

Walderslade Girls' School: Pupil Premium and Disadvantaged Students Strategy

1. Summary Information					
School	Walderslade Girls' School, Bradfields Avenue, Walderslade, Chatham, Kent, ME5 0LE				
Academic Year	2019-2020	Total Predicted PP budget	£221,595	Date of most recent PP report	31 st January 2018
Total number of pupils	885	Number of pupils eligible for PP	240	Date for internal review of this strategy	Termly review

2. Current Attainment						
	PP students (35 students)			Non PP students (97 students)		
	2018	2019	2019 England Average	2018	2019	2019 England Average
% achieving 5 A* to C grades (Grade 4 and above)	40%			55%		
% achieving 5 A* to C grades, including English and maths (Grade 4 and above)	31%			52%		
Progress 8 Score average	-0.29			-0.32		
Attainment 8 average Score	36.16			39.78		
% entering the Ebacc	2.86%			4.12%		

3. Barriers to Future Attainment
Internal barriers (issues which require school action, such as poor oral language skills)
A: The school needs to identify the barriers to success for all students, with a focus on disadvantaged students.
B: The school needs to develop a whole-school teaching and learning programme on quality first teaching, which is driven by the needs of students, with particular reference to disadvantaged students.
C: The school needs to robustly assess student progress and forensically use the generated data to highlight areas for support and intervention throughout all key stages.
D: The school needs to develop a whole-school marking and feedback strategy, which supports disadvantaged students.

E: The school needs to utilise attendance data, to establish patterns and reasons for absence across year groups for disadvantaged students, in order to provide support.
F: The school needs to establish a holistic curriculum which promotes positive student engagement in learning and develops aspirational futures for disadvantaged students.
G: The school needs to appoint a governor who takes responsibility for championing the progress of disadvantaged students.
External barriers (issues which also require action outside of school, such as low attendance rates)
<p>H: Social deprivation:</p> <p>Medway is ranked 118th most deprived local authority of 326 in England in the latest 2015 index of deprivation, putting it within the 37% of the most deprived local authority nationally.</p> <p>Medway is ranked in the 32% most deprived local authorities in England for income. Ten neighborhoods are ranked in the top 10% most deprived nationally, with three in Luton & Wayfield.</p> <p>Medway is ranked in the 28% most deprived local authorities in England for child poverty. Twelve neighborhoods are in the top 10% most deprived nationally with two located in Chatham Central and Luton & Wayfield.</p> <p>Medway is ranked in the 33% most deprived local authorities in England for employment. Nine neighborhoods are in the top 10% most deprived nationally, with two in Luton & Wayfield.</p> <p>The 'Education, Skills and Training' deprivation measure relates to the lack of educational attainment and skills in the local population. Medway is ranked in the 27% most deprived local authorities in England for 'Education skills and training'. Seventeen areas are ranked in the most deprived 10% nationally for young people's qualifications. Five of these are located in Luton & Wayfield. One area in Luton & Wayfield is ranked 17th most deprived area of 32,844 areas nationally, the lowest ranking of any area in Medway across all deprivation themes.</p>
<p>I: Emotional, mental health and wellbeing:</p> <p>Many of our students have difficulties with emotional regulation, anxiety or mental health difficulties, including the PP and disadvantaged students. Poor emotional resilience and self-regulation skills may have a detrimental effect on students' ability to work collaboratively with staff and students alike and accept a degree of challenge in their learning.</p>
<p>J: Parental aspirations, engagement and ability to support learning:</p> <p>There are numerous additional challenges for our most vulnerable families, including parental mental and physical health issues, which can adversely affect student ability to consistently access a quality education. Many of our parents need significant support with challenging behaviour at home and experience difficulties accessing services that can support them with their parenting skills. This is also further compounded by an inability to be able to support learning and home and encourage hobbies and learning in the wider community.</p>
K: Student attendance:

Many PP students have poor attendance which is a contributing factor to poor academic progress and attainment.

4.	
Outcome	Success Criteria
Year 11 and 10 PP and disadvantaged students to make expected or accelerated progress in the EBacc GCSE subjects and to make accelerated progress in their chosen level 2 option subjects.	GCSE final outcomes and in term data demonstrate PP and disadvantaged students make expected or accelerated progress in their EBacc subjects and accelerated progress in their level 2 option subjects. Therefore significantly narrowing the gap between PP and non PP students, both within school and nationally.
In Key Stage 3 PP and disadvantaged students will make accelerated progress in core subjects and expected progress in all other subjects.	All PP and disadvantaged students in Key Stage 3 to make accelerated progress in core subjects and show expected progress in all other subjects as a minimum.
All PP and disadvantaged students to receive teaching which is graded as good and preferably outstanding.	All teaching is graded as good and outstanding across the curriculum.
Assessment data of PP and disadvantaged students is accurate and effectively tracked and analysed to demonstrate progress and possible intervention opportunities to promote attainment and progress.	Accurately generated assessment data being used effectively to guide teaching and learning and formulate impactful intervention opportunities both within and outside of school.
Quality teacher CPD provided to secure good and outstanding teaching and learning for all students, with a specific focus on the PP and disadvantaged students.	Teaching staff receive quality CPD, driven by student needs in the classroom, with specific regard to the PP and disadvantaged student. Demonstrated by positive outcomes in the everyday classroom and progression and attainment overtime.
PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning.	PP and disadvantaged students are actively engaging in learning in their lessons, attending school and lessons regularly and making significant progress across the curriculum and finally are happy and motivated for their futures.
All PP and disadvantaged students to have a minimum of 96% attendance, in line with National average.	All PPG and disadvantaged students' attendance in line with National average as a minimum.
A school governor appointed PP and disadvantaged champion	A fully engaged and trained school governor championing the needs of PP and disadvantaged students.
Improved collaborative engagement between the school and parents/carers of PP and disadvantaged students, in order to	Establishment of collaborative engagement between the school and parents/carers of PP and disadvantaged students, through the reestablishment of PTA, attending parents' evenings and surveys.

