

Pupil premium strategy statement (secondary)

1. Summary information					
School	George Spencer Academy				
Academic Year	2016/17	Total PP budget	£219,000	Date of most recent PP Review	Jan 2017
Total number of pupils	1489	Number of pupils eligible for PP	227	Date for next internal review of this strategy	June 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM	52%	n/a
% achieving expected progress in English / Maths (2015-16 only)	74%/63%	75.8% /73.4%
Progress 8 score average	+0.05	+0.12
Attainment 8 score average	49.74	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	High prior attaining students who are eligible for the Pupil Premium are making less progress than other high prior attaining pupils across Key Stages 3 and 4.
B.	BSED students within SEN who are eligible for Pupil Premium are making less progress than other students nationally. This prevents sustained high achievement through KS4.
C.	Some pupil premium students enter Year 7 with literacy skills lower and find the transition from Primary school more difficult than other students; this sometimes inhibits them from making as good progress in Key Stage 3
External barriers	
D.	Relatively poorer but improving attendance within SEN/Pupil Premium pupils. Currently it is at 90.8% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
E.	Lack of parental engagement with the school and their child's education
F.	Low aspirations within the Pupil Premium cohort, lack of structures and resources to complete homework outside of school
G.	Some Pupil Premium students have a narrow experience of life outside of school

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Diminish the difference between PP and non PP students, with a particular focus on higher achieving students.	<ul style="list-style-type: none"> • Cascade the 7 strategies for our disadvantaged students to all teaching staff. • CPD session on Questioning and Pupil Premium students. This will be followed up by a 'Typicality walk' to ensure quality first teaching, questioning/stretching the most able and including knowing PP students well within lessons. • Students eligible for the Pupil Premium identified as high attaining from KS2 raw scores make as much progress as other students identified as high attaining across Key Stage 3 so that they are all on track to hit challenging targets for Key Stage 4. • This will be evidenced and monitored through Assessment Points and analysed in Progress meetings by CL's/DOL • Where students are falling behind individual interventions will be put in place and progress monitored by subject teachers and CL's.
B.	BSED students within SEN who are eligible for Pupil Premium are making increased rates of progress in KS3/KS4	<ul style="list-style-type: none"> • This will be evidenced and monitored through Assessment Points and analysed in Progress meetings by CL's/DOL • Where students are falling behind individual interventions will be put in place and progress monitored by subject teachers and CL's. • Lead Provision Coordinator to work closely with IND to provide support
C.	Improve the aspirations within the Pupil Premium cohort and structures and resources to complete homework outside of school	<ul style="list-style-type: none"> • Improved access to a range of trips and experiences through the use of 'Challenge days' • Access to the 'Brilliant Club' for most able PP students • Mentoring scheme running through KS3/KS4 • Access to higher educational establishments. • Motivational speakers from former students • P6 sessions to run three times per week, staffed by specialist teachers. All resources/internet access provided.
D.	Increased rates of progress in Year 7 with lower literacy skills and a smoother transition from Primary school so they are learning straight away.	<ul style="list-style-type: none"> • This will be evidenced and monitored through Assessment Points and analysed in Progress meetings by CL's/DOL • Where students are falling behind individual interventions will be put in place and progress monitored by subject teachers and HOF. • Building relationships with Primary Schools and ensuring early intervention with targeted students.

