



# Pupil Premium Strategy and Impact Report

September 2018

## 1 Introduction

The Pupil Premium (PP) is a grant provided to schools by the DfE to reduce the achievement gap between students deemed to be disadvantaged or service children, and all other students in the school.

For the purpose of this definition, disadvantaged students are:

- those registered as in receipt of free school meals, or have been registered as in receipt of free school meals at any point within the last six years (Ever 6 FSM);
- those that have been in local authority care for at least one day;
- those that have left local authority care into adoption or have a special guardianship or child arrangement or residence order.

Service children are those students who:

- have a parent in the armed forces, or whose parents have been in the armed forces within the last six years (Ever 6 Service);
- are in receipt of a pension under the armed forces compensation scheme (AFCS) or the war pensions scheme (WPS) due to their parent dying in the armed forces.

The gap between disadvantaged and advantaged students grows wider at every stage of education: it more than doubles to 9.4 months by the end of primary school, and then nearly doubles again, to 18.4 months, by the end of secondary school. This shows the importance of early intervention and then of continuing to attend to the needs of disadvantaged pupils. While the attainment gap has reduced a little over the past decade, it still remains significant.

Research shows that poverty has the strongest influence on a child's future and students from non-disadvantaged backgrounds are twice as likely to study at university as their disadvantaged peers. This is because disadvantaged children on average:

- have less home support for their learning;
- have lower attendance;
- experience higher than normal mobility;
- have weaker language and communication skills;
- are more likely to have significant difficulties in basic literacy and numeracy;
- experience more frequent behaviour difficulties;
- are less likely to believe they can control events that affect them;
- enter secondary school with a lower average point score than their peers;
- make less progress in secondary education;
- are less likely to study a musical instrument or attend school trips;
- are more likely to have turbulence in their life outside of school.

The staff at Uxbridge High School work tirelessly to ensure that the effect of any of these factors is minimised and reversed, allowing all students to reach their full potential.



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## 2 Context

The percentage of students attracting the Pupil Premium grant at UHS is currently 45%.

Date	NOR	Ever6 FSM	Service	Total	
Jan-15	1,054	440	41.70%	11	1.04%
Jan-16	1,037	434	41.85%	8	0.77%
Jan-17	1,034	432	41.78%	10	0.97%
Jan-18	1,052	462	43.92%	12	1.14%
				474	45.06%

The grant is allocated to each school for the period April to March which is different to the academy's financial and academic year. The grant funding for 2017-18 financial year was £416k and is expected to be circa £430k for 2018-19.

Financial Year	Total
2015-16	£411,715
2016-17	£408,166
2017-18	£416,014
2018-19 estimated	£429,639

Uxbridge High School ensures that the Pupil Premium funding is used in the most effective manner and continues to implement best practice based on the Ofsted reports on Pupil Premium, the school's own tried and tested experience and the Sutton Trust Pupil Premium Toolkit.

## 3 The Success Criteria

Uxbridge High School believes that Pupil Premium students should have the same opportunities and experiences as all students. As part of progressing towards this aim, the senior leadership team aims to meet and exceed national Pupil Premium figures, whilst aiming to:

- reduce the progress 8 gap to < 0.1;
- reduce the attainment 8 gap to < 0.5;
- reduce the attendance gap to < 0.1%;
- reduce the persistent absence gap to < 2%;
- ensure that the attainment of the most-able Pupil Premium cohort is at least equal to the attainment of Pupil Premium cohort nationally;
- encourage attendance on all visits to be at least 30% of Pupil Premium students;
- encourage participation of all enrichment activities to be at least 30% of Pupil Premium students.

## 4 The Aim

Uxbridge High School intends to continue to close the gaps in achievement and build on the successful intervention strategies from prior years, including:

- consistent monitoring and evaluation of interventions for Pupil Premium students;
- enhanced data tracking to pinpoint gaps and thus trigger interventions;
- strong accountability of staff for the progress and attainment of Pupil Premium students;
- sharpen lesson planning specifically aimed at supporting progress of these students.

To achieve our goal, the senior leadership team at Uxbridge High School has further refined our Pupil Premium strategy into a three-point plan which is devised of the following:

- Regular identification and review of the barriers faced by Pupil Premium students;
- Identification of the strategies that can help to support our Pupil Premium students;



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- Assess the impact of all interventions against the success criteria at regular intervals to allow all interventions to be accurately evaluated.

