

Pupil premium strategy statement 2019/20 Wreake Valley Academy

1. Summary information					
School	Wreake Valley Academy				
Academic Year	2019/20	Total PP budget	£100000	Date of most recent PP Review	November 2019
Total number of pupils	624	Number of pupils eligible for PP	126	Date for next internal review of this strategy	October 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (2017-18)	-0.6	0.12
Attainment 8 score average (2017-18)	38.08	52
Progress 8 score average (2018-19)	-0.58	0.13
Attainment 8 score average (2018-19)	33.44	50.15

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.	PP pupils make less progress than their NPP peers.
B.	PP pupils make less progress in English compared to maths.
C.	Behaviour for some PP pupils can lead to poor behaviour and this disrupts their learning in school.
D.	A number of PP pupils do not have the knowledge of the pathways that they can take after GCSE examinations.
E.	Attendance rates for PP pupils are below the national average. This contributes to PP pupils not making the required progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	A significant number of parents of PP pupils do not engage fully with the school and support with their child with good punctuality and attendance.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	PP pupils' progress is in line with NPP pupils' nationally. This presents a significant challenge with WVA PPG pupils achieving a P8 of -0.58 and nationally NPP achieve a P8 of 0.13. The success for 2019/20 would be to see this gap reduce. Currently the gap is 0.71.
B.	PP pupils make good progress in English and maths.	Attendance figures show all PPG pupils targeted, invited to intervention and support sessions attend. Data collection shows that sessions have impact and P8 figures show improvement.
C.	Improved behaviours seen amongst PP pupils that leads to a high level of engagement within lessons and the school community.	Behaviour logs show a reduction in sanctions being issued to PP pupils. Attendance for PPG is improved and therefore increased lesson engagement will lead to a closing of the P8 gap.
D.	A number of PP pupils do not have the knowledge of the pathways that they can take after GCSE examinations.	All PP pupils have a Post 16 destination. They have access to the necessary information. Sixth Form provision clearly explained, college courses are discussed. No PP pupils to be NEET.
E.	PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%	Attendance figures show that PP pupils' attendance is in line with their NPP pupils and both cohorts have an average attendance of 96%.
F.	All parents of PP pupils are engage with the school and support policies, procedures and methods of support for their child.	Parents' Evening is well attended in all year groups for PP pupils. SMs to call parents to ensure that they will attend. Attendance/behaviour meeting with parent to discuss personalised strategies for improvement.

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				Budget £70,000	
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 progress be reviewed.

Improved behaviours seen amongst PP pupils that leads to a high level of engagement within lessons and the school community.	Behaviour management systems have been refined and logging system allows groups to be analysed. Core Inclusion group to monitor systems and formulate strategies to support specific groups.	Behaviour management and effective behaviour interventions can have +3 month impact. (EEF) Effective classroom management has an effect size of +0.52. (Hattie 2009)	Monitoring of behaviour logs and analysis of behaviour interventions for PP pupils. HOFs to analyse data and formulate department level intervention strategies.	YN	Half-termly
Improved behaviours seen amongst PP pupils that leads to a high level of engagement within lessons and the school community.	CPD on behaviour management for all staff.	Behaviour management and effective behaviour interventions can have +3 month impact. (EEF) Effective classroom management has an effect size of +0.52. (Hattie 2009)	Assistant Principal to deliver training at the start of the academic year. Training based on the latest research and provides the key strategies that can be used in the classroom.	YN	Calendared event
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Effective feedback CPD session to all staff.	Effective feedback can have a +8 month impact. (EEF)	Ensure that all staff understand the requirements for feedback to pupils through training. Monitor and evaluate the quality of feedback for PP pupils.	NM	Calendared event
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	To fund extra staffing in English, maths and other curriculum areas to allow high quality first wave teaching.	Smaller class sizes can have +3 month impact. (EEF)	Analysis of interventions and classroom practice to ensure that effective practice is in place. Evaluate the impact of smaller class sizes.	DHu	Data collection points
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Use PiXL methodology to support PP pupils and formulate intervention strategies to support progress.	Impact is evident in maths where PiXL strategies have been used effectively. PP pupils still need to improve but maths progress is -0.04 compared to English progress -0.6.	Analysis of interventions and classroom practice to ensure that effective practice is in place.	DHu	Data collection points

