



Pupil Premium

Self-evaluation template – Pupil Premium Strategy Statement 2017-8

SECONDARY- EVALUATED PLAN

Westhoughton High School's Pupil Premium Profile				
Year 7	30 - Male	23 - Female	53 - Total	28% of cohort
Year 8	28 - Male	18 -Female	46 - Total	30% Of cohort
Year 9	26 - Male	16 - Female	42 - Total	26% of cohort
Year 10	30 - Male	21 - Female	51 - Total	30% Of cohort
Year 11	27 - male	23 - female	50 - Total	28% of cohort

Background

The Pupil Premium Grant is paid to schools for students who are recorded as being eligible for Free School Meals in the last 6 years, who are 'Looked After', or who have a parent serving in the armed forces. The Grant is a key resource in ensuring the realisation of the school's vision to leave the school with the best possible academic outcomes.

Primary Objective

At WHS our primary aim is to rapidly close the gap between disadvantaged and non-disadvantaged students and ensure that all our students exceed national expectations through providing outstanding teaching and learning opportunities for all students. All teaching staff are aware of the students eligible for PPG and this informs their planning, monitoring and intervention. For the academic year 2016/7, our PP numbers are listed above as a %age of each tear group.

Barriers to Progress

Evidence nationally suggests that common barriers for students eligible for PPG include: attendance and punctuality; behaviour and exclusions; transition from primary to secondary education; literacy levels; parental engagement; student engagement in school visits; completion of work at home and access to ICT facilities; and sometime low aspirations. Over a number of years, we have successfully employed a range of strategies and targeted funding to improve these areas. We will continue to do so in 2017/8 where there will also be a particular focus on:

- ✓ Ensuring quality first teaching across a range of subjects so PP students make rapid progress
- ✓ Improving the data collection systems to better monitor the progress and engagement of student eligible for PPG over a range of indicators
- ✓ Targeting the progress made by the most able disadvantaged students in English and mathematics
- ✓ Targeting attendance and behaviours as barriers to learning

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?
Improved literacy focus for Year 7	CPD for staff through Wednesday workshops offering high quality CPD through active learning cycle – plan---do----review Teacher learning community devoted to literacy - World book day celebration Bolton literacy awards competition	High quality CPD will contribute to QFT and so enable rapid rates of progress to be made. Staff – staff support model offers pedagogical knowledge and an opportunity to share joint planning – EEF toolkit suggests collaborative learning, targeted questioning and oral language interventions all have positive effects on learning – targeted professional development to implement	Workshops well planned and delivered with focus on whole school issues identified in SEF Monitored through Learning walks and work scrutiny. PP students targeted for participation in Bolton Literacy awards	Teaching & learning team	Through scheduled learning walks and lesson observations through scheduled quality assurance activity

FINAL EVALUATION - Wednesday workshops have taken place with an improvement in literacy focus. DE’s have responded to issues around PPG / boys mentoring with highlighted students and an increased literacy focus (45% of our PPG students made progress in line with whole school students of a the same ability profile). Numerous SLT informal drops in have taken place around Year 7 with some formalised LOL learning walks. Some impact seen on literacy although still a barrier to success for many.

Follow up – see new action plan - Whole school September inset focus on, Increasing the impact of teaching reading, writing and communication skills of students. TLC/Wednesday workshop sessions focussed primarily on cross curricular strategies that can be used to raise literacy across the curriculum with a focus around narrowing the PP and Non-PP attainment gap.

Higher rates of progress for PP students	Staff focus on assessment to support learning / marking and high quality feedback	Evidence suggests that high quality feedback scores highly as an effective way to improve student attainment – EEF toolkit suggests that ASL implementation resulted in improvement of half a GCSE grade per student in some cases	Robust marking policy – reviewed, in place and implemented by all staff, evaluated through on going work scrutiny with particular emphasis on PP Policy of marking PP books first to be introduced through INSET Embed feedback policy PP snap shots for work scrutiny and lesson observations	Deputy Headteacher – T & L Assistant Headteachers progress & inclusion	Through scheduled work scrutiny conducted half termly and at data entry points for students – conducted by Leaders of Learning and Leadership Team and through progress reviews for PP and SEND.
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FINAL EVALUATION– DE’s show gaps remain across all year groups. Actions in place / interventions around whole school priorities assessed at DE2 and 3. Year 11 external intervention to prepare and motivate for progress has been engaged. KS3 – Bolton Wanderers premier league enterprise used to focus on PP cohort (now rolled down into KS3), and at KS4 an external consultant worked alongside school staff on a motivational / self- esteem workshop. Whole school intervention inclusive of PPG group to access Boost & secure sessions around Year 11 with incentives for students. Student voice exercise around marking and feedback provided to staff. Impact – work scrutiny across subjects shows improvement although evidence shows that students do not always use marking suggestions as well as they should to move forward – more work on this aspect to be done with students. Year 8 PPG focus shows that in terms of engagement 46% (45% DE1) of our PPG students made progress in line with whole school

