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| Barriers to learning and engagement | |
| A | Some disadvantaged students do not have full and equal access to all learning opportunities (*evidenced through lesson observations, learning walks, student survey and student consultation*). |
| B | Some disadvantaged students do not feel they have adequate support for their personal, social and emotional wellbeing (*HOYs, student survey and student consultation*). |
| C | Some disadvantaged students cannot afford to access extra-curricular opportunities (*HOYs, HODs, student survey and student consultation*). |
| D | Some disadvantaged students need extra support to make appropriate choices regarding their future and career, including financial support for work experience (*CEIAG, student survey and student consultation*). |
| E | Some disadvantaged students need additional support to make a positive transition from primary to secondary school (*Year 7 Team, student survey and student consultation*). |
| F | Looked-after children including those recently looked-after need further additional support to access all aspects of secondary school (*SENCO, liaison meetings*). |
| G | The attendance of some disadvantaged students is below the school’s 95% target, and a small number have significant or long-term absence (*whole school data*). |

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| Desired outcomes and success criteria | | |
| A | Disadvantaged students have full and equal access to all learning opportunities within school. | Academic progress for disadvantaged students is as good or better than their cohort. For Y11, progress 8 is equal to or better than 0 (the national average for all pupils). |
| B | Disadvantaged students have priority access to support for personal, social and emotional wellbeing. | Wellbeing and integration in the classroom and whole school life for disadvantaged students is as good as or better than their cohort. Individual students in need of a high level of additional support receive prioritised access to particular interventions led by Year Teams and the I-Centre. |
| C | Disadvantaged students have full and equal access to extra-curricular opportunities. | For disadvantaged students, a) curriculum-linked school trips are fully funded; b) subsidies are available for all other extra-curricular opportunities; and c) involvement in extra-curricular opportunities is increased. |
| D | Disadvantaged students have the guidance and support they need to make good choices for their future and fully access the school’s work experience programme. | Disadvantaged students have increased awareness of their post-16 choices and make appropriate choices regarding their career and future. Full funding for work experience costs for this group. |
| E | Disadvantaged students are enabled to make a positive transition from primary to secondary school. | Disadvantaged students have as good or better outcomes in Y7 compared to their cohort. Individualised programme for students who need further additional support enable at-risk |
| F | Looked-after children including those recently looked-after receive fully funded further additional support to ensure full and equal access to the school’s learning opportunities and support for wellbeing. | Looked-after children make as good as or better academic progress as their cohort and have access to the full range of academic and extra-curricular experiences and opportunities offered by the school. |
| G | Disadvantaged students with below 95% attendance or with long-term absence are supported through enhanced attendance monitoring on an individual basis. | Reduced number of disadvantaged students with less than 95% attendance (which will improve their academic progress). Students with long-term absence are individually supported/engaged with by attendance officer. |

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| Planned actions and expenditure | | | | |
| A. Disadvantaged students have full and equal access to all learning opportunities within school. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Creation and distribution of easy to understand and use student data following data drops to SLT, HODs, HOYs, teachers and tutors. | Enhanced use of student data from data drops which allows tracking by subject, focus group (i.e. disadvantaged / service child) and attitude to learning. (*Evidenced through staff survey, student outcomes*). | SLT – data | £8,000 | Each data drop |
| Reduced class sizes in English and Maths through employment of additional teaching staff. | Reduced class sizes lead to better teaching and learning outcomes in core subjects. Disadvantaged students can be placed in classes where they make most progress. (*Evidenced through learning walks, whole school data*). | HODs English & Maths | £23,700 | Each data drop |
