



MEMBER OF STAFF RESPONSIBLE FOR DOCUMENT: MR T.WARD (SENCO)

# Telford Park School Pupil premium strategy statement

1. Summary information					
School	Telford Park School				
Academic Year	20-21	Total PP budget	£240,000	Date of most recent PP Review (External)	Nov 15 (follow up March 2016)
Total number of pupils	579	Number of pupils eligible for PP (Your School)	*303 (Jan 2021) – 52%	Number of pupils eligible for PP (National 2020)	26%

2. Current attainment		
	Pupils eligible for PP – Your School (Other pupils in brackets)	Pupils eligible for PP – National Averages 2020 (Other pupils in brackets)
Progress 8 score average (Centre Assessed Grades)	-1.07 (-0.27)	Not available for 2019/20
Attainment 8 score average (Centre Assessed Grades)	33.9% (42.7%)	40.2% (53.7%)
Percentage of pupils achieving grade 4 or above in English and mathematics GCSEs	30% (48%)	56% (70.8%)
% Entered for English Baccalaureate	37% (53%)	27.8% (44%)

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

<b>A</b>	Literacy skills in pupil premium pupils are, on average, lower than their peers.
<b>B</b>	Numeracy skills in pupil premium pupils are, on average, lower than their peers.
<b>C</b>	Poor behaviour for learning among a small number of pupils, some of whom are eligible for pupil premium, affects their academic progress.
<b>D</b>	The percentage of PP students entering Year 11 predicted to attain a grade 4+ in English (40.8%) and Mathematics (36.7%) is lower than equivalent non PP pupils. This figure reflects slower progress rates among PP students when compared to their peers in these key subjects.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E</b>	Attendance – The disadvantaged cohort has a lower attendance than that of non-disadvantaged pupils.	
<b>F</b>	Increased social, emotional, mental health issues are affecting the progress of a student’s (A large proportion of which are PP) across targeted students within each year group. Impact of Covid 19 is significant.	
<b>G</b>	Lack of parental and family engagement with school	
<b>H</b>	Low aspirations and history of underachievement	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A</b>	High levels of progress in literacy for targeted students, across all year groups, eligible for PP.	<ul style="list-style-type: none"> <li>• The targeted PP pupils make more progress than “Non PP” pupils so that at least 50% exceed L&amp;N targets and 100% meet expected targets within literacy.</li> <li>• 65% of all students have a reading age at or above their chronological age.</li> <li>• This will be evidenced through Accelerated reader, Access test and Direct Instruction Reading outcomes.</li> <li>• All pupils to have a standardised reading score of 100 by Easter of their first year at The Telford Park School.</li> </ul>
<b>B</b>	High levels of progress in numeracy for targeted students, across all year groups, eligible for PP.	<ul style="list-style-type: none"> <li>• The targeted PP pupils make more progress than “Non PP” pupils so that at least 50% exceed L&amp;N targets and 100% meet expected targets within numeracy.</li> <li>• 65% of all students have a numeracy age at or above their chronological age.</li> <li>• This will be evidenced through Access tests and Direct Instruction Numeracy outcomes.</li> <li>• All pupils to have a standardised Numeracy score of 100 by Easter of their first year at The Telford Park School.</li> </ul>

