



Pupil Premium Strategy and Impact Report

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 and have been adopted 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.

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.

2 Context

The percentage of students attracting the pupil premium grant at UHS remains constant at 43%.

| Date | NOR | Ever6 FSM | Service | Total |
|--------|-------|--------------|------------|--------------|
| Jan-15 | 1,054 | 439.5 41.70% | 11.0 1.04% | 450.5 42.74% |
| Jan-16 | 1,037 | 434.0 41.85% | 8.0 0.77% | 442.0 42.62% |
| Jan-17 | 1,034 | 432.0 41.78% | 10.0 0.97% | 442.0 42.75% |

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 2016-17 financial year is £408k. This is currently only an estimate as the funding for April 2018 to August 2018 is not yet known, as it will be based on the January 2018 census.

| Financial Year | Total |
|-----------------------|-----------------|
| 2015-16 | £411,715 |
| 2016-17 | £408,166 |
| 2017-18 (estimated) | £364,500 |

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
- 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.

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 personalised 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.

A new rewards system has been introduced. 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 will cover 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.

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 these tools help to foster a more fluid parent teacher relationship. Revision materials, equipment and school uniform will also be provided 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.

Uxbridge High School will continue to improve the literacy of pupil premium students through the provision of a specialised literacy program. All year 7 and 8 pupil premium students will participate in accelerated reading. In addition, students who require small group or 1:1 literacy and numeracy support receive further intervention through our intervention catch up groups: Step-Up after school literacy group or Uxbridge High Schools' morning breakfast club. Pupil premium students can also receive extra help with their homework at our after-school homework club.

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.

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.

| Description | Explanation | Interventions/Actions | Spend £ |
|--------------------------------------|---|--|---------|
| House Teams | This is the current pastoral system in place – this enables increased support to pupil premium students. <i>Approximately 40% of the team's time relates to pupil premium students.</i> | Home to school communication. External liaison. Monitoring all aspects of student progress and attainment. Evaluating the impact of interventions on student progress and attainment. | 111,131 |
| Learning Mentors/Teaching Associates | Learning mentors and teaching associates are employed by the school and work within the FLC working specifically with targeted students, the majority of which are pupil premium students. These staff identify pupil premium students who are under-performing and put appropriate interventions in place to support students. <i>Approximately 60% of the team's time relates to pupil premium students.</i> | Develop and implement strategies to build confidence. Support students in their organisation. Monitor action plans. Monitor outcomes and tracking progress. Designated support in curriculum areas. External liaison. | 98,297 |
| Flexible Learning Centre (FLC) | The Flexible Learning Centre was introduced in 2015-16, is open daily 8am to 4:5pm and is used as a wrap-around support hub, providing learning and emotional support. <i>Approximately 43% of the team's time relates to pupil premium students.</i> | In lesson and out of lesson support. Behaviour and attendance tracking. Borough behaviour support. Counselling. Educational psychology. Nurture groups. Personalised learning. Speech and language therapy. Social skills groups. Alternative curriculum/provision support. | 61,250 |
| Data Analysis, Tracking and Review | Data analysis and improved monitoring and evaluation of interventions for pupil premium students through the introduction of a whole school monitoring spreadsheet. <i>Approximately 30% of the data officer's time and 5% of leadership team relates to pupil premium students.</i> | Data analysis. Review of impact of interventions. Additional targeted parents meetings. Encouraging increased parent engagement. Regular SIMS data drops. | 57,757 |

