

## Pupil Premium funding at Marriotts School – *Impact and Action plan*

### Part 1 – Summary

Marriotts School Pupil Premium Profile 2016-17			
<b>Total number of pupils in the school</b>	<b>1045</b> <small>Subject to change depending on final KS5 enrolment</small>	<b>Headteacher name:</b>	<b>Ms. Bethany Honnor</b>
<b>Number of PP-eligible pupils:</b>	<b>348</b> <small>(DfE Pupil Premium List)</small> <b>(41.4% of secondary pupils)</b>	<b>Chair of Governors name:</b>	<b>Mrs Melany McQueen</b>
<b>Amount per pupil:</b>	<b>£935 for pupils in years 7 to 11, and £1,900 for CLA</b>	<b>SLT Responsible for:</b>	<b>Mr Ed Hutchings</b>
<b>Total pupil premium budget:</b>	<b>£325,380.00</b> <small>(DfE Pupil Premium List)</small>	<b>Date of Last Review:</b>	<b>30<sup>th</sup> August 2016</b>

#### Ofsted key statements - Inspection Report: Marriotts School, 22-23 October 2014

*The pupil premium (additional government funding which in this school supports students known to be eligible for free school meals) provides support for two in every five of the students. This is above the national average.*

*Leaders spend the pupil premium funding effectively on additional small group and one-to-one support, as well as funding additional holiday-time revision classes. As a result, gaps in attainment between disadvantaged students and their classmates narrowed last year. Leaders recently appointed a coordinator responsible for supporting students supported through the pupil premium, their parents and their teachers so that any remaining gaps in performance can be closed.*

*Governance of the school: Resources are employed effectively and governors are ensuring that the pupil premium funding is used well to meet students' needs. As a result, gaps in attainment are narrowing.*

*In 2013, disadvantaged Year 11 students who were supported through pupil premium funding were about three quarters of a grade behind their classmates, and two grades behind other students nationally in English. In mathematics, they were one grade behind their classmates and over two grades behind other students nationally. In the last year, these gaps have been closing because disadvantaged students are now making more rapid progress in all subjects. Students in Year 11 reached much higher attainment in 2014 than in 2013. The gaps narrowed between the attainment of disadvantaged students and other students in the school, particularly in English.*

#### School's pupil premium vision:

*“Our vision goes beyond just narrowing this gap and we are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to succeed and reach their full potential. Our mission statement; Aim High, Work Hard, Be Kind, underpins the ethos for all students at Marriotts School.”*

## Part 2 – Impact 2015/16 funding

### Overview of Expenditure:

Marriotts received £299,230.00 Pupil Premium Funding in 2015/16.

- £289,230 used to support Core Activities
- £10,000, used to support Discretionary Activities

### Key Core Activities:

- Continued contribution to key staff positions to raise the focus of Pupil Premium achievement in Key Stage 3, and address low levels of literacy and numeracy in disadvantaged students.
- Quality first teaching: Continued increase the number of classes in English and mathematics to reduce class sizes for low achieving students (disproportionately high number of disadvantaged students in these classes), including creating a Year 11 English and mathematics class with a maximum of 12 students.
- Increase the number of classes in Science and Humanities and support small group withdrawal; in particular Year 10 (42% PP with KS2 APS significantly lower than national)
- Personalised Curriculum allowing students a mixture of Academic and Vocational courses; BTEC Horticulture and EYS.
- Improve the reading ages of low-level students – disproportionately high number of disadvantaged students, literacy focus across the school.
- Improve the attendance of disadvantaged students who are PA.
- Targeted intervention for improvements in Mathematics.

### Prior Attainment profile (table 1):

2015/16	No. Students*	No. of PP Students	% of PP Students	KS2 Prior Attainment		
				National*	Whole Year Group	PP Students
<b>Year 7</b>	204	92	45%	28.5	28.9 (Sig-)	27.9
<b>Year 8</b>	234	74	27%	28.5	27.9 (Sig-)	26.8
<b>Year 9</b>	126	54	43%	28.5	27.1 (Sig-)	25.4
<b>Year 10</b>	135	68	50%	28.4	26.6 (Sig-)	26.5
<b>Year 11</b>	139	45	32%	27.5	25.7 (Sig-)	24.5
<b>Year 12</b>	72	22	31%	27.6	26.9 (Sig-)	26.4
<b>Year 13</b>	60	18	30%	*data from raise online for cohorts (where available)		
<b>Total</b>	980	392	40%			
			National:	28.5%		

## Prior Attainment profile (cont.)

The prior attainment profile shown in table 1 shows that PP pupils when taken as a cohort have a prior attainment significantly below national averages and below the whole school cohort average. Whilst this represents a challenge, we work to reinforce high expectations in these pupils and support them to overachieve and narrow the gaps that have emerged over KS2.

