

Pupil premium strategy statement (secondary)

• Summary information					
School	Dean Trust Ardwick				
Academic Year	2018/19	Total PP budget	£467,883	Date of most recent PP Review	September 18
Total number of pupils	872	Number of pupils eligible for PP	504	Date for next internal review of this strategy	July 19

• Current attainment (2017-18)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
5+ English (On Track)	Yr7:45% Yr8:48% Yr9:45%	Yr7:56% Yr8:55% Yr9:62%
5+ Mathematics (On Track)	Yr7:39% Yr8:27% Yr9:59%	Yr7: 45% Yr8:41% Yr9:73%
Expected Progress in English	Yr7:65% Yr8:57% Yr9:51%	Yr7:69% Yr8:63% Yr9:78%
Expected Progress in Mathematics	Yr7:49% Yr8:32% Yr9:62%	Yr7:60% Yr8:53% Yr9:71%

• Barriers to future attainment for pupils eligible for PP	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy/ Reading Age impacting across all subjects
B.	Not secondary ready
C.	EAL
D.	SEND – a high proportion (66%) of SEND pupils are also PP pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading age and literacy levels	<ul style="list-style-type: none"> To close gap of reading age progress and ensure that 'red' PP pupils improve their reading ages in Year 7 and Year 8.
B.	High quality teaching and learning	<ul style="list-style-type: none"> Reduce the attainment and progress gap between PP and non-PP pupils.
B.	Close the progress and attainment gap, especially in English and Maths	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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		2018/19			
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: <ul style="list-style-type: none"> Having access to reading material which captures their interest and provides appropriate challenge. 	<ul style="list-style-type: none"> Pupils' ability read has a significant impact on their ability to access the curriculum and succeed in school. 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • Clear and extensive reward strategy to be used to incentivise reading, reward progress and raise the profile of reading for pleasure. • Continuation 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.	<ul style="list-style-type: none"> • Pupil voice. 		
High Quality T&L (Outcome B)	<ul style="list-style-type: none"> • Increase interactions with pupils making less progress and help teachers meet the individual needs of all learners through use of Class Charts. • Increased opportunities to read across the curriculum. • SCP/CPD opportunities for staff to share best practice. 	<ul style="list-style-type: none"> • 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' outcomes. 	<ul style="list-style-type: none"> • Launch/training for all teachers. • Monitoring the quality of T&L through Learning Reviews and Faculty Review process. • Analysis of attainment and progress data. • Regular forums for teachers to share and be exposed to most effective practice. 	STW/FRC/KIM/SAW	Termly review
Total budgeted cost					£82,287.50
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)	<p>To rapidly close the gap between pupils' chronological age and reading age by:</p> <ul style="list-style-type: none"> • 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. • Development of extra-curricular opportunities within the library with aims to increase parental engagement. • GL assessments used for monitoring Year 9-10 reading. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • GL assessment data 	SAW/NIS	Termly review
Literacy (Outcome A & C)	<ul style="list-style-type: none"> • Whole School Literacy Scaffolds developed (literacy for life). 	To improve quality first teaching and to enhance the support for PP pupils with low level literacy.	<ul style="list-style-type: none"> • Identification of key PP pupils. • Monitor progress of PP pupils within the groups via end of 	SAW/NIS	Termly review

	<ul style="list-style-type: none"> Employ Literacy assistants and English assistant. 	<p>A similar, effective, approach has been adopted across the Trust and low level literacy impacts on attainment in all subjects.</p>	<p>term test results and reading/spelling age tests.</p> <ul style="list-style-type: none"> Regular monitoring of the quality of support provided by assistants through observation, quality of resources. Monitor the quality of pupils' work. Attainment/ progress data. Pupil voice. 		
<p>Increase progress & attainment in English (Outcome B)</p>	<p>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.</p> <p>Appoint a literacy assistant to help deliver specific English interventions and to provide in-class support for underachieving PP pupils.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Attendance at ReachOut. Progress and attainment. BfL grades. ReachOut Impact report. 	KIM/SAW	Termly review
<p>Increase progress & attainment in Maths (Outcome B)</p>	<p>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.</p> <p>Appoint a numeracy assistant to help deliver specific Maths interventions and to provide in-class support for underachieving PP pupils.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Attendance at ReachOut. Progress and attainment. BfL grades. ReachOut Impact report. 	KIM/SAR	Termly review
<p>Increase English language proficiency (Outcome C)</p>	<p>Staffing of two EAL co-ordinators and appropriate teaching resources to deliver focused English language interventions focused on:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Progress of INA's 	SAW/SHQ	Termly review

