

The King Alfred School

Pupil Premium Strategy 2017-18



Giving Students the Opportunity:

- To go to school
- To Learn
- To achieve
- To Dream Big
- To work towards their goals

Belong. Believe. Be Proud.

1. Summary information					
School	The King Alfred School				
Academic Year	16/17	Total PP budget:	£268,540 (Financial Year 16/17)	Date of most recent PP Review	16/11/16
Total number of pupils	1362	Number of pupils eligible for PP	346	Date for next internal review of this strategy	26/09/17

2. Current School Data									
Academic Data	PP (school)	Non-PP (school)	Pastoral Data						
% achieving 4+ in English & Maths	39%	62%	Behaviour	Detentions (1362)		Internal Exclusion (192)		FTE (113)	
% achieving 5+ in English & Maths	20%	36%		PP: 346	NPP: 916	PP: 82	NPP: 110	PP: 35	NPP: 78
Progress 8 score average	33.8	45.5	Attendance	Whole School (93.3%)		PP: 90.01%		Non-PP: 94.02%	
Attainment 8 score average	-1.2	-0.9	NEETS:	2016/17 = 1 student (0.4%)					

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The attainment of Pupil Premium students shows them to not be making as much progress as their non PP peers either in school or nationally. This is particularly evident in Year 11 High Attainment on Entry
B.	Student aspirations do not always take them outside of the immediate Highbridge/Burnham area. Through Student Voice it has become apparent that this impacts upon their drive to achieve within School
C.	Behaviour amongst the PP cohort- 24% of cohort placed at least once into the school's internal exclusion room in 16/17 (a reduction on 15/16 figure of 31%). This compares to 12% of Non-PP cohort). 10% of the PP cohort received a fixed term exclusion in 16/17 (down from 12% in 15/16), compared to 9% NPP.
D.	There are times when students find difficulty in overcoming barriers outside of school that impact upon their ability to focus upon learning (see External Barrier G)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Pupil Premium attendance for 16/17 was 90.01% (compared to 90.96% in 15/16), below the national expectation of 95% and 4% below their in school NPP peers
F.	Pupil Premium parental attendance to Parents Evenings is lower than NPP students, this is also true of other parental events held. This could be indicative of lower parental engagement levels with school in general.
G.	Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and subjects	Students make more progress than those nationally with the same starting points
B.	To help students plan a future and create their own aspirations. For students to have the opportunity to experience at least discussions with members of staff about their future, progressing into the opportunity to visit Higher or Further educational establishments, or having people to visit to discuss with them this, alongside giving them the opportunity to visit places outside of the local area.	Ideally this would be seen through impact upon results as students realise they need to work to get the grades they need. However, at a minimum Pupil Premium NEET rate does not drop below the 15/16 figure of 2%. The 16/17 NEET figure was 0.4% (1 student)
C.	Improved behaviour amongst the PP cohort	The % of PP cohort placed into Internal Exclusion and subject to FTE reduces proportionally in line with Non PP. FTE rate drops with less 'repeat offenders'
D.	For students to be given the tools they need to deal with their feelings and build resilience	Restructure of pastoral support systems and staffing leads to less referrals/self-referrals and a reduction in BVPT scores for students
E.	For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	% attendance increases to at least in line with national average for non PP students
F.	For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes	Raised attendance at school events
G.	For families to receive help in any difficulties they may encounter that impact upon their child's school life	Qualitative data suggesting families found the help useful and are able to move on without the assistance. This would take the form of 'closed cases'.

5. Action Plan					
Academic year		2017/2018			
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					
Priority	Action	Due Date	Milestones/Actions to date	Outcome/Success criteria	Evaluation date
2.1.2	All staff and students aware of school ethos. Students at King Alfred School will make more progress than those nationally with similar starting points'	June 2017	<i>September 2017</i> <i>Pupil progress meetings show understanding</i>	All staff and students are aware of our desire for them to make exceptional progress	December 2017
2.1.4	Implementation of the Be Proud Plan – 15 non negotiables for all lessons	June 2017	<i>July 2017 Learning walks</i> <i>October 2017 Appraisal observations</i> <ul style="list-style-type: none"> weekly T+L briefings daily focussed learning walks/drop ins fortnightly review via LM meetings 	Improve the quality of lessons and reduce inconsistency and variability	December 2017
2.1.5	Improved data system to show milestones throughout key stage 3	Sept 2017	<i>June 2017 launch</i> <ul style="list-style-type: none"> Launched to Middle Leaders June 2017 All criteria for all subjects in place July 2017 Launched to parents September 2017 data input protocols in place by October 2017 first reports follow Year 8 Assessments December 2017 	All staff and students have clarity about their starting point and flight path enabling quicker intervention and more detailed tracking	December 2017
2.2.1	Appointment of SENDCo to lead on SEND provision and most able provision. Targeted induction of SENDCo using Somerset Education Partner and CLT specialist	Sept 2017	<i>May 2017 interviews</i> <ul style="list-style-type: none"> Appointed and in place SENDCO action report demonstrates actions to date against OFSTED findings Impacts evaluated via data/HOD meetings 	Specialist qualified SENDCo in post to ensure quality provision for SEND and Most able students	December 2017
2.2.2	Data system to ensure effective information for establishing starting points	Sept 2017	<i>September 2017 all staff have access to student data through Class Charts</i> <ul style="list-style-type: none"> trialled June 2017 - July 2017 launched via INSET to staff September 2017 launched to students and parents September 2017 	All lessons start from what student know and identify any gaps	December 2017