promote positive academic and personal outcomes for their children.

5.

Academic Year

1. Quality First Teaching

Outcome	Chosen action/approach	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	Cost	When will you review impact and how?
1.1 Barriers to learning established for all students, with a specific spotlight on PP and disadvantaged students.	<p>Data sheet created to track non-numerical data on students. For example, barriers to learning, SEN queries/testing dates, etc.</p> <p>Student surveys undertaken to establish barriers to learning and opinion on the classroom environment and quality of teaching.</p> <p>Outcomes will be used to inform CPD and work towards establishing a programme of training which minimises the barriers of PP and disadvantaged students and promotes quality first teaching in the classroom.</p>	<p>‘Within the ‘Ever 6 FSM’ category, the barriers to learning can be varied and complex. It is vitally important therefore to tailor Pupil Premium funded activity towards specific pupils, rather than adopting a board approach’</p> <p>“...focusing on using funding to improve the quality of teaching and learning should be a priority. Whilst schools are accountable for outcomes for disadvantaged learners, targeting the Pupil Premium</p>	<p>Data sheet will be established and maintained by PP Lead and SENCO.</p> <p>Outcomes of barriers to learning collation work form the basis for quality student driven CPD for all teaching staff.</p> <p>Lesson outcomes will be pushed towards good and preferably outstanding.</p> <p>Engagement of all students is raised, with particular reference to PP and disadvantaged students.</p>	<p>PP Lead</p> <p>SENCO</p> <p>HOS</p> <p>HOY</p> <p>Teaching staff</p>	<p>AHT Salary Contribution PP Lead: £5000</p> <p>AHT Salary Contribution T & L: £5000</p> <p>SENCO Contribution to Salary: £14000</p> <p>Stationary/consumables: £1000</p> <p>Stationary/Consumables: £1000</p>	<p>Term 1: Established data sheet available on the shared areas for all staff to utilise for informed classroom practice. T & L team analysing data to look for long term CPD planning.</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p>

		<p>on the classroom can have a positive impact on all learners within the 'Ever 6 FSM' category".</p> <p>"This is all about knowing children and young people so we understand them better and help them overcome their challenges...The best way to raise pupil self-esteem is for them to be successful in the classroom".</p> <p>An updated practical guide to the pupil premium: Marc Rowland</p>	Attainment and progress for all students is raised.			Term 6:
1.2 PP students receive teaching that is at least good and preferably outstanding.	<p>All lessons will be graded as good to outstanding, with a clear push towards outstanding.</p> <p>Management will be developed at all levels to recognise good and outstanding teaching.</p> <p>Staff will be supported through a bespoke high</p>	"...Excellent teaching is crucial. Feedback and metacognition, at the top of the impact and value for money in the EEF Toolkit, are about good teaching".	<p>Lesson observations reporting good and outstanding lesson. Undertaken by both internal and external agencies.</p> <p>Termly learning walks and drops ins at all levels of management.</p>	<p>AHT: T &L</p> <p>PP Lead</p> <p>SENCO</p> <p>HOF</p> <p>HOS</p> <p>Teaching Staff</p>	<p>Contribution to CPD Budget: £3000</p> <p>Stationary: £1000</p>	<p>Term 1: First round of lesson drop-ins and observations. Staff identified for support.</p> <p>Term 2: Drop-ins at Faculty and SLT level.</p> <p>Term 3: Second round of lesson</p>

	<p>quality student focused CPD programme.</p> <p>A coaching/mentoring structure will be established to support staff in the classroom and foster teaching skills.</p> <p>Opportunities for faculties/staff to work with external parties will be explored to support the curriculum.</p> <p>PP and disadvantaged students across the key stages will complete a Student Voice Survey on teaching and learning.</p>		<p>Teaching and learning is placed high on the agenda for all meetings at all management levels.</p> <p>Line management review of Faculty teaching and learning after each data drop. Outcome of survey will identify student needs in the classroom and inform teaching practice and CPD.</p> <p>Attainment and progress raised across all students, due to improved teaching and learning.</p>			<p>drop-ins and observations.</p> <p>Term 4: Drop-ins ay Faculty and SLT level.</p> <p>Term 5: Third round of lesson drop-ins and observations</p> <p>Term 6: Drop-ins</p>
<p>1.3 Establish quality and consistent marking and feedback to promote progress in pp and disadvantaged students.</p>	<p>Embed the use of leveling stickers inside books for all students and progress stickers on front cover of books.</p> <p>Develop opportunities for review after all formal data drops, with meaningful student reflection on progress and target setting with teachers.</p> <p>Review of marking and feedback policy, with a view</p>	<p>“Feedback and metacognition is at the top of the impact and value for money in the EEF Toolkit”.</p> <p>“Effective feedback, teaching children metacognition and collaborative learning are hard to do well, and to sustain. They are</p>	<p>Lesson observations reporting good and outstanding lesson. Undertaken by both internal and external agencies.</p> <p>All books clearly displaying assessment data</p> <p>Termly learning walks and drops ins at all levels of management.</p>	<p>AHT: T & L</p> <p>PP Lead</p> <p>SENCO</p> <p>HOF</p> <p>HOS</p> <p>Teaching Staff</p>	<p>Stationary/consumables: £500</p> <p>CPD: Included in costing below (1.4)</p>	<p>Term 1: SLT book review in second week of term, to check for leveling stickers and Term 6 progress review. CPD on meaningful feedback.</p> <p>Term 2: Faculty book review.</p>

