

**Pupil Premium Report
2016-17**

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Background

Pupil premium strategy

For 2017-18:

- the amount of their pupil premium allocation
- a summary of the main barriers faced by eligible pupils how the allocation is to be spent to address those barriers and the reasons for that approach
- how impact will be measured
- The date of the next review of the strategy.

For 2016-17:

- how the allocation was spent
- Its impact on eligible and other pupils.

Expenditure Summary

		hrs/week	£hr	£ total	Key focus + linked to Perf. Mgt.	Success criteria
Key staff						
PP coordinator	Admin	15	10	150	<ul style="list-style-type: none"> Supply resources Improve attendance Emotional support 	<p>100% of PP pupils have 100% of required resources in order to complete learning</p> <p>Attendance at least 95% in each year</p> <p>Pupils feel cared for (pupil voice)</p>
PP Lead	AHT	5	25	125	<ul style="list-style-type: none"> Improve academic outcomes 	Outcome differences to be further narrowed in all years, across all subjects
PP mentor	CT	2	25	50	<ul style="list-style-type: none"> Improve academic outcomes 	Outcome differences to be further narrowed in all years, across all subjects
SEN Lead	AHT	3	25	75	<ul style="list-style-type: none"> Emotional support Differentiation and T&L 	<p>Outcome differences to be further narrowed in all years, across all subjects</p> <p>Pupils feel cared for (pupil voice)</p>
Home Liaison	CT	2	25	50	<ul style="list-style-type: none"> Improve behaviour & attendance 	<p>Attendance at least 95% in each year</p> <p>Fewer sanction points for behaviour</p> <p>Attendance at least 95% in each year</p>
Attendance Lead	AHT	3	25	75	<ul style="list-style-type: none"> Improving attendance 	Attendance at least 95% in each year
1-1 intervention	TA	15	10	150	<ul style="list-style-type: none"> Improve academic outcomes (Ma + En) 	Outcome differences to be further narrowed in all years, across all subjects
Year 32750						
class size	reduction	60	£25	75000	<ul style="list-style-type: none"> Improve academic outcomes 	Outcome differences to be further narrowed in all years, across all subjects
resources	Allocation			10000	<ul style="list-style-type: none"> Improve academic outcomes 	Outcome differences to be further narrowed in all years, across all subjects
trips	allocation			20000	<ul style="list-style-type: none"> improve social experience 	Pupils feel cared for (pupil voice)
Year 105000						
Grand Total £137750						

Overall Summary

In Y11, overall outcomes (all pupils) were lower than expected. This has resulted in lower outcomes in progress and attainment for all pupils, especially pupil premium. This has resulted in progress and attainment gaps widening in Y11 only.

In all other year groups, PP students have made strong progress towards ambitious targets with narrowing gaps in progress and attainment.

More Able PP students are making strong progress on par with non-PP more able.

Attendance has not improved strongly enough to impact on 'outstanding' learning. This will remain a key focus area for 2017-18. New leadership and additional capacity has been allocated to this for 2017-18.

The focus on 'outstanding' teaching, learning and assessment will continue, with a stronger focus on Y11. More frequent work scrutiny, as well as increased targeted SLT 'walk about' into Y11 lessons will be the norm.

The pioneering self-esteem work (lower years) will be developed to improve motivation through competition, especially amongst Y7 PP students. This will build on the 'I can' project. To support improved behaviour in other year groups, where PP students have received more sanctions than their non-PP peers, the AHT (PP) will work more closely with the behaviour lead. The purpose of this closer working will be to develop the reward system, targeting PP students. These strategies aim to improve motivation and behaviour.

The AHT (PP) will work more closely with the DHT (T&L) and SENCO to ensure that teachers are more precisely aware of the learning needs of PP students within their class and that appropriate support is more closely focussed on achieving strong outcomes. Recent changes to IEPs within SEN should support this focus.

Parent participation and their support needs further developing (e.g. attendance at PCE events). Early intervention through the PP coordinator will target 'hard to reach' parents, to improve attendance rates at such events.