Priority	Action	Due Date	Milestones/Actions to date	Outcome/Success criteria	Evaluation date
2.3.1	Data system to inform teaching. Effective SEND information available for all staff	Sept 2017	<p><i>September 2017 all staff have access to student data through Class Charts and Pupil passports</i></p> <ul style="list-style-type: none"> SEND package rolling out September 2017 	All lessons start from knowing a student starting point. Assessments are built into Schemes of Learning	December 2017
2.4.1	Data ensures that staff are clear of the ability of all students and their academic potential. 'Best work' is provided from KS2 in English, Maths and Science	Sept 2017	<p><i>September 2017 Best work scanned in and stored in student scrapbooks</i></p> <ul style="list-style-type: none"> Part of transition process using transition book (VP detail) 	All lessons start from knowing what a student can produce	December 2017
2.4.2	Book sampling checks the quality of students work across subjects	June 2017	<p><i>September 2017 records kept</i></p> <ul style="list-style-type: none"> All HoDs have calendar detailing work scrutiny opportunities SLT have separate work scrutiny overview led by AHTs Fortnightly review via LM meetings 	Best quality work is produced by all students and challenged where appropriate	December 2017
2.5.1	Consistency in application of the behaviour policy through the use of the Learning Stars Boards. Behaviour policy regularly revisited with staff and monitored.	June 2017	<p><i>September 2017 learning walks and live lesson observations show use of the Learning Stars board</i></p> <ul style="list-style-type: none"> Reviewed via Class Charts - Analytics Fortnightly reviews via LM meetings Be Proud Support records 	All students are clear of the expectations in the behaviour expectations. Number of detentions issued half termly falls by 20%. Ratio of positive and negative comments is 3:1 (Class Charts report)	December 2017
2.5.2	Staff training on behaviour policy	Sept 2017	<p><i>December 2017 Instances of detention and removal decrease by 25%</i></p> <ul style="list-style-type: none"> Be Proud Support calls dropped by over 50% (76 in one example week in June vs 36 in 8 days from 5-15/9) Staff, students and parents report a more ordered, calm site Class charts evidences reduction in sanctions/ detentions and increased rewards 	Behaviour policy is consistently applied. Low level disruption decreases (student voice)	March 2018

Priority	Action	Due Date	Milestones/Actions to date	Outcome/Success criteria	Evaluation date
2.5.3	Focus on Stage 2 -3 students to improve their behaviour to learning (Approx 25) by increasing parental contact and providing immediate sanctions for poor attitude to learning. Assistant Head Pastoral and Inclusion leading	June 2017	<p><i>Initial contact made June 2017</i></p> <p><i>Ongoing close links</i></p> <ul style="list-style-type: none"> • S2/3 students in tranche 1 improved (only 3 remained in group for tranche 2) • Students in tranche 2 advised re fresh start in 2017/18 • To date much lower numbers to meet S2/3 • Analysis to be undertaken 25/9 for action that week 	Identified students decrease their number of lesson removals and detentions by 50%	December 2017
2.5.4	'Return to learn' provision to support those students on stage 2-3 who need to improve their attitude to learning	Sept 2017	<p><i>October 2017 provision up and running and first 6 week course completed and evaluated</i></p> <ul style="list-style-type: none"> • Timetable and resources in place • Part-day students in place in Term 1 to allow for evaluation of provision • Term 2 full-time provision to start 	Identified students decrease their number of FTE by 50% during the academic year and increase academic progress	December 2017
2.5.5	Student voice sampled regularly to understand student perspective of behaviour systems	Sept 2018	<p><i>November 2018</i></p> <p><i>Student voice shows improvement</i></p> <ul style="list-style-type: none"> • Students and parents report a more ordered, calm site and improved behaviour for learning 	Students feel behaviour policy is applied consistently and low level disruption is decreasing	December 2017
2.5.6	Class Charts Software purchased to ease recording of positive and improvement comments for students	May 2017	<p><i>Trial group running June/July</i></p> <p><i>Full roll out September 2017</i></p> <ul style="list-style-type: none"> • In place, staff trained • Parent/student logins advised • Parental and student feedback very positive • Ratio 9:1 positive to negative, this is appreciated by students and parents 	Staff, students and parents feel fully informed as to positives and areas for development with students.	December 2017
2.5.7	Class Charts Software purchased to provide homework platform for staff, students and parents	May 2017	<p><i>Training for staff September 2017</i></p> <ul style="list-style-type: none"> • INSET provided • CSPD ongoing 	All homework set and monitored using Class Charts. HODs and parents can monitor type and regularity of homework	December 2017
2.6.3	Develop a package of resources for staff off site to deliver to those students in alternative provision	Sept 2017	<p><i>Audit of effectiveness December 2017</i></p> <ul style="list-style-type: none"> • Safeguarding policies scrutinised for alternative provisions • Key learning addressed via PFSA support and alternative providers 	Students attending off site provision are aware of the risks they face in society	March 2018

