



## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Montgomery High School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£462,146	<b>Date of most recent PP Review</b>	<ul style="list-style-type: none"> <li>• Full PP Review January 2018</li> <li>• Financial Review Completed in July 2017</li> </ul>
<b>Total number of pupils</b>	1191	<b>Number of pupils eligible for PP</b>	499	<b>Date for next internal review of this strategy</b>	<ul style="list-style-type: none"> <li>• January 2019</li> </ul>

2. Current attainment (Eligible students 2017-18)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Disadvantaged Progress 8 score average</b>	-1.03	0.13
<b>Disadvantaged Attainment 8 score average</b>	35.42	49.96
<b>Disadvantaged Progress 8 score in Maths</b>	-1.13	0.12
<b>Disadvantaged Progress 8 score in English</b>	-0.91	0.11

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Focus on high quality first teaching
<b>B.</b>	Lower resilience levels of disadvantaged students increasing the number of behaviour incidents
<b>C.</b>	Disadvantaged student work ethic

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Disadvantaged student attendance (92.4%)	
<b>E.</b>	Engagement of eligible student families at school interventions lower than non-eligible students	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Achievement difference between eligible students and national non-eligible students to diminish, measured by the progress 8 scores of eligible students (18-19) against non-eligible students national average.	Difference of the Progress 8 score of school's PP students and national average of non-PP students to be less than or equal to 0.2
<b>B.</b>	Diminish the difference in rates of fixed periods of exclusions between in school eligible and non-eligible students, measured by comparison of fixed periods of exclusion	Reduction in behaviour points given to PP students, difference of days lost to fixed term exclusions to be lower than 20%
<b>C.</b>	Attendance of eligible students to continue to improve, measured by school attendance figures.	Attendance of eligible students to be higher than previous academic year (2017/18 was 92.4%)
<b>D.</b>	Attendance of eligible students families at school events improves, measured by the % of eligible families attending each school event	Attendance of eligible families to be improve (highest in 2017/18 was 59%)

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Objective	Action	Rationale and Research	Project ed Cost	Expected Outcomes	Review Point and impact
To raise the profile of disadvantaged student progress and strategies to diminish differences in attainment across the whole school.	Assistant Principal for Disadvantaged students in position. <ul style="list-style-type: none"> <li>• Leading a team</li> <li>• Finance</li> <li>• Strategies</li> <li>• Tracking progress</li> </ul>	<p>The attainment of Disadvantaged students was named as a key priority for the school in the March 2018 OFSTED report</p> <p>This is also morally the right thing to do, to support disadvantaged students and improve their life chances.</p>	£61,526	<p>Difference of the Progress 8 score of school's PP students and national average of non-PP students to be less than or equal to 0.2</p> <p>In-school differences between disadvantaged and non-disadvantaged students to diminish compared to similar points in previous years.</p>	<p>November 2018 February 2019 April 2019 July 2019</p> <p>Weekly meetings to take place</p> <p>November 2018 OT or Above in all subjects % Y7 – 70.4 Y8 – 69.1 Y9 – 63.4 Y10 – 58.3 Y11 P8 -1.4 Similar gaps to this point in 2017/18 in Y9, 10 and 11.</p>