Executive Summary (Y11)

- Broadly, all students (including PP students were) predicted to do better across the subject range, in terms of progress, attainment and threshold. Had this been achieved, outcomes would have been slightly better than last year's 'first' entry for PP students.
- Progress and attainment gaps have widened in core subjects.
- Low attendance and poor punctuality is a feature of this PP cohort; in cases of low achievement, there has (also) been very low attendance

Y11

Details		EM Threshold														
		Entered		Good Pass						Strong Pass						
				Both		English Only		Maths Only		Both		English Only		Maths Only		
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	168	167	99.4	107	63.69	16	9.52	13	7.74	67	39.88	30	17.86	13	7.74	
Pupil Premium	26	26	100	9	34.62	2	7.69	3	11.54	3	11.54	6	23.08	2	7.69	
Non Pupil Premium	140	139	99.29	97	69.29	14	10	10	7.14	63	45	24	17.14	11	7.86	
Pupil Premium Gap	-114	-113	0.71	-88	-34.67	-12	-2.31	-7	4.4	-60	-33.46	-18	5.93	-9	-0.16	

Narrative: Gap has increased from 19% (2016) to 35% for EM. 44% (2016) v 35 % for 'Good' Pass in En+Ma

7

										Progress 8				Attainment 8				
		Summary			Baskets						Summary		Baskets					
Name	Pupils	KS2 APS	Entries	Score	English	Maths	EBac	Other	Score	English	Maths	EBac	Other					
All Students	168	4.64	157	-0.14	-0.12	-0.08	-0.38	0.06	45.68	9.61	9	11.91	15.15					
Pupil Premium	26	4.19	25	-0.44	-0.5	-0.4	-0.65	-0.21	32.65	7	5.92	7.67	12.06					
Non Pupil Premium	140	4.72	131	-0.08	-0.04	-0.03	-0.34	0.1	47.99	10.11	9.56	12.6	15.73					
Pupil Premium Gap	-114	-0.53	-106	-0.35	-0.46	-0.38	-0.31	-0.3	-15.34	-3.11	-3.63	-4.93	-3.67					

Narrative: Overall PP P8 has declined from -0.28 to -0.44; gap has remained constant. Overall A8 has declined from 39.3 to 32.7; A8 gap slightly widened from 14.0 15.3

Progress in English and Maths declined from -0.3 and -0.15 to -0.5 and -0.4; gaps have widened

Progress in EBAC declined from -0.19 to -0.65; gap widened. 'Other' slot improved from -0.44 to -0.21 with gap narrowing.

A8 score in En declined from 8.7 to 7 and in Maths 7.7 to 5.92; gaps have widened. A8 score in EBAC has declined from 10.2 to 7.7 and 'Other' from 12.7 to 12.1

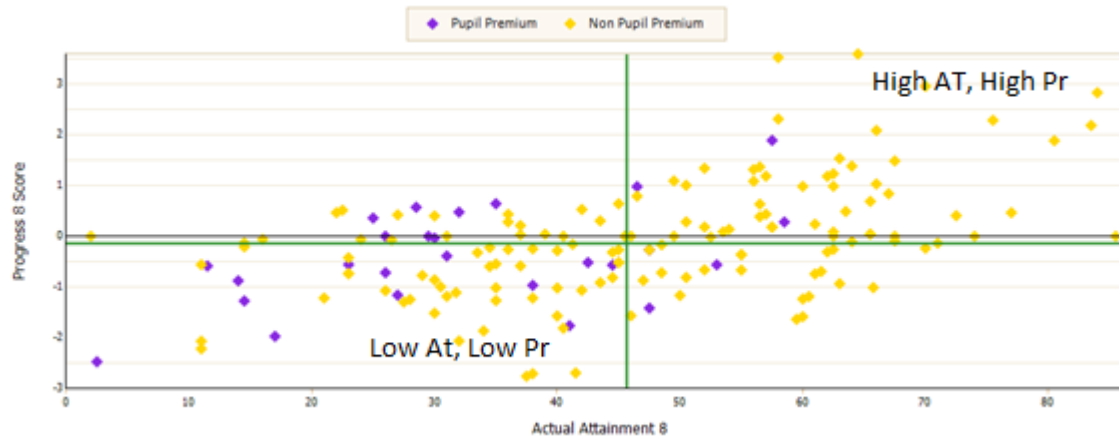
		Science							
		Entered		Good		Strong			
Name	Pupils	#	%	#	%	#	%		
All Students	168	155	92.26	70	41.67	30	17.86		
Pupil Premium	26	23	88.46	4	15.38	2	7.69		
Non Pupil Premium	140	130	92.86	65	46.43	28	20		
Pupil Premium Gap	-114	-107	-4.4	-61	-31.04	-26	-12.31		

