

Pupil Premium Strategy Statement: The Brittons Academy



1. Summary information					
School	The Brittons Academy				
Academic Year	19/20	Total PP budget	£321,900	Date of most recent PP Review	Nov 2017
Total number of pupils	717	Number of pupils eligible for PP	305	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)
% achieving 9-4 in English & Maths	40.6	71.2
% achieving 9-5 in English & Maths	18.18	49.4
Progress 8 score	-0.6	0.11
Attainment 8 score	3.6	49.8

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.	Low attainment of pupils eligible for PP, particularly those with high prior attainment
B.	Historically poor accuracy of data and assessments leading to improperly targeted interventions
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates significantly below the national average
D.	Low aspirations and a disproportionately high percentage of pupils eligible for PP who are classed as “vulnerable”

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Pupils eligible for PP funding make at least expected progress by the end of the year. The gap between our PP student's attainment and progress and the figures for non-PP student's national attainment narrows. Measured in year 7-10 by moderated data collections and in Y11 by GCSE outcomes.
B.	More accurate assessment and data tracking allow more accurate targeting of interventions.	Subject leaders produce appropriate assessments and use moderation and marking activities to develop staff confidence and accuracy in assessment. Measured using accuracy of prediction data and staff voice. Middle and senior leaders use data to target and monitor interventions proactively rather than waiting until the end of a specific period. Measured using pupil progress data for identified groups and staff voice.
C.	The attendance of students eligible for pupil premium funding increases.	Overall attendance for pupils eligible for PP funding improves in line with non-PP students, from 92% to 94.6% (national average). Measured using overall absence figures for the academic year.
D.	Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Students will have had clear guidance through 1-to-1 careers meetings and mentoring and will have a clear plan for their future. Measured through IAG and student destinations data. Students classed as "vulnerable" will have received excellent support that enables them to engage with school. Measured through student attitude to learning scores and safeguarding data.

5. Planned expenditure																																			
Academic year		2019/20																																	
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.																																			
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A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Reading supported by Accelerated Reader scheme.	Evidence suggests that improving reading comprehension strategies can increase student progress by approximately 6 months.	Tracking and analysis of attainment data for students in English.	H Handley / R Richards	<ul style="list-style-type: none"> - Progress data in Year 7 indicates that there is a gap of -0.08 between NPP and PP students. - Average prior attainment for Yr 7 PP students is 1.57. - Progress data in Yr 8 indicates that there is a positive gap between NPP and PP students of 0.16. - Average prior attainment for Yr 8 PP students is 1.6. <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 7 Non PP</th> <th colspan="2">Year 7 PP</th> </tr> <tr> <th></th> <th>Avg PA</th> <th>Avg Progress</th> <th>Avg PA</th> <th>Avg Progress</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.76</td> <td>-0.18</td> <td>1.57</td> <td>-0.26</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 8 Non PP</th> <th colspan="2">Year 8 PP</th> </tr> <tr> <th></th> <th>Avg PA</th> <th>Avg Progress</th> <th>Avg PA</th> <th>Avg Progress</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.81</td> <td>-0.25</td> <td>1.6</td> <td>-0.09</td> </tr> </tbody> </table>		Year 7 Non PP		Year 7 PP			Avg PA	Avg Progress	Avg PA	Avg Progress	English	1.76	-0.18	1.57	-0.26		Year 8 Non PP		Year 8 PP			Avg PA	Avg Progress	Avg PA	Avg Progress	English	1.81	-0.25	1.6	-0.09
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	Use of online maths program (Hegarty) to support students in all year groups	Evidence suggests that effective use of homework can add an additional 5 months of progress. To catch up with their peers nationwide, students will need to make progress at accelerated rates	Tracking of pupil usage, use by heads of year and maths teachers to anchor progress conversations with students and parents. Demonstrations and information at parents' evenings.	D Clarke / E Rouse	<ul style="list-style-type: none"> - Total hours across all year groups is 4309.1. - Clear engagement by students with Hegarty. - Yr 8 identified as lowest yr group for engagement figures. Information will be shared with the Maths DOF for intervention and monitoring in new academic year. 																														

