Pupil premium strategy statement (secondary)

• Summary information					
School	Dean Trust Ardwick				
Academic Year	2017/18	**Total PP budget**	£307,280	**Date of most recent PP Review**	July 17
Total number of pupils	653	**Number of pupils eligible for PP**	340	**Date for next internal review of this strategy**	Jan 18

• Current attainment (2016-17)		Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
5+ English (On Track)		Yr7: 76% Yr8: 54%	Yr7: 82% Yr8: 68%
5+ Mathematics (On Track)		Yr7: 83% Yr8: 60%	Yr7: 88% Yr8: 66%
Expected Progress in English		Yr7: 46% Yr8: 35%	Yr7: 55% Yr8: 31%
Expected Progress in Mathematics		Yr7: 56% Yr8: 53%	Yr7: 66% Yr8: 51%

• Barriers to future attainment for pupils eligible for PP	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy/ Reading Age impacting across all subjects
B.	Not secondary ready
C.	EAL
D.	SEND – a large proportion (82%) of PP pupils have a special educational need or disability
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance & punctuality – mainly due to unauthorised circumstances & extended family holidays
F.	Lack of resources, opportunities and ambition
G.	Complex family needs and family deprivation
H.	Gang culture in local communities
I.	Lack of routine, structure and role models affecting attitude and behaviour

	• Desired outcomes	
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved reading age and literacy levels	• To close gap of reading age progress and ensure that 'red' PP pupils improve their reading ages by 16 months in Year 7 and Year 8.
B.	High quality teaching and learning	• Reduce the attainment and progress gap between PP and non-PP pupils.
B.	Close the progress and attainment gap, especially in English and Maths	• Reduce the attainment and progress gap between PP and non-PP pupils. • PP pupils to make as much progress in English & Maths as non-PP pupils.
C.	Increased English language proficiency	• EAL PP pupils to progress at least one step on the NASSEA framework in reading, writing, speaking and listening. • EAL PP pupils to progress in their reading and spelling ages by at least 16months.
D.	Progress of SEND pupils and other applicable – IEP targets	• SEND pupils make continuous improvement in line with other pupils. • SEND PP pupils to achieve/make significant progress towards achieving their IEP targets.
E.	Increased attendance and punctuality.	• Reduce the gap between attendance of PP pupils and the national average attendance. • Reduce the gap of PP pupils PA and the national average at PA.
F.	Provide PP pupils with opportunities to extend learning, and increase ambition.	• PP pupils provided with opportunities to increase ambition. • Reduce the attainment and progress gap between PP and non-PP pupils. • Improvement in attitude to learning; reduction in BfL grade 3s and 4s and an increase in grade 1s.
G.	Provide PP pupils with opportunities to access the curriculum.	• PP provided with resources/uniform to be able to access learning.
H.	Provide necessary PP pupils with early help/interventions to improve behaviour and/or prevent risks of being associated with the gang culture.	• Improvement in attitude to learning; reduction in BfL grade 3s and 4s and an increase in grade 1s. • Reduction in the number of PP exclusions. • Record of early help and prevent strategy interventions and the impact.
I.	Improved behaviour and reduction in number of exclusions	• Improvement in attitude to learning; reduction in BfL grade 3s and 4s and an increase in grade 1s. • Reduction in the number of PP exclusions.

• Planned expenditure					
Academic year		**2017/18**			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
• **Quality of teaching for all**					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Reading Ages (Outcome A)	Pupils to increase the frequency and amount of time spent reading for pleasure and their enjoyment of reading by: • Having access to reading material which captures their interest and provides appropriate challenge.	• Pupils' ability read has a significant impact on their ability to access the curriculum and succeed in school.	• STAR reading age tests at the start and end of the year. • Accelerated reader quizzes. • Monitor books borrowed from the library. • Reading logs and monitor the completion of homework.	SAW/NIS	Termly review