| Description | Explanation | Interventions/Actions | Spend £ |
|--|---|--|----------|
| Raising Achievement Leaders | Raising standards leaders working with White British and pupil premium students to raise aspirations and improve student progress. <i>Approximately 30% of the raising standards leader's time relates to pupil premium students.</i> | Raising aspirations. Student report card. Loyalty card scheme. Parental communication. Reward schemes. | 32,700 |
| Literacy Programme | Providing additional interventions for students struggling with literacy. | Monitor and track reading progress. Literacy intervention support | 20,540 |
| Attendance Support | Attendance officer and truancy call. <i>Approximately 43% of the attendance officer's time relates to pupil premium students, and 50% of the truancy calls.</i> | Dealing with attendance issues. Taking action with all pupil premium students with attendance below 95%. | 15,658 |
| Revision & Teaching Support | The school covers the cost of provision of materials that support revision and study for pupil premium students. | Revision Books. Study skills support. Accelerated Reader | 7,460 |
| Breakfast Club | Pupil premium students are able to attend English and maths clubs before school and a Healthy Breakfast is provided. | Mentoring by sixth formers. A healthy breakfast. Time spent by teachers. | 3,515 |
| Rewards, School Trips & Educational Visits | Where pupil premium students sign up for school trips the school will cover part or all of the cost of such trips. | Various educational trips and visits. | 2,676 |
| Uniform Assistance | Where parents of pupil premium students apply to the school for support in purchase of uniforms, the school will provide help up to £100 per student per year, for compulsory uniform items only. | Uniform for students. | 987 |
| Brilliant Club | Access to the Brilliant Club for the more-able pupil premium students. The Brilliant Club Scholars Programme is designed to help students develop the knowledge, skills and ambition that support progression to highly selective universities. The Urban Scholars Programme at Brunel University is also offered to students, and doesn't attract a cost to the school. | Brilliant Club programme. | 639 |
| Total Spend 2016-17 | | | 412,610 |
| Total Grant 2016-17 | | | -408,166 |
| School Contribution 2016-17 | | | -4,445 |
| Balance 2016-17 | | | 0 |

6 Impact on Achievement/Progress 2016-17

| | 2015 | | 2016 | | 2017 | |
|------------------------------|-------------|--------|-------------|-------|-------------|-------|
| | PP/NPP | Gap | PP/NPP | Gap | PP/NPP | Gap |
| | 76/127 | | 78/110 | | 72/106 | |
| Progress 8 | -0.42/-0.02 | -0.40 | -0.54/-0.26 | -0.28 | -0.04/0.25 | -0.29 |
| Attainment 8 | 36.42/48.28 | -11.86 | 43.95/47.72 | -3.77 | 42.10/48.14 | -6.04 |
| English and Maths A*-C (9-4) | 38/65 | -27 | 55/57 | -2 | 58/62 | -4 |
| English and Maths A*-C (9-5) | - | - | - | - | 35/43 | -8 |
| EBACC (9-4) | 11/28 | -17 | 24/19 | +5 | 26/37 | -11 |
| EBACC (9-5) | - | - | - | - | 22/32 | -10 |
| English Element Progress 8 | -0.53/-0.21 | -0.32 | -0.53/-0.37 | -0.16 | 0.36/0.36 | +0 |
| English A*-C (9-4) | 38/69 | -31 | 64/71 | -7 | 69/80 | -11 |
| English A*-C (9-5) | - | - | - | - | 54/61 | -7 |
| Maths Element Progress 8 | -0.23/-0.01 | -0.22 | -0.28/-0.01 | -0.27 | 0.06/0.23 | -0.17 |
| Maths A*-C (9-4) | 47/68 | -21 | 62/66 | -4 | 62/68 | -6 |
| Maths A*-C (9-5) | - | - | - | - | 38/49 | -11 |
| EBACC Element Progress 8 | 0.14/0.33 | -0.19 | -0.28/0.11 | -0.39 | 0.13/0.53 | -0.40 |
| Open Element Progress 8 | -1.02/-0.24 | -0.78 | -0.97/-0.73 | -0.24 | -0.57/-0.11 | -0.46 |

Key Stage 4

Figures highlighted in green show an improvement from the previous year. Whilst the gap between pupil premium students and non-pupil premium students remains, 2017 results saw a marked improvement in nearly all headline measures for pupil premium students. Progress is in line with all students nationally at -0.04. The biggest improvement was seen in the English progress measure where pupil premium students increased by nearly a whole grade (+0.89) from -0.53 in 2016 to +0.36 in 2017 with the gap completely closed.

