

Pupil Premium at Marden High 2020-21

Purpose of the Pupil Premium?

The Pupil Premium is government funding allocated to schools according to the number of pupils eligible for Free School Meals (FSM) now or at any time in the past six years, those who are in armed forces (AF) families and those who are Children Looked After (CLA). This additional funding is allocated to students who need it most and focuses on the progress and attainment of these students. The government has allocated this money to schools, as they believe that head teachers and school leaders should decide how to use the pupil premium within their school to 'close the gap' in attainment between these students and their peers. This strategy is reviewed three times across the year, by the Headteacher and Pupil Premium Lead to ensure it remains an accurate document.

How much does Marden High receive?

	2018-2019	2019-2020	2020-2021
Total Pupils on role	774	846	897
Number of PP eligible pupils	144 (18.6%) Inc AF 135 (17.4%) Disadvantaged	135	141
Funding per pupil	£935 (FSM), £300 AF up to £1900 (CLA)	£935 (FSM), £300 AF up to £1900 (CLA)	£935 (FSM), £300 AF up to £1900 (CLA)
Total PP budget	£123, 465	£133, 160	£141, 920
Year 7 Catch up premium	£7000	£8115	No longer offered by the Government.

Accountability

The Government states that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for its positive impact on progress of eligible pupils through

- Performance tables which show the performance of disadvantaged pupils compared with their peers (Narrowing the Gap)
- Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- Reports for parents that schools publish online

What does Marden do with Pupil Premium funding?

Marden is well known as a highly inclusive school and we have responded to the welcome introduction of the Pupil Premium by developing our services for learning support and inclusion. This means that we use the funding to ensure that we have sufficient staff, resources and facilities available to support groups of students who might otherwise get left behind. Included in this would be any student who exhibits signs of underachievement due to vulnerability of whatever type. The Pupil Premium enables us to take the following action:

- Appointment of staff on a temporary basis to intervene with individual and small group tuition, especially in English and maths.
- We operate a policy of ensuring that class sizes for vulnerable pupils are kept small
- Those who are below expectations in literacy and numeracy in years 7-9 receive extra lessons in English and maths so that they can receive additional help from specialist teachers.
- We deploy a Special Educational Needs team, led by the SEN co-ordinator. This team consists of thirteen Special Support Assistants who support SEND students SEND staff also provide lunchtime clubs for vulnerable students.
- All pupil premium students who are identified as having poor attendance are tracked carefully by the attendance clerk, who also runs attendance intervention sessions.
- There is a team of pastoral staff responsible for identifying individual needs and ensuring that appropriate intervention takes place. The progress of students who are CLA is monitored by an assistant head teacher who ensures that they have the support of a learning mentor where necessary and assesses how their learning might be helped by personalised support. This includes, for example, bringing in maths and English specialists to deliver one to one tuition

Pupil Premium Strategy

Our approach is centred around having a detailed knowledge of the specific needs of each student as an individual and being able to track their progress and the impact of each intervention. This is achieved through a combination of formal data tracking for subject attainment, progress and attitude to learning; and tracking of each intervention or opportunity each student is offered. As well as the data tracking, it is of critical importance that we explore any barriers to learning on an individual level, hence the creation of regular meetings for the Core Team (Head of Year, Attendance and Welfare Officer and Assistant Headteachers) who will meet regularly with students to support and challenge them, always communicating with other key staff.

Our 4 key areas of focus are:

Challenge

- Target setting is challenging, realistic and transparent based upon a wide variety of evidence.
- Teaching and Learning delivers appropriate levels of challenge through differentiated work. All staff know who their disadvantaged students are and any high priority need.
- Students will be challenged and supported to break down their individual barriers to learning through pastoral and academic mentoring.
- Students will be challenged to raise their personal aspirations.

Progress

- Our data tracking system enables student progress to be monitored rigorously with frequent analysis. Planning for Teaching and Learning takes account of this analysis.
- Individual Pupil Premium students' progress is routinely analysed and areas for development identified. These are then prioritised by the Core Team and intervention actions agreed and reviewed. Y10 and 11 students may be part of the Mentoring Programmes.
- Staff CPD has a focus on AfL, differentiation and formative feedback, especially through our focus on the revision to the Marden Teaching and Learning framework.

