



1. Summary information					
School	Woodrush High School – An Academy for Students Aged 11-18				
Academic Year	2019/20	Total PP budget	£185,915.00	Date of most recent PP Review	Dec 2018
Total number of pupils	900	Number of pupils eligible for PP	188 (2)	Date for next internal review of this strategy	Sep 2021

2. Current attainment		
	Pupils eligible for PP (2018)	Pupils not eligible for PP (2018)
% achieving 9-4 EM (Basics) and 9-5 EM (Basics)	47% ▲ / 19% ▼ (44% / 22%)	71%/51% (71% / 50%)
Progress 8 Score in English / Maths	-0.56 ▼ / -0.49 ▲ (-0.20/-0.72)	+0.29 / +0.22 (-0.13/-0.29)
Progress 8 score average	-0.46 ▼ (-0.41)	+0.31 (-0.08)
Attainment 8 score average	38.2 ▼ (38.6)	51.14 (50.57)
Ebacc Point Score	3.57 ▲ (3.52)	4.89 (4.32)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Teaching, Learning & Assessment – Ensure consistency of Quality First teaching across all groups of students so that all teaching meets the expected standard through time. The curriculum and assessment of all students is appropriate
B.	Attitudes to Learning – All PP students need to display a positive attitude to their learning; to show positive behaviour, interest and enthusiasm that enable them to achieve in line with all students.
C.	Literacy and Numeracy Skills – PP Students who enter the school have a lower KS2 prior reading attainment and reading age as many of their peers. There is a need to close the gap in attainment between PP and Non-PP students in English and Maths by Year 11.
D.	Aspiration – All PP students need to have the same opportunities and experiences so that the aspire to make the best life choices available to them
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance and punctuality of FSM students – The attendance rate of PP students is approximately 3% lower than all students in school and has been at that level for the last three years.
F.	Parental Engagement - The Parents of some PP students are not as engaged or involved in their child’s education as other PP students and other students within the school.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	<ul style="list-style-type: none"> Quality First teaching ensures that 95% of lesson observations meet the 'expected standard'. All PP students are actively engaged in all lesson observations and are seen to be making the expected progress of all other students nationally. The 'Best feedback' is seen in PP students work. All PP students are seen to be actively using PLC's within their work and strategies are in place to resolve 'gaps' in learning. Feedback is clear using WWW/EBI so that all students know how to improve their knowledge, understanding and skills. Classwork is checked by the classroom teacher to ensure a high level of presentation, engagement and stretch and challenge of all students. The use of 'Hattie' strategies will be evident within observation and QA across the school. Students will have greater access to intervention support through form time and use of IT /Apps
B.	PP students maintain a positive attitude to learning throughout their time at the school	<ul style="list-style-type: none"> There is no gap in student attitudes to learning between PP and non PP students in any year group at KS3. In years 9 to 11 the gap between student attitudes to learning is reducing. Year 10 & 11 will see a reduction in C3-C6 incidents and fewer students on form, HoY and BSP report. Fewer students will have internal isolation through the year, so there is no gap in isolation of PP and Non PP students. There is no significant difference between internal, fixed term and permanent exclusions of PP and non-PP students within school. There is no difference in access and participation of students in extra-curricular activities
C.	Literacy and Numeracy Skills are enhanced to ensure expected progress is met by all groups of students	<ul style="list-style-type: none"> Outcomes in both English and Maths are seen to improve in all year groups especially examination groups in year 11 All PP students will have a program of literacy and numeracy opportunities throughout each year group developed and delivered in form time Students who are PP show greater progress in their reading ages / AR Scores, to ensure these students 'catch up' with other students in the year group.