<p>To develop strategies to improve disadvantaged student attainment in core subjects of English, Maths and Science</p>	<p>Core subjects to have a staff member responsible for improving PP outcomes in their curriculum area.</p> <ul style="list-style-type: none"> <li>English, maths and science focus</li> <li>Tracking progress</li> <li>Interventions</li> <li>Pedagogy</li> </ul>	<p>Attainment gaps exist between disadvantaged and non-disadvantaged students across the school.</p> <p>Large attainment gaps in core subjects exist between disadvantaged and non-disadvantaged students.</p> <p>Gaps in attainment have started to diminish in core subject areas with a similar action used in previous years.</p> <p>This is also morally the right thing to do, to support disadvantaged students and improve their life chances.</p>	<p>£3,978</p>	<p>Strategies to improve disadvantaged student outcomes to be developed and shared amongst all staff within curriculum areas and across the school.</p> <p>Disadvantaged student progress to be tracked more rigorously and key students identified for further interventions.</p> <p>Staff to work with targeted students to maximise the progress they are able to make in these subject areas.</p>	<p>November 2018 February 2019 April 2019 July 2019</p> <p>Disadvantaged team meetings to occur concurrently throughout the academic year.</p> <p>November 2018 OT or Above in English Lang % Y7 – 79.8 Y8 – 46.8 Y9 – 55.1 Y10 – 57.4 Y11 Eng P8 -1.75</p> <p>OT or Above in Maths % Y7 – 67.1 Y8 – 69.7 Y9 – 58.1 Y10 – 38.4 Y11 Eng P8 -2.04</p> <p>OT or Above in Science % Y7 – 78.4 Y8 – 64.6 Y9 Comb – 56.5 Y9 Sep – 86.9 Y10 Comb – 60.6 Y10 Sep – 90 Y11 Ebacc -1.13</p>
<p>To improve access to set texts and key course equipment for disadvantaged students.</p>	<p>Provision of resources for disadvantaged students.</p> <p>Equipment needed to study specific courses to be provided to allow disadvantaged to students' opportunity to access them</p> <p>Additional opportunities to be provided in practical subjects for disadvantaged students to further</p>	<p>School disadvantaged student voice appears to indicate that students do not have access to electronic resources at home. Students cannot access online revision materials.</p> <p>School disadvantaged student voice appears to indicate that students do not have access to equipment needed to participate actively in lessons.</p>	<p>£5,000</p>	<p>Resources identified and provided.</p> <p>Attainment of disadvantaged students to improve.</p> <p>Engagement of disadvantaged students in lessons to be improved.</p>	<p>February 2019 April 2019 July 2019</p>

<p>Improve cultural and life experiences of Disadvantaged students</p>	<p>Disadvantaged students to receive financial support for school visits and extra-curricular opportunities.</p> <ul style="list-style-type: none"> <li>• Visits</li> <li>• Cultural Experience</li> </ul>	<p>Education Endowment Foundation Research suggests that additional learning opportunities such as arts participation and outdoor learning can have significant impact on learning.</p>	<p>£6450</p>	<p>Life experiences of disadvantaged students increased. Students to be able to draw upon these to improve progress in lessons.</p> <p>Improved engagement of disadvantaged students in lessons and extra-curricular events.</p>	<p>November 2018 February 2019 April 2019 July 2019</p>
<p>To provide staff with accurate information regarding Disadvantaged Students</p>	<p>MINT Class Subscription to be bought and used for staff when planning lessons</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Bespoke Approach</li> </ul>	<p>Highlighted in the school's OFSTED report of 2016 that <i>"Some teachers do not consistently use the accurate information they hold about pupils' achievement to plan learning that takes account of the learning of different groups of pupils."</i></p>	<p>£1,250</p>	<p>Staff to use information in Bespoke Planning Sheets</p> <p>Staff to be more aware of which students are disadvantaged in the classes they teach and their current level of progress</p>	<p>Reflection Week 1 Reflection Week 2 Reflection Week 3</p>

