



HEBBURN
Comprehensive School

3-YEAR

PUPIL PREMIUM STRATEGY

Our Pupil Premium strategy is based on the 3-year strategy recommended by both the DfE and the Education Endowment Foundation (EEF).

OUR PHILOSOPHY

In order to have the biggest impact on pupil outcomes, we believe in a strategic approach to PP spending, aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions that will lead to improved outcomes for learners.

Enabling pupils to overcome barriers to learning is at the heart of our PPG planning and spending. We understand that pupils' needs will differ depending on the barriers that need to be addressed; costings will be factored in accordingly. Because of this, we do not automatically allocate personal budgets per pupil. Instead, we identify the specific barrier to learning that needs to be addressed and implement the appropriate interventions. This could be on a 1:1 basis, in small or larger groups, across a full cohort or across the whole school.

OUR PRIORITIES

Establishing priorities is key to maximising the use of the PPG.

Our priorities are as follows:

- Ensuring that the curriculum, including the qualifications offer at KS4, is broad, balanced and appropriately challenging for all pupils, including Pupil Premium pupils.
- Ensuring 'good' to 'outstanding' teaching across the school, with targeted strategies for PP pupils, to ensure progression in line with targets.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Improving RWCM skills to enable full access to the curriculum.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to achievement, such as attendance, behaviour and SEMH
- Ensuring that the PPG reaches the pupils who need it most.

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance
Poor language and communication skills	Poor behaviour
'Outstanding' teaching not present in every classroom	Lack of parental engagement
Lack of targeted support	Arriving at school hungry and not ready to learn
Lack of readiness for learning	Lack of focus and confidence due to poor mental health and wellbeing
SEMH issues	Low aspirations

OUR FUNDING

Funding summary: Year 1					
Total number of pupils	748	PPG received per pupil	£955	Indicative PPG as advised in School Budget Statement	£357,820
		Number of pupils eligible for PPG	322	Actual PPG budget	TBC
Funding estimate: Year 2					
Estimated pupil numbers	826				
Estimated number of pupils eligible for PPG	337				
Estimated funding	£367,946				
Funding estimate: Year 3					
Estimated pupil numbers	870				
Estimated number of pupils eligible for PPG	336				
Estimated funding	£365,922				

1. Barriers to future attainment (for pupils eligible for PP)

- Currently, outcomes for pupils eligible for the PP grant are lower than those not eligible for PP grant.
- The literacy and numeracy skills of PP pupils, on entry, have historically been much lower than that of other pupils and a high proportion of PP pupils are MAPS or LAPS.
- Some PP pupils have complex social needs and require additional resilience and SEMH support.
- Persistent absence, particularly for PP pupils requires improvement.
- Class sizes not conducive to providing adequate targeted support to PP pupils, due to the high proportion of PP pupils

External barriers

- Within the school's catchment area, there is high social deprivation.
- The engagement of some parents/carers in their child's education requires further encouragement.
- Research shows that disadvantaged pupils are less likely to have their parents/carers read to/with them at home or actively engage in homework or revision for examinations
- Not having immediate access to resilience and SEMH support
- Current attendance of disadvantaged pupils is below the national average.
- Perceptions of the importance of high and consistent attendance is of concern among some disadvantaged pupils and their parents/carers.

IMPROVE THE QUALITY OF TEACHING AND CPD TO ENSURE THAT GOOD AND OUTSTANDING TEACHING IS EMBEDDED ACROSS THE SCHOOL (DRT/DC)

	<ul style="list-style-type: none"> • Plan and implement a whole-school teaching and learning strategy, anchored in the latest research (Rosenshine’s Principles) and best practice, incorporating targeted PP strategies • Improve teaching and learning to ensure high-quality provision for all pupils and Pupil Premium pupils. • Ensure high-quality CPD programme, incorporating both internal and external input. • Plan and implement strategies and share good practice at departmental meetings • Identify pupils requiring intervention, prioritising PP pupils after each Assessment Cycle • Have regular T&L reviews, including Learning Walks, work scrutinies and lesson observations. • PP strategies are a key focus of Departmental Planning 	<p>All teachers use PP data to inform planning and intervention</p> <p>Feedback is timely and meaningful</p> <p>Progress of PP pupils improves in relation to starting points</p>
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‘Mark first, ask first’