C	<p>Improved behaviour for learning among a small number of pupils, some of whom are eligible for pupil premium Effective use of a new 'flightpath' intervention system.</p>	<ul style="list-style-type: none"> <li>• Improved engagement in lessons.</li> <li>• Reduced C6 and C5 entries for each student. (without changing recording practices or standards)</li> <li>• Increased rewards</li> <li>• Engagement in assertive mentoring programme and other targeted support including a new 'Flightpath Intervention System'.</li> <li>• 100% staff consistency with consequence system, staff using praise points and postcards to reward pupils.</li> <li>• Effective use of alternative provision for the minority of pupils who cannot cope with fulltime mainstream provision.</li> <li>• Reduced no of pupils on modified timetables.</li> </ul>
D	<p>The percentage of PP students entering Year 11 predicted to attain a grade 4+ in English (40.8%) and Mathematics (36.7%) is lower than the equivalent to non PP pupils. This attainment gap must be reduced, specifically in English and Maths to increase the life chances and post 16 options available for PP pupils.</p> <p>High profile CPD to improve the outcomes for PP pupil</p>	<ul style="list-style-type: none"> <li>• Tracked rates of progress of PP students is equivalent or better than that of other students in their cohort. Where it is not, department-level interventions take place (monitored by Heads of Departments).</li> <li>• Any in-school gap between PP and other students in the 'Basics' GCSE measure is lower than 5% and narrower than the national gap.</li> </ul>
E	<p>Attendance – The disadvantaged cohort has a lower attendance than that of non-disadvantaged pupils. Attendance gap to reduce when compared to non pp pupils.</p>	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below.</li> <li>• Overall attendance among pupils eligible for PP improves to the school average and strive for 94% in line with national standards.</li> </ul>
F	<p>Through robust and inclusive pastoral systems pupils with SEMH concerns to be identified and to be well supported through mental health leads and external agencies.</p>	<ul style="list-style-type: none"> <li>• Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting.</li> </ul>

		<ul style="list-style-type: none"> <li>• Youth survey to show a reduction in key findings data and Telford Park School to be in line or lower than other participating schools.</li> <li>• Robust and accurately logged communication with external agencies.</li> <li>• School counsellor is used effectively with all referrals going through the appropriate members of staff.</li> </ul>
<b>G</b>	Improved parental and family engagement with the schools which effectively supports the needs of all PP pupils.	<ul style="list-style-type: none"> <li>• 100% of targeted PP parents to attend all their allocated Parent's events in particular parents evening appointments and family/parental learning events.</li> </ul>
<b>H</b>	All students will be aspirational for their future. They will have a clear pathway and destinations post 16. Pupil premium students will be proportionally represented in future educational data provided by LA.	<ul style="list-style-type: none"> <li>• Number of students entering sixth form and appropriate level study is proportionally represented.</li> <li>• Effective communication with Future Focus Careers advisor. This will ensure PP pupils are targeted.</li> <li>• 100% of PP pupils to make a college application.</li> </ul>

## 5. Planned expenditure

Academic year

2020 - 21

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.

### i. 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?
<p><b>OUTCOME D, High profile CPD:</b></p>	<p>CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs.</p> <p>Upskill staff in how to teach and support pupils from the 'front of the room'. Introduce a whole class feedback model. This is integral to identifying misconceptions and diagnosis of lost learning.</p> <p>Revisit Rosenshines principles of instruction (explicit teaching) including daily review &amp; monthly review, introduce new material in small steps and scaffolding. Revisit recall and retrieval practice to ensure this is embedded.</p> <p>Opportunities for Professional Development and self-</p>	<p>Staff need to be the experts in direct instruction and confident in delivering high quality learning experiences for all pupils.</p> <p>Staff must be skilled/experts in how to offer highly effective feedback to pupils during lessons that addresses misconceptions and identify next steps in learning.</p> <p>Recall and retrieval opportunities must be embedded in lessons. Pupils to have the opportunity to master and become fluent in the most invaluable knowledge and skills identified in subject curriculums.</p>	<p>CPD calendar reviewed for the beginning of each term.</p> <p>CPD programme to be tailored towards needs identified in PM programme, Learning walks drop ins, Remote learning drop ins, Regular middle leader meetings to ensure</p>	RP	On going through the CPD programme which will be tailored towards needs identified in PM.