	<ul style="list-style-type: none"> • 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 				
SEND (Outcome D)	<ul style="list-style-type: none"> • External provision of Inclusion support. • Appoint Assistant SENDCO • Staffing extra TAs. • Purchase of SEND resources for PP pupils • External mentoring programme with targeted support for SEMH –DMSF 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Effective deployment of TAs in lessons. • Extra interventions after school. • Termly tests show progress and increased attainment of PP pupils 	REB/ STW	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.	<ul style="list-style-type: none"> • Increase aspirations. • Provide wider educational experiences. • Increase awareness of opportunities within education and Manchester. 	<ul style="list-style-type: none"> • Track the impact of educational visits. • Monitor the number of PP pupils accessing opportunities. 	Various/KIM	July 2019
Prevent/ Safeguarding (Outcome H)	<ul style="list-style-type: none"> • Partly fund to roles of Pupil Support Managers and Safeguarding team to support the early help work to prevent issues escalating. • External support from mentors (Gangline) 	<ul style="list-style-type: none"> • 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. • Pupil at risk of gang association that could affect engagement in school life. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Staffing of Pupil Support Manager. • Behaviour consultant. • DMSF Programme. • Behaviour rewards scheme. 	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.	<ul style="list-style-type: none"> • 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 are implemented. • Specific interventions from PSMs. 	Various/SIP	Termly review

Total budgeted cost					£303,308.00
• 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)	<ul style="list-style-type: none"> 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/ TRM	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 2019
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.	<ul style="list-style-type: none"> Monitor the use of funding. Log the resources purchased and the impact. 	Various	July 2019
Total budgeted cost					£82,287.50

• Review of expenditure				
Previous Academic Year		2017/18		
• 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
Promote opportunities for pupils to read for pleasure. Improve the reading age and literacy levels of pupils in order to	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. Clear and extensive reward strategy to be used to incentivise reading, reward progress and	<ul style="list-style-type: none"> Pupil voice results suggest that the majority of pupils understand the importance of reading and have enjoyed form time reading sessions. It also suggests that the majority of pupils have begun reading more regularly in their own time which is supported by the library usage data. Again, the current reading age data suggests that pupils are still now progressing in line with expected where the Year 8 cohort are progressing slightly more rapidly to help close the gap 	This approach will be continued and further extended through: Development of extra-curricular library sessions which aim to increase parental engagement.	£19448

close the gap of reading age progress.	raise the profile of reading for pleasure. Introduction of Form Time reading to ensure pupils are developing the habits identified as 'good readers'.	<ul style="list-style-type: none"> Last year the total number of books borrowed within an 8 month period (from when the library was open, was 5.1 per pupil. This year, the total has increased currently to 6.5 per pupil within an 8 month period. 						
		Date	Cohort	Books Borrowed			AR quizzes passed	Words Read
		Sept 2016- July 17	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)
		Sept 2016- July 17	PP	2961 (8.7 per pupil)			639 (1.9 per pupil)	15,944,230
			Non PP	1311 (4.2 per pupil)			221 (0.7 per pupil)	11,348,631
	Whole	4272 (6.5 per pupil)	860	27,292,861				

• 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 the quality of feedback pupils receive in order to support the reduction of attainment and progress gaps between PP and non-PP pupils.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 40 number of personal document cameras have been purchased for all teaching staff to utilise within lessons to promote live feedback and guided practice to support pupils learning. Class charts programme purchased for all staff to identify groups of pupils and highlight targeted wave 2 interventions to increase interactions with pupils in lessons. The summer term data suggests that there is a gap in favour of non-PP pupils on target across the core subjects in current year 10's. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>% PP on target</td> <td>% Non-PP on target</td> <td>% Gap</td> </tr> </table>		% PP on target	% Non-PP on target	% Gap	The use of the document cameras and class charts has been very successful in supporting staff to plan increased interactions with pupils making less progress and improve the quality of teaching and learning in the classroom. We will continue to use these resources next year. Other avenues will be explored to further support the development of pupil feedback to reduce the	£3734
	% PP on target	% Non-PP on target	% Gap					