| Y11 intervention programme in tutor time and revision programme after school. | Through access to intervention and revision sessions disadvantaged students behind target are given the best opportunity to make additional progress. (*Evidenced through observations, whole school data*). | Y11 HOY | £27,400 | Each data drop |
| Revision materials provided free for looked-after-children and students who currently receive free-school meals in KS4. | Full access to revision materials means that every student has the best opportunity to do well in preparing for their mocks and exams. (*Evidenced through learning walks, student survey*). | PP coordinators | £3,000 | Learning walks & student surveys before mocks & exams |
| Funding of “CPL Tuesday” programme of professional development for teaching staff and LSAs. | Expanded CPL opportunities for teachers and LSAs, including space for development and dissemination of Pupil Premium best practice across the school. (*Evidenced through learning walks, staff survey*). | SLT – teaching & learning | £10,500 | Annual staff survey |
| Funding for ICT facilities and homework clubs | Disadvantaged students have access to excellent ICT facilities on site and are thus not dependent on what they have at home. (*Evidenced through student survey*). | Network manager / HODs | £5,000 | Fortnightly SLT line management |
| B. Disadvantaged students have priority access to support for personal, social and emotional wellbeing. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Increased emotional support for students through ELSA and behaviour mentors | Disadvantaged students have prioritised access to ELSA provision and mentors. Individuals involved are supported to address emotional/mental health-related barriers to learning and wellbeing. (*Evidenced through feedback from ELSA/HOYs, student consultation*). | ELSA / I-Centre manager | £22,100 | Quarterly |
| Mentoring for vulnerable disadvantaged students | Individuals involved are supported to make improved academic progress and to integrate fully within the classroom and whole school life. (*Evidenced through feedback from mentors, student consultation, whole school data*). | PP coordinators | £2,000 | Each data drop |
| One-to-one support linked to anxiety, bereavement and mental health from I-Centre manager. | Individuals involved are supported to address emotional and mental health-related barriers to learning more effectively and as a result make better progress. (*Evidenced through feedback from I-Centre/HOYs, student consultation*). | I-Centre manager | £6,200 | Individual to each pupil |
| Alternative provision where appropriate e.g. one-to-one tuition, A Place to Learn, placement in pupil referral units or emotionally vulnerable units as appropriate to pupils’ needs. | Disadvantaged students with particular needs or behaviour issues are enabled to engage with their learning in a more appropriate setting. The ultimate aim is re-integration within the classroom and school as a whole. (*Evidenced through feedback from HOYs, student consultation*). | HOYs | £4,600 | Individual to each pupil |
| Engagement with external agencies e.g. Moving On Project, CAMHS, Early Help Hub, Hampshire Educational Psychology Service, Children’s Services. | Disadvantaged students are supported to cope with traumatic experiences and deal with their emotional, social and mental health difficulties, leading to improved integration within the classroom and school as a whole. (*Evidenced through feedback from HOYs, student consultation*). | HOYs | £4,600 | Individual to each pupil |
| Additional one-to-one tuition for pupils at risk of poor progress in English and/or Maths, or for who are exceptionally gifted. | Individual students concerned make improved progress over time / opportunity to study above GCSE level. (*Evidenced through whole school data, feedback from HODs/teachers*). | HODs | £4,600 | Each data drop |
| Enhanced pastoral support through Year Teams linked to behaviour in school, emotional wellbeing, mental health, gender identity and family issues | Through expanded Year Teams including the appointment of non-teach assistant HOYs, vulnerable disadvantaged students are supported in addressing a variety of barriers to learning and wellbeing. (*Evidenced through feedback from HOYs, student consultation*). | HOYs | £4,600 | Quarterly |
| Breakfast club every day provides food and drink free of charge to disadvantaged students. | Nutritious food is provided for students who might otherwise not have eaten. Students are assisted with their needs for the day including equipment, homework and discussing worries. Pupils are more ready to engage fully with all aspects of school. (*Evidenced through student consultation*). | PP coordinators | £1,000 | Quarterly |
| C. Disadvantaged students have full and equal access to extra-curricular opportunities. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Curriculum-linked school trips are fully funded for disadvantaged students. | Disadvantaged students are enabled to take part in all curriculum-linked school trips and events. (*Evidenced through feedback from HODs*). | HODs | £4,000 | Quarterly |
| Support and subsidies are available for all other extra-curricular opportunities for disadvantaged students e.g. music lessons. | Disadvantaged students are enabled to take part in extra-curricular activities where financial or other issues might otherwise have been a barrier; in doing so they are supported to develop their talents and interests and challenged to raise aspirations. (*Evidenced through student survey and consultation*). | HODs | £3,000 | Quarterly |
| D. Disadvantaged students have the guidance and support they need to make good choices for their future and fully access the school’s work experience programme. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Targeted one-to-one support and guidance from careers advisor for all students at KS4. Follow up prioritised for disadvantaged students. | Disadvantaged students are enabled to make informed and appropriate choices for their future. (*Evidenced through feedback from CEIAG, student survey and consultation*). | CEIAG | £3,400 | Quarterly |
| School’s Y10 work experience costs are fully funded for disadvantaged students. | Disadvantaged students are enabled to take part fully in the school’s Y10 work experience programme. (*Evidenced through feedback from CEIAG, student survey and consultation*). | CEIAG | £1,000 | Annually after Y10 completion of work experience |
| E. Disadvantaged students are enabled to make a positive transition from primary to secondary school. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Personalised liaison with primary school teachers focusing on needs of Pupil Premium students entering Y7. | Timely identification of needs and barriers to learning; planning for personalised intervention by tutors and Y7 pastoral team. (*Evidenced through feedback from Y7 Team*). | HOY Y7 | £16,000 | Annual – Autumn Term |
| Enhanced transition programme for vulnerable Pupil Premium students entering Y7. | Faster settling at secondary school; reduction of impact of emotional/social barriers to learning in Y7. (*Evidenced through feedback from Y7 Team, student survey and consultation, whole school data*). | HOY Y7 | £9,600 | Quarterly |
| One-to-one academic and motivational mentoring in Y7 for identified Pupil Premium students. | Increased pupil resilience and personal responsibility for individual students; improved behaviour/attitude to learning. (*Evidenced through feedback from Y7 Team, student survey and consultation, whole school data*). | HOY Y7 | £9,600 | Quarterly |
| Nurture Groups for Y7 students entering secondary school who are not ready for the mainstream classroom environment due to emotional, behaviour or developmental issues. Pupil Premium students have prioritised access to joining a Nurture Group. | Increased enjoyment of school; increased confidence and self-esteem; increased concentration and problem-solving skills; improved literacy and numeracy; improved resilience. Over time, students are ready to integrate productively into the classroom after two or more terms in a Nurture Group. (*Evidenced through feedback from Y7 Team & SENCO, student survey and consultation, whole school data*). | SENCO | £25,000 | Each data drop |
| F. Looked-after children including those recently looked-after receive fully funded further additional support to ensure full and equal access to the school’s learning opportunities and support for wellbeing. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Designated teacher oversight of provision for looked-after children’s needs as identified within PEP and agreed with Hampshire Virtual Head | Looked-after children make as good as or better academic progress as their cohort and have access to the full range of academic and extra-curricular experiences and opportunities offered by the school. (*Evidenced through LAC review process, whole school data*). | LAC lead | £44,500 | Each data drop; regular review meetings |
| G. Disadvantaged students with below 95% attendance or with long-term absence are supported through enhanced attendance monitoring on an individual basis. | | | | |
| **Actions** | **Desired outcome** | **Staff lead** | **Cost** | **Review timeline** |
| Appointment of Attendance Officer; home visits and individualised support for pupils with significant or long-term absence. | Reduced number of disadvantaged students with less than 95% attendance (which will improve their academic progress). Students with long-term absence are individually supported/engaged with by attendance officer. (*Evidenced through feedback from HOYs, whole school data*). | Attendance Officer | £6,400 | Each data drop |