students of the same ability profile. In terms of attainment at DE3 46% of PPG students made progress in line with their whole school ability profile which was a 7% rise on DE1. Intensive mentoring groups led by form tutors showed some impact as we saw in year 8 a 23% improvement in engagement from de2-3 and a 31% improvement in attainment. Year 9 also saw a 6% improvement in engagement and a 31% improvement in attainment amongst a challenging student profile. Those who have not made progress will be mentored by form tutors in the autumn term – see new action plan. New staff have received training on mentoring and the role of the form tutor. 28/45 (62%) PP Cohort have a better outcomes P8 Score than DE2
 33 PP Students identified for Intervention from match lists 20/33 (60%) Show positive Impact around outcomes Progress 8 Scores compared to DE2 P8
 80% of PP students have an improved P8 score at outcomes compared to that at PPE 2.
 PP and Non-PP gaps are closing from the outcomes 2018, however more progress required and a focus on FSM to be addressed in new action plan.

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?
Improved year 7 literacy and numeracy progress	Small group provision for PP struggling students in Year 7 through small group / learning centre setting	Some students need targeted catch up provision – evidence shows this works well in small group settings. The catch up programme used is IDL Cloud and we have trained a small group of staff in the delivery of this programme	Programme selected on basis of evidence of effectiveness Use of bespoke learning centre Training for Learning support assistants – outstanding LSA programme CPD to staff on improving literacy across the curriculum	Assistant Headteacher – Inclusion matters	At data entry points and progress checks and through SEND progress reviews

FINAL EVALUATION - Increased capacity around LSA team to meet student demand and expand Learning centre provision. Outstanding LSA programme has continued. Additional development of learning centre has begun with an additional appointment of LSA and senior staff meeting with Bolton Impact Trust to move forward and develop inclusion to address FTE's. SEND outcomes show gaps closing.
 Further action needed: Additional learning walks to examine rates of progress and setting / MA lessons to be addressed in new action plan. CPD for new (and existing staff) following skills audit required. Need to look at work set in learning centre and marking / feedback to move this forward and drive more rapid improvement – new action plan.

<p>Improved progress for most able and PP</p>	<p>KS4 - Weekly catch up / intervention sessions across MA and PP with LOL English and maths (from assembly time) All Years - PP in all classes have planned interventions following all DE's Motivational assemblies for all with PP target group follow up – outside delivery for KS4 Key staff trained in 'Learning to learn' – techniques shared through regular CPD and rolled out through taught RSV curriculum PP most able targeted around aspiration events e.g. Cambridge visit</p>	<p>EEF toolkit evidence shows that small group working with highly trained staff is effective as feedback opportunities increased Evidence also suggests Mindset work is highly effective in developing self-confidence, esteem and motivation to succeed – to be targeted around KS4 to build resilience. EEF toolkit shows self-regulation as successful in helping learners manage own motivation towards learning EEF toolkit shows meta cognition and self-regulation have high impact (and low cost) based on extensive research</p>	<p>Extra teaching time / refreshments and materials paid from PP budget as needed Flighpath evenings to engage with parents and seek support for intervention sessions Use of highly trained motivational speakers who conduct follow up workshops with ks4</p>	<p>Assistant Headteacher – Progress & Intervention – KS3 and 4</p>	<p>At data entry points and class teacher reviews which provide a report for all Leaders of learning and all school leadership team line managers.</p>
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Evaluation DE2-3

A match list has been drawn up for English and maths and this has become a weekly focus. All PP have interventions planned following any barriers highlighted through DE2 from Class teacher reviews. BLGC have promoted the NCS programme with funding made available for PP cohort. Motivational assemblies have taken place around a number of themes. PP students targeted for CEIAG Post 16 pathways. Additional revision time given through RSV – targeted students given additional curriculum support and Post 16 guidance. Higher end apprentice schemes have been explained and explored by external speakers through CEIAG provision. School has responded to higher demand for higher end apprentice schemes.