	learning across the curriculum. Increased opportunities to read across the curriculum.	<table border="1"> <tr> <td>English</td> <td>51</td> <td>78</td> <td>27</td> </tr> <tr> <td>Maths</td> <td>62</td> <td>71</td> <td>9</td> </tr> <tr> <td>Science</td> <td>54</td> <td>73</td> <td>19</td> </tr> </table>	English	51	78	27	Maths	62	71	9	Science	54	73	19	attainment gap between PP and non-PP.	
English	51	78	27													
Maths	62	71	9													
Science	54	73	19													
To rapidly close the gap between pupils' chronological age and reading age.	<ul style="list-style-type: none"> 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. 	<p>YEAR 7</p> <ul style="list-style-type: none"> Average Reading Age increase for PP pupils – 7 months between September and April. Average Reading Age increase for Non PP pupils –4 months between September and April. Average reading age of PP cohort in April – 10 years and 10 months; average reading age of Non PP cohort in April- 10 years and 10 months. <p>Year 8</p> <ul style="list-style-type: none"> Average Reading Age increase for PP pupils – 9 months between September and April. Average Reading Age increase for Non PP pupils 6 months between September and April. Average reading age of PP cohort in April – 11 years and 10 months; average reading age of Non PP cohort in April- 11 years and 6 months. <p>Year 9</p> <ul style="list-style-type: none"> Average Reading Age increase for PP pupils 6 months between September and April. Average Reading Age increase for Non PP pupils -6 months between September and April. Average reading age of PP cohort in April – 12 years and 9 months; average reading age of Non PP cohort in April- 12 years and 10 months 	<p>This approach will be continued and further developed through:</p> <p>Introduction of the Reader Leaders programme, training older pupils as reading mentors to provide guided reading support to 'red' and 'amber' readers.</p>	£25186												
Develop whole school literacy scaffolds to support the development of pupil literacy skills.	<ul style="list-style-type: none"> Whole School Literacy Scaffolds (literacy for life) Bedrock Learning Employ Literacy assistants 	<p>Impact of Bedrock Learning Vocabulary Programme</p> <ul style="list-style-type: none"> Since the baseline word recognition test, the PP cohort have improved their attainment by an average of 39%. This is 6% higher than the attainment of NPP pupils. 	<p>This approach will be continued and further developed through:</p> <ul style="list-style-type: none"> Employment of an additional full time literacy assistant to 	£21932												

	<ul style="list-style-type: none"> To improve quality first teaching and to enhance the support for PP pupils with low level literacy. 	<ul style="list-style-type: none"> In comparison to schools of a similar demographic to Dean Trust Ardwick, the progress of pupils' word recognition, on average, is more rapid. <p>Summary of Literacy for Life impact:</p> <ul style="list-style-type: none"> From the end of the academic year 2016-17, pupils showed an increased understanding of the common mistakes they make in their writing and an improved percentage of how many pupils proofread their work before submission (Pupil Voice). Current impact suggests that teachers across Faculties are now taking more opportunities to develop and encourage literacy proficiency within lessons. The work sample suggests that pupils take as much care with written accuracy in Humanities as in English and therefore understand the importance of writing with accuracy. Pupils are slightly more aware of the impact literacy skills can have within lessons and are now proofreading their work more often. 	<p>support literacy development across cohorts. Development of whole school KS4 and exam literacy strategy.</p>	
<p>Develop confidence and character of identified pupils.</p> <p>Improve/maintain pupils' attendance.</p> <p>Improve/maintain pupils' attitude to learning.</p> <p>Increase progress and attainment in English/ Maths</p>	<p>30 Year 8 pupils and 30 Year 9 pupils (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 a programme pupils will have their own mentor and work one-to-one on numeracy and literacy exercises underpinned by activities to promote character development.</p> <ul style="list-style-type: none"> Appoint a literacy/ numeracy assistant to 	<p><u>Impact in School</u></p> <ul style="list-style-type: none"> 61 pupil premium pupils from Year 8-9 accessed ReachOut during 2017-18 Overall attendance was 64% (57% boys – 71% girls) Progress of pupils who attended ReachOut improved in Maths (63%) Progress of pupils who attended ReachOut improved in English (38%) <p><u>Mentor Voice</u></p> <ul style="list-style-type: none"> 90% of mentees have better or much better social confidence since attending ReachOut. 84% of mentees showed better staying power. 88% stated their mentees showed increased fairness. <p><u>Pupil Voice</u></p> <ul style="list-style-type: none"> 100% of pupils enjoyed attending ReachOut 	<p>We will continue to offer this programme and have a focus on sustaining high attendance across the co-hort. Year 9's will participate in an incentive programme facilitated by ReachOut staff to help address this.</p>	<p>£3,900</p>