## 5 The Strategy

At Uxbridge High School we are aware that not all children eligible for the Pupil Premium will experience all, or even some barriers to their learning and that there is no such thing as a typical Pupil Premium student. We have therefore taken an individualised approach to ensure that every Pupil Premium student makes progress in line with their peers.

To ensure that Pupil Premium students who encounter barriers to their learning are adequately supported and interventions are targeted, students will be referred to a specific intervention based on the type of obstacle that they may be facing at the time. Central to the success of this strategy is consistent and deliberate communication with all Pupil Premium students. This strategy will also be focused around making sure that the curriculum is accessible to all.

The overall academic progress and attainment of every Pupil Premium student will be monitored regularly by Senior Leaders, Curriculum Leaders and Heads of House. The analysis of progress data will inform the distribution of personalized academic intervention for individual students who do not make expected progress. In addition, students will also be offered intervention based on their personal, social, emotional and behavioural needs. This information will be gathered by form tutors and guidance leaders; both formally and informally; who will feed the information back to the Heads of House every half-term.

Uxbridge High School has a particular challenge with improving the performance of White British Pupil Premium students. Additionally, many students enter the school with very low prior attainment and poor literacy and numeracy skills. These have been identified as areas of priority and the Flexible Learning Centre (FLC) is part of the long-term strategy of supporting these groups. Learning mentors and teaching associates are a part of the FLC, working specifically with targeted students, the majority of which are Pupil Premium students.

The rewards coordinator monitors the overall rewards and interventions for all Pupil Premium students. Where Pupil Premium students sign up for school trips the school often covers part or all the cost of such trips. The attendance of Pupil Premium students to extra-curricular clubs will be monitored each half term and those who do not attend will be encouraged to try one. In addition, where possible, all Pupil Premium students will receive an individual appointment with the schools' careers advisor early during year 7, 8 or 9. In this way Uxbridge High School will be able to improve their levels of confidence, motivation and aspirations. They will also be able to make informed decisions about what subject choices they should make as they move into KS4 and KS5.

Uxbridge High School actively and vigorously encourages parental engagement across the school, through various systems and school-to-home communication tools such as, Show My Homework and Behaviour Watch. These tools provide parents with direct access to the home learning activities set for their child as well as the support material that can be used at home to help to improve their child's academic progress. In addition, parents receive instant notifications of the behaviour of their child. Both of these tools help to foster a more fluid parent teacher relationship. The cost of revision materials, equipment and school uniform are supported for Pupil Premium students, when required. Parental involvement is consistently associated with students' success at school, and as a result this whole school initiative should also have a significant impact on the progress of Pupil Premium students. To support parents further, as part of the Year 7 Welcome Evening that focuses on the transition into Key Stage 3, there are presentations from English, Maths and Science that will make them aware of how they can support their children from home with regards to



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improving literacy and numeracy skills. Parents are also shown strategies such as how to use Hegarty Maths and how to improve reading levels and comprehension skills.

Developing Pupil Premium pupils' literacy and numeracy skills in Key Stage 3 is a high priority in the school. The strategies we put in place ensure that transition from Key Stage 2 to 3 focuses as much on pupils' academic needs as it does on their pastoral needs.

### Pupil Premium Intervention at KS3

Year Group	
Data / testing	SATS / CATS / EMS baseline test / Pixl Micro Wave for English and Maths
7	<ul style="list-style-type: none"><li>Less Able / SEN students – working with transition teacher</li><li>Extra English and Maths classes</li><li>Breakfast Club – Reading Boxes</li><li>6 week transition programme - vulnerable students</li><li>Ruth Miskin Programme</li><li>Numeracy Ninja</li><li>Accelerated Reader</li><li>Numeracy in Science and Maths</li></ul>
8	<ul style="list-style-type: none"><li>Breakfast club – Reading Boxes</li><li>Numeracy Ninja</li><li>Extra English and Maths classes</li><li>Accelerated Reader</li><li>Numeracy in Science and Maths</li><li>The Brilliant Club</li></ul>
9	<ul style="list-style-type: none"><li>Step-Up English</li><li>Achieve 3000</li><li>Extra English and Maths classes</li><li>Numeracy in Science and Maths</li><li>The Brilliant Club</li></ul>

Starting with literacy, all year 7 and 8 Pupil Premium students will participate in the accelerated reading programme which helps them improve their reading ages. In addition, students who require small group or 1:1 literacy support receive further intervention through our intervention catch up groups. Students in Year 9 complete the Step-Up literacy programme where the focus is on building basic and relevant literacy skills as well going to breakfast club. Here, Pupil Premium students complete the reading boxes programme which addresses the gap between decoding skills and comprehension ability.