Narrative: gap has widened for those securing a 'good pass'

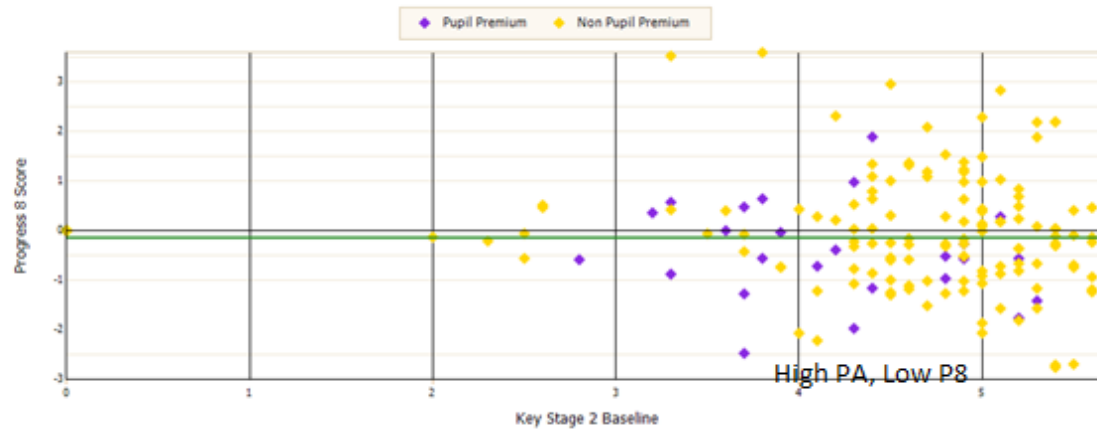
		Humanities								Languages							
		Entered		Good		Strong		Entered		Good		Strong					
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students	168	132	78.57	80	47.62	48	28.57	96	57.14	63	37.5	39	23.21				
Pupil Premium	26	16	61.54	4	15.38	0	0	7	26.92	2	7.69	2	7.69				
Non Pupil Premium	140	114	81.43	75	53.57	47	33.57	87	62.14	59	42.14	35	25				
Pupil Premium Gap	-114	-98	-19.89	-71	-38.19	-47	-33.57	-80	-35.22	-57	-34.45	-33	-17.31				

Narrative: relatively few PP pupils pursuing an EBACC qualification (1 entered)

Progress8 v Attainment8: PP v non-PP



Progress8 v PA: PP v non-PP



Progress over Y11 (Spr-Sum-Actual)

Title	Y11 Spring		Y11 Summer		Y11 Actual Res	
	Total	Percentage	Total	Percentage	Total	Percentage
Pupils						
Students Included	26	-	26	-	26	-
Boys Included	9	-	9	-	9	-
Girls Included	17	-	17	-	17	-
E&M Threshold						
Entered	26	100%	26	100%	26	100%
Both Subjects Below 5	13	50%	13	50%	15	57.69%
Only English Above 5	3	11.54%	4	15.38%	6	23.08%
Only Maths Above 5	3	11.54%	2	7.69%	2	7.69%
Both Subjects Above 5	7	26.92%	7	26.92%	3	11.54%
Progress8						
Progress8 Entries	25	96.15%	25	96.15%	25	96.15%
Progress8 Score	-0.38	-	-0.03	-	-0.44	-
Attainment8	39.12	-	42.81	-	32.65	-
English Attainment8	8.46	-	8.69	-	7	-
Maths Attainment8	8.46	-	7.23	-	5.92	-
EBac Attainment8	9.35	-	11.62	-	7.67	-
Other Attainment8	12.85	-	15.27	-	12.06	-
English Progress8	-0.51	-	-0.39	-	-0.5	-
Maths Progress8	0.15	-	-0.53	-	-0.4	-
EBac Progress8	-0.55	-	0.21	-	-0.65	-
Other Progress8	-0.49	-	0.29	-	-0.21	-