IMPROVE OUTCOMES IN THE CORE SUBJECTS THROUGH HIGH-QUALITY TEACHING AND INTERVENTION (DRT/DC)

	<ul style="list-style-type: none"> • Improve outcomes in Year 11 for those eligible for PP in the core subjects of English, Maths and Science. • Tracked at Assessment Cycle data collections. • PP pupils not making expected progress identified and targeted intervention implemented. • Pupil data monitored • Following RAG/inclusion meetings, intervention put in place immediately • Introduce an extra class in Year 7 going into Year 8 and year 9 going into Y10. 	<p>Improvement in headline progress measures</p>
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CPD PROGRAMME FOR EARLY CAREER TEACHERS (AP)

	<ul style="list-style-type: none"> • High-quality support and training for Early Career Teachers • T&L CPD programme • Monitoring and review 	<p>NQT students receive the appropriate support and training to develop strategies to support PP pupils</p>
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IMPROVE ATTENDANCE (SB)

<ul style="list-style-type: none">• Appoint a second Attendance Officer (0.8)• Improve and sustain the attendance of all disadvantaged pupils and implement effective strategies to ensure that attendance is in line with NA for all pupils and for PP pupils• Reduce PP PA through rigorous monitoring and targeted intervention• Improve the attendance of current Y10 and Y11 pupils who have historically poor attendance, through effective, targeted intervention• Improve the attendance of disadvantaged pupils in KS3 through targeted intervention• Prioritise home visits and attendance intervention plans for PP pupils• Monitor daily/weekly attendance of PP pupils• Identify and implement attendance plans and strategies as appropriate.• Prioritise rewards for excellent attendance.	<p>Whole-school attendance is in line with NA Y11 attendance is in line with NA KS3 attendance is in line with NA PP attendance improves Reduction in PA - below 10% Reduction in PP PA</p>
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IMPROVE BEHAVIOUR FOR LEARNING AND HAVE EFFECTIVE STRATEGIES TO RESPOND TO SEMH ISSUES AND ENGAGE FAMILIES (MP/SB)

<ul style="list-style-type: none">• Develop pastoral support programmes• Develop SEMH and Early Help support and intervention for all pupils and PP pupils• Appoint a Child and Family Welfare Officer and an additional Intervention Manager to provide pupils with the additional support they need to secure better outcomes and to engage 'hard to reach' families• Intervention Managers allocated to all year groups to increase capacity.• In house referral system to identify appropriate level of support and intervention.• Intervention managers deliver individual and small group support as appropriate.• Funding used to buy into outside support i.e Ed Psyc and ER team• Resource base (PZ) to help promote inclusion of pupils within mainstream setting – short and long placements• Provision of alternative vocational placement – RNE• Staff training and development (INSET Day 9th July)• Buy into EDLounge to reduce the risk of exclusion	<p>Reduction of referrals for poor behaviour Reduction of BSR placements and exclusions Improved progress data for PP pupils Improved engagement with parents Improved attendance</p>
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IMPROVE LITERACY AND DEVELOP OPPORTUNITIES TO FOSTER A LOVE OF READING (AP)