Targeted students in Year 7 and Year 8 also complete the Ruth Miskin Programme which focuses on improving reading and writing skills. This strategy has been successful for Pupil Premium students at Uxbridge High School in the past. For example, one student in when he was in Year 8 completed this programme and his reading ages went up from 11.11 years to 13.02 in the space of 12 months. This gave him the confidence he needed to engage fully in the curriculum where he was able to successfully complete his GCSE exams. As a result of this, he got the grades needed to continue into the Sixth Form where he is now studying Computer Science and Business Studies.

A transition teacher has been employed to support with the transition of pupils from Key Stage 2 into Key Stage 3. As part of this role, the teacher supports Pupil Premium students in improving their literacy and numeracy skills by doing 1:1 and group intervention classes. The teacher is also the lead contact for parents in Year 7 and supports Pupil Premium students in Year 9 with their English and Maths skills.

Finally, Pupil Premium students in Year 7 completed the Pixl Micro Wave reading assessments. The outcomes from this will support teachers and Pupil Premium students with individualised strategies that can be used to overcome barriers to learning. Examples include issues such as teaching pupils the process of elimination to improve response rates to multiple choice questions and looking at how more staff can incorporate daily explicit



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vocabulary teaching across the curriculum, beyond simply defining new language.

As well as doing extra Maths lessons to improve and develop numeracy skills, Pupil Premium students also complete Pixl Micro Wave numeracy assessments. The outcomes from this also allow for personalized intervention that will help develop student confidence in answering questions such as those that require decimal places and solving problems involving measures. Students also participate in after school catch up clubs and complete a range of targeted activities using Hegarty Maths.

One of the gaps in outcomes for Pupil Premium students in KS4 is due to the fact they fail to make cross-curricular numeracy connections between Science and Maths. To address this, both departments are working collaboratively together so that they can support students making more connections between the two subjects. Examples include sharing common formula and measurements which will be embedded into schemes of work and Pupil Premium students in Year 8 will work on a cross-curricular project between both subjects.

The most-able Pupil Premium students are offered out of class opportunities to prepare them for further education. Students will be identified from their outcome data in the Autumn term and students in Maths and Science in KS3 and/or KS4 will be selected to participate in The Brilliant Club. The Brilliant Club Scholars Programme is designed to help students develop the knowledge, skills and ambition that support progression to highly selective universities. In addition, throughout the academic year Pupil Premium students will be selected to attend university trips as part of the Urban Scholars Program. This programme creates challenging and enriching experiences for able and potentially able students who need additional opportunities to enhance their academic performance, self-confidence, critical thinking, teamwork and presentational skills. As part of our community links with Brunel University, the Year 9 Most-Able Pupil Premium students participate in workshops such as 'Dead on Time' and 'Target Mars'

The impact of the Pupil Premium strategy will be measured against the schools' success criteria. The outcome data will be compared to the outcomes of Pupil Premium students nationally and to non-Pupil Premium students at the school, locally and nationally. A review of last year's data also highlighted the need for a more detailed analysis of impact. This will also be a focus so that we can evaluate in more depth the impact of our interventions. For example, when reflecting on the intervention offered last year, successful provisions offered such as the Wessex House and the work with the FLC will continue to run whereas the Brentford Mentoring Scheme will not.

### 6 Monitoring and Evaluation of Impact

To enhance and support our intervention and support work a detailed spreadsheet of all interventions provided to our Pupil Premium students is maintained by a member of the senior leadership team. The purpose of the spreadsheet is to enable Uxbridge High School to effectively track and monitor the growing impact of each intervention that we offer. To achieve this, a termly impact assessment of the academic progress of all Pupil Premium students is aligned to their academic target grades.



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### 7 Impact on Achievement/Progress 2017-18

The table below shows the gaps in attainment at GCSE between Pupil Premium and other students.