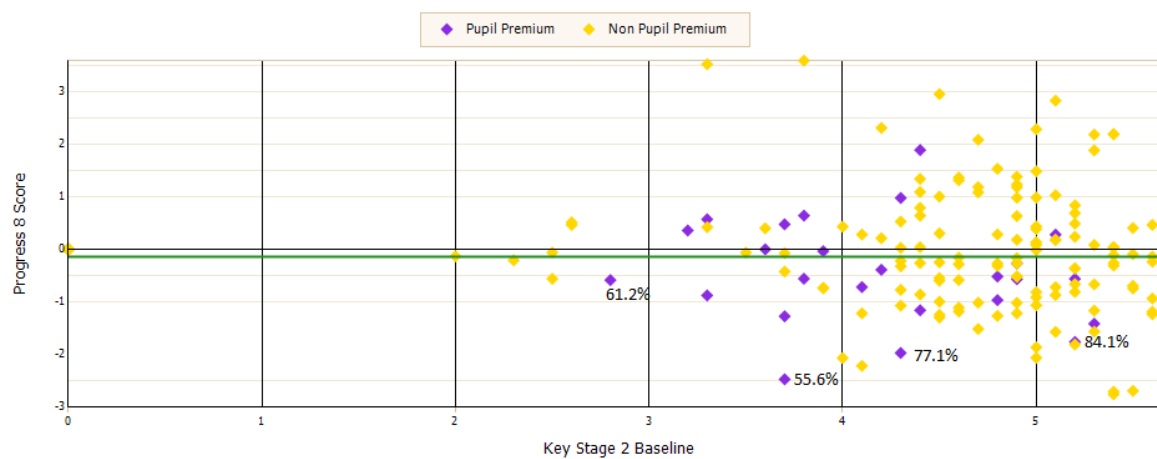
Narrative: Progress, Attainment and Threshold were predicted to be stronger (than actual) in: overall; En; EBac; Other

Attendance + Punctuality

Year Group 11

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	27	86.86	6.66	6.48	7.38	1.72
Not Pupil Premium	144	92.97	5.28	1.74	4.66	0.39



Narrative: low attendance and poor punctuality across PP students; some pupils with very low progress against prior attainment had very low attendance

Executive Summary (Y10)

- Broadly PP students are making strong progress across the subject range, in terms of progress, attainment and threshold.
- Progress and attainment gaps are narrow.
- Attendance is stronger than in Y11 for PP students

		Progress 8						
		Summary			Baskets			
	Pupils	KS2 APS	Entries	Score	English	Maths	EBac	Other
All Students	162	4.91	130	-1.07	-1.22	-1.17	-0.45	-1.53
Pupil Premium	32	4.67	23	-0.68	-0.89	-0.79	-0.05	-1.11
Non Pupil Premi	129	4.96	107	-1.16	-1.29	-1.26	-0.54	-1.62
Pupil Premium G	-97	-0.29	-84	0.48	0.4	0.47	0.49	0.52

Narrative: PP students are progressing strongly against non-PP across all progress measures

		Attainment 8				
		Summary	Baskets			
	Pupils	Score	English	Maths	EBac	Other
All Students	162	41.7	8.47	8.04	13.36	11.83
Pupil Premium	32	40.13	8.38	7.38	12.53	11.85
Non Pupil Premi	129	42.42	8.56	8.26	13.67	11.92
Pupil Premium G	-97	-2.28	-0.18	-0.89	-1.14	-0.07

Narrative: small gaps in attainment outcomes at this stage. Outcomes on par with Y11 summer monitoring (2016)