Engagement

- Monitoring has a clear focus on attendance and uses a variety of techniques at Head of Year level to ensure good attendance (including lowering the level of exclusions and conduct).

- The purchase of subject specific equipment and resources will enable enrichment and extension activities to be fully inclusive. This may include funding to curriculum based trips and activities.
- Further development of the Accelerated Reader scheme will continue to help those with low literacy levels to engage with the curriculum in greater depth.

Personalised Learning

- Curriculum design, options choices and setting are personalised, with students engaged and inspired through high quality Teaching and Learning.
- Alternative Learning Provision is available as an intervention to personalise learning.
- Intervention groups will often have a specific focus which will ensure that they are directed/differentiated effectively.

Pupil Premium Strategy Statement

Summary information					
School	Marden High School				
Academic Year	2020-2021	Total PP budget	756	Date of most recent PP review	June 2020
Total number of pupils	897	Number of pupils eligible for PP	141	Date for next internal review of this strategy	January 2020

Summer 2020 Attainment	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5 or more Grade 4+ incl. EM	70.6%	86.7%
% achieving 9-4 Basics (English and maths)	76.5%	87.6%
Progress 8 score average	n/a	n/a
Average Total Attainment 8 score	n/a	n/a

Barriers to future attainment (for pupils eligible for PP)	
A	<p>The disengagement of families of some PP students which impacts on students' achievement and attendance at school.</p> <p>A (i) Due to historic personal negative experiences of parents / carers with school, there is a lack of engagement from some families.</p> <p>A (ii) For some, the lack of revision skills, motivation to attend extra curricular sessions and equipment impact on the readiness for learning and the ability to then extend learning beyond school hours.</p>
B	<p>The achievement of PP students within EBacc and Open subjects</p> <p>B (i) Students struggle with the revision element of study outside of school as they are under equipped to complete tasks or complete the revision necessary due to lack of experience or lack of resources.</p> <p>B (ii) Students struggle with learning in school due to a lack of cultural capital developed over time and the missing of key points in their learning through lack of resource and / or a skill and knowledge deficit built up over time.</p>
C	<p>The factors which lead to attendance concerns (including PA) for PP students and punctuality issues</p> <p>C (i) Social, emotional and mental health difficulties which impact upon behaviours and attendance</p> <p>C (ii) Year Group specific factors which impact on student confidence and therefore attendance at school.</p>
D	<p>The disproportionate impact upon families who are disadvantaged, by COVID-19</p> <p>D (i) Social, emotional and mental health difficulties caused by the increased stress caused through COVID-19's impact (illness and death)</p> <p>D (ii) Economic impact of the pandemic with income loss and inability to buy / replace items affecting chances of family life management</p>

Desired outcomes		Success Criteria
A.	Enhancing achievement outcomes for PP students.	P8 score = 0
B.	Improvement in attendance for PP students	PP attendance to be 95% for each year group and each individual student. PA of PP reduced to 8% (2018-2019 PA reached target gap of 10%)
C.	Appropriate targeted interventions to support PP students, with evidence of efficacy of strategies for PP students by all staff, including strategies for engagement of PP Students, which engages families in the breadth of opportunities offered by the school.	Range of in-house and external interventions are part of the provision map/local offer Reduction in the number of behavioural incidents and PA. Increase in attendance. Full range of teacher interventions highlighted on in-house tracker
D.	Ensuring that targeted interventions are available for students to support them with both the SEMH impact, but also to ensure we mitigate against further impact to individuals from the pandemic.	PP students are supported through interventions included within MAST Chromebooks, Food Vouchers and additional Government support are accessed Students are able to access the full curriculum and achieve positive outcomes.