D.	All students who are PP – further experiences in school are supported and monitored	<ul style="list-style-type: none"> Increased number of PP students attending after school clubs, and extra-curricular activities with improved monitoring using Arbor Greater number of opportunities aligned to developing better aspirations for life and children's futures
E.	There is an increased attendance rate for all students eligible for PP – especially those who are FSM	<ul style="list-style-type: none"> There is a reduction in the difference between the attendance rate of PP students and non PP students and that both rates are above national expectations to ensure they are in the top 20% of schools nationally. Overall attendance of PP students is raised to 95% over the next two years. (93-94% in first year)
F.	Parents of PP students support their child effectively in school through greater engagement with the school	<ul style="list-style-type: none"> The percentage of Pupil Premium parents attending their child's parents evening increases year on year for that cohort of students to be more in line with non PP parents. There are better and increased lines of communication between the school and PP parents

5. Planned expenditure					
Academic year		2019-20			
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of Progress seen with PP students as a result of high-quality teaching and learning strategies that support their learning.	<ol style="list-style-type: none"> 1. Personalised CPD packages for Staff to support – increased Wednesday CPD PP strategies to use – curriculum linked 2. PP Students are actively using Knowledge Organisers 3. Further Support and CPD with Feedback and marking – workload with effective ‘live feedback’ 4. Make PiXL Maths and English Lit APPS a sustainable feature of form time (or alternatives) – increased time – and use of evidence within maths/English lessons 5. Small group teaching for Maths and English in appropriate class time after School 	<ol style="list-style-type: none"> 1. The use of ‘Hattie Research’ and all staff receiving further CPD for PP teaching strategies 2. Curriculum - widening the breadth through planned activities (D Wiliam) 3. Feedback to students – highly effective impact over 5+months progress (EEF Toolkit) 4. The use of online resources to support Monitoring in English and Maths by PL’s - Maths and English PP progress is below national averages 5. One to one tutoring - “Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.” (EEF Toolkit) 	<ul style="list-style-type: none"> • Lesson Observation • Work Scrutiny • Learning Walks • Student Voice • Staff Voice 	DDM / JYB / SNT DEC	Half Termly
B. PP students maintain a positive attitude to learning throughout their time at the school	<ol style="list-style-type: none"> 1. Half Termly meetings of Deputy Standards / Asst Head A2L / SENCo – Creation and monitoring of ‘vulnerable list’ 2. Develop role of Wellbeing and Mental Health Lead to support students in need and CPD for all staff on Mental Health Illness and Awareness 3. Introduce Mental Health Ambassadors in each year group 4. Attendance Form for FSM students causing concern – KS4 forms 	<ol style="list-style-type: none"> 1. Collaboration to ensure needs of all students is met and structure in place to meet needs 2. 1 in 10 children has a mental health illness – longer waiting times and lack of resources has meant many external agencies can support. Dec 2017 Green paper. 3. Buddy systems for students often supports students with low self-esteem / mental health illness 4. Attendance has a significant impact on student’s outcomes twice as likely to get 5+ good GCSE’s if above 95% (DfE Report March 2016) 	<ul style="list-style-type: none"> • QA of data derived through outcomes, attendance and A2L of vulnerable learners • Mental Health Lead in Place – Monitoring & developing strategies and programs of support • CPD for all staff regarding Mental Health Awareness • Gap reduced in attendance 	DDM/MHB/ NIR/DEC/ AXS SEP/JEP / SND / STE	Fortnightly

	<ol style="list-style-type: none"> 5. Intensive monitoring of PP A2L at all levels – development of training for role of form tutor/teacher and design of A2L ladder of referral for all staff 6. Further develop personalised one to one mentoring for students most at risk of exclusion – training for more teaching staff mentors 	<ol style="list-style-type: none"> 5. Amendments to Behaviour policy - enable better monitoring and ‘flagging’ of students at an earlier stage - School-level behaviour approaches are often associated with improvements in attainment (EEF toolkit) 6. Prevention of reoffending for students - attitudes to school, attendance and behaviour can be improved through mentoring (EEF Toolkit) 	<ul style="list-style-type: none"> • There is no difference in A2L of PP and non-PP students • All students receiving small group intervention improve final grade by at least 1 grade 		
