

# Allenbourn Middle School: Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Allenbourn Middle School, East Borough, Wimborne Minster, Dorset, BH21 1PL				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£109, 465	<b>Date of most recent PP Review</b>	08.02.2017 (external) 15.12.17 (internal) 16-3-18 (internal)
<b>Total number of pupils</b>	605	<b>Number of pupils eligible for PP</b>	102 pupils 16.8%	<b>Date for next internal review of this strategy</b>	July 2018

2. Exit data Y8 July 2017				
<i>*Figures based on end of Summer Term 2016 assessment data</i>	Gap at KS1	Pupils eligible for PP (your school) (Y8)	Pupils not eligible for PP (Y8)	Gap at Y8
<b>% achieving in reading, writing and maths</b>	+4%	88%	88%	0
<b>Average Point Score in reading</b>	-0.29	35.92	36.40	-0.48
<b>Average Point Score in writing</b>	+0.50	36.15	36.57	-0.42
<b>Average Point Score in maths</b>	-0.39	37.92	38.54	-0.62

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)	
<b>A.</b>	Some eligible pupils have gaps / delays in speech and language development, leading to reduced progress with reading and writing.
<b>B.</b>	Some Most able disadvantaged pupils are not always challenged, therefore they do not make expected or better progress in Writing

<b>C.</b>	Some eligible pupils have low levels of confidence, self-esteem and / or difficulties in social skills development. This is limiting their academic progress in a challenging curriculum which demands resilience.	
<b>D.</b>	Some eligible pupils have gaps in prior knowledge in core subject areas.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Some eligible pupils are experiencing barriers to learning due to lack of capacity for support in the home environment.	
<b>F.</b>	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities.	
<b>G.</b>	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech, language and communication skills for eligible pupils across the school.	Administer BPVS (British Picture Vocabulary Scale) to all PP pupils and identify areas of specific need.
		Implement specific actions to address identified needs in class and through intervention if appropriate. Pupils will demonstrate improved communication skills and improved progress as a result.
<b>B.</b>	Develop levels of challenge for most able pupils in all lessons with a specific focus on writing	Most Able pupils will make appropriate progress More most able pupils will achieve Greater depth standard Raised aspirations for more able pupil premium pupils
<b>C.</b>	Build confidence, self-esteem, learning esteem and social skills of eligible pupils with bespoke support from pastoral team.	Administer PASS (Pupil Attitudinal survey). PASS shows progress over time from baseline scores. Class teachers report progress in learning engagement through pastoral meetings & pupil progress meetings. Pupils make expected or better progress against individual starting points.
<b>D.</b>	Effectively address gaps in pupils' subject knowledge through QFT and / or additional bespoke interventions as required to ensure pupils make accelerated progress resulting in raised outcomes by Summer 2017.	Pupils make expected or better progress against individual starting points as a result of QFT and/or interventions. Effective communication will be demonstrated between key stake holders e.g. SENCo, Tutor, HoY, PP advocate, PP lead, subject leads and parents.
<b>D.</b>	Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task.	(See above – point B with regard to PASS). Review and implement new behaviour policy. Behavioural / attitudinal factors do not inhibit learning outcomes and progress over time, leading to pupils making expected or better progress against individual starting points.
<b>E.</b>	Enable eligible pupils to receive support with home learning in school.	Pupils attend homework club regularly. Homework expectations are personalised for individuals as appropriate. Pupils complete homework to a good standard. Eligible pupils make at least expected progress. Engagement with parents of these children will be maximised.