Planned expenditure					
The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of Teaching and Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale?	How will you ensure it is implemented well?	Staff lead	Evidence of impact
Enhancing achievement outcomes for PP students.	Access Plus (Alternative Learning Provision) £32,870(proportion of salary costs)	Alternative Provision (Access Plus) is for PP students if required, so students who have access to Alternative Provision can develop their personalised learning.	AHT (Inclusion) to oversee.	BRE	Continued during closure via emails and phonecalls weekly from VJo and ASI. Logs kept and shared with HoYs
	Additional staffing, targeted towards PP students – small group and 1 to 1 tutoring in Ma/En. To support PP Students in Science, investment in a programme	To increase the capacity for supporting small group work and in class support in literacy and numeracy. Also includes behaviour management and inclusion	AHT (inclusion) to oversee. Evaluation report to SLT to review.	BRE	

	<p>(My Tutor) developed for 1hour a week, per student, costing £2,500.</p> <p>Departmental funding bids – provision of specific equipment for PP students £7000</p> <p>PP case conferences (including departmental conferences and weekly student briefing</p> <p>Weekly academic mentoring of high ability PP students by SLT</p> <p>Support for all CLs via CPD and case study departments.</p> <p>Inclusion of lesson planning and observation protocol to focus on PP additionality – key phrase: “how are we</p>	<p>specialists. Includes specific support for Y7 Catch-up students and mentoring.</p> <p>Departments can bid for specific resources that will increase engagement and attainment of students, although the impact the initiative will have on PP students will be paramount in the bid.</p> <p>To increase the capacity for teachers to identify and eliminate barriers to learning for individual students. So barriers to learning for individual students are overcome so that achievement is enhanced.</p> <p>To provide structure, organisation and feedback to enhance sense of self-worth and belonging</p> <p>To forensically look at the progress being made by DA students in some subjects and monitor the impact of the interventions implemented to support their progress.</p> <p>To enhance ability of teachers to tailor learning to meet needs of each student</p>	<p>Curriculum leaders with line managers.</p> <p>Line Management meetings, fortnightly.</p> <p>Discuss progress in SLT meetings with focus on outcomes</p> <p>Discussion at Line Management meetings, SLT Meetings and through work reviews and learning walks.</p> <p>Lesson observations and learning walks by senior and middle leaders</p>	<p>MSN</p> <p>SLT/ CLs</p> <p>SLT</p> <p>SLT / CLs</p> <p>SWa</p>	
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	<p>advantaging disadvantaged students</p> <p>Improved communication with all parents / carers, especially those of DA students.</p>	<p>Emails for all parents and carers. Development of pastoral cloud. Parents evenings via telephone.</p>	<p>Parental surveys and attendance at events.</p>	<p>SLT</p>	
<p>Improvement in attendance and punctuality for PP students</p>	<p>Personalised attendance improvement plans for targeted PP students</p> <p>Weekly attendance case conference: attendance officer, AHT, SENCO and Heads of Year track attendance and identify specific student needs.</p> <p>Attendance competitions (including house competitions)</p> <p>Year group noticeboards</p> <p>EIS (Early Intervention Strategy) for vulnerable students</p> <p>Reflection Time delivered by tutor teams</p> <p>Formalised attendance letters/penalty warning route</p>	<p>Disadvantaged students have their attendance monitored and ultimately supported to ensure that they are not disadvantaged further by their attendance & punctuality not meeting national standards.</p> <p>Staff awareness of social / emotional issues which are affecting attendance and can follow up or support families accordingly.</p>	<p>Regular weekly meetings to discuss progress</p> <p>SLT line management meetings</p> <p>Regular assemblies/FT notices to maintain high profile of attendance and competitions</p> <p>Regular analysis of data to identify vulnerable students</p> <p>HoY briefing meetings to plan and review Reflection Time</p> <p>Use of data to trigger penalty warning letters</p>	<p>ACH</p> <p>DAN</p> <p>DAN/ HoYs</p> <p>ACH</p> <p>DAN</p> <p>ACH/ MSN</p>	

	Home visits for PA students £11,549 (proportion of salary costs)		Ensure attendance officer has time and capacity to make home visits	ACH	
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Appropriate targeted interventions to support PP students, with evidence of efficacy of strategies for PP students by all staff, including strategies for engagement of PP Students, which engages families in the breadth of opportunities offered by the school.	Pastoral Team to develop, share and promote PIVOTAL and our own in house strategies to support disadvantaged students, especially around issues relating to SEMH. £34,348 (proportion of salary costs)	Staff awareness of social / emotional issues which are affecting learning and can follow up or support students accordingly	Regular meetings of, and training for, the Core Team with feedback to whole staff as part of CPD	SWA/ DAN	
	Enhanced home / school liaison.	To ensure that the mental wellbeing of the students is secure	Line Management and strong cohesion of the staff involved to ensure communication routes are clear	SLT	
	Linked projects which include postcards home, phone calls from SLT, mentoring, 1:1 work, attendance monitoring and buddying to build self-esteem, resilience and regulation.	Evidence suggests that social and emotional interventions are high impact for low cost. This is fixed in extensive research.	Regular meeting of Core Team and of HoY to monitor and review progress of projects	SLT/ Pastoral Team	
	Use of external agencies to provide mentoring, guidance and mental health support to targeted vulnerable students (e.g. Vince Bilcliffe, Steven Riley,	Evidence of these interventions from EEF and from previous work shows high impact around engagement, resilience and wellbeing.	Regular meetings with the agencies to discuss progress, in addition to student voice	DAN	