	• Clear and extensive reward strategy to be used to incentivise reading, reward progress and raise the profile of reading for pleasure. • Introduction of Form Time reading to ensure pupils are developing the habits identified as 'good readers'.	A similar approach was adopted last academic year and proved to be successful.	• Pupil voice.		
High Quality T&L (Outcome B)	• High quality feedback to aid pupils to make improvements in their learning and quality of work through use of document cameras. • Increase interactions with pupils making less progress and help teachers meet the individual needs of all learners through use of Class Charts. • Use of literacy scaffolds to improve the quality of learning across the curriculum. • Increased opportunities to read across the curriculum.	• Research suggests that the quality of T&L in the classroom has the greatest impact on the progress of PP pupils. • All strategies have been researched and evidence suggests they have a positive impact on pupils'	• Launch/training for all teachers. • Monitoring the quality of T&L through drop ins. • Attainment and progress data. • Regular forums for teachers to share and be exposed to most effective practice.	STW/FRC	Termly review

			Total budgeted cost	£54,564.00

Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading Ages (Outcome A)	To rapidly close the gap between pupils' chronological age and reading age by: • All cohorts of readers currently reading below their chronological age use the Accelerated Reader programme to increase the number of words read and comprehension of texts at an appropriate level of challenge. • Red and some identified Amber readers to have a reading mentor (literacy assistant) who meets with each pupil to discuss progress and read one-to-one during English curriculum reading time.	• Pupils' ability read has a significant impact on their ability to access the curriculum and succeed in school. • A similar approach was adopted last academic year and proved to be successful.	• STAR reading age tests at the start and end of the year. • Accelerated reader quizzes. • Monitor books borrowed from the library. • Reading logs and monitor the completion of homework. • Pupil voice.	SAW/NIS	Termly review
Literacy (Outcome A & C)	• Whole School Literacy Scaffolds (literacy for life) • Bedrock Learning • Employ Literacy assistants	To improve quality first teaching and to enhance the support for PP pupils with low level literacy. A similar, effective, approach has been adopted across the Trust and low level literacy impacts on attainment in all subjects.	• Identification of key PP pupils. • Monitor progress of PP pupils within the groups via end of term test results and reading/spelling age tests. • Regular monitoring of the quality of support provided by assistants through	SAW/NIS	Termly review

			• observation, quality of resources. • Monitor the quality of pupils' work. • Pupil voice.		
Increase progress & attainment in English (Outcome B)	The ReachOut Academy is a weekly mentoring project that helps pupils to develop numeracy and literacy skills, as well as confidence and positive character strengths. During a programme pupils will have their own mentor and work one-to-one on numeracy and literacy exercises. Appoint a literacy assistant to help deliver specific English interventions and to provide in-class support for underachieving PP pupils.	• ReachOut are a proven educational charity who have evidence of impact on attendance, personal development and attainment. • The school worked successfully with ReachOut last year. • Work conducted by people in similar roles last year was successful.	• Attendance at ReachOut. • Progress and attainment. • BfL grades. • ReachOut Impact report.	KIM/SAW	Termly review
Increase progress & attainment in Maths (Outcome B)	The ReachOut Academy is a weekly mentoring project that helps pupils to develop numeracy and literacy skills, as well as confidence and positive character strengths. During a programme pupils will have their own mentor and work one-to-one on numeracy and literacy exercises. Appoint a literacy assistant to help deliver specific Maths interventions and to provide in-class support for underachieving PP pupils.	• ReachOut are a proven educational charity who have evidence of impact on attendance, personal development and attainment. • The school worked successfully with ReachOut last year. • Work conducted by people in similar roles last year was successful.	• Attendance at ReachOut. • Progress and attainment. • BfL grades. • ReachOut Impact report.	KIM/SAR	Termly review
Increase English language proficiency (Outcome C)	Staffing of an EAL co-ordinator and appropriate teaching resources to deliver focused English language interventions focused on: • Teaching grammar followed by task- based activities using key skills • Clear presentation of new vocabulary • Role play; opportunities to act out reading texts • Comprehension skills • Developing communication skills • English across Curriculum; teaching topics from other school subjects through the medium of English. • Culture; to establish an understanding of different aspects of life in Britain and other English- speaking countries; to draw comparisons with their cultural backgrounds • Pre and post teaching topics which were found difficult to understand in lessons	• School situated in area of has large number of INA families and pupils for whom English is a second language. • This work was very successful last academic year and will therefore be repeated.	• Identification and assessment of pupils' levels of English acquisition in incoming Y7 cohort; • Regular feedback from EAL co-ordinators. • Spelling and reading age tests. • Progress and attainment. • Progress in NASSEA steps	FRC/SHQ	Termly review

