



Pupil premium strategy statement 2017-18

1. Summary information					
School	St Gregory the Great Catholic School				
Academic Year	2017/18	Total PP budget	£345,152.50 (including £50,160.00 for eligible Primary pupils)		
Total number of pupils	1185	Number of pupils eligible for PP	353.5	Date of most recent PP Review	12/10/17
Including total in Primary	207	Including eligible pupils in Primary	38	Date for next internal review of strategy	Oct 2018

2. Current attainment and progress (2016-17)				
Key Stage	Indicator	N (PP/All)	PP (school)	Not eligible for PP (national average)
EY	% Good Learning Development	13/61	42.6%	83.3% (school)
1	% Achieving standard in Phonics	10/55	90%	81% (school), 83% (nat 2016)
1	% achieving expected progress in reading, writing & maths	8/51	53.4%	68.2% (school)
1	% making expected progress in reading		49.2%	71.6% (school), 77% (nat 2016)
1	% making expected progress in writing		49.2%	69.3% (school), 68% (nat 2016)
1	% making expected progress in maths		61.9%	63.9% (school), 75% (nat 2016)
3	% making expected progress in English & maths	73/195	85.4%	79.5% (school)
3	% making expected progress in English		83.6%	76.2% (school)
3	% making expected progress in maths		87.1%	82.8% (school)
4	Progress 8 score average	63/189	-0.99	0.1 (national 2015-16)
4	Attainment 8 score average		33.4	52 (national 2015-16)
16-19	A2 % A,B Passes	13/69	55%	44% (School)
16-19	A2 % A-E passes		100%	98% (school)

3. Barriers to future attainment of Primary Phase Pupils (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Poor language and communication skills. Some pupils eligible for PP enter EY with language skills well below their peers in baseline assessment. While evidence over time shows that in most cases this gap is significantly narrowed through effective use of PP funding a significant group remain working below their peers on entry to Yr1.
B.	Behaviour for learning. There is a group of PP eligible children for whom following the school rules is challenging. Their attachment relationships and in some cases significant developmental delay linked to early childhood experiences means that they require intensive nurture provision. A number of these pupils do not have the social skills that allow them to work collaboratively at an age appropriate level.
C.	Poor key skills (including Maths and English). Some children within our PP cohort work significantly below national expectation and their peers within school across core subjects within school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance. Attendance rates for pupils eligible for PP are 89.7% at KS1 (below the school target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

4. Barriers to future attainment of Secondary Phase Pupils (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
E.	Poor literacy skills: some pupils eligible for PP enter school with reading, comprehension and/or writing skills below those of their peers. This reduces their ability to engage with English or the wider curriculum (including humanities and languages at KS4) and/or demonstrate their ability in written assessments.
F.	Poor numeracy skills: some pupils eligible for PP enter school with numeracy skills below those of their peers. This reduces their ability to engage with maths and the wider curriculum (including science and humanities at KS4) and/or demonstrate their ability in assessments involving numerical ability.
G.	Behaviour: some students eligible for PP display poor behaviour, especially in years 8 and 10 (2017-18). This is a major inhibitor to their making good progress (and can have a negative impact on others).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Attendance rates for pupils eligible for PP are 89% at KS3 and 85.3% at KS4 (below the school target for all children of 94%). This reduces their school hours and causes them to fall behind on average.
I.	Some students eligible for PP, including most able students lack access to resources, study support, equipment, guidance, and/or cultural experiences. This reduces their ability to engage with lessons, homework, or revision, or extracurricular activities which extend breadth of understanding & cultural capital.

5. Primary Phase Outcomes 2017-18		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for pupil premium to make at least expected progress from their baseline in all core areas.	Assessment evidence shows that all children eligible for PP make expected progress against their individual dive plan. At least 70% of those eligible for PP make better than expected progress.
B.	Behaviour improves for children eligible for PP in each KS1 / KS2 year group	Number of behaviour incidents decreases to 50% of that in 2016-17 by end of 2017-18 academic year, for each year group in KS1/KS2.
C.	Children eligible for PP including those in high ability groups can work independently with confidence on their own and with their own and with their peers.	Evidence from standardised SEMH assessments show improved scores for PP eligible pupils. Pupil voice surveys show an improved level self-esteem. Evidence from outcome 1. Reduction in exclusions of pupils eligible for PP.
D.	Attendance improves for children eligible for PP in each KS1 / KS2 year group	Attendance for PP children improves from 89.7% to 96% in each KS1 and KS3 year group.

