriers to learning.</p> <p>SIAMS Evaluation Schedule 2018 - Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy.</p> <p>Seven Core Values Student Passport – School's seven core values are linked to Christian values and ethos. Each student will be given a passport listing the core values. to be stamped each time they have demonstrated a core value and to receive correlating badge.</p>	<p>PP Administrator to oversee.</p> <p>Guest Speaker linked to Christian values to come and speak to PP students within first term.</p> <p>Students' passports are stamped every time they demonstrate a core value. After a number of stamps, the student receives a core value badge.</p>	<p>PP Administrator / SLT</p>	<p>December 2019</p>
<p>University visits for Year 8 and 9 PP students</p>	<p>In keeping with the whole school plan to raise attainment by promoting aspirations and ambitions to succeed.</p>	<p>The promotion of students' aspirations for their future will encourage a desire to learn and achieve and thus raise their attainment.</p>	<p>PP Administrator to liaise with Head of Teaching and Learning and Careers Advisor to form links with universities</p>	<p>Head of T&L / WW / PP Administrator</p>	<p>On-going</p>

<p>PP information, including how a child attracts PP, provided in the end of week bulletins in the first term of school.</p> <p>Inform parents and students of PP events and initiatives through school's newsletters.</p> <p>Presentations on PP to be given in student assemblies.</p>	<p>Increased parental and student awareness of how PP is used and how it supports eligible students.</p>	<p>Weekly bulletins, newsletters and assemblies.</p> <p>To engage better with PP students and their parents and to promote the ethos of support and aspiration.</p>	<p>Parental/student knowledge of PP increases.</p>	<p>SLT / PP Administrator</p>	<p>On-going</p>
Total budgeted cost:					£900

ADDITIONAL INFORMATION

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Attendance Analysis 2018-19

PP Category	School PP Attendance %
PP	93.5
FSME6	91.5
LAC	88.6
Post-LAC	99

End of year targets for our Year 11 PP cohort for 2019-20

Cohort	P8	Att8	EBac %	5+ 9-5 incl En & Ma %
PP	0.19	51.44	56.5	56.5
Non PP	0.37	56.83	82	74.5

Ofsted Inspection 20 – 21 March 2019

Extract from Ofsted Inspection Report 20 -21 March 2019

*'Disadvantaged pupils' progress was in line with that of other pupils nationally in 2018. **These pupils are supported well.** A number of strategies are used to raise their aspirations. For example, a program of motivational talks from inspiring external speakers has recently been started.'*

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount: £85,259

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost £22,000
<p>Continued use of 4MATRIX to support tracking of sub-groups and individual students.</p> <p>HoFs, KS 3 & 4 Coordinators, SENDCo and PP Administrator receive sub-group progress analysis via line management Data Drops.</p> <p>Key students who:</p> <ul style="list-style-type: none"> are not making at least expected progress (below target); and/or have 2 or more referrals, in consecutive weeks, to the Reflection Room; and/or their attendance is below 96% <p>receive academic and pastoral interventions.</p> <p>Process repeated at each Data Drop.</p>	<p>Embedding of accurate collection, analysis and use of data to effectively track and evidence progress, attendance and behaviour of sub-groups and individual students. Analysis to happen at every Data Drop.</p> <p>Analysis to be categorised.</p>	<p>PP Tracker continues to be used and is evidence of effective monitoring of individual progress, attendance and behaviour.</p> <p>Improved information sharing supported individual student review of levels of progress made.</p>	<p>PP Tracker to remain in place.</p> <p>At AR3, 'sharing' of feedback request document introduced making process quicker to effect and simpler to collate.</p> <p>Need to ensure all staff contribute effectively and do feedback to PP Administrator within a week of AR data drops.</p> <p>Implementation of a new system of collating and sharing progress data at AR4. Called the 'Data on a Page' - data is provided by RD, centralised into one document and shared to all HoFs, HoDs and PP Administrator.</p>	