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SEND (Outcome D)	• External provision of Inclusion support. • Staffing extra TAs. • Purchase of SEND resources for PP pupils	• The majority of SEND pupils are also PP. • Number of PP pupils in incoming Year 7 and Year 8 with high level needs require additional support and resources	• Effective deployment of TAs in lessons. • Extra interventions after school. • Termly tests show progress and increased attainment of PP pupils	REJ	Half termly review
Increased Opportunities (Outcome F)	Provide financial contributions to enable PP pupils to access opportunities such as Outward Bound Trip, educational trips, MU Foundation work etc.	• Increase aspirations. • Provide wider educational experiences. • Increase awareness of opportunities within education and Manchester.	• Track the impact of educational visits. • Monitor the number of PP pupils accessing opportunities.	Various/STW	July 2018
Prevent/ Safeguarding (Outcome H)	Partly fund to roles of Pupil Support Managers and Safeguarding team to support the early help work to prevent issues escalating.	High welfare needs can mean low attendance and low performance. Extra PSM and Safeguarding PSM to focus on attendance, behaviour and welfare concerns, many of whom are PP pupils	• Attendance rates including Persistent Absence. • Rise in positive BfL grades and fall in behaviour incidents. • Case studies. • Intervention logs.	Various/SIP	Termly review
Improved behaviour & reduced exclusions (Outcome I)	• Staffing of Pupil Support Manager. • Behaviour consultant. • DMSF Programme	Preventative support for PP pupils on a 1-1 basis have reduced the number of behaviour incidents and avoiding a permanent exclusion for one PP pupil through drama therapy.	Develop range of early help strategies. Extend provision of behaviour consultant and increase utilisation of the therapist. Ensure strategies for PP pupils with repeat exclusions	Various/SIP KIM	Termly review
Total budgeted cost					£196282.00

• Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance & punctuality (Outcome E)	• Staffing of Pupil Support Manager. • Rewards and incentives.	Attendance was excellent last year and the funding will ensure that school continues to maintain excellent punctuality and attendance for PP pupils.	Daily scrutiny of absences and latecomers; high level of parental involvement, and rewards for improved and good attendance and punctuality.	SIP	Termly

Uniform Contributions (Outcome G)	Uniform contributions; buying PP pupils uniform or lending them uniform when they arrive to school without it.	To ensure PP pupils have the expected uniform for school. This will ensure that pupils feel fully part of the school community.	HoY and PSMs to monitor pupils and ensure uniform is correct. Communication with parents via the office ensures that parents are aware of support available	PSMs/SIP	July 2018
Learning Resources Contributions (Outcome G)	Provide financial contributions/resources to enable PP pupils to access the curriculum and learn well.	To ensure that PP pupils have the same opportunities as non-PP pupils.	• Monitor the use of funding. • Log the resources purchased and the impact.	Various	July 2018
				Total budgeted cost	£54,564.00