6. Secondary Phase Outcomes 2017-18		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
E.	High levels of progress in literacy for KS3 pupils eligible for PP, especially in year 7.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 90% meet expected progress targets and at least 50% exceed progress targets, while other pupils still make at least the expected progress. Evidenced through Doodle.
F.	High levels of progress in numeracy for KS3 pupils eligible for PP, especially in year 7.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 90% meet expected progress targets and at least 50% exceed progress targets, while other pupils still make at least the expected progress. Evidenced through Doodle.
G.	Improved behaviour by pupils eligible for PP, especially in years 8 and 10.	50% Fewer behaviour incidents recorded for these pupils on SIMS from Spring term onwards than in 2016-17. 50% Fewer Fixed term exclusions from Spring term onwards, compared to 2016-17.
H.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 82% to 95%, in line with others.
I.	Improved progress by pupils eligible for PP, including those identified as most able through high prior attainment and/or high potential through CATs.	Pupils eligible for PP make progress in line with other pupils in Key Stage 3, so that 60% or above are on track grade 4+ in 8 subjects by the end of KS4.

		Pupils eligible for PP identified as high attaining or high potential (CATs) from make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 60% or above are on track grade 6+ in 8 subjects by the end of KS4.
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7. Planned Expenditure

Academic year	2017/18
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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 – Primary Phase

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?
A. Eligible pupils make at least expected progress in core areas, especially language & communication.	Staff ratios in EY 1:10	Evidence increasing year on year showing children making good or accelerated progress. Percentage of children achieving GLD increasing each year particularly in PSED which underpins the EY curriculum and enabled all children to achieve in the core areas of learning.	Regular Pupil Progress meetings with all EY staff to ensure consistency and that all staff are actively involved with the children's learning and assessment. Whole school approach to narrowing gap in maths via Big Maths. This will ensure that all children are achieving and enable interventions to be	VN	December 2017
B. Behaviour improves.	Attachment-based Training for Staff	Professional development needs analysis.	Attachment training, Mulberry bush supervision.	FB/HFB	Termly review, Dec 2017 Mar 2018 Jun 2018
C. Eligible pupils including more able work independently in STEAM subjects.	Subsidised Access Subsidy for FoC trips, holiday clubs and uniforms for this cohort of children.	Low incomes can reduce access. By ensuring that there are no issues with them attending trips/holiday clubs or wearing the correct uniform we are eliminating these differences.	Pupil premium children uniform is ordered and distributed by our office administrator who also ensures that they are aware they don't need to pay full amounts for trips if they are unable to.	HFB/RN/FP	Monitoring according to EV programme 2017-18. Review in July 2018

	Building Resilience Scrapstore / Music whole school approaches to building resilience.	Many children eligible for PPG find working independently or collaboratively in a group challenge. Others struggle with being creative in their learning and developing a growth mindset. These national projects develop these skills; growing evidence from other similar programmes to suggest that they are successful.	All staff, pupils and parents will be provided with training opportunities and the projects will be monitored through our Arts and STEM (STEAM) team.	HFB	Termly monitoring with review in July 2018
D. Improved attendance	Family-based approach to improved attendance. (link to secondary outcome H for siblings)	2016-17 attendance analysis identifies PP eligible children from some families as having poor attendance. Family based approach will be cost effective. Sibling link recommended by external review of PP (Sept 2017)	Parent / carer education in Autumn term to address misperception of attendance norms. Family attendance awards to recognise good attendance with half-termly monitoring.	HFB	Completion of education programme Nov 2017 Monitoring Oct '17, Dec '17, Mar '18, Jun '18
Total budgeted Cost (Primary)					£46,500

Quality of teaching for all – Secondary Phase					
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?
E. Improved literacy skills in KS3, prioritising year 7.	Literacy Literacy focus within tutor time programme and across subjects.	Literacy skills are essential to attainment across the new curriculum. Previous strategy has been successful when implemented well, but has not always been delivered consistently, e.g. with respect to extended writing. Year 7 intake has highest proportion of pupils eligible for PP (39%).	SLT ensure time is available in staff CPD programme for training and within tutor time for delivery. Monitoring by Directors of learning (tutor time) each half term. Monitoring by SLs (lessons) through work sampling and learning walks each half term. Reporting to SLT & Academy Ctte.	Literacy Coordinator	Termly monitoring in December '17, March '18 and July '18.