	<p>to increase/develop opportunities for important meaningful feedback.</p> <p>CPD on marking and feedback: Do all staff know what it looks like? How to show impact?</p> <p>CPD on talking about your curriculum and books.</p>	<p>about consistently excellent teaching”.</p>	<p>Book checks carried out by all levels of management.</p> <p>Feedback meetings give opportunities for meaningful conversations between staff on individual student books, in preparation for OFSTED meetings.</p>			<p>Term 3: SLT book review.</p> <p>Term 4: Faculty book review.</p> <p>Term 5: SLT book review.</p> <p>Term 6:</p>
<p>1.4 The implementation of a strategic whole school approach to CPD, which takes into account the barriers to learning specific to WGS PP and disadvantaged students, and the most effective strategies outlined by the Sutton Trust EEF teaching and learning toolkit.</p>	<p>Barriers to learning identified for all learners and used to shape the CPD programme for the year.</p> <p>A whole school CPD plan put in place for the academic year, which puts student needs central to training needs for the classroom.</p> <p>Lesson observations and drop-ins used to measure the success of CPD within the class room.</p> <p>Student voice gathered on teaching and learning.</p> <p>Student progress and attainment data demonstrates significant improvements and a reduction in the gap</p>	<p>“Schools cannot prevent poverty, but they can go some way to reducing its effect if they focus on initiatives that raise attainment by improving the quality of teaching and learning, directly or indirectly. Teaching quality counts most”.</p> <p>“Effective leaders recognise the importance of well-constructed in-house professional development, and ensure that their Pupil Premium funded activities are</p>	<p>Completion of target 1.1</p> <p>Meaningful and impactful CPD plan is put into place.</p> <p>Lesson observations and drop-ins are graded as good or outstanding.</p> <p>Student progress is raised for all, with a specific focus on PP and disadvantaged students.</p> <p>Student voice, specifically PP and disadvantaged students, collected on teaching and learning and cross referenced back to training.</p>	<p>AHT: T &L</p> <p>DHT: RSL</p> <p>PP Lead</p> <p>SENCO</p>	<p>Contribution to CPD budget: £3000</p> <p>PiXL membership fees: £3300</p> <p>PiXL conferences: 2 x English 2 x Maths 2 x Science = £960 1 x History 1 x Geography 1 x MFL = £480 Total £1440</p>	<p>Term 1: CPD plan in place, driven by barriers to learning data.</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>

	between PP and non PP students.	delivered by high quality, trained staff, with a clear understanding of the objectives of the programme. As a result, they invest in teacher and support staff training, which impacts on learning”. “Spending money on increasing leadership capacity and securing high quality professional development to ensure excellence and critical”.				
1.5 Assessment data of PP and disadvantaged students is accurate and effectively tracked and analysed to demonstrate progress and possible intervention opportunities to promote attainment and progress (links to attainment	Effective use of data training for all management levels and teaching staff and the expectations for its use specifically outlined. Leveling stickers on inside cover of all books, progress stickers on the front cover of all books. Data drop data in class books and opportunity given to review individual progress and plan for future attainment.	“As part of the school’s review of assessment, account should be taken of how best to identify those PP students who might be falling behind so that appropriate support can be given. The development of age-related expectations in each subject could help to measure students’ progress	War cards in place (PiXL) and data forensically analysed to ensure progress is appropriate and supported at all levels. Review of Key Stage 3 assessment grids. Leveling. Progress and review stickers evidenced in all student books.	DHT: RSL AHT: T & L PP Lead HOS HOF Teaching staff	Stationary/Consumables: £1000	Term 1: CPD on effective use of data. SLT book review in second week of term, to check for leveling stickers and Term 6 progress review. CPD on meaningful feedback. Faculties to review their