	Mindfulness), Someone cares			DAN / BRE	
	The Girls Network and Boys Network.	An identified need around girls and boys aspirations and support required.	Regular meetings and monitoring of impact.		
	Embedding of SISRA tracking database £1495	To increase the capacity for teachers to identify where intervention needs to be focused	Regular training for staff and use in line management meetings	SWA	
	Embedding of termly work sample cycle by middle and senior leadership	To ensure appropriate and timely diagnostic feedback given to engage and support student progress	Incorporate into CPD and line management meetings	KRO	
	Development and delivery of staff CPD with focus on enquiry-led research into strategies to include within T&L in the classroom.	To enhance ability of teachers to tailor learning to meet needs of each student	Focus on impact of CPD in evaluation	KRO	
	Extra-curricular activity funding.	To support MAST activities in-school which may require funding to enable them to have resources to enable the activity to be offered.	Registers of extra-curricular activity kept and analysed	SWA	
	Development of consistent line management agenda to include regular focus on PP progress and interventions	To support middle leaders to identify and eliminate barriers to learning for individual students.	Notes of line management meetings to be shared between middle and senior leadership	KRO	

	<p>Lesson planning and observation protocol to focus on PP additionality – key phrase: “how are we advantaging disadvantaged students”</p> <p>Use of SAM learning to support and enhance out of class learning for PP students, with discrete intervention groups £2, 300</p> <p>Parent workshops for GCSE maths, English, science</p> <p>Development of plan for SLT Mentoring through transition period, beginning before July Induction Days and running through to Autumn Term of Y7.</p> <p>£46,199 (proportion of salary costs)</p>	<p>To enhance ability of teachers to tailor learning to meet needs of each student</p> <p>To provide structure, organisation and immediate feedback to motivate and engage</p> <p>To give greater understanding to parents of new specifications and enable their involvement in their child’s education</p> <p>To ensure engagement of parents from the first opportunity.</p>	<p>Lesson observations and learning walks by senior and middle leaders</p> <p>Monitoring of use by Curriculum Leaders and communication with parents</p> <p>Feedback from parent surveys</p> <p>Attendance at events, feedback from parental surveys, student attendance.</p>	<p>MSN</p> <p>SWA</p> <p>MSN</p> <p>MSN</p> <p>DAn</p>	
Total budgeted cost					£84, 342

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evidence of impact
Ensuring that targeted interventions are available for students to support them with both the SEMH impact, but also to ensure we mitigate against further impact to individuals from the pandemic.	<p>MAST Programme with strands of 1:1 support, Numeracy, Literacy and Sporting support.</p> <p>Chromebook support with orders from the DfE scheme to support students who don't have access to computers at home.</p> <p>School Voucher Scheme for FSM families via Edenred.</p>	<p>To provide immediate support from staff at Marden and chosen organisations whose understanding of our children means best provision is given.</p> <p>To provide support for students who are otherwise unable to access the blended learning set by staff in school.</p>	<p>SWa / DAn regular meetings with updates to SLT. Meetings with CLs and MAST Lead Teachers. Reviews with staff and students</p>	<p>SWA/ DAN</p>	<p>During COVID-19 School Closures;</p> <ul style="list-style-type: none"> - Laptops sourced via North of the Tyne bids and DfE scheme - Work packs created, including revision guides and work books, alongside individual work created by departments, then sent home. Initial 48 packs created but this increased over time - Work set every day by class teachers with the work marked as would be done in normal lesson time - HoYs followed up with home for those who were unable to complete work - Mentors (ASi, VJo and SAT) contacted home weekly, alongside DAn and BRe to support those not in school. <p>DAN and SLI had continuous liaison with Edenred to ensure that all students who</p>

