

Court Fields School

Pupil Premium Strategy 2018-19

Review 1 of 3



Improving student outcomes through:

Teaching & Learning

Attendance

Literacy

Cultural capital and enrichment

Holistic support

Supporting students:

In class

In addition

Wider enrichment

Background

The Pupil Premium Grant (PPG) is additional national funding and it provides support for:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces.

The Pupil Premium Grant per pupil for 2018-2019 is as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 Free School Meals (FSM) are allocated £935.
- Looked after Children (LAC) are allocated £2,300.
- Post-Looked After Children (children adopted from care and children who have left care under a Special Guardianship or Residence Order) are allocated £2,300.
- Students from families who have a member of the family serving in the armed forces in Year Groups 7 to 11 or who are in receipt of a child pension from the Ministry of Defence are allocated £300.
- Funding for most elements of Pupil Premium grant is determined on a backdated basis from the January census each year (i.e. funding follows a year behind the actual student the funding is allocated to support).

Achieve | Belong | Participate

1. Summary information					
School	Court Fields School	Academic Year	2018/19	Total number of pupils	774
Number of pupils eligible for PP	186	Amount per PP student	£935	Total Pupil Premium funding	£159,780
Number of Service family students	9	Number of Looked After Children (LAC)	3	Number of Post-LAC students	3
Amount per student	£300	Amount per student	£2,300	Amount per student	£2,300
Total Service family student funding	£3600	Total LAC funding	£6,900	Total Post-LAC funding	£6,900
Date of this review:	18/01/19	Next internal review:	May 2019	Date of next PP Review	27/02/19

1a. Staff Involved in Monitoring & Supporting the Pupil Premium Action Plan			
Governor	Carly Hatch (Quality Assurance)	Headteacher	Rachael Bennett (PP strategy and monitoring)
Deputy Headteacher	Polly Matthews (PP strategy and monitoring)	Designated Teacher for Looked After Children	Mike Smith (LAC strategy and monitoring)
Heads of Faculty	Monitor classroom standards and the progress of all students. In particular coordinate faculty interventions for pupil premium students where progress within any particular subject area is not sufficiently rapid.		
Heads of Year	Monitor the attainment and progress of pupil premium, service, post-LAC students, and those who have been identified as otherwise vulnerable/disadvantaged or having additional targeted support within individual year groups (Elevate students). In particular coordinate cross faculty interventions for pupil premium and Elevate students where progress across a number of subjects is not sufficiently rapid.		
All Teachers, Teaching Assistants & Support Staff	Awareness of students qualifying for support under the pupil premium and of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other students. At Court Fields School our regular monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any student at risk of underachieving.		

Summary of Reflections for remainder of 2018/19 Strategy Resulting from Review 1 2018/19




- Continue use of new style review format to give clearer indications of progress/impact
- Clarify exact budgetary decisions based on evaluation of previous intervention and/or PP cohort
- Use of Pearson Pupil Premium Tracker to correlate specific interventions to individual student progress
- Embedding of 'Elevate' programme to raise staff awareness and drive developments in PP support
- Continue work with the Beach Teaching School Alliance to access additional support, training and resources to improve outcomes for PP students

Key Issues to Note

- In line with whole school there is underachievement of the following groups reflected in PP:
 - Boys
 - High Ability Pupils
 - Free School Meal Pupils
- Attendance of Pupil Premium pupils is lower than their peers but above PP national average
- Exclusions of Pupil Premium students are higher than their peers but significantly reduced on 2017/18

1b. Context information (as of 24/01/19)

CONTEXT & COHORT INFORMATION (as at 24.1.19)	Year 7					Year 8					Year 9					Year 10					Year 11					Y7-11 PP Total		Y7-11 Others Total		Y7-11 All Total
	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		
	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	
NOR 776	46	28	118	72	164	40	25	120	75	160	33	23.9	105	76.1	138	37	21.6	134	78.4	171	27	18.9	116	81.1	143	183	23.6	593	76.4	776
Male	22	31	49	69	71	19	22.1	67	78	86	13	19.7	53	80.3	66	18	21.2	67	78.8	85	12	16.4	61	83.6	73	84	22	297	78	381
Female	24	25.8	69	74.2	93	21	28.4	53	72	74	20	27.8	52	72.2	72	19	22.1	67	77.9	86	15	21.4	55	78.6	70	99	25.1	296	74.9	395
HAP	5	15.2	28	84.8	33	7	24.1	22	76	29	1	5	19	95	20	6	11.1	48	88.9	54	12	19	51	81	63	31	15.6	168	84.4	199
MAP	31	34.1	60	65.9	91	19	24.1	60	76	79	19	32.8	39	67.2	58	26	25.7	75	74.3	101	9	13.8	56	86.2	65	104	26.4	290	73.6	394
LAP	9	25	27	75	36	14	28.6	35	71	49	13	25	39	75	52	5	33.3	10	66.7	15	4	40	6	60	10	45	27.8	117	72.2	162
SEN	7	50	7	50	14	7	41.2	10	59	17	9	39.1	14	60.9	23	5	23.8	16	76.2	21	6	26.1	17	73.9	23	34	34.7	64	65.3	98
EAL	0	0	14	100	14	0	0	6	100	6	0	0	9	100	9	1	20	4	80	5	0	0	4	100	4	1	2.63	37	97.4	38
Service	1	50	1	50	2	0	0	1	100	1	1	25	3	75	4	0	0	3	100	3	0	0	2	100	2	2	16.7	10	83.3	12
LAC	0	0	0	0	0	2	100	0	0	2	1	100	0	0	1	0	0	0	0	0	0	0	0	0	0	3	100	0	0	3
Mobility (joined after Y7)	NA	NA	NA	NA	NA	1	25	3	75	4	1	8.33	11	91.7	12	5	45.5	6	54.5	11	7	38.9	11	61.1	18	14	31.1	31	68.9	45
Young Carer	0	0	0	0	0	1	100	0	0	1	1	100	0	0	1	1	100	0	0	1	3	75	1	25	4	6	85.7	1	14.3	7
Traveller	1	100	0	0	1	3	100	0	0	3	0	0	0	0	0	2	40	3	60	5	1	100		0	1	7	70	3	30	10
Elevate	46	75.4	15	24.6	61	40	83.3	8	17	48	32	69.6	14	30.4	46	36	66.7	18	33.3	54	27	64.3	15	35.7	42	181	72.1	70	27.9	251

KEY		PP cohort more than 5% greater than school average		PP cohort between 1% and 5% greater than school average		PP cohort in line with school average	Abbreviations/Key Terms: PP – Pupil Premium
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2a. Current School Data – Key Stage 4 Outcomes

2018 Leavers - Headlines:			
Measure/Cohort	2017 Results	2018 Results	Comment
Progress 8 Whole Cohort	-0.3	-0.35	In line with 2017 Results (0.05 tolerance)
Progress 8 Pupil Premium	-0.99	-0.64	Improved by +0.35
Progress 8 SEN Students	-1.51	-0.96	Improved by +0.55
English & Maths 4+ All	58%	63%	Improved by 6%
English & Maths 5+ All	33%	37%	Improved by 4%
English & Maths 4+ PP	44%	44%	
English & Maths 5+ PP	6%	19%	Improved by 13%

Cohort	2017 Leavers		2018 Leavers		Comment
	All	DIS	All	DIS	
HAP	-0.56	-1.49	-0.27	-0.93	Improved by +0.56
MAP	-0.09	-0.21	-0.47	-0.62	Drop of -0.41
LAP	-0.26	N/A	-0.28	-0.23	No previous reference
BOYS	-0.63	-0.81	-0.73	-1.17	Drop of -0.34
GIRLS	+0.02	-0.53	-0.02	-0.23	Improved by +0.3