<p>and target support).</p>	<p>Targeted and measureable intervention put into place for PP and disadvantaged students in response to data.</p> <p>Student voice clearly demonstrates that students know where their strengths are and where their weaknesses are. However, it should also demonstrate that students are aware how they are being supported in their weaker areas and how they are making progress.</p> <p>PP and disadvantaged students to be the first agenda item on progress boards for all Key Stages and included in Faculty meetings as a fixed agenda point.</p>	<p>on an absolute scale rather than a relative scale. Tracking of student progress through Key Stage 3 and 4 needs to be developed alongside this so that teachers, middle and senior leaders and governors have an accurate picture of current progress and attainment. The school's approach to target-setting in both Key Stage 3 and 4 needs to be reviewed to ensure that it is appropriately challenging and clearly understood by staff and students"</p> <p>WGS Pupil Premium Review 31st Jan 2018.</p>	<p>Centrally tracked intervention in place for PP students to target specific needs in their learning in order to promote attainment. Where opportunities have been missed at Faculty level, students will be referred to them.</p> <p>Lesson observations and drops in graded as good and outstanding in response to the use of data feeding into planning.</p> <p>Student questionnaires and review sessions highlight that students know their areas of strengths and are not only aware of weaknesses, but also how they are being supported in these across the curriculum.</p> <p>Progress board is reviewing PP and disadvantaged student progress and</p>			<p>assessment grids for KS3.</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>
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			attainment as a fixed agenda point and putting intervention into place and tracking its effectiveness/impact.			
Total costing: £39,240						
2. Attainment and targeted support						
2.1 Year 11 and 10 PP and disadvantaged students to make expected or accelerated progress in the EBacc subjects and to make accelerated progress in their chosen option subjects.	<p>Barriers to learning identified and targeted specifically for students in this cohort, to be utilised to support teaching and learning and the individual student.</p> <p>Progress and attainment data on student forensically reviewed to ensure that students are making the appropriate progress and supported to achieve their very best.</p> <p>PP and disadvantaged student progress and attainment is a fixed agenda item at progress board and is discussed with a view for supportive intervention and review of impact.</p> <p>Intervention groups developed for PP and disadvantaged students, both within and outside of lessons to support learning. Impact of intervention should be measurable.</p>	<p>“The best way to raise pupil self-esteem is for them to be successful in the classroom. Extended time away from the learning in nurture groups may help in the short term, but it may risk enhancing educational disadvantaged. This is why the impact evaluation is crucial”</p> <p>On the Sutton Trust EEF- Teaching and Learning Toolkit, feedback, meta-cognition, peer tutoring and homework (secondary) are ranked as have the highest effectiveness, for the minimum financial input.</p>	<p>Barriers to learning completed and feeding into creating bespoke support and intervention for all PP and disadvantaged students.</p> <p>War cards managed by RSL/AHT: PP Lead and progress data used to promote progression and attainment. PP students also the first standing item on progress meetings and considered in all intervention strategies adopted for the cohorts.</p> <p>Homework club running and any material students need purchased.</p> <p>Course work monitored closely, with the expectation</p>	<p>DHT: RSL</p> <p>HOS: Upper & Middle School</p> <p>HOY</p> <p>Teaching staff</p>	<p>Costing included in 1. Quality First Teaching</p> <p>Stationary/Consumables: £200</p> <p>Intervention: £500 GCSEPod: £1000</p> <p>Homework Club: £1000</p> <p>Motivational Prices: £500</p>	<p>Term 1: Barriers to learning completed by all students and analysed for support. Homework club developed and supported. Bespoke intervention in place for all students. Coursework monitored and supported. Progress and attainment data utilised for impact.</p> <p>Term 2: Interventions in place for all.</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p>

	<p>English, maths and science will be given priority in the first instance.</p> <p>Any subject with a coursework loading offered significant support to ensure that PP and disadvantaged students have the resources and motivation they need to complete to an exceptionally high standard.</p> <p>All PP and disadvantaged students to have a mentor/professional buddy in place to support their learning and keep them on track. Additionally, any PP student who is performing exceptionally well, will be given opportunities to support students in lower years.</p> <p>Homework club will be developed for Year 10 and 11, manned by specialists to help them complete to a high standard. Additional bespoke support will be given to those who cannot attend.</p> <p>Motivational prizes will be awarded to students achieving academic targets.</p>	<p>An updated practical guide to the pupil premium: Marc Rowland</p>	<p>they exceed targets and are finished by set deadlines. Support offered when necessary.</p> <p>Interventions in place for all PP students and impact measured throughout the year.</p> <p>Lesson observations and drop ins graded as good and outstanding.</p>			<p>Term 6:</p>
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	PP students given access to any apps or online tools for free to support independent learning.					
2.2 PP and disadvantaged students in Key Stage 3 will make accelerated progress in core subjects and expected progress in all other subjects.	<p>Barriers to learning identified and targeted specifically for students in this cohort, to be utilised to support teaching and learning and the individual student.</p> <p>Progress and attainment data on student forensically reviewed to ensure that students are making the appropriate progress and supported to achieve their very best.</p> <p>PP and disadvantaged student progress and attainment is a fixed agenda item at progress board and is discussed with a view for supportive intervention and review of impact.</p> <p>Intervention groups developed for PP and disadvantaged students, where appropriate, with a focus on core subject and literacy.</p> <p>Underachieving PP and disadvantaged students assigned a peer student buddy to help them progress</p>	<p>“The best way to raise pupil self-esteem is for them to be successful in the classroom. Extended time away from the learning in nurture groups may help in the short term, but it may risk enhancing educational disadvantaged. This is why the impact evaluation is crucial”</p> <p>On the Sutton Trust EEF- Teaching and Learning Toolkit, feedback, meta-cognition, peer tutoring and homework (secondary) are ranked as have the highest effectiveness, for the minimum financial input.</p> <p>An updated practical guide to</p>	<p>Barriers to learning completed and feeding into creating bespoke support and intervention for all PP and disadvantaged students.</p> <p>War cards managed by RSL and progress data used to promote progression and attainment. PP students also the first standing item on progress meetings and considered in all intervention strategies adopted for the cohorts.</p> <p>Homework club running and any material students need purchased.</p> <p>Course work monitored closely, with the expectation they exceed targets and are finished by set deadlines. Support offered when necessary.</p>	<p>DHT:RSL</p> <p>HOS: Lower & Middle School</p> <p>HOY</p> <p>Teaching staff</p>	<p>Costing included in 1. Quality First Teaching</p> <p>Intervention: £1000</p> <p>Homework Club: £1000</p> <p>Motivational Prizes: £250</p>	<p>Term 1:</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>

