

## **ALL-THROUGH PUPIL PREMIUM DEVELOPMENT PLAN v2.1 (November 2019)**

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Students for whom we receive the PPG are, like any other group of children, all individual with individual strengths and areas where they need support. No group of children is homogenous. However children in this group are more likely than others to face certain barriers to learning. A summary of the main barriers to educational achievement faced by eligible students at the school is given here:

- Greater difficulties in accessing the school curriculum.
- Lower attendance.
- Lower levels of literacy on entering the secondary phase.
- Less ready for starting school in the primary phase.
- Greater levels of exclusion from school.
- Financial barriers e.g. difficulties in providing uniform, PE kit, stationery etc.
- Social barriers – students for whom we received the PPG are more likely to come from households where support is required.
- Lower levels of ambition.
- Less “cultural capital” e.g. experience of live theatre and music lessons etc and in primary visits to the zoo, seaside etc.

The Action Plan below sets out how we intend to improve the outcomes for students for whom we receive the pupil premium, including by tackling each of the barriers to achievement outlined above.

The Action Plan has the following overall aims:

- Ensure the curriculum is fit for purpose and the ‘Teaching for Excellence’ model is applied
- Improve basics in PP students at KS4 in English and Maths
- Improve outcomes for EYFS pupils in the ELG in Communication and Language, Mathematics and Literacy
- Improve outcomes for the Year 1 Phonics Check and pupils retaking it in Year 2 and those who did not pass the retakes in Year 3
- Improve outcomes for Year 2 pupils in KS1 SATs in English and Maths
- Ensure Year 6 pupils achieve KS2 SATs results in line with national average

- Improve attainment and Progress 8 for PP students in Year 11 (particularly high and middle prior attaining students), narrowing the gap when compared to non-disadvantaged peers nationally.
- Improve attainment for students in all year groups, narrowing the gap when compared to non-disadvantaged peers nationally all through from Early Years to Year 11.
- Embed literacy strategies via quality teaching to support outcomes in writing and reading for disadvantaged students.
- Minimise the level of Permanent Exclusions for disadvantaged students.
- Reduced Fixed Term Exclusions for disadvantaged students.
- Explore Trust-wide alternative curriculum options to improve life chances and reduce risk of Permanent Exclusion.
- Remove financial barriers for disadvantaged students (equipment, transport, uniform).
- Enable disadvantaged students to complete and access homework.
- Raise attendance of disadvantaged students closer to 95%.
- Reduce persistent absence of disadvantaged students to be broadly in line with the national average.
- Eradicate NEETs by raising ambition and providing all Year 11 and 7 disadvantaged students with a careers pathway via interview and actions, introduce some exposure to careers into the Primary phase.
- Develop a broad range of enrichment activities attended by disadvantaged students in all years.

	ACTIONS			MONITORING AND EVALUATION		
Objective(s)	Action(s)	Who is responsible for the action(s)?	Deadline for action(s)	Success Criteria	Who is responsible for measuring the success?	Deadline for evaluation
Ensure that there is a broad and balanced curriculum implemented that all students can access.	Use the pedagogy of 'Teaching for Excellence'	AAHTs	July 2020	Reviewed in lesson visits and Faculty Reviews.	SXY	Ongoing.
Ensure that all staff understand the barriers to achievement commonly experienced by PP students, the moral purpose behind improving outcomes for these students, and their role within this.	Staff briefing at the start of the year, and then fortnightly.  Presentation to middle leaders as part of CL meeting. Questions and reading to Senior Leaders to challenge stereotyping PP students.	CAC	Sept 2019  Sept 2019  Oct 2019	Staff are implementing agreed PP actions.	CAC	Ongoing.

	ACTIONS			MONITORING AND EVALUATION		
<p>Improve basics for PP students at KS4 in English and Maths.</p> <p>Improve attainment and Progress 8 for PP students in Year 11 (particularly high and middle prior attaining students), narrowing the gap when compared to non-disadvantaged peers nationally.</p>	<p>Fortnightly raising achievement meetings with SLT and AAHTs for English and Maths. Some use of target form groups.</p> <p>Ensuring PP students have adequate resources (homework, revision guides, SMHW etc).</p> <p>High focus on PP during mock exams etc.</p> <p>Fortnightly PP focus in morning briefings.</p> <p>Targeted groups in En/MA and Science</p>	<p>JC, SXY, JPD, AXB, KG, TG, PL</p>	<p>Throughout year.</p>	<p>PP students are reaching national benchmarks.</p>	<p>JPD, SXY, JC, HoY and AAHTs</p>	<p>At each mock, through RP meetings and data analysis of results Sept 2019</p>