C. Literacy and Numeracy Skills are enhanced to ensure expected progress is met by all groups of students	<ol style="list-style-type: none"> 1. Continue extra English and Maths support for vulnerable learners in new curriculum at KS3 2. Implement access to Learning Support for English / Maths tuition for students in option groups in years 9-11 3. Implement Literacy strategy to include focus on vocabulary across the curriculum (Tiered Vocabulary and use of Knowledge Organisers) 4. Form Time –Literacy and Numeracy mornings across all year groups 5. Through New Curriculum Design – Develop the use of Oracy and Literacy across the curriculum 6. Continue Reading Approaches in Form time for lowest reading scores in Learning Support 7. Continue the use of Accelerated Reader for all students and PP Students – Monthly Reporting of Data 8. Continue with Library Projects for PP students and form time reading 	<ol style="list-style-type: none"> 1. Developing extended curriculum time for our most vulnerable learners which include many PP students. 2. Peer to Peer support and Adult Support – Highly effective (EEF toolkit) 3. Supports the implementation and sustainability of strategy 4. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes (EEF Toolkit) 5. Oral language interventions consistently show positive benefits. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF Toolkit) 6. See above 7. Accelerated Reader is effective for weaker readers as a catch-up intervention at the start of secondary school. (EEF Toolkit) 8. Ensure better accessibility to reading across the school - Research by the National Literacy Trust has shown that children who are eligible for free school meals are much less likely to own books of their own. 	<ul style="list-style-type: none"> • Gap narrowed between students entering <90 SATS standardised score • All students supported through extra Mats/English improve by at least 1 grade from starting point • Literacy and Numeracy co-ordinators in place – leading curriculum provision • Students have better and ‘broader’ knowledge of maths and English ‘basics’ • Oracy planned for across the curriculum • Accelerated Reader information shows increased progress of c band students 	JYB / SYB / DDM / DEC	Half Termly
Estimated Total Budgeted Cost					£40,000

ii. 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	When will you review implementation?
A. High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	<ol style="list-style-type: none"> 1. Team Leaders and teachers identify underperforming PP students through use Arbor and Sisra – use of learning Profiles in observation 2. PP Target Group Students used by every teacher – students are known and strategies in place 3. Easter and Whitsun Revision School – targeted to individual students to individual subjects 	<ol style="list-style-type: none"> 1. Support tracking of interventions for PP students, assess costs and report on impact. 2. Identification of student needs as a collective responsibility 3. Revision schools – specific small group intervention has been shown to have an average impact of 5 months gained (EEF Toolkit) 	<ul style="list-style-type: none"> • Students identified for intervention show progress between each review point – 75% attain target grades (DEC monitor) 	DDM / Team Leaders	Half Termly
B. PP students maintain a positive attitude to learning throughout their time at the school	<ol style="list-style-type: none"> 1. Continuation of PP Project Coordinator Role – anger management strategies – use of horticulture 2. Centralise monitoring of students through Round Table Meetings – A2L / Outcomes /Attendance/SEND / SEMH 3. Implement and publish PP student’s entitlement to careers education and pathways at Woodrush to raise aspiration 4. ‘You are Awesome’ initiative – Use of book to support positive thinking and positivity for vulnerable students – growth mind-set 5. Students Support – coordinated strategies to support students with learning needs 	<ol style="list-style-type: none"> 1. Improve Social and Emotional Learning - SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment (EEF Toolkit) 2. Reduce repeat internal exclusions and support the modification of their behaviour. Specialised external support for some of our most vulnerable students is needed early in their secondary school life to reduce it manifesting into later school life 3. Ensure students are engaged in learning through having positive aspirations of school and their futures 4. Change behaviour of students from can’t do to can do 5. Students who are PP/SEND more vulnerable to underachievement 	<ul style="list-style-type: none"> • Reduction in vulnerable students A2L conduct points • Reduction in PP student internal exclusions • Student engagement is better with selected students 	SEP / JEP / DDM / AXS	Half Termly