Note – 2018 Unvalidated data

Year 11 (based on Year 11 Autumn 2 Data) Leavers 2019				
Measure/Cohort	2018 Leavers	2019 Leavers CWG (Y10 S2)	2019 Leavers CWG (Y11 A2)	Comment (RAG to 2018 Leavers)
Progress 8 Whole Cohort	-0.35	-0.13	-0.38	Drop of -0.03
Progress 8 Pupil Premium	-0.64	-0.33	-0.79	Drop of -0.15
Progress 8 SEN Students	-0.99	-0.31	-0.56	Increase of +0.43
English & Maths 4+ All	63%	58%	43%	Drop of 20%
English & Maths 5+ All	37%	35%	23%	Drop of 14%
English & Maths 4+ PP	44%	63%	32%	Drop of 12%
English & Maths 5+ PP	19%	29%	16%	Drop of 3%

Year 10 (based on Year 10 Autumn 2 Data) Leavers 2020				
Measure/Cohort	2018 Results	2020 Leavers CWG (Y9 S2)	2020 Leavers CWG (Y10 A2)	Comment (RAG to 2018 Leavers)
Progress 8 Whole Cohort	-0.35	-0.95	-0.58	Drop of -0.23
Progress 8 Pupil Premium	-0.64	-0.86	-0.61	Improved by +0.03
Progress 8 SEN Students	-0.96	-1.06	-0.89	Improved by +0.07
English & Maths 4+ All	63%	28%	45%	Drop of 18%
English & Maths 5+ All	37%	8%	22%	Drop of 15%
English & Maths 4+ PP	44%	18%	32%	Drop of 14%
English & Maths 5+ PP	19%	0%	8%	Drop of 11%

Cohort	2018 Leavers		2019 Leavers CWG (Y10 S2)		2019 Leavers CWG (Y11 A2)	
	All	DIS	All	DIS	All	DIS
HAP	-0.27	-0.93	-0.24	-0.51	-0.43	-1.02
MAP	-0.47	-0.62	0.11	0.4	-0.3	-0.4
LAP	-0.28	-0.23	-0.39	-1.24	-0.43	-0.95
BOYS	-0.73	-1.17	-0.28	-0.92	-0.51	-1.34
GIRLS	-0.02	-0.23	0.13	0.26	-0.23	-0.18

Cohort All	2018 Results		2020 Leavers CWG (Y9 S2)		2020 Leavers CWG (Y10 A2)	
	All	DIS	All	DIS	All	DIS
HAP	-0.27	-0.93	-1.34	-1.23	-0.82	-0.66
MAP	-0.47	-0.62	-0.8	-0.82	-0.45	-0.61
LAP	-0.28	-0.23	-0.53	-0.67	-0.33	-0.57
BOYS	-0.73	-1.17	-1.03	-0.96	-0.67	-0.68
GIRLS	-0.02	-0.23	-0.86	-0.75	-0.43	-0.55

NB: data shows Current Working Grades, not Predicted Final Grades, RAG to 2018 Leavers

NB: Y10 are 1 term into GCSE courses only*

Abbreviations/Key Terms:
 PP – Pupil Premium, A8: Attainment 8, P8: Progress 8, GCSE Grade 4 = standard pass, GCSE Grade 5= strong pass, CWG – Current Working Grade, PFG – Predicted Final Grade

2b. Current School Data – Key Stage 3 Outcomes (based on Autumn 2 Data)

Current Year 9 (2021 Leavers) - Progress to End of Year Target (English - Whole Grades)

2018/19 Y9 Autumn 2	English %								
	% Below			% On			% Above		
	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2
Whole Cohort (135)	11.4	21.3	63.1	61.8	58.3	31.2	26.8	20.4	5.7
Boys (64)	20.3	26.6	65.5	64.4	66.7	34.5	15.3	6.7	0
Disadvantaged (33)	13.8	13.8	72.4	58.6	72.4	27.6	27.6	13.8	0
HAPs (20)	11.1	68.4	100	83.3	26.3	0	5.6	5.3	0
MAPs (57)	14	20.7	69.5	50.9	67.2	28.6	35.1	12.1	1.8
LAPs (52)	8.3	2.1	40	66.7	61.7	48.9	25	36.2	11.1
SEN (23)	17.4	15.8	63.2	69.8	78.9	31.6	13	5.3	5.3

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to Whole Cohort

Current Year 9 (2021 Leavers) Progress to Minimum Expectations for End of Year (English - Whole Grades)

2018/19 Y9 Autumn 2	English %								
	% Below			% On			% Above		
	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2
Whole Cohort (135)	2.4	13.6	40.2	25.4	38.6	37.8	72.2	47.7	22.1
Boys (64)	3.3	18.8	41.9	35.0	42.2	38.7	61.7	39.1	19.4
Disadvantaged (33)	0.0	6.7	33.3	23.3	33.3	53.3	76.7	60.0	13.3
HAPs (20)	11.1	52.6	89.5	50	36.8	10.5	38.9	10.5	0.0
MAPs (57)	1.8	10.3	44.6	24.6	51.7	42.9	73.7	37.9	12.5
LAPs (52)	0.0	2.0	19.2	16.0	24.5	44.7	84.0	73.5	36.2
SEN (23)	4.0	10.0	35.0	16.0	50.0	45.0	80.0	40.0	20.0

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

Abbreviations/Key Terms:

PP – Pupil Premium, A8: Attainment 8, P8: Progress 8
 GCSE Grade 4 = standard pass, GCSE Grade 5= strong pass

Current Year 9 (2021 Leavers) - Progress to End of Year Target (Maths - Whole Grades)

2018/19 Y9 Autumn 2	Maths %								
	% Below			% On			% Above		
	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2
Whole Cohort (135)	10.7	9.4	37.4	79.5	53.9	52.9	9.8	36.7	9.8
Boys (64)	10.3	13.3	36.2	86.2	55	56.9	3.5	31.7	6.9
Disadvantaged (33)	20.7	6.9	30	75.9	72.4	56.7	3.5	20.7	13.3
HAPs (20)	0	5.3	31.6	77.8	26.3	63.2	22.2	68.4	5.3
MAPs (57)	14	10.3	36.8	79	56.9	54.4	7	32.8	8.8
LAPs (52)	10.6	10.6	40.9	83	66	50	6.4	23.4	9.1
SEN (23)	27.3	22.2	61.1	72.7	72.2	38.9	0	5.6	0

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

Current Year 9 (2021 Leavers) Progress to Minimum Expectations for End of Year (Maths - Whole Grades)

2018/19 Y9 Autumn 2	Maths %								
	% Below			% On			% Above		
	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2	Y7 S2 →	Y8 S2 →	Y9 Aut 2
Whole Cohort (135)	1.6	3.8	17.2	29.6	35.6	49.2	68.8	60.6	33.6
Boys (64)	3.4	6.4	13.1	27.1	36.5	55.7	69.5	57.1	31.2
Disadvantaged (33)	0.0	0.0	19.4	50.0	70.0	58.1	50.0	30.0	22.6
HAPs (20)	0.0	0.0	25.0	38.9	31.6	35.0	61.1	68.4	40.0
MAPs (57)	1.8	3.5	14.0	40.4	39.7	57.9	57.9	56.9	28.1
LAPs (52)	2.0	6.1	19.6	14.3	36.7	45.7	83.7	57.1	34.8
SEN (23)	4.2	10.5	26.3	45.8	57.9	73.7	50.0	31.6	0.0

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

Abbreviations/Key Terms:

PP – Pupil Premium, A8: Attainment 8, P8: Progress 8
 GCSE Grade 4 = standard pass, GCSE Grade 5= strong pass

Current Year 8 (2022 Leavers) - Progress to End of Year Target (English - Whole Grades)

2018/19 Y8 Autumn 2	English %					
	% Below		% On		% Above	
	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2
Whole Cohort (163)	4	29.5	73.2	57.7	22.8	12.8
Boys (88)	6.4	37.6	80.8	52	12.8	10.4
Disadvantaged (41)	9.1	28.2	70.5	66.7	20.5	5.1
HAPs (28)	7.1	42.9	46.4	50	46.4	7.1
MAPs (80)	1.3	35.4	78.5	57	20.3	7.6
LAPs (51)	7.1	9.8	81	65.9	11.9	24.4
SEN (19)	9.1	30	90.9	60	0	10

*Note : Targets are for End of Year 8 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

Current Year 8 (2022 Leavers) Progress to Minimum Expectations for End of Year (English - Whole Grades)

2018/19 Y8 Autumn 2	English %					
	% Below		% On		% Above	
	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2
Whole Cohort (163)	0.7	16.8	29.9	44.5	69.5	38.7
Boys (88)	1.2	22.9	30.1	40.9	68.7	36.1
Disadvantaged (41)	2.2	17.5	35.6	45.0	62.2	37.5
HAPs (28)	3.6	28.6	32.1	46.4	64.3	25.0
MAPs (80)	0.0	22.8	40.5	44.3	59.5	32.9
LAPs (51)	0.0	0.0	11.4	43.2	88.6	56.8
SEN (19)	0.0	18.2	41.7	45.5	58.3	36.4

*Note : Targets are for End of Year 8 Target, data based on Autumn 2 - only one term into the year.

