

Our philosophy

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring a 'very effective' teacher is in every class
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Ensure that students leave us prepared for the next stage of their lives

Barriers to future attainment

We acknowledge that the barriers affecting individual students will vary. The table below is a generalisation of barriers to our students, **but not all barriers are applicable to all students.**

Academic barriers to attainment	Non-academic barriers to attainment
Lower levels of literacy (of some)	Lower attendance (of some)
Weaker language and communication skills (of some)	Increased number of sanctions received (of some)
'Very effective' teaching not present in every classroom	Lower levels of parental engagement at parents evening (of some)
Lack of targeted support	Arriving at school hungry and not ready to learn (of some)
Lack of school readiness (of some)	Lack of focus and confidence due to lower mental health and wellbeing (of some)

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen a small number of interventions. This focussed approach ensures the best chance of success for each intervention.

1. Quality of teaching

- a) High quality Continued Professional Development (CPD): Encouraging self-led professional development within a framework of whole school Continued Professional Development (CPD) and support for early career teachers (NQTs and RQTs).

- b) Teaching and learning: Further develop strategies to increase engagement and challenge and to raise the profile of students within the classroom.

2. Targeted academic support

- a) Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills. This will be in the form of Sound Training via Lexonik and use of Lexia.
- b) Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations. This will be in the form of Yipiyap tutors and Making Good Progress (MGP) lessons.
- c) Learning Support for SEND students in receipt of PP: Creating additional teaching and learning opportunities using TAs.

3. Wider strategies

- a) Attendance: Use of an Attendance and Welfare Manager three days per week to improve attendance and foster links with parents.
- b) Behaviour: Use of a Behaviour and Seclusion Manager three days per week to improve behaviour and reduce exclusions.
- c) Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment, laptops and reading engagement.
- d) Learning Mentors and Advisors: Use of PP Pastoral Managers, a Vocational Learning Mentor, Careers advisor and pastoral leadership support.

Full planning details for interventions are outlined in the ['Intervention planning in full'](#) section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website. In addition, the school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

Our funding

Funding summary: Year 1 (2019-2020)					
Total number of pupils	1 287	PPG received per pupil	£935	Indicative PPG as advised in School Budget Statement	£170 170
		Number of pupils eligible for PPG	182	Actual PPG budget	£190 771
Funding estimate: Year 2 (2020-2021)					
Estimated pupil numbers	1 340				
Estimated number of pupils eligible for PPG	207				
Estimated funding	£192 180				
Funding estimate: Year 3 (2021-2022)					
Estimated pupil numbers	1 340				
Estimated number of pupils eligible for PPG	207				
Estimated funding	£192 180				