Key Stage 5

Pupil premium students on vocational courses do exceptionally well at Uxbridge High School achieving on average a Distinction and have continued to close the gap between themselves and other students. 3 out of 5 pupil premium students studying BTECS achieved the highest grades possible in their respective subjects (D*, D*D*) with the others achieving well above target.

Attendance

| | 2015/2016 | | 2016/2017 | |
|-----------------------------|----------------------|------|-----------|-------|
| | PP/NPP (National PP) | Gap | PP/NPP | Gap |
| Overall Absence | 6.0/4.0 (7.2) | -2 | 5.7/3.5 | -2.2 |
| Persistent Absentees | 15.9/8.3 (21.6) | -7.6 | 14.9/4.2 | -10.7 |

Pupil premium student's attendance is well below national for pupil premium students and continued to decline in 2016/2017. Attendance and persistent absentees is set to continue to decline for pupil premium students when comparing the first term of 17/18 with the first term of 16/17.

7 Impact Assessment of Interventions 2016-17

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

The FLC was set up in September 2015, as a wrap-around support hub providing learning and emotional 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 groups were set up to support students:

- a nurture group for Year 7 students that needed extra support;
- a social skills group for students struggling with mainstream classes and displaying behaviour issues;
- a Wessex House group for students persistently absent from school;
- KS4 curriculum support;
- a Brentford mentoring programme;
- counselling sessions;
- a Year 7 and 8 literacy and numeracy programme using PISL.

For the nurture group it was important to settle students into secondary school, whilst improving their literacy, numeracy and self-confidence. Students from the nurture group have all made at least six months' progress on their reading ages, they are all now settled back in to mainstream classes. The social skills group that was run 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 by being in the nurture group, receiving one-to-one mentoring, following the social skills programme. He is now in all mainstream classes and only needs to attend drop-in sessions in the FLC.

The FLC has had an impact on the whole behaviour and SEN support system. All students have access to extra support, both short-term and long-term, and pupil premium students have particularly benefited from this. The students have access to an Achieve3000 (an English GCSE support programme) and Hegarty maths in the FLC. KS4 students are supported within the FLC to achieve alternative qualifications (VCerts) and with cross curriculum booster sessions to help support their learning in English, maths and science.

The Wessex House group has been very successful as the average attendance of students on the Wessex register has increased by at least 14%. Pupil premium students had an average of 17% increase last year. The support from the learning mentor in charge of the Wessex group includes morning registration, daily phone calls home for those not attending or are late to school, home visits and monitoring during the school day. Off-site provision was arranged for 13.3% of the students to support them getting back into education and stopping them from becoming NEET (a student that is 'Not in Education, Employment, or Training').

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 Accelerate Reading programme is used as a tool to measure progression. The success and impact of the 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 2016-17.

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 2016-17 UHS offered the Brilliant Club to students in KS3 (33% pupil premium) and this included a launch visit at University of Oxford and a graduation trip to the University of Warwick. In 2015-16 the Brilliant Club was offered to KS3 (88% pupil premium) and KS4 (42% pupil premium). The Brilliant Club is also being offered for 2017-18 which at least 33% are pupil premium students. As a result of completing this course, students also felt better able to tackle challenging work.

UHS also offers students access to the Urban Scholars scheme run by Brunel University. In 2016-17 8 students in Year 11 and 16 students in the Sixth Form took part in the scheme (100% pupil premium), and this scheme will be continued to be offered to UHS students in 2017-18.

Attendance

Attendance for 2016-17 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 2016-17 for pupil premium students was 94.3% and for non-pupil premium students was 96.5%.