<b>ii. Targeted support</b>					
<b>Objective</b>	<b>Action</b>	<b>Rationale and Research</b>	<b>Projected Cost</b>	<b>Expected Outcomes</b>	<b>Review Point and impact</b>
To reduce days lost by disadvantaged students to fixed term exclusions	“A Lead Behaviour Manager” in position to work with disadvantaged students at risk of exclusions both fixed term and permanent.	<p>The Education Endowment Foundation research suggests that behaviour interventions <i>can have a moderate impact and can lead to an impact of up to three months on student learning.</i></p> <p>In-school data suggests disadvantaged students receive more incidences of fixed term exclusion and therefore lose more days to exclusions.</p>	£30,010	<p>Number of days lost by disadvantaged students to fixed term exclusion to reduce.</p> <p>Number of disadvantaged students permanently excluded to reduce.</p> <p>Alternative approaches for disadvantaged students at risk of permanent exclusion created.</p>	<p>January 2019 April 2019 July 2019</p> <p>Number of disadvantaged students receiving FTE = 28 Lower than at the same point in 2017/18</p>
To provide pastoral support to vulnerable disadvantaged students	A “Lead Child Protection Manager” in position to work with vulnerable disadvantaged students at risk of social, emotional and physical harm.	<p>Education Endowment Foundation research suggests that <i>“Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects.”</i></p> <p>This is also morally the right thing to do, to support disadvantaged students and improve their life chances</p>	£15,382	<p>Improved well-being of disadvantaged students across the school.</p> <p>Improved attendance of disadvantaged students.</p>	July 2019
To provide support and strategies to improve attendance of ‘Persistently Absent’ disadvantaged students.	A “Pupil Welfare Officer” in position to track and monitor the attendance of disadvantaged students. PWO to work with families of students to improve attendance of specific students.	<p>Research conducted by the Department for Education in 2014 (updated 2015) to observe the link between attendance and attainment suggests that students display a <i>steady decrease in KS4 achievement as overall absence rates increase.</i>”</p> <p>In-school disadvantaged students’ PA figures higher than non-eligible students.</p>	£16,000	<p>Attendance of targeted disadvantaged students to improve.</p> <p>Cases of disadvantaged students classed as ‘Persistently Absent’ to reduce.</p>	<p>Weekly January 2019 April 2019 July 2019</p>

To improve the behaviour for learning of specific disadvantaged students	A "Life Coach" in position to work with targeted disadvantaged students to develop resilience and emotional skills to manage behaviour for learning more effectively	Education Endowment Foundation research suggests that <i>"there is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress"</i> from engaging in a mentoring programme.	£15,000	Targeted student behaviour improves  Targeted students to be able to display improved skills to manage behaviour, students to report an improvement in their own feelings towards their behaviour.	January 2019 April 2019 July 2019
To reduce days lost by disadvantaged students to fixed term exclusions	An Intervention SSA to be in position to work with students at risk of fixed term exclusion.	The Education Endowment Foundation research suggests that behaviour interventions <i>can have a moderate impact and can lead to an impact of up to three months on student learning.</i>  In-school data suggests disadvantaged students receive more incidences of fixed term exclusion and therefore lose more days to exclusions.	£8,026	Number of days lost by disadvantaged students to fixed term exclusion to reduce.  Number of disadvantaged students permanently excluded to reduce.  Alternative approaches for disadvantaged students at risk of permanent exclusion created.	January 2019 April 2019 July 2019  Number of disadvantaged students receiving FTE = 28 Lower than at the same point in 2017/18
To provide pastoral support to vulnerable disadvantaged students	A PCSO to be on school site (three days a week) to support disadvantaged students with behaviour and other pastoral issues.	The Education Endowment Foundation research suggests that behaviour interventions <i>can have a moderate impact and can lead to an impact of up to three months on student learning.</i>  A large percentage of disadvantaged students have barriers that affect them outside of the school environment that affect their ability to make progress in school.	£4,800	Improved well-being of disadvantaged students across the school.  Number of days lost by disadvantaged students to fixed term exclusion to reduce.	January 2019 April 2019 July 2019

To provide support for disadvantaged students with Special Educational Needs and the staff that teach them	An educational psychologist will be provided to observe students and provide strategies and suggestions to try improve the quality of teaching that students with Special Educational Needs access.	An increase in numbers of students on the school SEN register and an increase in students with complex needs has meant that a greater emphasis is needed on securing understanding around individual student needs and strategies that can be used to maximise the progress that they are able to make in school.	£1,800	Strategies for students provided.  Progress of disadvantaged students with Special Educational Needs improves	November 2018 February 2019 April 2019 July 2019  November 2018 SEND Students OT or Above in all subjects % Y7 – 66.5 Y8 – 62.7 Y9 – 55.9 Y10 – 48.3 Y11 P8 -2.01
To provide support for disadvantaged students through the provision Speech and Language therapy	A SHINE therapist to be employed one day a week to provide therapy for disadvantaged students that require support with speech, language and communication difficulties.	The Education Endowment Foundation research suggests that oral language interventions <i>can have a positive impact and can lead to an impact of up to an additional five months on student learning.</i>	£2683	Strategies for students provided.  Progress of disadvantaged students with speech, language and communication difficulties improves	November 2018 February 2019 April 2019 July 2019