## Narrowing the Achievement gap (table 2)

KS4 results	2013-14		2014-15		2015 – 16 <sup>#</sup>	
	Disad*	Other pupils	Disad*	Other pupils	Disad*	Other pupils
Number of Pupils	49	106	45	83	45	94
Percentage of Pupils	32%	68%	35%	65%	32%	68%
Progress 8 <sup>#</sup>	n/a	n/a	n/a	n/a	0.36 (upper 0.7- lower 0.02)	0.49 (upper 0.72- lower 0.26)
% of pupils making expected progress in English	63%	75%	68%	79%	76%	85%
Gap English expected levels of progress	-12%		-11%		-9%	
% of pupils making expected progress in Maths	43%	54%	42%	37%	55%	70%
Gap Maths expected levels of progress	-11%		+3%		-15%	

\*For the purposes of the table Disadvantaged pupils are considered as those eligible for free school meals, Ever 6 and children looked after (ie, in the care of the Local Authority for at least 6 months) DfE practice.

<sup>#</sup>Provisional results August 2016, progress 8 measure calculated from SISRA (provisional only).

There has been a significant improvement in both the Maths and English progress measure (3+LoP). Both progress measures have now exceeded the national average LoP for PP students (available data 2014 National PP English expected progress = 58%, 2014 National PP Maths expected progress = 48%). Predicted levels of progress for our current year 11, 2015–16 (predicted) show a continuation of this improving picture.

Across 3 years the levels of progress (LoP) gap between PP and non-PP students for English has narrowed.

Whilst the LoP for disadvantaged pupils has significantly improved in maths, Across 3 years the levels of progress (LoP) gap between PP and non-PP students for Maths has increased. This is an area of focus for the department. Progress for disadvantaged pupils has improved in mathematics has improved but not yet at the rate of non-disadvantaged pupils.

The progress 8 value for those pupils who are disadvantaged is above national and significant. (Lower confidence interval above 0). This suggests that when compared to all national pupils with the same starting points, disadvantaged pupils within the school do better. Details of how the disadvantaged group fairs on Progress 8 nationally are not

yet available. 15 students did not complete the full 8/10 subjects for Attainment/Progress 8, 10 of these are PP/Disadvantaged students, all had starting points of below 3a average.

### Narrowing the Attainment gap

KS4 results	2013-14		2014-15		2015 – 16	
	Disad*	Other students	Disad*	Other students	Disad*	Other students
Number of Students	49	106	45	83	45	94
Percentage of Students	32%	68%	35%	65%	32%	68%
Attainment 8	n/a	n/a	n/a	n/a	42.29	50.56
% achieving grades A*-C in English and Maths GCSEs (BASICS)	38%	49%	38%	48%	44%	61%
Percentage achieving 5+ A*- C GCSEs (or equivalent) including English and maths GCSEs	35%	46%	38%	47%	44%	60%
Within School Gap A*- C GCSEs English and maths (BASICS)	-11%		-10%		-17%	
Gap to National PP pupils# (GCSEs English and maths) (BASICS)	+2%		+2%		+8% (only previous years national figures available)	

\*For the purposes of the table Disadvantaged pupils are considered as those eligible for free school meals, Ever 6 and children looked after (ie, in the care of the Local Authority for at least 6 months) DfE practice.

Attainment outcomes for disadvantaged students are at their highest levels ever at the school and are improving.

Attainment outcomes for disadvantaged students at Marriotts School now significantly exceed the National and Hertfordshire average for this group. (#Data available 2014 basics PP National average = 36%, Hertfordshire = 35%).

Whilst outcomes for disadvantaged students are improving, the within school gap has broadened. This is an area of focus, however it should be stressed that for the 2015/6 cohort disadvantaged and non-disadvantaged students had significantly different starting points. KS2 APS Disadvantaged was significantly below national average at 24.5 against KS2 APS non-disadvantaged at 26.33.

All disadvantaged pupils in KS2 prior achievement band upper (3 students) achieved the Basics measure. Attaining an average grade of a B (all subjects), this represents an improving picture for this key group. This group continues to be an area of focus particularly in mathematics and science.

## Narrowing the Achievement gap (KS3)

The KS3 curriculum areas, pastoral programme and SEND target disadvantaged students who are underachieving. Gaps in attainment have been identified. (note – PP and non PP students do have different starting points.

