



Ormiston Meridian Academy

**Pupil Premium
Intervention Plan
2018/2019
V1**

Pupil Premium

Background to 2018-19 Funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Ormiston Meridian Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Disadvantaged pupils: Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM) £935 per child.
- Pupil Premium Plus: Looked-after children (LAC) and those adopted from care or who leave care under a special guardianship order or child arrangements order (formally known as a residence order) £1,900 per child.
- Service Children: Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) £300 per child

Cohort Analysis and Funding Breakdown

Summary of Pupil Premium (PP) 2018-19 student profile (As of September 2018)

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Cohort Size	203	173	192	149	149	866
Number of PP	107	92	99	84	77	459
% PP	53%	53%	52%	56%	52%	53%

Funding Allocation 2018-19

This will be updated each February 2019 when accurate figures become available.

Figures based on January 2018 census	
Total number of students on roll (11-16)	779
Total number of students eligible for Pupil Premium Grant	428
% of students eligible for Pupil Premium Grant	55%
Total Anticipated Pupil Premium Funding for 2017-2018	
	£381,075

Barriers to Educational Achievement

There are a large number of reasons why some of our disadvantaged students do not yet achieve as highly as their non-disadvantaged peers. There are some barriers that affect large numbers of disadvantaged students in similar ways, however some of the barriers to achievement are highly complex and personal to individual students. We have analyzed the reasons for underachievement to enable us to get to the root cause of the problem when using the Pupil Premium Grant is to overcome these barriers and therefore diminish the achievement difference between disadvantaged students and other students nationally, we consider the following barriers very carefully

Barriers to educational achievement at Ormiston Meridian Academy:

- 1. Some disadvantaged students do not engage in high quality, effective, independent home study to support achievement because;**
 - Some disadvantaged students are unable to access high quality revision materials and resources outside of school.
 - Some don't have access to an appropriate / suitable learning environment within the home that's supports accelerated progress.
 - In some cases, there is no expectation and/ or understanding of what constitutes effective home study.

- 2. Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects because:**
 - Some disadvantaged students have lower levels of literacy and therefore find it more difficult to access academic subjects. This in turn leads to lower confidence levels
 - There is a significant emphasis placed on extended reading, writing and listening which can lead to disengagement. There is a direct correlation between the amount kinesthetic learning, engagement and attainment
 - There is real lack of understanding of how some academic subjects will benefit them/ give them an advantage in later life. Some demonstrate a deeper engagement with vocational/ technical qualifications because they place greater value/ importance on these subjects and as a result tend to be much more successful

- 3. Lack of aspiration, ambition and expectation from some most able disadvantaged students because:**
 - There is a lack of aspiration, ambition and expectation in the home and a lower regard for academics

- There are very few/ no university graduates within the family
- There is an under-developed academic self-concept, lack of confidence and some don't believe they can achieve great things
- Find the prospect of significant university/ higher education debt scary

4. Absence rates amongst groups of disadvantaged students because:

- Some parents condone absence or don't have the capacity to tackle the issues robustly with their child
- There can be a disrupted and sometimes chaotic family life
- Low ability / low literacy
- There is increased illness rates

5. Lack of core social, emotional and mental strength because:

- There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home
- Some can be exposed to negative life experiences and find it difficult to cope with such adversity leading to low self-esteem, low confidence and a significant lack of resilience
- Some find it difficult to form positive, respectful, trusting relationships with adults and peers

6. Ability to read fluently because

- The majority of students who were unable to achieve the KS2 expected level at reading are disadvantaged
- Reading regularly is not always an expectation within the home
- The family's first language is not English
- Vocabulary is under-developed

7. Inability to develop cultural capital effectively because:

- Deprivation leads to the exclusion of cultural experiences and resources and therefore the inability to develop one's cultural capital

Spend Plan 2018-2019 At a glance

Objective	Actions	Person Responsible	Pupil Premium
Overcoming social and motivational barriers and less positive attitudes towards the importance of academic study	Leadership of PP strategy RAP cohort Rewards and recognition Hardship fund Stanley Head Laptop loan service Extensive Saturday tutoring and revision programme	C Stanyer	£
Overcoming barriers and improving the GCSE English language and Literature outcomes for disadvantaged students	Intervention teacher Additional Teaching Revision and support materials Raising boys achievement programme Heath house farm English mock marking from AQA specialist and detailed feedback to disadvantaged boys subsidize/supplement targeted intervention sessions –boot camps/Saturdays/Half term	J Peacock	£9725

Overcoming barriers and improving the GCSE mathematics outcomes for disadvantaged students	Intervention teacher Additional teaching Access to Maths watch for all disadvantaged students years 7 -11 Revision guides NULC visits Heath house farm Subsidize/supplement targeted intervention sessions –boot camps/Saturdays/Half term	H Taylor	£8700
Overcoming barriers and improving the GCSE science outcomes for disadvantaged	myGCSEScience.com revision resource for all disadvantaged students Additional tuition for triple scientists Additional teaching grade 5 students Subsidize/supplement targeted intervention sessions –boot camps/Saturdays/Half term	C Williams	£6000
Higher Attaining PP Learners (HAL)	Jet Set 9 programme years 7-10 for English, mathematics and science	C Stanyer	£800
Overcoming barriers and improving the GCSE Humanities outcomes for disadvantaged students	small group intervention off site/enrichment post Easter purchase lower/higher revision guides and workbooks for PP students –emphasis on Male and HAL subsidize/supplement targeted intervention sessions –boot camps/Saturdays/Half term create and photocopy differentiated revision booklets and practice material for disadvantaged learners including key words and definitions	E Bramwell	£1000
Literacy	Fresh Start programme for targeted year 8 students who have not yet caught up to the expected level of reading PAIR reading programme EBR programme New reading books for the library	T Hope	See catch Up plan
Improving the GCSE MFL outcomes of PP students	Heath House farm additional teaching days Kerboodle 'Boys only' additional teaching events Revision resources	L Rowley	£800

Improving the GCSE Art and Design outcomes of PP students	Artist day Additional teaching	J Moores	£800
Improving the GCSE Performance outcomes of PP students	Use of technology to support learning in music and sport Enrichment- Bursal cricket cave and FA leadership course External drama specialist 'Boys only' intervention time	S James	£800
Improving the GCSE ICT, Business and Computing outcomes of PP	High quality bespoke (differentiated by reading ability) colour revision guides for computer science	I Arthur	£800
Improving the outcomes of EAL PP students	Monitoring progress of PIE Raise the frequency FRESH START training in progress	D Daniyova	£32,300
Improving SEND PP Outcomes and LSC Provision	SEND provision Language for Thinking Talking Partners at Secondary	S Ashley	£48,000
Support towards music lessons and City Music	Peripatetic music lessons	S James	£7,500
Whole school pastoral manager	Leadership of inclusion strategies and alternative provision	A Berrisford	£29,000