ii. Targeted support					
Priority	Action	Due Date	Milestones/Actions to date	Impact on Disadvantaged Students /Success criteria	Evaluation date
3.1.1	Attendance of all groups monitored. Concerns identified and then actions put in place	June 2017	<i>Baseline attendance June 2017</i> <ul style="list-style-type: none"> Attendance of key students improved in Term 6 Improved monitoring and impact strategies in place 	Attendance of all groups of students has improved by 10%	December 2017
3.1.2	Any barriers to attendance for students with SEND or who are disadvantaged identified and removed	Sept 2017	<i>Student interviews show improvement October 2017</i> <ul style="list-style-type: none"> SEND (SENDCO), LAC (LS Manager) and PP (AHOY) clear focus on groups Meetings in place and actions/ progress noted via use of BVPT 	Attendance of all groups of students has improved by 10%	December 2017
3.2.1	All disadvantaged and PP students have an identified lead member of staff on a half termly basis	Sept 2017	<i>All meetings held by end of September 2017</i> <ul style="list-style-type: none"> AHOY meetings in progress BVPT used to baseline and note actions 	All able to identify that they have someone to talk to	December 2017
3.2.2	All disadvantaged and PP students are supported to identify their barriers to learning	Oct 2017	<i>Ongoing</i> <ul style="list-style-type: none"> Meetings with AHOY ongoing 	All barriers identified and work in place to remove them in relation to areas such as exams and extracurricular activities. Increase the level of participation in events outside the classroom	December 2017
3.2.3	The progress of disadvantaged and PP students is explicitly monitored and underperformance identified. HODs will expect to put plans in to place to improve this	June 2017	<i>Each data capture for each year group shows a positive improvement</i> <i>Ongoing</i> <ul style="list-style-type: none"> rolling programme of progress reports in place 20 September launch of first Year 11 revised data 	The progress between of these students begins to close the gap between them and the rest of the cohort by 10%	December 2017
3.2.4	Train all teaching staff in the effective use of the TA	Sept 2017	<i>Training on first 2 days in September</i> <ul style="list-style-type: none"> Training delivered Questionnaire completed by LSAs QA in progress via HODs, SENDCO and DHT P&I 	TAs are better used to support learning in classrooms	October 2017
3.2.5	Train all teaching staff in the strategies which best support the learning of SEND students	Sept 2017 ongoing	<i>Training on first 2 days in September</i> <ul style="list-style-type: none"> Training delivered QA in progress via HODs, SENDCO and DHT P&I 	Staff are better able to meet the needs of students in their classes	October 2017

Priority	Action	Due Date	Milestones/Actions to date	Outcome/Success criteria	Evaluation date
3.2.6	Review and refine the strategy for the spending of year 7 catch up funding	Sept 2017	<i>Current practice audited and improvements recommended</i> <ul style="list-style-type: none"> Audit in progress by SENDCO Groups and SOL provided 	Monitor improvements for those involved in relation to their starting points on entry	October 2017
3.2.7	Use Friday briefing session for a SEND focus for staff and TA's to discuss the week ahead	June 2017	<i>Review with staff on a monthly basis if this is effective</i> <ul style="list-style-type: none"> Refinements already in place from 15/9 to focus on key students - how best to support their learning 	Teachers and TAs are enabled to work together to	October 2017
3.2.8	Clarity of SLT structure developed in relation to the roles and responsibilities for SEND and disadvantaged students	June 2017	<i>Roles developed and shared with all staff and parents</i>	More coherent approach for students and their families	October 2017
3.2.9	Core staffing group to meet fortnightly to discuss disadvantaged students (Team around the School)	May 2017	<i>Meetings focusing on pastoral and academic issues</i> <ul style="list-style-type: none"> Inclusion Meeting for top 5-10% most vulnerable in place monthly Team Around the School Meetings in place for acute/ crisis interventions monthly (on alternate fortnightly cycle) 	Allocated caseloads to prevent duplication and gaps	October 2017
3.2.10	Quality communication about individuals provided	May 2017	<i>Information provided in September 2017 for all staff</i> <ul style="list-style-type: none"> Passport spreadsheet updated Class charts being rolled out for SEND IEPs in progress Key forms being shared with all staff 	All staff are well briefed in relation to individual issues – Positive handling plans, SEN passports	October 2017
3.2.11	Evidence gathered from external agencies about our effectiveness	Sept 2017	<i>Questionnaire developed and circulated to external professionals who visit our school September 2017</i> <ul style="list-style-type: none"> In progress 	School about to provide external effectiveness information and act on areas for improvement	October 2017

iii. Other approaches

Priority	Action	Due Date	Milestones/Actions to date	Impact on Disadvantaged Students /Success criteria	Evaluation date
	Be Proud Plan developed out of school policy and practice	May 2017	<i>Plan explained to staff, students and parents</i> <ul style="list-style-type: none"> Presentation given to staff with full resources Be Proud plan created out of school policies to provide absolute clarity for staff 	Be Proud Plan non-negotiables visible in every lesson	September 2017
1.1.6	Further develop Governor SLT link role	Sept 2017	<i>All Governors allocated at least 1 link area</i> <ul style="list-style-type: none"> FGB meeting 19/9/17 	All Governors meet 3 times a year with their link SLT and report their notes of visit to FGB meetings	December 2017

Priority	Action	Due Date	Milestones/Actions to date	Impact on Disadvantaged Students /Success criteria	Evaluation date
1.2.1	SLT restructured to clarify roles and line management	June 2017	<i>SLT, staff and Governors briefed June 2017</i> <ul style="list-style-type: none"> Launched with staff 18/4/17 	Clarity and consistency of roles and responsibilities of all senior leaders	September 2017
1.2.4	Audit all departments against agreed criteria and review after every data capture	June 2017	<i>Audit departments June 2017</i> <ul style="list-style-type: none"> all department audits complete, issues addressed reviewed fortnightly via LM meetings 	All HODs aware of their strengths and able to access CSPD to support their areas of development and revisit on a regular basis	September 2017
1.2.5	Agreed action template to record all meetings	June 2017	<i>In use from June 2017</i> <ul style="list-style-type: none"> Template in use and shared for accountability 	All actions are clearly identified and monitored for delivery	September 2017
1.2.7	Core Group formed	June 2017	<i>First meeting 12/7/17</i> <i>Meeting every 6 school weeks</i> <ul style="list-style-type: none"> 2nd meeting 5th October 2017 	External verification and monitoring of this plan by the LA	October 2017
1.3.1	Use tutor time to allow a 'Pause for thought' activity	Sept 2017	<i>Programme drafted by July 2017</i> <ul style="list-style-type: none"> Tutor time programme in place for all years HOY/AHOY/SLT QA delivery of appropriate activities 'Thought of the week' in place across all years 	Students have a structure moral/spiritual opportunity on a weekly basis	December 2017
1.4.1	EWO provided by LA to focus on legal action	June 2017	<i>Weekly attendance on site</i> <ul style="list-style-type: none"> AHT attendance remit in place DCH/PLM meeting with EWS to raise concerns and focus of future work Current attendance 95.89% 	Persistent Absence rate improves from 16.7% to 12.4%	September 2017
1.4.2	Additional EWO capacity purchased to focus on early intervention	June 2017	<i>Weekly attendance on site</i> <ul style="list-style-type: none"> Positive impact of input esp home visits 7 key non-attenders from Term 6 2016/17 now attending 1 PA from Primary attended every day to date 	Persistent Absence rate improves from 16.7% to 12.4%	September 2017
1.4.3	Line Management and capacity increased re: attendance through an Assistant Head supporting the Head of Pastoral and Inclusion	June 2017	<i>Weekly meetings with AH attendance and both EWOs</i> <ul style="list-style-type: none"> Meetings in place Impacts evaluated fortnightly via line management meetings 	Persistent Absence rate improves from 16.7% to 12.4% Higher number of parenting meetings and non-attendance meetings taking place	September 2017
1.4.4	Range of in school initiatives introduced to increase attendance such as the Fantastic 50 and 100 club	June 2017	<i>Data to monitor weekly against 100% attendance</i> <ul style="list-style-type: none"> Current 83% students at 100% 100 Club launch week 4 	100% attendance becomes something that students want and try to achieve. Increase from 5% to 7%	July 2017

