**2016 – 2017 Pupil Premium Grant Expenditure Objectives**

**The Pupil Premium is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as ‘ever 6 FSM’), Looked After Children, Children Adopted from Care and Children of Service personnel. This funding is not ring fenced to individual children and can be used for initiatives that include, but are not limited to Pupil Premium Students.**

**The funding for 2016 – 2017 is £935 per Pupil premium Student for the school year.**

**Overall PPG - £128,095**

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| **Summary of Planned PPG spending 2016- 2017** |
| **Objectives:**   1. **To enhance student learning, attendance, behaviour and wellbeing in order to improve progress for identified students.** 2. **To support students to help narrow and close the attainment gap that exists between Pupil premium Students and those from other backgrounds.** 3. **To promote the engagement and enjoyment of learning both inside and outside the classroom.** 4. **To increase parental/carer engagement and strategies for parents to support their child’s progress.** |

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| Objectives | Activities | Cost | Success Criteria | Impact review – September 2017 |
| Provide interventions to support students and aim to improve attainment and progress in English and Maths | Y11 tutor time interventions  KS4 class conferences  Catch up reading  Summer School Literacy intervention  New whole school focus on numeracy and literacy across KS2 and KS3 transition.  Targeted after school and holiday revision courses.  Peer mentoring | Staff costs  £2430: | The % of PP students making expected progress in English and Maths is in line other students.  The attainment gap narrows in both English and Maths. | In y11 the progress8 gap = -0.3, and the attainment8 gap = -1. This is baseline data for the way the new GCSE’s are measured and as yet there is no national data to measure against.  On average PP students achieved Eng. and Ma. 9- 4, although the gap but not 9 – 5.    Clearly, moving PP students from 4 to 5 is a focus for the coming year.  A number of PP students who made excellent attainment grades were not eligible for progress8 calculations due to there being no KS2 data available for them. |

