

Strategic priority: To narrow the gap between disadvantaged students and their peers.

Aims:

- To improve outcomes and levels for our disadvantaged students.
- To ensure appropriate tracking and intervention is in place for our disadvantaged students.
- To make explicit use of PP funds in supporting their progress.

Priority	Key Actions	Led by	Expected outcomes	Forecast costs	Evidence
Raise achievement in English and Maths for Year 10 and 11.	Continually review data to actively promote disadvantaged students and provide smaller teaching groups where needed. Mentor and provide individual support where needed. Early intervention literacy support where needed. Year 10 identified cohort have extra literacy built into timetable & Year 11 cohort receive weekly literacy during an option lesson – some 1:1. Use of online Lexia programme.	KG / KH KS / KG / KH FTs KH TAs	Setting of disadvantaged students to support progress. Smaller teaching groups across English and Maths. Targeted cohorts and termly academic mentoring in place. Improved literacy levels across identified cohorts in Years 10 & 11.	£17728 + Time/Admin	Expected PP Gap in Progress 8 score for English Language in 2018-19 was -0.08 – actual gap was -0.57. PP Gap in Progress 8 for Maths in 2018-19 was +0.11 – hence in Maths, PP students did better than the expected -0.08. For the 6 PP students identified for the literacy support in Year 11 - all reading ages increased by an average 3.04 years. For the 5 PP students identified for literacy support in Year 10 – all reading ages improved; increasing by an average of 2.05 years.

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	Numeracy intervention sessions during Form Time for identified Year 11 group.	PG	Improved numeracy skills across identified cohort in Year 11.		The closing of the PP gap in Maths was achieved, hence the numeracy intervention was effective (see above for PP Gap).
Raise achievement across all subjects.	Staff are aware of disadvantaged cohort – through regular updates via email, SEND board & student passports. All departments have clear actions in their Development Plans and intervention cohorts that include disadvantaged students.	KH All Learning Directors/ Curriculum Leads	Use of data system – SIMS, 4Matrix & teaching files. Improved progress & attainment for PP students as QFT removes barriers at source. Use of the intervention slots to provide additional learning for identified cohort – improved outcomes across all subject areas.	£1154	Orange teaching files – staff use data to create seating plans & target support to cohort. SEND board in staffroom & regular emails to update staff. SLT Link documents created using data from 4 Matrix. After school subject specific intervention includes disadvantaged students – recorded in teaching files.

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	Revision guides & other resources provided / accessed.	Learning Directors	Use of revision materials to improve outcomes across all subject areas.	£1186	Weekly updates provided to Form Tutors on attendance & merits, which they share with students to promote positive mindset. Introduction of CORE4 merit system to reward positive learning attributes.
	Form tutor and pastoral lead to support identified disadvantaged students.	KG FTs	Use of form time and pastoral system to promote growth mindset for learning – reflected on SIMS lesson-by-lesson & in merits awarded.		
Improve and support the behaviour of disadvantaged students as a barrier to learning.	Target disadvantaged students for additional personal support to ensure positive behaviours. Early intervention and bespoke timetables / packages.	KG and SLT team KG / KH	Evidence in place on SIMS from the Behaviour for Learning system. Reviewed options for identified students to introduce extra support time with remaining subjects. Working with Changing Education on bespoke packages for students. Improved resilience & self-awareness leading to improved behaviour / mindset for learning over time.	£1348 £3130	Barriers to learning recorded – staff aware and provided with suggested strategies to support positive behaviours. Mindset for Learning promoted across school day by all staff. Bespoke timetable for 1 identified PP student which involved Study Skills and curriculum support for core subjects.

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Improve and support attendance of disadvantaged students.	Identification of disadvantaged students with attendance barriers.	KG / KH FTs	Use of resources on SIMS to track attendance. Strong home-school links developed.	£800	Average PP attendance for Year 11 students was 97%. Average PP attendance for Year 10 students was 96%.
	Target personal support and connection with supportive agencies.	KH (to attend EHS training in Autumn Term)	Use of the resources of the Emotionally Healthy Schools programme to support students.	£432	SENCo attended EHS course – feedback to staff. EHS Tracker to monitor. EHS Consultations. Connections with agencies – e.g. Visyon, Dove Service, CLASP. School Nurse weekly drop-in – referrals made where required.
Improve outcomes of the higher ability disadvantaged students.	Identification using data – seating plans used effectively. Departmental identification and intervention at earliest opportunity – regular data captures.	SLT All teaching staff Learning Directors	Evidence of stretch and challenge – T&L focus on differentiation for challenge in partnership with HCCS. Evidence of intervention cohorts across subject areas to improve outcomes for students.		Learning walks, lesson observations & work scrutiny provided evidence of differentiation for challenge – meeting specific learning needs of our high ability disadvantaged learner.

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					High ability Year 11 PP student APS was 6.55 and achieved grade 7+ in 6 subjects.
To raise aspirations and enjoyment for disadvantaged students.	Ensure disadvantaged students have access to strong careers guidance to support greater aspirations.	KG Changing Education	Individual careers appointments arranged & prioritized for disadvantaged cohort – including Work Experience Placements. All PP students move onto education, employment or training.	£1475	Disadvantaged students prioritised for Careers guidance. 91% of PP students had destinations, which range from further education to apprenticeships. 2 students are NEET.
	Ensure disadvantaged students have access to a full range of additional activities; residential visits, school trips, careers linked activities.	SLT	PP fund used to subsidise to ensure that no student is denied the same educational opportunities as their peers simply because they are disadvantaged.		Extra-curricular activities accessed via merits – Christmas & end of year trips.
	Engage families of PP students to support raising attainment.	SLT	Regular home-school links throughout the year.		Parent’s Evenings, regular email and phone contact to ensure good home-school communication.

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Improve teaching and learning student voice.	To complete regular work scrutiny and focused group feedback for disadvantaged students to ensure consistency of standards.	SLT	Feedback given and teachers to show evidence of actions taken for disadvantaged students. PP focus group feedback throughout the year – evidence of actions taken.		Introduction of a student leadership team who focused on teaching and learning; conducting lesson observations, giving feedback to staff. Work scrutinies carried out – marking reflects school marking policy offering regular feedback, praise & actions for disadvantaged students to improve their work – www / ebi – purple pen improvement phase.
Provide ongoing CPD to staff to promote the best outcomes for disadvantaged learners.	Staff training with the Chimney House Alliance.	SHT	Whole staff training & workshop sessions – differentiation for challenge & growth mindset. Evidence from T&L project on shared area & from regular Learning Walks	£4100	Teaching staff attended training and contributed to the introduction of CORE4 merit system – used in daily practice to promote positive learning attributes and evidenced through Learning Walks.

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	Regular attendance & engagement with: - SENCo Network & Cluster CEAT Consultation EP Consultation EHS Consultation	KH / TAs	Staff training delivered where appropriate. Additional needs registers / student passports updated where any new strategies have been suggested – evidenced through improved access to learning experiences as barriers are addressed.		SENCo attends regular SENCo Network Meetings – updating staff where necessary.
Provide all disadvantaged students with a school meal (FSM)	To enable students to be provided with the appropriate nutrition to ensure they function for the longer and more demanding school day.	KG/SL/KS	Supports good learning and attendance.	£7332	Average PP attendance for Year 11 students was 97%. Average PP attendance for Year 10 students was 96%.