Priority	Action	Due Date	Milestones/Actions to date	Impact on Disadvantaged Students /Success criteria	Evaluation date
1.4.5	More regular attendance meetings with families taking place with HOYs leading – early intervention	June 2017	<i>Half termly meetings held as appropriate</i> <ul style="list-style-type: none"> Attendance process re-drafted following new EWS advice to include increased HOY/AHOY meetings and shorter intervention time 	Attendance improves after meetings have taken place with HOY responsible for early communication	July 2017
1.4.6	Review current timescales for actions to deal with poor attendance	July 2017	<i>Document redrafted July 2017</i> <ul style="list-style-type: none"> Decrease in intervention time for attendance concerns Increased use of WPNs as appropriate 	Quicker action taken for student with below expectation attendance	October 2017

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
c) Improved behaviour amongst the PP cohort	To employ an Internal Exclusion Manager to work with students regularly being placed into the school's Return to Learn provision, or those students who are placed in Internal Exclusion	The FFT shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed through a course of 1-2-1 sessions it could lead to an improvement of +4 months	Regular monitoring of students having 1-2-1 sessions regarding behaviour. Behaviour and vulnerability tool introduced 16/17. Giving Quantitative data on 'before and after' intervention and impact	DH – Assistant Head	Individual cases reviewed termly, role reviewed annually
F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes G)For families to receive help in any difficulties they may encounter that impact upon their child's school life D)For students to be given the tools they need to deal with their feelings and build resilience	To employ a counsellor/PFSA (same individual) to work with families and students	The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor as effective in increasing a positive relationship with the school through the PSA, this also improved attendance as well as behaviour. The PFSA element of the role will work with families to help overcome any barriers presented impacting on the child's education. The counselling role can assist in helping students overcome greater personal difficulties that may be	Cases reviewed regularly Behaviour and Vulnerability assessment introduced to assess quantitatively the cases presented before and after Ongoing role- BACP approved counsellor Graduated response along Pastoral Support-Counsellor	DH – Assistant Head to line manage staff member	Individual cases reviewed termly, role reviewed annually
D)For students to be given the tools they need to deal with their feelings and build resilience	Student Coaches. For students to be able to access these members of staff in order to receive help for issues may present as barriers to learning, usually through behaviour.	The FFT shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed through a course of 1-2-1 sessions it could lead to an	Introduction of Behaviour and Vulnerability Profiling Tool. Giving Quantitative data on 'before and after' intervention and impact Students referred to PSA with 6 week time frame in mind. Intervention to be reviewed following this 6 weeks	DH – Assistant Head	Individual intervention reviewed every 6 weeks.
D)For students to be given the tools they need to deal with their feelings and build resilience	To part fund the role of Second in Learning Support	There is a cross-over of Pupil Premium and SEN students. This role helps to bridge the gap of multiple vulnerabilities	Overseen by Head of Learning Support	SML- Head of Learning Support	July 2018

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
D)For students to be given the tools they need to deal with their feelings and build resilience	Team Around the School Manager appointed across the CLP	The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor as effective in increasing a positive relationship with the school through the PSA, this also improved attendance as well as behaviour. Employing a TAS Manager will improve the line management and supervision of the PFSAs and also enable early help and intervention across the Community Learning Partnership	BVPT used for both Inclusion Meetings and Team Around the School Meetings, alongside PFSAs referrals. Interventions quality assured by TAS Manager and DHT Pastoral & Intervention	PLM – Deputy Head	April 2018
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort D)For students to be given the tools they need to deal with their feelings and build resilience	To part-fund the Welfare/Safeguarding Officer role To part fund My Concern safeguarding software	Safeguarding issues are likely to result in a barrier to learning for students. This role helps deal with the full spectrum of safeguarding issues that arise across the school. They may be passed on to the DSL, or dealt with through this role. In addition, this role deals with medical issues during school day-to-day, as well as long term. 31% of PP students have a listed medical condition.	Safeguarding log to monitor the students that are being reported as a safeguarding concern for any repetition Regular reports to the DSL	PLM (Deputy Head)	July 2018
A)To improve rates of attainment/progress	To part-fund Learning Support Assistants	Although the EEF does show TA's (LSAs) to have low impact for moderate cost, it does go on to say that supporting individual, or extracting small groups has a moderate impact.	Students extracted in lower Years for literacy/numeracy supported monitored and altered if necessary SENDCO in place to drive targeted interventions	PCW - SENDCO	February 2018