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	Homework tracking and monitoring using Go4Schools.	As above.	Monitoring of homework set on Go4Schools by HOD, SLT and SAGM. Any PP students who repeatedly receive H1+ (homework not complete) detentions to be directed to homework club by SAGM. (one in the Best Centre, one in 112)	HOD Link SLT SAGM S Clarke	<p>Number of homework detentions set for PP students</p> <table border="1"> <thead> <tr> <th></th> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> </tr> </thead> <tbody> <tr> <td>H2</td> <td>30</td> <td>27</td> <td>32</td> <td>37</td> <td>33</td> </tr> <tr> <td>H3</td> <td>10</td> <td>24</td> <td>44</td> <td>21</td> <td>16</td> </tr> <tr> <td>H4</td> <td>0</td> <td>4</td> <td>9</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Next year's KS4 groups, have been identified as year groups where the submission of homework is targeted and tracked. - Homework monitoring to sit on pastoral fortnightly agenda. 		Yr7	Yr8	Yr9	Yr10	Yr11	H2	30	27	32	37	33	H3	10	24	44	21	16	H4	0	4	9	5	5
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	Focus on engagement and challenge of PP students through CPD and higher expectations of students.	Most recent PP review and Ofsted report recommend a focus on higher attaining students. Providing a greater level of challenge for all students is likely to have a significant impact on PP students.	<p>Greater use of expertise from across the trust. Monitoring of learning walks, lesson observation, work scrutiny.</p> <p>Directed time set aside to meet with KS 2 schools</p> <p>Revise curriculum maps to increase challenge in the curriculum Staff CPD to increase challenge in lessons</p>	S Pearson J Yates N Smith	<p>CPD topics covered this year include:</p> <ul style="list-style-type: none"> • Cognitive architecture and desirable difficulties • Retrieval practice • Spacing and the curriculum • Marking, feedback and assessment – quality of formative comments • Marking, feedback and assessment – linking curriculum plans and assessment • Marking, feedback and assessment – shared book look • Knowledge sequencing and planning • Teacher modelling • Scaffolding vs Differentiation 																								

					<ul style="list-style-type: none"> • Cognitive Load • Stages of Practice • Intelligent Practice • Teaching and learning vision • Moderation • Questioning and assessment for learning • Lesson structure – developing pace • Review of pedagogical learning • SEND strategies and policy • Working with EAL students <p>Greater use of research evidence in CPD planning. Improved consistency using the "subheadings" and streamlined marking policy.</p> <p>Evidenced through positive work scrutinies and book checks. Clear targets provided for staff where there has been an area of improvement identified.</p> <p><u>Teaching Learning Communities CPD:</u></p> <ol style="list-style-type: none"> 1. ELAT – Oracy 2. ELAT – Sequencing
	SLT and middle leader lesson observations, book looks and learning walks	Quality of teaching was found to be an issue both in the most recent Ofsted report and in the most recent PP review. Greater monitoring and quality assurance for consistency were recommended.	Ongoing learning walks and book looks by senior leaders and middle leaders. Completion of first round of lesson observation by link SLT members and discussion with middle leaders.	SLT links Middle Leaders	<p>Autumn Term: 146 LW and LO, 158 book looks. Autumn term: 29 LO</p> <p>Evidence of improvement over time - particularly around use of subheadings and integration of recall techniques.</p> <p>3 members of staff identified (pre lockdown) for an informal support programme.</p> <p>17 members of staff involved in coaching and mentoring programmes.</p>
	To target underperformance in lessons	If students fall behind in KS 3, reaching their potential in KS 4 becomes more challenging.	Think three classroom strategy.	Teachers Middle Leaders ADM	<p>Strategy was rolled out to Yrs 8 and 10.</p> <p>All classroom teachers identify 3 underperforming students in their classes. This was collated and monitored by HOD's. These students were identified</p>