• **Review of expenditure**				
Previous Academic Year		2016/17		

• **Quality of teaching for all**				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Pupils are develops the key mathematical skills needed to access and progress through the mathematics curriculum. Timetables, mental strategies and key skills will all improve.	Form time numeracy delivered via Numeracy Ninjas. Pupils were asked to complete 30 basic questions every Wednesday in form time in Half Terms 1, 3 and 5. The form tutor recorded their results on a spreadsheet which was passed to SAR who evaluated the data. Stickers to be given to every pupil to represent their achievement 'belt' with the most improved in each form and best attaining in each class to be awarded a prize. Any pupil with a score of 100% for 5 weeks in a row, will receive a grand master badge.	• Across Year 7 and 8 pupils increased their weekly scores by 40% from the start to the end of the program. • Pupil premium pupils increased their weekly scores by 42%, compared to 36% for non-pupil premium pupils. • Key skills in tests improved, with the average score for solely skills based questions improving by 24% - showing these skills have been mostly transferred from form time sessions to Maths examinations.	This programme will continue in its current format. JAB to monitor the issuing of stickers/badges/rewards on a half termly basis. Key Skills will be monitored on a weekly and half termly basis by Mathematics class teachers.	£286.30

• **Targeted support**				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Develop confidence and character of identified pupils. Improve/maintain pupils' attendance. Improve/maintain pupils' attitude to learning.	Thirty-two pupils in Year 8 (all pupil premium) were selected to take part in the ReachOut programme. The ReachOut Academy is a weekly mentoring project that helps pupils to develop numeracy and literacy skills, as well as confidence and positive character strengths. During the programme each pupil had their own mentor, they worked one-to-one on	**Impact in School** • Overall attendance - 81% (Boys' - 77.5% and girls' - 84.3%) • 77% of pupils who attended ReachOut improved or achieved 100% attendance at school since the programme began. Furthermore. • 69% of pupils improved or got no BFL grade 3's since the programme began. • 69% of pupils improved or got no BFL grade 4's since the programme began.	In preparation for next year we hope to further develop the programme by strengthening links between Head of Faculties and mentors. This will include Learning Plans and Knowledge Organisers being shared with the ReachOut staff in order to help plan and prepare for the delivery of their programme.	£3,200

Improve progress and attainment in English/Maths.	numeracy and literacy exercises or homework. Activities organised, help to develop four character strengths of Fairness, Self-Control, Staying Power and Good Judgement, helping them to develop and become better people whilst introducing them to new ideas.	• Progress has improved in English (Sept – 42%, March – 54%) since ReachOut had begun. **Mentor Voice** • 94% saw a change in their mentees English and Maths work since attending ReachOut. • 82% noticed a change in their mentees confidence. • 71% saw an improvement in their mentees behaviour. • 82% stated their mentees staying power had increased. **Pupil Voice (18 pupils surveyed)** • 100% of students enjoyed coming to ReachOut • 94% felt the quality of their English and Maths work had improved • 72% said they now show more self control • 67% of students felt their confidence had improved	The programme will be continued with the current cohort and another group will start in next year's Year 8.	
Develop character, aspirations and improve attitude to learning.	Diane Modahl Foundtaion mentoring Pupils worked with professional coaches on a sports and leadership programme where pupils are encouraged to raise their aspirations and fulfil their potential.	Data shows that pupils improved their BfL scores since taking part in the DMSF mentoring programme. 70% of pupils received less BFL grade 3s on average since the programme began.	As the programme was run after school it was difficult to target certain individuals and ensure good attendance. The programme will run next year but we will consider the most appropriate time to for the programme run in order to have greater impact.	£2,000
To develop EAL pupils' communicative behaviour in class and language for learning through listening, speaking, reading and writing.	Functional and Academic English was taught in a structured learning environment. Pupils were withdrawn from English, Spanish and Humanities. They were attending 16 lessons a week with an EAL practitioner. The lessons were focused on: • Teaching grammar followed by task- based activities using key skills • Clear presentation of new vocabulary • Role play; opportunities to act out reading texts • Comprehension skills • Developing communication skills • English across Curriculum; teaching topics from other school subjects through the medium of English. • Culture; to establish an understanding of different aspects of life in Britain and other English-	• 100 % of the pupils who accessed language intervention have moved up at least by one-step level (NASSEA steps). • 75% made 2 or more steps progression (it takes about 2 years to make such progression) • 83% improved their spelling age by at least a month over one term only. 50% improved their spelling age by 5 or more months. • 58% improved their reading age at least by a month over a term. 33% improved their reading age by 5 or more months. • 100 % of the pupils' handwriting has improved • • The pupils are now in mainstream lessons and have acquired enough functional English to survive 70% of the school day, without support. • The pupils are able to express their needs in English.	It was extremely successful as it the programme had been adapted to suit the ability and needs of each pupil using Project 2. We will therefore continue with this approach next academic year.	£30,958.78