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	Review Date
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	Working with the LA's Education Welfare service in their trial of new procedure in handling poor attendance. Use of additional EW support via LA funding (PN)	Students need to be attending school in order to learn. The school already implements first day calling, electronic registration, letters once attendance reaches a certain level, and referral to EWO. This new method will see parents asked to book their own parenting contract during a period of time blocked out with the EWO as well as the Assistant Head. If they fail to do so, it will result in an instant pre-court meeting	LA will inform KAS of those invited for parenting contract, KAS staff will be in attendance of Parenting Contract meetings Regular monitoring of attendance data PN to undertake additional EW tasks such as 'door knocking' and to review these interventions fortnightly with DH	DH - Assistant Head	July 2018
C) Improved behaviour amongst the PP cohort	To part fund the use of Class Charts software for rewards	To reinforce of good behaviour in lessons. The Education Leadership 'Seven Strategies for Building Positive classrooms' suggests reinforcing positive behaviour as an effective strategy.	Staff to lead and promote consistent use of the system Class Charts integrated into the lesson structure as a key part of the Be Proud Plan	PLM- Deputy Head	July 2018
A)To improve rates of attainment/progress	Providing revision guides for pupil premium students	The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them.	Informing parents Meetings with students across points in the year to check they are being used correctly.	SMA – Deputy Headteacher	April 2018
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	To part fund the role of the attendance officer	Students cannot learn if they are not in school. The Free School Meals cohort has a disproportionate number of Persistent Absentees compared to other groups	Attendance Audit to be undertaken by LA in Spring 2018 (Term 4)	PLM- Deputy Head	April 2018
G)For families to receive help in any difficulties they may encounter that impact upon their child's school life	To fund internet 'dongles' for students to loan in order to gain access to the internet from home.	As the school has converted to using Google Classroom/forms and technology moves forward, it is likely to become more necessary for students to have internet access away from school time.	Students/families can make requests as and when necessary to the finance department. Use is monitored to ensure overspending doesn't happen Homework levels to then be monitored, questions to be raised if homework is still mentioned as missing. Class Charts to monitor	SMA – Deputy Headteacher	July 2018

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A)To improve rates of attainment/progress	To use Accelerated Reader with Year 7 English groups to increase literacy levels	Continued from last year- to increase the literacy levels of students and to foster a love of reading amongst them	Lead member of staff within the English department to co-ordinate. Students issued with reading passports with designated reading lesson over the fortnight. Quiz information shared with the teaching member of staff for monitoring/ action purposes	SMA – Deputy Headteacher	Termly
F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes G)For families to receive help in any difficulties they may encounter that impact upon their child’s school life	To ring-fence a portion of the funding for any individual needs that may arise, making a 50% contribution towards uniform/PE Kit,	Enables students to feel part of the school community regardless of their background Build relations with parents by being able to offer forward assistance when needed	Parents able to request access as and when Referrals to the Internal Exclusion Room monitored for uniform related reasons	JG- Finance Manager	July 2018
A)To improve rates of attainment/progress B)To help students plan a future and create their own aspirations G)For families to receive help in any difficulties they may encounter that impact upon their child’s school life	To ring-fence a portion of the funding for activities/school trips. For school trips to be assisted they need to be essential to the curriculum (such as a geography field trip in Year 10). Year 7 camp is funded to help build relations	Enables students to feel part of the school community regardless of their background Build relations with parents by being able to offer forward assistance when needed	Parents able to request access as and when	JG- Finance Manager	July 2018
A)To improve rates of attainment/progress B)Improved behaviour amongst the PP cohort	To part fund students to attend alternative provision	If it’s becoming clear towards the end of Year 10 that they are causing a disruptive influence despite intervention school is just not the ‘best fit’ for them then there is an option for them to go elsewhere. For example, to begin a Level 1 course of their choice at Weston College.	Open communication with alternative provision providers Regular reviews	PCW - SENDCO	July 2018