					<p>on seating plans and common approaches to engage and assess were employed by staff.</p> <p>HOY's and SAGM's collated the subject information and mentored/ supported any students that were identified in more than two subjects.</p> <p>Expand to all Yr groups next year.</p>																																																																										
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	Moderation of judgements after each data drop by HOD and SLT.	Accuracy of assessment information was identified as an issue in the most recent PP review.	Line management meeting records. HOD monitoring.	HOD's Link SLT	<p>After each data drop assessments were moderated in LM meetings with the SLT link. Grades/comments were only published once they had been confirmed by SLT.</p> <p>Future development will include more time is awarded for HODs/departments to moderate the grades.</p>																																																																										
	Data review points to include specific information about PP students.	The most recent PP review found that some interventions were not effectively targeted. A recommendation was made to improve data tracking systems to ensure interventions are focused and used in a strategic way. This information should also be communicated to and used by classroom teachers as recommended in the latest Ofsted report.	Following each assessment window teachers in English, Maths and Science will have to identify reasons for underperformance and suggest actions for all pupils not making expected progress.	HOD SLT Link	<p>NB: this data is from one data drop due to the school lockdown.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 7 Non PP</th> <th colspan="2">Year 7 PP</th> </tr> <tr> <th></th> <th>Avg PA</th> <th>Avg Progress</th> <th>Avg PA</th> <th>Avg Progress</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.76</td> <td>-0.18</td> <td>1.57</td> <td>-0.26</td> </tr> <tr> <td>Maths</td> <td>0.99</td> <td>-0.95</td> <td>0.87</td> <td>-0.95</td> </tr> <tr> <td>Science</td> <td>2.12</td> <td>0.18</td> <td>2</td> <td>0.18</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 8 Non PP</th> <th colspan="2">Year 8 PP</th> </tr> <tr> <th></th> <th>Avg PA</th> <th>Avg Progress</th> <th>Avg PA</th> <th>Avg Progress</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.81</td> <td>-0.25</td> <td>1.6</td> <td>-0.09</td> </tr> <tr> <td>Maths</td> <td>1.28</td> <td>-0.78</td> <td>1.22</td> <td>-0.47</td> </tr> <tr> <td>Science</td> <td>2.31</td> <td>0.25</td> <td>2.24</td> <td>0.55</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 9 Non PP</th> <th colspan="2">Year 9 PP</th> </tr> <tr> <th></th> <th>Avg PA</th> <th>Avg Progress</th> <th>Avg PA</th> <th>Avg Progress</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.58</td> <td>-0.51</td> <td>1.55</td> <td>-0.42</td> </tr> <tr> <td>Maths</td> <td>1.03</td> <td>-1.06</td> <td>0.85</td> <td>-1.12</td> </tr> <tr> <td>Science</td> <td>2.21</td> <td>0.12</td> <td>1.98</td> <td>0.01</td> </tr> </tbody> </table>		Year 7 Non PP		Year 7 PP			Avg PA	Avg Progress	Avg PA	Avg Progress	English	1.76	-0.18	1.57	-0.26	Maths	0.99	-0.95	0.87	-0.95	Science	2.12	0.18	2	0.18		Year 8 Non PP		Year 8 PP			Avg PA	Avg Progress	Avg PA	Avg Progress	English	1.81	-0.25	1.6	-0.09	Maths	1.28	-0.78	1.22	-0.47	Science	2.31	0.25	2.24	0.55		Year 9 Non PP		Year 9 PP			Avg PA	Avg Progress	Avg PA	Avg Progress	English	1.58	-0.51	1.55	-0.42	Maths	1.03	-1.06	0.85	-1.12	Science	2.21	0.12	1.98
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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	Review/Evidence
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Raising attainment lead appointed	PP students are identified as underachieving against non PP and the National average	BRC to lead on individual and small group academic mentoring for identified students. Establishing good parental links to provide extra academic support for students. To be monitored through weekly meetings and smart target reviews.	BRC	<p>Weekly meetings to discuss lessons and how we could support students.</p> <p>Individual revision timetables were created for each student and reviewed weekly.</p> <p>Regular contact with parent/carer to discuss the student and how we could all work together to support students in the best way possible.</p> <p>Meeting with teachers to discuss the individual student and what we could do to push them further.</p> <p>Buddy system - higher achieving student would mentor 2 identified students and help with revision techniques and tips. (unable to put in place due to lockdown)</p> <p>Review of revision techniques and resources to ensure they were using their time effectively.</p> <p>Outcomes-</p> <ul style="list-style-type: none"> ❖ 44 students had regular 1-2-1 meetings and intervention from November to March ❖ Group 1 – 23 students 100% improved their progress 8 score ❖ Group 2 – 81% made progress in their targeted subjects
	Aspirations champion appointed	It has been identified that students have trouble realising how to achieve their aspirations	Champion to co-ordinate with careers lead to look for opportunities show students where different post 16 route lead. Introduction of 'What's the point?' slides to form time to show career routes from different subjects to help engagement.	ADM	<p>Aspirations Champion met with Careers Advisors 3 times to plan role</p> <p>Introduced "What's the Point?" into form times (Yr 7-11) from 13/1/202</p>