		English						Maths					
		Entered		Good		Strong		Entered		Good		Strong	
		#	%	#	%	#	%	#	%	#	%	#	%
	Pupils												
All Students	162	157	96.91	119	73.46	78	48.15	157	96.91	100	61.73	76	46.91
Pupil Premium	32	31	96.88	23	71.88	16	50	31	96.88	17	53.13	12	37.5
Non Pupil Premi	129	126	97.67	96	74.42	62	48.06	126	97.67	83	64.34	64	49.61
Pupil Premium C	-97	-95	-0.8	-73	-2.54	-46	1.94	-95	-0.8	-66	-11.22	-52	-12.11

Narrative: small gaps in achievement outcomes at this stage.

		Science					
		Entered		Good		Strong	
		#	%	#	%	#	%
	Pupils						
All Students	162	157	96.91	112	69.14	86	53.09
Pupil Premium	32	31	96.88	19	59.38	15	46.88
Non Pupil Premi	129	126	97.67	93	72.09	71	55.04
Pupil Premium C	-97	-95	-0.8	-74	-12.72	-56	-8.16

Narrative: small gaps in achievement outcomes at this stage.

	Pupils	Humanities						Languages					
		Entered		Good		Strong		Entered		Good		Strong	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	148	91.36	97	59.88	76	46.91	81	50	54	33.33	29	17.9
Pupil Premium	32	28	87.5	19	59.38	16	50	14	43.75	11	34.38	5	15.63
Non Pupil Premi	129	120	93.02	78	60.47	60	46.51	67	51.94	43	33.33	24	18.6
Pupil Premium C	-97	-92	-5.52	-59	-1.09	-44	3.49	-53	-8.19	-32	1.04	-19	-2.98

Narrative: small gaps in achievement outcomes at this stage.

Attendance + Punctuality

Year Group 10

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	32	92.23	5.06	2.72	9.81	0.55
Not Pupil Premium	144	93.93	4.58	1.49	5.24	0.42

Narrative: attendance for PP students in this year group is stronger than Y11.

Executive Summary (Y9)

- Broadly PP students are making strong progress across the subject range, in terms of progress, attainment and threshold, towards ambitious targets
- Progress gaps against non-PP are small
- Attendance needs improving

Year Group 9

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	36	90.95	5.12	3.94	6.20	0.23
Not Pupil Premium	137	94.44	4.24	1.32	2.82	0.13

Spring monitoring (2017)

CLA						EOY TARGET						% Difference to reach EOY Target					
CLA	P8	En	Ma	EBACC	OPEN	EXP	P8	En	Ma	EBACC	OPEN	CLA	P8	En	Ma	EBACC	OPEN
PP	-2.20	-3.54	-1.67	-1.39	-2.48	PP	-2.04	-3.40	-1.31	-1.52	-2.14	PP	-7.3	-4.0	-21.6	9.4	-13.7
ALL	-2.10	-3.72	-1.65	-1.26	-2.17	ALL	-2.07	-3.63	-1.45	-1.45	-2.06	ALL	-1.4	-2.4	-12.1	15.1	-5.1
NPP	-2.08	-3.75	-1.64	-1.24	-2.11	NPP	-2.08	-3.68	-1.48	-1.44	-2.05	NPP	0.0	-1.9	-9.8	16.1	-2.8

Executive Summary (Y8)

- Broadly PP students are making strong progress across the subject range, in terms of progress, attainment and threshold, towards ambitious targets
- Progress gaps against non-PP are small

Year 8 Progress Au1 to Su1 (see full monitoring for all subjects). These show the progress made in each subject area for Year 8 since Autumn 1.

E.g. if you moved from a 2L to a 2M that's +1.

