

Allenbourn Middle School: Pupil Premium Strategy Statement

1. Summary information					
School	Allenbourn Middle School, East Borough, Wimborne Minster, Dorset, BH21 1PL				
Academic Year	2018-19	Total PP budget	£89,045	Date of most recent PP Review	July 2018
Total number of pupils	604	Number of pupils eligible for PP	96 (15.9%)	Date for next review of this strategy	July 2019

2. Current Attainment					
<u>KS3 (Y8) July 2018</u> – (31/149 PP pupils)		<i>Gap at KS1</i>	<i>PP Pupils Y8 End</i>	<i>Non-PP Pupils Y8 End</i>	<i>Gap at Y8</i>
Reading					
• Av. APS Progress from KS1		-1.4	33.8	36.5	-2.7
• % achieving EXS+ (KS1 2b+ vs Y8 GL St 4/5 av.)		+5.1%	75.0%	88.6%	-13.6%
• % achieving GD (KS1 3 vs Y8 GL St 8+)		-25.1%	10.7%	33%	-22.3%
Writing					
• % achieving EXS+		-2.0%	75.9%	83.3%	-7.4%
• % achieving GD		-16.4%	17.2%	43%	-25.8%
Maths					
• Av APS score		-0.8	35.6	38.7	-3.1
• % achieving EXS+ (KS1 2b+ vs Y8 GL St 4/5 av.)		-1.0%	73.1%	87.8%	-14.7%
• % achieving GD (KS1 3 vs. Y8 GL St 8+)		-19.1%	23.0%	32.5%	-9.5%
<u>KS2 (Y6) May 2018</u> – (21/152 PP pupils)		<i>Gap at KS1</i>	<i>PP Pupils KS2</i>	<i>Non-PP Pupils KS2</i>	<i>Gap at KS2</i>
Reading					
• Progress measure (+/- expected progress vs. KS1)			-2.9	-1.2	-1.7
• % Achieving EXS+ (2b+ at KS1)		-19.3%	61.5%	77.1%	-15.6
• % Achieving GD (3 at KS1)		-22.4%	11.5%	38.7%	-27.2
Writing					
• Progress measure (+/- expected progress vs. KS1)			+1.0	+2.1	-1.1
• % Achieving EXS+		-25.4%	80.8%	91.3%	-10.5%
• % Achieving GD		-24%	23.1%	40.9%	-17.8%
Maths					

• Progress measure (+/- expected progress vs. KS1)		-3.1	-1.8	-1.3
• % Achieving EXS+	-19%	61.5%	78.7%	-17.2%
• % Achieving GD	-21.7	11.5%	22.0%	-10.5%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Some current Y7 PP pupils did not make ARE (MPA) / GD (HPA) at KS2 and need to catch up. No. of Pupils: Reading – 9; Writing – 5; Maths - 11
B.	KS2 PP pupils at Allenbourn often need to make greater progress than their peers in order to reach ARE / their targets based on KS1 result. This is due to some progress in Lower KS2 not being consistent with prior attainment at KS1. In some cases, further assessment casts doubt on the validity of the original KS1 score.
C.	Some eligible pupils have gaps / delays in speech and language development, leading to reduced progress with reading and writing (and across the curriculum).
D.	Some eligible pupils have low levels of confidence, self-esteem, difficulties in social skills development and / or challenging attitudes to learning. This is limiting their academic progress in a challenging curriculum which demands resilience.

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

E.	Some eligible pupils have attendance rates below 90% and/or poor punctuality, putting them at increased risk of falling behind their peers with their learning.
F.	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities.
G.	Some eligible pupils are experiencing barriers to learning due to lack of capacity for support in the home environment.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The profile of aspirations for PP children will be raised across the school as a whole, with pupils and with parents	<ul style="list-style-type: none"> • Pupil Attitudinal Survey will be administered for all PP pupils • Pupil Attitudinal Survey shows progress over time (January) from baseline scores <ul style="list-style-type: none"> ○ Specific actions / differentiation identified for each pupil and shared with pastoral team and all teaching staff • Tracking of trips, clubs, residential visits and homework club show PP children are represented proportionately • Records / phone log of contact between PP advocate and parents / carers • Parents of PP pupils will be offered early access to Parents Evening Bookings portal, with follow-up from tutors and offer of a phone consultation • Year Group Plans will feature the development of regular aspirational opportunities and trips for PP pupils, tied to a UPS role