	speaking countries; to draw comparisons with their cultural backgrounds • Pre and post teaching topics which were found difficult to understand in lessons • Translation tools used to make content accessible (knowledge Organisers)			
Develop mathematical confidence of identified pupils. Improve progress and attainment in Maths.	Forty-four pupils across Years 7 and 8 were given up to 3 extra Mathematics sessions a week with the Numeracy Assistant in small groups or on a one-to-one basis.	• Of those pupils who completed both the pre and post assessment, 73% of pupils improved their score on the assessment. • Of those pupils who completed both the pre and post assessment, the group mean increased by 13%. • Before intervention 100% of pupils were below target, at HT6 57% of pupils were working towards or above target.	Attendance could have been better, as a result the numeracy assistant will email SAR every day with the attendance for the day and will chase up and pupils who do not appear. Specific resources will be purchased for the Catch Up pupils and there will be increased usage of computer based learning. In addition; all pupils will be given homework on a weekly basis. The groups will be smaller, no bigger than three pupils.	£9,865.00
Develop pupils' mathematical confidence. Embed the basic key skills needed to access the KS3 curriculum. Improve progress and attainment in Maths	Numeracy sessions 3 times a week for 6 weeks. All pupils completed a pre assessment where their individual areas for development were identified and they completed individual assignments on both MathsWatch and Manga High. During the sessions pupils used stuck strategies to increase their mathematical confidence before being assisted by a teacher.	**Impact in Mathematics:** • Average increase of 50% from pre-assessment to post assessment. • 100% of pupils improved their attainment by at least one sub grade • Average increase of 3.5 subgrades from HT2 to HT6 assessments. • 85% of pupils now on or above target. • 85% of pupils 'caught up' with the rest of the year group. **Staff Voice:** • Pupils were engaged and enjoyed the sessions. • Pupils voiced they enjoyed maths without being scared to make mistakes. • Created a good opportunity for pupils to develop skills. **Pupil voice (6 pupils surveyed)** • 100% felt they had improved in Maths • 83% felt what they had learnt in the sessions had already helped them in their Maths lessons. 100% felt challenged by attending these sessions.	A new cohort of Year 7s will be identified and given a pre assessment which will be again be converted to individual targets. Sessions will take place from 8am – 9am as this will provide more time for pupil intervention. More members of the Mathematics department will partake in running the sessions from 8am-8.40am. Breakfast will be provided to the invited pupils and parents contacted for support, to increase regularity and consistency.	£8,895.00
To rapidly close the gap between pupils'	• All cohorts of readers above to use the Accelerated Reader programme to increase the	**YEAR 7** • Average Reading Age increase for PP pupils – 14 months between September and July.	• Interventions ensured that the gap between reading ages of PP and non PP	£8,290