C. Literacy and Numeracy Skills are enhanced to ensure expected progress is met by all groups	<ol style="list-style-type: none"> 1. Use of Maths and English Tutors to support most vulnerable learners – after school intervention 2. ‘Bring your work’ – lunchtime and after school support in IT suits for 	<ol style="list-style-type: none"> 1. One to One mentoring can add up to 5 months of accelerated learning and progress (EEF toolkit) 2. Pupils make two additional months’ progress per year from extended school time and in 	<ul style="list-style-type: none"> • Homework club in place – students identified and attending – reduction in Homework Consequences 	DDM / JYB / RLH (CER) / SYB /AXS	Half Termly

of students in English and Maths	<p>PP students to complete work – voluntary and referred (DEC)</p> <ol style="list-style-type: none"> 3. Reading intervention within learning support – small groups mornings 4. English and Maths SEND Intervention added to curriculum 	<p>particular through the targeted use of before and after school programmes (EEF Toolkit)</p> <ol style="list-style-type: none"> 3. Reading for 20 minutes per day had relevance to the number of words a child is exposed to any academic year. 4. Greater time given to most vulnerable learners to develop skills in English and Maths to support them in KS4 	<ul style="list-style-type: none"> • Increased numbers using Learning Support for reading strategies • PP Gap for students entering 'Below Expected Standard' decreases to non-PP students 		
D. All students who are PP – further experiences in school are supported and monitored	<ol style="list-style-type: none"> 1. Oxbridge events take place for year 7 and 8 students so that all PP students attended a careers / futures based event at a University by the end of the Key Stage 2. Careers entitlement for all PP students is published linked to Gatsby Benchmarks 	<ol style="list-style-type: none"> 1. Aspirations for PP students on entry is low due to a lack of knowledge of future choices 2. Develop ASPIRE package that's supports aspiration from year 7 through to year 11 so that no child is left behind and is ready for life after Woodrush High School 	<ul style="list-style-type: none"> • Trip to Oriel College takes place – follow up support for students/families 	DDM/CYB/AXB/SNT	Summer Term
E. There is an increased attendance rate for all students eligible for PP – especially those who are FSM	<ol style="list-style-type: none"> 1. Increased use of rewards to incentivise attendance with PP students 2. Trigger points used with parents – consequences chart/parent book for all parents 3. Increased number of home visits and school/parent meetings at 'trigger points' - 92% 4. PP Parents attendance – 'first hour calling' – FSM student list developed 5. Removal of email and texting to report non-attendance 6. Travel Plans and bus passes available for students most at need 	<ol style="list-style-type: none"> 1-5 2011 - Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths. Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths – Seen a 2% difference year on year between PP and non PP at Woodrush High School past three years 6. Supporting accessibility to school for students living over 2 miles from school – some students at Woodrush High School not attending due to lack of accessibility 	<ul style="list-style-type: none"> • Celebration within House Assemblies and Form Time • Letters /Parental Meetings take place at relevant points • All FSM absences phoned in first hour each day – encourage attendance – Year on Year Gap reduced 	DDM / JAD / Form Tutors / AHTs of Houses / Progress Leaders	Half Termly
F. Parents of PP students support their child effectively in school through greater involvement and engagement with the school	<ol style="list-style-type: none"> 1. Implement specific PP role in school for family support (1 day) 2. Continue free books for PP children 3. Parents Evening attendance and half termly calls to all PP parents 4. Appointments made for all PP students by classroom teachers at Parents Evenings 	<ol style="list-style-type: none"> 1. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF Toolkit) 2. Reading comprehension approaches deliver an additional six months' progress (EEF Toolkit) 3. and 4 - See above 	<ul style="list-style-type: none"> • PP Family case worker implemented • Free Books purchased and distributed – use within Library Sessions – QA • Increased attendance form PP Parents at 	JYR / PLs / SEP / DDM/NLR	Autumn Term

	5. Transition Projects to run in summer through PP Co-ordinator	5. As much as four additional months' progress can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers (EEF Toolkit)	parents evening – in line with non – PP <ul style="list-style-type: none"> Students 'ready' for Woodrush – QA activities and progress within first term 		
Total budgeted cost					£70,000
iii. 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	When will you review implementation?