To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	To provide literacy and numeracy support to year 7 pupils through catch-up interventions. Continue to support year 8 and year 9 pupils that are not making progress.	Reading comprehension and oral language can have +5 month impact. (EEF)	Analysis of interventions and classroom practice to ensure that effective practice is in place.	JK	Data collection points
PP pupils in Year 7 to make the same expected progress as their peers.	Rainbow maths and Fresh Start. Resources to be available to deliver the course to a high standard.	Reading comprehension and oral language can have +5 month impact. (EEF)	Analysis of interventions and classroom practice to ensure that effective practice is in place.	JK	Data collection points
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	PP Pupils to have access to the online apps in and out of school.	Pupils use devices to access learning resources. Preferred learning style is to use quick quizzes with instant feedback. Short quizzes all knowledge to be developed quickly.	Analysis of engagement with the apps and evaluate the impact of the usage. Monitor through student voice and monitoring systems.	YN	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	PP pupils to have access to the online resources that support their courses.	Pupils use devices to access learning resources. Preferred learning style is to use quick quizzes with instant feedback. Short quizzes all knowledge to be developed quickly.	Analysis of engagement with the online resources and evaluate the impact of the usage. Monitor through student voice and monitoring systems.	YN	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	PP Pupils to receive study aids and specialist resources to support them in preparation for their exams.	Pupils use devices to access learning resources. Preferred learning style is to use quick quizzes with instant feedback. Short quizzes all knowledge to be developed quickly.	Analysis of engagement with the revision materials and evaluate the impact of the usage. Monitor through student voice and monitoring systems.	YN	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make	Teachers effectively use data to target PP pupils and provide effective intervention within the class.	Analysis of PP pupils check the impact of intervention and allows the school to change practice to ensure that	All staff to be trained on SISRA and shown how the data can be created to produce intervention groups.	DHu	Calendared event.

progress in relation to their starting points.		improvement in PP outcomes takes place.			
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	High quality CPD for all staff.	High quality first wave Teaching and Learning has the highest impact for PP pupils. Teachers be trained with the latest and most effective strategies will ensure that their classroom practice supports all pupils.	Staff engage with the CPD calendar, staff attend compulsory sessions and have access to areas they want to develop. All staff to have access to the teaching library.	NM	Calendared event.
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	PiXL subscription – access for all staff.	High quality first wave Teaching and Learning has the highest impact for PP pupils. Teachers be trained with the latest and most effective strategies will ensure that their classroom practice supports all pupils.	Pay the subscription fee. Ensure staff are aware of how to log into the system and have access to the resources.	ND	Calendared event.
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	PiXL training – HOFs to attend relevant PiXL meeting to ensure they fully understand the methodology behind the relevant intervention strategies.	High quality first wave Teaching and Learning has the highest impact for PP pupils. Teachers be trained with the latest and most effective strategies will ensure that their classroom practice supports all pupils.	Book HOFs on the relevant PiXL meetings. HOFs to produce plans for the use of PiXL in their departments.	DHu	Data collection points
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Raising Standards Meetings with HOFs to focus on Teaching and Learning and improvement.	To ensure there is a reduction in Within School Variation, sharing good practice and establishing consistency.	RSL and QAL to meet at calendared points. Feedback to SLT and actions performed to support improvement.	DHu/NM	Data collection points
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	All staff to use Show My Homework, to ensure all pupils and PP pupils receive adequate work to consolidate and extend their learning.	Homework is important in supporting good progress Effective homework can have gains of +5 months (EEF).	HOFs/SLT to monitor Show My Homework reports to ensure that PP pupil are performing at the required level.	HOFs	Data collection points