<p>E.</p>	<p>Improve attendance surrounding PP students (in line with the school's target of 97%)</p>	<ul style="list-style-type: none"> Reduce the number of persistent absentees (PA) among pupils eligible for PP. Our current figures are showing improvement compared to 15/16: <p>Using threshold of 10% for persistent absence: Disadvantaged students Y7-Y11: 16.2% Non-Disadvantaged students Y7-Y11: 5.1%</p> <p>Using threshold of 15% for persistent absence: Disadvantaged students Y7-Y11: 9.8% Non-Disadvantaged students Y7-Y11: 1.5%</p> <ul style="list-style-type: none"> Overall attendance among pupils eligible for PP improves from 93% to 97% in line with 'other' pupils and the school's target. Year 11 – 88% Year 10 – 90.8% Year 9 – 94.7% Year 8 – 94.7% Year 7 – 97.4 % Continue to use 'Catch up Cards' for all PP absences. Non – PP students receive this if their attendance is below 95%. Completed work to be monitored by SLT Students with SEN who are PP are as follows: <table border="1" data-bbox="1122 762 2175 1007"> <thead> <tr> <th>Group</th> <th>Presents</th> <th>AEA</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Possible</th> <th>% Attend</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged SEN 2012 Cohort</td> <td>78.4</td> <td>3.0</td> <td>5.2</td> <td>13.4</td> <td>100.0</td> <td>81.4</td> </tr> <tr> <td>Disadvantaged SEN 2013 Cohort</td> <td>88.3</td> <td>0.9</td> <td>8.5</td> <td>2.3</td> <td>100.0</td> <td>89.1</td> </tr> <tr> <td>Disadvantaged SEN 2014 Cohort</td> <td>89.0</td> <td>0.4</td> <td>10.3</td> <td>0.4</td> <td>100.0</td> <td>89.3</td> </tr> <tr> <td>Disadvantaged SEN 2015 Cohort</td> <td>89.2</td> <td>2.7</td> <td>5.7</td> <td>2.5</td> <td>100.0</td> <td>91.8</td> </tr> <tr> <td>Disadvantaged SEN 2016 Cohort</td> <td>95.9</td> <td>1.2</td> <td>2.4</td> <td>0.5</td> <td>100.0</td> <td>97.1</td> </tr> <tr> <td>Totals</td> <td>89.0</td> <td>1.8</td> <td>5.3</td> <td>3.8</td> <td>100.0</td> <td>90.8</td> </tr> </tbody> </table>	Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend	Disadvantaged SEN 2012 Cohort	78.4	3.0	5.2	13.4	100.0	81.4	Disadvantaged SEN 2013 Cohort	88.3	0.9	8.5	2.3	100.0	89.1	Disadvantaged SEN 2014 Cohort	89.0	0.4	10.3	0.4	100.0	89.3	Disadvantaged SEN 2015 Cohort	89.2	2.7	5.7	2.5	100.0	91.8	Disadvantaged SEN 2016 Cohort	95.9	1.2	2.4	0.5	100.0	97.1	Totals	89.0	1.8	5.3	3.8	100.0	90.8
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<p>F.</p>	<p>Reduce the number of exclusions within PP students</p>	<ul style="list-style-type: none"> Fewer behaviour incidents recorded via PARS for these pupils on the school system (without changing recording practices or standards). Early intervention and parental support by DOL 																																																	
<p>G.</p>	<p>Engage parents/and carers of PP eligible students and ensure they fully support their child's educational experience. Improve experiences inside the school setting.</p>	<ul style="list-style-type: none"> Early intervention and building relationships with parents starting in KS3. Lead Provision Coordinator to maintain an effective partnership with parents to support and improve students' achievement and personal development. Complete home visits as required. Maintain contact with Feeder Primary schools to ensure transition process runs smoothly. Improved access to a range of trips and experiences through the use of 'Challenge days' 																																																	

5. Planned expenditure

Academic year

2016/2017

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the attendance of PP in P6 sessions	<p>Identify targeted students especially in Year 10/11. If students have low scan scores DOL make P6 compulsory. Class teachers to contact parents and encourage participation.</p> <p>Lead Provision Coordinator to send out letter to all PP parents informing them of the P6 sessions.</p> <p>Targeted revision sessions to be sent home to all KS4 parents to highlight the sessions that PP students need to attend.</p> <p>P6 has been timetabled and now has support from subject specialists. Social Sciences have developed a specialised P6 session which is compulsory for targeted PP students. This is timetabled once weekly.</p> <p>Students from History, Geography and Philosophy each attend an extra hour session per week taught by subject specialists.</p>	<p>Analysis in May 2015 indicated that poor quality of homework was a major obstacle to the progress and attainment of PP students. They tended to have more deadline /homework issues than their peers.</p>	<p>Analysis of the attendance to P6 and the percentage of students who are eligible PP from KS3/4.</p> <p>Analysis of grades in August from Year 11 students.</p> <p>Analysis of scan data in KS3 – improvement in deadline and homework quality</p>	Lead Provision Coordinator/DOL/CL's	Feb 2017