	<ul style="list-style-type: none"> • Literacy is the key to all achievement. Studies by the EEF and others have shown that a child's reading age has a large and measurable impact on their performance in national assessments such as GCSEs. Pupils who require support will receive it through targeted intervention. Data has shown that in the past these interventions have had a positive impact on student outcomes in English and other subjects. • The additional content and demands of the new GCSE specifications has been shown to have a disproportional impact on pupils with lower levels of literacy. Improve literacy and developing reading is a key priority. • Develop opportunities for fostering a love of reading, increasing engagement through Accelerated Reader, Lexia and improved library provision 	<p>Set up AR Invest in resources to turn LRC into a library with LRC manager Literacy leaders within each academic department to improve literacy across the curriculum CPD for teaching staff on strategies and implementation</p>
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INCREASE PARENTAL/CARER ENGAGEMENT, PARTICULARLY WITH 'HARD TO REACH' FAMILIES (RM)

	<ul style="list-style-type: none"> • Develop the use of MCAS and email • Ensure that all contact details are fully up to date • Explore different ways of engaging with parents/carers • Embed a system for following up contacts 	<p>Contact 'hard to reach' families and discuss their preferred method of contact.</p>
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INCREASE OPPORTUNITIES FOR CURRICULUM ENRICHMENT (AP)

	<ul style="list-style-type: none"> • Audit • Research opportunities • Investigate additional funding opportunities • Plan programme across all year groups 	<p>Increased opportunities for PP pupils to engage with enrichment programmes</p>
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INCREASE OPPORTUNITIES AND PARTICIPATION IN EXTRA-CURRICULAR CLUBS (RM)

	<ul style="list-style-type: none"> • Audit • Research opportunities • Investigate additional funding • Increase extra-curricular offer 	<p>Audit of staff skills for offering different types of extra-curricular activity. Target activities to engage pupils with school.</p>
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OUR IMPLEMENTATION PROCESS

We believe that selecting a small number of priorities and prioritising those will have the biggest impact. We also believe that strategies anchored in research and best practice, from bodies like the EEF, will ensure maximum impact.

We will conduct annual 'light-touch' reviews to ensure our approach is effective.

Strategy:

Explore

- identify key priorities that need to be addressed
- explore appropriate strategies and practices that will have the desired impact on outcomes
- examine the feasibility of implementing the intervention required

Prepare

- Develop a clear, logical and well-structured plan, with measurable targets and success criteria
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff to deliver high-quality provision
- Reinforce initial training with follow-up support and sessions on sharing best practice
- Ensure that all staff are aware of the objectives in the plan and are fully focused on delivering the best outcomes

Sustain

- Plan a sustainable model of intervention for maximum impact that can be revised and refined as necessary.
- Continually acknowledge, support and share good practice.
- Gain feedback from staff and key stakeholders on improving strategy and best practice.

OUR TIERED APPROACH

To prioritise spending, we have adopted a tiered approach.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focused approach ensures the best chance of success for each intervention.

QUALITY OF TEACHING

1. Encouraging self-led professional development, anchored in the latest research and best practice 'Rosenshine's Principles' and Tom Sherrington's 'Walkthrus'.
2. Professional development: delivering training sessions to support teachers, with a particular emphasis on literacy and vocabulary
3. Support for early career teachers: a termly one-day teaching development programme delivered by external experts

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Tas

Wider strategies

1. Parental engagement
2. Readiness to learn: Introduction of a breakfast club to provide pupils with a nutritious breakfast before school
3. Attendance: Use of an Education Welfare Officer (EWO) two days per week to improve attendance and foster links with parents

OUR REVIEW PROCESS

During our 'light-touch' reviews, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards, adapting, expanding or ceasing with the intervention, as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

Accountability

Ofsted inspections and the Information Data Summary Report (IDSR) will report on the attainment and progress of disadvantaged pupils.

The school is accountable for the spending of the PPG and its impact.

Planned Expenditure	
Academic Year	
The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, providing targeted support and supporting whole-school improvement strategies.	