Intervention planning in full

Intervention:	Encouraging self-led professional development within a framework of whole school CPD		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have a 'very effective' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'very effective' by internal quality assurance processes
Staff lead:	Assistant Headteacher: Teaching and Learning (GCA)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Tri-strand research-based CPD enables staff to select an area of focus; provision of research reading time and Joint Practice Development (JPD) time alongside key sessions.</p> <p>All staff select a CPD focus area. There will be key group sessions delivered by lead practitioners, time to work collaboratively and feedback time during curriculum team meetings.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The CPDL Programme for 2020 -21 is one element of professional learning and will offer a starting point for action research, reading, peer support, subject specific learning and challenge to allow all staff to develop in a bespoke manner.</p> <p>There will be 3 one hour CPDL input sessions in a Professional Learning Community (PLC) to underpin their professional learning for the year.</p> <p>Following each CPDL input session in the Professional Learning Community there will be action research development opportunities, Joint Practice Development</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>Support for early career teachers: NQT programme including mentoring sessions, collaborative planning and a series of CPD sessions. RQT to work with Area Improvement Leaders (AIL) across The Consortium Academy Trust (TCAT). External CPD sought to build expertise.</p>	<p>(JPD) within subject teams and a bespoke personalised approach to professional learning.</p> <p>The CPDL input sessions will be framed around Educational Literature underpinned with research. The delivery will be led by the Pedagogy Leaders who will be pursuing their own specific area of action research related to pedagogy. The leadership of this programme is based on a grassroots approach in which members of the staff body work collaboratively to learn together and therefore this will not be led by the senior team.</p> <ul style="list-style-type: none"> · Retrieval Practice · Teaching to the Top · Positive Behaviour Management · Independent Learning · New Technologies 	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The new approach to CPD was working well, but was interrupted by the school closure in March. The approach has been updated for 2020-21.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£12 816	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£12 816	Year 3	£12 816
	Total anticipated expenditure:	£38 448				
Actual expenditure	Year 1	£12 816	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Teaching and learning: Further develop strategies to increase engagement and challenge and to raise the profile of students within the classroom.		
Category:	Quality of teaching		
Intended outcomes:	Increase engagement and challenge. Raise the profile with staff.	Success criteria:	Staff can confidently discuss how they support PP students
Staff lead:	Assistant Headteacher: Achievement and Progress (LWR)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Launch top 10 strategies to use in the classroom.</p> <p>Focus use of the profiles with staff when planning lessons.</p> <p>Launch Focus Five.</p> <p>Departments to bid for money to support a project focussed on engagement and challenge of PP students.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continue to highlight top 10 strategies to use in the classroom.</p> <p>Focus use of the profiles with staff when planning lessons.</p> <p>Launch Focus Five.</p> <p>Departments to bid for money to support a project focussed on engagement and challenge of PP students.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Top 10 strategies collated and launched with staff. Following a DA Pupil Pursuit (start of March) only 2 of the 6 strategies relevant to the classroom were seen during lessons.</p> <p>Unresolved IT problems led to the profiles not being ready to launch.</p> <p>The Focus Five and department bids were not implemented, in part, due to lockdown.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2 500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2 500	Year 3	£2 500
	Total anticipated expenditure:	£7 500				
Actual expenditure	Year 1	£2 500	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills		
Category:	Targeted academic support		
Intended outcomes:	Increase the reading age of students	Success criteria:	<p>Sound Training: Each cohort of students improve their reading age by an average of 12 months</p> <p>Lexia: Increase reading age of the cohort of students</p>
Staff lead:	Assistant Headteacher: Achievement and Progress (LWR)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>This will be in the form of Sound Training via Lexonik. There will be 3 groups of 20 students. Each group receives 6 weeks of intervention at 1 hour per week.</p> <p>Focus on Y8 students and any remaining Y9, 10, 11 that have yet to receive the intervention.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Sound Training: Role out to the new Y8 students (Y7 in Year 1).</p> <p>Lexia: Remove students that have met the required standard and enrol new Y7.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Sound Training: Continue to new Y8 students (Y6 in Year 1).</p> <p>Lexia: Remove students that have met the required standard and enrol new Y7.</p>

	Use of Lexia with Y7/Y8 students, supported via the Yipiyap tutors.		
Light-touch review notes	<p>Annual review notes:</p> <p><u>Lexonik Sound Training:</u></p> <p><u>Sound Training Cohort 1:</u> Average Reading Age increase of 20 months</p> <p><u>Sound Training Cohort 2:</u> Average Reading Age increase of 25 months</p> <p><u>Lexia:</u></p> <p><u>Word Study:</u></p> <p>Foundation 45% to 27%</p> <p>Intermediate 53% to 69%</p> <p>Advanced 2% to 4%</p> <p>Average unit increase - 63</p> <p><u>Grammar:</u></p> <p>Foundation 49% to 47%</p> <p>Intermediate 49% to 51%</p> <p>Advanced 2% to 2%</p> <p>Average unit increase - 27</p> <p><u>Comprehension:</u></p> <p>Foundation 53% to 38%</p> <p>Intermediate 47% to 62%</p>	Annual review notes:	Final review notes:

	Advanced 0% to 0%					
	Average unit increase - 71					
Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£8 000 (Sound)	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/>
		£4 900 (Lexia)		Decrease <input checked="" type="checkbox"/>		Decrease <input type="checkbox"/>
	Year 2		Remain the same <input type="checkbox"/>	Year 3	£12 900 (Sound and Lexia)	
	Total anticipated expenditure:	£31 800 (Lexia licence 2 years, so no cost in 2 nd year. Less cohorts required in subsequent years.)				
Actual expenditure	Year 1	£8 000 (Sound)	Year 2	£	Year 3	£
		£4 900 (Lexia)		Did expenditure increase, decrease or remain the same?		Increased <input type="checkbox"/>
				Decreased <input type="checkbox"/>	Decreased <input type="checkbox"/>	Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted academic support		
Intended outcomes:	Increase English and maths outcomes	Success criteria:	Improve literacy skills. Reduce the gap between PP and non-PP.
Staff lead:	Assistant Headteacher: Achievement and Progress (LWR)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>This will be in the form of Yipiyap tutors and Making Good Progress (MGP) lessons.</p> <p>Yipiyap tutors will support students within English lessons and withdraw students for small group support to focus on improving literacy and encourage reading.</p> <p>MGP lessons to take place in English from Jan to July 2020 to support students in 1-to-1 and small group situation with exam specific work.</p> <p>Reduced class sizes in English to improve feedback to students.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Expected to continue in the same format.</p> <p>Second yipiyap tutor recruited.</p> <p>Please note, due to Corona Virus, small class sizes are in Y11 English only. The spare staffing being used for small group intervention.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Expected to continue in the same format.</p>

Light-touch review notes	Annual review notes:	Annual review notes:		Final review notes:
	See above for impact on reading ages (Lexia supported by yipiyap tutor).			
	Outcomes for PP below: All DA measures increased from 2019. In addition, the gaps for all measure closed			

Headline Measure	DA	Non-DA	Non-D (National 2)
Cohort	39	212	
% Basics 4+	56	76	72
% Basics 5+	36	51	50
% EBacc Entry	54	72	45
%EBacc 'Standard Pass'	28	49	29
% EBacc 'Strong Pass'	23	27	21
Attainment 8	40.53	52.40	50.3
Average Grade	4.5	5.2	5

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£14 040 (yipiyap) £12 000 (MGP) £12 000 (class sizes)	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£52 080	Year 3	£38040
	Total anticipated expenditure:	£114120				
Actual expenditure	Year 1	£14 040 (yipiyap) £12 000 (MGP) £12 000 (class sizes)	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Learning Support for SEND students in receipt of PP		
Category:	Targeted academic support		
Intended outcomes:	Improve provision and support for PP SEND students to aid access to the curriculum, wider skills and prepare for the next stage of education.	Success criteria:	No NEETs in PP SEND students P8 improves year on year
Staff lead:	SENDCO		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Teaching and interventions are planned by the SENDCO and delivered by a combination of Learning Support Teachers, HLTA's and Teaching Assistants. These include:</p> <ul style="list-style-type: none"> • Multi-sensory language lessons (small group or one-to-one) • Multi-sensory maths lessons (small group) • Functional Maths lessons (one-to-one) 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Expected to continue in the same format.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Expected to continue in the same format.</p>