Title	English Language and Literature	
Plan holder	J Peacock	
Spend	£9575	
Barriers to overcome:		
<ul style="list-style-type: none"> • Lack of high quality, effective, independent home study to support achievement • Some males hold less positive attitudes towards the value of academic subject • Lack of aspiration, ambition and expectation from some most able disadvantaged students • Lack of ability to read fluently • Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1: Intervention from English consultant focused on the QLA of disadvantaged students		£6000
<ul style="list-style-type: none"> - Students will benefit from bespoke tuition based around their needs as identified from QLA - The PP impact report from 2017-18 reports the positive impact that this intervention had last year, especially on the progress of PP males in English Language. 		
2: Ensure disadvantaged students have access to all high quality revision materials that are essential for effective personal study		£150
<ul style="list-style-type: none"> - Giving disadvantaged students access to high quality resources, and frequent checks that they are being used, will ensure that they have access to high quality revision materials outside of school. - In addition, students will have a coaching session on how to use these revision guides in October 2018. This will support the students in effective home study. 		
3: Provide a large amount of 'out of hours' additional teaching and study sessions (P6, Saturdays, holidays) that all disadvantaged students are targeted for (x7 3hour sessions with 3 staff members)		£1575
<ul style="list-style-type: none"> - The PP impact report from 2017-18 reports the positive impact that additional taught sessions had last year, especially on the progress of PP males in English Literature. - The additional sessions will provide the students with a suitable learning environment outside of school hours that will help to support accelerated progress. 		
4: Incentives, resources and refreshments for 'out of hours' sessions		£225
<ul style="list-style-type: none"> - There is a lack of aspiration, ambition and expectation in the home. The incentives provided will encourage students to attend all additional sessions and reward where accelerated progress is made. - A 'league table' will be created to foster competition and a drive to become 'the best' a student can be. Points will be rewarded for attendance, engagement and progress. 		
5: Personalised 'boys only' strategic sessions led by outstanding male English teacher		£1000
<ul style="list-style-type: none"> - This member of staff will be in charge of raising expectations and significantly reducing lack of aspiration, ambition and expectation for disadvantaged males. - Student voice from 2017-18 showed that the male students felt more confident approaching the Literature text, in particular poetry, when they were in a male only environment. Bespoke sessions focusing on the needs of the boys will be created. - Trips to colleges and universities are planned to show the boys how GCSE English will benefit them/ give them an advantage in later life. 		

<p>6: Personalised English Language feedback reports and 1-2-1 student interviews (15 students after each assessment round)</p> <ul style="list-style-type: none"> - The PP impact report from 2017-18 reports the positive impact of the feedback reports and 1-2-1 interviews. Disadvantaged students that had this opportunity made better progress in English Language than those that didn't. - The 1-2-1 interviews allow us to support students that lack in confidence and don't believe they can achieve great things. The reports show the students the small steps that they can take to make progress. 	£225
<p>7: Off site 'boys only' workshops (x1 for up to 16 disadvantaged males at Heath House = £360). Fuel for minibus to universities = £40</p> <ul style="list-style-type: none"> - The PP impact report from 2017-18 reports the positive impact that additional taught sessions had last year, especially on the progress of PP males in English Literature, especially poetry. 	£400
<p>Monitoring and evaluation: Student voice following intervention, workshops and 1-2-1 interviews Drop-ins to the English intervention sessions Skills tracker completed by the English consultant following intervention AR data Learning walks Lesson observations Marking scrutinies</p>	<p>Impact statement:</p>

Title	Mathematics	
Plan holder	H Taylor	
Spend	£8700	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of high quality, effective, independent home study to support achievement Some males hold less positive attitudes towards the value of academic subject Lack of aspiration, ambition and expectation from some most able disadvantaged students Lack of ability to read fluently Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1. Ensure all disadvantaged students (sessions devised from QLA information) have access to small group tuition from specialist mathematics tutor to ensure they achieve the standard basics threshold to have a successful post-16 transition This is to overcome barrier 1.		£4170
2. Ensure all Year 11 disadvantaged students (sessions devised from QLA information) have access to small group tuition from specialist mathematics tutor to ensure they achieve the strong basics threshold to have a successful post-16 transition This is to overcome barrier 1.		
3. Ensure all Year 11 HAL disadvantaged students have access to small group tuition (sessions devised from QLA information) from specialist mathematics tutor to ensure they achieve the top grades of 7 or above.(8 students targeted) This is to overcome barrier 1.		£3000
4. Provide a large amount of 'out of hours' additional teaching and study sessions (P6, Saturdays, holidays) that all Year 11 disadvantaged students are targeted for		£1000
5. Subscription for Maths Watch for all disadvantaged students in all year groups to support independent home study and parent involvement This is to overcome barrier 3.		£480
6. Educational visits and maths tutoring at local sixth form colleges This is to overcome barrier 2/ 3		
7. Purchase of high quality resources to aid effective homework strategy in all year groups This is to overcome barrier 3.		
8. RUCSAC days		
Monitoring and evaluation:	Impact statement:	
<ul style="list-style-type: none"> Focus group on SISRA for careful tracking AR round data Attendance to P6 Attendance to intervention Work scrutiny and quality teaching for disadvantaged students 	<p>In 2017-18, the number of grade 5s increased form 18-28% for disadvantaged students. In 2018-19 we will target (number of disadvantaged) for grade 5, therefore (16/77 21%) of disadvantaged students will achieve a grade 5.</p> <p>In 2017-18, the number of grade 4s increased for 18-28% for disadvantaged students. In 2018-19 we will target (number of disadvantaged) for grade 4, therefore (23/77 30%) of disadvantaged students will achieve a grade 5.</p> <p>In 2017-18, the number of grade 8s and 9 increased for 18-28% for disadvantaged students. In 2018-19 we will target (number of disadvantaged) for grade 8/9, therefore (4/77 5%) of disadvantaged students will achieve a grade 8/9.</p>	

Title	Science (Trilogy and Triple)	
Plan holder	A Temple	
Spend	£6000	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of high quality, effective, independent home study to support achievement Some males hold less positive attitudes towards the value of academic subject Lack of aspiration, ambition and expectation from some most able disadvantaged students Lack of ability to read fluently Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1:	Actions(s): <ul style="list-style-type: none"> Ensure disadvantaged students have access to all high quality revision materials that are essential for effective personal study, including myGCSEscience.com logins, revision guides and the Faculty website. Reasons: <ul style="list-style-type: none"> myGCSEscience.com provides high quality online learning for pupils to complete at their own pace. Testimonials from other schools indicate that this is a highly effective intervention. Giving disadvantaged students access to this resource, and frequent checks that it is being used, will ensure that they have access to high quality revision materials outside of school. 	£1000
2	Action(s): <ul style="list-style-type: none"> Provide a large amount of 'out of hours' additional teaching and study sessions (P6, Saturdays, holidays) that all disadvantaged students are targeted for. This is to include a "P7" intervention, running for 90 minutes every Wednesday, for HAL PP students. In addition, once funding allocation is released, there will be a similar intervention run for 4/5 borderline PP students. Reasons: <ul style="list-style-type: none"> Each subject in Science has a minimum of 2 hours contact time, per fortnight. This likely gives 25+ hours of teaching before the start of GCSE examinations in May 2019. During 2017/18 the faculty delivered the Triple Science course during "P7", from 4:05pm-5:30pm, securing excellent results. It is the intention of the faculty to run a PP specific "P7" intervention, alongside a Triple Science intervention, to maximize contact time with disadvantaged pupils, In addition, Saturday and half term sessions will be run throughout the year (dates TBC) 	£5000