	<p>help deliver specific English/ Maths interventions and to provide in-class support for underachieving PP pupils.</p>	<ul style="list-style-type: none"> • 96% of pupils felt their English and Maths work had improved • 100% of pupils felt more confident in completing English and Maths work <p>64% of pupils felt that they demonstrate more self-control</p>		
<p>Increase English language proficiency. To develop EAL pupils' communicative behaviour in class and promote language for learning through listening, speaking, reading and writing.</p>	<p>Staffing of an EAL co-ordinator and appropriate teaching resources to deliver focused English language interventions focused on:</p> <ul style="list-style-type: none"> • Teaching grammar followed by task-based activities using key skills • Clear presentation of new vocabulary • Role play; opportunities to act out reading texts <ul style="list-style-type: none"> • Comprehension skills <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 100% of the pupils who accessed language intervention have moved up by at least one-step level (NASSEA steps). • 38% made 2 or more steps progression (usually 2 years to make such progress). • 58% of pupils are accessing language interventions. • 35% of cohort receive in-class support in core subjects. • 65% of the cohort now able to access mainstream curriculum without any support. • 50% improved their spelling age by 5 or more months. • 58% improved their reading age by at least one month over a term. • 100% of the pupils' handwriting has improved. <p>All pupils are able to express their needs in English.</p>	<ul style="list-style-type: none"> • This has been extremely successful and the programme was adapted to suit the ability and needs of the individual pupils. As the school continues to grow and with the addition of KS4 support we will continue with this approach next academic year and look to further develop this provision. 	<p>£36,659</p>

<p>Develop provisions to support SEND pupils to increase SEND pupils reading age, demonstrate a greater comprehension of various texts and improved their reading confidence. Improve behaviour through targeted key workers to support individual SEND/PP pupils.</p>	<ul style="list-style-type: none"> • External provision of Inclusion support. • Staffing extra TAs. • Purchase of SEND resources for PP pupils • 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 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. 	<ul style="list-style-type: none"> • Use of Educational Psychologist time has enabled 5 EHCP applications to be accepted by the LA which in turn has provided school with funding to support pupils SEND needs in school. • 4x LSAs providing daily support to pupils undergoing EHCP applications as support has to be provided in class before the EHCP application can be applied for. • Reading materials used within the modified curriculum supporting literacy and reading. • 100% of Year 7 on or exceeding their end of year target in English and 88% of Year 8 on or exceeding their end of year target in English as a direct result of LSA intervention and support. • 	<p>The support from the Educational Psychologist and the LSAs has been invaluable this year in supporting our pupils to successfully receive an EHCP and access the curriculum with support. This strategy will be continued.</p> <p>The modified curriculum has enabled pupils to successfully engage in the wider school curriculum by developing the requisite skills to support progress. This will continue next year.</p> <ul style="list-style-type: none"> • Ensure more LSAs are trained to deliver this provision and enable more pupils to access this support. Increase opportunities for 1:1 reading support to support pupils not within the modified curriculum group. 	<p>£112,599</p>
<p>Increase opportunities for PP pupils to participate in a wide variety of enrichment opportunities to help promote high aspirations and increase awareness of opportunities within education</p>	<p>Provide financial contributions to enable PP pupils to access opportunities such as Outward Bound Trip, educational trips, MU Foundation work etc</p>	<ul style="list-style-type: none"> • Duke of Edinburgh Award was accessed by 21 PP pupils in 2017-18. (60% of total cohort who accessed DofE). 100% of pupils have passed their bronze award expeditions. Pupils accessed opportunities to improve physical fitness by learning to ski and trampoline and develop organisational skills to aid their independence in school. • Funding was provided to enable PP pupils to attend numerous trips and visits across the year including :- The Harry Potter Studio Tour, End of Year rewards trip to Blackpool 	<ul style="list-style-type: none"> • These opportunities have had a great impact on the experiences accessed by PP pupils across the year. Funding will continue to support pupils in accessing these opportunities next year. 	<p>£7000</p>