FINAL EVALUATION: 5 out of 7 PP most able boys identified for boost & secure/Intervention show progress in their individual P8 score at outcomes compared to previous DE checkpoints.

70% of all PP boys had a better P8 score from outcomes compared to PPE 2 showing impact around curriculum and pastoral support / intervention.

CEIAG tracker identified early NEETs for intensive support around Post 16 progression route working with Connexions.

Early identification of potential NEETs from Yr 9 into Yr 10 and exposed to college taster visits to get early exposure to Post 16 choices working with BC. BC to introduce a mentoring scheme with identified students to re-track, re-focus and reward.

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?
Improved year 7 literacy results / improved transition	Summer school programme for Year 7 PP cohort according to need	Evidence suggests that increased contact points over summer aid confidence around transition and aid continuity of learning – learners ‘school ready’ – EEF toolkit equates this with approx. 2 months of progress when there is clear academic component to programme	Early identification of students to invite from primary visits. Programme of events set up and publicised. Home visits conducted to ensure attendance	AHT Progress & Intervention Year 7	September 2017
<p>Evaluation</p> <p>Summer school successful and few transition problems encountered as evidenced by reduced FTE and student voice settling in survey. Learning centre has been used around small number according to need. Some challenges around year 6 – 7 and behaviour / lack of EHCP’s has been flagged with LA through recent PX meetings where, despite extensive support, we have been unable to meet needs. Outreach to feeder primaries has allowed early identification of need. CAM’s, meetings with BSS etc. attended for most vulnerable in year 6 to allow for pro-active child and family support with transition –</p> <p>FINAL EVALUATION: 32 identified students attended our summer school in order to aid a successful transition to school in the autumn term.</p>					
Challenging behaviour addressed in Year 9 and 11 boys cohort	Targeted behaviour interventions / curriculum packages for appropriate students	EEF toolkit suggests that targeted interventions for specific students can be effective in managing behaviour and ensuring progress	Use of classcharts to identify students with behaviour issues early through form tutors and LOL (trained in use of analytics). Parents supported by SSL’s and Triple P parenting offer. Use classcharts to monitor behaviour and track improvements to motivate	AHT Progress and Intervention (DHT)	Ongoing and at all DE points
<p>FINAL EVALUATION</p> <p>FTE’s reduced in Year 11 (c.f. last year’s cohort). New model adopted and trialled around single point of contact for year 11 – was evaluated in an ongoing way. Funding used for behaviour support small group work around year 10/9/8 boys, and to support at KS4 around WEX placements. Some impact seen – where impact has been limited we have moved to more intensive 1:1 work.</p> <p>A number of staff were signposted to the Outstanding Behaviour manager course which will begin again in the autumn term – impact of this seen in reduced behavioural incidents for majority of staff involved – impact plan for 2 remaining. Some SLT have mentored a cohort of Year 9 boys but this has had limited impact. The internal exit in some subject areas have been changed to better support students and more strategically support staff. New staff have had behaviour management training and all staff have accessed CPD in this respect.</p>					

Foundation Pathways introduced to meet the needs of most vulnerable to enable them to cope with curriculum demand. Limited impact around year 9 boy cohort re-examined and we make some curriculum adjustments to re-settle in summer term when capacity allows and look at Pathway choices carefully for this cohort. Bespoke curriculum packages for 10 students to re-track and re-engage offering work experiences that will develop work ready / employability skills. Impact yet to be measured. 57% of Yr 11 PP made progress (P8) between DE2-DE3 through T&L & SS team with 59% of PP boys making progress (P8). Initial synergy figures highlight a positive start to Year 11 compared to that of other year groups.

Increased attendance rates in PP cohort	SSL's follow up quickly on First day response (some re-organisation of them to support), and Integrated working officer to offer more intense family support	Attendance is a key step in improving attainment – we cannot improve outcomes if students are not in school. DFE evidence shows that specifically, students with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.	Close working between SSL's and IWO about existing attendance issues – processes reviewed and robust policy into practice to ensure that procedures run smoothly. 'Every day Matters' message strong and clear at every opportunity – Flightpath events, literature etc.	Deputy Headteacher – PP Champion	October 2017 and ongoing each half term
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FINAL EVALUATION

PP attendance gap is still a concern – PP and PA also a concern. Attendance ladders have been re-instated with regular meeting. Punctuality and attendance reports have been sent home to illicit parental support – FPWN and fines to challenge. Changes made to first day contact system due to lack of impact. See attendance action plan document–promote attendance across all year groups esp. in PPG cohort to close gaps and address PA / PPG group. Governor attendance panels held - impact of this has been to raise parental awareness around the need for high attendance and prevent slippage. PPG group closely monitored with actions of first day absence – e.g. of impact 30% of year9 PPG cohort improved attendance from de2-3
Flightpath and transition evenings have been well attended across all year groups and impact can be assessed by positive parental feedback – see stakeholder feedback and KR parents.