<p>3.</p> <p>Action(s):</p> <ul style="list-style-type: none"> Provide model answers to common exam questions and ensure that these are learned accurately, drawing on INSET delivered on this skill in History and PE. <p>Reasons:</p> <ul style="list-style-type: none"> Feedback from AQA shows that a lack of precision in answers is causing students to lose marks, for example “iodine” is not acceptable, yet “iodine solution” is. In order to support our disadvantaged students it is crucial that high quality answers are frequently modelled, and that these answers are recorded and assessed at appropriate intervals. 	
<p>Monitoring and evaluation:</p> <ul style="list-style-type: none"> myGCSEScience.com allows teachers to monitor the frequency and duration of student visits. Where disadvantaged students are not accessing this resource a meeting with Head of Science and/or Director of Faculty will be arranged. P6/7/Saturday intervention registers can easily be used to monitor attendance at these sessions. Each AR will allow class teachers to analyse the reproduction of model answers by students, and the impact of all interventions on the progress of disadvantaged students. 	<p>Impact statement:</p>

Title	Faculty of Humanities	
Plan holder	E Bramwell	
Spend	£1000	
Barriers to overcome:		
<ul style="list-style-type: none"> • Lack of high quality, effective, independent home study to support achievement • Some males hold less positive attitudes towards the value of academic subject • Lack of aspiration, ambition and expectation from some most able disadvantaged students • Lack of ability to read fluently • Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<ul style="list-style-type: none"> ○ Geography: £350 <ul style="list-style-type: none"> • Use of PP funding to take small group intervention off site/enrichment post Easter • Use of PP funding to purchase lower/higher revision guides and workbooks for PP students –emphasis on Male and HAL • Use of PP funding to subsidize/supplement targeted intervention sessions –boot camps/Saturdays/Half term • Use of PP funding to create and photocopy differentiated revision booklets and practice material for disadvantaged learners including key words and definitions • Embed exam preparation into both lessons and homework • Reward and praise via cost free means –phone calls, texts, letters, praise postcard for GCSE – to be devised by BW • Share good practice with other Departments in Faculty – utilize expertise • Regular and relentless use of email to support disadvantaged students and ‘fill in gaps’ of missed work – instantaneous action 		£ c.150 100
<ul style="list-style-type: none"> ○ History £350 <ul style="list-style-type: none"> • Photocopying of support revision booklets on British Thematic Study and World Period Study • Mastery learning- review, reflect, engage and encourage participation of students. Review topics/ students complete examination questions, provide a model answer- repeat process • Embed exam preparation into both lessons and homework • Purchase GCSE revision guides for most disadvantaged students • Embed exam preparation into both lessons and homework • Reward and praise via cost free means –phone calls, texts, letters, praise postcard for GCSE – to be devised by BW • Share good practice with other Departments in Faculty – utilize expertise • Regular and relentless use of email to support disadvantaged students and ‘fill in gaps’ of missed work – instantaneous action • Small group intervention with disadvantaged male students including 6/9 MAT male students post Easter 		£150 £100

<ul style="list-style-type: none"> ○ Psychology and RE £300 • Create resources aimed at improving students examination technique, knowledge of key studies/ cases, key words and evaluations • Mastery learning- review, reflect, engage and encourage participation of students. Review topics/ students complete examination questions, provide a model answer- repeat process • Embed exam preparation into both lessons and homework • Purchase GCSE revision guides for most disadvantaged students • Embed exam preparation into both lessons and homework • Reward and praise via cost free means –phone calls, texts, letters, praise postcard for GCSE – to be devised by BW • Share good practice with other Departments in Faculty – utilize expertise • Regular and relentless use of email to support disadvantaged students and 'fill in gaps' of missed work – instantaneous action • Small group intervention with disadvantaged male students 	<p>£125</p> <p>£75</p> <p>£100</p>
Monitoring and evaluation:	
<p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> • Sessions led by HOD- review impact based on data and uptake of students • Evaluation questions to be consider: what has the impact by on data and student progress? • What has the uptake been? Why have some students not attended? • Spiral assessment in lesson- what has the impact been? • Mastery learning- has 'deep learning' taken place? Are students more aware of the key topics/ studies/ cases/ key words- measured through questioning, completion of examination tasks, assessment data, 1-2-1 conversations • Student voice • AR rounds and component spreadsheets 	<p>Impact statement:</p> <ul style="list-style-type: none"> • Impact

Title	Modern Foreign Languages	
Plan holder	L Rowley	
Spend	£800	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of high quality, effective, independent home study to support achievement Some males hold less positive attitudes towards the value of academic subject Lack of aspiration, ambition and expectation from some most able disadvantaged students Lack of ability to read fluently Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1: Ensure disadvantaged students have access to all high quality revision materials that are essential for effective personal study, including Kerboodle		£320
2 Provide a reasonable amount of 'off-site' teaching (Stanley Head) and study sessions (in addition to on site P6, Saturdays, holidays) targeting all disadvantaged students		£240
3 Personalised 'boys only' strategic sessions led by class teachers and male member of staff who currently has no year 11 group		£0
4. AQA revision guides and workbooks to support revision and homework tasks		£160
5 Praise reinforced via contact home (phone call/email/postcard)		£0
6. AQA speaking examination booklets (differentiated tiers)		£80
Monitoring and evaluation: 2018 cohort exit questionnaire: 85% were positive about the use and impact of the AQA workbook and revision guide. 100% said that they benefited from the off-site intensive learning experiences at Stanley Head	Impact statement:	

Title	Faculty of Art and Design – Design and Technology	
Plan holder	T McCarthy	
Spend	£800 – Art £200 Product Design - £200 Food & Cookery £300 Textiles Design £100	
Barriers to overcome:		
<ul style="list-style-type: none"> • Lack of high quality, effective, independent home study to support achievement • Some males hold less positive attitudes towards the value of academic subject • Lack of aspiration, ambition and expectation from some most able disadvantaged students • Lack of ability to read fluently • Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1.	Providing students with the opportunity to engage with HE academic professionals within the food sector therefore raising aspirations. Providing students with a wider understanding of the subject and to further their awareness of opportunities available to inform their decisions for further progression. – Y9 Harper Adams	£150
2.	Product – camera – this will remove the barrier of not having access to a mobile phone or camera that can be used to take pictures of images that can then be used to aid independent study through the use of imagery allowing students to continue with work at home. A good quality camera would allow students and staff to take images of coursework and printout said image that can then either be taken home or kept as a record of work incase work is lost or damaged.	£100
3.	After school revision/coursework boot camps for Smart product and food & Cookery students, particularly targeted at disadvantaged, high ability students and boys, student will be provided with tea (pizza). To support students in gain high grade (L2D*/L2D A*/A) controlled assessment marks and examination results.	£200
4.	Disadvantaged students in Y11 need support to ensure practical are been completed within the time allotted in line with the controlled assessment ingredients will be purchased and used appropriately to support student progress.	£50
5.	Textiles workshops – a number of textiles workshop both in, and where FE/HE can facilitate, out of school to give disadvantaged students the opportunity to experience a wider awareness of the subject, experiment with different textiles techniques and to develop a high level of skill. Work produced can be used towards final controlled assessment.	£100
Monitoring and evaluation:		Impact statement:
..... to monitor	 to measure impact by
<ul style="list-style-type: none"> • • 		<ul style="list-style-type: none"> •