Abbreviations/Key Terms:

PP – Pupil Premium, A8: Attainment 8, P8: Progress 8
 GCSE Grade 4 = standard pass, GCSE Grade 5= strong pass

Current Year 8 (2022 Leavers) - Progress to End of Year Target (Maths - Whole Grades)

2018/19 Y8 Autumn 2	Maths %					
	% Below		% On		% Above	
	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2
Whole Cohort (162)	15.4	19.1	59.7	62.6	24.8	18.4
Boys (87)	16.7	22.1	69.2	64.9	14.1	13
Disadvantaged (45)	15.9	13.2	63.6	65.8	20.5	21
HAPs (28)	0	7.1	50	78.6	50	14.3
MAPs (80)	12.7	15.4	60.8	61.5	26.6	23.1
LAPs (50)	31	35	64.3	55	4.8	10
SEN (19)	27.3	33.3	63.6	44.4	9.1	22.2

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

Current Year 8 (2022 Leavers) Progress to Minimum Expectations for End of Year (Maths - Whole Grades)

2018/19 Y8 Autumn 2	Maths %					
	% Below		% On		% Above	
	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2	Y7 S2 →	Y8 Aut 2
Whole Cohort (163)	1.3	7.2	30.5	43.8	68.2	49.0
Boys (88)	0.0	7.2	33.7	49.4	66.3	43.4
Disadvantaged (41)	2.2	5.1	28.9	56.4	68.9	38.5
HAPs (28)	0.0	3.6	10.7	28.6	89.3	67.9
MAPs (80)	2.5	6.4	35.4	39.7	62.0	53.9
LAPs (51)	0.0	11.6	36.4	60.5	63.6	27.9
SEN (19)	8.3	20	33.3	60.0	58.3	20.0

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

Abbreviations/Key Terms:

PP – Pupil Premium, A8: Attainment 8, P8: Progress 8
 GCSE Grade 4 = standard pass, GCSE Grade 5= strong pass

Current Year 7 (2023 Leavers) - Progress to End of Year Target (Whole Grades)

2018/19 Y7 Autumn 2	English %		
	% Below	% On	% Above
Whole Cohort (164)	49	50.1	0
Boys (71)	45.6	54.1	0
Disadvantaged (93)	45.2	54.8	0
HAPs (33)	54.5	45.5	0
MAPs (90)	46.6	53.4	0
LAPs (36)	48.4	51.6	0
SEN (13)	45.5	54.5	0

2017/18 Y7 Autumn 2	Maths %		
	% Below	% On	% Above
Whole Cohort (164)	45.3	36.7	18
Boys (71)	42.9	39.7	17.5
Disadvantaged (93)	62.5	22.5	15
HAPs (33)	3	72.7	24.2
MAPs (90)	49.4	31	19.6
LAPs (36)	100	0	0
SEN (13)	85.7	14.3	0

*Note : Targets are for End of Year 7 Target, data based on Autumn 2 - only one term into the year.

Current Year 7 (2023 Leavers) Progress to Minimum Expectations for End of Year (Whole Grades)

2018/19 Y7 Autumn 2	English %		
	% Below	% On	% Above
Whole Cohort (164)	14.2	63.9	21.9
Boys (71)	19.1	58.8	22.1
Disadvantaged (93)	18.6	67.4	14.0
HAPs (33)	30.3	57.6	12.1
MAPs (90)	13.6	64.8	21.6
LAPs (36)	0.0	68.8	31.3
SEN (13)	9.1	72.7	18.2

2017/18 Y7 Autumn 2	Maths %		
	% Below	% On	% Above
Whole Cohort (164)	9.2	50.4	40.4
Boys (71)	9.5	49.2	41.3
Disadvantaged (93)	12.2	61	26.8
HAPs (33)	3.0	27.3	69.7
MAPs (90)	12.6	50.6	36.8
LAPs (36)	0.0	100	0.0
SEN (13)	14.3	85.7	0.0

*Note : Targets are for End of Year 9 Target, data based on Autumn 2 - only one term into the year. RAG to whole cohort

<p>Abbreviations/Key Terms: PP – Pupil Premium, A8: Attainment 8, P8: Progress 8 GCSE Grade 4 = standard pass, GCSE Grade 5= strong pass</p>
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2c. Current School Data – Behaviour

External and Internal exclusions	2015/16		2016/17		2017/18		2018/19	
	ALL (723)	PP (198) 27.4%	ALL (722)	PP (167) 23.1%	ALL (761)	PP (201) 26.4%	ALL (774)	PP (186) 24%
FTE (pupils with a FTE)	34 (4.7%)	7 (3.5%)	32 (4.7%)	14 (8.3%)	22 (2.9%)	11 (5.5%)	14 (2.3%)	5 (2.7%)
FTE repeats (Pupils with 2+ FTE)	24 (3.3%)	7 (3.5%)	9 (1.2%)	9 (5.4%)	17 (2.2%)	6 (2.9%)	2 (0.3%)	0 (0%)
Internal exclusions (incidences)	143 (19.7%)	12 (6.0%)	172 (23%)	11 (6.5%)	202 (26%)	61 (30%)	87	30 (34.5%)
IE repeats (Pupils with 2+ IE)	32 (4.4%)	12 (6.0%)	53 (7.3%)	7 (4.1%)	37 (4.8%)	54 (26%)	18 (2.3%)	7 (3.8%)
PEX	1 (0.1%)	0 (0.0%)	2 (0.9%)	0 (0.0%)	2 (0.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Behaviour Incidents (Below FTE/IE)	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
	ALL	PP 28.4%	ALL	PP 25.8%	ALL	PP 25%	ALL	PP 22.1%	ALL	PP 18.4%	ALL	PP 24%
2017/18	638	350 (54.9%)	1321	555 (42%)	1124	416 (37%)	868	336 (38.7%)	665	173 (26%)	4745	1830 (39%)
Whole Cohort	716	260 (36.3%)	1809	539 (19.8%)	1393	405 (29.1%)	893	242 (27.1%)	446	66 (14.8%)	4520	1512 (33.4%)
Boys	400	164 (41%)	1065	311 (29.2%)	775	207 (26.7%)	462	160 (34.6%)	257	42 (15.6%)	2959	884 (30%)
Girls	218	96 (44%)	455	228 (50.1%)	441	198 (44.9%)	322	82 (25.5%)	125	24 (19.2%)	1561	628 (40.2%)
SEN	130	112 (86%)	161	85 (52.8%)	302	117 (38.7%)	141	35 (24.8%)	61	10 (16.4%)	795	359 (45.2%)
Non-SEN	488	148 (30.3%)	1359	454 (33.4%)	914	288 (31.5%)	643	207 (32.2%)	321	56 (17.4%)	3725	1153 (31%)

2d. Current School Data – Rewards

E-Praise Points	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
	ALL	PP 28.4%	ALL	PP 25.8%	ALL	PP 25%	ALL	PP 22.1%	ALL	PP 18.4%	ALL	PP 24%
Whole Cohort	29166	7951 (27.3%)	23009	5519 (24%)	14987	3553 (23.7%)	18946	4239 (22.4%)	18453	2971 (16.1%)	104561	19192 (18.8%)