<p>All students receive Wave 1, High Quality Teaching.</p> <p>Teaching staff aware of Disadvantaged, SEND, More Able (MA), High Attaining (HA), Medium Attaining (MeA), and Low Attaining (LA) students. Teaching staff have high expectations of HA Disadvantaged students.</p> <p>Disadvantaged, SEND, MA, HA, MeA and LA students identified on all registers and seating plans.</p> <p>Use focused marking to push students forward and ensure respond/give their feedback.</p>	<p>Improved in-class strategies</p>	<p>Results for 18-19 cohort show the impact on progress has been positive.</p> <p>P8 for 18-19 is less than 17-18 but has remained a positive score.</p> <p>All other measures for 18-19 are significantly higher than 17-18.</p> <p>See data below:</p> <table border="1" data-bbox="909 552 1323 786"> <thead> <tr> <th>W/C</th> <th>17 -18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>0.26</td> <td>0.16</td> </tr> <tr> <td>Att 8</td> <td>37.2</td> <td>51.65</td> </tr> <tr> <td>Ebac</td> <td>0.41</td> <td>0.59</td> </tr> <tr> <td>5+ 9-4 E&M</td> <td>50%</td> <td>69.01%</td> </tr> </tbody> </table>	W/C	17 -18	18-19	P8	0.26	0.16	Att 8	37.2	51.65	Ebac	0.41	0.59	5+ 9-4 E&M	50%	69.01%	<p>Lack of consistency across all faculties.</p> <p>The introduction of the QA Schedule will enforce consistency through its rigorous and regular (fortnightly) learning walks and book scrutinies – each time linked to whole school development and our Ofsted Report (March 2019).</p>	
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Targeted support																			
Action	Intended outcome	Impact	Lessons learned	Cost £52,229															