<b>F.</b>	Pupils in receipt of the Pupil Premium come to school with all the necessary equipment and can access the full range of curricular and extra-curricular opportunities.	Financial records evidence appropriate use of PP funding to enable this level of access for all eligible pupils, used to fund PE kits, school uniform, educational visits, cooking ingredients, music lessons, tutoring, and curricular enrichment activities as appropriate and in line with individual needs/barriers to learning. Parents/carers can contact school if they need support funding school trips – these will be subsidised on an individual basis where needed to ensure full engagement. % of eligible pupils participating in trips and extra-curricular activities will increase. Pupils will report positively on their enrichment opportunities. PP advocate will liaise and work with parents/carers when needs arise
<b>G.</b>	Ensure attendance rates improve for PP pupils and do not negatively impact on progress for this group.	Eligible pupils have attendance rates at least in line with other pupils in the school, and any persistent absence of eligible pupils is targeted appropriately, leading to subsequent improvement. Attendance meetings offered to all parents / carers of eligible pupils with low attendance. Data tracking will show positive improvement in attendance for eligible pupils
<b>H.</b>	Ensure there is appropriate strategic oversight in planning to meet the needs of PPE pupils, and good communication with SENCo, including effective, joined-up monitoring of those pupils who fall into both SEND and PPE categories.	Pupils in the PPE + SEND category make at least comparable progress with those in the PPE non-SEND category. Effective joining up of PPE and SEN provision leads to holistic provision planning for key pupils.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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.					
<b>i. Quality of teaching for all</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>
A. 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.	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. EEF research indicates benefits of developing metacognition skills in disadvantaged pupils.	Data from BPVS will be analysed and areas of weakness highlighted for individual children. Identified interventions will be reviewed half termly to measure impact.  Learning walks, lesson observations, lesson planning and work scrutiny.	PP advocate and PP lead.	April 2018

<p>C. . Improved confidence, self-esteem and learning esteem for pupils across the school.</p>	<p>Administer PASS for all PP pupils. Identify specific areas of weakness and share information with all staff to enable appropriate in class provision.</p> <p>Referral to ELSA or counsellor if appropriate.</p> <p>Peer mentoring initiatives.</p>	<p>PP eligible pupils often appear less resilient than their peers when faced with new learning challenges.</p> <p>Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.</p> <p>Targeted ELSA work with eligible pupils.</p> <p>EEF report shows that social / emotional development strategies impact on raising standards.</p> <p>Sutton Trust research indicates that peer mentoring is proven to be high impact.</p>	<p>PP children identified on seating plans and in lesson planning to ensure appropriate differentiation and personalisation.</p> <p>PASS scores will provide a baseline from which progress can be evaluated. These will be shared with staff.</p>	<p>Headteacher Deputy Head PP lead, ELSA, whole school.</p>	<p>Full review June 17</p>
<p>E. Improved access to support with home learning.</p>	<p>Opportunity for all pupils to receive support with home learning tasks through homework club and/or drop-ins.</p>	<p>A number of PP eligible pupils are relatively less well supported with home learning owing to lack of capacity and/or lack of engagement of families with support. All pupils, whether PP eligible or not, can benefit from opportunity for additional support with completing key homework tasks.</p> <p>Bespoke support for 'harder to engage' families to strengthen home-school links and increase / improve dialogue.</p>	<p>Monitor successful completion of home learning and evaluate impact of home learning in achieving end of year targets.</p>	<p>Headteacher Deputy Head PP Lead, Librarian, Pastoral leads</p>	<p>Full review June 17</p>
<p>H Effective co-ordinated planning and provision for SEND pupils in PPE category.</p>	<p>Closely integrated planning and provision for PPE SEND pupils.</p>	<p>Effective provision is based on close communication and dialogue between PP lead and SENCo. In order to secure the strongest possible achievement, we want all PPE pupils to receive the same level of provision planning that SEND pupils receive. This is well within our current capacity.</p>	<p>SENCo and PP lead (HT) to jointly monitor PPE pupils with SEND closely and regularly. Feed back to PP governor on a termly basis.</p>	<p>Headteacher SENCo PP lead</p>	<p>Full review June 17</p>
<p><b>Total budgeted cost</b></p>					<p><b>£19,950</b></p>