chronological age and reading age. Pupils to increase the frequency and amount of time spent reading for pleasure and their enjoyment of reading. Pupils to understand the importance of reading aptitude both within school and beyond.	number of words read and comprehension of texts at an appropriate level of challenge. • Red and some identified Amber readers to have a reading mentor (literacy assistant) who meets with each pupil to discuss progress and read one-to-one during English curriculum reading time. • All cohorts to have access to reading material which captures their interest and provides appropriate challenge. • Clear and extensive reward strategy to be used to incentivise reading, reward progress and raise the profile of reading for pleasure.	• Average Reading Age increase for Non PP pupils – 14 months between September and July. • Red reader cohort of PP pupils reduced from 61% to 49% of PP pupils. • Average reading age of PP cohort in July – 11.01; average reading age of Non PP cohort in July – 11.00. • Average reading age improvement of red cohort of PP pupils – 16 months • Average reading age improvement of red cohort of Non PP pupils – 12 months **Year 8** • Average Reading Age increase for PP pupils – 9 months between September and July. • Average Reading Age increase for Non PP pupils – 8 months between September and July. • Average Reading Age increase for PP pupils across school career to date – 24 months • Average Reading Age increase for Non PP pupils across school career to date – 21 months.	pupils did not widen during the academic year. • Pupils who completed the AR programme with a reading mentor and one to one reading during curriculum time made greater progress than those who did not. • Pupil Voice survey suggests there have been increases in the frequency of pupils reading for pleasure. Improvements to strategy for next Academic Year: • Introduction of Form Time reading to ensure pupils are developing the habits identified as 'good readers'.	
Pupils improve reading ages through access to a wide range of library books.	Staffing librarian (60%) and accelerated reader books appropriate to pupils' reading age and development. Reading books for PP pupils during form time	Pupil Voice data: Whole School 		Do you enjoy reading for pleasure?		
---	---	---	---
	Yes	Sometimes	No
April	37%	55%	8%
July	42%	56%	2% | Year 7 |	How often do you read for pleasure?		
---	---	---	---
	Everyday	Once a week	Twice or more per week
April	35%	21%	44%
July	44%	5%	51% | Year 8 |	How often do you read for pleasure?		
---	---	---	---
	Everyday	Once a week	Twice or more per week
April	23%	35%	42%
July	26%	27%	47% | Library Usage and AR results: |	Books Borrowed	AR quizzes passed	Words Read
---	---	---	---
PP	1765 (7.5 per pupil)	1153 (4.9 per pupil)	9,326,494 (39,856 words per pupil)
Non PP	757 (4.9 per pupil)	621 (4.0 per pupil)	6,161,903 (40,012)		• Pupils who completed the AR programme with a reading mentor and one to one reading during curriculum time made greater progress than those who did not. • Pupil Voice survey suggests there have been increases in the frequency of pupils reading for pleasure. Improvements to strategy for next Academic Year: • Introduction of reading diary homework for all pupils to increase frequency of pupils reading for pleasure.	£33,522.21
Increase SEND pupils reading age, demonstrate a greater comprehension of various texts and	To support SEND pupils who are reluctant readers with reading ages two or more years below their chronological reading age in KS3. Each pupil was assigned to work with an LSA, they then carried out a 10	• On average pupils made 10.5months progress in their reading age. • Pupil 1: 9.09 to 10.03 (6 months improvement) • Pupil 2: 6.0 to 6.6 (6 months improvement) • Pupil 3: 6.11 to 7.09 (10 months improvement)	• The intervention has proved successful with 50% of pupils, the other 50% of pupils have made progress but not the targeted 10 months. • To improve this intervention timings of the session will be planned for before and after school as part of a 'Book Club', this	£1,950

| | week intervention of paired reading, using the range of books specifically designed to support reluctant readers with dyslexic tendencies.

Each LSA met with their assigned pupil 3 times a week for 15 minutes in the Inclusion base. | • Pupils 4: 7.09 to 9.05 (20 months improvement) | will involve a breakfast one out of the three sessions a week, to engage pupils. This will prevent timetabling difficulties and pupils missing lessons.
• Due to high staff turnover not as many pupils could be supported as originally intended. To enable the intervention to be continued it will be broken down to enable new staff to undertake reading support. This will allow support to be offered and meet a larger range of pupils temporarily, until a full SEND team is available. | |
| improved their reading confidence. | | | | |