	<p>and if necessary a staff professional buddy.</p> <p>Homework club will be developed for Lower school. Additional bespoke support will be given to those who cannot attend.</p> <p>Motivational prizes will be awarded to students achieving academic targets.</p> <p>PP students given access to any apps or online tools for free to support independent learning.</p>	the pupil premium: Marc Rowland	<p>Interventions in place for all PP students and impact measured throughout the year.</p> <p>Lesson observations and drop ins graded as good and outstanding.</p>			
2.3 PP students have the resources necessary to access the curriculum and succeed in their learning.	<p>Barriers to learning completed and analysed to look for areas of support for PP and disadvantaged students.</p> <p>Materials needs to access the curriculum purchased for students.</p> <p>Bespoke intervention put in place to support student academic progression, including specialist provision at GCSE. For example; music lesson, sports equipment, art resources, etc.</p>			<p>AHT: PP Lead</p> <p>HOS</p> <p>HOF</p> <p>HOY</p> <p>Pastoral Team</p>	<p>Resources for students: £10,000</p> <p>LSA Salary x 2: £36,000</p>	<p>Term 1:</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>
2.4 Establishment of metacognition	CPD on metacognition and self-regulation, including thinking harder strategies and EEF strategies.	"Feedback and metacognition is at the top of the impact and value	CPD in place and embedded into teaching and learning across the faculty.	AHT: T & L PP Lead	CPD costs, including classroom support: £2000	Term 1: CPD in place. Lesson and drop in observations

and self-regulation techniques into teaching and learning across the entire curriculum and key stages to promote engagement and attainment.	<p>New research strongly suggests that these skills are integrated into teaching and learning and practiced in context.</p> <p>Student voice gathered on teaching and learning.</p> <p>Progress and attainment data reviewed to show impact of these skills.</p>	<p>for money in the EEF Toolkit”.</p> <p>“Effective feedback, teaching children metacognition and collaborative learning are hard to do well, and to sustain. They are about consistently excellent teaching”.</p>	<p>Lesson observations graded as good and outstanding.</p> <p>Progress data forensically analysed and compared to previous years.</p> <p>Student voice taken into account on how these skills are integrated into the teaching and learning and the impact they are having.</p>	<p>HOS</p> <p>HOF</p> <p>Teaching staff</p>	<p>PiXL conference: Thinking harder: £280</p>	<p>demonstrate these skills in place.</p> <p>Term 2: Student voice.</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>
2.5 Accelerated reader is adopted in Lower School, with a targeted approach for PP and disadvantaged students in Middle and Upper School.	<p>Reading ages established for all students in Year 7.</p> <p>All PP and disadvantaged students to have their reading ages reevaluated during academic year, and intervention offered where appropriate.</p> <p>PP and disadvantaged students to be provided appropriate and challenging reading material in Middle and Upper School.</p>	<p>“Have you ever met a mugger who has read Middlemarch?” Roy Blatchford, Director of the National Education Trust.</p> <p>The key message is: whatever else we do in schools, think beyond accountability and make sure every learner leaves school with the dignity of being literate...”</p>	<p>All students in Lower School reading through accelerated leader.</p> <p>Individual students targets in Middle and Upper School actively reading.</p> <p>Reading ages established for all PP and disadvantaged students</p>	<p>PP Lead</p> <p>HOS: Lower School</p> <p>HOF: English</p> <p>Teaching Staff</p>	<p>Accelerated Reader: £2000</p> <p>Books: £1000</p>	<p>Term 1: All students in Lower School actively reading through accelerated reader. Interventions in place for students who are falling behind.</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p>

		An updated practical guide to the pupil premium: Marc Rowland				Term 5: Term 6:
Total costings: £56,730						
3. Engagement and enrichment						
3.1 Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance).	<p>Attendance officer to track the attendance of PP and other highlighted disadvantaged students and notify supporting staff immediately of non-attendance.</p> <p>A team of staff to support and intervene with PP pupils' attendance in a timely fashion.</p> <p>Targeted support and increased incentives used to encourage improved attendance.</p>	<p>"Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority" John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p> <p>Nationally the attendance of PP pupils is lower than non-PP pupils.</p> <p>"...FSM students are twice as likely to be persistent absentees as similar pupils who are not eligible for FSM</p>	<p>Immediate telephone contact with home for every day absence.</p> <p>Attendance data is forensically analysed to look at patterns in attendance and utilised to ensure that appropriate support is put in place.</p> <p>Team of staff trained to support students with attending school and individual lesson, through telephone conversations and written communication with home and in school meetings.</p> <p>Home visits by FLO</p> <p>Regular meetings with outside agencies to support attendance.</p>	<p>PP Lead</p> <p>HOS</p> <p>HOY</p> <p>Teaching Staff</p>	<p>Attendance Officer Salary Contribution: £7000</p> <p>External Attendance Support Salary Contribution: £5000</p> <p>Attendance Incentives: £2000</p>	<p>Term 1: Students with poor attendance for previous academic year targeted within first 2 weeks and provided mentors and incentives.</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>