		<ul style="list-style-type: none"> • 1:1 Mentoring of selected PP children by a member of school staff, to include: <ul style="list-style-type: none"> ○ Personal aspirational target setting and review ○ Regular, informal contact and building of positive adult relationships <ul style="list-style-type: none"> ▪ personal follow-up on absence (see above) ▪ Sharing of successful work and help with academic challenges ▪ Supportive discussion of school reports & other teacher feedback with pupil 			
B.	Improve speech, language and communication skills for eligible pupils across the school.	<ul style="list-style-type: none"> • Administer BPVS (British Picture Vocabulary Scale) to all new PP arrivals and identify areas of specific need. • Specific actions / differentiation identified for individual pupils where appropriate and shared with all teaching staff • Monitoring (e.g. observation / learning walks) will identify appropriate differentiation based on targets • PP Advocate to visit EAL context to develop strategies to support PP children <ul style="list-style-type: none"> ○ Strategies to be shared with teaching staff ○ Strategies to be applied with BVPS focus group • Weekly reading / vocabulary development group between PP advocate and focus groups (beginning with Y5 in Summer 2018) who scored lowly on BPVS test <ul style="list-style-type: none"> ○ BVPS scores indicate some pupils have scored particularly low on the BVPS test ○ Subject Leaders to share schemes of work / key vocabulary with PP advocate in advance to inform content areas to be covered ○ Vocabulary knowledge will improve ○ Clear entry / exit criteria for intervention groups to be set 			
C.	Develop levels of challenge for most able pupils PP in all lessons (with an enhanced focus on writing)	<ul style="list-style-type: none"> • Monitoring (e.g. observation / learning walks / book scrutiny) will identify appropriate differentiation and challenge for higher prior attaining PP pupils • 'Allenbourn Expectations' will be shared and monitored, ensuring differentiation takes pupil ability into account • Meetings between subject leaders / subject teams will ensure setting arrangements in English and Maths are sufficiently aspirational and based on prior attainment • Attainment gap with Non-PP pupils will narrow compared to Key Stage 1 <table border="1" data-bbox="1451 1417 2136 1482"> <tr> <td data-bbox="1451 1417 1675 1482">Year 6 2018-19</td> <td data-bbox="1675 1417 1899 1482">Gap at KS1 L3</td> <td data-bbox="1899 1417 2136 1482">KS2 GDS Gap Target</td> </tr> </table>	Year 6 2018-19	Gap at KS1 L3	KS2 GDS Gap Target
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D.	<p>Effective support and interventions will be in place to enable PP pupils of all abilities (inc. SEND) to achieve equally with non-PP pupils of the same prior attainment</p> <p>Year 7 PP pupils not achieving targets at KS2 will catch up in Y7</p>	<ul style="list-style-type: none"> Monitoring of lessons, books and plans will show appropriate differentiation and support (inc. interventions) for PP pupils Monitoring of lessons, books and plans will show appropriate support from adults in room (Teachers / TA) having impact on progress for PP pupils PP Pupils identified as falling behind at KS2 will be supported to meet targets in Y7 SEN / PP tracking data will show gap closing with non-PP pupils Pupil Progress meeting notes will evidence progress / support implemented for PP pupils All PP pupils will maintain their flight path All pupils will close the attainment gap from the September baseline Pupils who have fallen back in previous years will have closed some of the attainment gap since Key Stage 1 																								
E.	<p>All development plans (whole school, head of year, subject etc.) will explicitly plan for the improvement of PP outcomes (both pastoral and academic) with one or more PP specific target(s)</p> <p>Staff performance management targets will explicitly reference PP outcomes</p> <p>Role of PP governor to be developed</p>	<ul style="list-style-type: none"> Monitoring of subject development plans (by Performance Managers, SLT and PP Lead) will show robust targets and support aimed at improving PP outcomes (pastoral and academic) PP specific data targets on development plans will be achieved Year Group plans will feature development of year group based 'aspirational' PP groups and activities (e.g. trips etc.) <ul style="list-style-type: none"> Aspirational activities to feature a clear objective and review Teaching staff performance management targets will explicitly reference PP outcomes (data and pastoral where appropriate) HoY will be accountable for academic outcomes for PP pupils in year group as a whole <ul style="list-style-type: none"> HoY / Subject leads will communicate through subject / year group meetings and minutes, identifying where action is required A PP progress marksheet will be set up on SIMS for HoY to access 																								