QUALITY OF TEACHING					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
To ensure that teaching across the school is consistently good or better	Developing the principle of ask first mark first High-quality CPD	To ensure correctly targeted support for PP pupils	SSE Lesson Observations Learning Walks Book Scrutinies	DRT/DC AP TLCo/HOKS HoDs/HoLs	As per SSE calendar
To ensure that assessment is both rigorous and consistent across the school	Assessment audit/review CPD Data analysis	To ensure that assessment information is used to target pupils in need of intervention	Audit Data analysis Rigorous target setting Monitoring and review	DC AP HoDs	End of assessment cycle After GCSE external data release in August
				Estimated Cost	143,979

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Development of T&L through CPD. T&L coordinators & DC introduce T&L strategy based upon Rosenshine’s principles. This will be split into 3 broad areas</p> <ul style="list-style-type: none"> • Departmental intervention and support • CPD linked to appraisal • Drop-in sessions <p>Every member of staff to be observed each year as part of the accountability framework and the appraisal process.</p> <p>Learning walks to take pace each term</p> <p>Assessments will need to go through a standardisation process, within SISRA, led by the HoD – this will be monitored and checked through line management.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Staff to continue with T&L CPD Programme (change of focus)</p> <p>Every member of staff to be observed each year as part of the accountability framework and the appraisal process.</p> <p>Appraisal targets linked to T&L and assessment</p> <p>Learning walks to take pace each term.</p> <p>Assessments will need to go through a standardisation process, within SISRA, led by the HoD – this will be monitored and checked through line management.</p> <p>Outcomes compared to predictions and appropriate intervention / support put in place.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Staff to continue with T&L CPD Programme (change of focus)</p> <p>Every member of staff to be observed each year as part of the accountability framework and the appraisal process.</p> <p>Appraisal targets linked to T&L and assessment</p> <p>Learning walks to take place each term.</p> <p>Assessments will need to go through a standardisation process, within SISRA, led by the HoD – this will be monitored and checked through line management.</p> <p>Outcomes compared to predictions and appropriate intervention / support put in place.</p>