					Total Budgeted Cost:
ii. Targeted support			Budget:£21,000		
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 progress be reviewed.
All parents of PP pupils are engaged with the school and support policies, procedures and methods of support for their child.	Meet with pupils and launch initiatives with them. Engage parents with the strategies in order to gain buy in.	Within school data shows that engagement with school and intervention leads to better to outcomes.	One to one meetings with PP boys carried out by tutors. Plans drawn up for the pupils and intervention strategies discussed. Clear communication to parents about the requirements for the intervention programmes.	DHu	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points, especially male WBRIPPM.	Create individualised intervention plans for each Year 11 PP pupil based on assessment and forecast data.	Within school evidence from last academic year shows that pupils that engage in intervention programmes make progress.	One to one meetings with PP boys carried out by tutors. Plans drawn up for the pupils and intervention strategies discussed. Clear communication to parents about the requirements for the intervention programmes.	Tutors	
All parents of PP pupils are engaged with the school and support policies, procedures and methods of support for their child.	Publish support programme so all stakeholders have access to it.	Within school evidence from last academic year shows that pupils that engage in intervention programmes make progress.	Clear calendar of events published on the school website and written communication sent to parents. Analysis of attendance of PP pupils.	MT	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points, especially male WBRIPPM.	Mentors to encourage and motivate PP boys to attend and provide incentives.	Within school evidence from last academic year shows that pupils that engage in intervention programmes make progress. Short term rewards at low cost motivate pupils and can impact positively on attendance and engagement.	Analysis of attendance of PP pupils.	YN	Data collection points

To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Carry out routine data tracking and analysis for PP pupils across all year groups.	Analysis carried out at key points in the year allows interventions to be evaluated on a short cycle. This allows modification to programmes if required.	Analysis of interventions. Data Tracking of PP pupils.	YN	Data collection points
PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%	All identified pupils to have tutorial on good attendance matters and the strategies on how to improve and maintain good attendance.	Pupils with good attendance generally achieve the best outcomes. Supported with national data and within school data.	Analysis of attendance of PP pupils.	YN	Half-termly
All parents of PP pupils are engaged with the school and support policies, procedures and methods of support for their child. Improved behaviours seen amongst PP pupils that leads to a high level of engagement within lessons and the school community.	Targeted communication to inform parents of PP pupils' attendance in relation to key thresholds.	Pupils with good attendance generally achieve the best outcomes. Supported with national data and within school data.	Analysis of attendance of PP pupils.	YN	Half-termly
PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%	One to One meeting with all WBRIM pupils in Year 11	Pupils need to understand if their performance is acceptable for their ability. Coaching discussions and planned activities provides a plan for the Year 11 pupils and goals to work towards.	One to one meetings with PP boys carried out by tutors. Plans drawn up for the pupils and intervention strategies discussed. Clear communication to parents about the requirements for the intervention programmes.	Tutors	Calendared event.
PP pupils improve attendance and are in line with their NPP pupil peers, in addition they	Year 11 Intervention Programme	Pupils need to understand if their performance is acceptable for their ability. Coaching discussions and planned activities provides a plan for the	Analysis of attendance of PP pupils.	DHu	Calendared events.

meet the national requirement of 96%		Year 11 pupils and goals to work towards.	Analysis of PP performance against KPIs.		
PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%	Year 11 Revision Programme	Pupils need to have fully developed revision skills in order to access the wide range of revision material available. Developing independence and resilience are key traits for success.	Analysis of attendance of PP pupils.	NM	Calendared event.
iii. Other Approaches			Budget:£9,000		
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 progress be reviewed?
All PP pupils have access to trips and activities.	Trips and financial support to access extra - curricular activities.	Pupils are given the opportunity to engage with full curriculum and will not be disadvantaged.	All pupils that require financial support have access to it. Analysis of the engagement of PP pupils with extra curricular activities and school trips.	ND/YN	Half-termly
Reduction in wasted time in exams.	Equipment for exams.	Pupils sometimes do not have the right equipment for the exam. This can lead to wasted time during examinations and therefore hinder their marks.	All pupils in Year 11 to receive exam equipment pack through a tutorial session on exam practice and steps to success tutorial.	MT	Calendared event
PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%. Improved behaviours seen amongst PP pupils that leads to a high level of engagement within lessons and the school community.	Leicester City Football Club will employ an academic mentor. Mentor to work specifically with PP pupils and vulnerable pupils.	Some pupils require intervention in addition to the school's intervention programme. Specific needs to be addressed and individualised programmes need to be put in place to ensure pupils are successful in schools.	Work with Leicester City Football club in recruiting a high quality candidate. Work with partner school in establishing clear role and expectations. Monitor and analyse the impact on a six week cycle.	YN/ZB	Feb half-term and 6 week cycle afterwards.
PP pupils are prepared for the pressure of examinations.	Breakfasts for PP pupils and invited pupils before the exams. Access to	Pupils that have good attendance and attend intervention and support sessions	Analysis of PP performance against KPIs.	YN	Calendared event.