### iii. Other Approaches

To improve progress and attainment of disadvantaged students in all year groups.	A “Progress Manager” in position in each year group to work with disadvantaged students to track and monitor progress, and to develop strategies to improve the progress they make.	Education Endowment Foundation research suggests that the Attainment Gap between disadvantaged and non-disadvantaged students on average doubles whilst at secondary school. <i>“9.5 months difference at KS2 to 19.3 months at KS4.”</i>  Attainment gaps exist in all year groups. Key school priority highlighted in March 2018 OFSTED report.  This is also morally the right thing to do, to support disadvantaged students and improve their life chances	£118,212	Disadvantaged student progress in each year group tracked and monitored. Cohorts of students requiring additional support identified.  Attainment of disadvantaged students to improve in each year group.  Attainment differences to diminish.	November 2018 February 2019 April 2019 July 2019  November 2018 OT or Above in all subjects % Y7 – 70.4 Y8 – 69.1 Y9 – 63.4 Y10 – 58.3 Y11 P8 -1.4 Similar gaps to this point in 2017/18 in Y9, 10 and 11.
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<p>To improve the behaviour for learning of disadvantaged students.</p>	<p>A "Behaviour Manager" in position in each year group to work with disadvantaged students to develop strategies to improve their behaviour for learning.</p>	<p>The Education Endowment Foundation research suggests that behaviour interventions <i>can have a moderate impact and can lead to an impact of up to three months on student learning.</i></p> <p>In school, data suggests that disadvantaged students receive more "behaviour points" than non-disadvantaged students do.</p>	<p>£57,983</p>	<p>Behaviour of disadvantaged students in each year group to improve.</p> <p>Average behaviour net points of disadvantaged students to improve.</p>	<p>November 2018 February 2019 April 2019 July 2019</p> <p>Average Behaviour Points PP – 18.1 Gap -9.61</p> <p>Average Achievement Points PP – 66.7 Gap – 9.4</p>
<p>To improve the attendance of disadvantaged students across the school</p>	<p>A "Lead Attendance Manager" in position to work with track, monitor and develop strategies to improve disadvantaged student attendance in all years</p>	<p>Research conducted by the Department for Education in 2014 (updated 2015) to observe the link between attendance and attainment suggests that students display a <i>steady decrease in KS4 achievement as overall absence rates increase.</i>"</p> <p>Disadvantaged student attendance is lower than non-disadvantaged student attendance.</p>	<p>£15, 940</p>	<p>Attendance of disadvantaged students in each year group and whole school to improve.</p>	<p>Weekly January 2019 April 2019 July 2019</p> <p>PP Attendance currently at 92.9%</p>
<p>To improve the aspirations of disadvantaged students</p>	<p>A "Careers Advisor" in position to work with disadvantaged students regarding life choices and career pathways.</p>	<p>School NEET figures: 2017 school leaver information 97.7% moved on to further education. 1.96% nil returns 0.39% NEET students</p> <p>Action appears to have impact on disadvantaged student future education and career pathway</p> <p>School disadvantaged student voice appears to indicate that large percentages of students do not know what they want to do when they leave school.</p> <p>This is also morally the right thing to do, to support disadvantaged students and improve their life chances</p>	<p>£12,800</p>	<p>All Disadvantaged students to receive a 1:1 "Careers Interview."</p> <p>All disadvantaged students to receive a 1:1 "Options interview"</p> <p>Disadvantaged students to access opportunities to visit 'Further Education Establishments.'</p> <p>This is also morally the right thing to do, to support disadvantaged students and improve their life chances</p>	<p>July 2019</p>
<p>To reduce days lost by disadvantaged students to fixed term exclusions</p>	<p>To provide alternative approaches for students at risk of fixed term exclusions</p>	<p>A 30% difference existed in the total days lost to exclusion between eligible and non-eligible students.</p> <p>Similar to figures from 2016/17.</p>	<p>£15,000</p>	<p>Number of days lost by disadvantaged students to fixed term exclusion to reduce.</p>	<p>Weekly January 2019 April 2019 July 2019</p>