• Other approaches

Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Improve behaviour through personal responsibility and motivation to do well	Most pupils with higher number of behaviour incidents are from the PP cohort. Preventative intervention was provided through advice from EP, 1-1 mentoring, and specialist provision at PRU	• 96% of Behaviour for Learning grades issued during 2016-2017 were judged to be 1 (Outstanding) or 2 (Good). The figure for Y7 was 97.4% and Y8 95.1%. • A number of Pupil Premium pupils have a weekly mentoring with an external educational consultant. Of the 18 pupils who use this intervention, 16 improved their BFL grades from Term 1 to Term 3 (89%). Provision has increased from 1 day to 2 days for 2017-2018. • Pupils involved with the Educational Consultant felt the intervention has had a positive effect on their behaviour and attitude. • Two pupils are educated at pupil referral units. The risk of permanent exclusion was great however both are engaging in an alternative provision curriculum.	These approaches were successful when employed. They will now be formalised so that they can be used more strategically in order to have a more significant impact.	£28,154
Early intervention is successful in preventing escalation	High welfare needs can mean low attendance and, occasionally, poor behaviour. Extra PSM and Safeguarding PSM to focus on attendance, behaviour and welfare concerns, many of whom are PP pupils	• PSM intervention has contributed to 96% of Behaviour for Learning grades issued during 2016-2017 being judged a 1 (Outstanding) or 2 (Good). The figure for Y7 was 97.4% and Y8 95.1%. • The % of all pupils with 1 or more exclusion has fallen from 6.6% in 2015-2016 to 6.4% in 2016-2017 as a result of PSM interventions. • The gap between PP and non-PP exclusions has fallen from 10% in 2015-2016 to 6.7% in 2016-2017.	Continue to support pupil premium pupils through additional early help. This work will continue but it will become more specific with the appointment of an 'early help coordinator'.	£23,000
Improve attendance rates	Pupils were rewarded for high attendance and improvement in their attendance. PSMs monitored	• The whole school attendance for 2016-2017 was 96.4%.	Attendance of pupil premium pupils was very good, partly due to the impact of the funding.	£23,000

	attendance and intervened when attendance became too low.	• The attendance for PP pupils was 95.83% and the attendance for non-PP pupils was 97.48%. • This indicates a small gap between PP and non-PP pupils of 1.65%. • The punctuality to school for PP pupils in 2016-2017 indicated 1.39% late compared to 0.79% for non-PP pupils. This again indicates a small gap of 0.6%.	The school will continue to focus on attendance as a key pupil premium strategy.	
Pupils will be more confident in using the exam equipment from the outset and will therefore be able to answer questions to a higher standard.	All Year 7 and Year 8 Pupil Premium Pupils were given a scientific calculator by the Maths department.	• Improvement in attainment: Year 8 improved from 39% achieving 9-3 at HT2 to 62% at HT6, Year 7 improved from 53% achieving 9-2 at HT2 to 85% at HT6. • PP gap reduced in Year 8 from 12% at HT2 to 2% at HT6 • Improvement in progress: Year 8 improved from 42% on or above track at HT2 to 52% on or above track at HT6. Year 8 improved from 51% on or above track at HT2 to 60% on or above track at HT6. • Improvement in calculator based exam questions: On average pupils across both year groups achieved 32% more marks on calculator based exam questions from HT2 to HT6. For Pupil Premium pupils this was an increase of 38% compared with 24% for non-Pupil Premium pupils. • Improvement in homeworks handed in: From September 2016 to December 2016 476 homeworks were not handed in, an average of 34 per week. From January 2017 to July 2017 483 homeworks were not handed in, an average of 17 per week. This has halved the number of no homeworks being recorded.	We will order calculators again for Year 7 pupil premium pupils, and highlight this at the 'How to help your child' evening. All Year 7 pupils will receive a letter informing them of opportunity to purchase a calculator though the school, with Pupil Premium parents receiving a text informing them that they are being provided free of charge to their child.	£1,914.00
Uniform contributions	Provide all PP pupils with a blazer and tie at the start of the academic year.	• All PP pupils had correct uniform.	Continue to offer PP pupils free uniform and ensure there is spare uniform that can be borrowed if issues arise.	£6,000.00

• **Additional detail**
Further information can be found in the 'Pupil Premium Statement' on the school website.