	Y11 – targeted form groups focused on students requiring support in Eng/Ma/Sci/Hi/GG	Evidence suggests that small group tuition can improve pupil progress by up to 4 months. Regular input from subject specialists is intended to help those students who are below their targets to catch up.	Monitoring of student's grades after each PPE. Students sorted into the following groups: Numeracy Maths English Combined Science Triple Science History Geography Launched with parents at parents evenings, and through assemblies with students	GBY	PPEs analysis conducted and 'concern' subject/students identified. Students were organised into different subject groups according to needs. Programme of support for specific subjects was devised and implanted for example, students not on track in Science then were placed with a Science teacher. Form time monitoring indicated a strong implementation of this programme.
	Targeted after school and holiday intervention sessions for selected Y11 students.	As above.	Tracking of improvements in students' grades and predictions. Monitoring of attendance at each session.	HOD	Targeted intervention took place after school starting at October half term. Students were allocated subjects across 4 days based on teacher feedback and classroom/ exam data. Additional sessions ran before school for science, and a Saturday programme was in place for Maths. Attendance was monitored by HOD's, and supported by HOY/ Raising Attainment Lead.

<p>B. More accurate assessment and data tracking allow more accurate targeting of interventions.</p>	<p>Mentoring of underperforming students by heads of year.</p>	<p>Taking time with the individual will build a positive relationship which can help with pastoral issues.</p>	<p>Communication with parents to advise them of student underperformance and of the meetings taking place. Continued monitoring of student progress. Changing students where necessary to target those most at risk of underperformance.</p>	<p>HOY SLT</p>	<p>Pastoral teams liaised with parents after each data drop.</p> <p>Students were placed on academic or behaviour reports to the pastoral teams.</p>																																	
<p>C. The attendance of students eligible for pupil premium funding increases.</p>	<p>Monitoring by tutors, HOY and attendance team following new structure.</p>	<p>Attendance procedures were identified as weak in some areas following the most recent PP review. A new attendance policy and procedure was recommended.</p>	<p>Weekly monitoring sheets produced by attendance team and bi-weekly meetings with year teams to monitor student attendance progress. Meetings with EWO and HOY for parents. Letters home to advise of poor attendance.</p>	<p>S Pearson L Hatch E Collier HOY</p>	<table border="1" data-bbox="1422 675 2056 1058"> <thead> <tr> <th></th> <th>2019-2020 Autumn Term</th> <th>Spring term 1 2019-20</th> </tr> </thead> <tbody> <tr> <td>Whole School Attendance</td> <td>94.70%</td> <td>94.60%</td> </tr> <tr> <td>PP Attendance</td> <td>93.50%</td> <td>93.30%</td> </tr> <tr> <td>NPP Attendance</td> <td>95.60%</td> <td>95.70%</td> </tr> <tr> <td>PA</td> <td>17.50%</td> <td>15.60%</td> </tr> <tr> <td>PP PA</td> <td>23.90%</td> <td>29.70%</td> </tr> </tbody> </table> <ul data-bbox="1467 1098 2105 1189" style="list-style-type: none"> • PP Attendance for the Autumn Term 2019/20 is slightly lower than 2018/2019; this equates to 1.0%. • PP PA remains a concern. <table border="1" data-bbox="1422 1225 2145 1433"> <thead> <tr> <th>Yr group</th> <th>No. of school refusers</th> <th>No. of PP school refusers</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>3</td> </tr> <tr> <td>8</td> <td>0</td> <td>0</td> </tr> <tr> <td>9</td> <td>0</td> <td>0</td> </tr> <tr> <td>10</td> <td>8</td> <td>5</td> </tr> </tbody> </table>		2019-2020 Autumn Term	Spring term 1 2019-20	Whole School Attendance	94.70%	94.60%	PP Attendance	93.50%	93.30%	NPP Attendance	95.60%	95.70%	PA	17.50%	15.60%	PP PA	23.90%	29.70%	Yr group	No. of school refusers	No. of PP school refusers	7	3	3	8	0	0	9	0	0	10	8	5