All students supported around social emotional and mental health issues– barriers to attendance reduced	Employment of 5 SSL's and school counsellor to support pastoral welfare Involvement in CAMHS pilot Funding used to address other social issues e.g. uniform, shoes etc. for vulnerable learners.	EEF toolkit suggested that interventions matched to student need have an effect on reducing barriers to attendance and increasing attainment	Trained team of pastoral support workers to ensure early identification of students and allocation of appropriate support	AHT Inclusion and SEND (Deputy Headteacher)	Half termly
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FINAL EVALUATION

SS team now back to full capacity although some training issues remain for new staff – these are being addressed in an ongoing way and future CPD opportunities in house to be addressed. School counsellor being utilised and has moved location to the learning centre – ongoing student voice suggests students have found this facility a useful support. School has begun a wellbeing award to focus on mental health support and some stakeholder views have been sort to move forward with a bespoke action plan and change group of MH champions. Assemblies focussing on stress/ mh and wellbeing and school nurse utilised around this aspect – difficult to assess impact of this.

Further development of extra-curricular aspects to increase wellbeing – impact can be evidenced through student voice. Further staff training in coming INSET to increase awareness of need for support. Use of the PASS survey to target those vulnerable students who have a negative mindset about their WHS experience and focus for Student Support mentoring through tutors.

New action plan to address whole school September inset focus on, Mental Health through wellbeing award in order to increase staff awareness of mental health issues and increase wellbeing. Senior prefects to drive a MY STORY peer on peer support programme targeting younger year groups to build a growth mindset and resilience.

PP Students supported to reduce barriers to homework completion	Homework club staffed with access to computers Funding for show my homework. Tutor mentoring	EEF toolkit suggests access to digital technology supports progress as does extending school time.	Club set up in adequate space. Assistant Headteachers lead team of tutors in approaches	AHT Inclusion and SEND and AHT progress & intervention	Termly through scrutiny of show my homework and work sampling
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FINAL EVALUATION

Homework club continues to run and is in response to student need. Tutor mentoring continues with PPG cohort targeting barriers. Synergy Homework system in use in summer term as pilot - has helped to address cumbersome multi-systems for staff. PP learning walk for year 9 shows that homework completion continues to be an issue. In the summer term a mentoring focus on PPG homework in year 9 saw homework barriers reduce from 73 in DE2 to 35 in DE3.

Further action plan – conduct a student voice exercise on barriers for engaging with homework. Further individualised responses to barriers at DE’s – weekly use of one form period to support those who do not have a quiet space in form.

Pupil premium strategy statement 2018-9 (secondary) **CURRENT PLAN 2018-9**

1. Summary information					
School	Westhoughton High				
Academic Year	2018-9	Total PP budget	£225,335	Date of most recent PP Review	Sept. 2018
Total number of pupils	1086	Number of pupils eligible for PP	326	Date for next internal review of this strategy	DE points

2. Current attainment		
	<i>43 Pupils eligible for PP</i>	<i>123 Pupils not eligible for PP</i>
Progress 8 score average at DE1	-0.939	-0.221
Attainment 8 score average (based on 10 GCSE's)	33.03	46.03

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills are lower for those entering Year 7 who are eligible for PP than for other students, which is a barrier to good progress in year 7
B.	Numeracy skills are lower for those entering Year 7 who are eligible for PP than for other students, which is a barrier to good progress in year 7
C.	More able high attaining PP students are making less progress than other high attaining students at KS3 – this inhibits progress at KS4
D.	Behaviour and attendance issues in a small group of Year 9 and Year 11 PP boys are causing concern and these issues are affecting academic progress / evidenced by barriers at data entries
E.	Home learning environment / lack of quiet space with access to revision guides etc is detrimental to progress for a number of PP learners and is detrimental to homework / progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP students are below the school's target – of particular concern is the PA of some boys in Year 10 and 11

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of literacy for Year 7 PP learners	Students eligible for PP make more rapid progress by the end of year 7 and others make at least expected progress so gap narrows
B.	Higher rates of progress at KS3 for most able and PP students	Students eligible for PP funding and identified as most able make as much progress as others identified as most able across KS3
C.	Behaviour issues around small group of year 10 boys addressed through re-track / re-engagement with appropriate curriculum offer	Reduced exclusions and reduced incidents recorded amongst Year 10 boys
D.	Increased attendance rates for PP students – boys fully engaged with inclusive curriculum packages	Reduce number of students who are PP and PA

5. Planned expenditure

Academic year	2017-18
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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.