<b>ii. Targeted support</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>
A. Improve speech, language and communication skills for pupils across the school.	Administer BPVS to pupil premium children and identify specific interventions to address areas of weakness.	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. Identified interventions will be reviewed half termly to measure impact.	SENCo, PP lead, English lead.	Full review June 17
B. Improved confidence, self-esteem and learning esteem for pupils across the school.	Administer PASS for all PP pupils. Identify specific interventions to address areas of weakness.  Referral to ELSA or counsellor if appropriate.  Peer mentoring initiatives.  Prince's Trust Achieve Programme for identified pupils (from April)	PP eligible pupils often appear less resilient than their peers when faced with new learning challenges.  Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.  Targeted ELSA work with eligible pupils.  EEF report shows that social / emotional interventions impact on raising standards.	PP children identified on seating plans and in lesson planning to ensure appropriate differentiation and personalisation.  PASS scores will provide a baseline from which progress can be evaluated.  ELSA/counselling evaluation will review impact.  Eligible pupils involved in Princes Trust programme will receive a qualification on completion.	Headteacher Deputy Head PP lead, ELSA, whole school.	Full review June 17
C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.	Use of funding to target additional time for key identified pupils to close gaps in subject knowledge	Some pupils appear less secure with aspects of their subject knowledge, in both mathematics and English. We want them to close these gaps so that they are best placed to progress securely alongside their peers and achieve ARE / GD (depending on individual pupils' capabilities) by the end of the academic year.	TAs/ intervention TAs to feed back to class teachers and SLT. Children to make expected or better progress as demonstrated through assessment data. % of children achieving ARE/GD to increase (depending on individual capabilities).	Core subject lead, SENCo, Intervention TAs Class teachers SLT. PP Governor.	Interim reviews through Pupil Progress meetings half termly and final review July 2017

<p>D Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task.</p>	<p>Positive behaviour strategies.</p> <p>PASS group established to focus on specific areas of behavioural/attitudinal concern.</p> <p>Referral to Youth Worker input in school.</p> <p>Review of ATL grades through reporting system.</p>	<p>Some eligible pupils are currently underachieving as a result of the difficulties they experience in maintaining focus during lessons. We want them to develop and own personal strategies to help them with this skill, enabling them to achieve their potential in each lesson.</p>	<p>PASS group will have been established, baseline attitudes evaluated and a bespoke approach planned and implemented.</p> <p>Youth Worker will have implemented a bespoke unit of work with identified pupils.</p>	<p>PP lead, Pastoral team,</p>	<p>Full review June 17</p>
<p>E Enable eligible pupils to receive support with home learning in school.</p>	<p>Pastoral team to identify eligible pupils who will benefit from home learning support and initiate specific contact with parents.</p> <p>Bespoke homework sessions set up for eligible pupils which encompass home learning and additional enrichment activities.</p>	<p>A number of PP eligible pupils are relatively less well supported with home learning owing to lack of capacity and/or lack of engagement of families with support. We want these pupils to be as secure as their peers with key skills and learning practised/ consolidated at home, thereby making equally strong progress, achieving ARE / GD depending on individual pupil targets, by end of academic year.</p>	<p>Monitor attendance at home learning support groups.</p> <p>Pastoral group to liaise with teachers to identify specific pupils who would benefit.</p> <p>Pastoral team members to have liaised with parents to support attendance at home learning sessions.</p>	<p>Pastoral team.</p>	<p>Full review June 17</p>
<b>Total budgeted cost</b>					<b>£84,350</b>

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?
<b>G.</b> Ensure good attendance for all PPE pupils	Attendance lead to monitor eligible pupils' attendance and to take action in line with MAT policy should individual pupils' attendance rates give cause for concern.	The Data Dashboard indicates that in 2015 FSM pupils had higher rates of absence than the rest of the cohort and higher rates of persistent absence, and in the highest 10% nationally.  Ofsted – addressing attendance is a primary step in the use of PP funding.	Attendance lead to circulate lists of pupils with attendance below 95% for discussion in pastoral meetings half termly. Attendance lead to issue letters to identified pupils regarding attendance concerns and arrange meetings as appropriate with parents. Support plans will be put in place, where appropriate, to address poor attendance. Rewards will be issued half termly for individuals and whole classes with the highest attendance levels.	Attendance lead, HoY	Half termly from Sept 16.
<b>F.</b> Ensure eligible pupils can access a full level of participation in curricular and extra-curricular activities	Finance manager 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.	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.	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. Finance manager to monitor trips take up with regard to PP families.	Finance manager, SLT	June 17
<b>Total budgeted cost</b>					<b>£5,265</b>