<0 – students making negative progress

0 - students making no progress

<3 – students making 3 sub levels (1 grade)

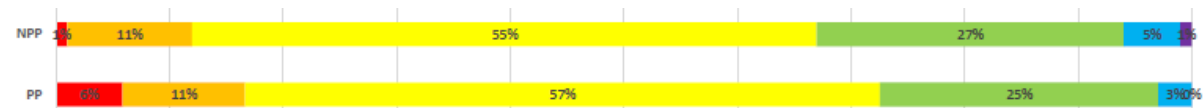
<6 – students making 6 sub levels

<9 – students making 9 sub levels

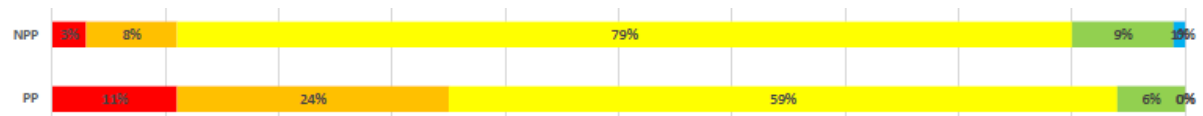
>=10 – students making more than 9 sub levels

■ <0 ■ 0 ■ <3 ■ <6 ■ <9 ■ >9

En



Ma



Sc



Evaluation of Strategies

	Met or Exceeded
	Not Met
	Evaluation

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Students in receipt of PP can have complex needs – SEN, weak literacy and numeracy on entry to the school (several have arrived below 100 in either En or Ma). See separate report on catch-up pupils' progress this term and the 2015/16 PP catch-up report for last year. 100% of catch-up students (these have included PP students) were 'caught-up' by July 2017
B.	The small number of high ability pupils who are eligible for PP arrive at the lower end of range. These PP pupils have struggled in the past to work independently, particularly with revision and exam preparation. As a result, they have underachieved. In virtually all year groups, more able PP students are making progress on par with more able non-PP
C.	Access to resources and homework/parental support cannot be assumed or taken for granted; a detailed 'needs analysis', including parental support needs to inform teacher expectation and planning. For example, attendance at PCE by PP families has historically been lower. The outreach family liaison work could not be sustained due to logistics. This will be a focus for 2017-18
External barriers	
D.	Attendance rates for pupils eligible for PP are lower than non PP students. The target for these students is 95%. This reduces their school hours and causes them to fall behind on average. The year group with the biggest gap is current Year 11. Attendance has not improved strongly enough for PP students and remains one of the strongest barriers to progress. New leadership of this area is planned for 2017-18, including closer working with EWO to tackle the 'hard to teach' students and families
E.	Historically, some of our PP pupils have not held strong ambition or expectation. This has resulted in them settling for lower outcomes and hence they have underachieved, because they are not always trying very hard in class. Sanctions ran higher for pupil premium students during 2016-17. In order to tackle this, AHT (PP) will work closely with Behaviour Lead to develop a package of rewards during 2017-18

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Ensure that the whole pupil's needs are met (socio-emotional, literacy and numeracy). Measured at each monitoring cycle and through weekly meetings with HOY, so that emerging barriers are quickly dealt with.</p> <p>Feedback from home-liaison teacher will inform weekly meetings with HOY, who will also sign-post pupils to visit</p> <p>Weekly meetings with HOY are a new venture in 2016/17. Last year's 'I can' project, to build self-esteem among younger PP pupils will start in from Jan 2017;</p>	<p>Pupils eligible for PP are tracked and progress monitored. Attendance AHT, SENCO AHT and PP Lead AHT work collaboratively to support each child and communicate well. Where progress falls below that expected for the age group, additional intervention is put in place and the impact monitored, on a weekly basis, via HOY meetings</p> <p>Over the two monitoring cycles for each year group, success will be measured against the RAG status, i.e. a reduction in the number of PP pupils in 'Red' status</p> <p>The impact of intervention is tangible; PP pupils across year groups have made progress on par with their peers during term 1</p> <p>Their socio-emotional barriers are identified sooner and intervention put in place quickly and reviewed weekly.</p> <p>Improving relationships with PP families via the work done by home-liaison teacher, resulting in greater attendance at PCE</p> <p>Pupil self-evaluation of 'I can' project will inform success</p>
	<p>Evaluation: student progress information has not been feedback quickly enough to form tutors in order for them to intervene (at the tutee level). The additional capacity of the planned home-liaison teacher had to be withdrawn due to staffing constraints and this also impacted on broader pastoral work, exacerbated by long term staff absence. It is envisaged that this situation will be vastly improved with a new structure in place for 2017-18, in terms of tutor group and year leadership and the recruitment of a senior leader i/c of student welfare.</p>	
B.	<p>Higher ability pupils who are eligible for PP need to make stronger progress, specifically being tracked at each monitoring cycle, with intervention put in place.</p> <p>Students know how to revise, and are supported/guided in doing so</p>	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across year groups.</p> <p>The impact of intervention is tangible.</p> <p>More able PP pupils have made progress on par with their peers during term 1.</p> <p>This will continue to be monitored</p>
	<p>Evaluation: in almost all year groups, PP students are making strong progress on par with non-PP peers, including the more able.</p>	