		<ul style="list-style-type: none"> Regular visits from PP governor with triangulation notes
F.	<p>To increase attendance rates for individual PP pupils where this falls below 97 %</p> <p>To increase attendance rates for PP pupils as a whole to 97% or above</p>	<ul style="list-style-type: none"> PP attendance gap with non-PP pupils will close Twice every half-term monitoring of attendance for PP pupils will show a rigorous follow-up of PP absence by PP Advocate / Attendance Lead Records / phone log of contact between PP advocate and parents / carers 1:1 mentors to supportively follow-up absences with PP pupils on return to school <ul style="list-style-type: none"> Supportive / informal check on welfare Support with acquiring and completing missed work / learning
G.	<p>No PP child will be excluded from an activity, and all children will be offered opportunities to develop their self-esteem, aspirations, attitude to learning and confidence</p> <p>The profile of aspirations for PP children will be raised across the school as a whole, with pupils and with parents</p>	<ul style="list-style-type: none"> Target of 100% PP pupils to attend an extra-curricular club Pupil Attitudinal Survey will be administered for all PP pupils Pupil Attitudinal Survey shows progress over time (January) from baseline scores <ul style="list-style-type: none"> Specific actions / differentiation identified for each pupil and shared with pastoral team and all teaching staff Tracking of trips, clubs, residential visits and homework club show PP children are represented proportionately Records / phone log of contact between PP advocate and parents / carers Parents of PP pupils will be offered early access to Parents Evening Bookings portal, with follow-up from tutors and offer of a phone consultation Year Group Plans will feature the development of regular aspirational opportunities and trips for PP pupils, tied to a leadership role 1:1 Mentoring of every PP child by a member of school staff, to include: <ul style="list-style-type: none"> Personal aspirational target setting and review Regular, informal contact and building of positive adult relationships <ul style="list-style-type: none"> personal follow-up on absence (see above) Sharing of successful work and help with academic challenges Supportive discussion of school reports & other teacher feedback with pupil

5. 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.																					
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?																
C. Develop levels of challenge for most able pupils PP in all lessons (with an enhanced focus on writing)	CPD delivered to all staff focused on raising aspirations for PP pupils Individual ability / attainment profiles created for each PP child and shared with staff	<p>Assessment results indicate that higher prior attaining PP pupils are under-achieving at KS2 in writing when compared to similar pupils nationally</p> <p>QFT teaching aimed at ensuring sufficient challenge for HPA pupils will ensure appropriate progress, with intervention put in place where appropriate</p>	<p>Monitoring (by PP lead, subject leaders, SLT and performance managers) will evidence appropriate differentiation for HPA PP pupils</p> <p>Half-termly data reviews will show attainment gap closing for HPA PP pupils and specific actions planned where this does not happen</p> <p>Any intervention arising will be reviewed half-termly</p>	PP Lead	<p><u>July 2019</u></p> <p>Monitoring (e.g. observation / learning walks / book scrutiny) have identified improving levels of challenge for PP pupils, although this is still be inconsistent across year groups / subjects.</p> <p>Setting arrangements have taken prior attainment into account, with PP pupils placed according to aspirational levels of challenge.</p> <p>Analysis of data shows that outcomes for PP pupils are still inconsistent, and whilst the gap has narrowed at KS2 in Reading and Writing compared to KS1, the gap has widened overall in KS2 Writing and in KS3, requiring a continued focus in these areas in 2019-20.</p> <table border="1" data-bbox="1720 1086 2136 1382"> <thead> <tr> <th>Year 6 2018-19</th> <th>Gap at KS1 L3</th> <th>KS2 GDS Gap Target</th> <th>July 19 Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>- 32.6%</td> <td><32.6%</td> <td>-28.3</td> </tr> <tr> <td>Writing</td> <td>-9.4%</td> <td><9.4%</td> <td>-10.3</td> </tr> <tr> <td>Maths</td> <td>- 35.2%</td> <td><35.2%</td> <td>-30.5</td> </tr> </tbody> </table>	Year 6 2018-19	Gap at KS1 L3	KS2 GDS Gap Target	July 19 Gap	Reading	- 32.6%	<32.6%	-28.3	Writing	-9.4%	<9.4%	-10.3	Maths	- 35.2%	<35.2%	-30.5
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E. All development plans and performance management (whole school, head of year, subject etc.) will explicitly plan for the improvement of PP outcomes (both pastoral and academic) with one or more PP specific target(s)	SLT, HoY and subject leaders to include specific PP focused targets on school development plans PP specific pastoral and data targets to be included on Performance Management targets for all teaching staff (target relevant to level of responsibility)	Previous HoY pastoral role did not have an explicit PP focus. Explicit planning for improvement in academic and pastoral outcomes for PP children should be included in the target setting and review progress at all levels. This will lead to rigorous improvement.	Monitoring of subject development plans (by Performance Managers, SLT and PP Lead) will show robust targets and support aimed at improving PP outcomes (pastoral and academic) HoY and subject leads to communicate information of progress of key PP pupils through subject / year group meetings / minutes PP specific targets on development plans will be achieved PP review to take place to quality assure PP strategy / provision	Performance managers, PP Lead	<u>July 2019</u> All subject and year group development plans included a PP specific target this year, with significantly improved pastoral support available for PP pupils in year groups as a result. PP aspirational clubs took place successfully in Years 5, 6 and 8, with pupils reporting positive outcomes, increased self-motivation and esteem and willingness to try new things. Staff performance management targets explicitly references PP outcomes. The appointment of a PP academy committee member has not been finalised due to change of personnel in the Academy Committee – this is an ongoing target for 2019-20. HoY plans took PP outcomes into account; the monitoring of this will be intensified in 2019-20 with regular reference to PP progress in line management meetings.			
Total budgeted cost					£27,196.00			