## 5. Review of expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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?
A. 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.	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. EEF research indicates benefits of developing metacognition skills in disadvantaged pupils.	Data from BPVS will be analysed and areas of weakness highlighted for individual children. Identified interventions will be reviewed half termly to measure impact.  Learning walks, lesson observations, lesson planning and work scrutiny.	PP advocate and PP lead.	April 2018  <b>BVPS tests have been completed and the results shared with teachers.</b>  <b>Targeted support for pupils beginning with vocabulary group for Y5 in summer term.</b>  <b>Progress in scores to be reviewed in 2018-19</b>
C. Improved confidence, self-esteem and learning esteem for pupils across the school.	Administer PASS for all PP pupils. Identify specific areas of weakness and share information with all staff to enable appropriate in class provision.  Referral to ELSA or counsellor if appropriate.  Peer mentoring initiatives.	PP eligible pupils often appear less resilient than their peers when faced with new learning challenges.  Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.  Targeted ELSA work with eligible pupils.  EEF report shows that social / emotional development strategies impact on raising standards.  Sutton Trust research indicates that peer mentoring is proven to be high impact.	PP children identified on seating plans and in lesson planning to ensure appropriate differentiation and personalisation.  PASS scores will provide a baseline from which progress can be evaluated. These will be shared with staff.	Headteacher Deputy Head PP lead, ELSA, whole school.	Full review July 18  <b>PP pupils identified on seating plans. Coaching has taken place with teachers focussing on personalisation of learning and remains a whole school target for 2018-19.</b>  <b>PASS completed – baseline established. Results will be used as part of staff/pupil</b>



					<b>mentoring and aspirational year group based activities in 2018-19.</b>
E. Improved access to support with home learning.	Opportunity for all pupils to receive support with home learning tasks through homework club and/or drop-ins.	A number of PP eligible pupils are relatively less well supported with home learning owing to lack of capacity and/or lack of engagement of families with support. All pupils, whether PP eligible or not, can benefit from opportunity for additional support with completing key homework tasks. Bespoke support for 'harder to engage' families to strengthen home-school links and increase / improve dialogue.	Monitor successful completion of home learning and evaluate impact of home learning in achieving end of year targets.	Headteacher Deputy Head PP Lead, Librarian, Pastoral leads	Full review July 18  <b>PP attendance at homework club was 12% (slightly below PP % of whole school - 14.6%)</b> <b>Y8 'gymtastic' club aimed at encouraging pupils to attend homework club helped boost attendance.</b> <b>Further outreach to pupils / parents (e.g. through staff / pupil mentoring) needs to take place next year.</b>
H Effective co-ordinated planning and provision for SEND pupils in PPE category.	Closely integrated planning and provision for PPE SEND pupils.	Effective provision is based on close communication and dialogue between PP lead and SENCo. In order to secure the strongest possible achievement, we want all PPE pupils to receive the same level of provision planning that SEND pupils receive. This is well within our current capacity.	SENCo and PP lead (HT) to jointly monitor PPE pupils with SEND closely and regularly. Feed back to PP governor on a termly basis.	Headteacher SENCo PP lead	Full review July 18  <b>Attainment of SEN PPE pupils as a group is improving in the majority of cases in core subjects (and only fallen in Y5 writing &amp; Y7 maths)</b>  <b><u>Year 5 (4 pupils)</u></b> <b>Reading</b> Y4 Baseline – 0% EXS+ Y5 – 25% EXS+  <b>Writing</b> Y4 Baseline – 50% EXS+ Y5 – 25% EXS+