	<ul style="list-style-type: none">• Curriculum Support lessons• Bespoke English lessons• Literacy lessons• Additional funding contribution for Pupil Premium students with an EHCP.• Additional SEM transition programmes (small group)		
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>100% of the Class of 2020 with DA and SENS/EHCP engaged with Curriculum Support.</p> <p>All but two students completed KS4 in school. The two were on an alternative learning package and educated at College.</p> <p>40% of those educated in school achieved a positive progress score, with one as high as +1.8</p> <p><u>Additional funding contribution for those with EHCP</u></p> <p>All received additional support bespoke to their needs including:</p> <ul style="list-style-type: none"> • SEMH input supported completion of KS4 • Additional one to one or small group Curriculum Support • Additional support included: <ul style="list-style-type: none"> • Literacy (r & S) • Reading focus • Spelling focus • MSL maths • MSL reading and spelling • Functional skills English • Functional skills maths 	<p>Annual review notes:</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£20 000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£20 000	Year 3	£20 000
	Total anticipated expenditure:	£60 000				
Actual expenditure	Year 1	£20 000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: Use of an Attendance and Welfare Manager three days per week to improve attendance and foster links with parents		
Category:	Wider strategies		
Intended outcomes:	PP attendance increases and PA decreases for PP students	Success criteria:	PP attendance and PA in line with national after 3 years
Staff lead:	Assistant Headteacher (MCT)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Actions to include:</p> <ul style="list-style-type: none"> • Tracking and early identification • Student mentoring • Early parent / carer contact • Action Plans 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Expected to continue in the same format.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Expected to continue in the same format.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Attendance responses/identification</p> <p>1 Student referred to Educational Welfare service</p> <p>3 students on Attendance support plans (APS's) heading towards a Governors support plan (GSP)</p> <p>2 Students on attendance support plans awaiting review meeting</p> <p>11 engaging with Attendance support plans</p> <p>7 Students on Attendance support plans – extensions given due to mitigating circumstances e.g - significant and medically supported illness.</p> <p>6 students at pre legal stage (Governor support plans) prior to referral to Educational welfare service.</p> <p>Weekly data tracking and review at SLT level.</p> <p>Attendance comparisons - for comparable weeks up until lockdown (week 24)</p> <table data-bbox="389 1260 974 1378"> <thead> <tr> <th></th> <th>19/20</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>PP % Attendance-</td> <td>93.1</td> <td>91.8</td> </tr> </tbody> </table>		19/20	18/19	PP % Attendance-	93.1	91.8	<p>Annual review notes:</p>	<p>Final review notes:</p>
		19/20	18/19						
PP % Attendance-	93.1	91.8							

	Non PP % Attendance - 96.1	95.8		
	Male PP % Attendance - 94.1	94.6		
	Female PP % Attendance - 92.0	89.0		

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£15 444	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£15 444	Year 3	£15 444
	Total anticipated expenditure:	£46 332				
Actual expenditure	Year 1	£15 444	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Behaviour: Use of a Behaviour and Seclusion Manager three days per week to improve behaviour and reduce exclusions.		
Category:	Wider strategies		
Intended outcomes:	Improve PP behaviour	Success criteria:	PP exclusions in line with non-PP PP sanctions in line with non-PP
Staff lead:	Assistant Headteacher: Behaviour (AWO)		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Use of a Behaviour for Learning Manager to support with keeping students in school and in lessons. Students can work with the Behaviour for Learning Manager in a small group setting.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Expected to continue in the same format (though change of personnel)	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Expected to continue in the same format.

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Yr 7 - Female student worked with to prevent continued Fixed term Exclusions. Strategies used to address behaviours included reinforcement of positive behaviours, developing social skills, develop understanding of consequences of actions, reflection and mentoring.</p> <p>Year 7 Male student - Anger Management sessions to reduce number of outburst with individuals</p> <p>Year 8 Female student support to ensure meals are eaten, developing strategies to manage behaviours.</p> <p>Year 11 Male Student Anger Management sessions to reduce number of outburst with staff.</p> <p>Year 11 male student to address issues surrounding knife crime</p> <p>Year 11 student to support succeeding final year from an alternative school – successfully attended throughout time duration.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£13 635	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£13 635	Year 3	£13 635
	Total anticipated expenditure:	£40 905				
Actual expenditure	Year 1	£13 635	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Learning Mentors and Advisors: Use of PP Pastoral Managers, a Vocational Learning Mentor and Careers advisor		
Category:	Wider strategies		
Intended outcomes:	Ensure all PP students have support to get access to equipment and resources, access college courses (where relevant) and receive careers advise.	Success criteria:	No NEETs from PP students. All students enrolled in college courses complete and pass these.
Staff lead:	Assistant Headteacher: Achievement and Progress (LWR)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>PP Pastoral Learning Managers: Flexible 1-2-1 meetings and / or mentoring to support for individual needs. This:</p> <ul style="list-style-type: none"> Identifies bespoke needs (academic and social emotional), interests and motivations. Builds relationships, trust, confidence and own motivation towards learning. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Expected to continue in the similar format. Vocational Learning Manager only supporting Y11 as Y10 unable to attend college. Support within more lessons in school taking place instead.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Expected to continue in the same format.</p>