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?																											
B. Improve speech, language and communication skills for pupils across the school.	PP advocate to deliver BPVS to all eligible pupils in order to plan for further support. Specific actions to be identified and shared with teaching staff	Assessment results indicate that PP children have lower levels of vocabulary development which impacts upon their ability to acquire basic literacy and verbal communication skills, thus impeding progress in all subject areas.	Data from BPVS will be analysed and areas of weakness highlighted for individual children. Half-termly review of any interventions arising Learning walks, lesson observations, lesson planning and work scrutiny will monitor impact of differentiation strategies	PP advocate, PP lead	<u>July 2019</u> Ongoing programme of BPVS testing was administered, with results included on individual teachers' seating plans. A whole school vocabulary focus, with specific focus on PP pupils took place. Vocabulary lists for each unit of work were shared in advance by teachers. Vocabulary groups run by the PP advocate showed measurable improvement in understanding of key vocabulary identified by subject leaders. PP advocate visit to EAL context resulted in improved teaching strategies in BPVS groups.																											
D. Effective support and interventions will be in place to enable PP pupils of all abilities (inc. SEND) to achieve equally with non-PP pupils of the same prior attainment Year 7 PP pupils not achieving targets at KS2 will catch up in Y7	CPD and monitoring for all staff with focus on improving outcomes for PP pupils through quality first teaching and differentiation PP advocate to support focus catch-up pupils in lessons as appropriate Interventions will be identified and in-class support will be put in place through Pupil Progress system for SEND and those falling behind	Analysis of data shows that pupil premium children in general are underperforming in comparison to their peers. QFT aimed at appropriate challenge / differentiation will begin to address this Interventions will be put in place for those falling behind, as appropriate.	Monitoring (by PP lead, subject leads, SLT and performance managers) will evidence appropriate differentiation, challenge and outcomes for PP pupils Half-termly data reviews will show attainment gap closing and specific action planned where this does not happen. Half-termly review of any interventions arising	PP Lead	<u>July 2019</u> Monitoring of books and lessons showed that differentiation and challenge for PP pupils is improving, although this can be inconsistent across teachers / subjects. Although in most cases PP pupils are maintaining or improving on their flightpath (principally in Y6 and Y8, with more inconsistent results in Y5 and Y7), they are still not making as rapid progress as their Non-PP peers. <table border="1"> <thead> <tr> <th>Year 5</th> <th>Progress from Sep baseline</th> <th>Progress from Sep baseline</th> </tr> <tr> <td></td> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-0.6</td> <td>+0.3</td> </tr> <tr> <td>Writing</td> <td>+0.2</td> <td>+1.2</td> </tr> <tr> <td>Maths</td> <td>-0.3</td> <td>+0.5</td> </tr> <tr> <th colspan="3">Year 6</th> </tr> <tr> <td></td> <th>Progress from Sep baseline</th> <th>Progress from Sep baseline</th> </tr> <tr> <td></td> <th>PP</th> <th>Non-PP</th> </tr> <tr> <td>Reading</td> <td>+0.4</td> <td>+0.4</td> </tr> </tbody> </table>	Year 5	Progress from Sep baseline	Progress from Sep baseline		PP	Non-PP	Reading	-0.6	+0.3	Writing	+0.2	+1.2	Maths	-0.3	+0.5	Year 6				Progress from Sep baseline	Progress from Sep baseline		PP	Non-PP	Reading	+0.4	+0.4
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<p>F. To increase attendance rates for individual PP pupils where this falls below 90%</p> <p>To increase attendance rates for PP pupils as a whole to 96% or above</p>	<p>Half-termly monitoring of PP attendance by attendance lead and PP advocate</p> <p>Rigorous follow-up those with attendance below 96% by attendance lead and PP advocate</p>	<p>PP attendance overall is currently well below whole school attendance, which impacts on learning and pastoral outcomes for PP pupils</p>	<p>Half-termly monitoring will show improvement for those with low attendance, and evidence action taken</p> <p>PP attendance report will be set up to enable SM to monitor PP attendance closely, and take early action where this falls below 97%</p>	<p>PP advocate, Attendance lead, PP lead</p>	<p><u>July 2019</u></p> <p>Twice half-termly monitoring of PP pupils attendance, with personalised follow-up where attendance has not improved, has taken place. Highly personalised support is in place for pupils showing persistent absence.</p> <p>Whole school attendance for PP pupils in 2018-19 was 89.9%, compared to 91.5% for 2017-18, due to individualised cases of persistent absence.</p>																																										
Total budgeted cost					£57,936.50																																										