	<ul style="list-style-type: none"> <li>• SOLO Room</li> </ul>			<p>Number of disadvantaged students permanently excluded to reduce.</p> <p>Alternative approaches for disadvantaged students at risk of permanent exclusion created.</p>	<p>Number of disadvantaged students receiving FTE = 28 Lower than at the same point in 2017/18</p>
To provide disadvantaged students with correct school uniform	Uniform for specific disadvantaged students provided.	Reduce incidences of disadvantaged students not complying with school's Uniform Policy and therefore increasing number of behaviour points.	£300	All disadvantaged students to wear correct school uniform.	Weekly
To reward students displaying a positive attitude to learning and making progress in lessons	<p>To create a rewards system that promotes a positive attitude to learning and stimulates progress in lessons.</p> <p>Students who are displaying a positive attitude to learning and making progress in lessons to receive different rewards.</p>	Differences exist in the progress and average number of ambition points between eligible and non-eligible students.	£10,000	<p>Difference of the Progress 8 score of school's PP students and national average of non-PP students to be less than or equal to 0.2</p> <p>In-school differences between disadvantaged and non-disadvantaged students to diminish compared to similar points in previous years.</p> <p>Increase in the average number of ambition points gained by disadvantaged students</p>	<p>Weekly November 2018 February 2019 April 2019 July 2019</p> <p>Students identified for receiving rewards based on progress at data cycle 1. To monitor against impact of Cycle 2 data.</p>

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise the profile of disadvantaged student progress and strategies to diminish differences in attainment across the whole school.	Assistant Leader of Disadvantaged students in position. <ul style="list-style-type: none"> <li>Forming a team</li> <li>Finance</li> <li>Strategies</li> <li>Tracking progress</li> </ul>	Disadvantaged student P8 scores: Overall = -1.03 English = -0.91 Maths = 1.13 Ebacc = -0.85 Open = -1.23  Threshold measures in core subjects for disadvantaged students improved from 2016/17: English and Maths 4+ = 42% (an increase of 8%) English 4+ = 63% (an increase of 7%) Maths 4+ = 45% (an increase of 3%)  English and Maths 5+ = 18% (an increase of 6%) English 5+ = 40% (an increase of 4%) Maths 5+ = 21% (an increase of 2%)	To ensure that planned actions are bespoke and fit the desired outcome. Preventing a scattergun approach forming.  Less is more. Ensuring that chosen actions are planned and given the best chance to have the desired impact.  Previous TLR holders in core subjects also had other areas of focus attached to their roles. May have limited impact  Consistent and regular evaluations of chosen approaches are needed and those actions not having the desired impact are not continued.	£58,300
To develop strategies to improve disadvantaged student attainment in core subjects of English, Maths and Science	Assistant Curriculum Area Leaders to have a TLR related to disadvantaged student progress. <ul style="list-style-type: none"> <li>English, maths and science focus</li> <li>Tracking progress</li> <li>Interventions</li> <li>Pedagogy</li> </ul>	Threshold measures in core subjects for disadvantaged students improved from 2016/17:  English and Maths 4+ = 42% (an increase of 8%) English 4+ = 63% (an increase of 7%) Maths 4+ = 45% (an increase of 3%)  English and Maths 5+ = 18% (an increase of 6%) English 5+ = 40% (an increase of 4%) Maths 5+ = 21% (an increase of 2%)  Differences between school disadvantaged students and non-disadvantaged students in the measures above all diminished from figures in 2016/17	Improvements have been made to key threshold measures. Progress of disadvantaged students is still requiring significant focus.  Previous TLR holders in these positions also had other areas of focus attached to their roles.  New posts to be created in these departments to continue to develop the improvements made and to provide staff with a TLR based specifically on disadvantaged student outcomes.  High targets have been set for key threshold measures to help improve student outcomes in 2019	£12,361