<p>Improve outcomes for EYFS pupils in the ELG in Communication and Language, Mathematics and Literacy</p>	<p>Review of data at each data entry point, analysing for gaps between PP and non-PP pupils, and implementing a plan for targeted intervention groups / targeted time through continuous provision with the CT</p>	RC/DRA	June 2020	<p>EYFS results for PP pupils in these areas are in line with national average</p>	RC / DRA	<p>Ongoing due to termly data collection and half termly Pupil Progress Meetings.</p>
<p>Improve outcomes for the Year 1 Phonics Check, Year 2 retakes and for pupils in Year 3 who did not pass the retake</p>	<p>Targeted intervention groups, listen to all children read, PP children to be heard at least twice a week.</p> <p>Review of data each half term and a review of the targeted groups.</p>	RC/DRA	June 2020	<p>Year 1 results are in line with national average.</p> <p>Year 2 retakes are in line with national average.</p> <p>Year 3 retakes are conducted and pupils pass.</p>	RC / DRA	<p>Ongoing through teacher assessment and half termly milestones.</p>
<p>Improve outcomes for Year 2 pupils in KS1 SATs in English and Maths</p>	<p>Targeted intervention groups, listen to all children read, PP children to be heard at least twice a week</p>	RC/DRA	June 2020	<p>KS1 outcomes are in line with national average</p>	RC / DRA	<p>Ongoing due to termly data collection and half termly Pupil Progress Meetings.</p>

<p>Ensure Year 6 pupils achieve KS2 SATs results in line with national average</p>	<p>Regular Mock SATs and review of data and a review of the targeted groups.</p> <p>Regular Mock SATs and review of data and a review of the targeted groups.</p>	<p>RC/DRA</p>	<p>June 2020</p>	<p>KS2 outcomes are in line with national average</p>	<p>RC / DRA</p>	<p>Ongoing due to termly data collection and Pupil Progress Meetings.</p>
<p>Improve attainment for students in all year groups, narrowing the gap when compared to non-disadvantaged peers nationally.</p>	<p>Review of data at each data entry point, analysing for gaps between PP and non-PP students, and implementing a plan of action for each faculty / year.</p> <p>Further embed character development/DARTS to improve student outcomes and engagement through the Teaching for Excellence Model. Staff and student training and continual re-promotion.</p>	<p>AAHTs and HoY</p> <p>HP/VXM/RXF / RC/ AB</p>	<p>Throughout the year.</p> <p>Sept 2019</p>	<p>PP students are reaching targets.</p> <p>The vast majority of students display DART learning behaviours as evidenced by learning walks, reviews, and issuing of DARTs stickers.</p>	<p>JPD, SXY, JC, CAC, LW, HoY and AAHTs</p> <p>HP / RC</p>	<p>At data collection points throughout year.</p> <p>Throughout the year.</p>

	<p>Reward and Award programme to encourage DARTs learning behaviours, in particular amongst PP students.</p> <p>Collaboration with AimHigher programme to increase ambition and engagement of PP students.</p>	<p>JPD / RC</p> <p>LW</p>	<p>Initial plans by Sept 2019</p>			
<p>Embed literacy strategies including via quality teaching to support outcomes in writing and reading for disadvantaged students (including Year 2 and 6 SATS).</p>	<p>PIXL UNLOCK APP– year 7/8 letters to more able/PP parents Structure Strips used where appropriate in the secondary school. Reading as Do Now work in En and Hum Y7/8.</p> <p>Accelerated Reader lessons taught by specialists, and lessons include a class reader as well independent reads. Book Buzz in Years 7 and 8. Various educational visits e.g. Alex Ryder.</p>	<p>AXB</p> <p>AXB</p>	<p>Dec 2019</p> <p>Dec 2019</p>	<p>Vocabulary gap between PP and non-PP students to close to close, as measured by NGRT reading tests, GL assessments and English milestone assessment data.</p>	<p>AXB</p>	<p>Sept 2019</p>