Headline Summary	2015			2016			2017			2018		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
	76	127		78	110		72	106		72	117	
Progress 8	-0.42	-0.02	-0.40	-0.54	-0.26	-0.28	-0.04	0.25	-0.29	-0.16	0.11	-0.27
Attainment 8	36.42	48.28	-11.86	43.95	47.72	-3.77	42.10	48.14	-6.04	41.20	46.69	-5.49
English and Maths A*-C (9-4) %	38	65	-27	55	57	-2	58	62	-4	49	61	-12
English and Maths A*-C (9-5) %	-	-	-	-	-	-	35	43	-8	21	46	-25
EBACC (9-4) %	11	28	-17	24	19	5	26	37	-11	10	21	-11
EBACC (9-5)%	-	-	-	-	-	-	22	32	-10	6	10	-4
English Element Progress 8	-0.53	-0.21	-0.32	-0.53	-0.37	-0.16	0.36	0.36	0.00	0.19	0.38	-0.19
English A*-C (9-4) %	38	69	-31	64	71	-7	69	80	-11	80	79	1
English A*-C (9-5) %	-	-	-	-	-	-	54	61	-7	55	70	-15
Maths Element Progress 8	-0.23	-0.01	-0.22	-0.28	-0.01	-0.27	0.06	0.23	-0.17	-0.38	0.08	-0.46
Maths A*-C (9-4) %	47	68	-21	62	66	-4	62	68	-6	51	64	-13
Maths A*-C (9-5) %	-	-	-	-	-	-	38	49	-11	30	50	-20
EBACC Element Progress 8	0.14	0.33	-0.19	-0.28	0.11	-0.39	0.13	0.53	-0.40	-0.04	0.33	-0.37
Open Element Progress 8	-1.02	-0.24	-0.78	-0.97	-0.73	-0.24	-0.57	-0.11	-0.46	-0.39	-0.32	-0.07

Figures displayed in green show an improvement from the previous year.

The gap between Pupil Premium students has closed from -0.29 to -0.27, which is significantly above the national gap between PP and non PP students' progress 8 scores of -0.57. The attainment 8 gap has closed further from -6.04 to -5.49 and Progress for Pupil Premium students in English A\*-C (9-4) is higher than non-Pupil Premium students. (80% vs 79%). This represents a huge improvement starting from 2015 where the gap was -31 and it is now +1.

### Key Stage 5

2017-18	PP Cohort	PP	NPP	Gap
A level	36.80%	29.45 C	28.83 C	0.62
Academic	36.80%	29.45 C	28.83 C	0.62
Applied General	29.20%	31.20 Dist-	33.73 Dist	-2.53
Tech Level	37.50%	25.00 Merit	29.00 Merit+	-4.00

For the 2017-18 academic year, the Pupil Premium students outperformed the non-Pupil Premium students for A Level and Academic, therefore ensuring there is no gap when it comes to progress for disadvantaged students (APS of 29.45 for Pupil Premium student's v APS of 28.83 for Non Pupil Premium Students). On the other hand, non-Pupil Premium students outperformed the Pupil Premium students for vocational qualifications (Distinction v Distinction - ). The Sixth Form team have identified the exams that are part of the new vocational courses had an impact on outcomes for Pupil Premium students, so strategies have been put in place this year in order to address this.



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Disadvantaged students in the Sixth Form can receive support from the sixth form bursary that is in place to support them. With this money, students can receive a payment each month and allows students to purchase items to support their learning, such as stationery, books, revision guides and laptops.

Destinations for disadvantaged Sixth Form students is closely monitored, where students are fully supported in making informed decision on choosing the right career path for them. In particular, students are encouraged and supported with their applications to Russell Group Universities. One example of this was supporting one student with his application to Bristol University. Because of this, he has now gone on to study Business and Economics.

### 8 Impact Assessment of Interventions 2017-18

#### Flexible Learning Centre (FLC) and Learning Mentors/Teaching Associates

The FLC was set up in September 2015, as a wrap-around support hub providing both academic and SEMH support. Learning mentors and teaching associates are a part of the FLC, working specifically with targeted students, the majority of which are pupil premium students. Within this centre, the following interventions currently run to offer support to students across the board:

- KS3 small group literacy and numeracy classes delivered by the ‘Transition Teacher’;
- Social skills group for students at risk of social exclusion and bullying;
- A mentoring programme to support students’ attitude to learning;
- Personal development programmes including Anger Management to support students’ individual needs;
- Counselling for students with SEMH issues;
- 1:1 and small group literacy booster support;
- KS3 and KS4 curriculum support for students removed from certain subjects;
- The teaching of alternative provision options such as VCert and BTEC for KS4 students;
- a Wessex House group for students persistently absent from school.