<p>To develop the progress of specific underachieving cohorts of disadvantaged KS3 students</p>	<p>Disadvantaged student “Champions” in position to work with small cohorts of disadvantaged students to improve the progress they are able to make</p> <ul style="list-style-type: none"> <li>• Mentoring</li> </ul>	<p>Improvements in progress and behaviour for learning minimal. Students made small improvements but these were lost when cohorts and students of focus were changed</p>	<p>Due to a lack of additional time made available to these staff to work with targeted students impact was minimal.</p> <p>Action to be discontinued and other approaches to be used.</p>	<p>£11,273</p>
<p>To improve the progress of Disadvantaged KS3 students.</p>	<p>Staff to run weekly intervention sessions in English, maths and science to underachieving disadvantaged students in years 7, 8 and 9.</p> <ul style="list-style-type: none"> <li>• Intervention</li> </ul>	<p>Interventions led to minimal impact for students’ progress in relation to their ability levels. Intervention programme had limited impact on the progress of students made in lesson.</p> <p>Average improvement of students that attended was 0.38 when compared to the KS3 students OTI information in school data reports.</p>	<p>Disadvantaged student attendance was low at after school sessions.</p> <p>Due to limited impact, action to be discontinued and alternative approaches used.</p>	<p>£1,941</p>
<p>To improve the progress of Disadvantaged Year 11 students.</p>	<p>Underachieving disadvantaged students. targeted to receive specific interventions to improve the progress they make and reduce attainment differences</p> <ul style="list-style-type: none"> <li>• TLM IT User</li> <li>• Progress meetings</li> </ul>	<p>Targeted students completed additional qualification to improve their progress.</p> <p>91% of students achieved at least a ‘C’ grade and all students that achieved this had this qualification count in their “open basket”</p>	<p>This improved the outcomes of disadvantaged students targeted significantly. Similar approaches to be sought and adopted.</p>	<p>£18,000</p>
<p>To improve access to set texts and key course equipment for disadvantaged students.</p>	<p>Provision of resources for disadvantaged students.</p> <p>Equipment needed to study specific courses to be provided to allow disadvantaged students opportunity to access them</p> <p>Additional opportunities to be provided in practical subjects for disadvantaged students to further attainment and experiences</p>	<p>Core subjects targeted for this action:</p> <p>Threshold measures in core subjects for disadvantaged students improved from 2016/17:</p> <p>English and Maths 4+ = 42% (an increase of 8%)  English 4+ = 63% (an increase of 7%)  Maths 4+ = 45% (an increase of 3%)</p> <p>English and Maths 5+ = 18% (an increase of 6%)  English 5+ = 40% (an increase of 4%)  Maths 5+ = 21% (an increase of 2%)</p>	<p>Impact was had with some key threshold measure improvements made by disadvantaged students.</p> <p>A similar approach will be adopted and other provision to improve access to course material and resources to improve progress to be sought.</p>	<p>£3,408</p>