2015/16 <sup>#</sup>	Year 7		Year 8		Year 9	
	Disad*	Other students	Disad*	Other students	Disad*	Other students
L5+ Maths	-	-	-	-	10%	24%
L4+ Maths	-	-	19%	35%	40%	57%
L3+ Maths	21%	35%	40%	66%	63%	79%
L2+ Maths	68%	81%	83%	96%	100%	100%
L1+ Maths	97%	97%	100%	100%	100%	100%
L5+ English	-	-	-	-	8%	12%
L4+ English	-	-	13%	21%	23%	53%
L3+ English	33%	49%	47%	60%	85%	95%
L2+ English	74%	85%	56%	75%	100%	100%
L1+ Maths	97%	98%	100%	100%	100%	100%

Percentage achieving expected progress or better <sup>#</sup>	Year 7	Year 8	Year 9
<b>English</b>	<b>PP 74%</b> <b>All 72%</b>	<b>PP 69%</b> <b>All 75%</b>	<b>PP 58%</b> <b>All 66%</b>
<b>Mathematics</b>	<b>PP 88%</b> <b>All 90%</b>	<b>PP 55%</b> <b>All 57%</b>	<b>PP 69%</b> <b>All 80%</b>
<b>Science</b>	<b>PP 84%</b> <b>All 87%</b>	<b>PP 76%</b> <b>All 80%</b>	<b>PP 61%</b> <b>All 65%</b>

<sup>#</sup>Data from 2015/6 KS3 assessment system – reviewed and amended into the 2016/7 academic year.

Progress has been made in tracking and monitoring of key groups at key stage 3, intervention is now targeted at departmental, classroom, whole school level. Progress has been made with regard to the in school gap in progress in science and mathematics. This continues to be a significant focus for the school and the departments.

### Narrowing the Attendance gap – % of sessions missed

	2012/13*	2013/14*	2014/5*	2015/6*
FSM Attendance	11.4	9.1	9.2	6.4
Non FSM Attendance	7.6	5.2	5.0	4.2
Gap	3.8	3.9	4.2	2.2

\*(Data raise online & March 2016 inspection dashboard two terms only) – school 2015/6 data for absence based on the full year.

### Narrowing the Attendance gap – % persistent absentees (PA – Persistent Absence - 85%)

	2012/13*	2013/14*	2014/5*	2015/6*
FSM PA	19.8	15.8	18.2	8.5
Non FSM PA	7.3	4.9	5.3	3.2
Gap	12.5	10.9	12.9	7.0

\*(Data raise online & March 2016 inspection dashboard two terms only) – school 2015/6 data for absence based on the full year.

Following significant efforts to tackle an entrenched culture of poor attendance, the school has made significant progress in addressing this issue. The gap in absence between FSM and non FSM students as well as disadvantaged/non- disadvantaged students has narrowed significantly. This is against an improving picture of attendance across the school. Improvements are reflected across all the year groups and is most pronounced in the younger year groups, this points to an improving trend. All staff have raised expectation among students and parents with clear and robust strategies and policies to drive improvements in attendance of the disadvantaged group.

The school data for FSM absence and FSM persistent absence are now lower than the 2015 national averages for this group (National PP absence = 7.5%, National PP PA = 10.9% - raise online). FSM absence % in 2015/6 at 6.4 is now above the highest 10% national threshold of 6.77 (Data dashboard March 2016) and so no longer a significant weakness.

## Part 3 – Evaluation of 2015/16 actions

NOTE: CF= Core Funding / DF= Discretionary Funding

Strategy	Outcomes and success criteria	Staff	Milestones Midterm review	RAG/ completed	Review date	Spend Area
<b>Publish details of how the school spends this funding and the effect this has had on the attainment of the pupils who attract it on the school's website.</b>	Report on website must include the following: <ul style="list-style-type: none"> <li>Your pupil premium allocation for the current academic year.</li> <li>Details of how you intend to spend your allocation.</li> <li>Details of how you spent your previous academic year's allocation</li> <li>How it made a difference to the attainment of disadvantaged students.</li> </ul>	DHT CMN	Report uploaded to school website by Sept 1 <sup>st</sup> 2015.	Completed - Continued into new year	September 2015	NA
<b>Pupil Premium Coordinator</b>	<ul style="list-style-type: none"> <li>Raise the profile of the role across the school – launch at a staff meeting to raise PP profile and awareness with clear expectations of all.</li> <li>Raise awareness of PP students to staff to improve engagement identifying performance gap and illustrating the impact of targeting underperformance.</li> <li>Increase awareness and raise the profile of interventions with parents.</li> </ul>	PP Co-ord. SHY	By end of module 1 all staff should be aware of the PP Co-ordinator. Clearly defined and data driven outcomes of student performance.	Completed - Continued into new year	June 2016	CF Role £4,320
<b>Raise staff expectations of PP students</b>	Non-negotiables for all teaching staff: <ul style="list-style-type: none"> <li>Know who are the PP students are in their classes</li> <li>Know the attainment gap and act in each lesson to narrow this</li> <li>Proactively seek support from PP Co-ord, pastoral and SEND to support students</li> <li>Be aware when students may not have access to resources at home</li> </ul>	PP Co-ord. SHY	Class mark sheets and seating plans identify PP students by 4 <sup>th</sup> week of module 1. Inset day modular analysis identifies PP gaps in classes – starting module 1 inset.	Completed - Continued into new year	June 2016	CF Proportion of whole school funding £60,689
<b>Review and track PP progress by target and gender</b>	<ul style="list-style-type: none"> <li>Using the new modular cycle ensure the regular and robust monitoring of student progress across all year groups.</li> <li>Ensure that progress of PP students is measured against clearly defined targets at each data tracking point.</li> </ul>	RSL CMN	By module 2 all tracking is against targets, which are clearly defined, and all staff understand these.	Completed but now need to further inform strategy.	June 2016	CF £18,486 £11,823 Proportion of whole school

