

Closing the Gaps Strategy & Spending 2018-19

PP Allocation for 2018/19: £35,000

<u>Focus</u>	<u>Spending</u>	<u>Rationale</u>	<u>Staff lead</u>	<u>Chosen Strategies (with toolkit or other evidence referenced)</u>	<u>Desired Outcomes</u>
Mentoring & Intervention	Percentage of Achievement Mentor salary	Individuals identified through CATS analysis & other internal data. Capacity within Maths staffing.	AHA	6 th Form Mentors Continued employment of Achievement Mentor Adhering to whole school assessment policy	Improved attainment & progress from intervention starting points. No PP vs Non-PP gap in all year groups. Reduction in PP needing intervention throughout the year.
	Payment for Vocab Express (Spanish)	Figures show a need to implement additional support within Spanish.	PH/ HG	Monitoring PP homework and attainment throughout the year using Vocab Express	Raise the attainment gap between PP and non-PP pupils
KS2 Transition	Identify and meet with all Y7 PP students to familiarise with them and let them know they have additional support (Pupil voice)	Early intervention needed in response to eradicate underachievement in the 'Wasted Years'	PH SMC/ LMC	Analysis of KS2 and CAT data to plot early intervention.	All PP making at least expected progress at the end of 1 st Year exams. All PP attending a minimum of 2 clubs.
	Subsidising rugby camp	98% of last year's Y7 parents said the camp was 'invaluable'.	PH/ LD	Introduction of 'Activities' Rugby Camp – improved interaction & confidence	All PP attendance to be above 97% in 1 st year.

		Research on importance of enrichment on progress & confidence. Establish friendship groups for PP moving by themselves. Research on 'The Wasted Years' and closing gaps as early as possible for maximum impact.		Introduced pupils to activities that financial difficulties may have prevented them from participating in before.	How many PP pupils continue to represent the school at sport
KS3 Rigour/Pitch	Percentage of KS3 Director of Learning TLRs.	Response to The Wasted Years & importance of early intervention for maximum impact.	SMC/ LMC	Growth Mind-set Use of Praise Use of Primary HT's in QA Review of grades entered for KS3 data drops. Learning Programmes Monitoring	Both KS3 years showed excellent progress and attainment for PP pupils. All KS3 schemes of work has been reviewed and will continue to include GCSE content & language.
Behaviour and Attitude to Learning	Percentage of Behaviour Mentor salary. CPD relating to Growth Mind-set & relationships.	Research on Growth Mind-set & importance of positive AtL linked to outcomes.	MFI/ HOH/ PHO/HB	Growth Mind-set Use of Praise Review of behaviour policy & sanctions	Continue to compare behaviour data (e.g. house points, sanctions) between PP & Non-PP. Success = improved gap compared to previous years. Comparison of detentions & exclusions. Rewards evening – PP analysis for AtL.

		<p>Key Stage 3 data shows that PP learners are receiving more negative sanctions than non-PP learners</p> <table border="1"> <thead> <tr> <th>Year and Status</th> <th>Average Sanctions Per Pupil</th> <th>Average Positive Rewards</th> </tr> </thead> <tbody> <tr> <td>7 PP</td> <td>0.4</td> <td>16.1</td> </tr> <tr> <td>7 Non-PP</td> <td>0.2</td> <td>15.8</td> </tr> <tr> <td>8 PP</td> <td>1.9</td> <td>10</td> </tr> <tr> <td>8 Non-PP</td> <td>1</td> <td>8.3</td> </tr> </tbody> </table>	Year and Status	Average Sanctions Per Pupil	Average Positive Rewards	7 PP	0.4	16.1	7 Non-PP	0.2	15.8	8 PP	1.9	10	8 Non-PP	1	8.3		<p>Daily report and behaviour monitoring</p> <p>Weekly behavioural meetings with problematic students</p> <p>Additional homework sessions for pupils achieving sanctions for lack of homework</p> <p>Homework detentions for pupils consistently not providing sufficient homework</p>	<p>No PP vs Non-PP gap in all year groups.</p>
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Raising Aspirations	<p>Potentially funding enrichment opportunities related to the curriculum.</p> <p>Part Tour funding dependent on target-based criteria.</p> <p>Increasing EBAC Entry</p>	<p>National statistics on disadvantaged pupils & those from lower income families attending university. At SAC we want ALL students to aim high regardless of background or circumstances.</p> <p>Only 25% of last year's PP GCSE Pupils' choices qualified for EBAC</p>	<p>PHO</p> <p>PHO/ DR/ ACH</p>	<p>Enrichment opportunities Department careers focus</p> <p>Evaluation of option choices Increased advertisement/ focus of EBAC subjects</p>	<p>PP pupils given leadership roles within student body. NEET figure = 100% Oxbridge, RG & uni applications. Results of PP student voice. PP participation in clubs & enrichment activities. PP trip to Oxford University</p> <p>Increased in the number of PP pupils choosing EBAC subjects</p>															
Staff Training/CPD	<p>As necessary – session on PP strategies & research planned for staff and trainee staff. Resources &</p>	<p>School Improvement Plan identifies PP as a key area for 2018/19. CPD needs to be planned accordingly.</p>	<p>DRA/ PHO</p>	<p>Focused T&L PP sessions Agreed whole school approach 8 Essentials for Pupil Premium has been added to staff planners</p>	<p>All staff to have attended specific PP session by the end of the year.</p>															

	photocopying will be required.				All staff aware of the PP strategy & key ideas/aims. NQT and new staff specific PP session 29/10/18
Parental Engagement	Parental Information Evening Teen Sessions to be run in PSHE	Progression from Strengthening Families Programme Linked with aspirations above and research.	PGR/PHO/HBU	Analysis of attendance at parents' evening & other key events. Prioritised booking & all to meet with PHO Numeracy/literacy assistance for parents Specifically inviting them to particular events e.g. transition Edmund Rice 'Strengthening Families' programme.	All parents to have attended parents' evening or contacted where not possible. Availability of parent & carer numeracy & literacy classes with PP attendance noted/tracked.
Numeracy Across the Curriculum	CPD Resources	Analysis of some KS2 data/CATs as well is the increase in numeracy across the new curriculum e.g. Science, Geography & Technology.	ACH/MSI	See separate strategy. 2 members of staff have this area linked to appraisal targets.	PP Maths data analysis & pupil voice on numeracy across subjects. Numeracy policy in place with successful completion of areas agreed for focus on the separate numeracy action plan.
Study & Revision Support	Percentage of Achievement Mentor salary	Diagnostic intervention based on mock data & analysis of topics within each subject.	PH/ AHA	Use of form time 6 th form mentors Easter revision sessions Teacher from each subject assigned to coordinate with PP.	All students have access to necessary revision documents and attend additional classes. All PP attend all relevant Easter School sessions as directed. Data from mocks to GCSE actual increased for PP.
Income & Material Deprivation (Equipment & Uniform)	Finance missing equipment that will directly affect a pupil's attainment	Ensuring that financial deficit does not cause a lack of equipment	PHO	Textbook scheme Subject teachers speak to PHO	All students to have access to textbooks. Progresso data on uniform analysis of PP vs Non-PP.

					Analysis of attendance at enrichment opportunities.
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<u>Focus Area</u>	<u>Spending</u>
TLR for Pupil Premium Co-ordinator	£2,700
50% of salary for Achievement Mentor	£12,500
25% of salary for Behaviour Mentor	£6,000
Percentage of KS3 Director of Learning TLRs	£3,000
Support for Enrichment Activities related to the curriculum	£2,000
Rugby Camp subsidy/participation	£800
Equipment & Uniform	£500
CPD staff training and necessary supplies	£500
CPD course for PP coordinator	£500
Success-based rewards	£1,500
Food provisions for PP boys and supervisors	£5,000
	Total £35,000