C.	<p>Teachers ensure that there are no barriers to learning, such as access to resources, additional teaching and home and homework support. A detailed needs analysis of specific resources delivered in a timely manner to effect teaching and learning, ensuring that no PP pupil falls behind because of a lack of resource.</p>	<p>Percentage of PP pupils not completing homework is low. Pupils are increasingly confident about how to learn independently for exams and understand the importance of revision.</p> <p>Parents are aware how they can support their son/daughter via information evenings which are increasingly better attended by PP families.</p> <p>The PP coordinator has facilitated a change to the procedure for pupils accessing resources, especially in technology, making it more flexible for PP families. This has resulted in more PP pupils cooking.</p> <p>Specialist resources identified in 2015/16 (see report) are continuing to be used. In addition, more PP pupils are learning musical instruments and all PP pupils attend essential school trips.</p>
<p>Evaluation: with the introduction of 'show my homework', incidents of not completing homework are reduced for all pupils, including PP students. This needs to improve further through the tutor group system and monitoring. Some of our PP students (and families) find it challenging to attend after school appointments. In order to overcome this, suitable travel arrangements will be offered to those PP families so that attendance of PP families to PCE events is increased.</p>		
D.	<p>Maintain and improve high attendance rates for pupils eligible for PP. Measured by termly attendance data and evaluation of engagement programmes.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance has improved in term 1. The AHT attendance has focussed strongly on PP pupils.</p>
<p>Evaluation: attendance and punctuality is still not good enough and analysis has shown that it is continuing to impact on outcomes. New procedures and leadership for managing attendance are in place for 2017-18 as this is an AFI from Ofsted.</p>		

3. Planned

Academic year	2016/17
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i. Quality of teaching for all and 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?
A. Whole child's needs are met	<p>Students reviewed at key monitoring cycle with HOY.</p> <p>Intervention (such as small group teaching, in-class support put in place).</p> <p>Additional support for Maths</p> <p>Additional support for English</p> <p>All interventions are reviewed and evaluated</p>	<p>The use of targeted interventions will enable students to see progress and provide intervention at the point of need.</p> <p>Data for current Year 7 indicates that around 20 pupils have arrived with Maths or Reading scaled scores below 100.</p> <p>Last year, nearly all pupils deemed to not be 'secondary ready' achieved L4 in Ma + En by the end of the year. During 2016/17, our aim is for this to be 100%</p>	<p>Key staff are made aware of students requiring support (Sept INSETs, Year Team meetings, SEN dept. meetings).</p> <p>Support is put in place and the impact</p> <p>Parents are engaged</p> <p>PP students are given support to meet their socio-emotional needs.</p>	<p>PP Lead; SENCO; HOF;</p> <p>1-1 TA</p>	Mar 2017 –

Evaluation: 100% of pupils who were 'NS' in Maths or English were 'secondary ready' by July 2017, via targeted intervention by Maths and English. This will be continued for 2017-18 as a significant number of PP students arrive in y7 as 'NS'.