and Manchester to extend learning and increase ambition.		and a range of subject linked trips linked specifically to the curriculum.		
Provide necessary PP pupils with early help/ interventions to improve behaviour and/or prevent risks of being associated with gang culture. Improve behaviour and reduce exclusions	Partly fund to roles of Pupil Support Managers and Safeguarding team to support the early help work to prevent issues escalating.	<ul style="list-style-type: none"> PSM intervention and mentoring contributed to 97.8% of learning grades issued during 2017-18 being judged as a 1 (outstanding) or 2 (Good). An improvement of 1.7% since 2016-17. The gap between PP and non-PP exclusions is just 0.4%, PSM mentoring and use of Pupil Support Plans have supported this. The % of all pupils with 1 or more exclusions has fallen and is 0.6% lower than last year. 	<ul style="list-style-type: none"> These approaches were successful when delivered. PSM roles will now be linked to a specific area of support recognised through the emerging pupil needs. This will enable a more focused approach to supporting pupils and have more significant impact. 	£40,649
Improve/maintain pupils overall attitude to learning.	<ul style="list-style-type: none"> Staffing of Pupil Support Manager. Behaviour consultant. DMSF Programme- Pupils have worked with professional coaches on a sports leadership programme that encourages pupils to raise their aspirations and fulfil their potential. 	<ul style="list-style-type: none"> Diane Modahl Sports foundation was accessed by 15 PP pupils in 2017-18. 100% of pupils improved on their BFL score since taking part in DMSF mentoring programme. A number of Pupil Premium pupils have a weekly mentoring session with an external education consultant. Of the 20 pupils who accessed this support all Improved their BfL grades from Term 1 to Term 3. 	<ul style="list-style-type: none"> As the programme was delivered during curriculum time this had a greater impact on pupil's development. Following the success of this intervention it is likely to be developed and linked to support with specific cohort of pupils who require support in overall attitude to learning. 	£6600
• 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

<p>Improve behaviour through personal responsibility and motivation to do well</p>	<p>Most pupils with higher number of behaviour incidents are from the PP cohort. Preventative intervention was provided through advice from Educational Consultant, 1-1 mentoring, and specialist provision at Pupil Referral Unit (PRU).</p>	<ul style="list-style-type: none"> • 97.7% OF Behaviour for Learning grade issued during 2017-18 were judged to be 1 (Outstanding) or 2 (Good). The figure for Year 7 was 98.2%, Year 8 was 97.6% and Year 9 was 97%. • Pupils involved with the Educational Consultant felt like the intervention has had a positive effect on their behaviour and attitude. • 4 number of pupils are educated at Pupil Referral Units. The risk of permanent exclusion was great however all are engaging in the alternative provision curriculum and furthermore an extra 3 pupils have been referred to attend a federation school for further support with SEND needs. • 	<p>These approaches were successful when employed. The support with the behaviour consultant will be formalised to ensure greater and more significant impact is evidenced.</p>	<p>£17734</p>
<p>Improve attendance rates</p>	<p>Pupils were rewarded for high attendance and improvement in their attendance. PSMs monitored attendance and intervened when attendance became too low.</p>	<ul style="list-style-type: none"> • Whole school attendance for 2017-18 was 96.9% which is 2.3% above the National Figure and 2.1% above Manchester average. • Attendance for Pupil Premium pupils was 95.80% and the attendance for non-PP was 97.55%. • This indicates a small gap of 1.82% between PP and non-PP. • The punctuality to school for PP pupils was at 2.23% late compared to 1.26% late for non-PP pupils. This again indicates a small gap of 0.97%. 	<p>The attendance of Pupil Premium pupils was very good, partly due to the impact of funding and successful interventions. This will remain a school focus to maintain high attendance with PP pupils.</p>	<p>£2428</p>
<p>Provide PP pupils with opportunities to access the curriculum through</p>	<p>Provide financial contributions/resources to enable PP pupils to access the curriculum and learn well.</p>	<ul style="list-style-type: none"> • A range of workbooks and revision guides have been purchased to assist PP pupils in accessing the curriculum and supporting learning from home. 	<p>As the school develops to include KS4 cohort this will be developed to ensure PP pupils at all levels have access to resources that enable them to</p>	<p>£3411</p>

resources/ equipment.			progress in learning and access the curriculum.	
Uniform contributions	Provide all PP pupils with a blazer and tie at the start of the academic year.	<ul style="list-style-type: none"> 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.