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D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Buying equipment and uniform for PP students.	Students who do not have the correct equipment often struggle to focus in school. Lack of uniform can also have an impact on attendance. Pupil premium students should not be disadvantaged by being unable to afford specialist items such as ingredients for food and nutrition lessons.	All requests approved and monitored by AP in charge of PP budget. Student and parent voice.	E Cole	<p>Expenditure:</p> <table border="1"> <tbody> <tr> <td>Uniform</td> <td>£508.95</td> </tr> <tr> <td>Curriculum resources</td> <td>£524.19</td> </tr> <tr> <td>Revision resources</td> <td>£227.24</td> </tr> <tr> <td>TOTAL</td> <td>£1260.38</td> </tr> </tbody> </table>	Uniform	£508.95	Curriculum resources	£524.19	Revision resources	£227.24	TOTAL	£1260.38				
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TOTAL	£1260.38																
	1-to-1 careers and options meetings for PP students.	Most recent PP review found that pupils were unsure of the options open to them post-16 and did not have a clear plan.	Records kept of meetings and decisions. Destinations data monitored.	P Hissey Careers advisor N Wickenden (post-16)	<p>Initial meeting held with all risk of NEET students in September 2019. Students were offered 1:1 support from advisor twice per term.</p> <p>All 11 NEET PP students completed applications for college by the end of January 2020.</p> <p>All students had access to the following:</p> <ul style="list-style-type: none"> ❖ Post 16 information pack ❖ Careers event (1/10/2019) ❖ College information evening (2/10/2019) ❖ Careers meetings 												

	Safeguarding officer and support and guidance managers to be single points of contact for students involved with multiple external agencies.	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	K Seeley S&GMs S Pearson	See attendance data Expenditure on Counselling (Sept-March) £2320 <table border="1"> <thead> <tr> <th>Year</th> <th>CP</th> <th>CIN</th> <th>Other agency</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1</td> <td></td> <td>2</td> <td>14</td> </tr> <tr> <td>8</td> <td>0</td> <td></td> <td>8</td> <td>22</td> </tr> <tr> <td>9</td> <td>0</td> <td></td> <td>11</td> <td>28</td> </tr> <tr> <td>10</td> <td>0</td> <td></td> <td>9</td> <td>37</td> </tr> </tbody> </table> ATL <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="6">Average A2L Score</th> </tr> <tr> <th>PP</th> <th>PP Girls</th> <th>PP Boys</th> <th>PP High</th> <th>PP Mid</th> <th>PP Low</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3.37</td> <td>3.42</td> <td>3.29</td> <td>3.43</td> <td>3.53</td> <td>3.25</td> </tr> <tr> <td>8</td> <td>3.16</td> <td>3.34</td> <td>3.04</td> <td>3.23</td> <td>3.38</td> <td>3.03</td> </tr> <tr> <td>9</td> <td>3.07</td> <td>3.18</td> <td>2.96</td> <td>3.14</td> <td>2.95</td> <td>3.06</td> </tr> <tr> <td>10</td> <td>3.04</td> <td>3.14</td> <td>2.92</td> <td>3.33</td> <td>3.16</td> <td>2.78</td> </tr> <tr> <td>11</td> <td>2.76</td> <td>2.93</td> <td>2.57</td> <td>3.23</td> <td>2.83</td> <td>2.54</td> </tr> </tbody> </table>	Year	CP	CIN	Other agency	Vulnerable	7	1		2	14	8	0		8	22	9	0		11	28	10	0		9	37	Year	Average A2L Score						PP	PP Girls	PP Boys	PP High	PP Mid	PP Low	7	3.37	3.42	3.29	3.43	3.53	3.25	8	3.16	3.34	3.04	3.23	3.38	3.03	9	3.07	3.18	2.96	3.14	2.95	3.06	10	3.04	3.14	2.92	3.33	3.16	2.78	11	2.76	2.93	2.57	3.23	2.83	2.54
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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/Evidence
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Purchasing of revision guides for Y11 students and Y11 revision workshops.	Evidence suggests that effective revision strategies can enhance retention and retrieval of concepts Pupil voice suggests pupils are	PP students have access to revision guides in all subjects and are taught how to use them effectively. Student mentoring records show students have discussed revision techniques.	G Gilbey E Cole J Burch T Whiberely	Expenditure on revision resources: £227.24 Students were provided with revision guides and different strategies were discussed during form time and assemblies.