Diminish the difference between PP and non PP students. With a particular focus on higher achieving students.	Implementation of the 'Seven Strategies for our disadvantaged students' in all lessons. Combination of most able PP and most able strategies to be put into place. PP outcomes must be identified on lesson plans/observation forms. Learning walks targeting PP provision in all lessons. More robust Performance Management targets with LSAs and teaching staff Increasing the profile of all PP students	According to the 2015 Ofsted report 'Staff are made aware of the achievement data surrounding disadvantaged pupils and the research-driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project and its outcomes'	Learning walks to be implemented by SLT during week beginning 06/02/17 All staff must have a clear picture of all PP students in all lessons. CPD session 01/02/2017 highlighting the key priorities of PP students. Learning Managers to update all PP profiles and all staff to print off and file for the students that they teach. These profiles will have suggested strategies that work well with these students.	SLT and Lead Provision Coordinator	Feb/March 2017
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Total budgeted cost £53,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for prior high attaining and low achieving pupils	Weekly small group sessions in maths and English for pupils with HOD or equivalent, replacing tutor time or assembly. Option subjects to run similar as above. P6 sessions to be set up in each subject Disadvantaged group which meets half termly with reps from each faculty, to monitor progress of disadvantaged at Faculty level and to share good practice across difference subject areas.	We want to provide extra support to maintain high attainment and ensure we are diminishing the difference. Small group interventions with highly qualified staff are known to be effective. According to the Sutton Trust report 'allocated their best teachers to teach intervention groups to improve Mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects' We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils/ and 'Fix up Champions'	Engage with parents and pupils before intervention begins to address any concerns. Track data in all subject after each AP through Progress meetings. HOD to discuss strategies in which they are ensuring PP are progressing. HODs to observe sessions and provide feedback / support.	Heads of subjects/CL's	April 2017

<p>Increased rates of progress in Year 7 with lower literacy skills</p>	<p>Students who are identified as having weaker literacy skills are given targeted support.</p> <p>Reading books available to all PP students.</p> <p>Whole school integration of literacy into lessons.</p>	<p>This was started in 2015/16 and proved to be successful. As was mentioned previously, The Sutton Trust report outlined outstanding teachers to be deployed to the most vulnerable students</p>	<p>Track data in all subject after each AP through Progress meetings. HOD to discuss strategies in which they are ensuring PP are progressing. HODs to observe sessions and provide feedback / support.</p>	<p>SENCO/DOL</p>	<p>Ongoing</p>
<p>Closer monitoring of and support for disadvantaged students in English and Maths, starting earlier in the year</p>	<p>Continuation of the intensive Maths support programme (PET-XI) and introduction of a team within English to target specific PP students and provide extra academic support.</p>	<p>This was started in 2015/16 and proved to be successful. As was mentioned previously, The Sutton Trust report outlined outstanding teachers to be deployed to the most vulnerable students.</p>	<p>Track data after every AP and ensure correct students are targeted.</p>	<p>CL's in English and Maths</p>	<p>Ongoing</p>
<p>Improved intervention with KS3 students to improve attendance, effort and progress</p>	<p>Targeted Year 7 students identified by scan data. LPC to meet with them once weekly, set individualised targets and ensure they are performing in all subjects.</p>	<p>Early intervention is key. Working with KS3 to eliminate issues rather than leaving till KS4.</p>	<p>Track data from AP1/2 and analyse the key 6/8 Year 7 students who need targeted intervention.</p> <p>Create a points system and reward incentive to ensure progress is made.</p> <p>Invite parents in to school to discuss a triangular support process from home, pastoral and academic viewpoints.</p>	<p>Lead Provision Coordinator</p>	<p>Feb 2017</p>

Mentoring in Year 10/11	Targeted mentoring for identified Year 10/11 students	This worked well in the 2015/16 cohort and has now been cascaded down to Year 10. 10 key PP students who are furthest from target are being mentored by staff to improve attainment and progress	Mentor training and data tracking from AP. Regular contact with home. Weekly meetings and target setting with mentees.	HOY 10/11 and Lead Provision Coordinator	Ongoing
Improve aspirations of the PP cohort	Improved access to a range of trips and experiences through the use of 'Challenge days' Access to the 'Brilliant Club' for most able PP students Mentoring scheme running through KS3/KS4 Access to higher educational establishments. Motivational speakers from former students	Early intervention is key. More involvement required for PP students in trips and high educational clubs.	Monitor outcomes through 'Rate my Learning' and Learning Conferences. Tailored mentoring sessions for targeted students.	Lead Provision Coordinator/LMs/DOL	Ongoing
Total budgeted cost					£140,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce the number of exclusions of PP students	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use PSAs/Lead Provision Coordinator to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through PARS.	DOL for each year group	April 2017
Increased attendance rates	PSAs/DOL to monitor pupils and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies	Thorough briefing of PSAs about existing absence issues. DOL, Lead Provision Coordinator and Vice Principle etc. will collaborate to ensure new provision and	DOL/Lead Provision Coordinator	April 2017