F. Improved numeracy skills at KS3, prioritising year 7	Numeracy 1. Audit numeracy needs across subjects to identify need, cross-curricular links & inform pupil support.	Requirement for use of number and descriptive statistics has been raised in new curriculum, but we don't yet have a map across the curriculum. Audit is first step in identifying needs (subjects and PP pupils and others) to develop consistent approach and inform support for pupils.	Audit to be completed by October 2017 and numeracy strategy by December 2017.	Numeracy Coordinator	Audit: Oct 2017 Plan: Dec 2017 Monitor: Mar 2018 Review: Jun 2018
	2. Implement numeracy strategy to ensure that all pupils eligible for PP have skills needed to make good progress.	Strategy will be dependent on audit but will include whole school and targeted support elements (see below). Year 7 intake has highest proportion of pupils eligible for PP (39%).	Monitoring by SLT lead for maths. Reporting to SLT and Academy Committee.		
G. Improved Behaviour, especially in years 8 & 10.	Ready, Respectful, Safe Induction and whole staff training to ensure continued consistent focus on Ready, Respectful, Safe.	In response to Ofsted Judgment, Ready, Respectful safe was introduced to improve behaviour. A disproportionately high percentage of pupils with poor behaviour (including those at risk of permanent exclusion), especially in years 8 and 10, are eligible for PP. Consolidating this approach will help all pupils, but specifically those eligible for PP more than most.	Training for new staff. Mulberry bush training for all staff. Monitoring of behaviour incidents by time, location and student to assess impact and inform application of support. Fortnightly monitoring of increases in achievement points and decrease in behaviour incidents for pupils eligible for PP and others, with comparison with same period in 2016-17 Fortnightly reporting to SLT. Reporting to Curriculum & achievement Academy Committee.	RCY/JR	New staff induction Sep '17 Whole staff Training Autumn '17 Monitoring: every two weeks from week 2. Review: termly & reporting to Academy Committee
	RRS Focus Targeted support for individual staff, and groups of staff teaching the same students with identified behavioural needs.	The majority of behaviour incidents are logged by a minority of teachers, and involve a minority of students. These teachers will be supported through training and coaching as appropriate. Initial success in adopting a common approach by all staff teaching key students (e.g. common seating plan, for a year 7 group) indicates that expansion of these practices will further improve behaviour.	Six-week support programme for identified staff. Reports to Principal. Fortnightly monitoring of behaviour incidents. Reports to SLT.		

H. Improved attendance.	<p>Attendance Whole-school focus on improving attendance via tutor group monitoring & attendance awards. (Link with primary outcome D for siblings)</p>	<p>Absenteeism, including persistent absenteeism is a significant inhibitor to pupil progress, Strategies in 2016-7 were not effective in improving attendance. A more robust response is therefore required, including a whole school approach to raising attendance. Successful tutor group strategy observed at St Anne's Southampton.</p>	<p>Directors of learning share attendance by tutor group each week in assembly. Tutor interventions for PP pupils with attendance below 95%. Fortnightly reporting of attendance to SLT. Reporting to Academy Committee via Principals report. Termly evaluation of strategy: PP pupils and comparison with 2016-17, and 2017-18 target.</p>	RCY	<p>Monitoring: ongoing</p> <p>Review: termly & reporting to committee</p>
	<p>Pupil Premium Champion, PP Champion, with SLT support, to coordinate work across school and liaison with parents.</p>	<p>The principal extended the PP Champion TLR to 2017-18 in June, following successful work with students and families. Work will continue, including on attendance, in context of fewer, more focussed strands Within the strategy.</p>	<p>PP Champion intervenes with PP students with attendance below 90%, prioritising below 80% initially. Fortnightly line management meetings. Agreed plan in place by end Sep 2017. PM objectives. Half-termly review. Reporting to SLT Monitoring by link Academy Rep. Reporting termly to Curriculum & Achievement Committee.</p>	LN	<p>Review: Half-termly & reporting to SLT.</p>
I. Improved Progress by pupils eligible for PP	<p>CPD CPD Focus on meeting needs of disadvantaged students drawing on Sutton Trust / EEF research and examples from successful schools, and EEF toolkit.</p>	<p>Subjects where students, including those eligible for PP, make good progress have a consistent, well-implemented approach to T&L strategies with high effect sizes, e.g. effective feedback and effective collaborative learning. This good practice, coupled with research findings, should be used to raise standards across the school.</p>	<p>Published CPD calendar. Half-termly reporting to SLT. Reporting to Academy Committee via Principal's Report. Monitoring of impact via learning walks, observations of teaching, work samples and staff feedback.</p>	AR	<p>Monitoring: via CPD and assessment calendars.</p> <p>Review: half-termly & reporting to Committee.</p>
	<p>Staff Support Coaching & support for identified staff in meeting needs of students they teach.</p>	<p>Several examples of successful coaching in 2015-16 and 2016-7 indicates that support for individuals complements whole school CPD in raising attainment and progress of pupils.</p>	<p>Six-week support programme for identified staff. Reports to Principal. Monitoring of student progress as per assessment calendar.</p>	CH/PW	<p>Review: end of individual support programme.</p>