		<p>(Department for Children, Schools and Families, 2009)".</p> <p>If students are not attending school regularly they will not be able to access the teaching and learning in the classroom and this will obviously adversely affect their progress and attainment.</p>	Fixed Penalty Notice warning Prosecution			
<p>3.2 Establish an ethos of mixed ability teaching sets in Key Stage 3 and option groups for Key Stage 4, to ensure that students develop positive mindsets towards learning and are exposed to a balanced mix of their peers.</p>	<p>Maintenance of Year 7 mixed ability setting going into Year 8.</p> <p>Deputy Head to organise mixed ability setting for Year 8 going into Year 9.</p> <p>Student voice reviewed in mixed ability setting.</p> <p>CPD offered to explain rationale for setting and empower teaching staff to plan lessons appropriately to enable progress for all.</p> <p>Behaviour incidents monitored and compared to previous academic year to identify patterns and causes.</p>	<p>"In almost all secondary schools, some degree of setting and streaming is inevitable. The problems start when such policies become extremely inflexible. They contribute towards pupil mindsets that are generally disenchanting and limited in aspiration".</p> <p>"Even reliable CATs may be unreliable in practice if testing conditions are suboptimal. As a</p>	<p>Mixed ability settings in place throughout all Key Stage 3.</p> <p>Settings in maths and English established and evidenced.</p> <p>Student voice on mixed ability classes reviewed.</p> <p>Up to date behaviour log in place and compared to previous year group. Information used to put impactful intervention in place.</p> <p>Attendance monitored and</p>	<p>DHT: RSL</p> <p>AHT: T & L</p> <p>PP Lead</p> <p>HOS</p> <p>HOF</p> <p>Teaching staff</p>	<p>Stationary/Consumables: £1000</p>	<p>Term 1: Mixed ability setting in place. Lesson observation and drops ins completed by HOF and SLT.</p> <p>Term 2: Progress data forensically analysed and compared to previous academic year. Student voice on mixed ability setting collected, analysed and</p>

	<p>Attendance monitored and compared to previous academic year.</p> <p>Attainment and progress data reviewed and compared to previous academic year.</p>	<p>result, the rate of children put in the wrong set is higher than teachers think. To complicate things further, cognitive ability does not develop in a wholly linear fashion...they also go through mental growth spurts (Jensen, 1980). Testing a child at the peak of the mental spurt, or just before the spurt begins, can give a misleading impression of where the child is likely to end up in the distribution of ability".</p> <p>"Rigorous setting and streaming policies tend to hurt disadvantaged pupils and should be avoided – especially at younger ages when attitudes to learning and educational aspirations are more likely to be embedded".</p>	<p>information used to inform practice and put impactful intervention in place.</p> <p>Attainment and progress data reviewed and the information generated used to put impactful intervention in place, both within and outside of the classroom.</p>			<p>acted upon appropriately.</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p> <p>Term 6:</p>
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		<p>“Surrounding a disadvantaged child exclusively with peers who are themselves disadvantaged will often have negative effects – some people refer to these as ‘sink-sets’. Peers in the classroom matter, not just teachers”.</p> <p>Narrowing the attainment gap: Daniel Sobel</p>				
<p>3.3 Ensure that the transition process from Primary to Secondary school for PP and disadvantaged students is supported to ensure academic progress is maintained and promoted.</p>	<p>All students accessed for barriers to learning, to ensure that provision is put in place in the first instance.</p> <p>All PP and disadvantaged students reviewed for provision/intervention/catch up within first month of Year 7.</p> <p>PP and disadvantaged students identified as higher attaining assigned a mentor to ensure attainment does not significantly dip.</p> <p>Best piece of English and science written work</p>	<p>“Transition from primary to secondary school is a critical time for disadvantaged learners...Whatever actions schools take, the fog of accountability targets and responsibility for outcomes should not deter schools from ensuring that all learners have solid foundations, and that the building blocks are secure to enable learning continuity</p>	<p>Barrier to learning completed for all students.</p> <p>PP and disadvantaged students working with mentors and intervention/catch-up within first term.</p> <p>PP and disadvantaged students made visible to all teaching staff and working with mentors within first term.</p> <p>Best piece of work in books across curriculum and being</p>	<p>AHT: PP Lead</p> <p>AHT: T & L</p> <p>HOS: Lower School</p> <p>HOF</p> <p>HOY: Year 7</p>	<p>Stationary/Consumables: £2000</p> <p>Action Research with Primaries: £5000</p> <p>Tea Party Contribution: £100</p>	<p>Tem 1: Best piece of English and science work duplicated into all books across the curriculum. Barriers for learning in place for all learners. Learning mentors in place for higher attaining PP and disadvantaged students.</p>