<p>B. Improved progress for high attaining PP pupils</p>	<p>Pupils are given access to additional support through in-class intervention to further challenge</p> <p>Smaller class sizes remain a key proponent carried forward from last year's work, with a CPD led focus on 'quality first teaching'</p> <p>Pupils' revision techniques in Years 10+11 are checked and degree of successful independence reviewed.</p>	<p>Students often do not have the support at home to enable them to. Through additional in-class intervention, we aim to give them the support that they may miss out on.</p> <p>Programme of CPD focussing on quality first teaching leading to teachers becoming more skilled, especially in questioning and differentiation</p> <p>Revision techniques are delivered through assemblies.</p>	<p>½ termly with Maths & English HOF</p> <p>Head of Year 11, working with the form tutors, will ensure that students know how to revise and have a revision plan which they stick to.</p> <p>Additional 1-1 support in Ma + En KS4 Intervention is running with focus on exam techniques and revision skills.</p>	<p>Maths lead English Lead Head Y11</p> <p>1-1 TA PP Co coordinator Deputy (CPD)</p>	<p>Mar 2017</p>
<p>Evaluation: programme of CPD was delivered and led by DHT (T&L) with a special focus on improving the quality of T&L. Revision techniques not delivered through assembly schedule due to this time being reallocated to SMSC and PSHE</p>					
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>C. Teachers ensure that there are no barriers to learning, such as access to resources, additional teaching and homework support.</p>	<p>Teachers use 'showmyhomework' to identify pupils missing homework so that additional support can be provided</p> <p>Teachers understand and seek ways to remove barriers and to promote success. (CPD with specific focus on identifying and removing barriers for Disadvantaged Students); standing item on department meeting agenda and slt agenda</p>	<p>If students don't complete their homework regularly, then there is little chance that they will make good progress, be able to revise independently and succeed in exams.</p> <p>Review of Year 11 homework completion in 2015-16 identified a broad correlation with poor those completing homework regularly and success in exams.</p> <p>Engaging teachers in this approach will mean that we can all work to remove barriers so that this happens at a classroom and individual level.</p>	<p>Statistics are reviewed on 'showmyhomework' and PP pupils are challenged</p> <p>By working closely with the Heads of Year and Deputy i/c CPD</p> <p>By engaging with parents, using our home-liaison link leader</p> <p>By reviewing revision/study leave for students where home support is inadequate.</p> <p>By ensuring that all students are given continued access to reading and other resources; financial barriers can be surmounted.</p>	<p>PP Lead Deputy Home Liaison Lead PP coordinator</p>	<p>Mar 2017</p>
<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Raise attendance by increasing access to after school clubs and activities.</p> <p>Engage with parents over issues around attendance relating to home circumstances.</p> <p>Provide additional support (e.g. minibus) to maximise attendance for PP pupils</p> <p>Stronger engagement with EWO</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Research demonstrates the clear link between attendance at clubs and activities and improvements in attendance and attitudes towards school.</p>	<p>Ensure attendance is tracked and that barriers are removed to enable students to take part in clubs and activities. Seek parental support for these measures.</p>	<p>AHT attendance Lead PP coordinator Attendance officer</p>	<p>Mar 2017</p>

Evaluation: attendance for PP students did not improve as expected. The minibus plan did not go ahead due to lack of staffing and logistics Stronger work with EWO focussed mainly on 'very hard to reach' families did improve PA rates for some PP students, but this work needs to be developed and expanded for 2017-18. Additional capacity to carry out these improvements is in place for 2017-18.

PRIORITIES

PP student 'Personal Development, Behaviour and Welfare'

- Improve overall attendance (all year groups to exceed 90%)
- Improve punctuality (reduce 'late' by 50% on 2016-17)
- Stronger focus on improving intrinsic motivation, especially in lower years
- Stronger focus on early intervention to improve behaviour
- Improve attendance at PCE events

Teaching, Learning and Assessment

- Work with DHT (T&L) to ensure that teachers are aware of the PP students in their class and their learning needs are being met
- Where PP students have SEN/D, to work more closely with the SENCO to identify appropriate support and resources, necessary to ensure strong progress
- Continue to ensure that all PP students have access to essential resources, including full access to extra-curricular opportunities and trips
- In each monitoring cycle, to scrutinise a range of PP books.
- As part of the SLT monitoring of T&L, to ensure that the 'walk about' schedule includes a significant number of PP student classes