1. 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?
Improved literacy focus for Year 7 PPG / FSM cohort	Sept INSET focus on T&L and literacy - all CPD for staff through TLC offering high quality CPD through active learning cycle – plan---do----review Teacher learning community devoted to literacy - World book day celebration Bolton literacy awards	High quality CPD will contribute to QFT and so enable rapid rates of progress to be made. Staff – staff support model offers pedagogical knowledge and an opportunity to share joint planning – EEF toolkit suggests collaborative learning, targeted questioning and oral language interventions all have positive effects on learning – targeted professional development to implement	Evaluation from staff shows that workshops well planned and delivered with focus on whole school issues as identified in SEF FT’s check use of vocab book to ensure used correctly in all classes Monitored through Learning walks and work scrutiny around PPG / FSM cohort focus year 7	AHT’s progress and intervention Teaching & learning team	Through scheduled learning walks and lesson observations through scheduled quality assurance activity of IQTL Student voice around PP/FSM group termly

			Participation in Bolton Literacy awards FSM and PP cohort show gains resulting in closing gaps across the piece		
Higher rates of progress for FSM students and continue to close PP gaps	Staff focus on assessment to support learning / marking and high quality feedback – green and purple pen work	Evidence suggests that high quality feedback scores highly as an effective way to improve student attainment – EEF toolkit suggests that ASL implementation resulted in improvement of half a GCSE grade per student in some cases	Robust marking policy – reviewed, in place and implemented by all staff, evaluated through on going work scrutiny with particular emphasis on PP show closing gaps Embed feedback policy with new staff PP snap shots for work scrutiny and lesson observations show closing gaps Evidence gaps closing through DE's	LOL as part of IQTL Deputy Headteacher – T & L Assistant Headteachers progress & inclusion	Through scheduled work scrutiny conducted half termly and at data entry points for students – conducted by Leaders of Learning and Leadership Team and through progress reviews for PP and SEND.
2. 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?

Improved year 7 literacy and numeracy progress	Small group provision for PP struggling students in Year 7 through targeting setting and revised setting structure / learning centre provision LSA deployed around year 7 in Eng and Ma	Some students need targeted catch up provision – evidence shows this works well in small group settings. The catch up programme used is IDL Cloud and we have trained a small group of staff in the delivery of this programme	Evidence of effectiveness Integral part of DE reviews at class and LOL level show gaps closing Use of bespoke learning centre for paired reading and catch up numeracy show reading age gains and improved numeracy Training for new Learning support assistants and set up inclusion area in LC resulting in improved curriculum access CPD to staff on improving literacy across the curriculum shows gains	T&L team Assistant Headteacher – Inclusion matters and SEND LOL	At data entry points and progress checks and through SEND progress reviews and LOL reviews