	improvement as part of the CPD programme.				
<b>OUTCOME A,B &amp; D, Raising PP Outcomes:</b> Securing the effective implementation of the Pupil Premium “In Lesson Focus” alongside the whole school marking and feedback policy.	Whole school Pupil Premium “In Lesson Focus”, marking and feedback policy implemented, monitored and reviewed.	EEF toolkit identifies feedback as being the intervention which provides the most improvements for disadvantaged students.	Learning Walks  Work scrutiny Performance Management  Peer to peer reviews  Department meetings  Line Manager meetings	SLT/Line Managers	During half termly EAB data analysis  Performance management windows three times a year  Line Management meetings.
<b>OUTCOME A&amp;B: Creation of Set 5.</b> Creating a smaller 5 <sup>th</sup> group in KS3 ensures that all pupils within set 5 (larger proportion of which are PP) get smaller group tuition.	The newly created 5 <sup>th</sup> sets have significantly lower pupil numbers (groups of 15-20). With the support of teaching assistants these groups enable small group and targeted provision for SEND and or PP pupils.	A tried and trusted method delivered by a specialist teacher or trained TA’s. Small group tuition score +4 in the EEF toolkit.	Data drops  Department assessment data  STAR reading and numeracy scores	PG & TW	Yearly curriculum planning meetings
<b>Total budgeted cost</b>					<b>£40,000</b>

## ii. 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?
<p><b>OUTCOME C: Improved engagement in lessons.</b></p> <p>Reduced C6 and C5 entries for each student. Reducing FTE's by 50%.2</p> <p>Behaviour for learning is good or better</p>	<p>Consistent and continuous application of consequence system.</p> <p>Bespoke programmes based on individual needs</p> <p>Targeted Behaviour support through external providers</p> <p>All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.</p> <p>De-escalation training provided for identified staff</p> <p>Cone of success introduced to run alongside cone of need.</p>	<p>2019-20 outcomes demonstrate an improvement in behaviour records.</p> <p>EFF toolkit suggest targeted intervention matched to student need improves outcomes</p> <p>Metacognition and self-regulation demonstrates + 8months through EEF Toolkit.</p>	<p>Systematically monitor the implementation of the consequence system.</p> <p>Half termly data collections</p> <p>Regular CPD</p> <p>Implementation of rigorous system for tracking PP behaviour patterns and targeting of appropriate intervention. Assertive mentoring of identified students who identified at being at risk.</p> <p>Bespoke individual programmes for identified students.</p>	<p>KS &amp; TW</p>	<p>Behaviour Learning Walks part of whole school CPD and monitoring and evaluation.</p> <p>Regular Standards Committee reports</p> <p>Data drops</p>