	<p>Homework Consolidation of consistent homework setting using Show My Homework, marking & feedback.</p>	<p>The Sutton Trust / EEF toolkit indicates that secondary school homework has significant positive impact (effect size +5). Introduction of 'Show My Homework' online tool last year has helped but we now need to ensure consistency of feedback to pupils and communication with parents.</p>	<p>Introduction of new homework policy in July 2017 and new pupil planners ready for September 2017. Use centralised HW in first week to establish expectations. Homework Timetable completed early September 2017 Issue / reissue pupils & parents with SMHW PINs. Establish homework rewards and sanctions Monitor half-termly. Review December 2017 and June 2018, reporting to Curriculum & achievement academy Committee.</p>	ZB/PAW	<p>Monitoring: each half term. Review: Dec 2017 Jun 2018 with reporting to Academy Committee</p>
	<p>Performance Objectives Subject-specific resources and training to support teachers in meeting whole-school PP objective in performance management.</p>	<p>Giving all teachers a performance review objective linked to the progress of disadvantaged students concentrates focus on their needs. To be effective, these objectives should be supported through training and resources, as appropriate.</p>	<p>Completed Objectives Oct 2017. Reporting to Pay Committee; then Full Academy Committee November 2017 Interim PM meetings Spring 2018.</p>	RCY	<p>Review: Nov 2017 Interim Apr 2018 Nov 2018</p>
Quality Teaching for all - total budgeted cost (secondary)					£71,219
QUALITY TEACHING TOTAL BUDGETED COST					£117,719

ii. Targeted support – Primary Phase					
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>A. Accelerated progress by EY and KS1 children who have made less progress in the past, and by KS1 and KS2</p>	<p>Nurture Network Nurture sessions for identified pupils</p>	<p>The nurture network programmes/ forest school./ art room have been very successful in enabling the children to take a more active part in school life or begin to join the peers with greater success.</p>	<p>SENCO will carry out baseline and end of intervention assessment and will monitor the quality of provision. Training will be provided for staff running interventions.</p>	AED	Each term

children who are most able to make greater than expected progress	Small group tutoring of identified children eligible for PP.	Evidence from other schools has shown that providing focused precision teaching using recognised measurable inventions such as FFT, Code X, working memory have high level impact in terms of pupils making accelerated progress.	Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings and supervisions.	SLT	Each half term
	Language and communication interventions	National body of evidence has shown that providing focused group teaching using recognised measurable inventions such as spirals and talk boost have high level impact in terms of pupils making accelerated progress.	Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings and supervisions.	SK/LM/EW	At the beginning and end of invention each term.
	Aim for the Stars (Primary) Individual support for most able students to make accelerated progress, attaining their full potential.	Recommendation of pupil premium review September 2017. Evaluation of 2016-17 showed need to broaden scope of support beyond secondary core subjects.	Engage families during autumn term. Establish pupil aspirations & goals. Academic progress monitored termly via year group assessment points. Review in January and June Reporting to SLT and Curriculum & achievement Academy Committee.	'Aim for the Stars' Coordinator	Monitoring: via progress indicated year group data capture. Review: Jan 2018, Jun 2018.
D. Improved attendance of children eligible for PP at risk of becoming persistent absentees.	Attendance interventions. Additional support for identified children. Link with secondary outcome H for siblings.	Evidence from home-school link work shows that some families need additional support for attendance. Link between primary and secondary phases recommended by external review of PP (Sept 2017).	Specific support interventions in response to pupils falling below 90% attendance.	HFB	Termly monitoring, as necessary.
Targeted support – Total Budgeted Cost (Primary)					£9,500