	<ul style="list-style-type: none">• Help learners think explicitly about their own learning, sets goals and encourages students to monitor and evaluate their progress. <p>Vocational Learning Manager: supports all students studying vocational courses, accompanying them to College each week (one day in Y10 and one in Y11). Direct intervention, in-class support and mentoring are provided on the remaining 3 days in school.</p> <p>Level 6 Careers Advisor time (salary) funded for:</p> <ul style="list-style-type: none">• 1-2-1 annual careers interviews with Y9 – 11• Small group careers discussions with Y7 - 8		
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p><u>PP Mentors</u></p> <p>All students were supported by the PP mentors across all year groups, providing revision guides, resources, bus passes, theatre trips. A huge amount of bespoke mental support was provided.</p> <p>Students seen:</p> <p>Y7 – 55</p> <p>Y8 – 49</p> <p>Y9 – 40</p> <p>Y10 – 45</p> <p>Y11 - 41</p> <p>All year 10 students were all contacted during lockdown by telephone.</p> <p>Weekly intervention sessions were run for HSC students, with all students (three) achieving a Distinction</p> <p><u>Vocational Learning Manager</u></p> <p>The students attending college successfully achieved qualifications in Construction.</p> <p><u>Careers</u></p> <p>All PP students educated in school received a careers interview in school. Six students received more than one careers</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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interview in school. During lockdown, 18 students received a phone interview to support with next steps.

As of October, we have one NEET, despite support during lockdown and since.

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£29 118 (non-teaching staff)	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>
		£6 866 (PIXL champions)		Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
	Year 2	£35 984	Remain the same <input checked="" type="checkbox"/>	Year 3	£35 984	Remain the same <input checked="" type="checkbox"/>
Total anticipated expenditure:	£10 7952					
Actual expenditure	Year 1	£29 118 (non-teaching staff)	Year 2	£	Year 3	£
		£6 866 (PIXL champions)		Did expenditure increase, decrease or remain the same?		Increased <input type="checkbox"/>
	Year 2	£	Decreased <input type="checkbox"/>	Year 3	£	Decreased <input type="checkbox"/>
Total actual expenditure:	£					
Year 3	Remained the same <input type="checkbox"/>					

Intervention:	Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment and reading engagement		
Category:	Wider strategies		
Intended outcomes:	Increase engagement and / or attainment in subject areas. Encourage learning out of the classroom.	Success criteria:	Attitude to Learning Grades average at least 2 for 75% of PP students.
Staff lead:	Assistant Headteacher: Achievement and Progress (LWR)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Support Peripatetic Music lesson • Support with Trips • Purchase Revision guides for all Y9 to 11 students • Provide Art Packs • Purchase reading fiction and non-fiction books • Support with equipment such as calculators, revision flash cards etc. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>To continue to roll out.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>To continue to roll out.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>All strategies were supported.</p> <p>4 students received Peripatetic Music Lessons.</p> <p>Students were given the offer of an art pack, creative thinker book or a book of their choice. Take up was high with lots of positive feedback.</p> <p>Revision guides had been provided to students as requested by the student, parent or teacher.</p> <p>We supported 5 students with uniform needs in Y7. In July we supported 2 new Y7 students with uniform for Sept 2020.</p> <p>Whilst hard to measure the impact, this support is crucial, particularly revision guides and uniform.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£7 760	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£7 760	Year 3	£7 760
	Total anticipated expenditure:	£23 280				
Actual expenditure	Year 1	£7 760	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Please note: Strategy allocates £160,711 of the available £170,170. The remaining £9,459 is held back for emergency integration support and support identified in-year.

Additional money was used to support:

- *Breakfast for FSM students*
- *An assessment for a DA student in need of behaviour support (£500)*