<b>Improve Information and Guidance (IAG) in all year groups</b>	<ul style="list-style-type: none"> <li>• Attitudes to learning linked to self-esteem – implement a survey of students’ perceptions to the school and their futures.</li> <li>• Raise aspiration and self-esteem</li> </ul>	PP Co-ord. SHY	During module 1, and each subsequent module, the completion of quality circles and learning walks/observations.	On track. Completed, but now need to inform strategy.	Review each module: Reviewed Module 4 2016	CF £3,000 Part role
<b>Improve ‘quality first teaching’ of PP students via tracking</b>	<ul style="list-style-type: none"> <li>• Pupil Premium Coordinator and SLT and LP to complete specifically targeted Learning Walks for PP ‘heavy’ classes.</li> <li>• Shadowing a PP student to review and evaluate their experience.</li> </ul>			Completed for module 1-4, but amber as this needs to be embedded in all SLT/middle leaders practice throughout the year.		£8,000 Proportion of whole school
<b>Improve parental engagement, specifically targeting hard to engage parents</b>	<ul style="list-style-type: none"> <li>• Engage hard to reach parents in an out of school environment to raise their confidence and support the importance of education.</li> <li>• Identify staff to home visit key students.</li> <li>• Parents mentoring programme in school.</li> <li>• Encourage a parental learning sessions, e.g ‘Dads and Lads’ events.</li> <li>• Increase links with Stevenage Borough to improve engagement, targeting the underperformance in boys.</li> </ul>	PP Co-ord. SHY	Improved parental participation and engagement within the life of the school.	Needs further tracking of attendance of parents at events.	Review each module: Next Review Module 5 2016	CF £9,000 Proportion of whole school
<b>Improve the focus on and teaching within lessons, including focusing on improving achievement and engaging PP students.</b>	<ul style="list-style-type: none"> <li>• Associate AHT Allowance for T&amp;L.</li> <li>• Reduction in BfL referrals for PP students due to more targeted teaching.</li> <li>• Lesson observations show staff are aware of PP students and have targeted/personalised/differentiated the lesson as appropriate.</li> </ul>	PP Co-ord. SHY	Each subsequent half term a reduction of Behaviour Referrals of 5+% for PP students.	Completed for module 1-4, but amber as this needs to be ongoing and QA throughout the year.	Review each module: Reviewed Module 5 2016	CF £4,316 Proportion of whole school
			PP Lesson observations/Learning Walks show differentiation for PP students is at least Green.	Completed for module 1-4, but amber as this needs to be ongoing and QA throughout the year.		
<b>Improve the tracking and planned intervention to Narrow the Gap</b>	<ul style="list-style-type: none"> <li>• Contribution towards HLTA Pupil Premium Coordinator, and the KS3 Raising Standard Leader.</li> <li>• More detailed and frequent tracking of PP students across all Key Stages.</li> <li>• Raise the profile of the achievement and progress of PP students as a group.</li> <li>• Co-ordinate PP intervention.</li> <li>• Support faculties and pastoral in terms of PP intervention.</li> <li>• Greater focus at KS3 of the achievement of PP group and the appropriate intervention; in line with KS4.</li> </ul>	HT BHR	Staff in place for September 2014.  By end of Autumn term the explicit tracking of Disadvantaged student’s achievement across all year groups – focusing on levels of progress.	Completed - Continued into new year	NA	CF+DF £31,224 Role and proportion of whole school



