Pupil premium action plan

What is the Pupil Premium?
The Pupil Premium is extra government funding allocated to schools, based on the number of learners who:

- Have been eligible for Free School Meals (FSM) over the last 6 years (Ever 6)
- Have been in local authority care at any point
- Have a parent in the armed forces, or have been registered as a “service child” in the school census since 2011

The DfE provides schools with the freedom to use the Pupil Premium Grant as they see fit, based upon knowledge of students’ needs. Schools are held accountable for the use of this funding.

The purpose of Pupil Premium funding
Statistics show that, in England and Wales, the academic performance of students classed as “disadvantaged” has been significantly lower than those students who are not. Pupil Premium funding is intended to remove any barriers to learning, as well as enabling these students to be able to access all areas of the curriculum as well as their peers.

SCHOOL CONTEXT					
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of service children
205 Not including Services 264 Including Services 1 LAC is not FSM	79	126	200 includes current FSM	6	59 21 boys 38 girls

In-school barriers for Pupil Premium students:

- Attendance
- Engagement in learning/attitude to learning
- Lack of independence and resilience
- Poor organisational skills
- Behaviour and exclusions

PUPIL PREMIUM OBJECTIVES FOR **[CURRENT]** ACADEMIC YEAR
1. To improve attendance for all PP students 2. Closer tracking of PP students' progress and attitude to learning 3. To raise the profile of PP students amongst staff 4. Closer monitoring and targeted intervention of PP students with behavioural issues 5. Increased professional learning to improve standards of Teaching and Learning

Total pupil premium allocation for 2018/19 academic year: £229,335

OBJECTIVE 1: Closer monitoring of attendance for all PP students			
Actions	Success criteria	Timescales	Person responsible
Attendance panels held for any concerns	Reduced persistent absence	Review weekly and half-termly	AY/SH
Y6 attendance scrutinized to highlight potential issues with Y7	Proactive approach reduces absence	Review weekly and half-termly	WB/AY
Tutors actively challenging absence for students with phonecall	Reduced persistent absence	Review weekly and half-termly	MF + Tutors
Rewards for excellent attendance	Students motivated to attend 100%	Review weekly and half-termly	MF

OBJECTIVE 2: Closer tracking of PP students' progress and attitude to learning			
Actions	Success criteria	Timescales	Person responsible
Use of SISRA to track and monitor PP students closely after each assessment point. Comparison between PP and non PP. Individual students targeted for intervention/mentoring.	CALs able to support students to close gaps	Review termly	WB/CALs/HoDs

OBJECTIVE 2: Closer tracking of PP students' progress and attitude to learning			
League to improve attitude to learning for Y11 "at risk students" – link to rewards	PP students motivated to aspire in lessons, thus improving achievement	Review termly	SLT
Improved tutor tracking of students – crib sheet to provide technical support. Tutors to feedback to WB regularly with concerns.	Tutors able to support at a pastoral level to raise achievement	Review termly	SLT

OBJECTIVE 3: Further raising the profile of PP students amongst staff			
Expectation for all staff to have seating plans with PP students clearly marked. Teaching and Learning policy explicit with expectations	Teachers strategically seat PP students to improve achievement	Review termly	WB/CALs/HoDs
QA of PP exercise books/folders – deep dive to find areas for development.	SLT see areas for development and address in Teaching, Learning and Assessment Policy	Review termly	SLT
Focus on PP students in Raising Achievement meetings	Pupil premium students specifically addressed and therefore targeted interventions take place, thus raising achievement	Review termly	SLT

OBJECTIVE 3: Further raising the profile of PP students amongst staff			
Fixed agenda item for department meetings	Departments aware of barriers to learning and address them, thus raising achievement	Review termly	WB/CALs/HoDs
Focus Fortnight for PP students – sharing of effective strategies	All staff aware of barriers to learning and strategies to overcome them	Review termly	SLT
Professional Learning for staff – identifying and overcoming barriers for disadvantaged students	All staff aware of barriers to learning and strategies to overcome them	Review termly	

OBJECTIVE 4: Closer monitoring and targeted intervention of PP students with behavioural issues				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Each student of concern to be assigned a mentor	Students of concern get the support needed, thus reducing repeat issues	Review fortnightly	MF/WB	
All Y7 PP students assigned a well-being mentor to closely monitor and raise any potential issues	Any year 7 issues flagged up through mentors – reduce behavioral problems	Review fortnightly	WB	

OBJECTIVE 4: Closer monitoring and targeted intervention of PP students with behavioural issues				
Use of Needbright Solutions and Boss where necessary	Specialist support supports students and reduces repeat FTEs	Review fortnightly	MF	
Close monitoring of any students on PSP to reduce repeat FTEs	Ensuring correct support in places reduces FTEs	Review fortnightly	MF	