	Hampers sent home for families who are isolating.	To allow children to eat across the holiday / isolation periods when not in school.			are on the FSM list have food during holiday / isolation time.
Total budgeted cost: TBC					

Review of 19/20 expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of Teaching and Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evidence of impact
Enhancing achievement outcomes for PP students.	Development of Access Plus (Alternative Learning Provision) £32,870(proportion of salary costs)	Alternative Provision (Access Plus) is for PP students if required, so students who have access to Alternative Provision can develop their personalised learning.	AHT (Inclusion) to oversee.	BRE	Please see Report from AHT to Governors relating to Access Plus Impact
	Additional staffing, targeted towards PP students – small group and 1 to 1 tutoring in Ma/En. To support PP Students in Science, investme in a programme (My Tutor) developed for 1hour a week, per student, costing £2,500.	To increase the capacity for supporting small group work and in class support in literacy and numeracy. Also includes behaviour management and inclusion specialists. Includes specific support for Y7 Catch-up students and mentoring.	AHT (inclusion) to oversee. Evaluation report to SLT to review.	BRE	Please see SEN Information Report
	Departmental funding bids – provision of specific equipment for PP students £7000	Departments can bid for specific resources that will increase engagement and attainment of students, although the impact the initiative will have on PP students will be paramount in the bid.	Curriculum leaders with line managers.	MSN	Bids have been received for a range of matters to support PP students. DAN has balance sheet to monitor the monies spent.
	Development of disadvantaged tracker with all staff.	To increase the capacity for teachers to identify and eliminate barriers to	Monitoring of PP support through line management with focus on impact/outcomes	KRO/ DAN	Further training for CLs/HoYs ongoing. The creation of the Target 5s and Target Tutees.

	<p>PP case conferences (including departmental conferences and weekly student briefing)</p>	<p>learning for individual students.</p> <p>To increase the capacity for teachers to identify and eliminate barriers to learning for individual students. So barriers to learning for individual students are overcome so that achievement is enhanced.</p>	<p>Line Management meetings, fortnightly.</p>	<p>SLT/CLs</p>	<p>Found within the M&E Calendar. Each half term supports a different year group. Weekly individual student briefings continue across the year.</p>
	<p>Regular targeted revision sessions for PP students (lunch, after school, holidays)</p>	<p>To provide structure, organisation and immediate feedback to motivate and engage</p>	<p>Feedback from participants alongside feedback from class teachers and statistical data.</p>	<p>SLT/CLs</p>	<p>These are running and reviewed by SLT regularly.</p>
	<p>Weekly academic mentoring of high ability PP students by SLT</p>	<p>To provide structure, organisation and feedback to enhance sense of self-worth and belonging</p>	<p>Discuss progress in SLT meetings with focus on outcomes</p>	<p>SLT</p>	<p>Ongoing with SLT reviews. Development of Y9 SAM learning Lunch Club. Development of Y11 SAM Learning intervention with mentoring from SLT and staff. Impact seen via reports from SAM learning on Hours Studied. Impact of support from SLT and staff seen via case studies showing increased attendance, achievement and lower behavioural incidents.</p>
	<p>Maths/English Summer Conferences</p>	<p>To provide additional structure, organisation and immediate feedback to motivate and engage</p>	<p>Ensure time and resources in place and use of data to ensure appropriate students targeted</p>	<p>MSN/CLs</p>	<p>Students identified following Mock exams.</p>
	<p>Support for all CLs via CPD and case study departments.</p>	<p>To forensically look at the progress being made by DA students in some subjects and monitor the impact of the interventions implemented to support their progress.</p>	<p>Discussion at Line Management meetings, SLT Meetings and through work reviews and learning walks.</p>	<p>SLT / CLs</p>	
	<p>Review of lesson planning and lesson observation protocol to focus on PP additionality – key phrase: “how are we advantaging disadvantaged students”</p>	<p>To enhance ability of teachers to tailor learning to meet needs of each student</p>	<p>Lesson observations and learning walks by senior and middle leaders</p>	<p>SWa</p>	