Targeted Support - Secondary Phase					
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?
E. Improved literacy skills in KS3 and beyond.	Language Plus Targeted reading, spelling, writing, and especially reading comprehension, catch-up interventions, with priority for Y7.	2015-16 & 2016-17 evaluations showed literacy interventions for 6-8 weeks were effective in raising reading age and comprehension age. We will continue provision for pupils identified in the year 7 intake, and those in years 8 & 9 who need further support. Evidence from EEF toolkit is that reading comprehension interventions have an effect size of +5, and that small group interventions offer better value for money than 1:1 with similar impact.	Early identification of students in September using data from Primary schools and internal assessments. Rolling support timetable for groups of identified pupils, with termly review as each group completes intervention. Subject progress determined via points on assessment calendar. Reporting to SLT and Curriculum and Achievement Committee.	SENCO	Review: termly based on pupils involved that term.
	Ebacc Support Specific support for PP students in humanities and modern foreign languages (this will also include numeracy support).	Evaluation of KS4 results in 2016-17 showed that the largest gap between PP and others was in humanities and modern foreign languages. We have required greater numbers of students to opt for these Ebacc subjects, so need to provide support.	Identification of specific needs by subject leaders. Implementation of support resources and guidance for eligible students following assessment point. Termly monitoring via Doodle data collection.	SL Geog SL Hist SL MFL	Identification by October 2017. Implementation following assessment points. Monitoring via Doodle in line with assessment calendar.
F. Improved numeracy skills at KS3 and beyond	Number Plus Targeted maths and numeracy interventions, with priority for year 7.	Evaluations of 2015-16 and 2016-17 showed that extra group numeracy provision was not successful. We will revise strategy to mirror successful literacy interventions, i.e. small group interventions for half term or term, prioritising pupils identified in the year 7 intake, and those in years 8 & 9 who need further support. Evidence from EEF toolkit is that small group interventions offer better value for money than 1:1 with similar impact.	Implementation, monitoring & review will mirror that of successful literacy interventions: Early identification of students in September using data from Primary schools and internal assessments. Rolling support timetable for groups of identified pupils, with termly review as each group completes intervention. Subject progress determined via points on assessment calendar. Reporting to SLT and Curriculum and Achievement Committee.	SENCO	Review: termly based on pupils involved that term.