<b>Raise aspirations of Year 11 PP students in terms of Sixth Form education. Improve the tracking and planned intervention to Narrow the Gap at KS5 (Bursary students)</b>	Contribution to the KS5 Raising Standard Leader.	HT BHR	Staff in place for September 2015.	Continued into new year	NA	CF £9,377 Role
	Improve the number of PP students in Year 11 applying for appropriate Level 3 courses in Year 12.	KS5 RSL MWR	<i>March 2016</i> Based on FFTA25% predictions 75% of the PP students in Year 11 to have applied for L3 Sixth Form Courses by March 2016.	Completed all applications tracked and supported  Continued focus	June 2016	CF  £9,000 Proportion of Role
	Greater staff awareness of bursary students in KS5.	KS5 RSL MWR	November 2015 All students eligible will have applied for bursary if they wish.	Completed - Developments in SIP and continued focus. Increased use	Nov 2015	CF £1,000
<b>Improve the attainment of PP students across all Year Groups (inc CLA)</b>	Ring-fenced budget for one-to-one tuition for PP and CLA as needed throughout the year.	PP Co-ord. SHY	One-to-One tuition as appropriate.	Completed for module 1-4, but amber as this needs QAing throughout the year. Ongoing	Review each module:  June 2016	DF £1,952
	Breakfast Club starting October. To create a positive start to the day and discuss H/W and learning	PP Co-ord. SHY	October 2015, Breakfast Club in place.  Modular review of attendance.	Completed - Developments in SIP and continued focus	Review each module:  June 2016	DF  £5,000
	Ring-fenced budget for LEA advisor support for KS4 subjects – as used in 2013-14 with PP students.	RSL CMN	Modular review of subject achievement.	Completed for module 1-4, but amber as this needs QAing throughout the year.	June 2016	DF £2,520
<b>Improve the attainment of Year 11 students.</b>	Contribution to staff funding for Saturday and Holiday teaching.	RSL CMN	Modular analysis of PP student achievement to identify the needs for additional sessions.	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £8,000
<b>Improve the attainment of Year 11 students in Maths and Science</b>	Contribution to Maths and then Science Residential.	RSL CMN	Module 2: Maths Residential completed with a minimum of 75% of the students taken being PP. Module 2/3: Second Maths Residential and first Double Science Residential with a minimum of 75% of the students taken being PP.	Two Maths residential complete .  Completed - impact year 11 results Developments in SIP and continued focus	August 2016	£4,000
<b>Improve attainment in English for PP students</b>	Continued additional staffing in English (40+ hours) to reduce class sizes.	HT BHR	Predictions to show: +5% A to C and 3+LOP for Year 11	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £2,500
	English Lead Practitioner (focus of Literacy across the curriculum) – TLR point.	HT BHR	Modular lesson observations show literacy being explicitly taught appropriately in all subjects – improving literacy for PP students	Completed - Developments in SIP and continued focus	June 2016	CF £4,316

	IGCSE English Workbooks	HoEng NRS	Purchased and disseminated books Jan. to allow PP students to study/revise for the IGCSE exam papers at home.	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	DF £1,200
<b>Improve attainment in Maths for PP students.</b>	Continued additional staffing in Maths (40+ hours) to reduce class sizes.	HT BHR	Predictions to show: +10% increase A to C and 3+LOP for Year 11	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £2,500
	Maths Lead Practitioner (focus of Numeracy across the curriculum) – TLR point	HT JWR	Modular lesson observations show numeracy being explicitly taught appropriately in all subjects – improving literacy for PP students	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £4,316
<b>Improve attainment in Science &amp; Humanities for PP students.</b>	Additional staffing in Science and Humanities (40+ hours) to increase intervention, small group withdrawal, and additional classes (varies per year group)	PP Co-ord. SHY	Raise PP progress across all year groups in these subjects.	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £5,000
<b>Improve attainment of PP students who are better suited with a mixture of traditional and vocational subjects.</b>	PP students to receive financial support to engage in personalised learning and alternative curriculum	RSL CMN	All students to be on track to achieve a L2 PASS grade (3+LOP target) at the end of Year 10, and achieve at the end of Year11.	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £13,500
<b>Improve the attainment of low ability Year 11 cohort</b> <small>(15 students, of which 13 are PP)</small>	Funding of the KS4 BTEC Horticulture course; continuing the subject with this group of students from Year 9.	RSL CMN	Achievement and positive contribution to progress8. All pupils to have pathways to follow post 16.	Completed - impact year 11 results Developments in SIP and continued focus	August 2016	CF £5,682
<b>Improve the reading ages of low level students – disproportionately high number of PP students</b>	Funding of the Year 7, 8 and 9 literacy groups (Peer reading) Funding of the KS3 Sport Literacy Programme. Contribution towards the Truggs Literacy Programme Sound Training of Teachers	PP Co-ord. SHY DJames	Close the gap on chronological reading ages 30% quicker than normal expected progress.	Work in progress, further development needed	June 2016	CF £6,200
						DF £9,000
<b>Awareness &amp; Accountability 2014-15</b>	Pupil Premium First PP Coordinator to implement a programme where for any event there is extra communication and organisation for PP students and parents	PP Co-ord. SHY	Improved attendance and engagement for school events and programmes.	Completed – Developments in SIP and continued focus	June 2016	CF £4,000
	Allocate a Governor to hold the Leadership to account regarding PP	HT BHR	Sept 2015: PP Governor link and SLT lead on student progress.	Completed – Developments in SIP and continued focus	June 2016	NA

