

<u>Area of spend</u>	<u>Contribution from Pupil Premium</u>	<u>Description of Intervention</u>	<u>Intended Outcomes</u>	<u>How impact is to be measured</u>
Pupil Premium Co-Ordinator	100% Contribution £30,012	To oversee PP students' progress, and the gap between themselves and their peers. Holding 1-2-1 meetings with students who are, or at risk of, underachieving in lessons. Raising the profile of PP students within the school through meetings with HODS. To identify barriers to learning that may be applicable across the cohort, such as attendance/behaviour, and highlight these to others staff, taking action when necessary, to keep the school's website up to date with PP information, meeting with every PP student at least once a year to create a plan for their learning, ensuring the efficacy of LAC funding and provision.	For gaps between Pupil Premium students to begin to close, with barriers to learning addressed.	Through monitoring of the gaps with individual students through effective data and documentation management, increase in efficacy of LAC spend and therefore improvement in attainment, increased parental engagement at parents evenings.
PFSA/Counsellor	Part-Funded £25,080	To assist in the positive mental health of students who are experiencing concerns, developmental issues, crises, improving relationships with others, working through inner conflict, before moving forward with positive strategies. As well as the using recognised parenting programs to assist families in adopting appropriate strategies to support and influence positive behaviours. Liaising with Multi professional agencies, referring when necessary and joint working.	To enable students to move forward through issues that will therefore present as barriers to learning. For example, low self-esteem meaning the student does not feel confident enough to learn, or even be in school.	Through confidentiality, exact numbers can't be given. However, impact will be measured through the successful re-integration of students succeeding in lessons, as well as students coming off the referral list through the intervention
2X Pastoral Assistants, 1 Pastoral Administrator	100% Contribution £55,600	To support Heads of Year in external agency referrals, student files, as well as their day-to-day managing and monitoring of students' conduct, emotional well-being and time in lessons. To be a 'referred to' service for students who may need support in an area of their well-being, before signposting to other members of staff if necessary.	For students to be able to engage in both the academic and social experiences that school brings to them, to remain safe in their choices both in school and outside. For all information regarding all student records to be	Through the successful re-integration of students succeeding in lessons, as well as students coming off the referral list through the intervention, increase in positive behaviour for learning reported

			kept up to date and accurate for data dissemination.	
Attendance Officer	Part-Funded £12,267	To monitor student attendance and implement interventions to raise the levels of attendance of students who are persistent absentees, or whose attendance needs improving. For example, making first day absence calls, sending initial letters to parents whose child falls under 92% attendance, and working with the EWO. Liaising with in school staff for intervention from themselves when necessary. National Research shows the impact of achievement on attainment and in turn, the future opportunities for students.	In light of the change of Persistent Absence figure to 10%, for the school's overall PA figure to decrease in the 16/17 academic year in comparison to 15/16, particularly Free School Meals students	For a positive increase in the PA figure for FSM students by 5%
A23 Internal Inclusion Manager	100% Contribution £20,232	New role as of 2016- to manage the school's 'A23' (internal isolation room), to provide consistency for students whom are placed in there and to allow for an alternative school day for scheduled times spent in there (11-5).	% of PP students who are repeatedly placed into A23 to be reduced, therefore improving behaviour in lessons	Reporting of negative behaviour on SIMS to be reduced, decrease in 'Requires Improvement' attitude to learning on reports of those worked with
Second in Learning Support	Part-Funded £19,488	Students targeted for extra support within class time by the Second in Learning Support timetabling LSAs as appropriate, raising attainment levels of progress and attainment, testing for exam dispensation with students.	For PP SEN students to have full inclusion in lessons, with appropriate support	Current predictions show Year 11 PP SEN students to achieve a P6 score 1.1 points better than the 14/15 cohort
Welfare/Safeguarding Officer	Part-Funded £16,083	Working in the school's medical room to provide day-to-day first aid/medical assistance for students within the schools medical room. Working as the school's Deputy Safeguarding Officer.	36% of PP cohort has a listed medical condition- this role can tailor any medical plans necessary for full inclusion into school life	100% of students with a medical condition that impacts on school life being able to attend school
Learning Support Assistants	Part-Funded £86,389	There is a large link between the pupil premium cohort and SEND. In total, approximately 25% of the PP cohort is	For PP SEN students to have full inclusion in lessons, with	Current predictions show Year 11 PP SEN students to