<p>Disadvantaged students' books are marked first.</p> <p>Disadvantaged students sat near the front of the classroom, where appropriate.</p> <p>Teachers include a directed question to each Disadvantaged student in their planning.</p> <p>Teachers target 'hard to engage' Disadvantaged students e.g. make them class champion/give them a position of responsibility. TA's made aware of key students.</p>	<p>Improved in-class strategies</p>	<p>The results for 18-19 Disadvantaged cohort show the impact on progress has been positive.</p> <p>With any small cohort, the impact of each student's data is statistically greater than in a larger group. This goes a long way in explaining our P8 for this year. However, all other measures for 18-19 are higher than 17-18.</p> <p>See data below for our Disadvantaged cohort:</p> <table border="1" data-bbox="913 659 1323 892"> <thead> <tr> <th>Disad</th> <th>17 -18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>0.12</td> <td>-0.04</td> </tr> <tr> <td>Att 8</td> <td>44.22</td> <td>46.7</td> </tr> <tr> <td>Ebac</td> <td>0.03</td> <td>0.36</td> </tr> <tr> <td>5+ 9-4 E&M</td> <td>55.5%</td> <td>60%</td> </tr> </tbody> </table>	Disad	17 -18	18-19	P8	0.12	-0.04	Att 8	44.22	46.7	Ebac	0.03	0.36	5+ 9-4 E&M	55.5%	60%	<p>Lack of consistency across all faculties.</p> <p>SLT/HoFs must ensure teaching staff contribute effectively to the Teaching and Learning programme for 2019-20.</p> <p>The introduction of the QA Schedule will enforce consistency through its rigorous and regular (fortnightly) learning walks and book scrutinies – each time linked to whole school development and our Ofsted Report (March 2019).</p> <p>Disadvantaged students to be highlighted on the QA Schedule and to have a separate book scrutiny before the end of Autumn 1.</p> <p>Identifying Disadvantaged students and implementing appropriate strategies including using more 1-1 intervention will be a focus for 18-19. Year 11 Disadvantaged students to receive tutoring with English and Maths specialists.</p> <p>Announcement of a 'PP Student of the Week' in Monday staff briefing.</p>	
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<p>Early Bird interventions for KS4 Disadvantaged students.</p> <p>New timings, venue and scheduling of Early Bird interventions introduced.</p> <p>Breakfast included.</p> <p>Inform parents at end of Year 9 in order to gain engagement earlier.</p> <p>PP Administrator communicates weekly with parents of Disadvantaged students who do not attend.</p> <p>Intervention Tutors to track Disadvantaged student progress using PP Intervention Tracking Sheet.</p>	<p>To improve attendance to Early Bird Maths and English interventions.</p>	<p>Despite rolling out a new strategy to the interventions, attendance remained poor.</p>	<p>The intervention required remodeling.</p> <p>A new and 'bespoke' 1-1 approach is being introduced this year. 1-1 tutoring either before or after school with qualified Maths and English specialists for Year 11 Disadvantaged students. Individual and tailored support to help each one achieve, or exceed, their GCSE targets.</p>	
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<p>PP funding of HegartyMaths to continue. Provides improved access to Maths support from home under student's own direction, with parental support.</p> <p>1-1 and/or group interventions introduced for KS4 students flagged at the end of Data Drop 1.</p>	<p>Increased support of 1-1 Interventions.</p>	<p>Provision and use of HegartyMaths under review for whole cohort. Impact and effectiveness of on-line support on PP Disadvantaged students is inclusive.</p> <p>80% of the Year 11 Disadvantaged students who received 1-1 tutoring either achieved, or exceeded, their GCSE targets.</p> <p>See data below:</p> <table border="1" data-bbox="909 598 1368 1182"> <thead> <tr> <th>Student</th> <th>Subject & Target</th> <th>Working Grade</th> <th>Actual Grade</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Sci Dbl 6-6</td> <td>6-5</td> <td>7-6</td> </tr> <tr> <td>B</td> <td>Eng 5</td> <td>5</td> <td>6</td> </tr> <tr> <td>C</td> <td>Sci Dbl 4-4</td> <td>6-6</td> <td>7-6</td> </tr> <tr> <td>D</td> <td>Sci Dbl 6-6</td> <td>7-6</td> <td>6-5</td> </tr> <tr> <td rowspan="3">E</td> <td>Eng 3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Maths 1</td> <td>0</td> <td>U</td> </tr> <tr> <td>Sci Dbl 1-1</td> <td>1-1</td> <td>1-1</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Student	Subject & Target	Working Grade	Actual Grade	A	Sci Dbl 6-6	6-5	7-6	B	Eng 5	5	6	C	Sci Dbl 4-4	6-6	7-6	D	Sci Dbl 6-6	7-6	6-5	E	Eng 3	2	1	Maths 1	0	U	Sci Dbl 1-1	1-1	1-1					<p>PP will not be funding HegartyMaths this year.</p> <p>1-1 tutoring is at its most effect when introduced early, and if it is well attended.</p> <p>1-1 tutoring is hugely successful at all levels of prior attainment.</p> <p>All Year 11 Disadvantaged to receive 1-1 tutoring with English and Maths specialists during the year to help them achieve, or exceed, their GCSEs targets.</p>	
Student	Subject & Target	Working Grade	Actual Grade																																			
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	Sci Dbl 1-1	1-1	1-1																																			

Weekly ITAC meetings with all involved staff to promote targeted support of flagged individual students.	Better engagement of Disadvantaged Students in KS4.	ITAC has provided a cohesive and targeted approach to individual students 'needs. Appointment of DDSL in January and Safeguarding Administrative Officer in May 2109 has brought more pastoral and safeguarding awareness and provision of support for Disadvantaged students.	ITAC replaced by fortnightly Pastoral team meetings to promote targeted support of flagged individual students. Wednesday 15.40 – 16.40.	
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost £1,500
Continued use of Student Support Questionnaire in Admissions Pack. SIMS PP Indicator/Dietary History reports at beginning of academic year. Recording of FSME6 end dates to identify better those students who will stop being PP.	Children eligible for pupil premium identified earlier.	Student Support Questionnaire in Admissions pack worked well and identified the majority of new PP students this year. PP Administrator was able to easily identify students who stopped being eligible for PP and notified parents. PP Administrator met with Data Manager in January to ensure SIMS was fully updated ahead of the January 19 census.	PP Administrator not fully aware of all data fields on SIMS that need to be flagged to ensure PP students can be identified as PP on SIMS. PP Administrator to receive SIMS training in September 19.	
Regular information provided to parents via the Head's end of week bulletin.	Increased Parental Engagement.	PP Administrator provided inserts in weekly bulletins in first term to flush out any potential PP students and contributed a report on PP for 2018-19 in the end of year newsletter.	Continue to promote PP externally so parents are aware.	