Improved Outcomes in Maths and English for PP Students	1. Attendance at 'Strive for 5' PiXL conferences in Maths for all PP students in year 11 at 5+ grade boundary	1. Success of 2018 & 2019 for Maths – 90% success rate of PP students who attended gaining grade 4 or 5	<ul style="list-style-type: none"> QA follow up program – students outcomes 	SAC/DEC	August 2020
Provision of Materials for practical subjects and for school life	<ol style="list-style-type: none"> All food/Materials paid for - Food & Nutrition, Art, Photography, PD and textiles courses Purchase of Revision guides for all subjects as needed and texts for English Lit and Lang courses Purchase of PE kit for department 	<ol style="list-style-type: none"> Needs of students to attain best outcomes in the subjects chosen for KS4 courses Where purchased – subjects have improved outcomes (Science/History/English) Increase participation – no difference between groups 	<ul style="list-style-type: none"> Monitored performance by Progress Leaders and Deputy Headteacher at each progress point Use of Arbor 	DDM/DEC /HoF JNB SAC JGM	Summer 2020
Ensure all PP students can participate in extracurricular activities	<ol style="list-style-type: none"> Financial support for school trips and overseas visits £15 or 20% of cost whichever greater up to Max of £100 Financial support for music lessons Increased requests for funds to support any Extra-curricular activity 	<ol style="list-style-type: none"> All students to have equal opportunity in all aspects of school life Increased to £15 rather than £10 to minimise any cost Support aspiration and school experiences 	<ul style="list-style-type: none"> Monitoring of all students' participation in extracurricular events Governors reports 	DDM/SNT/ CAM/ERL / DEA	Termly
Ensure all PP students are wearing the correct school uniform	1. Hardship fund set up for FSM students to receive 25% on school uniform (10% FSM Ever)	1. There is an identified need to support families in known hardship with the purchase of replacement uniform	<ul style="list-style-type: none"> Monitoring of sanctions for students in incorrect uniform 	MHB/ NIR /HoY	Summer 2020
GCSE Pod	1. All PP Students monitored using GCSE pod	1. Concern over revision practises of vulnerable students	<ul style="list-style-type: none"> All students whoa re PP watch over 400 pods 	DEC	Summer 2020
Revision Conferences	1. Revision conferences for PP students	1. Supports students who not able to start revision through lack of knowledge	<ul style="list-style-type: none"> Monitored for most vulnerable (DEC) 	DEC	Summer 2020

	2. Support with revision – calendars, route plans, Revision packs etc.	2. Students are given revision materials and guidance to support knowledge building			
Total budgeted cost					£25,000

6. Review of expenditure				
Previous Academic Year		2018-19		
Total PP Budget		£177,725.00		
i. Quality of Teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A - High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.	<ol style="list-style-type: none"> 1. Personalised CPD packages for Staff to support 'Gap Year Project' through small group work 2. New Curriculum Design across the school – modification of curriculum at KS3/KS4 to be engaging, relevant and enjoyable 3. Further Support and CPD with Feedback and the development of 'Live' PLC'S for students 4. Make PiXL Maths and English Lit APPS a sustainable feature of form time – increased time – and use of evidence within maths/English lessons 5. Small group teaching for Maths after School 	<ul style="list-style-type: none"> • Quality of T&L has improved in both areas – training days wit Christopher Whitehead huge success – supported Team leaders creating new programs of study • 12 students received one to one tutoring from personal maths tutor – all responded well to intervention – All students internal progress assessment improved from Feb Half term – 5 Students achieved at least 1 grade higher • Good engagement with PiXL Maths for PP – but more engaged with GCSE pod once launched 	<ul style="list-style-type: none"> • Not all staff engaged in triads – sustainability of programs to be reviewed • Engagement for PP learners in revision – more used GCSE Pod as it was launched after PiXL Apps • Greater support for form tutors to ensure effective revision taking place • Closer monitoring of GCSE Pod use with PP students due to popularity 	<p>CPD - TSA</p> <p>Tutoring - £10,000</p> <p>Apps & GCSE Pod – £3500</p>