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<i>B)To help students plan a future and create their own aspirations</i>	<p><i>Whole Year Group visit to Exeter University with targeted PP follow-up</i></p> <p><i>KAS Alumni visits to assemblies/lessons</i></p> <p><i>Year 11 Study Support after school in 6th Form area to develop an aspirant culture</i></p> <p><i>Develop an enterprise partnership with the local Chamber of Commerce/ businesses to provide mentoring and to widen horizons</i></p>	<p><i>Modelling and supporting aspirational courses post-16. Evidence supports that where students have visible role models and are supported to engage there is increased engagement/ uptake</i></p> <p><i>Links with the 6th Form provide an obvious point of reference for this work</i></p>	<i>TBC after PP Review</i>	<p><i>JG4</i></p> <p><i>BC</i></p> <p><i>BH</i></p>	<i>July 2018</i>
<i>F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes</i>	<i>Targetted appointments for PP parents/carers at Tutor & Subject Evenings</i>	<i>Positive discrimination can be a key driving factor in instigating change</i>	<i>TBC after PP Review</i>	<i>DH</i>	<i>July 2018</i>
<p><i>B)Improved behaviour amongst the PP cohort</i></p> <p><i>F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes</i></p> <p><i>A)To improve rates of attainment/progress</i></p>	<p><i>Class Charts a key tool to drive parental engagement and to support staff differentiation and targeted support</i></p> <p><i>Passport information written from tracker to Class Charts</i></p>	<p><i>'Push' technologies a key driver in supporting staff and parental engagement</i></p> <p><i>Explicit strategies pushed to staff via Class Charts to support quality first teaching and to enable staff to meet the core standards in class</i></p>	<i>TBC after PP Review</i>	<i>DH JPH PCW</i>	<i>July 2018</i>
<p><i>B)To help students plan a future and create their own aspirations</i></p> <p><i>D)For students to be given the tools they need to deal with their feelings and build resilience</i></p>	<p><i>Hobbies a key factor of the 'passport' information for PP students to help build relationships with staff</i></p> <p><i>'Freshers' Fair' for local clubs with links into taster sessions</i></p> <p><i>Extra-curricular passport in place for Years 7 & 8</i></p>	<p><i>Giving staff an 'in' to engage with sometimes hard to reach students or parents can help them to support, and helps students to feel valued</i></p> <p><i>Research suggests that young people who are 'busy' are healthier, happier and more likely to gain positive outcomes</i></p>	<i>TBC after PP Review</i>	<p><i>PCW</i></p> <p><i>BH</i></p> <p><i>MB</i></p>	<i>July 2018</i>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<i>B)To help students plan a future and create their own aspirations</i>	<i>Taster music sessions (3 x small group sessions) offered to PP students</i>	<i>Research suggests that PP students are less likely to be given opportunities to engage in music lessons, which can develop a wide variety of skills and wellbeing</i>	<i>TBC after PP Review</i>	<i>SMA</i>	<i>July 2018</i>
<i>A)To improve rates of attainment/progress</i> <i>B)To help students plan a future and create their own aspirations</i>	<i>English & Maths raising attainment focus groups in place for PP students</i> <i>'Elevate' groups in place and explicit in each year group to allow students to be overtly supported and intervention to be put in place without a 'FSM' tag</i>	<i>The explicit identification of the group to staff and students being aware that they are being supported will enable a greater cumulative impact</i>	<i>TBC after PP Review</i>	<i>SMA PLM</i>	<i>July 2018</i>
<i>A)To improve rates of attainment/progress</i>	<i>Increased focus on specific student data, requiring HODs and class teachers to account for their actions to support students</i> <i>Links from this to PP Coaches (AHOY) to identify and address barriers to learning using toolkit strategies/best practice from SEND</i> <i>Post data-drop reports to AHOY explicitly identify those PP students not making expected progress to ensure that no students 'fall through the net'</i>	<i>Staff are held to account for the outcomes of each and every student, with regular meetings to quality assure departmental interventions/support and to link with PP Coaches to address barriers to learning</i>	<i>TBC after PP Review</i>	<i>SMA</i> <i>PLM</i> <i>SMA</i>	<i>July 2018</i>
<i>A)To improve rates of attainment/progress</i>	<i>Vulnerability Tracker developed by SENDCO to ensure that interventions and tracked and linked to provision map</i>	<i>An essential requirement in the support process, in applying for HNF/EHCP, or if approaching PEVP Panel for additional support</i>	<i>TBC after PP Review</i>	<i>PCW</i>	<i>July 2018</i>
<i>A)To improve rates of attainment/progress</i>	<i>Pearson Pupil Premium Tracker in place and used to track costs and interventions</i>	<i>KAS can account for PP spending and link this to support and interventions, allowing more effective targeting and allocation of resources</i>	<i>TBC after PP Review</i>	<i>SMA PLM</i>	<i>July 2018</i>

Planned Expenditure Detail 2017/18 (Draft)

	Total Cost	Pupil Premium Allocation	Budget Cost Centre
Services/Costs Budget 2016/17			
To part fund Class Charts for tracking of behaviour and homework	£1,601	£800	F308
To appoint specific PP Coaches to track, monitor and support disadvantaged students (AHOY)	£13,089	£13,089	A001
These staff in each year are the Assistant Heads of Year			
To employ an Internal Exclusion Manager in the Return to Learn provision	£21,984	£21,984	A004
To employ a counsellor/PFSA (same individual) to work with families and students	£29,256	£16,091	A004
To employ 2 x Student Coaches	TBC		
To part fund the role of Second in Learning Support	£40,884	£20,442	A004
Team Around the School Manager appointed across the CLP	£18,943	£18,943	A006
To part-fund the Welfare/Safeguarding Officer role	£22,938	£13,763	A006
To part fund My Concern safeguarding software	TBC		
To part-fund Learning Support Assistants	£207,992	£93,596	A004
Use of additional EW support (PN)	£6,000	£5,100	F308
Providing revision guides for pupil premium students	£2,000	£2,000	F307
To part fund the role of the attendance officer	£17,448	£10,469	A006
To fund internet 'dongles' for students to loan in order to gain access to the internet from home.	£360	£360	F301
To use Accelerated Reader with Year 7 English groups to increase literacy levels	£2,270	£2,270	F308
To ring-fence funding for any individual needs that may arise, making a 50% contribution towards uniform/PE Kit	£1,000	£1,000	F304
To ring-fence funding for activities/school trips. For school trips to be assisted they need to be essential to the curriculum (such as a geography field trip in Year 10). Year 7 camp is funded to help build relations	£4,000	£4,000	F304
To part fund students to attend alternative provision	£40,000	£20,000	F305
Whole Year Group visit to Exeter University with targeted PP follow-up	TBC		
KAS Alumni visits to assemblies/lessons	£0		
Year 11 Study Support after school in 6th Form area to develop an aspirant culture	£0		
Develop an enterprise partnership with the local Chamber of Commerce/ businesses to provide mentoring and to widen horizons	£0		
Targetted appointments for PP parents/carers at Tutor & Subject Evenings	£0		
Taster music sessions (3 x small group sessions) offered to PP students	£20 p/h		
Pearson Pupil Premium Tracker in place and used to track costs and interventions (already purchased)	£0		
		£243,907	