	<p>completed in first day of Year 7 for academic year 2019-2020. This is to be duplicated for all books across the curriculum to demonstrate capability and ensure teaching and learning is challenging enough for all.</p> <p>Outreach primary staff identified in faculties and working with primary feeder and SFLT schools throughout the year. This is not just with students, but with staff to develop impactful research projects which benefit all students and teaching staff. For example looking for literacy links between Key Stage 2 and 3, or developing supportive programmes for more vulnerable students. It is suggested that this forms some of the objectives for staff.</p> <p>Strengthen relationships with primaries will enable school to successfully request best pieces of work from Key Stage 2 to Year 7.</p> <p>Year 7 Tea Party used to ensure students are making positive transition and to enable the school to support all parents.</p>	<p>during one of the most vulnerable times in their schooling”.</p> <p>“This ‘shallow learning’ approach is akin to filling up on confectionary to run a marathon. A child stumbling or being dragged to a Level 4c at the end of Key Stage 2 is like a refined sugar boost. It is briefly satisfying, but a few hours later there is an inevitable dip in performance. Similarly the L4c child, moving into a new learning environment and new learning culture, with outside influences increasingly impacting on their lives, can be lost in the challenging environs of the secondary school and its curriculum. Last minute booster classes to meet accountability measure create</p>	<p>referenced by staff for appropriate planning and differentiation.</p> <p>Research and primary outreach work in place for securing future transitions.</p> <p>Primary school notified in good time for best piece of work by end of Year 6. Staff in Lower School maintain links and work to remove any barriers for this action.</p> <p>Year 7 Tea Party successfully completed and initial settling in period completed for all.</p> <p>Questionnaire for all Year 7 students and parents completed and actioned where appropriate to ensure successful pastoral and academic transition.</p> <p>Lesson observations and drop-ins report</p>			<p>Term 2: Primary research in place. Student and parent settling in questionnaire completed and actions put in place.</p>
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	Student and parental questionnaire completed on the transition process, to enable maintenance of best practice and development of further supportive measures.	shallow learning....schools must put into place well-researched, comprehensive, and flexible long-term plans if they want to address the fundamental barriers to learning and attainment”. An updated practical guide to the pupil premium: Marc Rowland	positive appropriate relationships have been created and students seem settled and productive. Progress data and attainment in first term is in line with expectations and any concerns are acted on in a timely fashion.			
3.4 Improved collaborative engagement between the school and parents/carers of PP and disadvantaged students, in order to promote positive academic and personal outcomes for their children.	Parents’ evenings, etc to be communicated by phone to PP and disadvantaged student parents. Where parents cannot attend, alternatives to be discussed. Parent questionnaire issued to assess the needs of the parents and look for supportive opportunities. Aspirations board to be installed in the foyer of the school and on website, under SFL section. “Coffee and Cake” established, however these will be workshops focused on promoting academic progress of their daughter.	“A key aspect of the Pupil Premium is effective communication with parents” “Aim for parental empowerment, not parental engagement” An updated practical guide to the pupil premium: Marc Rowland “Building community aspiration and offering opportunities for informality, openness, expressing ‘you are	Communication logs evidenced prior to parents evenings, etc. Parent questionnaire completed, analysed and actioned where appropriate. Aspirations board installed in foyer of school and duplicated on the website. HOF and teaching staff to be speaking to PP and disadvantaged students’ parents about academic concerns	AHT: PP Lead HOS HOF Teaching staff FLO Pastoral Team	Salary Contribution FLO: £8000 Contribution to PTA start up:£500 Coffee and cake workshops:£2000 Stationary: £1000	Term 1: Communication in place. Questionnaire completed by parents. PTA advertised. Aspirations board installed in reception. Term 2: Term 3: Term 4: Opportunity for parental opinion. Term 5:

	<p>For example 'numeracy evening' or 'exam stress' evening.</p> <p>Family engagement to become more of a focal point at key school events, such as sports day, certification evening, awards evenings.</p> <p>Any academic reporting by HOFs at any point in academic year to be communicate by telephone in the first instance for PP and disadvantaged students.</p> <p>Increasing the opportunities for parents to positively engage with the school sought out, including the possibility of a PTA, either locally or trust wide.</p>	<p>welcome', 'you belong', etc"</p> <p>Narrowing the attainment gap: Daniel Sobel</p>	<p>immediately, both positive and negative. PTA investigated for WGS, or across the MATs, to enable parent collaborative positively work with the school to better improve outcomes for their children,</p>			<p>Term 6: Opportunity for parental opinion.</p>
<p>3.5 A school governor appointed PP and disadvantaged champion</p>	<p>Appointing a governor to take responsibility for PP and disadvantaged students and work with the school leadership team.</p> <p>Training is given to the governors on evaluating the impact of interventions on attitudes, learning behaviours, well-being, aspirations and other outcomes as well as on academic outcomes"</p>	<p>"The governing body should appoint a member who will actively champion the progress of pupil premium students in the school. The governing body should make itself fully award of its responsibilities with regard to the pupil premium and act accordingly"</p>	<p>Appointment of governor as PP and disadvantaged student champion/governor.</p> <p>PP and disadvantaged review/report to be an agenda item on governors meeting and be reviewed in full.</p>	<p>HT</p> <p>AHT: PP Lead</p> <p>Governors</p>	<p>Stationary/Consumables: £1000</p>	<p>Term 1: Governor in place and training for all governors delivered. Review of previous academic year and review of new plan taken place.</p> <p>Term 2:</p>