<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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1. Outcomes					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Improve outcomes for PP pupils in English through targeted intervention</p>	<p>Use SISRA and departmental analysis to identify pupils and map targeted intervention.</p> <p>Small group; 1:1 focus on areas of misunderstanding and any deficiency in skills.</p> <p>Subject lead to co-ordinate</p> <p>Additional English support sessions</p> <p>Half term and Easter revision sessions</p> <p>Study skills support</p> <p>GCSE Pod</p> <p>Additional revision packs for PP pupils</p>	<p>1:1 and small group work enables the teacher to target intervention effectively</p>	<p>Use of data captures after ACs to identify pupils and inform intervention</p> <p>Tracking and monitoring through SISRA</p> <p>Lesson observations and learning walks</p> <p>Book scrutinies.</p> <p>Planning scrutinies</p> <p>Examine seating plans to help target PP pupils</p>	<p>JFE</p>	<p>Each Assessment Cycle</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Staffing in place</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Improve outcomes for PP pupils in Maths through targeted intervention</p>	<p>Use SISRA and departmental analysis to identify pupils and map targeted intervention.</p> <p>Small group and 1:1 intervention, focusing on areas of misunderstanding and any deficiency in skills</p> <p>HoD lead to co-ordinate intervention</p> <p>Additional Maths support sessions</p> <p>Half term and Easter revision sessions</p> <p>Use of Hegarty Maths</p> <p>GCSE Pod</p> <p>Study Skills and revision support</p> <p>Additional revision packs and resources for PP pupils</p>	<p>1:1 and small group work enables the teacher to target intervention effectively</p>	<p>Use of data captures after Acs to identify pupils and inform intervention</p> <p>Tracking and monitoring through SISRA</p> <p>Lesson observations and learning walks</p> <p>Book scrutinies.</p> <p>Planning scrutinies</p> <p>Examine seating plans to help target PP pupils</p>	<p>LC</p>	<p>Each Assessment Cycle</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Staffing in place</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Improve outcomes for PP pupils in Science through targeted intervention</p>	<p>Use SISRA and departmental analysis to identify pupils and map intervention.</p> <p>Small group and 1:1 intervention, focusing on areas of misunderstanding and any deficiency in skills</p> <p>HoD to co-ordinate intervention</p> <p>Additional Science intervention sessions</p> <p>Half term and Easter revision sessions</p> <p>Study Skills and revision support</p> <p>GCSE Pod</p> <p>Additional revision packs and resources for PP pupils</p>	<p>1:1 and small group work enables the teacher to target intervention effectively</p>	<p>Use of data captures after ACs to identify pupils and inform intervention</p> <p>Tracking and monitoring through SISRA</p> <p>Lesson observations and learning walks</p> <p>Book scrutinies.</p> <p>Planning scrutinies</p> <p>Examine seating plans to help target PP pupils</p>	<p>DPU</p>	<p>Each Assessment Cycle</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Staffing in place</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Map intervention cohorts</p> <p>Subject leads co-ordinate</p> <p>Track and monitor progress through SSE</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Ensure consistently good or better teaching targeted at PP pupils to secure better outcomes</p>	<p>Develop strategies to target teaching and support to PP pupils</p> <p>High-quality recruitment and CPD focuses on the needs and areas for development at individual teacher level</p> <p>Sharing good practice</p>	<p>High-quality first teaching is essential for raising achievement</p>	<p>Observation and Learning Walks as per SSE calendar</p> <p>Subject leads to monitor quality of provision across the department</p> <p>Teachers use data effectively to inform planning</p> <p>Feedback is timely and meaningful</p> <p>80%+ of lessons are good or better</p>	<p>DRT/DC</p> <p>AP</p> <p>TLCo/HoKs</p> <p>HoDs/HoLs</p>	<p>Each term</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Map CPD programme</p> <p>Embed CPD Programme</p> <p>Monitor and review through lesson observations and Learning Walks</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>SSE review schedule</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>SSE review schedule</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Ensure accuracy of assessment to target effective intervention at PP pupils</p>	<p>Assessment audit CPD programme Regular standardisation of assessment Thorough data analysis after each AC Moderation by HoDs Intervention is accurately identified and targeted</p>	<p>Rigorous assessment and accurate marking of assessment is essential for developing pupils' understanding of where they are in relation to their progress towards targets</p> <p>Timely and targeted intervention is essential for accelerating progress</p>	<p>Audit of assessment Sharing of good practice Analysis of pupil responses Heads of Department to standardise assessments and moderate marking External standardisation Common assessments</p>	<p>DC AP HoDs</p>	<p>Each Assessment Cycle</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Carry out audit</p> <p>CPD Programme (EBE Assessment Essentials)</p> <p>Track data after each AC</p> <p>Departmental standardisation</p> <p>Whole-school standardisation</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Track data after each AC</p> <p>Departmental standardisation</p> <p>Whole-school standardisation</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Track data after each AC</p> <p>Departmental standardisation</p> <p>Whole-school standardisation</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		
Develop targeted questioning and marking for PP pupils	Develop principle of as first mark first CPD on questioning techniques Examine seating plans	Developing questioning techniques to target PP pupils will raise achievement Develop open-ended questions for higher level responses Scaffolded/differentiated questioning to develop confidence and enhance progress	New MIS (Bromcom) has a seating plan facility Departments to look at seating plans to target support effectively	DC SLO/JL	September 2020

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Roll out new marking policy</p> <p>CPD on questioning and feedback through T&L CPD programme</p> <p>Set Quality Standard</p> <p>Review as part of SSE cycle</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Review as part of SSE cycle</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review as part of SSE cycle</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Ensure high-quality marking & feedback	Review of assessment and feedback policy and practice	<p>Effective and meaningful feedback is essential for pupils to make progress in their learning</p> <p>Feedback can be verbal or written, but the emphasis must be on closing gaps</p>	<p>Effective marking policy</p> <p>QA milestones to check quality of provision</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Line manager QA</p>	<p>DC</p> <p>AP</p> <p>SLO/JL</p> <p>HoDs</p>	September 2020
				Estimated Cost	241,624