Improvement in attendance and punctuality for PP students	Personalised attendance improvement plans for targeted PP students	Disadvantaged students have their attendance monitored and ultimately supported to ensure that they are not disadvantaged further by their attendance & punctuality not meeting national standards.	Regular weekly meetings to discuss progress	ACH	Please see attendance file within pastoral document of shared drive for impact seen. Whole school attendance is up on the previous year in all areas. Progress made by DA students across all year groups from previous year.
	Weekly attendance case conference: attendance officer, AHT, SENCO and Heads of Year track attendance and identify specific student needs.	Staff awareness of social / emotional issues which are affecting attendance and can follow up or support families accordingly.	SLT line management meetings	DAN	Attendance trends document of Key Docs shows year on year impact. PP PA document shows interventions and impact Weekly Meetings, Year Group Development Plans , Attendance meetings, weekly, with actions, Website updated
	Attendance competitions (including house competitions)		Regular assemblies/FT notices to maintain high profile of attendance and competitions	DAN/ HoYs	
	Year group noticeboards				
	EIS (Early Intervention Strategy) for vulnerable students		Regular analysis of data to identify vulnerable students	ACH	These are developing over time with regular pastoral work. New 'Key Information' document developed and shared.
	Reflection Time delivered by tutor teams		HoY briefing meetings to plan and review Reflection Time	DAN	System up and running and showing evidence of impact in PD lessons and reflection time. Specific tutor time focus on Tuesday CPD (Sept Routines, Nov Target Tutee, Jan Routines) Please see information above.
	Formalised attendance letters/penalty warning route		Use of data to trigger penalty warning letters	ACH/ MSN	
	Home visits for PA students		Ensure attendance officer has time and capacity to make home visits	ACH	
	£11,549 (proportion of salary costs)				
Total budgeted cost £51,419					

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evidence of impact
<p>Appropriate targeted interventions to support PP students, with evidence of efficacy of strategies for PP students by all staff, including strategies for engagement of PP Students, which engages families in the breadth of opportunities offered by the school.</p>	<p>Embedding of core team (PIVOTAL) to develop, share and promote strategies to support disadvantaged students, especially around issues relating to SEMH. £34,348 (proportion of salary costs)</p>	<p>Staff awareness of social / emotional issues which are affecting learning and can follow up or support students accordingly</p>	<p>Regular meetings of, and training for, the Core Team with feedback to whole staff as part of CPD</p>	<p>SWA/ DAN</p>	<p>There has been further CPD completed for all staff with an impact seen in the reduction in FTEs and the proportion of the students who are PP against NPP decreasing.</p>
	<p>Linked projects which include post cards home, phonecalls from SLT, mentoring, 1:1 work, attendance monitoring and buddying to build self-esteem, resilience and regulation.</p>	<p>Evidence suggests that social and emotional interventions are high impact for low cost. This is fixed in extensive research.</p>	<p>Regular meeting of Core Team and of HoY to monitor and review progress of projects</p>	<p>DAN/ Core Team</p>	
	<p>Students involved in a diverse and inclusive extracurricular programme.</p>	<p>To provide structure, organisation and feedback to enhance sense of self-worth and belonging</p>	<p>Monitoring of registers and student voice surveys</p>	<p>DAN</p>	
	<p>Use of external agencies to provide mentoring, guidance and mental health support to targeted vulnerable students (e.g. Vince Bilcliffe, Steven Riley, Mindfulness), Someone cares</p>	<p>Evidence of these interventions from EEF and from previous work shows high impact around engagement, resilience and wellbeing.</p>	<p>Regular meetings with the agencies to discuss progress, in addition to student voice</p>	<p>DAN / BRE</p>	
	<p>The Girls Network and Boys Network.</p>	<p>An identified need around girls and boys aspirations and support required.</p>	<p>Regular meetings and monitoring of impact.</p>	<p>SWA</p>	