B - PP students maintain a positive attitude to learning throughout their time at the school	<ol style="list-style-type: none"> 1. New consequences A2L system has reduced C3-C6 incidents across the school 2. There is still a significantly high number of students who have internal exclusions who are PP compared to non-PP students– This Also includes fixed term exclusions and permanent exclusions (Repeat offences) 3. Still significant number of PP students showing poor A2L – difference between each year group is however small – Non-PP Avg. 2.0, PP Avg. 2.1 4. Monitoring of poor A2L much better through use of SIMS – better systems in place for detentions (SLT) 	<ul style="list-style-type: none"> • Restorative justice needs to be prolonged and more sustainable over longer periods of time – still some repeat offenders • There are still a significant number of PP students with poor A2L in specific year groups • Use of MHL in Learning Support due to increased SEMH issues – change of role of support in this area - Mental Health in particular 	<ul style="list-style-type: none"> • Look at Woodrush Internal Alternative Provision – short length programs to support students return to full school curriculum • Reactive approach to MH concerns – students feel well supported (Ofsted 2018) – there is a need to look at Proactive programs to support students with specific concerns e.g. body image, self-harm, depression 	<p>Wellbeing Lead £27,239</p> <p>HOYPL Staffing - £34, 328</p>

<p>C - Literacy and Numeracy Skills are enhanced to ensure expected progress is met in literacy by all groups of students</p>	<ol style="list-style-type: none"> 1. Use members of the community s on a weekly basis as mentors and as reading support during 'drop everything and read' 2. Implement Numeracy support program into Registration time for KS3 3. Accelerated Reading Programs are used across all students in years 7-8 4. Develop Library resources to ensure reading strategy intervention is supported 5. Transition support in year 6/7 for most vulnerable students and staff training to support 	<ul style="list-style-type: none"> • Community volunteers has been less successful in 2018-2019 – smaller groups than 2018-19 but accessing more areas e.g. Music support • Numeracy and Literacy support implemented well with new whole school literacy and numeracy roles • Library supported with purchase of books in book fair for all PP students • Transition building year on year – better lines of support to more students in year 7 – summer school, early transition etc. 	<ul style="list-style-type: none"> • Community members to be supported and to be a greater part of the Woodrush Community • Parents have also been targeted with two waves of contact encouraging them to sign up to Home Connect where they can monitor their child's reading and progress through AR – we would still like further involvement of families within this – look to parent / student reading next year • Making reading projects sustainable with effective tracking and monitoring • Introduction of reading with tutor in form time • Book fair – PP students who wanted books were able to access them – need greater number accessing 	<p>Project Lead - £7,500</p> <p>Library and Book Fair £400</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>A. High levels of Progress seen with PP students as a result of high quality teaching and learning strategies that support their learning.</p>	<ol style="list-style-type: none"> 1. Bespoke plans and programmes of intervention are put in place for students in all years. 2. Use of Maths APP and English Lit App to support each PP student in year 11 3. Team Leaders and teachers identify underperforming PP students through use of RAPs 4. Easter and Whitsun Revision School – targeted to individual students to individual subjects 5. Form time Revision classes – removal of HoF from being form teachers to deliver bespoke revision intervention 	<ul style="list-style-type: none"> • SIMS interventions and monitoring used by HOYPL for vulnerable groups • Impact of HOYPL away from intervention in lower year groups – Hof more aware and engaging in better support for students • Team Leaders to ensure all evidence is recorded to enable them to monitor small group interventions more clearly • Apps have high