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Review Policy</p> <p>Implement policy</p> <p>Departments develop strategy within overall framework</p> <p>Marking scrutiny</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Marking scrutiny, as part of SSE</p> <p>Review policy</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Marking scrutiny, as part of SSE</p> <p>Review policy</p>

Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Improve literacy	<p>Whole-school literacy strategy</p> <p>Staff CPD programme</p> <p>Scheme of Learning mapping</p> <p>Literacy support</p> <p>Identified Literacy Leaders in each academic department</p>	<p>Pupils join the school with low levels of literacy</p> <p>Improving literacy is key to raising achievement and ensuring full access to the curriculum</p>	<p>SSE</p> <p>Learning Walks</p> <p>Lesson Observations</p> <p>Work scrutinies</p> <p>Data analysis</p>	AP	End of Summer Term 2021
				Estimated Cost	74,306

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> CPD training for all teaching staff Departmental Literacy policies Literacy Leader identified in each academic department Sharing of good practice Research into Literacy support software One to one/ withdraw groups Literacy identified in the marking policy/strategy 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Continuation of intervention from year 1, following evaluation Roll out of identified Literacy support software CPD refresher Introduction of a discreet Literacy lesson for identified groups Appointment/Training of a Literacy specialist on the TA team. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Continuation of intervention from year 1, following evaluation CPD refresher Monitor and measure impact of years 1 and 2 strategies Evaluate Literacy software Adjust as necessary

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Foster a love of reading	<p>Reading strategy</p> <p>Embed Accelerated Reader</p> <p>Modernise the Learning Resource Centre</p> <p>Purchase new books appropriate for all ages and abilities</p> <p>Staff CPD</p>	<p>Wider reading leads to better levels of literacy and knowledge and understanding and enables pupils to access the full curriculum, leading to better outcomes and life chances</p>	<p>Review data</p> <p>Review reading ages</p> <p>Conduct Audit</p> <p>Pupil Voice</p>	AP	End of Summer Term 2021
				Estimated Cost	90,142

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Roll out of Accelerated reader to all year 7</p> <p>Alterations to the LRC</p> <p>Purchase of AR books/books to foster an interest in subject areas</p> <p>Appointment of an AR/LRC manager</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continuation of intervention from year 1, following evaluation</p> <p>Accelerated reader programme for all years 7 and 8 and identified individuals/groups in year 9</p> <p>Introduction of AR lesson during English curriculum time</p> <p>Talks from Authors</p> <p>Introduction of competitions/rewards</p> <p>Access to Library as an extra-curricular activity</p> <p>Activities to encourage parental engagement</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continuation of intervention from year 1, following evaluation</p> <p>Monitor and evaluate the impact of accelerated reader</p> <p>Build on competitions/parental engagement</p> <p>Assess and monitor library usage and reading material</p>

<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o
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Behaviour and Attitudes