	Review the impact of PP interventions from previous academic year to inform next academic year.	DT CMN	Exams analysis document will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.	Completed Aug/Sept 2015	NA	NA
	Raise the attainment of PP students by raising the awareness and importance of PP students as a group.	PP Co-ord. SHY	Faculty SEF will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.	Completed – Developments in SIP and continued focus	June 2016	NA
<b>Behaviour, Motivation, organisation and Attendance 2014-15</b>	Improve the BfL at KS3 for low attainers (disproportionately high number of PP students)	KS3 Learning Mentor BHN	Continued Humanutopia workshops. Contribution towards the increased Rewards budget to recognise and incentive achievement	Completed – Developments in SIP and continued focus	June 2016	CF £5,000
	Improve the BFL for PP students (PP receive a disproportionately high number of behaviour referrals – reductions in 2013-14)		Motivational Speakers to help engage disaffected PP students. Reduce the BFL referrals across all year groups in Autumn 2 by 35% in Spring 1.	Completed – Developments in SIP and continued focus	Modular June 2016	£12,186 £21,726
<b>Improve the attendance of PP students who are PA.</b>	Contribution to Attendance Budget	PP Co-ord. SHY	<i>Reduce the current 1% gap in attendance between PP students and whole cohort.</i>	Ongoing use of developed strategies	June 2016	DF £1,000
	Financial travel support for low attendance linked to travel to school.					CF £500
	Contribution to the staffing costs for home visits and family liaison					CF £8,897

**Part 4 – 2016/17 Action Plan**

NOTE: CF= Core Funding / DF= Discretionary Funding

Strategy	Outcomes and success criteria	Staff	Milestones Midterm review	RAG/ completed	Review date	Spend Area
<b>Publish details of how the school spends this funding and the effect this has had on the attainment of the pupils who attract it on the school's website.</b>	<ul style="list-style-type: none"> <li>Report on website must include the following:</li> <li>Your pupil premium allocation for the current academic year.</li> <li>Details of how you intend to spend your allocation.</li> <li>Details of how you spent your previous academic year's allocation</li> <li>How it made a difference to the attainment of disadvantaged students.</li> </ul>	DHT EHT	Report uploaded to school website by Sept 1 <sup>st</sup> 2016.			NA
<b>Raise the profile of the Pupil Premium Coordinator</b>	<ul style="list-style-type: none"> <li>Raise the profile of the role across the school – launch at a staff meeting to raise PP profile and awareness with clear expectations of all.</li> <li>Raise awareness of PP students to staff to improve engagement identifying performance gap and illustrating the impact of targeting underperformance.</li> <li>Increase awareness and raise the profile of interventions with parents.</li> </ul>	PP Co-ord. CSC	<p>By end of module 1 all staff should be aware of the PP Co-ordinator.</p> <p>Use inset and data sheets to drive practice and tracking Use Wednesday briefings</p> <p>Clearly defined and data driven outcomes of student performance.</p>			CF
<b>Raise staff expectations of PP students</b>	<ul style="list-style-type: none"> <li>Non-negotiables for all teaching staff:</li> <li>Know are the PP students are in their classes</li> <li>Know the attainment gap and act in each lesson to narrow this</li> <li>Proactively seek support from PP Co-ord, pastoral and SEND to support</li> <li>students</li> <li>Be aware when students may not</li> <li>have access to resources at home</li> </ul>	PP Co-ord. CSC	<p>Class mark sheets and seating plans identify PP students by 4<sup>th</sup> week of module 1.</p> <p>Inset day modular analysis identifies PP gaps in classes – starting module 1 inset.</p> <p>Review at teacher/HoF and SLT level at each data drop.</p>			CF
<b>Review and track PP progress by target and gender</b>	<ul style="list-style-type: none"> <li>Using the new modular cycle ensure the regular and robust monitoring of student progress across all year groups.</li> <li>Ensure that progress of PP students is measured against clearly defined targets at each data tracking point.</li> </ul>	RSL EHT	By module 2 all tracking is against targets, which are clearly defined, and all staff understand these.			CF

