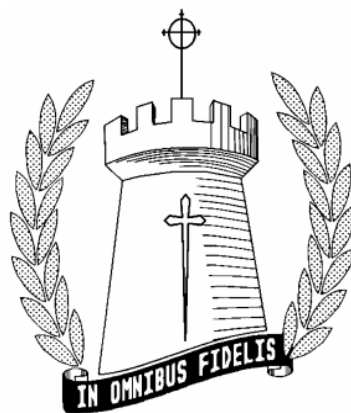


# St Damian's RC Science College



## **PUPIL PREMIUM**

### **END OF YEAR REPORT**

### **2019-2020**

#### REVIEW DATES:

- Term 1 - Dec 2019
- Term 2 - Apr 2020
- Term 3 - July 2020

# Pupil Premium Plan 2019-2020

## Overview

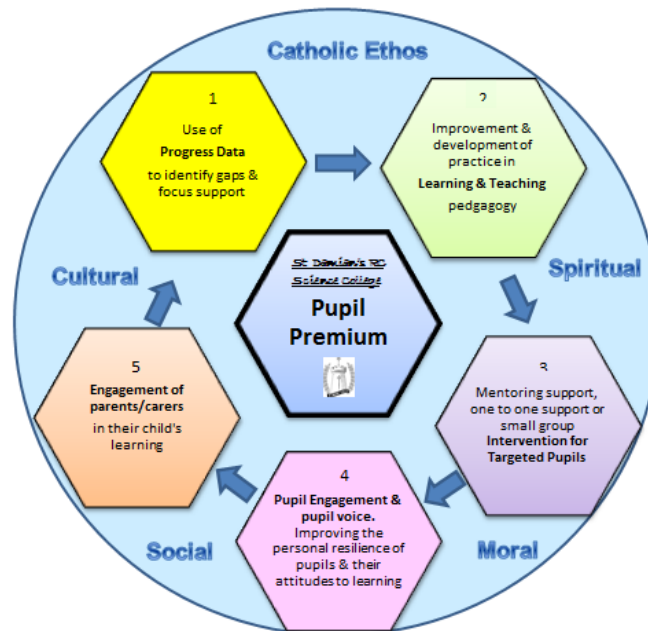
PP Funding	
Pupil Premium: Deprivation	£935 per pupil
Pupil Premium: Service Children	£300 per pupil
LAC and previously LAC	£2,300 per pupil

- ❖ Pupil Premium pupils form 24% of the St. Damian's R.C. College population
- ❖ Year 7 (45, 27%), Year 8 (38, 22%), Year 9 (49, 30%), Year 10 (35, 22%) and Year 11 (29, 18%).
- ❖ Total Pupil Premium: 196/821 students [24% of school cohort]
- ❖ The College has been allocated **£183,410** [Apr 2019] for the academic year 2018/19 from Tameside LA
- ❖ LAC funding of **£36,800**- 16 pupils [£2,300 /pupil]
- ❖ Strategies are based on the Teaching & Learning Toolkit published by the Education Endowment Fund
- ❖ Expenditure is outlined in all five sections of the plan. Certain strategies are given individual costings

## Impact Report

The Pupil Premium Impact Report focuses on 5 key actions as highlighted in 'St. Damian's Pupil Premium Strategy' diagram.

The five units of the Pupil Premium Impact Report are colour-coded accordingly.



1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	<p>Key Focus on progress of 'groups' of underachieving PP learners</p> <p>Y7</p> <ul style="list-style-type: none"> <li>• KS2&gt;3 Transition</li> <li>• 11/45 pupils in Y7 with Below Expected Progress in KS2 English</li> <li>• 8/45 pupils in Y7 with Below Expected Progress in KS2 Maths</li> </ul> <p>Y8</p> <ul style="list-style-type: none"> <li>• Progress of Boys [5 targeted pupils 5+ subjects under target [4B, 1G, 3HA, 1MA, 1LA]</li> </ul> <p>Y9</p> <ul style="list-style-type: none"> <li>• Progress of High Ability [12 targeted pupils 5+ subjects under: 8B, 4G]</li> <li>• Progress of Middle Ability [6 targeted pupils 5+ subjects under: 4B, 2G]</li> </ul> <p>Y10</p> <ul style="list-style-type: none"> <li>• Progress of High &amp; Middle Ability Boys [11 targeted pupils 5+ subjects under 7G, 4B, 5HA, 5MA, 1LA]</li> </ul> <p>Y11</p> <ul style="list-style-type: none"> <li>• 6B, 3G. Progress &amp; Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 [4 targeted pupils]</li> <li>• Progress of Middle Ability [5 targeted pupils, 6G, 4B – 5+ subjects below target]</li> <li>• Progress of 2 LAC</li> </ul>	
B.	Some PP learners do not maximise response to high quality teaching, learning & feedback	
C.	PP learners with lower levels of Literacy, Numeracy, homework and organisational skills	
D.	PP learners with social & emotional issues & low aspirations that are having a detrimental effect on learning	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	PP learners requiring attendance and welfare support	
2. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Increase Progress and Attainment of PP pupils in all Year Groups	<ul style="list-style-type: none"> <li>• Y7 PP pupils entering 'Below', make at least 'Expected progress' in English &amp; Maths</li> <li>• Y8 PP Boys make improved levels of progress across the curriculum</li> <li>• Y9 PP HA &amp; MA make improved levels of progress across the curriculum</li> <li>• Y10 PP HA &amp; MA make improved levels of progress across the curriculum</li> <li>• Y11 PP HA achieve grades 9-7 across subjects at GCSE</li> <li>• Y11 PP MA increase progression levels across the curriculum, Y11 PP boys</li> </ul>
	High Quality Learning & Teaching & Feedback to Ensure Access for All Learners	<ul style="list-style-type: none"> <li>• Improvements in quality of PP learners work as evidenced by MPP</li> </ul>
	Mentoring, Intervention & Targeted Learning	<ul style="list-style-type: none"> <li>• Improved skills in Literacy &amp; Numeracy as evidenced by the HT Intervention Report</li> </ul>
	Pupil Engagement & Pupil Voice	<ul style="list-style-type: none"> <li>• PP Learners with social &amp; emotional issues engage successfully with school as evidenced by HOY RAPs, Case Studies &amp; Ambrose Records</li> </ul>
	Engagement of Parents/Carers in Child's Learning	<ul style="list-style-type: none"> <li>• High Levels of PP attendance in each Year Group 95%+</li> </ul>