7. Review of expenditure

Previous Academic Year

2016/17

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Rationale/Evidence Base	Lessons learned/Impact/Evaluation
A)To improve rates of attainment/progress	To part fund MapLearners/4Matrix £306.00	This software allows for the highlighting of PP students on seating plans and within data and can be used to analyse different groups to spot any lack of progress. If teaching staff cannot easily see who the PP students are, or review their data, this can create a barrier in time of putting interventions in place.	4Matrix has been effective in analysing data with targeted students and this will continue. MapLearners was useful for identifying and managing where PP students sat in class however the move to Class Charts will facilitate the use of useful learning information about each student and develop the link between PP and SEND. Elevate Group (Y11 2015/16) demonstrated impact from Predicted Grades to Results: 13% increase in results (4+ En/Ma) 11% reduction in gap to 19% To extend the 'Elevate' system to all year groups
A) Improved rates of progress	Altering of KS3 structure, including changes in timetable (for all years), allowing for increased time in subject areas over a 2 week timetable, a change in the homework timetable, as well as a 'best example' of students work from Primary, showing what they are capable of. Greater liaison with Primary Schools to ensure transition includes academic as well as pastoral	Government report of 'KS3: The Wasted Years'. This report recommends: Evaluating the quality and effectiveness of homework to ensure it helps pupils make good progress'- Homework has been changed to weekly Eng+Maths (or fortnightly if it is a larger body of work), alongside rota homework amongst other subjects, doing a project for each over 5 weeks to consolidate learning in that lesson. It also recommends 'pupils have access to timely and high quality careers education, information, advice and guidance from Year 8 onwards'- ahead of making their options, all year 8 students will meet with SLT to discuss	Whereas there were examples of success, it was generally felt, following extensive feedback that the project homework did not work. With the introduction of class charts, homework will now be set regularly and this process can be quality assured by HODs and HOYs.

ii. Targeted support

Desired outcome	Chosen action / approach	Rationale/Evidence Base	Lessons learned/Impact/Evaluation
A)To improve rates of attainment/progress B)To help students plan a future and create their own aspirations F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes	To employ a Pupil Premium Co-Ordinator to oversee the day to day of Pupil Premium students, providing support to students/parents as appropriate, raising the profile in school £12,910.00	The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites targeted support, data tracking and analysing why pupils were underachieving as good practice from other schools. This role will encompass all of the above factors. It will also help to raise the profile of these students in school time.	Engagement with parents and having a PP champion was one of the many successes of the appointment of a Pupil Premium Co-ordinator. The school PP co-ordinator resigned to train as a teacher and the school have not directly replaced her. A member of SLT still oversees PP students but Assistant Heads of Year will now become Pupil Premium coaches to champion the needs of the students and support the work of departments.

Desired outcome	Chosen action / approach	Rationale/Evidence Base	Lessons learned/Impact/Evaluation
c) Improved behaviour amongst the PP cohort	To employ an Internal Exclusion Manager to work with students regularly being placed into the school's Internal Exclusion room on a 1-2-1 basis £18,686.40	The FFT shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed through a course of 1-2-1 sessions it could lead to an improvement of +4 months	Evidence shows there was some notable successes last year and the school has now developed this role as part of the 'Return to Learn' package.
F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes G)For families to receive help in any difficulties they may encounter that impact upon their child's school life D)For students to be given the tools they need to deal with their feelings and build resilience	To part-fund a counsellor/PFSA (same individual) to work with families and students £16,091.00	The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor as effective in increasing a positive relationship with the school through the PSA, this also improved attendance as well as behaviour. The PFSA element of the role will work with families to help overcome any barriers presented impacting on the child's education. The counselling role can assist in helping students overcome greater personal difficulties that may be presenting as a barrier to learning.	Case studies show that this is a vital role, especially in the case of some Pupil Premium students. This will continue next year.
D)For students to be given the tools they need to deal with their feelings and build resilience	Pastoral Support Advisors/Admin. For students to be able to access these members of staff in order to receive help for issues may present as barriers to learning, usually through behaviour. £31,227.00, £12,852.00 To part fund the role of Second in Learning Support £12,786.75	The FFT shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed through a course of 1-2-1 sessions it could lead to an improvement of +4 months There is a cross-over of Pupil Premium and SEN students. This role helps to bridge the gap of multiple vulnerabilities	The role of the Pastoral Support Advisors has been adapted to help develop resilience in students. The role of Second in Learning Support will continue to be funded to improve the link and cross over between SEN and PP students.
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort D)For students to be given the tools they need to deal with their feelings and build resilience	To part-fund the Welfare/Safeguarding Officer role. £13,672.80 Staff CPD re safeguarding £4,554.00	Safeguarding issues are likely to result in a barrier to learning for students. This role helps deal with the full spectrum of safeguarding issues that arise across the school. They may be passed on to the DSL, or dealt with through this role. In addition, this role deals with medical issues during school day-to-day, as well as long term. 31% of PP students have a listed medical condition.	Case studies show that this is a vital role, especially in the case of some Pupil Premium students. This will continue next year.