Students that would have been previously identified for the Nurture Group are supported through transition classes for literacy and social skills groups, but remain a part of the mainstream curriculum for greater ease with transition when moving into Year 8. Students from previous year’s Nurture Groups have all successfully transitioned back into KS3 learning, with some additional small group support for literacy, numeracy and SEMH.

Personal development groups that were set up in 2016-17 academic year supported the students to understand the social structure of secondary school and develop the correct attitude to learning in order to reduce the number of behaviour points collected and negative incidents. For example, there was a particular Year 8 pupil premium student who was on the verge of being excluded and could not engage in mainstream lessons at all. He was supported by the FLC staff through the year through FLC Intervention, receiving one-to-one mentoring, following the social skills programme and increased assistance on literacy, numeracy and general wellbeing. He now attends a majority of mainstream classes while still accessing more limited support from the FLC.

Not only has the FLC had a beneficial impact on the SEMH development of students, academically it has widened the options available for KS4 students through the introduction of NCFE VCert qualifications and the delivery of BTEC options to small groups. Alongside this KS3 and KS4 students can also have supported access to literacy and numeracy programmes including Achieve 3000 and Hegarty Maths. Cross-curriculum support is offered to assist students who may be falling behind mainstream lessons in class. Homework



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support is offered to ensure students have the ability to complete assignments to deadlines both during school hours and after school, who for various reasons may struggle to complete these otherwise.

### Accelerated Reading Programme

The Accelerated Reading programme was introduced in May 2014. This has resulted in significant improvement in the motivation to read within Year 7 and Year 8 students, has led to changes in the attitudes towards reading from some of the most reluctant readers, and an increase in the amount of reading taking place by students.

Students are now able to take quizzes on the books that they read, which test their understanding of their texts and students who have refused to read in the past are now enjoying reading due to wanting to take quizzes. The notion of reading with a clear purpose has clearly motivated students to complete their books, consequently reading more in order to see how successful they are in their quizzes and move up the reading levels (or colours). Therefore, we encourage students to strive for high marks on Accelerated Reading quizzes and maintain an average of at least 85 per cent – with 90 per cent being even better.

In addition to students now being able to control their own reading development, English teachers and the librarian are also able to monitor and track students' progression. With the ability to view each individual student's reading ages, quizzes taken, number of words read and amount of reading they are doing, the academy is able to put in place individualised reading targets and move students up (or down) the reading levels. The Accelerated Reading program is set up to assess students four times in the school year to check for improvements on reading ages and levels. Additionally, there are over 100 Pupil Premium students included in the Accelerated Reading program and we are therefore able to monitor Pupil Premium and weaker students more closely.

The librarian is able to flag up intervention/urgent interventions when Accelerated Reading assessments are completed. These are then passed to the SEN department to be incorporated into the extra English lessons and the Accelerated Reading programme is used as a tool to measure progression. The success and impact of this programme on SEN students has been profound – historically reluctant readers now regularly visit the library and show enthusiasm and drive to progress up the levels. This has led to Accelerated Reading being incorporated and embedded into the learning support curriculum for the Years 7, 8 and 9 cohorts for 2017-18.

### Most-Able Students

At UHS the most-able students are defined at KS3/4 as students with Level 5 in English and Maths at KS2, and at KS5 as students with an average grade B at GCSE. UHS aims to foster high achievement across all key stages, and to ensure that all students, including Pupil Premium students, have access to appropriate learning experiences. The most-able students are offered out of class opportunities to prepare them for further education.

In 2017-18 UHS offered the Brilliant Club to students in KS3 (100% Pupil Premium) and this included a launch visit at University of Oxford and a graduation trip to the University of Warwick. In 2016-17 the Brilliant Club was offered to KS3 (33% Pupil Premium) and KS4 (42% Pupil Premium). As a result of completing this course, students also felt better able to tackle challenging work. In particular, they improved their written communication and critical thinking skills. 100% of students felt more confident in making a more informed decision about CEIAG and felt they were confident enough to be able to study at university.

UHS also offers students access to the Urban Scholars scheme run by Brunel University. In 2017-18 3 students in Year 11 and 10 students in the Sixth Form took part in the scheme



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(100% Pupil Premium).