### 3. Planned expenditure

Academic year	<b>£183,410</b>
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#### i. Increase Progress and Attainment of PP pupils in all Year Groups

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
An ambitious curriculum designed to give all learners, particularly PP the knowledge and cultural capital they need to succeed in life	Updated Curriculum Policy includes PP Plan, review and implement KS3 & KS4 Curriculum Overviews Evaluate Intent / Implementation /Impact in relation to PP Review implementation of Subject Skills: Literacy & Numeracy / 21 <sup>st</sup> Century / Employability skills Evaluate effectiveness of planned sequencing/ interleaving on PP Review of PP in relation to formative & summative assessment Parent updates for PP on Curriculum – Information Eve Ambitious curriculum targets for PP	<ul style="list-style-type: none"> <li>Subject Leaders &amp; SLT are familiar with new curriculum terminology</li> <li>Curriculum Overviews have been audited against the National Curriculum document to ensure breadth &amp; depth</li> <li>Focus on essential knowledge, understanding &amp; skills to include PP</li> <li>Areas to address have been identified to ensure robust curriculum for PP</li> <li>Updates to Curriculum Overviews in progress. Focus on composites &amp; components of knowledge &amp; interleaving</li> <li>Timeline in place to launch Assessment Working party with SLT &amp; Subject Leaders</li> <li>Updates to Schemes of Work &amp; Resources in all subjects</li> <li>Curriculum access to Remote Learning during lockdown for PP pupils</li> <li>Printed materials provided to PP pupils where needed</li> <li>Form tutor / SLT / SSO phone calls to parents</li> </ul>	<ul style="list-style-type: none"> <li>Make changes to Curriculum Overviews following subject audits</li> </ul>	<b>MHW</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
High levels of progress in Literacy in Y7-9	Lexia Fresh Start Phonics Accelerated Reader	<ul style="list-style-type: none"> <li>Y7 Reading tests taken place</li> <li>Several Y band pupils with low reading ages</li> </ul> <p>7Y1 – 13 PP</p> <ul style="list-style-type: none"> <li>Peer Reading overseen by SHN using Y10 pupils</li> <li>STE to target group in AR lessons</li> <li>AN to do form-time intervention Mon &amp; Wed</li> </ul> <p>7Y2 – 9 PP</p> <ul style="list-style-type: none"> <li>Lexia – 1 hour per week. Timetable in computer room</li> <li>MYS trained JHS</li> <li>Encourage Lexia access at home</li> <li>STE target group in AR lessons</li> </ul> <p>7Y3</p> <ul style="list-style-type: none"> <li>Fresh Start Phonics</li> </ul>	<b>Areas for targeted support</b> 7Y1 – 13PP [10 girls] – red 7Y2 – 9PP	<b>SHN</b>  STE MYS	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