Abbreviations/Key Terms:

PP – Pupil Premium F – Female M – Male SEN – Special Educational Needs
HAP – High Ability Pupils, MAP – Middle Ability Pupils, LAP – Low Ability Pupils

2e. Destinations Information 2018-19

Year	School		Local Authority Average	England Average
2016/17	94%		95%	94%
2017/18	97%		95%	94%
2018/19 (predicted)	ALL	PP	TBC	TBC
	98.9% (139)	92.3% (24)		

2f. Current School Data – Attendance

ATTENDANCE 2017/18 vs 2016/17	NATIONAL AVERAGE	% ALL 2016/17	% ALL 2017/18	% ALL 2018/19	% PP 2016/17	% PP 2017/18	% PP 2018/19	% SEN 2016/17	% SEN 2017/18	% SEN 2018/19	NAT. AVG (PA)
NAT. AVG (%)	N/A	94.6%	94.6%	94.6%	92.2%	92.2%	92.2%	92.3%	92.3%	92.3%	N/A
WHOLE SCHOOL	94.6%	94.8%	94.8%	95.4%	91.6%	91.7%	92.7%	92.7%	93.6%	92.2%	13.5%
YEAR 7	95.7%	95.0%	95.4%	96.8%	92.6%	93.5%	94.5%	93.5%	95.7%	87.9%	9.4%
YEAR 8	94.9%	94.9%	94.6%	97.1%	91.4%	91.6%	96.2%	91.0%	93.4%	96.6%	12.3%
YEAR 9	94.4%	95.0%	94.1%	94.0%	91.7%	91.4%	92.7%	93.6%	91.1%	92.4%	14.5%
YEAR 10	94.0%	94.0%	95.0%	94.4%	90.7%	90.3%	91.1%	92.0%	94.3%	81.8%	15.8%
YEAR 11	94.0%	96.2%	94.2%	94.5%	95.1%	90.0%	86.8%	93.5%	89.8%	92.7%	15.4%
PERSISTENT ABSENCE (PA)	13.5%	10.1%	12.2%	11.7%	24.3%	24.5%	21.9%	21.3%	14.1%	19.6%	13.5%
NAT. AVG (PA)	N/A	13.5%	13.5%	13.5%	24.0%	24.0%	24.0%	22.6%	22.6%	22.6%	N/A

	Nat Av. 2016-17	Term 1 2018-19	Term 1 2017-18	Term 2 2018-19	Term 2 2017-18	Term 3 2018-19	Term 3 2017-18	Term 4 2018-19	Term 4 2017-18	Term 5 2018-19	Term 5 2017-18	Term 6 2018-19	Term 6 2017-18
Whole School %	94.6%	95.9%	95.2%	95.4%	94.6%		94.5%		94.6%		94.9%		94.8%
Boys %	94.7%	96.1%	95.5%	95.9%	94.6%		94.8%		94.9%		95.1%		95.1%
Girls %	94.6%	95.6%	95.0%	95.0%	94.6%		94.3%		94.3%		94.6%		94.5%
Free School Meals %	91.2%	92.3%	87.0%	90.4%	85.6%		88.7%		87.8%		88.8%		90.1%
PP %	92.2%	94.2%	90.8%	92.7%	90.1%		91.0%		91.2%		91.8%		91.9%
Non-PP %	95.6%	96.4%	96.8%	96.3%	96.2%		95.7%		95.7%		95.9%		95.8%
SEN %	92.3%	93.0%	92.6%	92.2%	92.1%		92.7%		93.2%		93.5%		93.6%
Non-SEN %	95.0%	96.3%	95.7%	95.9%	95.1%		94.8%		94.8%		95.1%		95.0%
PA (Whole School)	13.5%	10.5%	13.2%	11.7%	14.9%		14.9%		14.6%		12.0%		13.3%
PA Boys	13.4%	10.4%	11.7%	10.3%	14.6%		13.8%		13.4%		10.2%		10.6%
PA Girls	13.7%	10.5%	14.6%	13.0%	15.3%		15.9%		15.8%		13.9%		16.2%
PA Free School Meals	28.1%	26.4%	38.2%	36.0%	44.3%		39.4%		44.8%		40.3%		38.1%
PA PP	24.0%	17.7%	28.0%	21.9%	31.6%		30.5%		27.6%		24.5%		25.7%
PA Non-PP	8.9%	8.1%	7.9%	8.1%	9.1%		9.7%		10.3%		7.9%		9.2%
PA SEN	22.6%	20.4%	19.3%	19.6%	23.1%		18.1%		17.5%		14.1%		15.7%
PA Non-SEN	11.8%	9.0%	12.1%	10.9%	13.6%		14.4%		15.9%		11.7%		13.0%

Abbreviations/Key Terms:

PP – Pupil Premium
 F – Female / M – Male
 HAP – High Ability Pupils
 MAP – Middle Ability Pupils
 SEN – Special Educational Needs
 LAP – Low Ability Pupils

2g. Current School Data – Parental Engagement (2017/18) NB: Whole School Parental engagement target figure = 80%

2016/17	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP
Academic Monitoring Day	97.1%	-	95.5%	-	91%	-	94%	-	96.6%	-
Parents' Evening	85.9%	56.3%	84.5%	50.0%	85.9%	56.3%	84.5%	50.0%	86%	42.4%
Curriculum Evening	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2017/18	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP
Academic Monitoring Day	94.5%	-	92.7%	-	94.7%	-	95.7%	-	95.3%	-
Parents' Evening	75.0%	54.0%	67.0%	42.0%	79.0%	50.0%	81.0%	73.0%	89.0%	70.0%
Curriculum Evening	N/A	N/A	N/A	N/A	N/A	N/A	51.3%	38.7%	-	-

2018/19	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	OTHERS	PP	OTHERS	PP	OTHERS	PP	OTHERS	PP	OTHERS	PP
Academic Monitoring Day	98.3%	100%	100%	97.6%	94.4%	93.8%	94.7%	97.2%	99.1%	96.2%
Parents' Evening	-	-	-	-	71%	38%	72%	51%	68%	56%
Curriculum Evening	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-

2h. Summary of Targeted Enrichment Activities 2018-19 to date

Event/Activity	Link Staff	Year Group(s)	Number of PP students	Number of Others (Non-PP Students)
Lloyds Bank Challenge	RSS	9	11 (73.3%)	4
Articulary Workshop	MS/LM	10	4 (30.8%)	9
Open Evening Guides (non-subject)	LC	All	15 (45.5%)	18
Transition Leaders	SLW	7	13 (38.2%)	21
DofE Participants (currently registered)	DR	10	9 (20%)	34
Ski Trip	DR/DD	All	5 (17.9%)	23
Year 11 Mentoring	DW	11	27 (100% of PP)	116
Author Visit Nov 2018	DR	8	46 (28.2%)	163
Y7 Participation in House Activities	RSS/JT	7	18 (23.4%)	59
Y8 Participation in House Activities	RSS/JT	8	8 (32%)	17
Y9 Participation in House Activities	RSS/JT	9	20 (35.7%)	36
Y10 Participation in House Activities	RSS/JT	10	32 (44.4%)	40
Y11 Participation in House Activities	RSS/JT	11	6 (23.1%)	20
Y11 Careers Fair	DD/MM	11	23 (88% of PP)	110 (95% of others)
Y11 CIAG Specialist 1:1 Interviews	NB	11	26 (100% of PP)	60 (52% of others)
En/Ma Parent Revision Workshop	LM/EH	11	11 (50%)	11

Abbreviations/Key Terms:

PP – Pupil Premium

2i. Catch-Up Review 2018-19 to date/Literacy Interventions

Data based on Autumn 2 2019

KS3 – Progress against Minimum EOY Grades (Expected and Above) Whole Grades

KS4 – English Language Progress against Minimum EOY Grades (Expected and Above) Whole Grades

Year Group	English Progress (All)	English Progress (LAP)	English Progress (PP LAP)	English Progress Catch-Up
11	67%	88%	50%	80%
10	83%	85%	75%	88%
9	60%	81%	82%	80%
8	83%	100%	100%	97%
7	86%	100%	100%	100%

	2016/17 (on entry) Current Y9	Meeting ARE Y9 (Aut 2)	2017/18 (on entry) Current Y8	Meeting ARE Y8 (Aut 2)	2018/19 (on entry) Current Y7	Meeting ARE Y7 (Aut 2)
% Disadvantaged students ARE – Reading	54.5%	66.7%	60.0%	82.5%	77.8%	81.4%
% Other students ARE – Reading	66.9%	58.2%	73.5%	83.5%	78.1%	87.5%
% Disadvantaged students ARE – Maths	66.7%	80.7%	65.0%	94.9%	77.8%	87.8%
% Other students ARE – Maths	64.9%	83.7%	71.9%	92.1%	78.1%	92.0%

RAG to ARE in line with others on entry (ie. Have they caught up?)