<p>G. Improved Behaviour, especially in years 8 & 10.</p>	<p>Engagement Plus Targeted interventions to support improved behaviour of identified pupils, including catch-up tuition and, additional IAG, and alternative provision when appropriate.</p>	<p>Poor behaviour is the main inhibitor to progress for a group of students, mainly in years 8 and 10 (2016-17 behaviour data). When asked, pupils often say that difficulty in 'breaking the cycle' is that they know they have fallen behind peers, so 'clown' to hide this and/or feel disconnected with education, often without plans for their future. These interventions will help students catch up with peers & re-engage with education.</p>	<p>Fortnightly monitoring of behaviour of key pupils, reported to SLT. Catch-up, IAG and alternative provision through accredited providers & through IYFA. Clear success criteria for both in-house and external provision. Termly review and reporting to Curriculum & Achievement Academy Committee.</p>	<p>JR</p>	<p>Monitoring: ongoing, dependent on each intervention. Review: termly & reporting to Committee.</p>
<p>H. Improved attendance.</p>	<p>Attendance Plus Targeted interventions to support improved attendance of identified pupils including Home-school link work and transport when appropriate. Link with Primary phase plan outcome D for siblings.</p>	<p>Absenteeism, including persistent absenteeism is a significant inhibitor to pupil progress and directly impacts on GCSE attainment (DFE 2015). We did not improve overall attendance in Y11 due to a group of 19 students, progress score -1.03. Outside this group, PP progress was -0.32; nonPP -0.37. A much robust response targeted to those pupils with a history of poor attendance and complex needs is therefore needed. Link between primary and secondary phases recommended by external review of PP (Sept 2017).</p>	<p>Identification of pupils in July 2017 & early in September for Y7. At least weekly home visits when necessary. Fortnightly monitoring of attendance of key pupils & reporting to SLT. Termly review and reporting to Curriculum & Achievement Academy Committee and full Academy Committee.</p>	<p>RCY</p>	<p>Monitoring: fortnightly Review: Termly & reporting to Committee</p>
	<p>Breakfast Provision of breakfast each morning for secondary pupils.</p>	<p>The experience of many schools, especially those with high numbers of pupils eligible for PP, is that providing school breakfast can improve both attendance and engagement of pupils. Because provision is successful in our primary phase (and as an 'emergency' intervention in the secondary phase) Our evaluation of 2016-17 indicated that we should revisit breakfast provision in the secondary phase.</p>	<p>Establishment of quality nutritional breakfasts, based on primary experience. Staffing to ensure consistency & quality of provision, including same expectations as at other meals. Review in October 2017, December 2017, including student voice with adjustments as necessary, then termly review thereafter,</p>	<p>CS</p>	<p>Review: Oct 2017 Dec 2017 Mar2018 Jul 2018</p>

I. Improved Progress by pupils eligible for PP	Progress Plus Individual support for pupils to access the curriculum fully and make at least good progress. This may be in response to needs identified by teachers, or by families.	The experience of many schools which have closed PP gap is that making assumptions of pupil need is a mistake. Our evaluation of 2016-17 showed that strategies worked for some pupils only, indicating that needs were more complex. Including families and tutors/teachers in identifying need will create a more individualised and successful response.	Engage families in process in autumn term. Agreed support recorded and clear measurable success criteria established. Academic progress monitored termly via assessment points on assessment calendar. Review in January, May, and in September for Y11 pupils, after Summer exam results. Reporting to SLT and Curriculum & achievement Academy Committee.	LN	Monitoring: via progress indicated on termly data capture. Review: Jan 2017, May 2018 and Sep 2018 (Y11).
	Aim for the Stars (secondary) Individual support for most able students (identified by prior attainment and/or CATs) to make accelerated progress, attaining their full potential, through 'Aim for the Stars' Programme.	Evaluation of 2016-17 showed that support for more able focussed on some areas, e.g. maths, university visits, medicine, but had not been successfully extended across the whole curriculum. We will extend the programme, starting with the identification of potential using CATs tests to supplement prior attainment data.	Run CATs and engage families in process in autumn term. Establish pupil aspirations & goals. Academic progress monitored termly via assessment points on assessment calendar. Review in January, June (and in September for Y11 pupils) Reporting to SLT and Curriculum & achievement Academy Committee.	'Aim for the Stars' Coordinator	Monitoring: via progress indicated on termly data capture. Review: Jan 2017, Jun 2018 and Sep 2018 (Y11).
Targeted support – Total Budgeted Cost (Secondary)					£193,560
TARGETED SUPPORT TOTAL BUDGETED COST					£203,060

iii. Other approaches – Primary Phase					
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?
D. Improved attendance	Attendance awards	Child and parents incentivised to improve attendance through family awards and rewards.	SENCO to identify families with phase leaders and approach them about the programme and then monitor attendance each term.	SENCO	December 2017
Other approaches – Total Budgeted Cost (Primary)					£2500