Desired outcome	Chosen action / approach	Rationale/Evidence Base	Lessons learned/Impact/Evaluation
A)To improve rates of attainment/progress	To part-fund Learning Support Assistants £102,753.00	Although the EEF does show TA's (LSAs) to have low impact for moderate cost, it does go on to say that supporting individual, or extracting small groups has a moderate impact.	The part funding of LSAs will continue to support the development of 'Quality first teaching' across the school, as part of the 'Be Proud Plan'.
iii. Other approaches			
Desired outcome	Chosen action / approach	Rationale/Evidence Base	Lessons learned/Impact/Evaluation
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	Working with the LA's Education Welfare service in their trial of new procedure in handling poor attendance.	Students need to be attending school in order to learn. The school already implements first day calling, electronic registration, and letters once attendance reaches a certain level, and referral to EWO. This new method will see parents asked to book their own parenting contract during a period of time blocked out with the EWO as well as the Deputy Head. If they fail to do so, it will result in an instant pre-court meeting	Lack of EWO at KAS and within CLP for a considerable amount of time (approx. 11 months out of 18 months) Impact of historical PA students/school refusers from KS1 and KS2 Ongoing target. Useful to look at the PP/FSM split
c) Improved behaviour amongst the PP cohort	To part fund the use of VIVO rewards software £1,139.00	To reinforce of good behaviour in lessons. The Education Leadership 'Seven Strategies for Building Positive classrooms' suggests reinforcing positive behaviour as an effective strategy.	This was successful in promoting positive behaviour but will transfer over with the introduction of Class Charts.
A)To improve rates of attainment/progress	Providing revision guides and support for pupil premium students £600	The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them. GCSE Pod, additional/extra tuition, English/Maths KS4 intervention	All departments provided revisions guides for students that cannot afford them. Additional support, intervention and tuition to improve outcomes, effective in some areas To continue.
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	To part fund the role of the attendance officer £10,468.80	Students cannot learn if they are not in school. The Free School Meals cohort has a disproportionate number of Persistent Absentees compared to other groups	This is a vital role as part of our PP vision that every child deserves the opportunity to go to school. To continue.
G)For families to receive help in any difficulties they may encounter that impact upon their child's school life	To fund internet 'dongles' for students to loan in order to gain access to the internet from home. £8,000.00	As the school has converted to using Google Classroom/forms and technology moves forward, it is likely to become more necessary for students to have internet access away from school time.	There have been a number of occasions where this has been necessary and it will continue this year.
A)To improve rates of attainment/progress	To use Accelerated Reader with Year 7 English groups to increase literacy levels £607.00	Continued from last year- to increase the literacy levels of students and to foster a love of reading amongst them	This was a success and will continue this year. The targeted PP group who worked with peer mentors on a 1 to 1 basis make excellent progress with 79% improving their reading score and 49% improving by one year or more.

Desired outcome	Chosen action / approach	Rationale/Evidence Base	Lessons learned/Impact/Evaluation
<p>F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes</p> <p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>To ring-fence a portion of the funding for any individual needs that may arise, making a 50% contribution towards uniform/PE Kit, etc</p> <p>£1,000.00</p>	<p>Enables students to feel part of the school community regardless of their background Build relations with parents by being able to offer forward assistance when needed</p>	<p>This strategy has also extended to the provision of necessary equipment for school, including scientific calculators. To continue.</p>
<p>A)To improve rates of attainment/progress</p> <p>B)To help students plan a future and create their own aspirations</p> <p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>To ring-fence a portion of the funding for activities/school trips. For school trips to be assisted they need to be essential to the curriculum (such as a geography field trip in Year 10). Year 7 camp is funded to help build relations</p> <p>£1,800.00</p>	<p>Enables students to feel part of the school community regardless of their background Build relations with parents by being able to offer forward assistance when needed</p>	<p>This was a vital provision and will continue this year.</p>
<p>A)To improve rates of attainment/progress</p> <p>B)Improved behaviour amongst the PP cohort</p>	<p>To part fund students to attend alternative provision</p> <p>£20,000.00</p>	<p>If it's becoming clear towards the end of Year 10 that they are causing a disruptive influence despite intervention school is just not the 'best fit' for them then there is an option for them to go elsewhere. For example, to begin a Level 1 course of their choice at Weston College.</p>	<p>This had a positive impact on both the students who attended the alternative provision and their year group. Where appropriate, this provision has been made again. Due to improved systems to support behaviour and reduce exclusions, there is less requirement for this provision in 2017/18 with only 3 students identified (compared to 7 in 2016/17)</p>

APPENDIX 1: Budgetary Information 2016/17

Pupil Premium breakdown of Funding and Allocation				284					
2017/18 Funding per Budget Share Statement									
		Per pupil	Funding	BUF 1	BUF 2	BUF 3	Total		
Pupil Premium - 16-17 FSM Ever 6 eligible secondary pupils -	284	£ 935	£ 265,540				£ 265,540		
Pupil Premium - 16-17 Service Children Ever 3 eligible pupils -	10	£ 300	£ 3,000				£ 3,000		
			£ 268,540	£ -	£ -	£ -	£ 268,540		
25.3% OF PUPILS - PP FUNDED									
		Total Cost	Pupil Premium Allocation	Budget Cost Centre					
Services/Costs Budget 2016/17									
Pupil Premium Co-Ordinator - DN part year cost		£ 12,910	£ 12,910						
PFSA/Counsellor - TH		£ 29,256	£ 16,091						
Welfare/Safeguarding Officer - SZL		£ 22,788	£ 13,672.80						
2 x Pastoral Assistants - HW & KC		£ 41,636	£ 31,227						
Pastoral Administrator - PMcK		£ 17,136	£ 12,852						
Attendance Officer - NB		£ 17,448	£ 10,468.80						
Intervention/A23 Internal inclusion Manager - LH		£ 21,984	£ 18,686.40						
Second in Learning Support - SJ and maternity cover		£ 17,049	£ 12,786.75						
Learning Support Assistants - PA, RB, CB, SC, DC, BD, JF, RG, MH, AL, LO, TR, SS, JS, JS, KT & JW		£ 228,340	£ 102,753						
Intervention, challenge days, Friday night club & revision clubs		£ 2,500	£ 633						
Welfare Account		£ 1,000	£ 1,000						
Aim Higher - University visits		£ 1,500	£ 380						
Accelerated Reader		£ 2,400	£ 607						
GCSE POD - £9480 FOR 4 YEAR SUBSCRIPTION		£ 2,370	£ 600						
Remote access - Student access to school ICT from home, mobile internet access for those who are without internet at home and the loan/purchase of equipment, Including 6th Form netbook purchase scheme		£ 10,000	£ 8,000						
Additional/external provision Tuition - Maths, English KS4 intervention		£ 40,000	£ 20,000						
Activities - supporting Camp, Geog field trips etc, golf & horse riding		£ 1,800	£ 1,800						
VIVO rewards		£ 4,500	£ 1,139						
Staff training - CPD safeguarding etc.		£ 18,000	£ 4,554						
Raise & 4 matrix		£ 1,210	£ 306						
		£ 493,827	£ 270,465						
			-£ 1,925						