		<ul style="list-style-type: none"> <li>Parental Literacy Evening – 6<sup>th</sup> Nov 2019 – ran by English Department. Well attended. Information on reading ages, reading skills &amp; the Accelerated Reader programme</li> <li>Y8 Intervention by class teacher - 18/ 39 pupils on target</li> <li>Y9 intervention by class teacher – 20/49 pupils on target</li> </ul> <p>Remote Learning</p> <ul style="list-style-type: none"> <li>Launch of Literacy Planet</li> </ul>	Y8 – 21 pupils Y9 – 29 pupils																																																																																						
High Levels of progress in Numeracy in Y7-9	Numeracy Ninjas Mathswatch Teacher led Numeracy Intervention	<ul style="list-style-type: none"> <li>Y7 8PP are below expected progress &amp; Catch up Premium</li> <li>Additional timetabled numeracy reinforcing basics: Times tables &amp; number bonds</li> <li>Y8 Intervention by class teacher - 34 / 39 pupils on target</li> <li>Y9 intervention by class teacher – 32/49 pupils on target</li> </ul> <p>Remote Learning</p> <ul style="list-style-type: none"> <li>Promotion of Mathswatch, Seneca Learning</li> </ul>	<b>Areas for targeted support</b>  Y8 – 5 pupils Y9 – 17 pupils	AAI  OPE	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020																																																																																				
Improved rates of progress across KS3 for PP learners [including High Ability]  <b>YEAR 9</b>	Tracking of PP Subject Intervention HOY Intervention PP RAPS Staff Briefings	<p><b>Y9 PROGRESS CHECK ANALYSIS - 49 pupils</b></p> <p>Very good progress: Art, Drama, Geography, PE</p> <table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>Pupils incl.</th> <th>Expected</th> <th>Exceeds</th> <th>Exceptional</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>49</td> <td>49</td> <td>43 87.76%</td> <td>2 4.08%</td> <td>0 0.00%</td> </tr> <tr> <td>Drama</td> <td>49</td> <td>49</td> <td>43 87.76%</td> <td>6 12.24%</td> <td>0 0.00%</td> </tr> <tr> <td>English</td> <td>49</td> <td>49</td> <td>20 40.82%</td> <td>4 8.16%</td> <td>0 0.00%</td> </tr> <tr> <td>French</td> <td>27</td> <td>27</td> <td>14 51.85%</td> <td>6 22.22%</td> <td>0 0.00%</td> </tr> <tr> <td>Geography</td> <td>49</td> <td>49</td> <td>37 75.51%</td> <td>11 22.45%</td> <td>3 6.12%</td> </tr> <tr> <td>History</td> <td>49</td> <td>49</td> <td>33 67.35%</td> <td>16 32.65%</td> <td>1 2.04%</td> </tr> <tr> <td>Mathematics</td> <td>49</td> <td>49</td> <td>32 65.31%</td> <td>3 6.12%</td> <td>0 0.00%</td> </tr> <tr> <td>Music</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>PE</td> <td>49</td> <td>49</td> <td>37 75.51%</td> <td>5 10.20%</td> <td>0 0.00%</td> </tr> <tr> <td>RE</td> <td>49</td> <td>49</td> <td>35 71.43%</td> <td>5 10.20%</td> <td>0 0.00%</td> </tr> <tr> <td>Science</td> <td>49</td> <td>49</td> <td>28 57.14%</td> <td>9 18.37%</td> <td>0 0.00%</td> </tr> <tr> <td>Spanish</td> <td>27</td> <td>27</td> <td>10 37.04%</td> <td>4 14.81%</td> <td>0 0.00%</td> </tr> <tr> <td>Technology</td> <td>13</td> <td>13</td> <td>8 61.54%</td> <td>3 23.08%</td> <td>0 0.00%</td> </tr> </tbody> </table> <p><b>Overall - 49 pupils</b> 8 on/above target in ALL subjects [2HA, 4MA, 2LA, 5G, 3B, 1SEN, 1LAC] 3 Exceptional progress [2MA, 1HA] 5 Very Good progress [2MA, 1HA, 2LA, 4G, 1B]</p> <p><b>High Ability – 11 pupils</b> 2 on/above target in ALL subjects 1 Exceptional progress 1 Very Good progress</p>		Cohort	Pupils incl.	Expected	Exceeds	Exceptional	Art	49	49	43 87.76%	2 4.08%	0 0.00%	Drama	49	49	43 87.76%	6 12.24%	0 0.00%	English	49	49	20 40.82%	4 8.16%	0 0.00%	French	27	27	14 51.85%	6 22.22%	0 0.00%	Geography	49	49	37 75.51%	11 22.45%	3 6.12%	History	49	49	33 67.35%	16 32.65%	1 2.04%	Mathematics	49	49	32 65.31%	3 6.12%	0 0.00%	Music	n/a	n/a	n/a	n/a	n/a	PE	49	49	37 75.51%	5 10.20%	0 0.00%	RE	49	49	35 71.43%	5 10.20%	0 0.00%	Science	49	49	28 57.14%	9 18.37%	0 0.00%	Spanish	27	27	10 37.04%	4 14.81%	0 0.00%	Technology	13	13	8 61.54%	3 23.08%	0 0.00%	<b>Y9 Progress – Next Steps</b>  Subject Focus  English French History Science Spanish   <b>Pupil Focus</b>  15 Under [7G, 8B, 4HA, 10MA, 1LA] 5ATL 7HWK	APL  Y9 FT	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
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		<p><b>Middle Ability – 33 pupils</b> 4 on/above target in ALL subjects 2 Exceptional progress 2 Very Good progress</p> <p><b>Low Ability – 2 pupils</b> 2 Very good progress</p>			
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Improved rates of progress across KS3 for PP learners [including High Ability]

**YEAR 8**

Tracking of PP  
Subject Intervention  
HOY Intervention  
PP RAPS  
Staff Briefings

**Y8 PROGRESS CHECK ANALYSIS - 39 pupils**

Very good progress: Art, Drama, History, Maths, PE, Technology

	Cohort	Pupils incl.	Expected		Exceeds		Exceptional	
Art	39	39	36	92.31%	6	15.38%	1	2.56%
Drama	39	39	38	97.44%	2	5.13%	0	0.00%
English	39	39	18	46.15%	0	0.00%	0	0.00%
French	21	21	9	42.86%	0	0.00%	0	0.00%
Geography	39	39	17	43.59%	4	10.26%	1	2.56%
History	39	39	34	87.18%	8	20.51%	0	0.00%
Mathematics	39	39	34	87.18%	7	17.95%	2	5.13%
Music								
PE	34	34	29	85.29%	3	8.82%	0	0.00%
RE	39	39	30	76.92%	3	7.69%	0	0.00%
Science	39	39	29	74.36%	2	5.13%	1	2.56%
Spanish X & Y1	21	21	10	47.62%	0	0.00%	0	0.00%
Spanish Y2 & Y3	18	18	10	55.56%	2	11.11%	0	0.00%
Technology – Computing	9	9	9	100.00%	1	11.11%	0	0.00%
Technology – Cooking & Nutrition	1	1	1	100.00%	0	0.00%	0	0.00%
Technology – Product Design	11	11	10	90.91%	0	0.00%	0	0.00%
Technology – STEM	18	18	15	83.33%	2	11.11%	0	0.00%

**Overall - 39 pupils**  
7 on/above target in ALL subjects [2HA, 3MA, 2LA, 5G, 2B  
1 Exceptional progress [1MA]  
1 Very Good progress [1HA]

