

Pupil Premium/ Closing the Gap 3 Year Growth Plan: 2019 to 2022

Please refer to the supporting document 'Closing the Gap September 2019' for further details.

OBJECTIVE	BARRIER	STRATEGY	COST	IMPACT	REVIEW
<p>1. To rigorously monitor attendance of Pupil Premium students, to narrow the gap between Pupil Premium and the whole school.</p>	<p>Attendance issues including; illness, parental engagement, travel costs, social issues, family expectations, aspirations and pupil resilience.</p>	<p>Attendance monitored weekly. Contact made with parents raising concern. Attendance plans implemented. FPN warning letters, FPN issued. Bespoke intervention put in place for each individual child. Home visits.</p> <p>Appoint an additional member of staff to work with hard to reach families where attendance is an issue.</p> <p>Make additional Parents Evening appointment with SLT/AC for parents with students who's attendance falls below 90%.</p> <p>Set item on Governor meetings and pastoral meetings.</p>	<p>AC Time 3 hpw £10, 000</p> <p>Additional member of staff £15, 000</p> <p>Admin Time 5 hpw £1, 000</p>	<p>Attendance of pupil premium whole school improved from 92.3% in 2018-19 to 94%.</p> <p><u>Year group breakdown of PP attendance:</u></p> <p><u>Year 2018-19:</u> Year 7: 93.5% (overall 93.4%) Year 8: 92.2% (overall 91.3%) Year 9: 94.1% (overall 92.8%) Year 10: 92.5% (overall 89%) Year 11: 89.2% (overall 91.8%)</p>	<p>AC, FT and RD, TK and NO to monitor on a daily basis.</p> <p>Pastoral meetings (fortnightly). Governor Pupil Committee (termly).</p>
<p>2. To closely monitor the Disadvantaged Middle cohort in KS4.</p>	<p>Poor progress and attendance, lack of parental support, low aspirations, poorly motivated.</p>	<p>Data manager reporting on DM each term's data catch, SLT Champion of this vulnerable group, close monitoring of the individual and relevant interventions given.</p>	<p>Staffing £3500</p>	<p>For Disadvantaged Middle students to meet national progress score measures at Progress 8 and in Maths (previously significantly below).</p>	<p>Termly data catch reviewed by SLT Champion and regular meetings with students (and their teachers) in this group.</p>

<p>3. To improve T2 attainment in Y11 Maths data.</p>	<p>Historically poor T2 results (mock exams) showing a dramatic decline from previous term's results.</p>	<p>To provide a specific Maths revision strategies and exam technique sessions for Y11 in preparation for mocks.</p>	<p>£2,500</p>	<p>For T2 data to show a minimal drop in % compared to T1 (maximum of 5%).</p>	<p>Staff to provide NO with requests by July.</p>
<p>4. To continue delivering a range of intervention strategies for Year 11 students in Maths and English.</p>	<p>Low motivation to attend additional sessions, staffing the sessions during holidays, lack of attainment.</p>	<ul style="list-style-type: none"> - Easter School - INSET day peer work - Hegarty support - Morning intervention - In class support - Monitoring exam work book <p>Bespoke sessions with small identified Y11 PP group to raise attainment and increase progress in Maths and English.</p>	<p>£4000</p>	<p>To address gaps in pupil's knowledge, raise self-confidence of pupils in subject content and increase progress.</p>	<p>Each April</p>
<p>5. To minimise the gap in attainment at Maths GCSE level 4+ or above between pupil premium and non pupil premium students.</p>	<p>Poor motivation and exam technique, application of knowledge, memory skills, attendance.</p>	<p>Specific Maths tuition days delivered by peers, holiday homework, focus on improving MRI responses, morning intervention sessions. Introduce PP Fast Track - a highly intensive level of support for individual students raising concerns. Metacognition development sessions.</p>	<p>Metacognition sessions £475 per day, intervention sessions for 10 hours; £250 per student. Peer teaching sessions £200, morning intervention sessions £4000.</p>	<p>For the gap to reduce from 25.7% to 18% or below.</p> <p>2019 Results : PP: 63.3% Non PP: 89%</p> <p>2018 Results : PP: 66.7% Non PP: 83.7%</p> <p>2017 Results: PP – 74.1% Non PP - 85.5%</p> <p>2016 Results: PP – 56.3% Non PP - 87.6%</p>	<p>Termly data catch reviewed by AC, CL of Maths and maths teacher, PP Fast track students fortnightly reviewed, targets and progress shared with teaching staff, pupil and parents. Maths books reviewed by CL and AC each half term.</p>

<p>6. Introduce PROGRESS PUSH week in final week of summer term for Y8 and Y9 in Maths and English.</p>	<p>Poor attainment and limited progress, low attendance, lack of parental support, low aspirations, poorly motivated.</p>	<p>Bespoke sessions with small identified Y10 and 9 PP groups to raise attainment and increase progress in Maths and English.</p> <p>Workbooks to complete over the summer holidays '10 mins a day' activities.</p>	<p>£3,500</p>	<p>To address gaps in pupil's knowledge, raise self-confidence of pupils in subject content and increase progress towards KS3 target. Improve the number of students making expected progress at KS3.</p>	<p>Established each July, reviewed every September.</p>
<p>7. To reduce the gap between PP students and Non PP's attainment in Basic Measure level 2 in Maths and English in their GCSE's.</p>	<p>Attendance, lack of parental support, low aspirations, poorly motivated.</p>	<p>Introduce PP Fast Track - a highly intensive level of support for individual students raising concerns. Also, metacognition development, 1:1 support, small group intervention with extensive feedback.</p>	<p>Cost: Metacognition sessions £475, intervention sessions for 10 hours; £250 per student.</p>	<p>For the gap to reduce from 15.9% to 13%.</p>	<p>Termly data catch reviewed by AC, CL and classroom teacher, PP Fast track students fortnightly reviewed, targets and progress shared with teaching staff, pupil and parents.</p>
<p>8. To raise career aspirations of MD PP students.</p>	<p>Limited experience or knowledge of different industries and career options within family.</p>	<p>Engaging MD PP students in a Careers Fair, involving interactive workshops and pupils collecting information/developing knowledge of required skills for a range of careers.</p> <p>Developing links between the school/pupils and industries.</p>	<p>£1,500 for admin support, staffing, cover and workshops.</p>	<p>To provide students with a greater knowledge of career opportunities, inspiring them to engage with their learning and interact with local industries.</p>	<p>KS/PG to evaluate students' knowledge prior to involvement in the project/afterwards and identify impact. Initial monitoring Sept. Careers fair Oct. Post evaluation December.</p>