## The Brentford FC CST Mentoring Scheme

The aim of the Brentford FC Community Sports Trust's was to use sport to engage, inspire and empower Pupil Premium students at Uxbridge High School to achieve their life goals. The Brentford FC Mentoring Scheme delivered an active mentoring programme for our school. They used their power and influence of sport to build positive relationships with each young person, with the aim of increasing their resilience against negative influences such as peers and their social environment. Classroom lessons were often combined with sessions of physical activity, leading to improved outcomes including classroom concentration and behaviour.

## Attendance

	2015-16			2016-17			2017-18		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
Overall Absence	6.00	4.00	-2.00	5.70	3.50	-2.20	5.10	4.20	-0.90
Persistent Absentees	15.90	8.30	-7.60	14.90	4.20	-10.70	13.90	6.00	-7.90

Attendance for 2017-18 has remained constant as a result of the work of the attendance officer, the use of truancy call and the Wessex House system within the FLC. The attendance for 2017-18 for Pupil Premium students was 94.9% and for non-Pupil Premium students was 95.8%.

Pupil Premium student's attendance at Uxbridge High School is well below the national average for Pupil Premium students. This figure has continued to decline in 2017-18. The gap is now at -0.90 a 1.1 decrease since 2016-17. Attendance and persistent absentees is set to continuing to decline for Pupil Premium students when comparing the last two years. For example, the gap for persistent absences is now at -7.90 compared to -10.70 the previous year



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### Summary Expenditure 2017-18

Description	2017-18 Plan	2017-18 Spend	Difference
Flexible Learning Centre	43% of the team's time 63,000	50% of the team's time 72,000	9,000
Learning Mentors & Teaching Associates	60% of the team's time 86,600	60% of the team's time 99,900	13,300
House Teams	40% of the team's time 130,000	50% of Guidance Leader's time 60% of Heads of House non-teaching time 161,800	31,800
Data Analysis, Tracking & Review	15% of Data Manager's time 3% of leadership time 30,200	15% of Data Manager's time 3% of leadership time 31,100	900
Attendance Support	43% of attendance officer's time 60% of truancy calls 16,200	55% of attendance officer's time, 65% of truancy calls 23,200	7,000
Intervention		<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Accelerated Reader</li> <li>• Achieve Reading</li> <li>• Brentford Mentoring</li> </ul>	38,800 -2,700
Breakfast Clubs	English & Maths breakfast clubs 4,800	<ul style="list-style-type: none"> <li>• English breakfast clubs</li> <li>• Breakfast on exams days</li> </ul>	5,078 278
Revision & Teaching Support		<ul style="list-style-type: none"> <li>• Study Skills support</li> <li>• Stationery</li> <li>• Revision books (estimated)</li> </ul>	5,006 -1,494
Rewards, School Trips & Educational Visits	4,000		4,423 423
Uniform assistance	1,500		2,527 1,027
Brilliant Club	1,000		1,920 920
<b>Total</b>	<b>385,300</b>		<b>445,754</b> <b>60,454</b>
<b>Expected Income (incl LAC)</b>	<b>-364,500</b>		<b>-422,139</b> <b>-57,639</b>
<b>Expected School Contribution</b>	<b>-20,800</b>		<b>-23,616</b> <b>-2,816</b>
<b>Balance</b>	<b>0</b>		<b>0</b>

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**Summary Plan 2018-19**

Description	Explanation	Interventions/Actions	Barriers Addressed by Intervention	£
Flexible Learning Centre	45% of the team's time	<ul style="list-style-type: none"> <li>In lesson and out of lesson support</li> <li>Behaviour and Attendance tracking</li> <li>Counselling</li> <li>Nurture groups</li> <li>Personalised learning</li> <li>Alternative curriculum/provision support</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - limited language, restricted vocabulary</li> <li>Poor attendance</li> <li>Mobility - many move between schools</li> <li>Issues within the family</li> </ul>	32,800
Learning Mentors & Teaching Associates	65% of the team's time	<ul style="list-style-type: none"> <li>Develop and implement strategies to build confidence</li> <li>Monitor action plans</li> <li>Monitor outcomes and tracking progress</li> <li>Designated support in Curriculum Areas</li> <li>External liaison</li> <li>Wessex House monitoring and support</li> </ul>	<ul style="list-style-type: none"> <li>Poor attendance</li> </ul>	107,200
House Teams	55% of Guidance Leader's time 60% of the Heads of House non-teaching time	<ul style="list-style-type: none"> <li>Home to School Communication</li> <li>External Liaison</li> <li>Monitoring all aspects of student progress and attainment</li> <li>Evaluating the impact of interventions on student progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - limited language, restricted vocabulary</li> <li>Poor attendance</li> <li>Mobility - many move between schools</li> <li>Medical issues - often undiagnosed</li> <li>Lack of sleep</li> <li>Poor nutrition</li> <li>Poverty</li> </ul>	158,000
Data Analysis, Tracking & Review	15% of Data Manager's time 4% of the Senior Leadership Team's time	<ul style="list-style-type: none"> <li>Data Analysis</li> <li>Review of impact of interventions</li> <li>Additional targeted parents meeting</li> <li>Encouraging increased parent engagement</li> <li>Regular SIMS data drops.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - limited language, restricted vocabulary</li> <li>Poor attendance</li> </ul>	37,300
Attendance Support	60% of Attendance Officer's time 65% of truancy calls	<ul style="list-style-type: none"> <li>Dealing with attendance issues</li> <li>Taking action for attendance below 95%.</li> </ul>	<ul style="list-style-type: none"> <li>Poor attendance</li> <li>Medical issues - often undiagnosed</li> <li>Lack of sleep</li> </ul>	24,000