	<p>Governors also need to be able to answer confidently a set of analysis and challenge questions taken from An updated practical guide to the pupil premium: Marc Rowland, page 127.</p> <p>Governor to engage with PP and disadvantaged students in lessons and in student panels, to gauge their individual needs and ensure provision, both academic and pastoral is in place.</p>	<p>PP review 31st January 2018</p> <p>“Governors have a crucial role to play in ensuring that the Pupil Premium activity has the maximum impact and value for money. Informed discussions with governors from good schools demonstrate an understanding of the activity and impact of the Pupil Premium in their school. Governors and leaders also need to have discussion about what to stop doing because it is not working so well”</p> <p>An updated practical guide to the pupil premium: Marc Rowland</p>	<p>All governors to receive training on impact evaluation.</p> <p>New strategy to be reviewed in full with PP Lead and appointed governor.</p> <p>PP and disadvantaged student strategy reviewed throughout the academic year and actioned appropriately. This should include a detailed look at the progress and attainment data of all PP and disadvantaged students and the actions taken to ensure students are fully supported to achieve.</p>			<p>Term 3: Review of PP plan with governor.</p> <p>Term 4:</p> <p>Term 5: Review of PP Plan with governor.</p> <p>Term 6: Final review in preparation for final academic outcomes and planning for next academic year.</p>
Total costing: £34,600						
4. Wellbeing						
4.1 Individual PP students have the resources and behaviours necessary to	Barriers to learning completed for all PP students and interventions to help students access the curriculum put into place.	“Formal arrangements should be put in place to help students returning from absence or	Data sheet for barriers to learning will be established and maintained by PP Lead and SENCO. The information	AHT: PP Lead HOS HOY	Pastoral Team (x4) Contribution to salaries: £35000 Anger management Contribution to	Term 1: Established data sheet available on the shared areas for all staff to

<p>access the curriculum and succeed in their learning, both immediately at school and in their future professional and personal life.</p>	<p>Behaviour and attendance logs analysed in detail to look for patterns of behaviour that could be negatively impacting progress in lessons.</p> <p>PP students to be offered some form of mentoring, either peer or staff, to help them with their studies and motivation to achieve and succeed.</p> <p>Anger and emotional support, including counselling, offered to students who need require this strategy. Where possible parents will be asked to engage with the process.</p> <p>Breakfast club redeveloped to support students, with student voice playing a role in it development and outcomes.</p> <p>Youth workers used to support students.</p> <p>Career development supported throughout Key Stages, with additional support provided for students making applications to sixth form and university.</p>	<p>exclusion to catch up with work they have missed” WGS PP review 31st January 2018</p>	<p>generated is used effectively to put bespoke pastoral support in place for individuals.</p> <p>Behaviour logs are in place for PP and disadvantaged students and are used to put bespoke support in place to ensure individuals are able to access education and make excepted progress.</p> <p>Attendance is analysed forensically and the data used to put strategic support in place to ensure students are present for education. This includes purchasing uniforms, travel tickets.</p> <p>Pupils highlighted for support from youth workers and other key external agencies, with intend, implementation and impact documentation in place.</p>	<p>FLO Pastoral team</p>	<p>programme, including Salary Contribution: £10,000</p> <p>School Councillor Contribution to Salary: £6000</p> <p>Breakfast Club, including VIP Year 11: £20,000</p> <p>Careers and Work Experience Contribution: £3000</p> <p>Cultural experiences:£5,000</p> <p>Uniform: £4000</p> <p>Student travel: £2000</p> <p>External agencies: £4000</p>	<p>utilise for informed pastoral support. Paper work for intent, implementation and impact in place and being used to inform choices made with funding. Support put in place for all PP and disadvantaged students.</p> <p>Term 2: Review of pastoral support in place, using intent, implementation and impact paperwork. Review of all PP students at start of term to ensure all have support needed.</p> <p>Term 3:</p> <p>Term 4:</p> <p>Term 5:</p>
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	<p>Work experience support put in place for PP and disadvantaged students, with a mentor assigned to help them with the process.</p> <p>Bespoke cultural experiences sought out for students to promote their learning and attainment, for example, trips not directly linked to an academic subject.</p> <p>External agencies investigated to support students with learning and behaviour.</p> <p>Bespoke support put into place, for example uniforms purchased or travel organised.</p>		<p>Career meetings completed and meaningful, aspirational work experience in place.</p> <p>Cultural experiences secured and either partially or fully funded. All funded trips to have intend, implementation and impact paperwork in place.</p>			Term 6:
Total costing: £89,000						
Total Predicted PP Budget: £221,595						
Overall Predicted Costings: £219,570						

DFE guidelines suggest that PP grants can be spent ‘for the purposes of the school that is for the educational benefit of pupils registered at that school’. (<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>). On this basis, while much of our PP spending is allocated to specific PP projects, some is allocated to school-wide initiatives which will have positive impacts on PP students.