Other approaches – Secondary Phase					
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?
E. Improved literacy skills in KS3.	Literacy enrichment: library, author visits, extra-curricular activities, visits & competition entries.	Will complement whole school and group literacy work to engage pupils as active participants in reading, writing, speaking & listening, rather than as just passive recipients, and so foster lifelong learning.	Clear measurable success criteria for each event. Termly monitoring of programme with review in December 2017 and June 2018. Reporting termly to Academy Committee	Literacy Coordinator	Review: Dec 2017 Jun 2018
F. Improved numeracy skills at KS3.	Numeracy enrichment: speaker visits, workshops, extra-curricular activities, visits & competition entries.	Will complement whole school and group numeracy work to engage pupils as active participants in the use and application of number and statistics, rather than as just passive recipients, and so foster lifelong learning.	Clear measurable success criteria for each event. Termly monitoring of programme with review in December 2017 and June 2018. Reporting termly to Academy Committee	Numeracy Coordinator	Review: Dec 2017 Jun 2018
G. Improved Behaviour, especially in years 8 & 10.	Character Support for students to engage in extra-curricular activities, youth groups and activities that support improved behaviour.	Evidence from successful behaviour improvements following participation in activities including sporting and other extra-curricular activities, youth organisations, youth groups and activities. These are often flagged by other agencies.	Support agreed on basis of clear rationale which may be supported by another agency. Clear success criteria agreed for behaviour in school. Reviewed termly, December 2017, March 2018, July 2018. Reporting termly to Academy Committee	JR	Review: Dec 2017 Mar 2018 Jul 2018
H. Improved attendance.	Commitment Support for students to engage in extra-curricular activities, youth groups and activities that support attendance & engagement.	Evidence from successful reengagement following participation in activities, including sporting and other extra-curricular activities, youth organisations, youth groups and activities. These are often flagged by other agencies.	Support agreed on basis of clear rationale which may be supported by another agency. Clear success criteria agreed for attendance in school. Reviewed termly, December 2017, March 2018, July 2018. Reporting termly to Academy Committee	RCY	Review: Dec 2017 Mar 2018 Jul 2018

I. Improved Progress by pupils eligible for PP	Aspire Support to engage pupils with planning steps on their path to long term goals (inc. those indicated via IAG) by university visits, curriculum enrichment, cultural and aspirational activities, including those indicated by IAG.	Evaluation of 2016-17: Combine aspiration strands with similar 'Nurture' elements, with a focus on future study and career aspirations, establishing a KS3 baseline. EEF/Sutton Trust toolkit indicates (from a weak evidence base) little effect from aspiration strategies, but +8 effect size for meta cognition and self-regulation. 'Aspire' will therefore help students plan steps towards goals and support the achievement of these steps.	All pupils involved supported to plan steps on path toward goal (for KS3 tis is likely to be exploring options, for KS4 more focussed on post-16 goals) in Autumn term. Communication with IAG provider. Programme of visits and activities aligned with pupil plans (grouped, e.g. Healthcare, Performing arts, etc), rather than individual. Termly monitoring (students also update plans) and evaluation in Summer term.	PAW	Monitoring: Termly Review: July 2018
Other approaches – Total Budgeted Cost (Secondary)					£15,000
OTHER APPROACHES TOTAL BUDGETED COST					£22,074
TOTAL BUDGETED COST OF PLAN					£345,353

Review of expenditure (A more detailed evaluation is provided in the 2016-17 evaluation using the previous format)					
Previous Academic Year		2016-17			
Total number of pupils	1185	Number of pupils eligible for PP DfE (Actual)	335 (385)	Total PP budget	£321,320.50
i. Nurture					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Disadvantaged pupils able to participate fully in all aspects of the curriculum.	N1. Uniform Subsidy N2. Breakfast N3. Family Support N4. KS3 Nurture Group N5. Educational visit subsidy N6. Clothing & Equipment & Materials for Practical & Vocational courses N7. KS3&4 Parental Engagement in supporting students N8. Student support from staff referrals - New strand: in-year response to need.	Many successful strands, e.g. disadvantaged pupils took part fully in the curriculum, in practical activities, school trips and extra-curricular activities. Introducing departmental requests introduced additional flexibility. Breakfast provision works well in the primary school, and as 'emergency' provision in the secondary phase, but has not attracted secondary students in the last couple of years, unless linked with a specific activity such as revision classes. Nevertheless, observations by pastoral team are that several students have poor diet (e.g. arrive to school eating crisps or drinking 'energy' drinks) and would benefit from breakfast provision. This is supported by national research: for example the EEF found breakfast at school could improve academic performance, this effect coming not just through eating breakfast, but attending breakfast clubs. Students will be supported through the transition to secondary school in mainstream classes + withdrawal interventions in 2017-18, rather than through a nurture group. Family support will continue through an additional member of the pastoral team working with the attendance officer, and pastoral managers in year teams.	<ul style="list-style-type: none"> Combine nurture strands into one intervention, providing support where needed to enable disadvantaged pupils to participate fully in curricular and extracurricular activities. This will also include former 'Aspiration' strands where activities are directed towards future careers. Involve pupils and their families in determining provision, rather than assuming what is needed, including breakfast provision. 	£75,100	