		addressing attendance as a key step.	<p>standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support and assertive mentor assigned to each PA pupil eligible for PP in KS4</p> <p>Attendance and progress discussed at least fortnightly with Lead Provision Coordinator and mentor.</p> <p>Letters about attendance to parents / guardians. Lead Provision Coordinator to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>		
To maintain and improve an effective partnership with parents to support and improve students' achievement and personal development.	Lead Provision Coordinator to improve PP parent's relationship with GSA		<p>Lead Provision Coordinator to work closely with Feeder schools to pre-empt any issues that may arise early on.</p> <p>Meet with targeted parents in Year 5 to ensure smooth transition to GSA</p> <p>Attend 'Meet the Learning Manager Evening' and discuss with parents the provision that can be offered at GSA</p> <p>Regular contact with parents and building a rapport with often difficult to reach parents.</p>	Lead Provision Coordinator	Ongoing – Spencertime
Total budgeted cost					£26,000

6. Review of expenditure

Previous Academic Year	2015/16
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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																											
P6 – Targeted preparation for learning	P6 – extension of the school day to provide extra support and facilities for students across the school.	<p>485 students have attended. 19% of all of the 227 disadvantaged students in the school are accessing period 6 although this is only 9.1% of the whole school cohort.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: small;">Attendance Count</th> <th style="font-size: small;">All Students</th> <th style="font-size: small;">Disadvantaged Students</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">individuals</td> <td style="font-size: small;">485</td> <td style="font-size: small;">44 (9.1%)</td> </tr> <tr> <td style="font-size: small;">total visits</td> <td style="font-size: small;">954</td> <td style="font-size: small;">87 (9.1%)</td> </tr> <tr> <td style="font-size: small;">Year 7 visits</td> <td style="font-size: small;">170</td> <td style="background-color: black;"></td> </tr> <tr> <td style="font-size: small;">Year 8 visits</td> <td style="font-size: small;">129</td> <td style="background-color: black;"></td> </tr> <tr> <td style="font-size: small;">Year 9 visits</td> <td style="font-size: small;">188</td> <td style="background-color: black;"></td> </tr> <tr> <td style="font-size: small;">Year 10 visits</td> <td style="font-size: small;">194</td> <td style="background-color: black;"></td> </tr> <tr> <td style="font-size: small;">Year 11 visits</td> <td style="font-size: small;">212</td> <td style="background-color: black;"></td> </tr> <tr> <td style="font-size: small;">Year 12 / 13 visits</td> <td style="font-size: small;">61</td> <td style="background-color: black;"></td> </tr> </tbody> </table>	Attendance Count	All Students	Disadvantaged Students	individuals	485	44 (9.1%)	total visits	954	87 (9.1%)	Year 7 visits	170		Year 8 visits	129		Year 9 visits	188		Year 10 visits	194		Year 11 visits	212		Year 12 / 13 visits	61		<p>Develop P6 and include subject specialists to support students.</p> <p>Incentives of free refreshments paid through PP funding. More contact with parents should commence to ensure that PP students are fully aware of provision on offer to support. Staff to push Period 6 prep time with students.</p>	£55,000
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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
Narrowing the gap in English and maths for additional core staffing		English P8 Sig+ for disadvantaged; Maths gaps vs national no significant gap	Continue with this approach and early intervention and widen, where possible to other subjects.	£80,000
Narrowing the gap in Maths	Early intervention and monitoring. Compulsory mentoring on a Tuesday morning in registration for PP students. Intensive Maths support programme	The gap in Maths has narrowed dramatically as a three-year trend. (2014 – 44, 2015 – 26, 2016 – 18)	Continue with this approach and early intervention.	£12,000