Title	Faculty of Performance	
Plan holder	S James	
Spend	£800	
Barriers to overcome:		
<ul style="list-style-type: none"> • Lack of high quality, effective, independent home study to support achievement • Some males hold less positive attitudes towards the value of academic subject • Lack of aspiration, ambition and expectation from some most able disadvantaged students • Lack of ability to read fluently • Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>1. Drama- external practitioner to deliver a series of workshops which support students with devising process and the play, 'The Curious Incident of the Dog in the Night-Time'.</p> <p>2. BTEC Sport – 2 interventions planned (years 9-11). For Y10-11 (PP Male) - an arranged trip to St George's Park – The FA (Leadership). For Y9 a trip to Burslem Cricket Cave to look at video analysis of performance.</p> <p>3. Dance – Text Book/Revision Guide to support theory content for the new BTEC Tech Award – Component 3 (9x £5.50)</p> <p>4. Music – Revision guides for the BTEC First L1/2 in Music (Yr11x14)</p> <p>5. Generic – to support pupil premium students with trips and attendance at Boot Camps/Revision Sessions by providing incentives.</p> <p>Drama:</p> <p>1. This was a new text delivered and a new style of drama using physical and frantic assembly theatre, which will also be beneficial for devising drama. The workshops will support students in being able to learn and apply these skills to their performances.</p> <p>BTEC Sport:</p> <p>2. To experience and support knowledge for the external examined component. To highlight knowledge of sports leadership and the skills, qualities and responsibilities demonstrated by sports leaders in an elite venue (looking at including a potential tour of the ground/site and also observing a professional training session to support students planning and devising their own sports leadership sessions to be delivered throughout Y10&11, a trip for Y9 that will support observing and analysing performance in a sport that is not necessarily mainstream to our students context.</p> <p>Dance:</p> <p>3. Consolidate learning in class, extend knowledge of answering exam questions – Revision specific to Component 3.</p> <p>Music:</p> <p>4. Cohort 2018 – 2019 (Y11) Fast Track one year course BTEC First Award L1/2 in Music certificating summer 2019.</p> <p>Generic:</p> <p>As trips are a requirement for the performance faculty in terms of content of courses students need to have access to these if they are financially unable through subsidizing or full payment. Incentives for Bootcamps include refreshments due to students being expected to stay for several hours beyond the school day or to encourage attendance during half-term sessions.</p> <p>Drama:</p> <ul style="list-style-type: none"> ▪ Meet and inform students of workshop requirements and expectations ▪ Arrange dates for workshops ▪ Inform parents and staff of workshop dates <p>BTEC Sport:</p> <ul style="list-style-type: none"> ▪ Meet with key links to establish working relationships at Burslem Cricket Cave and St George's Park and develop workshops to ensure the 		

<p>Dance:</p> <p>Music:</p> <p>Generic:</p>	<p>needs of the course are met. Arrange dates for trips and ensure Evolve is completed in good time. Inform parents and staff of trips to ensure that there is better planning.</p> <ul style="list-style-type: none"> ▪ Paid for PP students (9 Students @ £5.50 each) and offered to non-PP students. ▪ Paid for PP students (14 Year 11 Students) and offered to non-PP students. <ul style="list-style-type: none"> ▪ Calendared trips, bootcamps and revision sessions early on. ▪ Discussions with students to encourage attendance on trips, boot camps and revisions session ran outside of normal school hours. ▪ Contact with parents to inform them and offer financial support if necessary. ▪ Purchase of refreshments and providing students with these during each session. ▪ Risk assessments for trips via Evolve at least 3 weeks in advance ▪ Booking relevant transport if necessary. ▪ Inform staff of students involved 	
<p>Monitoring and evaluation:</p>		<p>Impact statement:</p>
<p>..... to monitor</p> <ul style="list-style-type: none"> • • 		<p>..... to measure impact by</p> <ul style="list-style-type: none"> •

Title	Faculty of Computing and Business	
Plan holder	I Arthur	
Spend	£800 + staffing costs of £625	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of high quality, effective, independent home study to support achievement Some males hold less positive attitudes towards the value of academic subject Lack of aspiration, ambition and expectation from some most able disadvantaged students Lack of ability to read fluently Deprivation leads to the exclusion cultural experiences and development of cultural capital 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1. Provide a range of 'out of hours' additional teaching and study sessions (P6, Saturdays, holidays) that all disadvantaged students are targeted for to overcome lack of engagement in independent study/lack of ability to read fluently <ul style="list-style-type: none"> P6 sessions help fortnightly RH And AM October Half term Saturday revision Cefe Unit 2 revision (S2,S3,H1,H2) 9.00-12.00 RH, AM, AU January Saturday revision Cefe Unit 1 (S2,S3,H1,H2 – S1 Unit 2) 10.00-12.00 Pre Easter – final bootcamps AM-Ent & Marketing, AU-Imedia Easter Coursework Booster AM 10.00-1.00 Early May Cefe Unit 3 revision AM, RH 10.00-1.00 May Saturday revision sessions 10.00-1.00 RH Computer Science, AM Ent & Marketing, AU – imedia June 1 day intervention for Cefe retake High quality bespoke (differentiated by reading ability) colour revision guides for computer science, Cefe, Enterprise & marketing, imedia External Provider to deliver pre-production documents skills workshop for Y11 imedia PP students 		£0 £150 £150 £0 £75 £100 £150 £0 £200 £200
2. Lack of aspiration, ambition and expectation from some most able disadvantaged students/ Deprivation leads to the exclusion cultural experiences and develop cultural capital/ Some males hold less positive attitudes towards the value of academic subjects <ul style="list-style-type: none"> Provide financial support for disadvantaged students to visit EGX Expo in September. This support will be used to supplement parental payments or remove payment altogether. Two places on trip (2 x £25) will be reserved for students who have not responded to letters and are of our most vulnerable in nature. Cefe Retakes – retakes funded for most vulnerable students. Retakes have proven to have a 60-75% success rate based on a second set of questions and targeted revision sessions Develop incentive scheme for disadvantaged, especially males, after each AR round – 10 silver tickets leading to £5 discount of next year's EGX trip and 5 Golden Tickets leading to £10 discount off trip. These are to be awarded to reward demonstration of outstanding effort and especially males showing negative attitudes towards computer science 		£100 £200 10x£5, 5x£10=£100
Monitoring and evaluation:		Impact statement:
AU to monitor	AU to measure impact by	
<ul style="list-style-type: none"> Quality of bespoke revision resources Staff participation in out of hours learning Distribution of EGG subsidies and allocation to students 	<ul style="list-style-type: none"> Analysis of attendance rates and methods of targeting individuals Student voice on EGX trip 	