<p><b>OUTCOME D: Improve PP Outcomes:</b></p> <p>Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers</p>	<p>Appropriate curriculum mapping and staffing. Increased number of Maths and English lessons in all year groups.</p> <p>Targeted enhanced provision – eg educational visits, trips etc.</p> <p>Bespoke TT for identified students who cannot fully engage in mainstream school.</p> <p>Targeted Interventions planned to meet the targeted needs of the DS across KS3 and 4.</p> <p>Monitor and evaluate the use of Sistra.</p> <p>English and maths Academic coaches appointed to deliver targeted support.</p>	<p>Extra support provided to improve attainment.</p> <p>Targeted Teaching groups with highly qualified staff are known to be effective.</p>	<p>Regular Data analysis</p> <p>Departmental deep dives</p> <p>PM meetings</p> <p>DH for Progress report to SLT &amp; Standards Committee</p> <p>Regular PP Focus meetings.</p> <p>PP Focus on subject department Agenda – Add a section within the Line management meeting proforma.</p> <p>Analysis of Data to inform intervention planning.</p>	<p>PG</p>	<p>Each data entry In line with standards committee reports.</p> <p>LM meetings with AC’s monthly</p> <p>Fortnightly line management meetings</p> <p>Fortnightly middle leader meetings.</p>
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<p><b>OUTCOMES A &amp; B:</b>  <b>Direct instruction lead for Literacy and Numeracy.</b></p> <p>Stand alone role to improve Reading and Numeracy outcomes. Targeting disadvantaged and underachieving pupils.</p>	<p>The direct instruction lead will be supported by a newly appointed direct instruction tutor. In turn they will be further supported by the Maths and English department to run a targeted intervention programme.</p> <p>Programme will aim to raise numeracy and literacy standardised scores to 100. The whole school have now adopted core indicators to ensure that in the future all pupils achieve a standardised score of 100 by Easter of year 7.</p>	<p>Evidence based research by the EEF highlighting the need for improved basic numeracy and reading in order to access a secondary education.</p> <p>GCSE exam papers have a reading age of 16. Pupils must be functional readers to be able access assessments.</p> <p>In school progress is greater than EFF toolkit of +4 months using phonics.</p> <p>Reading comprehension such as Accelerated reader EEF = + 5 months</p> <p>Research by John Hattie shows direct instruction technique to be very effective.</p> <p>Proven success in literacy to now be targeted at Numeracy.</p>	<p>Regular STAR reading tests in Numeracy and Reading will give raw data to measure progress.</p> <p>English and Maths departments will track progress using departmental assessment practices.</p> <p>Literacy and Numeracy reports created for Standards Committee.</p>	<p>SF &amp; PG</p>	<p>Review of the summer term will take place at the end of the academic year 20/21. Decisions will be made on effectiveness of the programme and its plans made for 21/22.</p> <p>Annual review of curriculum mapping</p>
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<b>OUTCOME E: Improved attendance</b>	<p>Increase EWO contact hours. EWO employed follow T&amp;W protocol rigorously.</p> <p>First day response.</p> <p>Attendance focus</p> <p>Attendance booklets</p> <p>Daily attendance checks. Absent student list circulated and acted upon.</p> <p>Targeted students – same day calls rewards allocated for 100% attendance and punctuality.</p>	<p>Pupils must be in school to receive a mainstream education. Face to face teaching is vital to the success of all pupils.</p>	<p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Attendance and progress discussed at least weekly with mentor Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian or barriers</p>	KS and EWO	<p>2 weekly with EWO for all</p> <p>Ongoing during reintegration meetings</p>
<b>Total budgeted cost</b>					£145,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>OUTCOME F: Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice</b>	<p>Appointment of school Councillor 2 days a week</p> <p>Application of appropriate graduated response</p> <p>Referral to Bee U and signposting to other relevant support services.</p> <p>TA Trained to deliver ELSA training</p>	<p>Evidence suggests that the number of students with SEMH has increased rapidly and that targeted early intervention matched to specific students with specific SEMH issues can be effective.</p> <p>High number of Bee U referrals and users.</p>	<p>SSO's, DSL,s Heads of year (relationships) and HOH to engage with parents and students as required.</p> <p>Appropriate services identified and actively engaged.</p>	KS & TW	<p>Half termly</p> <p>Graduated response and regular completion of Assess, Plan, Do, Review.</p>

	<p>Purchase SLA for Ed Psych assessments and LSAT service.</p> <p>Application of EHCNA</p> <p>Identified external agencies sourced and plans actioned.</p> <p>Continue targeted Staff training through The LA Future in mind programme.</p> <p>Introduction of 'flightpath' interventions targeting PP pupils within KS3 who are struggling to access mainstream education.</p> <p>Outdoor Learning launched for a cohort of 24 PP pupils within KS3 who are struggling to access mainstream education.</p>	<p>Implications of Covid-19 and closure of schools. Pupils will need additional support.</p>	<p>Working with SENCO to identify graduated response for those who require referral to other services.</p> <p>Three members of staff to complete full Mental Health First Aid qualification.</p>		
<p><b>OUTCOME G: Improved parental and family engagement with the schools which effectively supports the needs of PP Pupils.</b> 100% of targeted PP parent's to attend their allocated Parent's evening appointments and events.</p>	<p>New online parental booking system embedded</p> <p>Parental/family learning sessions to be organised and run by core subject departments.</p> <p>Home visits completed for parents who are not engaging with the school.</p>	<p>Parental engagement has a large and positive impact on children's learning (DFE 2010 and Joseph Rowntree Foundation 2013)</p> <p>EEF Toolkit values parental involvement as a moderate impact (+3 months)</p>	<p>Allocated member of staff to analyse data after each parents evening</p> <p>Parental Questionnaire</p> <p>Follow up calls made to parents who do not attend Parents evening.</p>	TW	<p>After each Parents evening review of attendance</p> <p>Termly reports</p>

