



Disadvantaged Pupils: Planning of support for pupils in receipt of Pupil Premium Funding in 2018-19

Summary of Pupil Premium funding for 2018-19:

- Pupil Premium funding per pupil in 2018-19 is £935.00
- Pupil Premium funding per pupil in 2018-19 for 'Looked After Children' and pupils who have been a 'Looked After Child' but aren't any longer is £2,300.00
- Pupil Premium funding per pupil in 2018-19 for 'Service Children' is £300.00

(for further details, go to: <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>)

The school estimates it will receive £185,000.00 for the academic year of 2018-19. The total number of pupils who qualify for Pupil Premium Funding is 168.

The Pupil Premium funding will be used to support pupils in a variety of ways including:

- Teaching and Learning resulting in improved outcomes;
- Raising attendance;
- Enriching opportunities;
- Support for social and emotional issues.

Objective	Rationale	Intended Impact
Ensure raising the progress of pupils in disadvantaged groups is an explicit action within our whole school strategic plan 2018-21 and that everyone across the school's community is aware of our ambition and shared responsibility for these pupils.	To continue to raise the profile of disadvantaged pupils throughout all years in school, ensuring staff understand some of the barriers to learning that disadvantaged pupils can face.	Improved outcomes for disadvantaged pupils in KS3 and KS4.
Ensure that pupils in Year 7 with a reading age below their chronological age are supported with additional intervention, including individual reading sessions.	Improve literacy skills to support school-wide learning and to develop individual pupil self-confidence and love of reading.	Accelerated rates of reading ages when assessed for pupils accessing this intervention.

<p>Improved literacy and numeracy skills for disadvantaged pupils demonstrating a gap in their learning or less than expected progress.</p>	<p>Intensive intervention sessions with a Maths and/or English intervention tutor, who works collaboratively with the English and Maths faculties, to ensure gaps in learning are addressed and accelerated progress is harnessed. These sessions will also aim to build pupil self-esteem with regards to subject areas that they are not confident with.</p>	<p>Accelerated rates of progress for pupils who access this intervention in English and/or Maths. Progress will be tracked by the intervention tutor and by the Head of Faculty.</p>
<p>Lesson Reviews and work scrutinies with elements that focus on disadvantaged pupils and provision for their learning needs.</p>	<p>Reinforcement of school expectations about our ambition and shared responsibility for disadvantaged pupils in our classes and our provision for their needs.</p>	<p>Increase in staff carefully considering the provision for disadvantaged pupils in all their classes, both in lessons and in their marking and feedback for this key groups of learners.</p>
<p>Provide 'priority booking' for parents of disadvantaged learners at parents' evening. Instead of leaving parents to book these online all parents to be called and offered priority booking by the school.</p>	<p>Increased engagement of parents of disadvantaged pupils. Increased opportunity for class teachers to speak with parents about their son/daughter's progress and methods in which they can be supported by them beyond school.</p>	<p>Increase in attendance of parents of disadvantaged pupils and positive impact on their learning and outcomes as a result of the increased engagement of parents of this key group of learners.</p>
<p>Deliver a rigorous CPD structure in Terms 1-3 for 2018-19 through the use of scheduled staff 'research for learning' groups. One group is addressing the question: 'How can we raise the achievement of our disadvantaged learners?'</p>	<p>Through effective professional development focused throughout the year on differentiation and strategies that promote highly effective differentiation, staff have been given the opportunity to trial an 'enquiry' in their classrooms to explicitly measure the impact of different differentiation strategies.</p>	<p>Greater understanding of the needs of all pupils, including disadvantaged pupils, and the effective deployment of differentiation to support their learning and, ultimately, their progress.</p>
<p>Within the lesson review programme ensure a specific focus is placed upon the differentiation provided for disadvantaged pupils.</p>	<p>To continue to increase staff awareness of some of the barriers to learning that disadvantaged pupils can face and how these can be countered through effective, personalised differentiation within lessons. (This can range from use of seating plan to prioritise the</p>	<p>Accelerated rates of progress for disadvantaged pupils through effective strategies used by the teacher to personalise their learning experience.</p>