Title	SEN	
Plan holder	S Ashley	
Spend	£48,000	
<p>Barriers to overcome:</p> <p>Lack of core social, emotional and mental strength because:</p> <ul style="list-style-type: none"> • There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home • Some can be exposed to negative life experiences and find it difficult to cope with such adversity leading to low self-esteem, low confidence and a significant lack of resilience • Some find it difficult to form positive, respectful, trusting relationships with adults and peers <p>Ability to read fluently because</p> <ul style="list-style-type: none"> • The majority of students who were unable to achieve the KS2 expected level at reading are disadvantaged • Reading regularly is not always an expectation within the home • The family's first language is not English • Vocabulary is under-developed 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Year 7 - Language for Thinking – A one hour intervention run twice weekly in small groups (4) delivered by a TA. This is aimed at improving their range of vocabulary, and increasing confidence with verbal and written communication. Different images are presented as visual stimuli to encourage discussion through exploring different scenarios, expanding ideas and use of varied and expressive language.</p> <p>Year 8 - Talking Partners at Secondary - A one hour intervention run twice weekly in small groups (4) delivered by a TA. This is aimed at improving their range of vocabulary, and increasing confidence with verbal and written communication. Using various resources i.e. idioms, inference using headlines, developing story lines using, who, where, what, when, why, how, interviewing techniques, homonyms and homophones, memory games, similarities and differences in visual images, mind-mapping, spider diagrams and problem solving using visual prompt.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Complete a baseline test with SEND students early in year 7 and 8 using BPVS test, also use of STAR Reading data. • Group students appropriately from intervention specific baseline, grouped according to ability. (A, B, C) – Language for Thinking Only. • Different and additional resources to accompany the main programme i.e. auditory processing, idioms, synonyms, acronyms, memory and word games etc. Language for Thinking Only. • Change timetables for safeguarding and clarity for all staff and students. • Introduce students to relevant staff and learning room/environment. • Retest after 10 week programme with both the BPVS and programme specific baseline. Also compare baseline data from STAR Reading. 		£1000 to cover cost of license fee
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • S. Ashley/B. Cashmore receive weekly updates with regard to engagement, attendance and behaviour. • B Cashmore to download and disseminate information from STAR Reading pre and post intervention, to TA's for individual student reports. At end of programme. • Discuss progress and further steps as necessary. 		

Title	Duke of Edinburgh	
Plan holder	D Blundred/H Melia	
Spend	£1000	
Barriers to overcome:		
<ul style="list-style-type: none"> • Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects • Lack of aspiration, ambition and expectation from some most able disadvantaged • Absence rates amongst groups of disadvantaged • Lack of core social, emotional and mental • Inability to develop cultural capital effectively 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Rationale: Current research suggests that adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as increased self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress (EEF, 2016). The evidence suggests that the impact is greater for longer courses (more than a week) which is why the Duke of Edinburgh's Award fits the school perfectly. It also suggests that impact is greater when students are placed into a 'wilderness' setting which is another element offered by the DofE programme through the Expedition section. Research suggests that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. It is expected that participation in the DofE will have a positive impact on progress in all areas. One potential issue in this particular area is the cost to impact ratio. Activity providers can be quite expensive for a short term programme. In order to develop a successful programme at Sandon we aim to run a self-sufficient programme without the need to involve AAP's. We believe that this will provide cost effective impact.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Deliver training programs at Bronze and Silver level in accordance with DofE framework (ENTRUST) • Monitor completion of Skill, Physical and Volunteering sections through eDofE • Plan and deliver 2 practice walks, 1 practice expedition and a qualifying expedition (ENTRUST) • Review staff training and update where necessary (focus on HML and Outdoor First Aid) • Complete licence review with Central England Operations Officer • Plan and organise presentation evening for 2018/19 cohort 		£1000 to cover cost of licence fee
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • DofE Leaders to complete fortnightly reviews of eDofE • Collect data from previous AR4 and compare to AR1 and AR3 data in new academic year • DofE leaders to visit volunteering placements to gather reports • BL to conduct licence review with Central England Operation Officer 		

Title	Reducing Absence Rates	
Plan holder	R Hutchinson	
Spend	£25,300	
Barriers to overcome:		
Absence rates amongst groups of disadvantaged students because: <ul style="list-style-type: none"> • Some parents condone absence or don't have the capacity to tackle the issues robustly with their child • There can be a disrupted and sometimes chaotic family life • Low ability / low literacy • There is increased illness rates 		
Actions and reasons for the approach chosen:		Spend Breakdown:
Rationale: evidence from research carried out by the government highlights the link between poor attendance and underachievement. This underachievement accelerates for students who become persistently absent. Further to this the research suggests that pupil absence in areas of high deprivation are likely to be higher with the pupils from poorer backgrounds being less likely to sustain high levels of attendance and therefore not achieve appropriately. Actions <ul style="list-style-type: none"> • To identify and challenge absence in PP students daily • To identify patterns of absence in PP students • To fully engage staff within school so they understand how they improve PP attendance rates • Promote positive attendance for PP students through incentives and promote the link between attainment • Ensure robust lines of communication between school and parents are used at appropriate times • Produce reports to the senior leadership team 		
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • End of year full reports • 2 weekly Senior Leadership Team reports • 2 Weekly form tutor and Heads of Year reports • Governors reports • Achievement round reports 		

Title	EAL PP Interventions	
Plan holder	D Danyiova	
Spend	£32,300	
Barriers to overcome:		
<ul style="list-style-type: none"> • Ability to read fluently • Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects • Lack of aspiration, ambition and expectation from some most able disadvantaged • Absence rates amongst groups of disadvantaged • Lack of core social, emotional and mental strength • Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<ol style="list-style-type: none"> 1 Monitoring progress of PIE, reading ages and progress in subjects to deliver differentiated support where the need is for the PP students 2 Raise the frequency of home visits to support parents who struggle in many ways to support learning of their child at home. 3 Feedback from all EAL staff to analyze and to adjust strategies used in lessons according to the child's ability 4. Attendance data to analyze and follow with data driven actions to improve attendance. 5 TA professional development - analyzing, evaluating and coaching to raise professional approach of our staff, additional training 6.FRESH START training in progress, 6 hrs per fortnight delivering FRESH Start to support reading development 7.EAL interventions 1-1 – students extracted from lessons where they read together with a member of staff, where the joy and excitement of the content is celebrated alongside the correct oracy. 8.Develop closer links with English department to support them in class and or 1-1 lessons to support English 9.Observations of interventions 10 Invite LR to EAL departmental meeting to give an overview of how we support PP to see if there are any areas for development 11Extracurricular activities – confidence, team work, mentoring, language acquisition 		
Monitoring and evaluation:		Impact statement:
<ol style="list-style-type: none"> 1. Data from STAR reading test will show progress of all PP EAL and data driven actions will follow with analysis of the impact they have on students. DDA 2. Increase confidence, aspiration, expectations and communicate effectively with disadvantaged parents. To gain support from home fully. DDA 3. Adjustment of TA timetables driven by data and feedback to provide differentiated support for all PP. DDA 4. Attendance interventions/home visits organized RH,DDA 5. Monitoring TA's impact on learning and analyze the results with LM to search for areas of development and additional trainings. DDA 6. Resources needed to start. LM and DT to train. (FRESH START) DDA/LM/DT 7. PIE progress MAE (monitoring, analyzing and evaluating), evidence of progress in writing. 8. To arrange meeting with English department to share and improve the support. DDA JP 9. Record and analyze data from observations followed by supporting staff across the school. LR DDA 10. Arrange a meeting with LR, LM, DT DDA . 		