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| **Bespoke Personalized Learning.**  Provide interventions to support students and aim to improve attainment. And progress across all subjects.  All staff to provide and track interventions for underachieving students in their classes. | 1 to 1 tutoring (VT)  SEN interventions.  Key Skills  Oasis Support  VC support  Continue Afa focus on the most disadvantaged students.  Peer mentoring  Implement Go4Schools  Study Skills workshops aimed at all Year Groups – delivered by outside provider. | Staff costs  £55269  Workshops and one to one tuition:  £6200 | The % of PP students expected progress in is in line with other students.  The attainment gap narrows 5 A\* - C EnMa, to be at least in line with national and Essex data.  Student voice reports increased confidence in academic abilities.  Peer mentoring impact measured either as attainment/progress data for being mentored in subjects or increased emotional and social skills. | Individual students targeted all improved from their in year starting points as evidenced by VT tutor data presented to Governors in Spring 2017, oasis data presented to governors in summer 2017 and peer mentoring data.  Student and parent voice shows excellent appreciation of our bespoke and personalized interventions as demonstrated in parental questionnaire feedback, governor monitoring visit feedback from students and student voice activities. |
| VT -Y6 – Y7 transition strategies. | New whole school focus on transition.  Review of impact of new junior academies.  Expansion of performing arts to include Music. | Staff costs  £5549 | PP students are known and known well before they become Y7 students.  PP students are not underrepresented in the success of the junior academies. | Transistion notes show that PP students are well represented in the junior academies, and that barriers that prevent them from learning are known and known well prior to when the student starts.  Transition strategies continue into the first term, and pastoral intervention where required is well documented. |
| PP Attendance focus | Swift referral to Attendance Panel – engaging parents quickly and dealing with barriers to attendance.  Bespoke focus on removing barriers to attend for our most disadvantaged students. | Staff costs  £3880  £1000 | Narrow the gap in the number of PP PA students as compared to non PP PA students.  Overall reduce the number of PA students.  Overall new attendance 10% PA target of 11% | The gap in the attendance data between PP students and non Pp students has continued to narrow on a three year trend. |
| Provide a wide range of enrichment activities to increase the level of inclusion and improve self-confidence and esteem. | Focus on encouraging PP students to attend extra-curricular clubs | Sims cost  £600 | The gap between PP students engaging in extracurricular activities and non PP students engaging in extracurricular activities is not significant.  Implement new strategy to register and measure numbers of students who attend activities. | Evidence shows that PP students are not outliers in extra curricular participation. |
| PP students do not feature as outliers in behaviour monitoring and statistics. | Behaviour and Standards Team monitoring statistics and providing bespoke interventions in a swift and timely fashion.  Providing uniform for most disadvantaged students.  A clear focus on dealing with gang and drug related activities, providing bespoke interventions and training for staff. | Staff costs:  £21387  £1000  £1000 | PP students do not feature as outliers in behaviour monitoring and statistics, including our monitoring of anti-social behavior outside of school. | Evidence shows that PP students are not outliers in behaviour statistics. |
| Students understand our policies and procedures and have increased confidence in the resolving of conflict. | Student voice cycle continues.  Review and implement changes according to student reflections.  Implement Anti Bullying ambassador programme. | Staff costs  £25690\* | Student voice activities show that students have a positive and respectful view/attitude towards their school.  Bullying is dealt with swiftly and effectively.  PP students do not feature as outliers in bullying, racist and homophobic monitoring and statistics. | The pastoral team work equally with all students and target interventions where they are required. The ambassador project is well represented by PP students.  Additional monitoring of PP students is carried out alongside targeted intervention work.  Student voice and governor monitoring students show that all students including PP students know who to go to for help and how to report bullying as required. |
| Provide emotional support to bring down barrier. | Referral via the Interventions booklet Bespoke wellbeing and support interventions for individual students. Interventions Team.  Impact of wellbeing measured when referred to Oasis, VC and SEN interventions. | As above\* | Students able to manage themselves at school and home.  Impact of interventions show an increase in wellbeing, achievement, participation and attendance. | This has been documented when analyzing personalized bespoke interventions above. |
| Provide support for equipment and revision materials, curriculum trips and exam retakes. | Staff request  Parent request | £5000 | Enable PP students to fully access the curriculum. | No request for support was refused. |
| Provide Mindfulness interventions to lower stress – especially during exams. | Bespoke and by invitation only courses to be run.  Encouraging staff to explore mindfulness in their lessons. | As above\* | PP students manage stress more effectively – thereby going some way to having a more levelled starting point for managing exam stress. | PP students are well represented at this intervention, which was reviewed in a governor monitoring visit. |
| Improve staff and governor understanding of the issues faced by PP students and our strategies to try and mitigate those issues. | Provide regular and detailed training for staff and governors around the issues inherent in being a PP students  Particular CPD focus on Disadvantaged and SEN students.  Become a lead school in attachment awareness training.  . | As above \* | Adult ability to address issues inherent in being a PP student increases, thereby contributing fully to closing the gap. | Included in CPD for staff. Evidenced in Governor monitoring visit notes, and in CPD evaluation from individual members of staff.  We have not yet completed the requirements to become a lead school in attachment awareness training. |
| 6th form tracking and monitoring. | Although the PPG does not extend to students post 16, we will track and monitor the progress of PP students into their KS5 courses in our 6th form, and where necessary put in place interventions so that identified students can succeed alongside their peers.  Enhance provision for 6th form making the transition from school student to adulthood by extending The Oasis to the 6th form – new facility – Waves.  Pay for limited number of exam retakes. | As above \* | 6th form disadvantaged students perform as well as their peers. | The gap was less discernable at A2, although two students in this cohort had difficulties that were not anticipated in their final exams, which have been discussed with the governors.  Pp students were less successful in y12, but the data is not consistent, with some measurement based on internal assessment and a limited number of subjects on externally verified data. This has been a clear area of review in exams reviews undertaken in September 2017. |