**High Ability – 17 pupils**  
2 on/above target in ALL subjects  
1 Very Good progress

**Middle Ability – 18 pupils**  
3 on/above target in ALL subjects  
1 Exceptional progress

**Low Ability – 4 pupils**  
1 Very good progress

**Y8 Progress – Next Steps**

Subject Focus

English  
French  
Geography  
Spanish

**Pupil Focus**

10 Under  
[2G, 8B, 7HA, 2MA, 1LA]

**SBS**  
Y8 FT

Term 1 - Dec 2019  
Term 2 - Apr 2020  
Term 3 - July 2020

<p>Improved rates of progress across KS3 for PP learners [including High Ability] <b>YEAR 7</b></p>	<p>Tracking of PP Subject Intervention HOY Intervention PP RAPS Staff Briefings</p>	<p><b>Y7 PROGRESS CHECK ANALYSIS – 47 pupils</b></p> <p><b>Transition Check-point - Focus on ATL &amp; HWK</b></p> <p><b>ATL</b> 16 pupils with very good ATL</p> <p><b>HWK</b> 13 Pupils with very good HWK</p>	<p><b>Lessons Learned</b> <b>ATL</b> 3 pupils to monitor 4 pupils causing concern</p> <p><b>HWK</b> 3 pupils to monitor 5 causing concern</p>	<p><b>KFY</b> Y7 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>																																																																																																
<p>Improved rates of progress across KS4 for PP learners <b>YEAR 11</b></p>	<p>Progress 8 &amp; Attainment 8 Reports for Y10 &amp; Y11 Subject Intervention HOY Intervention Academic Mentoring with STE PP RAPS Staff Briefings</p>	<p><b>Progress 8 Headlines – Y11 Summer 2020 – CAGS (Centre Assessed Grades) 23 pupils</b></p> <table border="1" data-bbox="678 480 1444 1583"> <thead> <tr> <th colspan="3"><b>Cohort Summary</b></th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>23</td> <td>100</td> </tr> <tr> <th colspan="3"><b>Attainment/Progress 8 Summary</b></th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> <tr> <td>Average Total Attainment 8</td> <td>43.41</td> <td></td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>4.34</td> <td></td> </tr> <tr> <td>Average KS2 Prior Attainment</td> <td>4.67</td> <td></td> </tr> <tr> <td>Average Estimated A8</td> <td>43.97</td> <td></td> </tr> <tr> <td>Average Total Progress 8</td> <td>-0.03</td> <td></td> </tr> <tr> <th colspan="3"><b>Basics 9-7</b></th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> <tr> <td>Students Achieving 9-7 in English and Maths</td> <td>1</td> <td>4.3</td> </tr> <tr> <td>Students Achieving 9-7 in English</td> <td>2</td> <td>8.7</td> </tr> <tr> <td>Students Achieving 9-7 in Maths</td> <td>1</td> <td>4.3</td> </tr> <tr> <th colspan="3"><b>Basics 9-5</b></th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> <tr> <td>Students Achieving 9-5 in English and Maths</td> <td>7</td> <td>30.4</td> </tr> <tr> <td>Students Achieving 9-5 in English</td> <td>11</td> <td>47.8</td> </tr> <tr> <td>Students Achieving 9-5 in Maths</td> <td>9</td> <td>39.1</td> </tr> <tr> <th colspan="3"><b>Basics 9-4</b></th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> <tr> <td>Students Achieving 9-4 in English and Maths</td> <td>15</td> <td>65.2</td> </tr> <tr> <td>Students Achieving 9-4 in English</td> <td>17</td> <td>73.9</td> </tr> <tr> <td>Students Achieving 9-4 in Maths</td> <td>18</td> <td>78.3</td> </tr> <tr> <th colspan="3"><b>EBacc Total Measure</b></th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> <tr> <td>Students Entered For the EBacc</td> <td>11</td> <td>47.8</td> </tr> <tr> <td>Average Number of Slots</td> <td>4.96</td> <td></td> </tr> <tr> <td>Average Points Score Per EBacc Slot</td> <td>3.78</td> <td></td> </tr> <tr> <td>Students in COHORT Achieving the EBacc (Standard Pass) (NEW)</td> <td>8</td> <td>34.8</td> </tr> <tr> <td>Students in COHORT Achieving the EBacc (Strong Pass)</td> <td>3</td> <td>13</td> </tr> </tbody> </table>	<b>Cohort Summary</b>			Measure	Total	%	Cohort	23	100	<b>Attainment/Progress 8 Summary</b>			Measure	Total	%	Average Total Attainment 8	43.41		Average Attainment 8 Grade	4.34		Average KS2 Prior Attainment	4.67		Average Estimated A8	43.97		Average Total Progress 8	-0.03		<b>Basics 9-7</b>			Measure	Total	%	Students Achieving 9-7 in English and Maths	1	4.3	Students Achieving 9-7 in English	2	8.7	Students Achieving 9-7 in Maths	1	4.3	<b>Basics 9-5</b>			Measure	Total	%	Students Achieving 9-5 in English and Maths	7	30.4	Students Achieving 9-5 in English	11	47.8	Students Achieving 9-5 in Maths	9	39.1	<b>Basics 9-4</b>			Measure	Total	%	Students Achieving 9-4 in English and Maths	15	65.2	Students Achieving 9-4 in English	17	73.9	Students Achieving 9-4 in Maths	18	78.3	<b>EBacc Total Measure</b>			Measure	Total	%	Students Entered For the EBacc	11	47.8	Average Number of Slots	4.96		Average Points Score Per EBacc Slot	3.78		Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	8	34.8	Students in COHORT Achieving the EBacc (Strong Pass)	3	13	<p><b>Focus:</b></p> <p>To increase overall PP Progress 8</p> <p>To increase levels of progression in English &amp; Maths</p> <p>To increase Basics Measures: 9-7 9-5 9-4</p> <p>To increase Strong &amp; Standard pass rates in the EBacc</p>	<p><b>RBA</b> Y11 FT</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>
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Students Achieving 9-4 in English	17	73.9																																																																																																			
Students Achieving 9-4 in Maths	18	78.3																																																																																																			
<b>EBacc Total Measure</b>																																																																																																					
Measure	Total	%																																																																																																			
Students Entered For the EBacc	11	47.8																																																																																																			
Average Number of Slots	4.96																																																																																																				
Average Points Score Per EBacc Slot	3.78																																																																																																				
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	8	34.8																																																																																																			
Students in COHORT Achieving the EBacc (Strong Pass)	3	13																																																																																																			