Title	Pastoral Manager KS4
Plan holder	F Holdcroft
Spend	£15,000
<p>Barriers to overcome:</p> <p>Lack of aspiration, ambition and expectation for some most able disadvantaged students.</p> <ul style="list-style-type: none"> • There is a lack of aspiration, ambition and expectation in the home and a lower regard for academic achievement. • There is an under-developed academic self-concept, lack of confidence and some don't believe they can achieve great things and build a future. <p>Absence rates amongst groups of disadvantaged students because:</p> <ul style="list-style-type: none"> • Some parents condone absence or don't have the capacity to tackle the issues robustly with their child • There can be a disrupted and sometimes chaotic family life <p>Lack of core social, emotional and mental strength because:</p> <ul style="list-style-type: none"> • There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home • Some can be exposed to negative life experiences and find it difficult to cope with such adversity • Some find it difficult to form positive, respectful, trusting relationships with adults and peer 	
<p>Actions and reasons for the approach chosen:</p>	
<p>1: Liaise with teaching staff, students and parents to provide particular support to targeted underperforming students in order to raise achievement and help them minimise/overcome barriers to learning. Stabilisation of effective ways to overcome barriers to learning. In school support for identified RAP student's. Small Group interventions for students behind in a particular skill/subject. Manage GO9 Lunchtime facility – IT access. Targeted intervention activities for Y11 & Y10. Support student's identified for intervention programmes. Implement Intervention timetable for Y10. In school support with modified timetables. Assertive Mentor Y11/ HOY 10 on RAP. Provide essential support to Pupil Premium (disadvantaged) students throughout the year to narrow the attainment gap, and work closely with staff, parents and pupils to provide tailored support. Arrange frequent meetings with parents/carers and students to develop and sustain a strong and collaborative working relationship to help improve lack of confidence, self- esteem and parent's perception of their child's ability and full potential. Support students in school by providing a safe space for those who need to retreat from 'busy' school life allowing them to build a relationship with a trusted adult they can have regular access to on a daily basis if required.</p>	
<p>2. Support and identify students who have poor attendance and punctuality. Organise and complete attendance meetings with parents/carers. Provide information to HOY's, Pastoral Line Managers as appropriate, to enable them to carry out their role. Supporting families and student's health and well-being, behaviour, attendance and attainment. Stabilise positive relationships with parents regarding student disciplinary/health/welfare issues. Support students with their social and emotional needs developing effective ways of overcoming barriers to learning and sustaining effective mentoring. Identify students that may need financial support to enable them to attend enrichment activities provided with school uniform, resources, IT and school meals.</p>	
<p>3. Stabilise and maintain a tracking system to identify PP students with poor and disruptive Attitude to Learning. Maintain accurate and up to date Pastoral Support Plans/Case Studies including: Attainment / Behaviour /Attendance / Intervention / Pastoral support. Identify proactive and reactive support for individual students in crisis or at risk of disengaging with learning. Access LSC across KS4 for Self Esteem & Emotional Regulation. Regular monitoring of all students attendance. Phone calls are made on the first day of absence. Once the reason for absence is ascertained, this is noted enabling patterns of absence to be identified. This then forms the basis of an action plan shared with students, parents, carers and other stakeholders. Face to face & telephone parental coaching takes place on a frequent basis in order to develop parenting skills of carers for PA (persistent absentee) students.</p>	
	<p>Spend Breakdown:</p>

<p>Monitoring and evaluation: Monitoring attainment/progress of students identified as underachieving and requiring intervention in all subjects or specific subjects. Liaise with teaching staff, students and parents to provide particular support to targeted underperforming students in order to raise achievement and help them minimise/overcome barriers to learning. Analysis of SIMs and SISRA data.</p> <p>Generic and specific targets set for individual students on a weekly basis on RAP Planner.</p> <p>All staff aware of RAP students and complete RAP Planners although specific information to aid progress can be too basic. Identify any barriers to learning. Discussions with Parents/Carers relating to student's progress. Register of students attending GO9. Record work completed (including homework) in GO9. Link to subject deadlines. Extra support in the LSC with Core subjects where emotional, behavioural or learning issues are preventing learning. LSC staff monitor and evaluate progress supported by HOF's. Hoy's and Pastoral Manager KS4. Monitored by Early Help evaluation meetings and student records. Identify, track and monitor families and children at risk. Track attendance, behaviour and attainment using behaviour logs, hot spot data, attendance data, SIMs/SISRA.</p>	<p>Impact statement: Improved and increased aspiration and motivation leading to a positive effect on attainment, attendance, behaviour and well being.</p> <p>Improved student response to intervention and extra- curricular study.</p> <p>Behaviour incidents reduced for specific students. Improved aspirations and attainment for specific students.</p> <p>Increased and maintained attendance for specific students.</p> <p>Observations of specific students in class room environment shows improved engagement, motivation and an ability to apply their skills across the curriculum.</p> <p>Needs and barriers to learning identified and targeted through early intervention and support increasing self-esteem and motivation.</p>
---	---

Title	Pastoral Manager KS3	
Plan holder	J Hussain	
Spend	£15,000	
<p>Barriers to overcome:</p> <p>Lack of aspiration, ambition and expectation for some most able disadvantaged students.</p> <ul style="list-style-type: none"> • There is a lack of aspiration, ambition and expectation in the home and a lower regard for academic achievement. • There is an under-developed academic self-concept, lack of confidence and some don't believe they can achieve great things and build a future. <p>Absence rates amongst groups of disadvantaged students because:</p> <ul style="list-style-type: none"> • Some parents condone absence or don't have the capacity to tackle the issues robustly with their child • There can be a disrupted and sometimes chaotic family life <p>Lack of core social, emotional and mental strength because:</p> <ul style="list-style-type: none"> • There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home • Some can be exposed to negative life experiences and find it difficult to cope with such adversity • Some find it difficult to form positive, respectful, trusting relationships with adults and peer 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Rationale: To deal with attendance, behavioural and welfare issues while securing attainment of targeted students/groups. To also, support families of students to maximize their full learning potential, removing barriers whether attendance, academic performance or from a social emotional point of view. To contribute to the development of a whole Academy approach to overcome obstacles to learning and improve student participation and learning in Academy life.</p>		
<p>Actions:</p> <ul style="list-style-type: none"> • Promote positive behaviour throughout KS3 and the Academy • Work in line with the Academy's behaviour policy when following up on reports of negative behavior • Targeting specific areas of poor behavior i.e. by lesson, subject, day • Develop positive relationships with parents • Further develop the awareness of bullying via assembly/bully boxes • Regular monitoring of students identified on RAP, weekly mentoring sessions and end of day checks on report cards • Constant tracking of RAP students after every AR • Liaise with teaching staff, students and parents to provide particular support and intervention to targeted underperforming students in order to raise achievement and help them minimize/overcome barriers to learning • Work in line with the Academy's attendance officer/HOY when dealing with PA students, offer support to both students and family when facing challenging barriers • Working with other professionals when targeting specific needs of both student and parent: Early help meetings, C.I.N meetings 		
<p>Monitoring and evaluation:</p> <ul style="list-style-type: none"> • Mr Hussain 	<p>Impact statement:</p>	