	<p>Embedding of SISRA tracking database £1495</p> <p>Embedding of termly work sample cycle by middle and senior leadership</p> <p>Development of disadvantaged tracker with all staff, which is updated and monitored by CLs and HoYs.</p> <p>Development and delivery of staff CPD with focus on enquiry-led research into strategies to include within T&L in the classroom.</p> <p>Extra-curricular activity funding.</p>	<p>To increase the capacity for teachers to identify where intervention needs to be focused</p> <p>To ensure appropriate and timely diagnostic feedback given to engage and support student progress</p> <p>To increase the capacity for teachers to identify and eliminate barriers to learning for individual students.</p> <p>To enhance ability of teachers to tailor learning to meet needs of each student</p> <p>To support specific activities in-school which may require funding to enable them to have resources to enable the activity to be offered.</p>	<p>Regular training for staff and use in line management meetings</p> <p>Incorporate into CPD and line management meetings</p> <p>Regular use in CPD and in curriculum and pastoral meetings</p> <p>Focus on impact of CPD in evaluation</p> <p>Registers of extra-curricular activity kept and analysed</p>	<p>KRO</p> <p>SLT</p> <p>KRO</p> <p>SWA</p> <p>KRO</p>	<p>There has been a positive response via student surveys with an impact seen of the school undertaking actions from students suggestions.</p> <p>Development of an increase in number of extra-curricular activities. Attendance data at clubs</p> <ul style="list-style-type: none"> - BRe is completing the award criteria for the MH National Award from Leeds Carnegie - Staff now trained as MH First Aid <p>Skills to identify these students and create online marksbooks. Staff autonomy to analyse data and therefore more familiar with data and where intervention to be focused.</p> <p>Greater appreciation of barriers to learning and sharing of best practice. KRo provides commentary on PP progress at SLT meetings</p> <p>Barriers to learning identified and feed into differentiation for PP students. An area to build on in CPD is to develop strategies to remove attachment/BfL</p>
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	<p>Development of consistent line management agenda to include regular focus on PP progress and interventions</p>	<p>To support middle leaders to identify and eliminate barriers to learning for individual students.</p>	<p>Notes of line management meetings to be shared between middle and senior leadership</p>	<p>MSN</p>	<p>related barriers. Further training was delivered to CLs/HoYs in Jan '18 and a Y10 Audit took place in Spring '18 (Jan19:)- CPD around 'Assess, Plan, Do, Review' & Target Tutees. The creation of the Target 5s.</p>
	<p>Review of lesson planning and lesson observation protocol to focus on PP additionality – key phrase: “how are we advantaging disadvantaged students”</p>	<p>To enhance ability of teachers to tailor learning to meet needs of each student</p>	<p>Lesson observations and learning walks by senior and middle leaders</p>	<p>SWA</p>	<p>Lesson observations show increase proportion of effective and exemplary teaching</p>
	<p>Use of SAM learning to support and enhance out of class learning for PP students, with discrete intervention groups £2, 300</p>	<p>To provide structure, organisation and immediate feedback to motivate and engage</p>	<p>Monitoring of use by Curriculum Leaders and communication with parents</p>	<p>MSN</p>	<p>Regular and frequent focus on PP progress and interventions</p>
	<p>Parent workshops for GCSE maths, English, science</p>	<p>To give greater understanding to parents of new specifications and enable their involvement in their child’s education</p>	<p>Feedback from parent surveys</p>	<p>MSN</p>	<p>Development of an increase in number of extra-curricular activities. Attendance data at clubs</p>
	<p>Development of plan for SLT Mentoring through transition period, beginning before July Induction Days and running through to Autumn Term of Y7. £46,199 (proportion of salary costs)</p>	<p>To ensure engagement of parents from the first opportunity.</p>	<p>Attendance at events, feedback from parental surveys, student attendance.</p>	<p>DAn</p>	<p>Use of best practice amongst CLs and departments to highlight strategies which work. The 3 Spring Term Priorities have been identified as: Revision Techniques, Individual Learning Intentions and Modelling which va ebeen shared with all staff.</p>

				<p>Increased use of SAM learning for homework tasks. Development of Y9 SAM learning Lunch Club. Development of Y11 SAM Learning intervention with mentoring from SLT and staff. Impact seen via reports from SAM learning on Hours Studied. Impact of support From SLT and staff seen via case studies</p> <p>Enhanced understanding of new specifications by parents</p> <p>All Y7 students identified and supported were seen to make progress with their attendance, achievement and behaviour data. Plan is to continue the project.</p>
Total budgeted cost				£84,342