Every Faculty elects a Pupil Premium Champion to work alongside the Pupil Premium Administrator in raising the attainment and aspirations of the PP students.	Faculty Pupil Premium Champions	PP Champions were not used. Improved cohesion between HoFs, through the Feedback Loop process, and ITAC has brought about better targeted support for PP students across the curriculum.	Election of PP Champions to be revisited this year. Structure, staff level of implementation, and whether commensurate with Performance Management, are all currently being considered.	
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Below is our estimated total Pupil Premium Budget for 2019-20 which provides a summary of anticipated allocations of the funding:

Estimated total Pupil Premium Budget (PPB) for 2019/20	
Pupil Premium	56,400
Pupil Premium Plus	11,500
Service Child Premium	9,900
Balance C/F from 2017-18	5,200
Total Pupil Premium Budget (PPB) for 2018-19	£83,000

Estimated allocated PPB spending for 2018-19			
Item	Action	Cost	Description
Staffing (£52,245)	Pupil Premium Administrator	£13,500	Coordinating School PP initiatives, communicating with staff, parents and Disadvantaged students, rigorous mapping of progress, attendance and behaviour of

			Disadvantaged students, coordinating pastoral support for Service Child students, promoting awareness of PP in School, enabling student voice.
	High Level TA	£3,800	To support Disadvantaged students with intervention in literacy, numeracy and with social and emotional support.
	Pastoral Manager/Deputy Designated Safeguarding Lead	£17,675	To help the School meet the increased demand in pastoral care effectively and, to implement Ofsted's recommended changes to the School's safeguarding practice.
	Reflection Room LSA	£12,270	To provide a safe, effective and supportive Reflection Room facility.
	School pastoral support	£5000	School pastoral support, in particular four 1-1 ELSA sessions per week dedicated to Disadvantaged and Service Child students.
Curriculum / Academic (£19,000)	Tutoring	£1000	Provision of 1-1 and small group tutoring sessions for Disadvantaged students with English, Maths and Science specialists.
	Curriculum financial support to purchase of revision guides / course books / curriculum materials/tools and equipment	£4000	Available to all Disadvantaged students. Service Child students receive revision guides/work books.
	New Guided Reading Scheme	£5000	Provision of books to support PP students with reading and improve the School's level of literacy outcomes for all students.
	Learning Performance Partnership School	£9,000	A skills programme to develop independent learning including mindfulness and learning to learn. A Year 7-11 programme including parent workshop for Year 11s. PP students to be prioritised to attend.

Extra-Curricular (£2,000)	Raising Aspirations activities/residential trips/visits	£2000	Focus on boosting aspirations and supporting Disadvantaged students on additional, enriching activities.
Careers (£2225)	Careers guidance	£2225	Additional support from an independent careers advisor to support Disadvantaged students in their Post 16 choices; focus on raising awareness of next steps and forging high aspirations.
Guest Speakers (£500)	Guest Speakers (£500) Motivational and inspiring guest speakers, workshops and activities	£500	To motivate and inspire Disadvantaged and Service Child students through external guest speakers, workshops and activities aimed at promoting well-being, aspirations, confidence, self-esteem, communication and productivity.
Pastoral / Wellbeing (£2,000)	External counselling / support service	£2,000	Contribution towards Educational Psychologist and/or specialist counselling referrals including family support. Five counselling sessions per week are ring-fenced for Disadvantaged and Service Child students.
Admin Costs (£400)	Photocopying/stationery/resources costs	£400	The costs incurred in allocation of PPB to the students including administrative, photocopying, stationery and resources costs.
Total estimated allocation of PPB spending for 2019/20: £78,370			