Nurture group	Early intervention and monitoring of key students. Smaller class sizes and students are supported by classroom teachers and at least one LSA at all times.	LAST YEARS COHORT = average reading improvement 5.50 months. One particular student by 31 months. Everyone improved their single word reading scores, and there was an average increase of nearly 17 months.	Continue with this intervention as provides valuable support for our low attaining PP students. Additionally allows	£51,000
LAC – One to one support in English and Maths	Pupil Premium is being used to 'bridge the gap' for our looked after students. We are ensuring that they have the resources to achieve and make progress with SENCO.		More funding to be allocated to supporting these students. Individual interventions to be provided. 5 LAC students starting 10 hours of English and 1:1 support starting in March 2017.	£2000

iii. Other approaches

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
Funding of trips	Removal of barriers for learning. Trips are fully funded if linked directly to the curriculum. These include Year 7 camp, Geography fieldwork, English literacy outings etc	Students gain a wider understanding of the subject/topics, which should improve outcomes for students. Students gain from an enriching cultural experience. Difficult to measure as unable to pinpoint if this intervention solely improved progress.	No direct outcomes on attendance and behaviour. Socially and morally, it is a good provision. To be reviewed on an individual case basis by LPC. All trips must have some curriculum value.	£8,000

Funding of uniform/equipment and educational books.	Removal of barriers for learning. All Year 7 students to be given a fully equipped pencil case spell checker, scientific calculator. £100 uniform voucher given per PP student. All students in KS4 are given free revision guides for all subjects.	Barriers are removed but difficult to measure impact on progress.	No direct impact on attendance and behaviour. Social and morally it is a good provision. Next year we will reduce the amount spent and use directly on more measurable interventions.	£11,000
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7. Additional detail

In addition to the above the following strategies are in place:

Pupil Premium Spending at George Spencer Academy 2016/17

Number of pupils and pupil premium grant (PPG) received 2016-17	
Total number of pupils on roll (Year 7-13)	1489
Total number of pupils eligible for PPG	227
Total amount of PPG received	219,000

Breakdown of Pupil Premium Students by year 2016-17

	Year 7	Year 8	Year 9	Year 10	Year 11	TOTALS	P16
No on roll	269	251	251	234	217	1222	267
No of PP	59	53	39	35	41	227	
%PP	21.93	21.12	15.54	14.96	18.89	18.58	
No of CLA	2	2	1	2	0	7	0

Initiative	Sutton Trust Summary	Staff	Outline of Initiative	PP funding	Projected impact by the end of the academic year (2016/17)
P6 - Targeted preparation for learning	Homework: Moderate impact for very low cost or no cost, based on moderate evidence.	Teaching and Learning Team	An extension of the school day to provide extra support and facilities for students across the school. Each P6 session (runs three times a week) is supported by subject specialists and refreshments, textbooks and art materials are all provided. This was a well-attended addition last academic year therefore we are planning to extend the provision this year.	£200	Students improved access to ICT, Art and other resources including subject specific guidance allows them to produce high quality homework and reduce the number of late/missed homework deadlines.
Assertive Mentoring Programme in Year 11	Mentoring: Low impact for moderate cost, based on moderate evidence.	Number of staff – Led by KJH	All Disadvantaged students in Year 11 are given a mentor. Assertive mentoring involves student tracking, target setting, intervention and regular contact with home. The students who are furthest from target are given a specific member of staff and are met weekly. DA students who are meeting their academic targets are mentored by LPC less regularly.	£0	Raised attainment and achievement for the target group. Improvement BFL and attendance, therefore greater impact from outstanding teaching in the classroom.
Assertive Mentoring Programme in Year 10	Mentoring: Low impact for moderate cost, based on moderate evidence.	Number of staff – Led by LPC	Top ten worse performing Year 10 disadvantaged students are given a mentor. Early intervention, with the hopes of enhanced progress before reaching Year 11. (See above for details)	£0	Raised attainment and achievement for the target group. Improvement BFL and attendance, therefore greater impact from outstanding teaching in the classroom.
Sixth Form support in lessons	No Sutton Trust research	JW/KJH	Volunteers from Sixth form are deployed into lessons containing PP students. They act as LSAs to support progress and raise attainment. For example: Social Sciences has 10 mentors attending weekly lessons working 1:1 with PP students.	£0	Raised attainment and achievement for the target group
LAC given 1 to 1 support in English and Maths lessons	LSA: Low impact for High cost, based on moderate evidence.	IND/CL's Maths and English	To address the PP expected progress disparity between maths and English pupil premium funding is being used to add capacity to the maths/English faculty.	£	Raised attainment and achievement for the target group
Homework club	Homework: Moderate impact for very low cost or no cost, based on moderate evidence.	IND	According to research, the impact of homework on learning is consistently positive (leading to an on average of five months' additional progress – Sutton Trust) Disadvantaged students from KS3/4 are given the option to attend homework club within the LINC building each lunchtime. They are supported by a number of TAs who provide additional support and facilities.	£0	Students improved access to ICT, Art and other resources including TA guidance allows them to produce high quality homework and reduce the number of late/missed homework deadlines.
Revision Guides	No Sutton trust Research	LPC	Revision guides are available to all KS4 students	£2000	Improved attainment through improved access to relevant resources