Summary Expenditure 2016-17

| Description | Explanation | Interventions/Actions | Spend £ |
|--------------------------------------|---|--|------------|
| House Teams | This is the current pastoral system in place – this enables increased support to pupil premium students. <i>Approximately 40% of the team's time relates to pupil premium students.</i> | Home to school communication. External liaison. Monitoring all aspects of student progress and attainment. Evaluating the impact of interventions on student progress and attainment. | 111,131 |
| Learning Mentors/Teaching Associates | Learning mentors and teaching associates are employed by the school and work within the FLC working specifically with targeted students, the majority of which are pupil premium students. These staff identify pupil premium students who are under-performing and put appropriate interventions in place to support students. <i>Approximately 60% of the team's time relates to pupil premium students.</i> | Develop and implement strategies to build confidence. Support students in their organisation. Monitor action plans. Monitor outcomes and tracking progress. Designated support in curriculum areas. External liaison. | 98,297 |
| Flexible Learning Centre (FLC) | The Flexible Learning Centre was introduced in 2015-16, is open daily 8am to 4:5pm and is used as a wrap-around support hub, providing learning and emotional support. <i>Approximately 43% of the team's time relates to pupil premium students.</i> | In lesson and out of lesson support. Behaviour and attendance tracking. Borough behaviour support. Counselling. Educational psychology. Nurture groups. Personalised learning. Speech and language therapy. Social skills groups. Alternative curriculum/provision support. | 61,250 |
| Data Analysis, Tracking and Review | Data analysis and improved monitoring and evaluation of interventions for pupil premium students through the introduction of a whole school monitoring spreadsheet. <i>Approximately 30% of the data officer's time and 5% of leadership team relates to pupil premium students.</i> | Data analysis. Review of impact of interventions. Additional targeted parents meetings. Encouraging increased parent engagement. Regular SIMS data drops. | 57,757 |
| Raising Achievement Leaders | Raising standards leaders working with White British and pupil premium students to raise aspirations and improve student progress. <i>Approximately 30% of the raising standards leader's time relates to pupil premium students.</i> | Raising aspirations. Student report card. Loyalty card scheme. Parental communication. Reward schemes. | 32,700 |

| Description | Explanation | Interventions/Actions | Spend £ |
|--|---|---|------------|
| Literacy Programme | Providing additional interventions for students struggling with literacy. | Monitor and track reading progress. Literacy intervention support | 20,540 |
| Attendance Support | Attendance officer and truancy call. <i>Approximately 43% of the attendance officer's time relates to pupil premium students, and 50% of the truancy calls.</i> | Dealing with attendance issues. Taking action with all pupil premium students with attendance below 95%. | 15,658 |
| Revision & Teaching Support | The school covers the cost of provision of materials that support revision and study for pupil premium students. | Revision Books. Study skills support. Accelerated Reader | 7,460 |
| Breakfast Club | Pupil premium students are able to attend English and maths clubs before school and a Healthy Breakfast is provided. | Mentoring by sixth formers. A healthy breakfast. Time spent by teachers. | 3,515 |
| Rewards, School Trips & Educational Visits | Where pupil premium students sign up for school trips the school will cover part or all of the cost of such trips. | Various educational trips and visits. | 2,676 |
| Uniform Assistance | Where parents of pupil premium students apply to the school for support in purchase of uniforms, the school will provide help up to £100 per student per year, for compulsory uniform items only. | Uniform for students. | 987 |
| Brilliant Club | Access to the Brilliant Club for the more-able pupil premium students. The Brilliant Club Scholars Programme is designed to help students develop the knowledge, skills and ambition that support progression to highly selective universities. The Urban Scholars Programme at Brunel University is also offered to students, and doesn't attract a cost to the school. | Brilliant Club programme. | 639 |
| Total Spend 2016-17 | | | 412,610 |
| Total Grant 2016-17 | | | -408,166 |
| School Contribution 2016-17 | | | -4,445 |
| Balance 2016-17 | | | 0 |