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Improve attendance and reduce PA for PP pupils</p>	<p>Expand Attendance Team</p> <p>Attendance Team to track and implement effective intervention for PP PA.</p> <p>Targeted support and increased incentives to encourage improved attendance</p> <p>Discuss PP pupils and strategies for improvement in attendance meetings</p> <p>Formulate and implement sharply-focused attendance action plans</p> <p>Develop attendance rewards for year groups and whole school.</p>	<p>Nationally the attendance of PP pupils is lower than non-PP pupils. Pupils' progress and attainment cannot improve if they are not accessing learning.</p>	<p>Daily monitoring of whole school attendance;</p> <p>Home visits by attendance officer;</p> <p>Letters sent out to parents;</p> <p>meetings held in school with parents and to include either tutor, Director of upper school/lower school and attendance officer</p> <p>Vulnerable meeting</p> <p>Regular contact/meetings with outside agencies,</p> <p>Fixed Penalty Notice warning</p> <p>Weekly, Termly and Annual rewards for 100% attendance</p>	<p>SB</p>	<p>Each half term</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Appoint one extra AO (0.8) and IM).</p> <p>Update policy.</p> <p>Introduce a range of new initiatives, as outlined in policy, including pupil trackers, Attendance Reviews and Attendance Clinics.</p> <p>Outline expectations to all staff. Embed the philosophy.</p> <p>Initial series of meetings with IMs, AOs and wider of pastoral team. Everyone knows roles and responsibilities.</p> <p>Timetabled review meetings with all key staff, to monitor and map progress.</p> <p>Rigorous scrutiny of the data (including all groups).</p> <p>Robust tracking and targeted intervention.</p> <p>Improved communication with parents/carers to help with an overall culture shift in relation to Attendance.</p> <p>Use a range of rewards as incentives for good attendance.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Review and develop policy.</p> <p>Consider the effectiveness of new initiatives and adjust policy accordingly.</p> <p>Reaffirm expectations about attendance, to all staff. Report on progress.</p> <p>An additional round of meetings with IMs, AOs and wider of pastoral team. Everyone knows roles and responsibilities.</p> <p>Timetabled review meetings with all key staff, to monitor and map progress.</p> <p>Rigorous scrutiny of the data (including all groups).</p> <p>Robust tracking and targeted intervention.</p> <p>Improved communication with parents/carers to develop the cultural shift in relation to Attendance.</p> <p>Use pupil voice to develop the use of rewards and incentives.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review and develop policy.</p> <p>Consider the effectiveness of new initiatives and adjust policy accordingly.</p> <p>Reaffirm expectations about attendance, to all staff. Report on progress.</p> <p>An additional round of meetings with IMs, AOs and wider of pastoral team. Everyone knows roles and responsibilities.</p> <p>Timetabled review meetings with all key staff, to monitor and map progress.</p> <p>Rigorous scrutiny of the data (including all groups).</p> <p>Robust tracking and targeted intervention.</p> <p>Improved communication with parents/carers to develop the cultural shift in relation to Attendance.</p> <p>Use pupil voice to further develop the use of rewards and incentives.</p>

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Continue to improve BfL. reduce behaviour referrals and FTE rates for disadvantaged pupils	Pastoral team to work with pupils to identify behavioural needs and target appropriate support	Restorative approaches and targeted support to will increase engagement and reduce referrals to the BSR and fixed-term exclusions. A fully co-ordinated approach to inclusion to engage pupils in their learning is essential for raising achievement	Learning walks Weekly monitoring of FTEs and referrals to identify pupils at risk Targeted support from pastoral team and outside agencies Reports to SLT and governors	MP/SB HOKS HODS/HOLS	Each half term
				Estimated Cost	382,200

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Clear referral system in place to include counselling support at both key stages.</p> <p>Tiered, graduated approach to whole school intervention.</p> <p>Introduction of centralised detention system, triggered by Warning 2 in class.</p> <p>HOKS to monitoring and evaluation effectiveness of interventions.</p> <p>Regular data-driven link meetings to the scrutiny of all data available in relation to BfL, including the analysis of groups.</p> <p>High quality CPD in relation to 'Running the Room', Tom Bennett. All staff to be issued with a copy of the book, but staff will also attend a workshop with TB.</p> <p>Whole school initiate in relation to T & L links with the above bullet.</p> <p>All staff, including new, supply and cover to receive a full induction in relation to the Behaviour and Rewards policy.</p> <p>New systems to be given time to embed.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>First year strategies</p> <p>Learning Walks</p> <p>Data analysis</p> <p>Policy review</p> <p>CPD</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>First year strategies</p> <p>Learning Walks</p> <p>Data analysis</p> <p>Policy review</p> <p>CPD</p>