Improve cultural and life experiences of Disadvantaged students	Disadvantaged students to receive financial support for school visits and extra-curricular opportunities. <ul style="list-style-type: none"> <li>• Visits</li> <li>• Cultural Experience</li> </ul>	Disadvantaged students received support and where able to access to school visits to improve subject knowledge and cultural capital.	Difficult to measure impact of this action on student progress. Closer monitoring needed regarding those student on those students that received funding and the impact this has on other areas of school life e.g. attendance, behaviour and attitude to learning.	£1,997
To develop the reading skills of disadvantaged students.	Disadvantaged students targeted to complete "Accelerated Reader" programme.	Those students that accessed the programme made an average improvement of 0.02 (two months) reading age from their starting points	To be continued. This has had impact on the students that were targeted.  Staff to explore methods of extending this to reach a greater range of students.	
To provide staff with accurate information regarding Disadvantaged Students	MINT Class Subscription to be bought and used for staff when planning lessons <ul style="list-style-type: none"> <li>• Planning Bespoke Approach</li> </ul>	Staff have used this information in Bespoke Planning Sheets  Staff are more aware of which students are disadvantaged in the classes they teach and their current level of progress.	Action is used to inform staff of student information and prior performance. This information will be continued to be observed in use during reflection weeks and lesson observations. The impact it has on quality of teaching will continue to be evaluated.	£1,250

## ii. Targeted Support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the progress of disadvantaged students in Year 11.	School to run Saturday School intervention sessions to target disadvantaged students to improve the progress they are able to make	English P8 score of students that attended regularly: -0.95  Maths P8 score of students that attended regularly: -1.08  Science VA score of students that attended regularly: +0.07	The students that were targeted didn't attend on a regular basis affecting the progress that they were able to make.  Alternative approaches to intervention sought to support disadvantaged students e.g. Morning registration intervention.  Not to be continued.	£6,205

To reduce days lost by disadvantaged students to fixed term exclusions	"A Lead Behaviour Manager" in position to work with disadvantaged students at risk of exclusions both fixed term and permanent.	A 30% difference existed in the total days lost to exclusion between eligible and non-eligible students.  Similar to figures from 2016/17.	Disadvantaged students display a higher number of days lost to exclusion than non-disadvantaged students.  School has redesigned the consequence system and strategies for students that are at risk of exclusion.  Greater emphasis is to be made of positive behaviour and rewarding students. Aimed at changing culture and ethos of the student body to promote positive behaviour for learning.	£28,525
To provide pastoral support to vulnerable disadvantaged students	A "Lead Child Protection Manager" in position to work with vulnerable disadvantaged students at risk of social, emotional and physical harm.	Difficult to quantify the impact of a "Lead Child Protection Manager" due to the sensitive nature of safeguarding cases. This provides those students with invaluable additional support to target a wide variety of barriers to learning for disadvantaged students.	Seek alternative actions to help support the work of the member of staff to help provide further support to those students that require it. e.g. Mental Health workshops  This is also morally the right thing to do, to support disadvantaged students and improve their life chances	£15,024
To provide support and strategies to improve attendance of 'Persistently Absent' disadvantaged students.	A "Pupil Welfare Officer" in position to track and monitor the attendance of disadvantaged students. PWO to work with families of students to improve attendance of specific students.	Disadvantaged Student Attendance: 2016/17 = 92.8% 2017/18 = 92.4%	Disadvantaged students have a higher rate of persistent absenteeism. Staff to monitor students at risk of this occurring. Specific interventions to be put in place for students that fall below 92% attendance.  Rewards to be provided to those students displaying high attendance or significantly improved attendance figures.	£36,663
To improve the behaviour for learning of specific disadvantaged students	A "Life Coach" in position to work with targeted disadvantaged students to develop resilience and emotional skills to manage behaviour for learning more effectively	Difficult to quantify the impact of a "Life Coach" due to the sensitive nature of safeguarding cases. This provides those students with invaluable additional support to target a wide variety of barriers to learning for disadvantaged students.	Students to be referred to one specific member of staff that co-ordinates the caseload of the "Life Coaches". This allows the staff member to target the students that require this support the most.  Greater analysis needed of the impact of the support on each specific student. Student voice data to be used from interviews completed during the sessions.  This is also morally the right thing to do, to support disadvantaged students and improve their life chances	£9,086