Improved rates of progress across KS4 for PP learners

**YEAR 11  
HIGH  
ABILITY**

Progress 8 & Attainment 8 Reports for Y10 & Y11  
Subject Intervention  
HOY Intervention  
PP RAPS  
Staff Briefings

**High Ability Pupil Premium [Summer 2020] – Progress Checks - 8 pupils**

Cohort Summary		
Measure	Total	%
Cohort	8	100
Attainment/Progress 8 Summary		
Measure	Total	%
Average Total Attainment 8	57	
Average Attainment 8 Grade	5.7	
Average KS2 Prior Attainment	5.28	
Average Estimated A8	57.82	
Average Total Progress 8	-0.08	
Basics 9-7		
Measure	Total	%
Students Achieving 9-7 in English and Maths	1	12.5
Students Achieving 9-7 in English	2	25
Students Achieving 9-7 in Maths	1	12.5
Basics 9-5		
Measure	Total	%
Students Achieving 9-5 in English and Maths	6	75
Students Achieving 9-5 in English	7	87.5
Students Achieving 9-5 in Maths	7	87.5
Basics 9-4		
Measure	Total	%
Students Achieving 9-4 in English and Maths	8	100
Students Achieving 9-4 in English	8	100
Students Achieving 9-4 in Maths	8	100
EBacc Total Measure		
Measure	Total	%
Students Entered For the EBacc	5	62.5
Average Number of Slots Filled for Cohort ?	5.63	
Average Points Score Per EBacc Slot	5.02	
Students in COHORT Achieving the EBacc (Standard Pass)	5	62.5

**Focus:**

To increase overall PP Progress 8

To increase levels of progression in English & Maths

To increase Basics Measures:  
9-7  
9-5

To increase Strong & Standard pass rates in the EBacc

**RBA**  
Y11 FT

Term 1 - Dec 2019  
Term 2 - Apr 2020  
Term 3 - July 2020



Improved rates of progress across KS4 for PP learners

**YEAR 10**

Progress 8 & Attainment 8 Reports for Y10 & Y11  
 Subject Intervention  
 HOY Intervention  
 Academic Mentoring with STE  
 PP RAPS  
 Staff Briefings

**Y10 PROGRESS CHECK ANALYSIS**

**Progress 8 Headlines [Progress Checks] – 38 pupils**

- No Government Guidelines on Scaled scores & Progress 8 -First cohort of pupils

YEAR 10 PUPIL PREMIUM							
BTEC Tech Award							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Child Development	13	10	76.92%	1	7.69%	0	0.00%
Sport	4	1	25.00%	0	0.00%	0	0.00%
BTEC							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Construction	1	1	100.00%	0	0.00%	0	0.00%
Music							
NCFE - Technical Award in Interactive Media							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
ICT	1	1	100.00%	0	0.00%	0	0.00%
GCSE 9-1							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Art	2	2	100.00%	1	50.00%	0	0.00%
English Language	38 (37)	26	70.27%	7	18.92%	0	0.00%
English Literature	38 (37)	25	67.57%	5	13.51%	0	0.00%
Food Preparation	10 (9)	6	66.67%	4	44.44%	1	11.11%
French	5	3	60.00%	1	20.00%	0	0.00%
Geography	17	13	76.47%	1	5.88%	0	0.00%
History	20 (19)	16	84.21%	3	15.79%	0	0.00%
Maths	38 (37)	22	59.46%	3	8.11%	0	0.00%
RE	38 (37)	31	83.78%	4	10.81%	0	0.00%
Science Combined	37 (36)	26	72.22%	11	30.56%	2	5.56%
Science Biology	1	1	100.00%	1	100.00%	0	0.00%
Science Chemistry	1	1	100.00%	0	0.00%	0	0.00%
Science Physics	1	1	100.00%	0	0.00%	0	0.00%
Spanish	16	9	56.25%	4	25.00%	0	0.00%

Strong progress in: Construction, ICT, Art, Chemistry, Physics  
 Good progress: Child Development, English Language, History, Geography, RE

**Overall - 38 pupils**

9 on/above target in ALL subjects [1HA, 4MA, 4LA, 7G, 2B]  
 1 Exceptional progress [1LA]  
 6 Very good progress [2HA, 2MA, 2LA]

**High Ability – 17 pupils**

1 on/above target in ALL subjects  
 2 Very good progress

**Focus:**

To increase overall PP Progress 8

To increase levels of progression in English & Maths

To increase Basics Measures:

9-7  
 9-5  
 9-4

To increase Strong & Standard pass rates in the EBacc

**Y10 Progress – Next Steps**

Subject Focus

French  
 Food  
 Maths  
 Spanish

**Pupil Focus:**

7 pupils under [5+ subjects]

5G, 2B  
 4HA, 2MA, 1LA  
 1LAC, 1SEN

**SSY**  
 Y10 FT

Term 1 - Dec 2019  
 Term 2 - Apr 2020  
 Term 3 - July 2020

		<p><b>Middle Ability – 18 pupils</b> 4 on/above target in ALL subjects 2 Very good progress</p> <p><b>Low Ability – 4 pupils</b> 4 on/above target in ALL subjects 1 exceptional progress 2 Very good progress</p>			
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£65,410