Chosen Approach	Catch up Funding	Lead Staff	Review Dates	Anticipated Impact
Steps to Success Program	£5477 £2545	HTW	Jan 19 April 19 Sept 19	Identified students make accelerated progress in English & Maths and achieve their Catch-up Target grade at the end of Year 7
Maths Whizz	£2696	HTW /NS	Jan 19 April 19 Sept 19	Maths Catch-up students make accelerated progress in Maths and achieve their Catch-up Target grade at the end of Y7 Catch-up students in Years 8-10 make increased progress in Maths towards areas of weakness in their PLCs
Extra English lesson in Year 7	£2871	LM	Jan 19 April 19 Sept 19	Reading catch-up students make accelerated progress in English and achieve their Catch-up Target grade at the end of Year 7
Accelerated Reader	£1406.02	LM	Jan 19 April 19 Sept 19	Reading catch-up students make accelerated progress in English and achieve their Catch-up Target grade at the end of Year 7 Catch-up students in Years 8-10 make increased progress in English towards areas of weakness identified in the PiXL micro-wave
Staff Awareness	£0	KR/ RC	Jan 19 April 19 Sept 19	Catch-up Students in Years 7-11 make accelerated progress towards their Catch-up target
PLCs/ PiXL Micro-wave	£0	LM/ EH HTW RC	Jan 19 April 19 Sept 19	Students who have not 'caught-up' are supported to identify areas of weakness, receive intervention, and make accelerated progress towards their Catch-up Targets
	£14,995			

2j. LAC & Post-LAC Review 2018-19 to date

LAC Review Summary (Year group averages in brackets)

	Student Identifier	Year Group	KS2 Scaled Scores (Y7-9) or APS (Y10)	Attendance	Behaviour Points	FTE	E-Praise Points	English Progress	Maths Progress
1	J	8	Reading 84 (103) Maths 80 (103)	97.4% (92.2%)	51 (19)	0 (<1)	125 (139)	On	On
2	Z	9	Reading 93 (102), Maths 93 (102)	93.4% (92.2%)	72 (16)	0 (<1)	75 (107)	Off	On
3	B	8	Reading B (103) Maths B (103)	98.7% (92.2%)	98 (19)	0 (<1)	114 (139)	On	On

NB: Whole School/Year Group Average in brackets

Post-LAC Review Summary

	Student Identifier	Year Group	KS2 Scaled Scores (Y7-9) or APS (Y10)	Attendance	Behaviour Points	FTE	E-Praise Points	English Progress	Maths Progress
1	L	7	Reading 109 (105) Maths 104 (104)	98.7% (92.2%)	0 (7)	0 (<1)	217 (172)	On	On
2	N	7	Reading 93 (105) Maths 97 (104)	99.4% (92.2%)	1 (7)	0 (<1)	226 (172)	On	Off
3	I	10	30.5 (28.5)	100% (92.2%)	7 (11)	0 (<1)	137 (106)	Off	Off

NB: Whole School/Year Group Average in brackets

Abbreviations/Key Terms:

PP – Pupil Premium F – Female / M – Male
HAP – High Ability Pupils MAP – Middle Ability Pupils LAP – Low Ability Pupils
SEN – Special Educational Needs APS – Average Points Score FTE – Fixed Term Exclusion

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

As identified by the current review data:

	Year 7	Year 8	Year 9	Year 10	Year 11	Observations
Outcomes	Maths Progress overall English above expected progress	English & Maths above expected progress	English Progress (esp above)	English & Maths Attainment P8 for LAP, Girls	English & Maths Attainment P8 for PP All, HAP, LAP, Boys	Y11: En/Ma Gap 11% at 4+, 7% at 5+ P8 gap -0.41 (2018 = -0.29) Y10: En/Ma Gap 13% at 4+, 14% at 5+ P8 gap -0.03 (2018 = -0.29) Y9: Maths PP on/above target gap +7.3%
Behaviour	Below FTE/IE incidents for all, esp Girls, SEN	Below FTE/IE for Girls, SEN	Below FTE/IE for Girls, SEN	Below FTE/IE for Boys	Girls very slightly above boys	PP FTE halved to 2.7% IE for PP – reduced by 10.1% for PP cohort Y11: significantly lower across all groups Y10: SEN significantly lower IE repeats higher for PP
Rewards		PP lower than others	PP lower than others		PP lower than others	Whole cohort PP reward % 5.2% lower than PP%, reflected in Y8, 9, 11
Attendance	FSM			PP All	PP All	FSM PA above national average SEN/FSM % attendance below nat.avg.
Parental Engagement	Not Yet Held in 18/19	Not Yet Held in 18/19	Parent Evening PP attendance	Parent Evening PP attendance	Parent Evening PP attendance	Much more positive Academic Monitoring Day attendance – Y7/10 PP above others Concern re overall attendance including PP
Enrichment	Increase house activities	Leadership opportunities?	Leadership opportunities?	Ad-hoc opportunities	Increase house activities	Significant improvements in tracking PP students actively engaged in a wide range of activities
LAC Outcomes	N/A	Lower rewards, higher behaviour points	Lower rewards, higher behaviour points	N/A	N/A	Positive progress for LAC students (3) Increased attendance for LAC
Post-LAC Outcomes	Ma Progress esp Catch-Up	N/A	N/A	En/Ma Progress	N/A	All pastoral aspects above peers/national average

Key Themes

- Attendance and persistent absence for Disadvantaged students has increased across the school towards that of others, but remains lower than national average for FSM students
- Progress of Disadvantaged students at KS4 is still below 'others' and National average
- Basic skills of literacy and numeracy for some Disadvantaged students are below that of others on entry, although this gap is narrowing
- Internal exclusions have reduced for Disadvantaged students, but remain above their peers

Abbreviations/Key Terms:

PP – Pupil Premium	F – Female / M – Male				
HAP – High Ability Pupils	MAP – Middle Ability Pupils	LAP – Low Ability Pupils	Ma – Maths	En – English	LAC – Looked After Children
SEN – Special Educational Needs	APS – Average Points Score	FTE – Fixed Term Exclusion	PP – Pupil Premium	FSM – Free School Meals	IE – Internal Exclusion

4. Successful Strategies as Evidenced by the Education Endowment Foundation

Research evidence suggests that:

- It is not simply a question of spending more to get better results.
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

Sutton Trust research suggests:

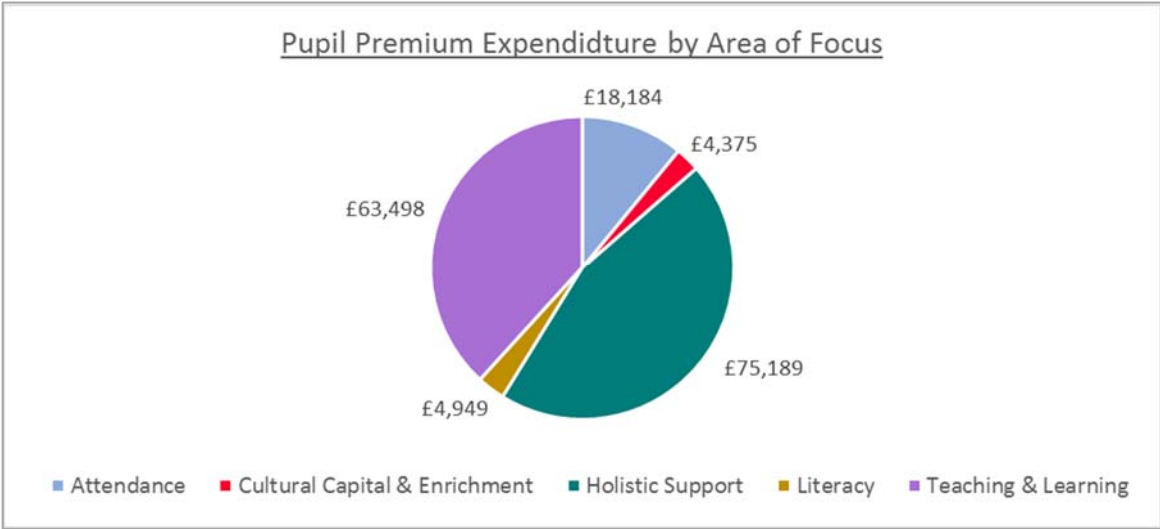
Low cost strategies offering high impact	Higher cost strategies with high impact	Other strategies offering high potential impact
Effective feedback - marking of books first Meta-cognitive and self-regulation strategies Homework Reading Comprehension strategies Peer tutoring / peer-assisted learning strategies Mastery learning	One-to-one tuition/ small group learning Social & Emotional Learning Early Intervention Behaviour Interventions Holiday/additional tuition	Parental engagement Adapted and flexible curriculum pathways Strong pastoral support Sports participation Arts participation

Bespoke Support

More personalised support for individuals can, for some students, address a range of wider needs. This might include the provision of equipment, uniform, electronic learning devices and resources, pencil cases, revision guides and materials etc. or financial support for participating in educational visits and enrichment activities, e.g. music lessons.

At Court Fields School we have a strong focus on securing the best possible intervention within every classroom and continue to utilise the following strategies widely regarded as having the greatest impact. We have carefully evaluated the impact of our Pupil Premium spend over the last year, cross-referenced with the extensive research from the Sutton Trust Education Endowment Foundation (EEF) Toolkit, and developed a targeted strategy across the following areas:

- **Teaching & Learning**
- **Attendance**
- **Literacy**
- **Cultural capital and enrichment**
- **Holistic support**



5. Desired Outcomes for 2018/19 PP Strategy

Unlikely to meet success criteria by review date

In progress. May meet success criteria by review date

In progress or complete. Likely to meet success criteria by review date

Approach		Success criteria	Notes/Observations	Actions
A.	To improve rates of attainment/progress and for students to progress equally with others across year groups and subjects	<ul style="list-style-type: none"> PP students make accelerated progress in line with students from similar starting points % of students achieving grade 4 or above in English and mathematics at least in line with national average 	<ul style="list-style-type: none"> Y11: En/Ma Gap 11% at 4+, 7% at 5+ P8 gap -0.41 (2018 = -0.29) Y10: En/Ma Gap 13% at 4+, 14% at 5+ P8 gap -0.03 (2018 = -0.29) Y9: Maths PP on/above target gap +7.3% Y7/8: increased % students on progress 	<p>Further break down behaviour data by gender, inc repeats</p> <p>Add Steps to Success data for PP/SEN</p> <p>Continue to develop CPD opportunities</p> <p>Learning walk/book scrutiny data triangulate with PP photo sheets and L/M</p>
B.	For Pupil Premium students attendance to meet national expectations.	<ul style="list-style-type: none"> % absence - the national average is achieved % Persistent Absence (PA) - the national average is achieved 	<ul style="list-style-type: none"> Whole school and all groups attendance improved and above national average state funded secondary schools. FSM PA above national average SEN/FSM % attendance below nat. avg. 	<p>Further break down attendance data by Year group, PA, by pupil group</p> <p>Commissioned Noble Education Services to provide support with PA students</p>
C.	Literacy for Pupil Premium students to be improved so that they are better able to access the curriculum and wider learning	<ul style="list-style-type: none"> PP students with lower literacy levels make accelerated progress to be in line with their age related expectations (ARE) PP students make the same or greater progress in English than others within school PP students make the same/greater progress than those nationally with the same starting points 	<ul style="list-style-type: none"> Year on Year improvements in students catching up and meeting ARE Y7, 8 & 9 students in line with peers having caught-up at CFS Y11 & 10 PP LAP progress currently below that of their peers Y7-9 PP LAP progress in line with/above their peers 	<p>HOD English/AHT Teaching & Learning and SENCO to liaise on strategy</p> <p>DEAR evaluation</p> <p>Accelerated Reader reports</p> <p>Corrective Reader Reports</p> <p>MicroWave analysis</p>
D.	Increase the opportunities for PP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons	<ul style="list-style-type: none"> PP attendance on trips and extra-curricular activities is in line with PP% Increase in numbers of PP students in leadership roles in line with others % of PP students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average 	<ul style="list-style-type: none"> PP attendance at enrichment activities is in line with PP% and in most cases above Transition Leaders PP = 38% (10% above PP cohort %) Year 11 Prefects PP = 22% % (4% above PP cohort %) Post-16 destinations 3% above England average at 97% 	<p>Add Summer School data – see Year 7 RAP</p> <p>HOY and HOF to push House Activities</p> <p>Key Stage 3 Graduation July 2019 (RSS)</p> <p>New Year 11 Prefects (launch to Y10)</p> <p>Prefect Roles review – ML/SLW/DW</p>
E.	For students and families to be supported to work in partnership with CFS, to deal with difficulties and build resilience	<ul style="list-style-type: none"> Decrease in referrals and re-referrals for support above Level 2 Reduction in BVPT score for PP students Increase in parental engagement for PP students at school events Reduction of number of PP students with fixed term exclusions 	<ul style="list-style-type: none"> Level 3/4 referrals static across 2017/18 and 2018/19 FTE reduced across the whole cohort and PP FTE halved to 2.7% IE for PP reduced by 10.1% for PP cohort Increased Academic Monitoring Day attendance – Y7/10 PP above others Parents' Evening Attendance remains below 80% for all, and lower for PP 	<p>Look at alternatives to Parents' Evenings</p> <p>Continue 1:1 mentoring process (FT/HOY)</p> <p>Early Help Pilot Project</p> <p>Develop TAS links</p> <p>CIAG opportunities with Bridgwater & Taunton College</p> <p>Develop Silver Book and Gold Book strategy</p>

Abbreviations/Key Terms:

PP – Pupil Premium F – Female / M – Male HAP – High Ability Pupils MAP – Middle Ability Pupils LAP – Low Ability Pupils Ma – Maths En – English LAC – Looked After Children
 SEN – Special Educational Needs APS – Average Points Score FTE – Fixed Term Exclusion PP – Pupil Premium FSM – Free School Meals IE – Internal Exclusion TAS – Team around the School