					<p><b>Maths</b> Y4 Baseline – 25% EXS+ Y5 – 25% EXS+</p> <p><b><u>Year 6 (9 pupils)</u></b> <b>Reading</b> Y5 – 11.1% EXS+ KS2 - 33.3% EXS+</p> <p><b>Writing</b> Y5 – 22.2% EXS+ KS2 – 44.4% EXS+</p> <p><b>Maths</b> Y5 – 11.1% EXS+ KS2 – 33.3% EXS+</p> <p><b><u>Year 7 (9 pupils)</u></b> <b>Reading</b> KS2 – 33.3% EXS+ Y7 – 44.4% EXS+</p> <p><b>Writing</b> KS2 – 33.3% EXS+ Y7 – 33.3% EXS+</p> <p><b>Maths</b> KS2 – 33.3% EXS+ Y7 – 22.2% EXS+</p> <p><b><u>Year 8 (11 pupils)</u></b> <b>Reading</b> Y7 – 9% EXS+; 9% GD Y8 – 54.5% EXS+; 9% GD</p> <p><b>Writing</b> Y7 – 9% EXS+; 9% GD Y8 - 72.7% EXS+; 9% GD</p> <p><b>Maths</b> Y7 – 27.3% EXS+ Y8 – 27.3% EXS+, 9% GD</p>
				Total budgeted cost	<b>£19,950</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?
A. Improve speech, language and communication skills for pupils across the school.	Administer BPVS to pupil premium children and identify specific interventions to address areas of weakness.	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. Identified interventions will be reviewed half termly to measure impact.	SENCo, PP lead, English lead.	<p>Full review July 18</p> <p><b>BVPS tests have been completed and the results shared with teachers.</b></p> <p><b>Targeted support for pupils beginning with vocabulary group for Y5 in summer term.</b></p> <p><b>Progress in scores to be reviewed in 2018-19</b></p>
B. Improved confidence, self-esteem and learning esteem for pupils across the school.	<p>Administer PASS for all PP pupils. Identify specific interventions to address areas of weakness.</p> <p>Referral to ELSA or counsellor if appropriate.</p> <p>Peer mentoring initiatives.</p> <p>Prince's Trust Achieve Programme for identified pupils (from April)</p>	<p>PP eligible pupils often appear less resilient than their peers when faced with new learning challenges.</p> <p>Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.</p> <p>Targeted ELSA work with eligible pupils.</p> <p>EEF report shows that social / emotional interventions impact on raising standards.</p>	<p>PP children identified on seating plans and in lesson planning to ensure appropriate differentiation and personalisation.</p> <p>PASS scores will provide a baseline from which progress can be evaluated.</p> <p>ELSA/counselling evaluation will review impact.</p> <p>Eligible pupils involved in Princes Trust programme will receive a qualification on completion.</p>	Headteacher Deputy Head PP lead, ELSA, whole school.	<p>Full review July 18</p> <p><b>PP pupils identified on seating plans. Coaching has taken place with teachers focussing on personalisation of learning and remains a whole school target for 2018-19.</b></p>

<p>C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.</p>	<p>Use of funding to target additional time for key identified pupils to close gaps in subject knowledge</p>	<p>Some pupils appear less secure with aspects of their subject knowledge, in both mathematics and English. We want them to close these gaps so that they are best placed to progress securely alongside their peers and achieve ARE / GD (depending on individual pupils' capabilities) by the end of the academic year.</p>	<p>TAs/ intervention TAs to feed back to class teachers and SLT. Children to make expected or better progress as demonstrated through assessment data. % of children achieving ARE/GD to increase (depending on individual capabilities).</p>	<p>Core subject lead, SENCo, Intervention TAs Class teachers SLT. PP Governor.</p>	<p><b>Interim reviews through Pupil Progress meetings half termly and final review July 2017</b></p> <p><b>Attainment for PP pupils has improved in many areas, showing impact, although this is not universal.</b></p> <p><b>Areas of decline and in particular PP attainment at GD in particular will remain a focus areas for improvement.</b></p> <p><u>Year 5 (14 pupils)</u>  <b>Reading</b>  Y5 GL Baseline – 68%  EXS+; 0% GD  Y5 – 69.2% EXS+; 7.1% GD</p> <p><b>Writing</b>  Y4 – 66.6% EXS+;  11.1% GD  Y5 – 50% EXS+; 14.3% GD</p> <p><b>Maths</b>  Y5 GL Baseline – 27.3%  EXS+; 0% GD  Y5 – 57.1% EXS+; 7.1% GD</p> <p><u>Year 6</u>  <b>Reading</b>  Y5 – 68% EXS+; 27% GD  KS2 – 61.5 EXS+; 11.5% GD</p>
--	--	---	---	--	--

					<p><b>Writing</b> Y5 – 53.8% EXS+; 3.8% GD KS2 – 80.8% EXS+; 23.1% GD</p> <p><b>Maths</b> Y5 – 50% EXS+; 15.4% GD KS2 – 61.5% EXS+; 11.5%</p> <p><b>Year 7</b> <b>Reading</b> KS2 – 66.7% EXS+; 0% GD Y7 – 74.1% EXS+; 18.5% GD</p> <p><b>Writing</b> KS2 – 73.7% EXS+; 10.5% GD Y7 – 75.9% EXS+; 17.2% GD</p> <p><b>Maths</b> KS2 – 65% EXS+; 15% GD Y7 – 51.8% EXS+; 7.4% GD</p> <p><b>Year 8</b> <b>Reading</b> Y7 – 36.7% EXS+; 6.7% GD Y8 – 79.3% EXS+; 20.7% GD</p> <p><b>Writing</b> Y7 – 35.7% EXS+; 3.6% GD Y8 – 75.9% EXS+; 17.2% GD</p> <p><b>Maths</b> Y7 – 53.3% EXS+; 3.3% GD Y8 – 55.2% EXS+; 20.7% GD</p>
--	--	--	--	--	---