ii. Progress				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils make greater progress in order to close the gap with their non-disadvantaged peers.	P1. Quality of Teaching P2. Spirals Groups EYFS/KS1 Speech & language groups P3. Parental Engagement P4. PP Champion TLR & resources P5. Departmental Strategies P6. KS3 Literacy P7. KS3 Numeracy P8. PP +SEND P9. PP + Persistent Abs. P10. PP + Risk of Exclusion P11. PP + Vuln. P12. Student Mentoring P13. Revision classes & materials	<p>There is good evidence of impact in the primary phase. There is also evidence of impact, for example at KS3, particularly for more able pupils, and closure of the PP/nonPP gap. There is also evidence of the gap closing between disadvantaged pupils and their peers at KS4, but attainment is still too low for both groups. In the primary school, interventions were very specific. While there were specific interventions in the secondary school, the large number of strands may have diffused our focus. In addition, we did not involve families in the planning and allocation of interventions, so perhaps missing an early opportunity to engage them more fully. Work with disadvantaged students was sometimes mirrored elsewhere with their non-disadvantaged peers (e.g. on attendance), so closing the gap would be unlikely. The literacy and numeracy strategies at KS3 had a positive impact on EoKS3 outcomes. This was not mirrored at KS4, but the gap was smaller for English than maths. Small group fixed-term literacy withdrawal interventions seem to have more long-term impact than the numeracy support strategy. We need to revise our approach to supporting disadvantaged students at KS4, in light of the new curriculum. The biggest gap however is in Ebacc humanities and languages. We need to support disadvantaged students here, as we require more to opt for an Ebacc mix of options. Students do go on to make very good progress in the sixth form, both in level 3 academic subjects and in GCSE maths/English retakes, so we need to further build on this good practice.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> • Continue our focus on improving teaching and learning through better meeting the needs of disadvantaged students • Sharpen focus into fewer strands with more precise success criteria. • Improve primary support for communication and language skills in light of data on baseline intake and GLD. • Revise numeracy support in light of the positive impact of the literacy strategy. • Specifically support disadvantaged students in GCSE languages and humanities. • Involve pupils and their families more in determining provision, including study support. 	£219,800

iii. Aspiration				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
	A1. Curriculum enrichment A2. Activities Week A3. Enhanced IAG A4. University Visits. A5. Aim for the Stars A6 Cultural Capital (Linked with N5) A7. Summer school, UCAS guidance & Leadership projects.	Through their very nature, many 'Aspiration' activities may only bear fruit in the longer term; it would be a good idea to establish a baseline of the aspirations of KS3 students. The school secured good outcomes in terms of students continuing in employment, education and training, including progression onto further study in the sixth form, at FE and HE. KS3 work produced less clear outcomes: student feedback showed enjoyment and engagement with activities, and increased motivation, but often not the specifics we aimed at. For example year 9 trips focussed on GCSE subject options did not result in greater take-up of those subjects. Activities week did not run so funds were reallocated to ERL activities and other 'Aspiration' strands.	Recommendations: <ul style="list-style-type: none"> Combine aspiration strands (also with some 'Nurture' elements) with a focus on future study and career aspirations, establishing a KS3 baseline. Ensure 'Aiming for the Stars' strand is applied across the curriculum. 	£26,800

8. Additional detail

This strategy was agreed by the Curriculum & Achievement Committee of the Local Academy Committee on 12th October 2017.

The summary conclusions of the review of our pupil premium plan for 2016-17 are recorded in Section 8, above. These conclusions are drawn from the more detailed document 'Pupil Premium Evaluation 2016-17' presented in the format agreed by governors for that academic year.

The rationale for several elements of this strategy draws on the evidence base summarised by the Sutton Trust / Educational Endowment Foundation Toolkit, which can be found at: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>