<b>Improve Information and Guidance (IAG) in all year groups</b>	<ul style="list-style-type: none"> <li>• Attitudes to learning linked to self-esteem – implement a survey of students’ perceptions to the school and their futures.</li> <li>• Raise aspiration and self-esteem</li> </ul>	PP Co-ord. CSC EHs	Track and intervene regarding attendance of parents at events			CF
<b>Improve ‘quality first teaching’ of PP students via tracking</b>	<ul style="list-style-type: none"> <li>• Pupil Premium Coordinator to complete specifically targeted Learning Walks for PP ‘heavy’ classes.</li> <li>• Shadowing a PP student to review and evaluate their experience.</li> </ul>	JSc/EHs	During module 1, and each subsequent module, the completion of quality circles and learning walks/observations.			CF
<b>Improve parental engagement, specifically targeting hard to engage parents</b>	<ul style="list-style-type: none"> <li>• Engage hard to reach parents in an out of school environment to raise their confidence and support the importance of education.</li> <li>• Identify staff to home visit key students.</li> <li>• Explore Parents mentoring programme in school.</li> <li>• Increase links with Stevenage Borough to improve engagement, targeting the underperformance in boys.</li> </ul>	PP Co-ord. CSC	<p>Improved parental participation and engagement within the life of the school.</p> <p>Track and intervene regarding attendance of parents at events</p>			
<b>Improve the focus on and teaching within lessons, including focusing on improving achievement and engaging PP students.</b>	<ul style="list-style-type: none"> <li>• Associate AHT Allowance for T&amp;L.</li> <li>• Reduction in BfL referrals for PP students due to more targeted teaching.</li> <li>• Lesson observations show staff are aware of PP students and have targeted/personalised/differentiated the lesson as appropriate.</li> </ul>	PP Co-ord. CSC	Each subsequent half term a reduction of Behaviour Referrals of 5+% for PP students.			CF
			PP Lesson observations/Learning Walks show differentiation for PP students is at least Green.			
<b>Improve the tracking and planned intervention to Narrow the Gap</b>	<ul style="list-style-type: none"> <li>• Contribution towards HLTA Pupil Premium Coordinator, and the KS3/4 Raising Standard Leader.</li> </ul>	BHR	Staff in place for September 2016.			CF+DF
	<ul style="list-style-type: none"> <li>• More detailed and frequent tracking of PP students across all Key Stages.</li> <li>• Raise the profile of the achievement and progress of PP students as a group.</li> <li>• Co-ordinate PP intervention.</li> <li>• Support faculties and pastoral in terms of PP intervention.</li> <li>• Greater focus at KS3 of the achievement of PP group and the appropriate intervention; in line with KS4.</li> </ul>		By end of Autumn term the explicit tracking of Disadvantaged student’s achievement across all year groups – focusing on levels of progress.			CF

<b>Raise aspirations of Year 11 PP students in terms of Sixth Form education. Improve the tracking and planned intervention to Narrow the Gap at KS5 (Bursary students)</b>	<ul style="list-style-type: none"> <li>Contribution to the KS5 Raising Standard Leader.</li> </ul>	HT BHR	Staff in place for September 2016.			CF
	<ul style="list-style-type: none"> <li>Improve the number of PP students in Year 11 applying for appropriate Level 3 courses in Year 12.</li> </ul>	KS5 RSL MWR	<i>March 2016</i> Based on FFTA25% predictions 75% of the PP students in Year 11 to have applied for L3 Sixth Form Courses by March 2017.			CF
	<ul style="list-style-type: none"> <li>Greater staff awareness of bursary students in KS5.</li> </ul>	KS5 RSL MWR	November 2016 All students eligible will have applied for bursary if they wish.			CF
<b>Improve the attainment of PP students across all Year Groups (inc CLA)</b>	<ul style="list-style-type: none"> <li>Ring-fenced budget for one-to-one tuition for PP and CLA as needed throughout the year.</li> </ul>	PP Co-ord. CSC	One-to-One tuition as appropriate.			DF
	<ul style="list-style-type: none"> <li>Breakfast Club starting October. To create a positive start to the day and discuss H/W and learning</li> </ul>	PP Co-ord. CSC	October 2016, Breakfast Club in place.  Modular review of attendance.			DF
	<ul style="list-style-type: none"> <li>Ring-fenced budget for LEA advisor support for KS4 subjects – as used in 2013-14 with PP students.</li> </ul>	RSL EHT	Modular review of subject achievement.			DF
<b>Improve the attainment of Year 11 students.</b>	<ul style="list-style-type: none"> <li>Contribution to staff funding for Saturday and Holiday teaching.</li> </ul>	RSL EHT	Modular analysis of PP student achievement to identify the needs for additional sessions.			CF
<b>Improve the attainment of Year 11 students in Maths and Science</b>	<ul style="list-style-type: none"> <li>Contribution to Maths and then Science Residential.</li> </ul>	RSL EHT	Module 2: Maths Residential completed with a minimum of 75% of the students taken being PP. Module 2/3: Second Maths Residential and first Double Science Residential with a minimum of 75% of the students taken being PP.			
<b>Improve attainment in English for PP students</b>	<ul style="list-style-type: none"> <li>Continued additional staffing in English (40+ hours) to reduce class sizes.</li> </ul>	HT BHR	Predictions to show: +5% A to C and 3+LOP for Year 11			CF

	<ul style="list-style-type: none"> <li>English Lead Practitioner (focus of Literacy across the curriculum) – TLR point.</li> </ul>	HT BHR	Modular lesson observations show literacy being explicitly taught appropriately in all subjects – improving literacy for PP students			CF
	<ul style="list-style-type: none"> <li>GCSE Workbooks/revision guides</li> </ul>	HoF KS4 RSL	Purchased and disseminated resources in Jan. to allow PP students to study/revise for mocks			DF
<b>Improve attainment in Maths for PP students.</b>	<ul style="list-style-type: none"> <li>Continued additional staffing in Maths (40+ hours) to reduce class sizes.</li> </ul>	HT BHR	Predictions to show: +10% increase A to C and 3+LOP for Year 11			CF
	<ul style="list-style-type: none"> <li>Maths Lead Practitioner (focus of Numeracy across the curriculum) – TLR point</li> </ul>	HoMa JWR	Modular lesson observations show numeracy being explicitly taught appropriately in all subjects – improving literacy for PP students			CF
<b>Improve attainment in Science &amp; Humanities for PP students.</b>	<ul style="list-style-type: none"> <li>Additional staffing in Science and Humanities (40+ hours) to increase intervention, small group withdrawal, and additional classes (varies per year group)</li> </ul>	PP Co-ord. CSC	Raise PP progress across all year groups in these subjects.			CF
<b>Improve attainment of PP students who are better suited with a mixture of traditional and vocational subjects.</b>	<ul style="list-style-type: none"> <li>PP students to receive financial support to engage in personalised learning and alternative curriculum</li> </ul>	RSL EHT	All students to be on track to achieve a L2 PASS grade (3+LOP target) at the end of Year 10, and achieve at the end of Year11.			CF
<b>Improve the attainment of low ability Year 11 cohort</b> (15 students, of which 13 are PP)	<ul style="list-style-type: none"> <li>Funding of the KS4 BTEC Horticulture course; continuing the subject with this group of students from Year 9.</li> </ul>	RSL EHT	Close the gap on chronological reading ages 30% quicker than normal expected progress.			CF
<b>Improve the reading ages of low level students – disproportionately high number of PP students</b>	<ul style="list-style-type: none"> <li>Funding of the Year 7, 8 and 9 literacy groups (Peer reading)</li> <li>Funding of the KS3 Sport Literacy Programme.</li> <li>Contribution towards the Truggs Literacy Programme</li> <li>Sound Training of Teachers</li> </ul>	PP Co-ord. CSC	Close the gap on chronological reading ages 30% quicker than normal expected progress.			CF
						DF
<b>Faculty Bidding Pot</b>	<ul style="list-style-type: none"> <li>Funding available and focussed use.</li> </ul>	RSL EHT	In use			DF

<b>Awareness &amp; Accountability</b>	<ul style="list-style-type: none"> <li>• Pupil Premium First</li> <li>• PP Coordinator to implement a programme where for any event there is extra communication and organisation for PP students and parents</li> </ul>	PP Co-ord. CSC	Improved attendance and engagement for school events and programmes.			CF
	<ul style="list-style-type: none"> <li>• Continue allocate a Governor to hold the Leadership to account regarding PP, regular meetings</li> </ul>	HT BHR	Sept 2016: PP Governor link and SLT lead on student progress.			NA
	<ul style="list-style-type: none"> <li>• Review the impact of PP interventions from previous academic year to inform next academic year.</li> </ul>	DT EHT	Exams analysis document will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.			NA
	<ul style="list-style-type: none"> <li>• Raise the attainment of PP students by raising the awareness and importance of PP students as a group.</li> </ul>	PP Co-ord. CSC	Faculty SEF will show the analysis of the achievement of PP students, and this will inform strategies in the subsequent action plans.			NA
<b>Behaviour, Motivation, organisation and Attendance</b>	<ul style="list-style-type: none"> <li>• Improve the BfL at KS3 for low attainers (disproportionately high number of PP students)</li> </ul>	KS3 Learning Mentor B	Continued Humanutopia workshops. Contribution towards the increased Rewards budget to recognise and incentive achievement Motivational Speakers to help engage disaffected PP students. Reduce the BFL referrals across all year groups in Autumn 2 by 35% in Spring 1.			CF
	<ul style="list-style-type: none"> <li>• Improve the BFL for PP students (PP receive a disproportionately high number of behaviour referrals – reductions in 2013-14)</li> </ul>					CF
<b>Improve the attendance of PP students who are PA.</b>	<ul style="list-style-type: none"> <li>• Contribution to Attendance Budget</li> </ul>	PP Co-ord. CSC	<i>Reduce the current gap in attendance between PP students and whole cohort.</i>			DF
	<ul style="list-style-type: none"> <li>• Financial travel support for low attendance linked to travel to school.</li> </ul>					CF
	<ul style="list-style-type: none"> <li>• Contribution to the staffing costs for home visits and family liaison</li> </ul>					CF