	Robust and highly effective safeguarding within the school identifies pupils who are at risk of neglect. Liaison with Family Connect is regular.				
<b>OUTCOME H: Raising and understanding aspirations and improving life chances.</b> Increased positive destination data for DS in line with other students in the school and students nationally.	TLR – PSHE  Well planned and targeted assembly programme  Implement “Moving on up programme” Support for targeted students to attend taster sessions at appropriate providers Provide high quality careers advice – Targeted Future Focus meetings Future Focus attendance at all PEPs.  Establish a data tracking system for PP pupils at key transition points.  Aspire programme: Targeted support for identified students  Targeted support for CIC  Use of motivational speaker	Destination data for Telford Park school is not in line with local or national school data.  Reduces the impact of transition dip between yr 6 and 7  Information from LA virtual schools advice that improved engagement in education after school is greater when careers advice is targeted for LAC.  Review 2020 leaver’s data against LA destination data when available.  Development to begin to secure 2021 cohort.	Assemblies planned and held  Relevant staff led meetings and reviews.  Through parental feedback Line management meetings  Results from commercial attitudinal survey to establish baseline data.	LN, PG and SK-B.  DOI	April 21  July 21    On receipt of school destination data from LA  Annually

<p><b>OUTCOME H: Reintroduce Yr10 work experience to encourage aspirational futures.</b></p>	<p>Despite Covid-19 we are committed to reintroducing work experience for our year 10 pupils. PP pupils will be targeted and support will be given to arrange for work experience placements.</p> <p>Placements will be for one week and full risk assessments will be completed with T&amp;W council to ensure pupils are safely placed.</p>	<p>EEF has recently commissioned research in the use of work experience for young people. Four key benefits were found:</p> <ol style="list-style-type: none"> <li>1. Boost young people's understanding of jobs and careers</li> <li>2. Providing the knowledge and skills demanded by the contemporary labour market</li> <li>3. Providing the knowledge and skills demanded for successful school-to-work transitions</li> <li>4. Enriching education and underpinning pupil attainment</li> </ol>	<p>Dedicated senior leader to coordinate the programme</p> <p>Pastoral leaders and tutors to help pupils organise letters and placements</p> <p>Visits completed for vulnerable learners</p> <p>PP pupils targeted for placements so that all get the opportunity to experience a workplace.</p>	<p>PG &amp; TW</p>	<p>Pupil questionnaires</p> <p>Workplace questionnaires</p> <p>Post 16 applications made the following year.</p>
<p><b>Health and Wellbeing of PP Pupils: Introduction of Breakfast Club</b></p>	<p>School opening up to 45 minutes before pupils first lesson. Toast and Jam offered for free to all PP pupils ensuring pupils get a consistent and positive start to the day.</p>	<p>Significant number of PP pupils within school cohort.</p> <p>Numerous pupils not starting the day with breakfast.</p> <p>Significant number of pupils who take medication for neurodevelopmental disorders. Food is essential alongside medication.</p>		<p>HR &amp; BG</p>	

<p><b>Financial Support for individual PP pupils:</b> Ensuring that financially disadvantaged PP pupils are supported with key aspects to their attendance at The Telford Park School – Uniform, transport costs, counselling, pastoral support will contribute to ensure equality of opportunity and wellbeing.</p>	<p>Financial support for PP pupils is allocated on a needs basis</p>	<p>Some pupil’s families need support in attending school. We want to ensure that pupils receive an inclusive and supported education.</p>	<p>Extra financial support is negotiated with individual families when requested either directly with the SENCO (TW) or through the Pastoral Leaders.</p>	<p>TW &amp; KS</p>	<p>Spending monitored through budget updates</p> <p>Evaluation via staff, pupils and parent feedback</p>
<p><b>Financial Support for individual PP pupils:</b> Ensuring that financially disadvantaged PP pupils are supported with academic visits/trips and revision materials to ensure equality of provision and opportunity.</p>	<p>Financial support for PP students is allocated on a needs basis and prioritised to curriculum essential visits such as humanities field trips. Financial support is provided for key revision guides including English, Maths, Science.</p>	<p>Some pupil’s families need support in accessing all curriculum areas. We want to ensure all pupils receive an inclusive education and that specific curriculum needs are met. Visits also allow pupils to develop cultural capital.</p>	<p>Extra financial support is negotiated with individual families when requested either directly with the SENCO (TW) or through the pastoral leaders or curriculum leaders.</p>	<p>TW &amp; KS</p>	<p>Spending monitored through budget updates</p> <p>Evaluation via staff, pupils and parent feedback</p>
<p><b>COVID-19 Specific Approaches</b></p>					
<p><b>Pupils in years 7-11 including those who are eligible for PP to make progress in their subjects in line with their peers following the national Covid 19 Lockdown. March-July</b></p>	<p>Adapted curriculum plans for all departments to ensure knowledge and subject skill gaps are targeted.</p> <p>Whole school catch up plan to target priorities outlines within the PP 2020-21 Strategy document.</p>	<p>Work has been missed through a prolonged school absence. Not all pupils consistently engaged with work set during the national lockdown.</p>	<p>Adapted curriculum plans created by departments</p> <p>Gaps in skills and knowledge to be identified and addressed</p>	<p>PG Curriculum leaders</p>	<p>Reports and teacher assessments</p> <p>SLT and Curriculum leaders to monitor</p> <p>Line manager meetings.</p>