	<p>placement of disadvantaged pupils in the classroom; differentiated resources; priority given to disadvantaged pupils in teacher questioning; priority marking and feedback. These are just a few examples.)</p>	
<p>Further develop our work with disadvantaged pupils so that we can personalise our provision, challenge pupils to achieve more, raise aspirations, improve social skills, promote self-esteem and signpost additional support.</p>	<p>Increasing the capacity in school of supporting our disadvantaged pupils we can provide a swifter intervention, when required, and can respond to pupil needs more efficiently, reducing any potential 'drop-off' that could occur in attendance and/or progress as a result of wider circumstances.</p>	<p>Increased personalised support for disadvantaged pupils providing targeted support for them, as needed, including social and emotional support and academic support and effective strategies identified.</p>
<p>Targeted Parents' Evening for disadvantaged pupils in Year 11, to provide additional support for pupils and parents around learning and revision/preparation for GCSE exams.</p>	<p>Providing bespoke support for pupils and parents around learning strategies and ways to support learning outside school hours has the potential to positively impact pupil outcomes, if the strategies are successfully implemented.</p>	<p>Positive impact on outcomes for Year 11 pupils in their GCSE exams in Summer 2019.</p>
<p>Further develop our tracking and intervention of pupils' attendance across the school when working with disadvantaged pupils. The Pupil Premium mentor, relevant Year leader and SLT responsible for disadvantaged pupils will be monitoring and intervening with pupils with attendance issues and those at risk of developing poor attendance habits.</p>	<p>If pupils aren't in school to be taught then they can't make effective progress as they develop gaps in their learning.</p>	<p>Improved attendance across the year in all year groups. In KS3 and KS4 the focus will be to instil good attendance habits and, based on information from previous years, work will be done with KS4 pupils with previously poor attendance to seek to improve this and provide support to counter further drops in attendance.</p>
<p>Rewards for improved attendance and good attendance by disadvantaged pupils</p>	<p>To reward good practice and further embed healthy attendance habits across KS3 and KS4. The rewards can be agreed with pupils, if necessary, to form an agreed target or they can be rewarded without notice (both have sound research</p>	<p>Positive attendance practice rewarded and reinforced in the short-term further solidifying good attendance practice in the long-term.</p>

	showing effective use of both on outcomes).	
Reduction in the amount of fixed term exclusions and permanent exclusions of disadvantaged pupils as a result of supporting pupils in managing behaviour.	There's a strong correlation between behaviour and behaviour for learning. Providing bespoke support for disadvantaged pupils around behaviour management, either through the school pastoral system, through anger management workshops or other external support, we can positively impact learning and pupil outcomes as a result of improved individual behaviour management.	Fewer disadvantaged pupils having either fixed term exclusions or permanent exclusions as a result of internal school behaviour management strategies implemented with individual pupils, as necessary.
Target disadvantaged pupils to raise aspirations, promote curiosity and develop independent study skills.	Giving disadvantaged pupils the opportunity to engage in enriching activities that promote aspiration has a direct impact on learning and their outcomes. Giving disadvantaged pupils ideas about avenues that they might want to follow beyond school helps shape goals and gives pupils a sense of purpose in their learning going forward.	Positive impact on learning and outcomes as a result of enrichment opportunities engaged with by disadvantaged pupils increasing engagement in school.
Offer the 'Brilliant Club' as an enriching opportunity to disadvantaged pupils to build on their study skills and give them opportunity to experience university.	More able disadvantaged pupils are given the opportunity to work with a PhD student from a Russell Group university on a mini dissertation. Within this experience they also visit two universities and work with pupils from other schools also involved with the programme.	Positive impact on learning and on future aspirations, ultimately positively impacting on pupil outcomes.
Provide all disadvantaged pupils with access to a dividend and bursary scheme to support wider enriching opportunities.	By providing disadvantaged pupils with a dividend that can be accessed to cover costs for enriching activities, in addition to financial support to remove any barriers to learning, such as lack of equipment, support for music lessons and revision resources, pupils are able to encounter new experiences and, as a result	Enable disadvantaged pupils the opportunity to be involved in activities that they potentially wouldn't have been able to access without some financial support. In addition to this, the bursary also provides opportunity for any financially constrained barriers to learning to be addressed effectively, to support pupils.

	of this, extend their aspirations.	
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