<p>Improved progress for most able and PP/FSM</p>	<p>KS4 - Weekly catch up / intervention sessions across MA and PP with LOL English and maths (from assembly time) All Years - PP in all classes have planned interventions following all DE's Motivational assemblies for all with PP /FSM target group follow up – outside delivery for KS4 Year 11 study skills and Mindset as part of RSW PP/FSM most able targeted around aspiration events e.g. Cambridge visit and all CEIAG events Focus area around LOL reports with targeted actions Timetable model around Year 11 core group size to support</p>	<p>EEF toolkit evidence shows that small group working with highly trained staff is effective as feedback opportunities increased Evidence also suggests Mindset work is highly effective in developing self-confidence, esteem and motivation to succeed – to be targeted around KS4 to build resilience. EEF toolkit shows self – regulation as successful in helping learners manage own motivation towards learning EEF toolkit shows meta cognition and self-regulation have high impact (and low cost) based on extensive research</p>	<p>Extra teaching time / refreshments and materials paid from PP budget as needed in place Flighpath evenings to engage with parents and seek support for intervention sessions – evaluation positive and well attended Use of highly trained motivational speakers who conduct follow up workshops with ks4 – evaluation through student voice Revision guides at KS4 and books etc. supported for FSM/PP group supported and used INSET on Mindset – evaluation from staff and drop ins show staff focus on achievement for all and outcomes Match list shows clear identification of DE shows PP /FSM make same rate of progress as rest PP/FSM and most able cohort area of focus with clear intervention in place where progress is lacking</p>	<p>Assistant Headteacher – Progress & Intervention – KS3 and 4 CEIAG leader LOL –particularly around Eng and Maths</p>	<p>At data entry points and class teacher reviews which provide a report for all Leaders of learning and all school leadership team line managers.</p>
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3. 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>Improved year 7 literacy results / improved transition</p>	<p>Summer school programme for Year 7 PP cohort according to need</p>	<p>Evidence suggests that increased contact points over summer aid confidence around transition and aid continuity of learning – learners 'school ready' – EEF toolkit equates this with approx. 2 months of progress when there is clear academic component to programme</p>	<p>Early identification of students to invite from primary visits. Programme of events set up and publicised. Home visits conducted to ensure attendance. Attendance at summer school high. Student and parent voice feedback evidences support as does smooth transition Primary visits ongoing in Autumn term and contact events. SEND primary support in place</p>	<p>AHT Progress & Intervention Year 7</p>	<p>Following September 2018 and ongoing at DE points</p>

<p>Challenging behaviour addressed in lower school cohort and year 10 as specific year group of concern</p>	<p>Introduction of synergy to ensure consistency Targeted behaviour interventions through Learning centre / curriculum packages and WEX in place for appropriate students. Outstanding behaviour programme – identified CPD and Wednesday workshops</p>	<p>EEF toolkit suggests that targeted interventions for specific students can be effective in managing behaviour and ensuring progress</p>	<p>Analysis of behaviour and triangulation at DE through use of synergy identifies students. Parents supported by SSL's and Triple P parenting offer. Use synergy to monitor behaviour and track improvements to motivate. Learning centre behaviour modification programme established and impactful – reduced FTEs.</p>	<p>AHT Progress and Intervention and SEND(DHT) All</p>	<p>Ongoing and at all DE points – LC behaviour modification [programmes to be in place by Oct half term</p>
<p>Increased attendance rates in PP/FSM cohort to close gaps</p>	<p>SSL's follow up quickly on First day response and Integrated working officer to offer more intense family support Move of attendance officer to co-locate with Integrated working office Attendance action plan to support this including swifter use of fixed penalty fines – see revised policy Ensure high profile in assembly and through 100% rewards FT mentoring / challenge around attendance and patterns</p>	<p>Attendance is a key step in improving attainment – we cannot improve outcomes if students are not in school. DFE evidence shows that specifically, students with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.</p>	<p>Attendance of PPG /FSM improves and is at NA or better through close working between SSL's and IWO around existing attendance issues – processes reviewed and revised policy into practice to ensure that procedures run smoothly. 'Every day Matters' message strong and clear at every opportunity – Flighpath events, literature etc.</p>	<p>Deputy Headteacher – PP Champion (SPL's and wider team)</p>	<p>Focus every other week through SS team meeting and weekly through FT meetings</p>

Additional detail

Supporting Students on enrichment trips / Rewards/Music lessons/with revision guides/items of uniform

Funding will continue to be used to support students on departmental educational enrichment trips and to support wider activity so that children do not miss out on opportunities. Funding to provided PP group with texts and revision guides to support home learning. Sky Sports Living for sport initiative to support social confidence and raise aspirations. Some funding will be used to support those from low income families who need financial support around items of uniform.

Glossary of Terms

PP – Pupil Premium

PPG – Pupil Premium Grant

FSM – Free School meals

PA- Persistent absence (below 90%)

CPD – Continuing professional development

INSET – In service Training

IQTL – Improving Quality of Teaching & learning

T & L – Teaching and learning

LC – Learning centre

CEIAG – Careers Education, Information, Advice and Guidance

EEF – Education Endowment Fund

QFT – Quality First teaching

SEF – Self- evaluation form

ASL – Assessment to Support learning

MA – Most able

SEND – Special educational needs and disabilities

LOL – Leaders of learning

DHT – Deputy Headteacher

SPL's – Student Progress leaders

DE's – Data Entries

AHT – Assistant head teacher

TA/LSA's – Teaching Assistants / Learning Support Assistants

CAMHS – Child and Adolescent mental Health Service

SS – Student Support

SSL – Student Support Leader