iii. 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?

<p>A. The profile of aspirations for PP children will be raised across the school as a whole, with pupils and with parents</p>	<p>Pupil attitudinal survey to measure changing attitudes</p> <p>1:1 mentoring programme between pupil premium pupils and staff</p> <p>Mentors to discuss reports with mentees.</p> <p>PP families to be offered early access to parents evening booking portal</p> <p>Aspirational activities / clubs to be developed within each year group</p>	<p>Results from PASS survey indicate that some pupil premium pupils have poor attitudes towards their learning.</p> <p>Focus groups of pupils indicate that some are not aware of their ability and more needs to be done to raise their aspiration in school.</p> <p>Attendance at Networks indicates other schools have had success with these approaches</p>	<p>Monitoring of PASS results by PP advocate.</p> <p>Monitoring of mentoring programme by PP lead</p> <p>HoY/SM to monitor development of Year Group clubs</p>	<p>MG, SM</p>	<p><u>July 2019</u></p> <p>Mentoring of PP pupils by teachers has shown achievement of personal goals and a positive response from PP pupils in the majority of cases, with the lack of success in individual cases being mostly due to logistical concerns. In 2019-20 the programme will be developed through the use of PP passports administered by tutors.</p>
<p>G. No PP child will be excluded from an activity, and all children will be offered opportunities to develop their self-esteem, attitude to learning and confidence</p>	<p>Finance manager / PP advocate to take responsibility for ensuring that all parents of eligible pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities.</p>	<p>In the past 3 years it has been readily apparent that not all eligible families are taking up their full entitlement to support under the PP.</p>	<p>SLT to review use of PP funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at key points during the school year.</p> <p>Finance manager to monitor trips take up with regard to PP families.</p> <p>Year Group Plans will feature the development of regular aspirational opportunities and trips for PP pupils</p>	<p>Finance manager, PP advocate, PP lead</p>	<p><u>July 2019</u></p> <p>100% of PP pupils in Ks2 attended an extra-curricular aspirational club, along with selected pupils in Year 8 identified through low PASS scores, with positive feedback from pupil surveys.</p> <p>Tutor follow-up of parents evening appointments took place in the Autumn term, with early access to appointments for PP parents in the Spring. Financial support for PP pupils (e.g. through uniform and instrumental lessons) has taken place on the basis of individual need.</p>

<p>E. All development plans (whole school, head of year, subject etc.) will explicitly plan for the improvement of PP outcomes (both pastoral and academic) with one or more PP specific target(s)</p>	<p>SLT, HoY and subject leaders to include specific PP focused targets on school development plans</p>	<p>Explicit planning for improvement in academic and pastoral outcomes for PP children should be included in the target setting and review progress at all levels. This will lead to rigorous improvement.</p>	<p>Monitoring of subject development plans (by Performance Managers, SLT and PP Lead) will show robust targets and support aimed at improving PP outcomes (pastoral and academic)</p> <p>PP specific targets on development plans will be achieved</p>	<p>Performance managers, PP Lead</p>	<p><u>July 2019</u> All subject and year group development plans included a PP specific target this year, with significantly improved pastoral support available for PP pupils in year groups as a result. PP aspirational clubs took place successfully in Years 5, 6 and 8, with pupils reporting positive outcomes, increased self-motivation and esteem and willingness to try new things. Staff performance management targets explicitly references PP outcomes. The appointment of a PP academy committee member has not been finalised due to change of personnel in the Academy Committee – this is an ongoing target for 2019-20. HoY plans took PP outcomes into account; the monitoring of this will be intensified in 2019-20 with regular reference to PP progress in line management meetings.</p>
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Total budgeted cost	£3,192.50
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