<b>All pupils eligible for free school meals will be supported during bubble closures or partial lockdowns</b>	FSM vouchers will be delivered to all eligible families. Those who do not claim the vouchers will be contacted directly to inform them.	Response to DfE guidelines for FSM provision. Vouchers a preferable option to food parcels.	Admin staff redirected within school to ensure parents know how to download vouchers and those who are not collecting them are informed.	Admin Staff	Weekly monitoring
<b>All pupils eligible for free school meals will be supported with remote learning during bubble closures or partial lockdowns</b>	Laptops to be made available for all PP pupils to support remote learning.  Welfare and engagement calls to be made to all pupils and families who do not engage with home learning.	Response to DfE guidelines for remote learning provision.	Pastoral managers to make individual welfare and progress calls.  Laptops to be loaned and allocated to all isolating pupils including those eligible for PP.	PG (remote engagement) and Pastoral Team (making calls)  EWO to support with non-engagement	Daily checks made and recorded on a shared spreadsheet.
<b>Total budgeted cost: £55,000</b>					

## 6. Review of expenditure 2019-20

### 2019-20 Review of Pupil Premium Expenditure: Telford Park School – Income £232,907

#### i. 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
<p><b>Improved quality of T&amp;L for all students</b>  <b>PM indicates that 86% of teachers are identified as effective in student output, outcome and teaching and learning.</b></p>	<p>Increased staffing to secure more teaching groups in all years.</p> <p>Implement a school wide learning model. Supported by systematic monitoring of the quality of teaching, learning and assessment over time.</p> <p>Rigorous PM programme.</p> <p>Targeted CPD</p> <p>Lead practitioners used to support delivery of a Coaching Model</p> <p>Calendared Learning Walks.</p> <p>Triangulation of use of appropriate data and use of PLC's.</p>	<p>What is it now?            New Staffing model has supported PM windows undertaken for all school staff.</p> <p>PM identified as effective and indicates improvements.</p> <p>Improvements evidenced throughout the year. External validation through HMI and Peer review (Internal) - learning walks, work scrutiny and structured performance management process.</p> <p>Parliamentary review identifies improvements.</p>	<p>This approach will continue to be used to improve the quality of teaching and learning.</p> <p>Implementation of the ITP, OTP, OTAP</p> <p>Increased number of Middle Leaders involved in monitoring T&amp;L.</p>	

	<p>CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs. Staff review of CPD</p>	<p>CPD has been based on outcomes of learning walks, teacher feedback, departmental reviews, Performance Management and feedback from HOD/DOL/DH (Staff)</p> <p>Staff feedback indicates that CPD has been effective and this has been demonstrated in work scrutiny and highlighted clear use of the PP marking and feedback model to ensure no difference seen within books</p>	<p>This approach will remain with a review of the calendar of CPD and how to incorporate Middle Leaders</p>	
<p><b>Securing the effective implementation of the Pupil Premium “In Lesson Focus” alongside the whole school marking and feedback policy.</b></p>	<p>Whole school marking and feedback policy implemented, monitored and reviewed.</p>	<p>Termly Learning Walks and half termly work scrutiny demonstrates that the “In Lesson PP Focus” has impacted upon directed teacher led questioning, Act comments are developing learning outcomes books are demonstrating no clear differences.</p>	<p>These approaches will remain.</p> <p>Collection 1 - Baseline Collection 2 – 25% Improvement Collection 3 - 13% Improvement</p>	