		identified as having SEND. Whilst LSAs are initially supported through the higher needs funding, and direct in-class support is primarily access through this, there are other initiatives within school, such as small group literacy through KS3, as well as nurture groups for SEND identified students.	appropriate support to access the curriculum.	achieve a P6 score 1.1 points better than the 14/15 cohort
Welfare Account	100% Contribution £5,000	To help students from families with a low-income access certain basic requirements and expectations the school has. This includes school uniform, or PE Kit, as well as being available for FSM students in Year 11 to enable attendance to after school revision sessions.	For all FSM students to be able to have full inclusion whilst in school, and not be sent to the school's internal exclusion room for incorrect uniform, barriers to attending after school sessions are removed	Referrals to A23 for incorrect uniform reduce in % over the 16/17 academic year
Activities	100% Contribution £5,600	To help students from families with a low-income access particular school trips. For example Year 7 camp, or trips that are essential to the curriculum, such as for GCSE Geography. In addition to this, it also helps to pay for activities for students who are identified in Year 7 as needing further support in their self-esteem through funding, such as Golf.	For FSM/low income families to be able to access curriculum essential trips and therefore help engage them with their learning	Attendance of students on eligible trips
Remote Access/IT assistance	25.7% Contribution £6,875	To give students the ability to access their school files and e-mail from home through the remote access. Giving students without internet the opportunity to access it through mobile means, to encourage the uptake of Year 11 PP students into the Sixth Form through a funded laptop scheme. The Sutton Trust Toolkit of Strategies to Improve Learning (Higgins et al, 2011), suggests that technology to supplement teaching can lead to a gain of +4 months.	For students who may not be able to attend after school homework club etc. to therefore access any work they may need to from home. Pre-purchased internet dongles are available for loan for students without internet access. For a greater PP uptake into the Sixth Form.	Highest PP uptake into Sixth Form September 2015, reduction in students unable to access learning through home internet access issues.

Sam Learning	25.7% Contribution £801	An online education service that further supports the learning and revision of students outside of lesson time. Research has revealed that use of SAM learning can help students gain 3.5 GCSE grades better than expected through using the service.	For students to find it useful in helping their subject knowledge, particularly when preparing for exams	For student feedback to indicate the use of SamLearning is helpful to them in their subject knowledge, and data to show it is being used sufficiently
Accelerated Reader	25.7% Contribution £934	The Accelerated Reader programme can produce as much as two years reading age progression in just one academic year, whilst also promoting reading for pleasure. All Year 7 students take part in this programme. The EFT performed research into the use of Accelerated Reader and found on average the use of AR added +3 months onto a student's progress in comparison to a control group. It was also found to be effective as a catch up for weak readers.	For PP students to improve upon their reading ability. 3.5 average reading level 7 minutes a day on average Pass 6.7 quizzes Take- 11.5	For those whose reading age is below expectations, to make progress and at least catch up with their peers
External Provision	100% Contribution £20,000	Whilst much work is done to ensure students are on school site to learn, it is recognised that this may not be the 'best fit' for certain student's individual needs in long-term, exceptional circumstances, as well as the needs of those in the learning environment around them.	For students sent on this provision to be in a better place for learning and therefore more likely to succeed in a less-traditional route	Students in Year 11 to leave with qualifications, alongside improved attendance and behaviour levels over the year
Aim Higher	25.7% Contribution £267	To send students in Year 9, 10, and 11 to University open days such as Exeter, Bath, and Oxford. As well as an Aim Higher Roadshow hosted by UWE on School Site.	For students to realise they have potential that extends beyond the local area, and that university is attainable for them	Student voice reporting the usefulness of attending such events
VIVO Rewards	25.7% Contribution £869	Introduced in September 2015, students can earn rewards for positive contribution to their school life, whether that is through good contributions to lessons, attending after school revision, good effort with work, etc. Students can then trade these points in on the Vivo store, or donate to charity.	Increase pupil's self-awareness of positive behaviour for learning, as well as increase productivity within lessons using positive reinforcement	Positive praise going up (through number of VIVOs recorded), with a reduction in behaviour incidences

Staff Training	25.7% Contribution £400	To give staff a greater awareness of the attachment classifications and the impact that can have on learning.	Of the pupil premium cohort, 5% are either AfC or a LAC, with these two groups most likely to have had treatment that would lead to an insecure attachment that may impact upon their learning.	Increased attainment for those under the LAC/AfC groups
Challenge Days, Revision clubs	25.7% Contribution £1,602	To provide after school revision sessions for Year 11 students in preparation for their GCSEs. For the school's off-curriculum days to enhance their curriculum experience.	The Sutton Trust (Higgins et al, 2011), suggests an impact of +2 months for students who attend after school programmes. All subject areas offer after school provision for Year 11 students in particular. With challenge days- to increase the inclusion of all students in being able to attend/take part in such events (whether on school site or not) that will enhance their learning experience.	Increased numbers of PP students attending after school sessions. Student voice reporting challenge days to be an asset to the school calendar.