## Pupil Premium Strategy and Impact Report

September 2018

Description	Explanation	Interventions/Actions	Barriers Addressed by Intervention	£
Intervention		<ul style="list-style-type: none"><li>• KS2 Transition</li><li>• Monitor and track reading progress</li><li>• Literacy intervention support</li><li>• Maths intervention support</li><li>• Accelerated Reader</li><li>• Ruth Miskin programme</li></ul>	<ul style="list-style-type: none"><li>• Literacy - limited language, restricted vocabulary</li><li>• Poor attendance</li><li>• Education not valued in the local community</li><li>• Lack of self-confidence and self-esteem</li><li>• Poor social skills</li><li>• Other skills gaps</li></ul>	52,500
Breakfast Clubs		<ul style="list-style-type: none"><li>• Support Clubs</li><li>• A Healthy Breakfast during breakfast clubs and before examinations</li><li>• Time spent by Teachers</li></ul>	<ul style="list-style-type: none"><li>• Literacy - limited language, restricted vocabulary</li><li>• Poor attendance</li><li>• Poor nutrition</li><li>• Poverty</li><li>• Lack of self-confidence and self-esteem</li><li>• Poor social skills</li><li>• Other skills gaps</li></ul>	7,000
Revision & Teaching Support		<ul style="list-style-type: none"><li>• Revision Books</li><li>• Study Skills Support</li><li>• Stationery</li><li>• Exam remarks</li></ul>	<ul style="list-style-type: none"><li>• Literacy - limited language, restricted vocabulary</li><li>• Poverty</li><li>• Education not valued in the local community</li><li>• Lack of self-confidence and self-esteem</li><li>• Poor social skills</li><li>• Other skills gaps</li></ul>	6,250

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Description	Explanation	Interventions/Actions	Barriers Addressed by Intervention	£
Rewards, School Trips & Educational Visits		<ul style="list-style-type: none"> <li>• Various educational trips and visits</li> <li>• PROUD Badges</li> <li>• Principal's commendation</li> <li>• SLT lunch</li> <li>• Awards ceremony</li> <li>• Afternoon tea with the Senior Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy - limited language, restricted vocabulary</li> <li>• Poor attendance</li> <li>• Poverty</li> <li>• Education not valued in the local community</li> <li>• Low aspirations</li> <li>• Narrow range of opportunities outside school</li> <li>• Lack of role models, especially male role models</li> <li>• Lack of self-confidence and self-esteem</li> <li>• Poor social skills</li> <li>• Other skills gaps</li> </ul>	4,000
Uniform Assistance		<ul style="list-style-type: none"> <li>• Uniform for students</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> </ul>	2,000
Brilliant Club		<ul style="list-style-type: none"> <li>• Brilliant Club Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy - limited language, restricted vocabulary</li> <li>• Poverty</li> <li>• Education not valued in the local community</li> <li>• Lack of self-confidence and self-esteem</li> <li>• Poor social skills</li> <li>• Other skills gaps</li> </ul>	1,920
<b>Total Planned Spend 2018-19</b>				<b>432,970</b>
<b>Expected Income (excl LAC) 2018-19</b>				<b>-429,639</b>
<b>Expected School Contribution 2018-19</b>				<b>-3,331</b>
<b>Balance</b>				<b>0</b>