Title	Reflection
Plan holder	E Davis
Total Spend	
<p>Barriers to overcome:</p> <p>Lack of core social, emotional and mental strength because:</p> <ul style="list-style-type: none"> • There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home • Some can be exposed to negative life experiences and find it difficult to cope with such adversity leading to low self-esteem, low confidence and a significant lack of resilience • Some find it difficult to form positive, respectful, trusting relationships with adults and peers 	
Actions and reasons for the approach chosen	Spend Breakdown:
1: Collection, analysis and use of behaviour data to pinpoint areas of weakness that can be shared and reviewed by SLT. Relevant areas can be addressed during Pastoral meetings	
2. Ensure work for students in Reflection is fully completed and handed back to the relevant member of staff for marking. This allows the student to keep up with lessons missed and continuation of learning	
3. Where analysis shows high proportion of PP referral and repeated incidents, further intervention strategies initiated, tracked and impact evidenced. Parental meetings to be carried out to discuss student concerns.	
4. Produce Success Score data on a daily basis for Heads of Year to immediately act upon and share at Parental meetings where necessary. This enables to reward praise and act upon negative behavior efficiently	
5 Produce student information packs for Parental meetings led by Heads of Year and Pastoral Managers. Pastoral Managers and Head of Year then have all relevant behavior information available for meetings. Parents are kept up to date with child's behavior	
<p>Monitoring and evaluation:</p> <ul style="list-style-type: none"> • Weekly and fortnightly reports. • Hot Spot data for SLT every week • Success Score data to Form tutors every week • Heads of Year given behavior report on student who's been in Reflection and given information on their behavior • Daily behavior overviews sent to Heads of Year to monitor and track student behavior more effectively 	<p>Impact statement:</p> <ul style="list-style-type: none"> • The number of repeat students receiving Reflection placements should decrease • Consistent parental meetings of persistent students • External exclusions reduced, due to students been monitored more closely and interventions put in place at earlier stages

Title	Head of Year 10
Plan holder	J Maxwell
Spend	

Barriers to overcome:

Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects because:

- Some disadvantaged students have lower levels of literacy and therefore find it more difficult to access academic subjects. This in turn leads to lower confidence levels
- There is a significant emphasis placed on extended reading, writing and listening which can lead to disengagement. There is a direct correlation between the amount kinesthetic learning, engagement and attainment
- There is real lack of understanding of how some academic subjects will benefit them/ give them an advantage in later life. Some demonstrate a deeper engagement with vocational/ technical qualifications because they place greater value/ importance on these subjects and as a result tend to be much more successful

Absence rates amongst groups of disadvantaged students because:

- Some parents condone absence or don't have the capacity to tackle the issues robustly with their child
- There can be a disrupted and sometimes chaotic family life
- Low ability / low literacy
- There is increased illness rates

Lack of aspiration, ambition and expectation from some most able disadvantaged students because:

- There is a lack of aspiration, ambition and expectation in the home and a lower regard for academics
- There are very few/ no university graduates within the family
- There is an under-developed academic self-concept, lack of confidence and some don't believe they can achieve great things
- Find the prospect of significant university/ higher education debt scary

Lack of core social, emotional and mental strength because:

- There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home
- Some can be exposed to negative life experiences and find it difficult to cope with such adversity leading to low self-esteem, low confidence and a significant lack of resilience
- Some find it difficult to form positive, respectful, trusting relationships with adults and peers

Actions and reasons for the approach chosen:	Spend Breakdown:
1: Monitor attendance of PP students to ensure they maintain excellent attendance or move towards excellent attendance.	
2 RAP cohort to be monitored by HOY with a focus on PP boys..	
3 Close working relationship with Mrs Holdcroft to target specific pupils that may need additional support during the academic year.	
4. Work with Faculty Directors to support the learning environment of students.	
5 Change student aspirations and look to move into Further and Higher education. Provide trips and visits to local colleges	

<p>Monitoring and evaluation:</p> <ol style="list-style-type: none">1. Daily monitoring of RAP report – especially those PP students. Early interventions put into place and contact with parents ongoing2. Form tutors to monitor attendance of PP students and liase with HOY and attendance team to ensure best attendance possible.3. Set up parental meetings/actions if the above highlight any issues4. Provide trips/visits, particularly for the PP students in the hope of raising aspirations.5. Liase with SA and PM to personalise learning for the most underachieving PP students	<p>Impact statement:</p>
--	--------------------------

Title	Head of Year 9
Plan holder	Mr D Watt
Spend	
<p>Barriers to overcome:</p> <p>Absence rates amongst groups of disadvantaged students because:</p> <ul style="list-style-type: none"> • Some parents condone absence or don't have the capacity to tackle the issues robustly with their child • There can be a disrupted and sometimes chaotic family life <p>Lack of core social, emotional and mental strength because:</p> <ul style="list-style-type: none"> • There can be insufficient adult and peer support leading to lack of structure, routine and discipline within the home • Some can be exposed to negative life experiences and find it difficult to cope with such adversity <p>Some find it difficult to form positive, respectful, trusting relationships with adults and peer</p> <p>Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects because:</p> <p>Lack of aspiration, ambition and expectation from some most able disadvantaged students because:</p> <ul style="list-style-type: none"> • There is a lack of aspiration, ambition and expectation in the home and a lower regard for academics • There is an under-developed academic self-concept, lack of confidence and some don't believe they can achieve great things • Find the prospect of significant university/ higher education debt scary 	

Title	Head of Year 8	
Plan holder	M Goodwin	
Spend		
<p>Barriers to overcome:</p> <p>Some males hold less positive attitudes towards the value of academic subjects:</p> <ul style="list-style-type: none"> • There is real lack of understanding of how some academic subjects will benefit them/ give them an advantage in later life. • Students need to be given more career opportunities and be able to access different career pathways that will benefit and develop their attitudes towards academic subjects. • Some males lack role models in different industry, by giving students opportunities to see male role models in other work places may develop and enhance their attitude towards academic subjects. <p>Absence rates amongst groups of disadvantaged students:</p> <ul style="list-style-type: none"> • Some parents condone absence or don't have the capacity to tackle the issues robustly with their child • There can be a disrupted and sometimes chaotic family life <p>Lack of core social, emotional and mental strength:</p> <ul style="list-style-type: none"> • Students do not have the confidence to express their opinions on a constant basis. • Students are not taught in how to deal with mental barriers such as; bullying, academic pressure and emotional control. • Students do not value their own opinions and do not have the self-confidence to believe and achieve their own targets/goals. • Students do not have short terms or long term targets / goals. <p>Lack of aspiration, ambition and expectation from some most able disadvantaged students because:</p> <ul style="list-style-type: none"> • There is a lack of aspiration, ambition and expectation in the home and a lower regard for academics • There is an under-developed academic self-concept, lack of confidence and some don't believe they can achieve great things • Find the prospect of significant university/ higher education debt scary 		
Actions and reasons for the approach chosen:		Spend Breakdown:
Laisse with GD to set up college visits, career days and other aspirational events to motivate students and share the importance of academic subjects. Speak with Jav Hussain form tutors and mentors to target PP students and speak to students in relation to aspirations.		
Monitor attendance of PP students to ensure they maintain excellent attendance or move towards excellent attendance.		
RAP cohort to be monitored by HOY with a focus on PP boys.		
Close working relationship with Mrs Holdcroft/Mr Hussain to target specific pupils that may need additional support during the academic year.		
Change student aspirations and look to move into Further and Higher education.		