initial impact – over 100 students engaged with Maths App and 20,000 pods watched with GCSE Pod • Difficult to measure Revision school impact specifically by student and subject – remodelled this year to focus on Walking Talking Mocks and 'short burst' revision with fewer subjects • All HoF ran revision support in form time – greater impact around exam periods 	<ul style="list-style-type: none"> • Move to Arbor to improve interventions system that more staff can access and improve sustainability • Greater Time needed for PL to implement plans effectively – all PP students are receiving a broad programme of support and this is individualised • Apps launched earlier in school year for better use – Maths department to engage more with now using maths class codes in APPS -GCSE Pod much greater success • Greater use of rewards to incentivise students • Revision schools not attracting students we would like to work with – greater focus on after school intervention rather than holiday schools in 2019-20 – still use holiday revision but for shorter targeted support 	<p>APPS - £3200</p>

			<ul style="list-style-type: none"> • Removal of form intervention – impact is questionable across a large cohort • HoF to be able to accurately report on intervention successes by child through Arbor 	
B. PP students maintain a positive attitude to learning throughout their time at the school	<ol style="list-style-type: none"> 1. PP Project Coordinator Role – Adult mentoring scheme to support vulnerable students and personal attitudes to their learning 2. High Quality Provision of Support by Mental Health Lead 3. Use of external agencies to support SEMH issues 	<ul style="list-style-type: none"> • 8 community members recruited and sustained program – great response from both mentees and mentors identifying benefits of support • Mental Health Lead – Large number of interventions carried out to support students across a range of needs Academic/behaviour and SEMH • More CAMHS referrals made throughout the year and early help referrals to support families • Reduction in students missing school especially in year 11 • Students receiving support gaining good outcomes and going on to post 16 education at Woodrush and other centres 	<ul style="list-style-type: none"> • Look at sustainability of adult mentors in projects • Role of MH lead to focus on proactive workshops of intervention to support rather than put in place for need 	<p>Costs for PP project Co-ordinator £3400</p> <p>Further Support / External Support Costs and AP - £6450</p>
C. Literacy and Numeracy Skills are enhanced to ensure expected progress is met in literacy by all groups of students	<ol style="list-style-type: none"> 1. Develop and implement a support package for disadvantaged students to raise their attainment in English and Maths 2. Use of Maths and English Tutors to support most vulnerable learners 3. Drop Everything and Read in year 7 and 8 	<ul style="list-style-type: none"> • Maths Tutor used for students in option subjects - 5 students improved on grades from starting point by at least 1 grade • 	<ul style="list-style-type: none"> • DEAR implementation and impact not sustained throughout year after strong first year • Need to look at impact of DEAR through either AR or other means – RLH/CER to investigate • What is impact of extra hour in English – evaluate use of library for literacy hour and its impact - RLH 	<p>AR - £3200</p> <p>Library Resources £200</p>
D. There is an increased attendance rate for all students eligible for PP	<ol style="list-style-type: none"> 1. Attendance Form for PP Students of less than 90% 2. Bus passes given to students to use Green Bus Company (Swift Passes) 3. First day calling for all PP students by form tutors or PP form tutor 	<ul style="list-style-type: none"> • Attendance form did not take place in 2018-19 – increased attendance for all students and PP/FSM students still within year • Changes to form time meant monitoring of PP/FSM needed to be remodelled • Deputy Standards – closer monitoring of attendance on weekly basis – high profile students identified, and intervention put in place - effective 	<ul style="list-style-type: none"> • Although form did not take place – whole school improvements in attendance • Still an issue with hard to engage/reach FSM students and parents of FSM students • First day calling for all FSM students in place for 2019-20 • Tutors not having the time to speak to parents – need to look at accessibility to do this 	<p>Summer school £1000</p> <p>Travel £893</p>