<p>D Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task.</p>	<p>Positive behaviour strategies.</p> <p>PASS group established to focus on specific areas of behavioural/attitudinal concern.</p> <p>Referral to Youth Worker input in school.</p> <p>Review of ATL grades through reporting system.</p>	<p>Some eligible pupils are currently underachieving as a result of the difficulties they experience in maintaining focus during lessons. We want them to develop and own personal strategies to help them with this skill, enabling them to achieve their potential in each lesson.</p>	<p>PASS group will have been established, baseline attitudes evaluated and a bespoke approach planned and implemented.</p> <p>Youth Worker will have implemented a bespoke unit of work with identified pupils.</p>	<p>PP lead, Pastoral team,</p>	<p>Full review July 18</p> <p><b>PASS completed – baseline established. Results will be used as part of staff/pupil mentoring and aspirational year group based activities in 2018-19.</b></p> <p><b>Youth worker worked with Y8 pupils at end of 2017.</b></p> <p><b>‘Canine’ therapy work took place with identified vulnerable individuals in Summer 2018 with active engagement from pupils.</b></p>
<p>E Enable eligible pupils to receive support with home learning in school.</p>	<p>Pastoral team to identify eligible pupils who will benefit from home learning support and initiate specific contact with parents.</p> <p>Bespoke homework sessions set up for eligible pupils which encompass home learning and additional enrichment activities.</p>	<p>A number of PP eligible pupils are relatively less well supported with home learning owing to lack of capacity and/or lack of engagement of families with support. We want these pupils to be as secure as their peers with key skills and learning practised/ consolidated at home, thereby making equally strong progress, achieving ARE / GD depending on individual pupil targets, by end of academic year.</p>	<p>Monitor attendance at home learning support groups.</p> <p>Pastoral group to liaise with teachers to identify specific pupils who would benefit.</p> <p>Pastoral team members to have liaised with parents to support attendance at home learning sessions.</p>	<p>Pastoral team.</p>	<p>Full review July 18</p> <p><b>PP attendance at homework club was 12% (slightly below PP % of whole school - 14.6%) Y8 ‘gymtastic’ club aimed at encouraging pupils to attend homework club helped boost attendance. Further outreach to pupils / parents needs to take place next year.</b></p>

<b>Total budgeted cost</b>					£84,350

<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>G.</b> Ensure good attendance for all PPE pupils	Attendance lead to monitor eligible pupils' attendance and to take action in line with MAT policy should individual pupils' attendance rates give cause for concern.	The Data Dashboard indicates that in 2015 FSM pupils had higher rates of absence than the rest of the cohort and higher rates of persistent absence, and in the highest 10% nationally.  Ofsted – addressing attendance is a primary step in the use of PP funding.	Attendance lead to circulate lists of pupils with attendance below 95% for discussion in pastoral meetings half termly.  Attendance lead to issue letters to identified pupils regarding attendance concerns and arrange meetings as appropriate with parents.  Support plans will be put in place, where appropriate, to address poor attendance.	Attendance lead, HoY	Full review July 18  <b>Half-termly review of PP attendance has taken place between DH and PP advocate.</b>  <b>Average PP attendance has dropped 1.6% to 91.6% (vs 96.2% for</b>

			Rewards will be issued half termly for individuals and whole classes with the highest attendance levels.		<b>non-PP) as of March 2018</b> <b>3 weekly monitoring of PP attendance has taken place from March onward. To be reviewed at year end.</b>
<b>F.</b> Ensure eligible pupils can access a full level of participation in curricular and extra-curricular activities	Finance manager 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.	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.	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. Finance manager to monitor trips take up with regard to PP families.	Finance manager, SLT	July 18  <b>On average, 17% of attendance at extra-curricular clubs is from PP pupils (above the whole-school PP average of 14.6%)</b>
<b>Total budgeted cost</b>					<b>£5,265</b>