### ii. High Quality Learning & Teaching & Feedback to Ensure Access for All Learners

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
PP pupils are able to retain information long term and recall this information to ensure they make progress.	High quality T&L in all lessons. Promotion of Independent Learning and effective strategies to revise. Staff training SGP throughout the school Opportunities for pupils to retrieve information in all lessons Pupils given opportunities to learn how their memory works	<ul style="list-style-type: none"> <li>- Strategies shared with the whole staff at INSET and during T&amp;L briefings</li> <li>- Learning walks showed that pupils were being given opportunities to recall previously learnt material</li> <li>- Pupils were observed effectively recalling information in MFL, Maths and Science</li> <li>- RE staff shared tips on retrieval that are on display in every classroom</li> <li>- Top 10 retrieval tips posters were given to all staff and staff have been observed using them positively</li> <li>- Work scrutiny in maths shows retrieval is occurring regularly and for homework</li> <li>- Best practice shared from Geography and adapted into Science lessons</li> <li>- Assemblies delivered to all pupils explaining how their memory works and the importance of retrieval</li> </ul>	<p>Revisit pupils understanding of retrieval Monitor the effectiveness of the retrieval activities through LWs</p> <p>Consider the timing that some retrieval activities are taking- does it have the impact?</p>	<b>SKY</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

£55,000

### iii. Mentoring, Intervention & Targeted Learning

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
Pupils develop independent learning skills	Homework Club/Study Club  Form tutors focussing on behaviour points given for 'lack of homework' – early parental contact.	Study Club Year 7: Unable to assess impact due to staff absence Year 8: 7 out of 17 pupils are PP. Main impact is that pupils complete work and have reduced behaviour points from Yr 7 for missed HWK. Pupils get very much needed 1 to 1 support from PLF and supports the pupils to complete work.	<ul style="list-style-type: none"> <li>• PLF should be used to support PP learners if required.</li> <li>• Study clubs have more impact when numbers are kept smaller</li> <li>• Correlation between pp learners who issues</li> </ul>	<b>MJE</b> HOY 7-11	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

		<p>Year 9: 7/13 pp learners have a reduction in behaviour points awarded for no homework.</p> <p>Year 10: 2/6 pp learners have had no behaviour points for no homework. 2/6 have had a reduction of the number of behaviour points awarded since attending study club.</p> <p>Y11: 4/6 pp learners have had a significant reduction in the number of behaviour points this term.</p> <table border="1" data-bbox="667 403 1422 678"> <thead> <tr> <th colspan="7">Number of PP learners with the highest number of behaviour points</th> </tr> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>4/8</td> <td>7/12</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y8</td> <td>5/10</td> <td>3/10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y9</td> <td>6/10</td> <td>9/10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y10</td> <td>2/10</td> <td>3/10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y11</td> <td>4/10</td> <td>2/10</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Number of PP learners with the highest number of behaviour points								HT1	HT2	HT3	HT4	HT5	HT6	Y7	4/8	7/12					Y8	5/10	3/10					Y9	6/10	9/10					Y10	2/10	3/10					Y11	4/10	2/10					<p>with absence also have issues with homework completion. Absence makes personal organisation more difficult. Discuss with FT in who/ how they can support</p>		
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	HT1	HT2	HT3	HT4	HT5	HT6																																																
Y7	4/8	7/12																																																				
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Y9	6/10	9/10																																																				
Y10	2/10	3/10																																																				
Y11	4/10	2/10																																																				
<p>Effective revision for linear examinations</p>	<p>Targeted intervention classes</p>	<p><b>Intervention:</b> Pupil Premium Attendance</p> <ul style="list-style-type: none"> <li>• Good attendance at after school &amp; lunchtime sessions</li> <li>• 6 pupils History, 7 pupils Geography, 8 pupils Maths, 5 pupils MFL, 10 pupils Science, 4 pupils RE, 7 pupils Food</li> </ul>	<ul style="list-style-type: none"> <li>• Review and update intervention classes after mock examinations [Dec 2019]</li> </ul>	<p><b>MHW</b> HOY</p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>																																																	
<p>SEN Pupils increase levels of Literacy &amp; as a result have improved curriculum access to all Subject Areas</p>	<p>Literacy Curriculum for Lower Ability Targeted LSA Support KS3/4 Study/Homework and Aspirations clubs SENCO liaison with Whole School Literacy Lead</p>	<p><b>Year 9 data</b> 8 PP/SEN (6 males in total), 1 male LAC and EHCP, 3 male EHCP in total Females: 1 (MH) on or above 9/12 subjects 1 (CO) on or above 8/11 subjects Males: 1 EHCP pupil has improved (OA). Has had support from new male LSA. On target 6/10 1 EHCP pupil on target 5/11 (JR). Increased funding requested before Christmas 1 EHCP pupil on target 6/11 subjects (PO). New LSA recruited and now has full-time support. 1 pupil has been permanently excluded. Was on target 2/10. 2 pupils (HM and CB) on target 7/10 each</p> <p><b>Year 11 Autumn data</b> 6 PP/SEN (4 males in total), 1 female LAC, 1 female EHCP Females: 1 EHCP on or above 7/7 subjects 1 LAC (SC) on 3/7 Mid-year admission? Males: All 4 have been in SEN intervention forms until Christmas</p>	<p>Intervention is essential to either through one to one with LSAs or in specialised forms / lexia must continue to help PP make progress Matching of LSA to pupils impacts on progress</p>	<p><b>CWR</b></p>	<p>Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020</p>																																																	

		JA – on 1/7 RS – on 2/6 (Music not counted) NP – on 2/7 GS – on 2/7			
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**Total budgeted cost** **£35,000**