<p><b>Improved engagement in lessons. Reduced C6 and C5 entries for each student.</b></p> <p><b>Reducing FTE's by 50%.</b></p>	<p>Consistent and continuous application of consequence system.</p> <p>Assertive mentoring.</p> <p>Bespoke programmes based on individual needs</p> <p>All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.</p>	<p>Evidence as demonstrated by both internal and external sources state that behaviour in school has improved.</p> <p>Consistency is well monitored and regular whole school, department and individual support has been given.</p> <p>100% of exclusions have been followed up with a return to school meeting which has set targets, expectations and identified new areas of provision required.</p>	<p>Targeted support</p> <p>This will remain a focus for targeted/identified students.</p> <p>15 day PDC's to be introduced.</p> <p>Introduction of the Hub facility.</p> <p>Targeted provision and engagement programme.</p>	
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**Total Spent cost**    £98,065

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers</b></p>	<p>Appropriate curriculum mapping and staffing.</p> <p>Increased number of Maths and English lessons in all year groups.</p> <p>Introduce different options pathways.</p> <p>More able programme/focus in PM.</p> <p>DTT approach.</p> <p>Targeted enhanced provision – e.g. educational visits, trips etc.</p> <p>Bespoke TT for identified students who cannot fully engage in mainstream school.</p>	<p>Appropriate programmes established and new curriculum map applied.</p> <p>Concerns about historical curriculum mapping had significant impact.</p>	<p>The enhanced curriculum provides further pathways to success for learner; some of which have been bespoke. We will continue with this approach next year to secure further progress and outcomes.</p> <p>The school will continue to monitor and model its curriculum based need.</p>	

	<p>Targeted Interventions planned to meet the targeted needs of the DS.</p> <p>Develop DS provision map.</p>												
<p><b>Improved attainment (Closing the gap) improved rates of progress for PP students in the 2<sup>nd</sup>/3<sup>rd</sup> ability quartile, leading to greater aspiration and engagement throughout.</b></p>	<p>Deliver an appropriate curriculum</p> <p>Increased number of teaching groups across all year groups</p> <p>PIXL DTT approach across whole school.</p> <p>Curriculum and staffing mapped to meet the needs of the students.</p> <p>Interventions planned to meet the targeted needs of the DS</p> <p>DOL to schedule targeted holiday provision based on DTT.</p> <p>Analysis of Data to inform intervention planning.</p> <p>DoI secures impact of Intervention strategies &amp; programmes for DS</p>	<p>All appropriate interventions, programmes, targeted provision was undertaken across all year groups.</p>	<p>Greater focus required on targeting outcomes for students within the target group.</p>										
<p><b>Improved attendance</b></p>	<p>EWO employed follow T&amp;W protocol rigorously.</p> <p>First day response.</p> <p>Employment of Attendance Officer</p> <p>Attendance Action Plans (AAP)</p> <p>1:1 Assertive mentoring</p>	<p><b>All Agreed Actions have been put in to place.</b></p> <table border="1"> <thead> <tr> <th></th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>88</td> <td>89</td> </tr> <tr> <td>WS</td> <td>89.92</td> <td>90.58</td> </tr> </tbody> </table> <p>Attendance has improved in 7, 8 and 9</p>		2018-19	2019-20	PP	88	89	WS	89.92	90.58	<p><b>Focus to remain.</b></p> <p><b>EWO increased number of days.</b></p> <p><b>New attendance officer</b></p>	
	2018-19	2019-20											
PP	88	89											
WS	89.92	90.58											