6. Pupil Premium Budget Financial Year 2018/19

	Services/Costs Budget 2018/19	Total Cost	% Allocated for PP	PP Allocation	EEF Research Base
1	English/Maths tutor time tuition for key PP students	£3,861	100% [A]	£3,861	Metacognition and self-regulation, Small Group Tuition
2	Additional Maths set yr 9	£11,371	28% [A]	£3,184	Metacognition and self-regulation, Small Group Tuition
3	Additional Science set yr 11	£8,090	21% [A]	£1,699	Metacognition and self-regulation, Small Group Tuition
4	DHT curriculum/achievement for key Disadvantaged students	£76,696	24% [A]	£19,169	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
5	Attendance officer reducing PA for 36 Disadvantaged students	£9,711	100% [A]	£9,711	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
6	PA tutor group	£8,473	100% [A]	£8,473	Behaviour Interventions, Social/Emotional Learning, Parental Engagement, Small Group Tuition
7	Revision and Study Skills	£915.60	100% [A]	£915.60	Metacognition and self-regulation, Small Group Tuition
8	Heads of Year time working with PP students	£27,748	24% [A]	£6,937	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
9	Steps to Success Programme (PP students only – Y8)	£1,920	100% [A]	£1,920	Metacognition & self-regulation, Small Group Tuition, Social/Emotional Learning
10	Steps to Success Programme (Y9)	£1,378.64	100% [A]	£1,378.64	Metacognition & self-regulation, Small Group Tuition, Social/Emotional Learning
11	TA to work with SEN Disadvantaged students	£16,280	100% [A]	£16,280	Metacognition & self-regulation, Small Group Tuition, Social/Emotional Learning
12	Pastoral Support Assistant	£14,466	75% [E]	£10,850	Behaviour Interventions, Social & Emotional Learning, Parental Engagement
13	Teacher for Achievement for all base	£29,028	60% [E]	£17,417	Metacognition and self-regulation, Homework, Individualised Instruction
14	Maths Whizz	£1,437.50	24% [A]	£345	Metacognition and self-regulation, Homework
15	Hegarty Maths	£1,500	24% [A]	£360	Metacognition and self-regulation, Homework
16	Year 8 Accelerated Reader	£4,774.60	24% [A]	£1,145.90	Metacognition and self-regulation, Homework
17	Corrective Reader	£7,607.08	50% [E]	£3,803.54	Metacognition and self-regulation, Homework
18	Counselling service	£15,758.67	75% [E]	£11,819	Social & Emotional Learning
19	Careers adviser	£7,811	24% [A]	£1,874.64	Social & Emotional Learning
20	AFA extension	£9,050.67	75% [E]	£6,788	Metacognition & self-regulation, Small Group Tuition, Social/Emotional Learning
21	Alternative provision	£21,750	100% [A]	£21,750	Parental Engagement, Behaviour Interventions, Social & Emotional Learning
22	Uniform, books, revision guides and resources	£2,000	100% [A]	£2,000	Parental Engagement, Behaviour Interventions, Social & Emotional Learning, Digital Technology
23	Extra-curricular support funding and musical tuition	£2,500	100% [A]	£2,500	Parental Engagement, Behaviour Interventions, Social & Emotional Learning
24	Pearson Pupil Premium Tracker	£100	100% [E]	£100	Monitoring & Tracking
25	E-Praise Rewards Software	£7,869.57	24% [A]	£1,888.70	Parental Engagement, Behaviour Interventions, Social & Emotional Learning
26	MyConcern Licence	£900	75% [E]	£675	Safeguarding, Monitoring & Tracking
27	Maths 1:1/small group tuition for key Y11 students	£9350	100% [E]	£9350	Metacognition and self-regulation, Homework, Individualised Instruction
		£302,347		£166,195	

[A] based on actual PP proportion, [E] based on evaluation of PP referral/allocation over previous 2 years

£6,415

Overspend after deduction of 2018/19 PPG

Teaching & Learning	Attendance	Literacy	Cultural Capital & Enrichment	Holistic Support
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6. Expenditure Plan for 2018/19 Academic Year including Sutton Trust Evidence Base (progress in months)

RAG review to be undertaken in PP Review 2 onwards

Unlikely to meet success criteria by review date	In progress. May meet success criteria by review date	In progress or complete. Likely to meet success criteria by review date	Target postponed or changed. Not in action at this time	New target added to strategy
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	Chosen Approach	Actions	Cost of PP contribution	Lead Staff	Review Dates	How impact will be measured	Notes/observations
	English tuition programme	English tutoring for students at risk of not making expected progress in Year 11 and Year 10. Small group tutoring with HOF closely liaising with teachers and following the academy scheme of learning	£18,556.50	LM	Jan 2019 April 2019 September 2020	N/A	Approach adjusted (see below) More focussed approach using HOF En/Ma to provide Tutoring for targeted PP students
1	English/Maths Tutor Time Tuition Programme Small group tuition +4, 1:1 tuition +5 months	English/Maths Tutoring For identified students led by HOF English and Maths	£3,861		Jan 2019 April 2019 September 2020	Progress 8 figure Threshold figure Milestones 2019 P8: -0.2 2020 P8: +0.1 2021 P8: +0.2	In progress Some irregular student attendance – DW to support LM/EH in contacting parents
2	Additional Maths set Y9 Reducing class size +3, Individualised instruction +3	Additional set Year 9 Maths To reduce class size and increased personalisation and improve progress for Disadvantaged students and accelerate progress in Year 9 in preparation for GCCSEs. 4 hours a week x 37 weeks x NS x 28 % PP students	£3,184	EH	Jan 2019 April 2019 September 2020	% of Disadvantaged students achieving their end of year targets vs 'others' Milestones 2019 P8 70% on target 2020 P8 80% on target 2021 P8 90% on target	To review using Spring 1 data
3	Additional Science set Y11 Reducing class size +3, Individualised instruction +3	Additional set Year 11 Science To reduce class size and increased personalisation and improve progress for Disadvantaged students. Science with English and Maths makes up 70% of Progress 8. Disadvantaged Science P8 Disadvantaged -0.78 Assessment 2 Year 10 Reduce class sizes in Year 11, increase personalisation 6 hours x 33 weeks x Liz Rawlinson x21%	£1,699	KS	Jan 2019 April 2019 September 2020	Closed gap PP v non PP P8, 2019 P8: -0.2 2020 P8: +0.1 2021 P8: +0.2	To review using Spring 1 data
4	DHT curriculum/ achievement PP focus Parental engagement +3 Mentoring +1	Specifically focus to engage hard to reach parents and families of 36 children who have been persistently absent. 10 hours Strategies to include: To drive links between school and home with the focus on academic engagement and achievement Promote home visits to take home personalised work for students Support parents in how to access online resources and Apps To break down barriers to attending parents' evenings by attending appointments with parents	£19,169	DHT	Jan 2019 April 2019 September 2020	Closed gap PP v non PP P8, threshold Milestones 2019 P8: -0.2 2020 P8: +0.1 2021 P8: +0.2	Attendance improved, although not in line with peers Key work on PA, particularly via Noble Education Services

	Chosen Approach	Actions	Cost of PP contribution	Lead Staff	Review Dates	How the impact will be measured	Notes/observations
5	Attendance officer reducing PA for PP Social/Emotional Learning +4	Specific focus on reducing PA for 36 Disadvantaged students who were PA last academic year. 7 30- 11 30 each day, term time only. Including: Phoning all absent Disadvantaged students Ensuring rapid response to students to reduce escalation To ensure any students at risk of PA have immediate contact with parents and PSP completed To complete home visits to remove barriers to attendance Increase the frequency and quantity prosecutions if needed.	£9,711	DHT	Jan 2019 April 2019 September 2020	Milestones 2019 22% PA 2020 20 % PA 2021 18 % PA	New Trust flow chart and routines in place to aid early intervention
6	PA tutor group Social/Emotional Learning +4	1 member of staff working with 9 PA students in Year 10 who were PA in 207-18. Specific focus on mentoring and removing barriers to attendance in school. 3 hours per week Michelle Murphy	£8,473	DHT	Jan 2019 April 2019 September 2020	Milestones 2019 22% PA 2020 20 % PA 2021 18 % PA	Significant increase in attendance for these students Look at succession planning
7	Revision and Study Skills Meta cognition +8	Revision skills session delivered in September by Head of Year 11 to stimulate a positive attitude to studying and revision. To empower students with effective study techniques. To raise self-belief and aspirations.	£915.60	DW	March 2020	Closed gap PP v non PP P8, threshold Milestones 2019 P8: -0.2 2020 P8: +0.1 2021 P8: +0.2	Student voice very positive Backed up with Parent Guide
8	Heads of Year time working with PP students Behaviour +4 Social/Emotional Learning +4 Mentoring +1	Heads of Year to work with attendance officer to incentivise and reward students to attend to reduce PA	£6,937	DHT	Jan 2019 April 2019 September 2020	Milestones 2019 22% PA 2020 20 % PA 2021 18 % PA	1:1 mentoring Student and family support Ongoing
9	Steps to Success Programme Y8 Meta cognition +8 Reading comprehension +6	SEND students are dis-applied from MFL in Yr 8 to provide an additional 2 hours a week of literacy teaching to ensure success across the curriculum and 1 hour of maths 14 children 43% are Disadvantaged, 3 hours a week 37 weeks HTW 43% 3 hours a week 37 weeks NA 43%	£1,920	HTW	Jan 2019 April 2019 September 2020	% of Disadvantaged students achieving their end of year targets vs 'others' across the curriculum and in English particularly 2019 target 70% 2020 80% 2021 85%	HTW undertaking review
10	Steps to Success Programme Y9 Meta cognition +8 Reading comprehension +6	SEND students are dis-applied from MFL in Yr 9 to provide an additional 2 hours a week of literacy teaching to ensure success across the curriculum and 1 hour of maths. 15 children 5 are Disadvantaged 33% of the group 2 hours a week x 37 weeks x 33% KK 1 hour a week x 37 weeks x 33% of EH	£1,378.64	HTW	Jan 2019 April 2019 September 2020	% of Disadvantaged students achieving targets vs 'others' 2019 target 70% 2020 80% 2021 85%	HTW undertaking review