		worried about how to revise effectively.			<p>The PP students who worked with J Burch for intervention had a personalised revision timetable, which was discussed and reviewed during each meeting.</p> <p>During the initial meeting revision techniques that they had used, and their impact was discussed.</p> <p>In each meeting a variety of strategies would be explained, and the students would be given the task of trying a new technique each week, and its effectiveness discussed in the follow up meeting. All meeting minutes were minuted.</p> <p>A buddy system was put in place for students to share revision techniques and ideas.</p>					
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	PiXL membership and attendance at conferences.	Access to exam specific resources and help with assessment and grading for HOD in key subjects. Network of over 1600 similar schools from which to draw expertise. Allocated "raising standards" leader to support leaders.	Records of attendance at conferences. CPD records from HOD who have disseminated gathered information to their teams. Improvement in rates of progress for students mentored using PiXL resources.	E Cole HOD's	<p><u>PIXL CPD attended was:</u></p> <ul style="list-style-type: none"> • History Conference • English Conference • Maths Conference • Curriculum Design - Strategies to improve methodology • Science Conference • Maths Conference 					
C. The attendance of students eligible for pupil premium funding increases.	Education welfare officer to work full time.	Most recent PP review recommended a return to full time for our EWO so students are more closely monitored and absences are followed up.	Meeting records, attendance records of targeted students. PP attendance records.	L Hatch L Cossey	See attendance data					
	Attendance reports, letters and calls home and rewards system.	Most recent Ofsted report highlights the attendance of disadvantaged students as a specific area for development.	Monitored by HOY, specific system to be implemented by all members of the attendance team. Attendance records monitored.	L Cossey E Collier HOY	<p>See attendance data</p> <table border="1"> <thead> <tr> <th>Yr group</th> <th>No. of students</th> <th>No. of PP students</th> </tr> </thead> <tbody> <tr> <td></td> <td>100% reward</td> <td>100% reward</td> </tr> </tbody> </table>	Yr group	No. of students	No. of PP students		100% reward
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D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Support and guidance managers to specialise in areas such as mental health and gang involvement.	The use of support and guidance managers to support disadvantaged students was highlighted as a strength in the most recent Ofsted report.	Attendance at training records. Regular meetings with HOY.	S&GM HOY S Pearson	CPD for SAGM: <ul style="list-style-type: none"> Gangs & Serious Youth Violence Taster Suicide Safer Schools Project Teens Dealing with Grief Hate Crime & Prevent Strategy Briefing Trident Police - Child Criminal Exploitation 																									
	Use of CPOMs safeguarding monitoring software.	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	L Cossey S Pearson K Seeley	<table border="1"> <thead> <tr><th>Year</th><th>CP</th><th>CIN</th><th>Other agency</th><th>Vulnerable</th></tr> </thead> <tbody> <tr><td>7</td><td>1</td><td></td><td>2</td><td>14</td></tr> <tr><td>8</td><td>0</td><td></td><td>8</td><td>22</td></tr> <tr><td>9</td><td>0</td><td></td><td>11</td><td>28</td></tr> <tr><td>10</td><td>0</td><td></td><td>9</td><td>37</td></tr> </tbody> </table>	Year	CP	CIN	Other agency	Vulnerable	7	1		2	14	8	0		8	22	9	0		11	28	10	0		9	37
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Careers advisor and pupil premium administrator.	Providing accurate and timely support for students considering post-16 options was identified as an area for development in the most recent PP review.	1-to-1 meeting records. Destinations data monitored.	S Pearson P Hissey	Careers advisors had 1;1 meetings with students. HIS to monitor destinations.																										
Subsidies for trips (including residential trips).	The most recent PP review recommended that students be given access to a wider range of cultural experiences.	Standard paragraph added to all trips letters to communicate to parents that financial support is available. Monitoring of uptake and PP pupil numbers participating in trips.	E Cole	Due to lockdown, trips did not take place.																										