	<p>KS3 homework to be grammar based.</p> <p>Tier 2 vocabulary CPD to bridge vocabulary gap.</p> <p>Alex Ryder reward trip linked to accelerated reader.</p> <p>All primary PP to be listened to read twice a week.</p> <p>All PP pupils to be invited to book-club.</p>	<p>RC / DRA</p> <p>RC</p>	<p>Throughout the year.</p> <p>Throughout the year.</p>	<p>Pupils reading data is in line with national average and pupils are at ARE at the end of the year.</p> <p>Pupils reading data is in line with national average and pupils are at ARE at the end of the year.</p>		
<p>Minimise the level of Permanent Exclusions for disadvantaged students.</p> <p>Reduced Fixed Term Exclusions for disadvantaged students.</p> <p>Explore Trust-wide alternative curriculum options to improve life chances and reduce risk of Permanent Exclusion.</p>	<p>Half termly review of exclusion (FTE and PE) and fortnightly review of behaviour data (as part of behaviour panel) to put in place early interventions for PP students.</p> <p>Review of providers to ensure that they offer the best possible education to our students.</p>	<p>JPD</p> <p>JPD</p>	<p>TBC</p> <p>TBC</p>	<p>Exclusions for PP students are approaching those for non-PP students.</p> <p>All AP providers have been reviewed and any required changes implemented.</p>	<p>Half termly.</p> <p>TBC</p>	<p>JC and JPD</p> <p>JC and JPD</p>



<p>Remove financial barriers for disadvantaged students (equipment, transport, uniform).</p>	<p>Ensure all classrooms include basic equipment</p> <p>Make parents aware of local authority help with transport.</p> <p>Subject Leaders invited to bid for PP resources</p> <p>Collaborate with voluntary sector to procure basics for students. Promote this.</p>	<p>AAHTs /RC</p> <p>CAC</p> <p>AHHT/CAC</p> <p>JPD</p>	<p>Sept 2019 and ongoing</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>All classrooms have basic equipment every day.</p> <p>Parents have received letters regarding transport.</p> <p>All students have access to free basics e.g. Magic breakfast, Food Banks, Red Box.</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>JPD</p> <p>CAC</p> <p>JPD</p>
<p>Enable disadvantaged students to complete and access homework.</p>	<p>Ensure a space for self study is available and is advertised to students and parents; adequate computers are in place.</p> <p>Letters to Year 7 and 8 parents to try to further engage them.</p>	<p>LW</p> <p>CAC</p>	<p>Oct 2019</p>	<p>Study spaces are being advertised to students and parents and is utilised.</p>	<p>PL</p>	<p>Ongoing</p>
<p>Raise attendance of disadvantaged students closer to 95%.</p> <p>Reduce PA of PP students to be broadly in line with the national average.</p>	<p>See Attendance Action Plan – such as support offered to PP students to overcome SEMH barriers – such as SEMH coordinator and Mental Health Nurse</p>	<p>JPD/RC</p>	<p>Half termly.</p>	<p>Attendance of PP students is moving closer to national average.</p>	<p>JPD / RC</p>	<p>Half termly.</p>

<p>Continue success of zero NEETs by raising ambition and providing all Year 11 and 7 disadvantaged students with a careers pathway via interview and actions.</p>	<p>Careers curriculum as part of PSHE for Y7-11 (relevant focus for each year group eg. Options Y8)</p> <p>Careers programme to be revised in line with Gatsby benchmarks</p> <p>Careers events and visiting speakers eg. FE assemblies for Y11, Careers fairs, What's my Job?, STEM activity, Y10 future fortnight and work experience, mock interview day</p> <p>Impartial interviews with careers advisor for Y10 and Y11 Follow ups for any at risk of NEET.</p>	<p>HP, VXM, RF</p>	<p>Sept 2019</p>	<p>No students are NEET.</p> <p>Careers education meets Gatsby benchmarks.</p> <p>Positive feedback from events.</p> <p>All interviews completed. Destinations report and zero NEETs.</p>	<p>HP, VXM, RF</p>	<p>Sept 2020</p>
<p>Improvement of the careers offer in Primary.</p>	<p>Improvement of opportunities to meet people in different careers throughout the year.</p>	<p>RC</p>	<p>Throughout the year.</p>	<p>Positive feedback from pupils</p> <p>Pupils have access to learning about a wide range of careers</p>	<p>RC</p>	<p>July 2020</p>

	<p>A careers fair to be organised.</p> <p>Speakers to come in to assembly to share their chosen career with pupils.</p> <p>Targeted careers group with PP pupils.</p>					
<p>Develop a broad range of extra-curricular/enrichment activities attended by disadvantaged students in all years.</p>	<p>Review of PP attendance at extra-curricular activities, and student voice into what further activities are desirable. From this, implement changes as required.</p>	DT / RC	Mar 2020	<p>Increased PP attendance at extra-curricular activities, with gap between PP and non-PP participation reducing.</p>	Sept 2019	DT
	<p>Utilise PP funding to increase the range of educational visits attended by PP students.</p>	CAC	Throughout year.	<p>PP funding has been used to allow access to educational visits by PP students.</p>	Sept 2019	CAC