<p>Monitoring and evaluation:</p> <ol style="list-style-type: none"> 1. Form tutors to be aware of PP students re attendance and make priority calls on day of absence. HOY to work with Attendance Officer and EWO when appropriate. HOY to meet with parents to discuss issues relating to attendance. 2. HOY/AHOY to work with RAP cohort and check RAP each day to help monitor attendance. Individual discussions to support concerns students may have to aid progress across GCSE options. 3. Meet with JH to identify targeted students who are not responding to actions 1 and 2 above. Plan individualized support program. 4. Y7 AR4 indicates that PP students are in the Development Required category so meet with Directors to support staff and students to maximize learning opportunities and progress. The departments are those that I will be working with: Computing, Core PE, Geography, History, Dance, Design Maths and English. 5. Individual discussions with PP high ability students to change mind set and try to 'forward plan' towards university education. 	<p>Impact statement:</p>
---	--------------------------

Title	LSC	
Plan holder	D Corbishley	
Spend	£47,500	
Barriers to overcome:		
<ul style="list-style-type: none"> • Lack of core social, emotional and mental strength • Absence rates amongst groups of disadvantaged students • Some disadvantaged students do not engage in high quality, effective, independent home study to support achievement • Some disadvantaged students (especially prevalent in males) hold less positive attitudes towards the value of academic subjects • Lack of aspiration, ambition and expectation from some most able disadvantaged students • Ability to read fluently 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>A facility within school used for some of the more vulnerable students using the time to engage in the learning, tailored timetables for students individual needs. This facility is also used for small interventions group works for a variety of topics, reading, spelling, maths supporting SEN department and EAL department.</p> <p>Rationale: Enable vulnerable students to remain engaged within education through flexible packages. Students gain in confidence and self-esteem. Improve behaviour and social skills, attendance, reduce exclusion. Improve organisational skill. Better understanding of consequences of behaviour in school with peers, staff and families.</p> <p>Actions: Working with students on 1 to 1 basis delivering programmes based on individual needs, for example SRA, Language for Thinking. Planned group work to support progress and learning, Year 7 catch up premium cohort reading and development and numeracy of the most vulnerable Year 7. Work with Attendance Office to engage PA students back into school. Provide a personalized curriculum to support effective re-engagement into school for most vulnerable PA students. Working to remove barriers to learning. Support students to develop confidence, resilience professional relationships within the school environment. Planned group work to support reading and vocabulary development in Year 8.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Improve attendance to a set target agreed. • Improve emotional well being, confidence and self esteem by the use of pre and post questionnaires. • Accelerated reading levels and improved reading age to a set target agreed. <p>Time Duration: Dependent on individual needs. Group works run for 8 week and reviewed. Then continued or look at alternative intervention.</p>		
Monitoring and Evaluation:		Impact statement:
<ul style="list-style-type: none"> • Improve behaviour as recorded with success scores. • Reduction of negative behaviour referrals • Pre and post questionnaires comparisons. • Behaviour scores to have improved by an average of 3. • Accelerated reading scores improved by set target. 		

Title	LSC - Emotional regulation.	
Plan holder	D Corbishley	
Spend	£47,500	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of core social, emotional and mental strength 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Programme helping students to recognise their emotions and ways of coping with emotions. Adapting their behaviour in school and out of school. Time Duration: 6- 8 week programme for 1 hour a week.</p> <p>Rationale: The Emotional Regulation Programme is designed to provide young people with the opportunity to discuss, analyse and describe what triggers, anger and conflict in our lives.</p> <ul style="list-style-type: none"> To provide young people an insight into the skills and strategies needed to positively help resolve any issues or conflicts (skills and knowledge) To provide young people with the opportunity to discuss and compare issues in relation to conflict and anger in a safe environment with others of a similar ilk in a positive and co-operative way. Actions: Skills that students will learn throughout the programme. To enable students to recognize their unwanted behaviour . To promote a positive and co-operative group To be aware of and examine the skills needed and the benefits of problem solving and their resolution. To communicate and co-operate with other members of the group. To have knowledge of what triggers and situations which can affect our emotions, and have understanding of the different strategies which you can use to cope with these problems in a positive way. To build positive relationships with staff enabling them to discuss and deal with issues instead of reacting to them. 		
Monitoring and Evaluation:		Impact statement:
<p>Referral system from Director of Inclusion Heads of Year, Pastoral managers, Educational psychologist, and parents. Pre and post questionnaire for students with scoring system. Form staff pre and post questionnaires with scoring system. Evaluation of the questionnaire by the LSC staff at end of programme and report to Director of Inclusion, Heads of Year and Pastoral Managers. Improved success scores by agreed number.</p>		

Title	LSC – Learning Curve	
Plan holder	D Corbishley	
Spend	£47,500	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of core social, emotional and mental strength Absence rates amongst groups of disadvantaged students 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Rationale: The aim of our Nurture group is to ease transition from primary school to secondary school through the development of students' social skills, their self-esteem and the understanding of their own emotions and the effect of them on others.</p> <p>Actions: To start in Year 6 supporting the transition of more vulnerable students by building positive relationships, gaining more knowledge of each student to address areas of need.</p> <ul style="list-style-type: none"> To provide skills to maintain good standards of learning through regular support from staff. To promote positive relationships with staff. To promote healthy social and emotion skills through staff role modelling. To provide a safe environment for those students. <p>Good communication and relationships with the parents/carers of these students, regular contact, newsletters, parents are able to contact LSC staff directly.</p> <p>Success Criteria: Improved emotional well being, confidence and self-esteem, by setting targets for the students using the information provided by the Boxall profiles. To become more independent students in both academic and within their social life by learning life skills, building their resilience and developing confidence. Improved Boxall profiles firstly by targets set, this in turn will also improve other areas of development on the profile.</p>		
<p>Monitoring and Evaluation: Referral system from Primary schools. Form staff, Head of year and Pastoral referrals. Boxall profiles completed by Primary schools if provided, targets set by LSC staff from Boxalls, these are completed again, December, Easter and July, each time evaluate if intervention is to continue based on Boxall profile scores and new targets set for individual students and re-address the dynamics of each group. Observation in class are also completed pre and post. Form staff complete questionnaires on impact of Learning Curve at end of the Year.(scored)</p>		Impact statement:

Title	LSC – Self Esteem	
Plan holder	D Corbishley	
Spend	£47,500	
Barriers to overcome:		
<ul style="list-style-type: none"> Lack of core social, emotional and mental strength Absence rates amongst groups of disadvantaged students 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Rationale: The Self-Esteem Programme is designed to provide young people with the opportunity to discuss and address any issues and express on how they are feeling.</p> <p>To provide young people an insight into the skills and strategies to promote healthy self esteem and build on their confidence.</p> <p>To encourage students to engage firstly within small groups then skills from this can be used in mainstream lessons.</p> <p>To contribute to the development of a whole Academy approach to overcome obstacles to learning and improve student participation and learning in Academy life.</p> <p>Actions:</p> <ul style="list-style-type: none"> To promote a positive and co-operative group with students taking an active part in lessons. To feel able to access school even though they need emotional support at the time by working in the LSC, offering a quiet, calm space to work. To communicate and co-operate with other members of the group and within lessons. To build young persons confidence, building their resilience To build positive relationships with staff enabling them to communicate and have areas of needs addressed. To offer alternative ways of dealing with their emotions. <p>Success Criteria: To be able to function both in school and out of school. Access school if there has been attendance issue. Student feels more able to contribute to lessons and more engaged in their learning. Able to approach staff if they are having issues both in school and at home. Improved attendance Improved success scores. Pre and Post questionnaires.</p> <p>Time Duration: 6- 8 week programme for 1 hour a week.</p>		
Monitoring and Evaluation: Referral system from Director of Inclusion Heads of Year, Pastoral managers, Educational psychologist, and parents. Pre and post questionnaire for students with scoring system. Form staff pre and post questionnaires with scoring system. Evaluation of the questionnaire by the LSC staff at end of programme and report to Director of Inclusion, Heads of Year and Pastoral Managers.		Impact statement: