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| Disadvantaged pupils have full and equal access to all learning opportunities within school | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Mar/Apr):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Creation and distribution of easy to understand and use pupil data following data drops to SLT, HODs, HOYs, teachers and tutors. | AKP | £8,000 | Enhanced use of pupil data from data drops which allows tracking by subject, focus group (i.e. disadvantaged / service child) and attitude to learning. (*Evidenced through staff survey, pupil outcomes*). | Use of whole school data spreadsheet after every data drop in widespread use by governors, SLT, HODs, HOYs, teachers and tutors – used for planning interventions and target-setting (AKP Survey of teaching staff) | Has allowed deeper analysis of trends in ATL and progress for all focus groups against whole cohort. | Continue |
| Reduced class sizes in core subjects at KS3: English, Maths, Science | HODs | £23,700 | Reduced class sizes lead to better teaching and learning outcomes in core subjects. Disadvantaged pupils can be placed in classes where they make most progress. (*Evidenced through learning walks, whole school data*). | Smaller class sizes below top set has a positive impact on engagement with all focus group pupils including pupil premium (AKP learning walks). | Research evidently shows that quality first teaching is the single biggest impact on support disadvantaged pupils to achieve their best, we therefore have invested significantly in making class sizes smaller across the school, so that our teachers are able; to increase stretch, challenge and support with all pupils as teachers are able to get more one to one time in class. To develop a more flexible curriculum that can react more adeptly to each and every pupil. Intervention with pupils more personalised and more regular. | Reduce class sizes across all KS3 classes |
| Y11 intervention programme in tutor time and revision programme after school. | Y11 HOY | £27,400 | Through access to intervention and revision sessions disadvantaged pupils behind target are given the best opportunity to make additional progress. (*Evidenced through observations, whole school data*). | Well attended revision sessions across whole school; coordinated interventions in tutor time as arranged by departments; good working atmosphere in both. Those not attending revision are being targeted by teachers making contact with home. (AKP observations) | Subjects with high attendance in after-school revision had strong progress and residual scores compared to all departments (e.g. Maths and History). | Continue focus |
| Continued development of teaching and learning through research and sharing good practice | RMS | £10,500 | 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*). | Significant time devoted to Pupil Premium best practice in whole-staff training (AKP). | Begun to increase staff awareness of Pupil Premium issues, data and best practice. Not always visible in learning walks. | Continue |
| Provision of learning materials | PP Coordinators | £3,000 | Full access to revision materials means that every pupil has the best opportunity to do well in preparing for their mocks and exams. (*Evidenced through learning walks, pupil survey*). | Most KS4 Disadvantaged (except Ever 6) pupils have received all revision guides free, can access revision sessions etc. put on by school; some “missed” pupils identified and this was rectified (AKP 1-2-1 with majority of Y10/11 Disadvantaged pupils). | Every pupil asked in Y10/11 survey in May had their revision guides correctly. Many had them out in lessons (learning walks). | Continue |
| Funding for ICT facilities and homework clubs | Network manager / HODs | £5,000 | Disadvantaged pupils have access to excellent ICT facilities on site and are thus not dependent on what they have at home. (*Evidenced through pupil survey*). | Wider opening times for ICT facilities out of normal school hours means no pupil has to miss out. A lunchtime homework club will address the fact that some pupils were not available after school (Pupil survey) | Increased publicity needed to maximise the benefits of these facilities being available to all (e.g. advert/poster in each classroom? Direct invitations for PP pupils?) | Continue |
| Increased integration and wellbeing | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Mar/Apr):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Increased ELSA provision | KNL | £22,100 | Targeted emotional support for pupils | Provision at full capacity; focus group pupils including pupil premium prioritised. | Same as interim. | Further increase ELSA hours |
| Mentoring for vulnerable disadvantaged pupils | PP Coordinators | £2,000 | Individuals involved are supported to make improved academic progress and to integrate fully within the classroom and whole school life. | Positive effect on ATL and improving attendance/reducing exclusions. No clear evidence for improved academic progress. | Same – no evidence for improved academic progress amongst mentored pupils against non-mentored cohort. | Develop 360 mentoring programme |
| One-to-one support linked to anxiety, bereavement and mental health from I-centre manager | BCN | £6,200 | Targeted mental health and emotional support for pupils | I-Centre manager BCN appointed: working focus group pupils including pupil premium prioritised when appropriate | Positive feedback from parents and pupils receiving support. | Develop specialist role for mental health strategy/support |
| Alternative Provision (including one-to-one tuition, A Place to Learn, placement in pupil referral units or emotionally vulnerable units) | HOYs | £4,600 | Pupils are able to engage with their learning in a setting appropriate to their individual needs | Year teams prioritising focus group pupils including pupil premium when referred by staff. | As previous. Year teams view this as essential. | Develop AP (in house, Nexus) |
| Engagement with external agencies e.g. Moving On Project, CAMHS, Early Help Hub, Hampshire Educational Psychology Service, Children’s Services | HOYs | £4,600 | Pupils are supported to cope with traumatic experiences and deal with their emotional, social and mental health difficulties, leading to improved engagement with learning and better progress and attainment | Year teams prioritising focus group pupils including pupil premium when referred by staff. | As previous. Year teams view this as essential. | Continue |
| Additional one-to-one tuition for pupils at risk of poor progress in English and/or Maths, or for who are exceptionally gifted. | HODs | £4,600 | Individuals concerned make improved progress over time / opportunity to study above GCSE level. | 7 pupils receiving tuition below target in both subjects. SW receiving A-Level external tutoring in Maths. | 11 pupils received tutoring during the year. Good feedback from teachers. SW completed year 1 A level. | Continue |
| Enhanced pastoral support linked to gender identity and mental health, behavioural and family issues through year teams | HOYs | £4,600 | Improved behaviour for learning; improved social behaviour and engagement with school life and systems; reduced exclusions | Year teams prioritising focus group pupils including pupil premium when referred by staff | As previous. Year teams view this as essential. | Continue MH strategic level |
| Breakfast club | PP Coordinators | £1,000 | Nutritious food is provided for pupils who might otherwise not have eaten. Pupils 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. | Running daily, register kept. Average attendance < 10. More advertising needed. | Mainly attended by two extended families and their friends. More advertising and whole school awareness needed. | Rethink strategy of breakfast club |
| Full and equal access to extra-curricular opportunities | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Dec):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Full funding for curriculum-linked school trips for disadvantaged pupils | HODs | £4,000 | Disadvantaged pupils are enabled to take part in all curriculum-linked school trips and events. | Full funding for all requests (CNN) | Same (CNN). | Continue |
| Support and subsidies for all other extra-curricular opportunities for disadvantaged pupils | Yr.7 Yeam | £9,600 | Disadvantaged pupils 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. | Subsidised funding agreed for all requests (CNN). | Same (CNN). | Continue |
| Careers and work experience | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Mar/Apr):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Targeted one-to-one support and guidance from Careers Advisor for pupils at KS4 | CEIAG | £3,400 | Pupils make informed choices about future pathways and are supported to ensure ongoing education, employment or training | Focus group pupils including pupil premium prioritised (AKP). | Excellent feedback from parents as reported by SPW (AKP). | Continue |
| Financial support for work experience placements as appropriate | CEIAG | £1.000 | All pupils are enabled to engage with work experience opportunities equally. | All disadvantaged pupils supported financially on request by parent or staff (AKP). | Excellent feedback from parents (AKP). | Continue |
| Planned and purposeful transition from primary to secondary school | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Dec):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Personalised liaison with primary school teachers focusing on needs of PP and Disadvantaged pupils led by HOY7 | Yr.7 Team | £16,000 | Timely identification of needs and barriers to learning; planning for personalised intervention by tutor and Year 7 pastoral team. | Excellent transition with additional support where required (JBR). | Year 7 had a successful year with various problems identified and interventions made. Progress of disadvantaged pupils is generally above cohort (JBR). | Continue |
| Enhanced transition programme for vulnerable pupils led by non-teaching Assistant HOY7 | Yr.7 Yeam | £9,600 | Faster settling at secondary school; reduction of impact of emotional/social barriers to learning in Year 7; improvement in mental health for vulnerable pupils. | See above. | See above. | Continue |
| One-to-one academic and motivational mentoring in Year 7 by non-teaching Assistant HOY7 | Yr.7 Yeam | £9,600 | Increased pupil resilience and personal responsibility; improved behaviour/attitude to learning; enhanced progress | See above. | See above. |  |
| Nurture Groups for Y7 pupils entering secondary school who are not ready for the mainstream classroom environment due to emotional, behaviour or developmental issues. Pupil Premium pupils have prioritised access to joining a Nurture Group. | SENCO | £25,000 | Increased enjoyment of school; increased confidence and self-esteem; increased concentration and problem-solving skills; improved literacy and numeracy; improved resilience. Over time, pupils are ready to integrate productively into the classroom after two or more terms in a Nurture Group | Boxall Profiles completed, showing improvement from baseline assessment. Attendance and Assessment Tracker data showing progress. Classcharts data showing good attitude to learning in and outside of nurture group. | Boxall profiles showing continued improvement. Good attendance data.  Classcharts data showing good attitude to learning in and outside of nurture group. Positive reintegration into full mainstream curriculum. Positive pupil and parent/carer feedback. | Continue |
| Looked-after children receive additional support | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Dec):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Looked After Children Virtual Head | AHS/FAN | £44,500 | Looked-After Children make expected progress and have access to the full range of academic and co-curricular experiences and opportunities | All LAC pupils up to date with PEPs and actions implemented/shared with staff (AHS/FAN) | All LAC pupils have an excellent level of oversight and mentoring, promoting best possible outcomes (AKP). | Continue |
| Support to improve attendance | | | | | | |
| Action | Responsibility | Spend | Intended outcomes (and how they will be measured, if monitored by PP Coordinators) | Interim review (Dec):  Evidence & notes | Strategic review (Jun/Jul): Evidence & notes | Decision for next year |
| Appointment of Attendance Officer; home visits and individualised support for pupils with significant or long-term absence. | Attendance Officer | £6,400 | Reduced number of disadvantaged pupils with less than 95% attendance. Pupils with long-term absence are individually supported by attendance officer. | New policies/procedures regarding absence and punctuality in place (LWE) | The fall in the number of persistent absentees has been occasioned, largely, by early intervention strategies with the attendance officer working closely with the year teams. | Continue |