Trip funding	No Sutton trust Research	All staff	Students in receipt of FSM/PP will have trips funded/part funded. This includes all challenge day trips and any trip linked specifically to the curriculum including Ghent (Geography), JCB (Computing) and numerous theatre outings	£7,500	Students gain from an enriching cultural experience. Improvement attainment/participation in lessons.
Equipment/Uniform – breaking barriers	No Sutton trust Research	LPC/Year teams	Providing necessary equipment (fully stocked pencil case, calculator, spell checker etc in Year 7 and uniform in all years. This overcomes barriers to learning.	£8,000	Removal of barriers and greater engagement of FSM and Forever 6 students, therefore raising attainment and diminishing the gap.
Nurture Class	No Sutton Trust Research	ST/IND	Class designed to improve attainment/progress for students with learning/behavioural difficulties. Small class sizes and increased support for first year of GSA career.	£	Removal of barriers and greater engagement of FSM and Forever 6 students, therefore raising attainment and diminishing the gap.
Reading books to all Year 7 students	No Sutton trust Research	LPC	Providing reading books to boost and promote literacy to all Year 7 PP students	£50	Removal of barriers and greater engagement of FSM and Forever 6 students, therefore raising attainment and diminishing the gap.
Year 7 'Rough Diamonds' Programme	Mentoring: Low impact for moderate cost, based on moderate evidence.	LPC	Targeted intervention for students in Year 7 who need to accelerate progress and improve behaviour.	£1000	Improved outcomes for targeted students
Intensive Maths Support Programme	No Sutton Trust Research	SLT/CB	Targeted intervention for students who are making limited progress in Maths. Week long intensive course covering all aspects of the curriculum.	£10,000	Improved outcomes for targeted students
1 to 1 Tutoring	1 – 1 tutoring: Moderate impact for high cost based on extensive evidence.	HOF specifically Maths, English and SS	KS4 students are removed from their classes and given intensive one to one tutoring in English by outstanding teachers. Specific disadvantaged students are removed from registration once a week and supported by mentors in Maths. Social Sciences run specific P6 sessions for targeted individuals and 1 to 1 sessions in registration	£8000	Diminish the gap and raise achievement and attainment.
TOAST	No Sutton trust Research	IND	Runs on a Tuesday for females and Thursday for males. Guidance, support and opportunity to talk with breakfast. Targeted students who have been identified by LMs/HOY and LPC	£100	Raises self-esteem, provides a supportive environment, improvement engagement.
Lead Provision Coordinator	No Sutton trust Research	LPC	Specific and targeted focus on diminishing the gap. The role incorporates all PP work as well as managing the Pupil premium budget	£	Efficient spending of the PP grant. Closely monitoring impact and evaluating all provisions. FSM gap closed and achievement gaps narrowed.
Peer Mentoring Programme	Mentoring: Low impact for moderate cost, based on moderate evidence.	DOL	Students in Year 10 peer mentor KS3 students. Some targeted PP students are included within this. Gives these students a positive role model and improves relationships.	£0	Raises self-esteem, provides a supportive environment, improvement engagement.
PP profiles	No Sutton trust Research	Staff/LPC	All PP students to have a written profile indicating individual needs, personalised targets and concerns.	£0	Raises profile of PP students and ensures that all needs are catered for.