**iv. Pupil Engagement & Pupil Voice**

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?																																														
A range of 'in-house' packages to support all pupils to positively engage in learning	Personalised Ambrose packages to meet the individual needs of pupils	<p>Ambrose Packages</p> <table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>HT1 PP</td> <td>3</td> <td>0</td> <td>4</td> <td>1</td> <td>3</td> <td>11</td> </tr> <tr> <td>HT1 All</td> <td>5</td> <td>1</td> <td>7</td> <td>9</td> <td>12</td> <td>34</td> </tr> <tr> <td>HT2 PP</td> <td>2</td> <td>3</td> <td>5</td> <td>7</td> <td>4</td> <td>21</td> </tr> <tr> <td>HT2 All</td> <td>3</td> <td>4</td> <td>3</td> <td>10</td> <td>10</td> <td>30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Pupils</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>32</td> <td>64</td> <td>32/64</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Increase in access to support in Y10 HT1&gt;H2</li> <li>• Reduction in Y7 in HT2</li> <li>• Y9 &amp; Y11 steady demand in HT1 &amp; HT2</li> </ul> <p>School Closure - March 2020 onwards</p>		Year 7	Year 8	Year 9	Year 10	Year 11	Total	HT1 PP	3	0	4	1	3	11	HT1 All	5	1	7	9	12	34	HT2 PP	2	3	5	7	4	21	HT2 All	3	4	3	10	10	30		Pupils			PP	Non-PP	Total	Term 1	32	64	32/64	<ul style="list-style-type: none"> <li>• Specialised timetables for those unable to attend full timetable to ensure that learning time is utilised fully.</li> <li>• Support in place includes access to computers for revision and My Maths, revision books and work supplied from other subject leads, this stored to create a library of resources.</li> <li>• Access for those with injuries, unable to access PE, so can attend Ambrose.</li> <li>• Yr 7 and 9 there has been an increase in requirement of Ambrose Packages, although two in Yr7 access through SEND arrangement.</li> </ul>	<b>FBY</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
	Year 7	Year 8	Year 9	Year 10	Year 11	Total																																													
HT1 PP	3	0	4	1	3	11																																													
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	PP	Non-PP	Total																																																
Term 1	32	64	32/64																																																
Pupils have high aspirations and participate in an aspect of pupil leadership; building their self-esteem and life skills	Review how pupil leaders are selected to ensure all learners are represented in pupil leadership roles	<ul style="list-style-type: none"> <li>• 3 PLF members are PP learners; all these pupils provide vital support in after school study clubs and/or form time intervention.</li> <li>• 1 PLF pupil who is a PP learner is also gaining experience in supporting a vulnerable LAC pupil with social skills and organisation; his efforts have been recognised by HT</li> <li>• 3 Prefects are PP learners</li> <li>• 1 STEM leader is a PP learner</li> </ul>	<ul style="list-style-type: none"> <li>• Approaching PP learners encouraging them to apply for pupil leadership will help increase numbers further.</li> <li>• Applications for STEM/ PLF/ Language</li> </ul>	<b>MJE</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020																																														

		<ul style="list-style-type: none"> <li>5 Language ambassadors are PP learners</li> </ul>	ambassadors to occur at the same time so staff can discuss collectively.																																																
Pupils are well prepared for the next stages of education, training & employment	1:1 Careers Interviews with PS CEIAG Curriculum ASPIRE Days Options Advice Post 16 Transition PP & Gatsby Benchmarks In school Mentoring targeted Y10/11 STE Mentoring by 'Brother' Y10	<ul style="list-style-type: none"> <li>All Y11 PP pupils seen by Careers Adviser. College applications &amp; interviews underway</li> <li>ASPIRE Day [Oct 2019] Y11 – Employer workshops, College Workshops, GMHigher – Higher Education, Apprenticeships</li> <li>Y9 PP visited University of Bolton</li> <li>Y9 Assembly on Higher Education</li> <li>Mentoring by STE – 8 pupils in Y11, 2 pupils in Y10</li> <li>Brother Mentoring being set up for 5 pupils in Y10</li> </ul>	<ul style="list-style-type: none"> <li>Monitor progress of Y11 PP applications</li> </ul>	<b>MHW</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020																																														
Pupils to have positive relationships with key person (SSO) to remove barriers to learning	HOY / FT referral to SSOs to provide support and techniques to maximise learning opportunities	<p>Termly totals</p> <table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>HT1 PP</td> <td>17</td> <td>10</td> <td>14</td> <td>4</td> <td>6</td> <td>51</td> </tr> <tr> <td>HT1 All</td> <td>32</td> <td>22</td> <td>30</td> <td>14</td> <td>18</td> <td>116</td> </tr> <tr> <td>HT2 PP</td> <td>16</td> <td>10</td> <td>14</td> <td>6</td> <td>6</td> <td>52</td> </tr> <tr> <td>HT2 All</td> <td>35</td> <td>22</td> <td>30</td> <td>14</td> <td>13</td> <td>114</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Pupils</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>103</td> <td>230</td> <td>103/230</td> </tr> </tbody> </table> <p>School Closure - March 2020 onwards</p> <ul style="list-style-type: none"> <li>KS3 pupils seek more support than KS4 in term 1</li> <li>Term 1 for Year 7 is mainly around transitional issues</li> <li>Year 9 pupils cause a spike in data</li> <li>KS4 pupils appear settled at the start of the academic year</li> </ul>		Year 7	Year 8	Year 9	Year 10	Year 11	Total	HT1 PP	17	10	14	4	6	51	HT1 All	32	22	30	14	18	116	HT2 PP	16	10	14	6	6	52	HT2 All	35	22	30	14	13	114		Pupils			PP	Non-PP	Total	Term 1	103	230	103/230	<ul style="list-style-type: none"> <li>High levels of support needed for Year 7, focus on HOY and FTs using assemblies and form time to discuss relevant issues so that SSOs can focus mainly on key pupils</li> <li>In terms of percentages PP pupils require more support than non-PP pupils, SSOs to monitor PP lists and become familiar with them</li> </ul>	<b>FBY</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020
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Term 1	103	230	103/230																																																
<b>Total budgeted cost</b>					<b>£12,000</b>																																														