	<p>Support and/or challenge to be given on a 1:1 basis, as required. All staff need to be consistent in their approach to BfL.</p> <p>Series of assemblies to be carried out in relation to expectations about behaviour. 'Teach not tell'.</p> <p>Reminders to be issued to pupils and staff through the form of pupil presentations, delivered by class teachers.</p> <p>Learning walks/behaviour walks.</p>		
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3. Personal Development/Developing Cultural Capital					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>Ensure that all PP pupils have a post-16 destination before leaving school</p>	<p>Targeted careers interviews to be conducted.</p> <p>Follow up meetings to be held with identified pupils</p> <p>Career's education to continue to be delivered as part of the PHSCE programme</p> <p>Continued employer engagement through the school's wider CEIAG programme.</p>	<p>Ensuring all pupils have an identified destination post-16 to reduce the number of NEETS.</p> <p>Raising aspirations and embedding ambition.</p>	<p>Information recorded from careers interviews</p> <p>Career's tracker</p> <p>Pupil feedback</p>	<p>AP</p> <p>HOKS4</p> <p>ASP</p>	<p>By end of Spring term</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>External agency employed to carry out interviews with targeted pupils</p> <p>Biannual questionnaire with pupils to establish level of advice and support required</p> <p>Connexions interviews with targeted vulnerable groups</p> <p>School part of the ASK Supporting Apprenticeships programme</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continuation of intervention from year 1, following evaluation</p> <p>Additional member of staff to be trained at Level 6 for IAG</p> <p>Parent interviews with potential NEETs</p> <p>Development of a network of businesses to support IAG</p> <p>Continued development of the IAG curriculum</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continuation of intervention from year 1 and 2, following evaluation</p> <p>Evaluation of the impact of strategies from years 1 and 2</p> <p>Further research and development to respond to the changing needs of the individuals</p>
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations o • Above expectations o • As expected o • Below expectations o • Far below expectations o

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Ensure PP pupils have full access to curriculum enrichment activities, including extra-curricular clubs	Enrichment activities to be mapped in the calendar and targeted to PP pupils	Pupils will have increased opportunities to develop their interests and talents, which will help to raise aspirations, increase motivation and embed ambition	Increasing enrichment Opportunities for PP pupils Registers of pupil attendance Pupil/parent feedback	AP – enrichment RM – clubs	Each Term
				Estimated Cost	59,437

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Activities researched and booked</p> <p>Audit from Departments of existing and potential enrichment activities</p> <p>Introduction of the Active8 bronze award</p> <p>Questionnaire to pupils to establish interests.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Introduction of the Active8 silver award</p> <p>Involvement of speakers/aspirational individuals</p> <p>Departmental activities/clubs (external and internal)</p> <p>Extra-curricular activities based on pupil needs</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Evaluation of the strategies in year 1 and 2</p> <p>Further development of the use of external individuals/organisations</p>

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Glossary of Terms

AC	Assessment Cycle
AR	Accelerated Reader
CPD	Continuing Professional Development
BSR	Behaviour Support Room
GCSE	General Certificate of Secondary Education
HoD	Head of Department
MIS	Management Information System
MAPS	middle average points score (from primary school)
LAPS	lower average points score (from primary school)
HAPS	Higher average points score (from primary school)
PA	Persistent Absence
PP	Pupil Premium
PHSE	Personal, Health and Social Education
FTE	Fixed-term exclusion
CEIAG	Careers Education Information and Guidance
NEETs	Not in Education, Employment or Training
MIS	Management Information System (in school we use 'Bromcom')
RAG	Red, Amber, Green (traffic light system used for tracking data)
SLT	Senior Leadership Team
SISRA	Data analysis package used by school to track and monitor pupil achievement data
SSE	School Self Evaluation
T&L	Teaching and Learning
QA	Quality Assurance
SEMH	Social, Emotional, Mental Health
KS3	Key Stage 3 (Years 7 – 9)
KS4	Key Stage 4 (Years 10 & 11)