<b>iii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To improve progress and attainment of disadvantaged students in all year groups.	A "Progress Manager" in position in each year group to work with disadvantaged students to track and monitor progress, and to develop strategies to improve the progress they make.	Percentage of disadvantaged students "on track" to make progress in relation to prior performance in all subjects: Y7: 67.2 Y8: 69.4 Y9: 60.1 Y10: 43.9 Progress 8 Y11: -1.03	Progress meetings were successful to help identify small cohorts of students that were not making relevant progress. Progress Managers were able to liaise with Curriculum Area Leaders and teaching staff to try and put in place strategies to improve student progress.	£112,601
To improve the behaviour for learning of disadvantaged students.	A "Behaviour Manager" in position in each year group to work with disadvantaged students to develop strategies to improve their behaviour for learning.	Differences in average achievement points gained by disadvantaged students and non-disadvantaged students is similar to 2016/17  2016/17 = difference was -19 points 2017/18 = differences was -23 points	Disadvantaged students display a higher number of days lost to exclusion than non-disadvantaged students.  School has redesigned the consequence system and strategies for students that are at risk of exclusion.  Greater emphasis is to be made of positive behaviour and rewarding students. Aimed at changing culture and ethos of the student body to	£57,577
To improve the attendance of disadvantaged students across the school	A "Lead Attendance Manager" in position to work with track, monitor and develop strategies to improve disadvantaged student attendance in all years	Disadvantaged Student Attendance: 2016/17 = 92.8% 2017/18 = 92.4%	Disadvantaged students have a higher rate of persistent absenteeism. Staff to monitor students at risk of this occurring. Specific interventions to be put in place for students that fall below 92% attendance.	£15,131

To improve the aspirations of disadvantaged students	A "Careers Advisor" in position to work with disadvantaged students regarding life choices and career pathways.	<p>Specific careers events take place routinely throughout the school year.</p> <p>Organised events and visits to further educational establishments took place.</p> <p>All year 11 students received a 1:1 careers interview and received support completing college applications.</p> <p>School NEET figures: 2017 school leaver information 97.7% moved on to further education. 1.96% nil returns 0.39% NEET students</p>	<p>Very low school NEET figures for leavers. Approach to be continued. Continue this approach but to extend the focus to KS3 students.</p> <p>0.39% NEET students</p>	£12,720
To provide disadvantaged students with correct school uniform	Uniform for specific disadvantaged students provided.	Difficult to quantify the impact of this intervention. Students appear in full uniform and an increase PRIDE is taken in the uniform that students wear.	Continue this approach.	£737.82

## 7. Additional detail

Actions that took place in 2017/18 that have not continued into 2018/19:

- Saturday School Interventions
- KS3 Interventions
- Champion Positions
  
- Funding has also been spent to reduce the class sizes in school to provide disadvantaged students with a greater level of staff engagement and focus to improve the quality of teaching they experience on a consistent basis.
  
- All staffing except Assistant Principal for Disadvantaged Students, PWO and Careers Advisor are 40% of total salary and on costs to reflect the disadvantaged student population percentage in school.

## Appendix – Projected Spend 2018/19 Costing Sheet

### Staffing

STAFFING:	PLANNED COST:
Assistant Principal – Disadvantaged Students	£61,526
TLR positions in Maths, English and Science – Disadvantaged student focus	£3,978
40% of the cost of Lead Behaviour Managers	£30,010
40% of the cost of Child Protection Manager	£15,382
40% of the cost of Lead Attendance Manager	£15,940
40% of the cost of the Intervention SSA	£8,026
Progress Managers 5 x 40%	£118,212
Behaviour Managers 5 x 40%	£57,983
PWO	£16,000
Educational Psychologist	£1,800
SHINE Therapist	£2,683
Careers Adviser	£12,800
Overall Total:-	£344,340

**Other Approaches**

<b>Approach:</b>	<b>PLANNED COST:</b>
Set texts for students and educational equipment	£5000
Disadvantaged Student Visit Contributions	£6450
Accelerated Reader	£4772
MINT Class subscription	£1250
Life Coach	£15,000
Rewards	£10,000
Solo Room	£15,000
Uniform	£300