Summary Plan 2017-18

| Description | Explanation | Interventions | Barriers addressed by the intervention | Spend £ |
|--------------------------------------|--|--|--|------------|
| Flexible Learning Centre (FLC) | <i>43% of the team's time.</i> | In lesson and out of lesson support. Behaviour and attendance tracking. Counselling. Nurture groups. Personalised learning. Alternative curriculum/provision support. | Literacy – Limited language, restricted vocabulary Poor attendance Mobility – many moves between schools Issues within the family | 63,000 |
| Learning mentors/teaching associates | <i>60% of the team's time.</i> | Develop and implement strategies to build confidence. Monitor action plans. Monitor outcomes and tracking progress. Designated support in curriculum areas. External liaison. | Literacy – Limited language, restricted vocabulary Poor attendance | 86,600 |
| House teams | <i>Approximately 40% of the team's time relates to pupil premium students.</i> | Home to school communication. External liaison. Monitoring all aspects of student progress and attainment. Evaluating the impact of interventions on student progress and attainment. | Literacy – Limited language, restricted vocabulary Poor attendance Mobility – many moves between schools Issues within the family Medical issues – often undiagnosed Lack of sleep Poor nutrition Poverty | 130,000 |
| Data analysis, tracking and review | <i>15% of data officer's time. 3% of leadership team time.</i> | Data analysis. Review of impact of interventions. Additional targeted parents meetings. Encouraging increased parent engagement. Regular SIMS data drops. | Literacy – Limited language, restricted vocabulary Poor attendance | 30,200 |
| Attendance support | <i>43% of attendance officer's time. 60% of truancy calls.</i> | Dealing with attendance issues. Taking action for attendance below 95%. | Poor attendance Medical issues – often undiagnosed Lack of sleep | 16,200 |
| Literacy programme | | Monitor and track reading progress. Literacy intervention support. Accelerated reader. | Literacy – Limited language, restricted vocabulary Poor attendance Education not valued in the local community Lack of self confidence and self-esteem Poor social skills Other skills gaps | 41,500 |

| | | | | |
|--|--|--|--|-----------------|
| Breakfast Club – English & maths | | A healthy breakfast. Time spent by teachers. | Literacy – Limited language, restricted vocabulary Poor attendance Poor nutrition Poor nutrition Poverty Lack of self confidence and self-esteem Poor social skills Other skills gaps | 4,800 |
| Revision & teaching support | | Revision books. Study skills support. | Literacy – Limited language, restricted vocabulary Poverty Education not valued in the local community Lack of self confidence and self-esteem Poor social skills Other skills gaps | 6,500 |
| Rewards, school trips & educational visits | | Various educational trips and visits. PROUD badges Principals commendation SLT lunch Awards ceremony Afternoon tea with the leadership team | Literacy – Limited language, restricted vocabulary Poor attendance Poverty Education not valued in the local community Low aspirations Narrow range of opportunities outside school Lack of role models, especially male role models Lack of self confidence and self-esteem Poor social skills Other skills gaps | 4,000 |
| Uniform Assistance | | Uniform for students. | Poverty | 1,500 |
| Brilliant Club | | Brilliant Club Programme. | Literacy – Limited language, restricted vocabulary Poverty Education not valued in the local community Low aspirations Narrow range of opportunities outside school Lack of role models, especially male role models Lack of self confidence and self-esteem Poor social skills Other skills gaps | 1,000 |
| Total Expected Spend 2017-18 | | | | 385,300 |
| Total Expected Grant 2017-18 | | | | -364,500 |
| School Contribution 2017-18 | | | | -20,800 |
| Balance | | | | 0 |

Since updating the Uxbridge High School's Pupil Premium Plan in the Autumn Term, the following have been added to our strategies this year:

The Brentford FC CST Mentoring Scheme

The aim of the Brentford FC Community Sports Trust's is 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 deliver an Active Mentoring programme for our school. They use 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 are often combined with sessions of physical activity, leading to improved outcomes including classroom concentration and behaviour. The BFC CST staff and coaches have training in Mentoring and are also able to deliver one to one sessions to re-enforce positive classroom behaviour alongside school staff.

The Brentford FC Community Sports Trust Mentoring programme provides support for pupil premium students and aims to build their resilience against negative outside influences such as peers and their social environment, build their self-confidence and aims to prevent offending behaviour, where applicable. We aim to help them have a more positive view of themselves and others, and to create a more positive attitude and outlook. Students involved in the program also receive certificates upon their completion of the mentoring programme.

Monitoring and Evaluation of Impact

To enhance and support our intervention and support work this year, 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.

Overall, the impact of Uxbridge High School's Pupil Premium Plan and Strategy for 2017/2018 will be reviewed in the Autumn Term of 2018, following the publication of the final outcome data.