#### v. Engagement of Parents/Carers in Child's Learning

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
High Levels of attendance in school	Attendance tracking Services of Attendance Officer Parental contact Rewards	Attendance – Autumn Term	<ul style="list-style-type: none"> <li>Correlation between poor ATL and absence for some PP learners; absence may occur on</li> </ul>	<b>JGH</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020

Half Term 1&2 Pupil Premium (02/09/2020-20/12/2020)

Year	PP	%	Non PP	%	Difference
7	48	96.04%	118	97.47%	-1.43
8	40	94.44%	134	97.06%	-2.62
9	50	91.73%	118	96.05%	-4.32
10	38	93.75%	126	95.55%	-1.8
11	29	88.81%	130	96.22%	-7.41

- Highest PP attendance in Y7
- Lowest PP attendance in Y11
- Key Year groups for focus are Y11 & Y9

School Closure - March 2020 onwards

a day when detention had been arranged.

- Significant impact of PP figures due to 2 pupils; 1 on a college placement with delayed start date and the other is at risk of PE due to large number of fixed term exclusions.
- Attendance agreements to be put in place for pupils whose parents are not engaging with support given.
- Letters to be amended to include impact of absence on pupil progress.

		<p>Half Term 1&amp;2 Pupil Premium (02/09/2020-20/12/2020)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>%</th> <th>Non PP</th> <th>%</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>48</td> <td>96.04%</td> <td>118</td> <td>97.47%</td> <td>-1.43</td> </tr> <tr> <td>8</td> <td>40</td> <td>94.44%</td> <td>134</td> <td>97.06%</td> <td>-2.62</td> </tr> <tr> <td>9</td> <td>50</td> <td>91.73%</td> <td>118</td> <td>96.05%</td> <td>-4.32</td> </tr> <tr> <td>10</td> <td>38</td> <td>93.75%</td> <td>126</td> <td>95.55%</td> <td>-1.8</td> </tr> <tr> <td>11</td> <td>29</td> <td>88.81%</td> <td>130</td> <td>96.22%</td> <td>-7.41</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Highest PP attendance in Y7</li> <li>• Lowest PP attendance in Y11</li> <li>• Key Year groups for focus are Y11 &amp; Y9</li> </ul> <p>School Closure - March 2020 onwards</p>	Year	PP	%	Non PP	%	Difference	7	48	96.04%	118	97.47%	-1.43	8	40	94.44%	134	97.06%	-2.62	9	50	91.73%	118	96.05%	-4.32	10	38	93.75%	126	95.55%	-1.8	11	29	88.81%	130	96.22%	-7.41	<p>a day when detention had been arranged.</p> <ul style="list-style-type: none"> <li>• Significant impact of PP figures due to 2 pupils; 1 on a college placement with delayed start date and the other is at risk of PE due to large number of fixed term exclusions.</li> <li>• Attendance agreements to be put in place for pupils whose parents are not engaging with support given.</li> <li>• Letters to be amended to include impact of absence on pupil progress.</li> </ul>		
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11	29	88.81%	130	96.22%	-7.41																																				
Reduction in Fixed term exclusions	Use of ASPIRE system; alert to changes in behaviour Inclusion support; tracking seclusion Consistency in reintegration once exclusion has occurred Restorative Justice used when appropriate	<ul style="list-style-type: none"> <li>• Term 1 analysis shows 11/38 (29%) FT exclusions were for PP learners.</li> <li>• Of the 5 pupils who reoffended 3 were PP learners</li> <li>• 112 seclusions were given in term 1. 41 of these were to PP learners; 37%</li> <li>• 22 pupils had more than 1 seclusion and 7 of these were PP learners; 32%</li> </ul>	<ul style="list-style-type: none"> <li>• RJ has limited opportunity to be used when exclusions arise as result of defiance.</li> <li>• Review the use of seclusion with HOY; Is room 9 utilised as much as it could be as opposed to Seclusion. This would keep more pupils in lessons and therefore more PP learners is lessons</li> </ul>	<b>MJE</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020																																				
Involvement of parents to identify and reduce barriers to learning	Parental Interviews Y6>7 Transition Information Evenings Parents' Evenings Twitter / Text messages	<ul style="list-style-type: none"> <li>• Year 7-11 Information Evenings</li> <li>• Y9 &amp; Y11 Parents' Evenings</li> <li>• Ongoing phone calls home</li> <li>• Letters on attendance &amp; achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Continue engagement with parents on attendance</li> </ul>	<b>HOY</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020																																				
Resources made available to pupils who need them to support pupils'	Applications for resources Subject Subscriptions e.g. mathswatch Additional lessons	<ul style="list-style-type: none"> <li>• Review of protocol for spending on PP</li> <li>• Independent learning package in English</li> <li>• Active Learn in MFL &amp; Science</li> <li>• Costed tuition for LAC pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor pupils needs on an individual basis</li> </ul>	<b>AON</b>	Term 1 - Dec 2019 Term 2 - Apr 2020 Term 3 - July 2020																																				

progress and engagement.		<ul style="list-style-type: none"><li>• Resources as needed for PP</li><li>• Allocation of 14 laptops to PP pupils – June 2020</li></ul>			
<b>Total budgeted cost</b>					<b>£16,000</b>