	Chosen Approach	Actions	Cost of PP contribution	Lead Staff	Review Dates	How the impact will be measured	Notes/observations
11	TA to work with SEN PP Teaching assistant +1 Social/Emotional Learning +4	TA to work with Disadvantaged students including 2 with specific needs to remove the barriers to learning.	£16,280	HTW	Jan 2019 April 2019 September 2020	Increased attendance through personalised support in lessons Student on track to meet milestones in En/Maths	HTW undertaking review
12	Pastoral support assistant Social/Emotional Learning +4 Behaviour Interventions +4	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement Pastoral assistant x proportion of PP students in the school	£10,850	DHT	Jan 2019 April 2019 September 2020	PA all 12.4% (RAISE) NA Disadvantaged (RAISE) 21.6% 2019 22% PA 2020 20 % PA 2021 18 % PA 2019 FTE 10% 2020 FTE 8% 2021 FTE 6%	Improvement in FTE figures Review systems for prevention of repeat FTE/IE
13	Teacher for Achievement for All base Social/Emotional Learning +4 Behaviour Interventions +4	To drive improvement in KS3-4 outcomes by delivering GCSE English through the Achievement to all base. The AFA base also helps students who struggle in mainstream lessons. Sutton Trust: Small group tuition +4 months Social and Emotional Learning +4 months Behaviour Interventions +4 months	£17,417	HTW	Jan 2019 April 2019 September 2020	% of PP students achieving end of year targets compared to 'others'. Improvement in English P8 for Disadvantaged students Improvement in attendance or reduction in behaviour points based on need/baseline	HTW undertaking review
14	Maths Whizz Feedback +8 Small group tuition +4 Digital technology +4	2017-18 45 students Not met national standard in maths Disadvantaged students Cohort average -7 compared to the National Average. Implement Maths-Whizz as part of the weekly maths learning routine to increase Maths-Age by 18 months in the first year of use based on 45-60 minutes a week.	£345	HTW	Jan 2019 April 2019 September 2020	Milestones Jan average improvement 6 months April average improvement 9 months September average improvement 18 months	EH to review
15	Heggarty Maths Feedback +8 Digital technology +4	2017-18 45 students Not met national standard in maths Disadvantaged students Cohort average -7 compared to the National Average. 2017/18 results below national average for 4+ and 5+ Maths Implement Heggarty Maths for homework for all year groups and as a revision tool for Year 11	£360	EH	Jan 2019 April 2019 September 2020	Milestones % achieving L4+ and L5+ at KS4	

	Chosen Approach	Actions	Cost of PP contribution	Lead Staff	Review Dates	How the impact will be measured	Notes/observations
16	Accelerated Reader Feedback +8 Digital technology +4	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students improve their reading and help them achieve well in English and across the curriculum. 2017-18 42 students had not made the national standard in reading and 7 were below national standard. Cohort were -6 compared to National Average. 29% of AR cost for current year 7	£1,145.90	LM	Jan 2019 April 2019 September 2020	% of PP students at reading age accelerated vs Non PP % of PP students achieving target grades in English compared to Non PP	LM/HTW to review
17	Corrective Reader Reading comprehension strategies +6	30 week programme for Year 7 students Corrective Reader is used to find and close gaps in a student's reading skills.	£3,803.54	HTW	Jan 2019 April 2019 September 2020	Improvement in reading ages for PP students. Progress on the programme inline improvement for non PP students Milestones Reading ages increase: Spring: 4 months avg. Summer: 8 months avg. Summer: 75% students made 15+ months progress in reading	LM/HTW to review
18	Counselling service Social & emotional learning +4	Providing support for PP students in difficult circumstances Counsellor cost x proportion of PP students in the school	£11,819	HTW	Jan 2019 April 2019 September 2020	Individual anonymous case studies. Impact on improved attendance and behaviour points	
19	Careers Advisor Mentoring +1	All Disadvantaged students have a Careers appointment, support students with college applications to ensure they are completed, and take vulnerable students to college interviews and support university trips. Careers advisor to support PP students in the school	£1,874.64	TBC	January 2019	0% of NEETS that are PP 2018	
20	AFA extension Social & emotional learning +4	A strategy used last year to create bespoke personalised provision for our most vulnerable students at risk of permanent exclusion. John Myers x 39 weeks x 14 hrs a week x 75% usage by Disadvantaged students	£6,788	HTW	Jan 2019 April 2019 September 2020	Reduction in exclusions and behaviour incidents	
21	Alternative provision Social & emotional learning +4	For students accessing alternative provision via REACH	£21,750	DHT	Jan 2019 April 2019 September 2020	Improvement in attendance and behaviour	

	Chosen Approach	Actions	Cost of PP contribution	Lead Staff	Review Dates	How the impact will be measured	Notes/observations
22	Uniform, books, revision guides and resources Behaviour Interventions +4	To provide textbooks, revision guides and resources and ingredients for food lessons	£2,000	DHT	Jan 2019 April 2019 September 2020	Ensure all FSM students are supported with books and revision guides for GCSE courses.	
23	Extra-curricular support Arts +2, Sports + 2, Outdoor adventure +3	To provide financial support to enable students to benefit from educational activities and experiences. Motivational support to attend events such as the prom.	£2,500	DHT	Jan 2019 April 2019 September 2020	PP Attendance, FTE compared to non PP and PP nationally	
24	Pearson Pupil Premium Tracker Mentoring +1	Allow individualised tracking of Pupil Premium spending against progress for each student	£100	DHT	Jan 2019 April 2019 September 2020	Evaluation of progress made for funding spent	
25	E-Praise Rewards Software Mentoring +1 Behaviour Interventions +4	Used to support targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement	£1,888.70	DHT	Jan 2019 April 2019 September 2020	Reduction in FTE for Disadvantaged students 2019 FTE 10% 2020 FTE 8% 2021 FTE 6%	
26	MyConcern Licence Mentoring +1	Used to support targeted mentoring/intervention and ensure safeguarding of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement	£675	DSL	Jan 2019 April 2019 September 2020	Effective safeguarding systems as evidenced by SSCB Governor Audit and Safeguarding Reviews (2 annually)	
27	Maths 1:1/small group tuition for key Y11 students Feedback +8 Small group tuition +4	2017/18 results below national average for 4+ and 5+ Maths Appoint private tutors to provide individual instruction for key Y11 students	£9350	EH/ DW	Jan 2019 April 2019 September 2020	% achieving L4+ and L5+ at KS4	