	<p>Attendance focus</p> <p>Attendance booklets</p> <p>Two weekly attendance review</p> <p>ViVos allocated for 100% attendance and punctuality</p>	<p>The focus for the year is to close the gap between PP and non PP attendance and reduce the persistently absent PP pupils</p>		
<p><b>%’s Improved literacy &amp; numeracy</b></p>	<p>Provide Literacy co-ordinator.</p> <p>Provide Academic Coaches</p> <p>Deliver small group Corrective reader provision</p> <p>Deliver Read 45 programme</p> <p>Accelerated Reader Programme</p> <p>Develop and embed a numeracy policy.</p> <p>Ninja numeracy prog</p> <p>KS4 identified students have a 2nd pathway with extra English and maths</p> <p>Smaller group sizes</p> <p>Additional support provided for KS4</p> <p>Increased literacy support within feedback and marking process.</p>	<p><b>Outcomes remain high for all students who have literacy and numeracy as a focus across Ks3 and 4.</b></p> <p>Criteria met and exceeded in some areas.</p> <p>Improving outcomes for PP students given their starting points.</p>	<p>Careful scrutiny of data identifies this is an effective strategy based on in school and national evidence collected. We will continue with this strategy with some changes to delivery, training and management of the programmes</p> <p>All of the identified programme will remain with the addition focussed reading lessons and English lessons supported by Literacy leads.</p> <p>Continued use of Clicker 7</p> <p>Introduction of MyOn reading programme</p> <p>Numeracy profile needs to increase to meet that of the literacy.</p>	

				Total Spend	£108,000
iii. 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	
<b>Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice</b>	Application of appropriate graduated response  Employ appropriate counselling services Referrals to Bee U  Purchase SLA for Ed Psych assessments  SFAP Use of House 1  Application of EHCNA  IASS student voice support  Build to Express Lego programme training and resources	Level of need both nationally, locally and within school remains high. A graduated response remains in place with internal and external support provided. Appropriate external support is sourced, provided and monitored.	Support will remain target group will remain a focus and use of further external providers to be used. Providing support for staff who are supporting the SEMH to ensure they have the correct “tools” to support.		
<b>Improved parental and family engagement with the schools which effectively supports the needs of the DS's. 100% of targeted DS parent's to attend their allocated Parent's evening appointments and events.</b>	Appoint new MIS system manager  New online parental booking system embedded  Parental/family learning sessions to be organised and run by core subject departments	In more personalised intervention engagement has seen a significant increase over the year			

<p><b>Raising and understanding aspirations and improving life chances. Increased positive destination data for DS in line with other students in the school and students nationally.</b></p>	<p>TLR3 – PSHE Lead  Well planned and targeted assembly programme  Implement “Moving on up programme”  Support for targeted students to attend taster sessions at appropriate providers  Yr 9,10 &amp; 11 carers festival  Attendance at University days.  Provide high quality careers advice – Targeted  Future Focus meetings  Future Focus attendance at all PEPs.  Assertive mentoring  Academic mentoring  TLR 3 Transition lead appointed Targeted transition for yr6 students and family  Establish a data tracking system for DS at key transition points.</p> <p>Select and implement a commercial attitudinal survey to establish baseline data.</p>	<p>PSHE lead appointed and programme running with a focus upon student outcomes.  Group, individual support and advise has been given to 100% of all targeted students. This has included off site visits supported by careers, pastoral and SEN support staff.  Parents have attended additional academic mentoring meetings.  Attendance at parents evenings have improved since the new booking system was introduced.</p> <p>Attitudinal survey sourced.</p>	<p>Moving on up programme to be delivered on a need by need basis and be an umbrella term for the support offered.</p> <p>National/local data for destinations are published Autumn Term</p> <p>New booking system does not allow staff to target students/parents electronically.</p> <p>Staff training needing to be undertaken to complete appropriately.  Destination data review to be taken at other points throughout the year.</p>	
				<p style="text-align: right;"><b>Total Spend</b>    <b>£25,000</b></p>
<p>The above spend also includes £3,850 if Historical Year 7 Catch Up Funding.</p>		<p style="text-align: right;"><b>Total Spend</b>    <b>£231,065</b></p>		