	Evidence also suggests that outdoor adventure learning can improve pupil progress by up to 4 months.																																																																						
A wide range of extra-curricular clubs and activities are available and PP students are encouraged to attend.	The most recent Ofsted report identifies a need to raise pupil aspirations and also that parents and pupils would like a wider range of activities to be offered outside the school curriculum. Evidence also suggests that access to arts and sports education can improve pupil progress by up to 2 months.	Work with staff to ensure variety and consistency in extra-curricular offer. Consistent and regular promotion to students. Monitoring of PP student's attendance at clubs. Social Interactions club take place after school every night, they include Lego, maths, film, handwriting and art. Resource drinks and refreshments provided for students. Staff overtime funded.	E Cole A Rootes S Clarke	Refreshments for clubs: £38.94 Wages for clubs:£2493.01	<table border="1"> <thead> <tr> <th>Week beginning</th> <th>Room 112 No. of PP students attending/week</th> <th>Best Centre No. of PP students attending/week</th> </tr> </thead> <tbody> <tr><td>2/9</td><td>6</td><td>8</td></tr> <tr><td>9/9</td><td>36</td><td>14</td></tr> <tr><td>16/9</td><td>31</td><td>11</td></tr> <tr><td>23/9</td><td>15</td><td>13</td></tr> <tr><td>30/9</td><td>41</td><td>21</td></tr> <tr><td>7/10</td><td>50</td><td>47</td></tr> <tr><td>14/10</td><td>45</td><td>32</td></tr> <tr><td>28/10</td><td>40</td><td>28</td></tr> <tr><td>4/11</td><td>52</td><td>33</td></tr> <tr><td>11/11</td><td>66</td><td>31</td></tr> <tr><td>18/11</td><td>52</td><td>31</td></tr> <tr><td>25/11</td><td>56</td><td>21</td></tr> <tr><td>2/12</td><td>59</td><td>25</td></tr> <tr><td>9/12</td><td>60</td><td>19</td></tr> <tr><td>16/12</td><td>9</td><td>10</td></tr> <tr><td>6/1</td><td>32</td><td>27</td></tr> <tr><td>13/1</td><td>52</td><td>22</td></tr> <tr><td>20/1</td><td>58</td><td>20</td></tr> <tr><td>27/1</td><td>37</td><td>16</td></tr> <tr><td>3/2</td><td>44</td><td>30</td></tr> <tr><td>10/2</td><td>48</td><td>9</td></tr> </tbody> </table> <p>Additional clubs were run in PE at lunch times and after school.</p>	Week beginning	Room 112 No. of PP students attending/week	Best Centre No. of PP students attending/week	2/9	6	8	9/9	36	14	16/9	31	11	23/9	15	13	30/9	41	21	7/10	50	47	14/10	45	32	28/10	40	28	4/11	52	33	11/11	66	31	18/11	52	31	25/11	56	21	2/12	59	25	9/12	60	19	16/12	9	10	6/1	32	27	13/1	52	22	20/1	58	20	27/1	37	16	3/2	44	30	10/2	48	9
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