		<ul style="list-style-type: none"> Bus passes effective and improvements seen in 4 out of 6 users 	<ul style="list-style-type: none"> Continue to use Swift cards for most vulnerable students where support would ensure better attendance 	
E. Parents of PP students support their child effectively in school through greater involvement and engagement with the school	<ol style="list-style-type: none"> All PP parents called in weeks leading to Parents evening and day before – Progress leaders to meet alternative venue or home visit if needed Appointments made for all PP students by classroom teachers All PP students’ parents/carers called each half term to support updates Transition Projects to run in summer involving year 6 parents from feeder primary schools 	<ul style="list-style-type: none"> All parents spoken to by each year PL before PE – if they are unable to attend a verbal progress report was given Need to support staff in ensuring all PP students are called for parents evening Summer school again took place with highest numbers – parental involvement 	<ul style="list-style-type: none"> Generating numbers still proves hard – minimal numbers wanting to take part Some parents reluctant or refuse to engage or support interventions for their child – look to use family liaison officers in learning support rather than PL’s 	
iii. Other Approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improved Outcomes in Maths and English for PP Students	<ol style="list-style-type: none"> Attendance at High 5 PiXL conference for all PP students at 5 Grade boundary for Basics measure 	<ul style="list-style-type: none"> Decline in PP students results in English (2 students’ huge impact) Maths PP improved on 2018 outcomes in attainment and progress - significant 	<ul style="list-style-type: none"> Impact of small cohort has large impact on the ‘PP cohort’ as a whole More strategic support for those causing biggest impact on cohort 	£750
Provision of Materials for practical subjects and for school life	<ol style="list-style-type: none"> All food/Materials paid for - Food & Nutrition, Art, Photography, PD and textiles courses Purchase of maths materials for on desk boxes Purchase of Revision guides for all subjects as needed 	<ul style="list-style-type: none"> Materials essential for students Increased participation of PP students in PE and Food – fewer students opting out Revision guides used within lessons by staff – seen through QA – Science outcomes excellent through continual use and BYOB (Bring your own book) strategy 	<ul style="list-style-type: none"> Budget set up for Food so they can purchase items with greater ease to support T&L Support other department slinking CGP books to curriculum and revision support 	Food costs £1,420 PE Kits - £300 Maths £200 Revision Guides £3,307
Ensure all PP students have the opportunity to participate in extracurricular activities	<ol style="list-style-type: none"> Financial support for school trips and overseas visits Financial support for music lessons HoF make requests for funds to support any Extra-curricular activity 	<ul style="list-style-type: none"> Greater participation from PP students than ever before 3 Students on Ski trip / 2 Berlin etc 	<ul style="list-style-type: none"> Increased minimum to reduce very small payments – i.e. payment covered for less than £15 Ensure all parents aware of trips/visits/activities through Parent Pay 	Trips £4,460 Music £5,376

Increase aspirational visits for PP students	1. Increase the variety of opportunities for PP students e.g. Russel Group University Visits	<ul style="list-style-type: none"> • Trips taken place for 20+ students 	<ul style="list-style-type: none"> • Greater depth of follow up through year 11 regarding post 6 choices 	See above
Ensure all PP students are wearing the correct school uniform	1. Heads of Year to make requests for funding for uniform	<ul style="list-style-type: none"> • All PP uniform issues addressed • Reduction in Uniform A2L conduct points 	<ul style="list-style-type: none"> • Parents now have clearer process to follow in accessing hardship funds although a reduction in spending 	£144
Spending				£117,267
FSM - £397.75 per child				£55,556
Total Spending				£172, 823