	teachers to go through 'last minute preparation.'	perform well. Analysis shows that good engagement improves grades.			
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Staff to be allocated sessions to work with PP pupils and support within the classroom.	This can reduce the teacher to pupil ratio in key groups. Based on reduced class size research - Smaller class sizes can have +3 month impact. (EEF)	Analysis of PP performance against KPIs.	DHu	TBC
All PP pupils in Year 11 have access to a careers advice interview. Have high aspirations for themselves and are informed how to take the next steps in education.	SLT/ GP to set up careers advice with advisor for PP pupils.	Pupils must have high aspirations and aim for Post 16 options that match their ability. This ensures that they are working towards grades that reflect their ability and allow the right progression path.	GP/SLT to set up interviews and track that they have been completed.	GP/ SLT	Calendared event.

6. Review of expenditure

Previous Academic year		2018/19			
Intended Outcome	Action	Estimated Impact.	Lessons Learned.	Spent	
Improved behaviours seen amongst PP pupils that leads to a high level of engagement within lessons and the school community.	Behaviour management systems have been refined and logging system allows groups to be analysed. Core Inclusion group to monitor systems and formulate strategies to support specific groups.	New system in place, this leads to accurate logging of behaviours and clear analysis of cohorts and groups. Allows the school to formulate the right strategies to deal with the behaviours and target groups and individuals for support. PP and groups can now be tracked and strategies can be evaluated.	Clear and accurate systems allow quick intervention with key individuals and groups. System supports the teacher in the classroom and has improved the communication with parents.		
Improved behaviours seen amongst PP pupils that leads to a high level of engagement within	CPD on behaviour management for all staff.	Teachers are clear on the key strategies that have impact with the pupils in their classroom. Pupils are encouraged to discuss their behaviour and understand the consequences for their actions.	Teachers have a good knowledge of behaviour management in this school. Next steps will be to train teachers to deal with pupils		

lessons and the school community.			that show repeated poor behaviour to prevent higher level sanctions.	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Effective feedback CPD session to all staff.	Monitoring and evaluation procedures show that staff use the school policy to feedback to pupils and this has had a positive impact on results.	Consistency leads to good outcomes and the school's procedures and systems ensure that consistency is established across the departments.	
PP pupils make expected progress in maths and English and close the gap when compared to their peers.	To fund extra staffing in English, maths and other curriculum areas to allow high quality first wave teaching.	Reduction in class sizes has allowed pupils to have more access to specialist support in English and maths. As a result of this extra funding there has been significant improvement in both of these areas. P8 for Disadvantaged was -0.58, nationally disadvantaged was -0.45. English element for Disadvantaged was -0.6, nationally disadvantaged was -0.44. 2017/18 Disadvantaged performance for English element was -0.7. Maths element for Disadvantaged was -0.04, nationally disadvantaged was -0.39. 2017/18 Disadvantaged performance for maths element was -0.2.	The investment in this area has led to the consolidation of the school's P8 score. There is a good performance in maths when the school's disadvantaged pupils perform better than their national peers do. Improvement in English will be a key focus in 2019/20.	
PP pupils make expected progress in maths and English and close the gap when compared to their peers.	Use PiXL methodology to support PP pupils and formulate intervention strategies to support progress.	Access to the resources from PiXL have contributed to improved outcomes for PP pupils. This is evident in a number of subject areas. Pupils have been able to revise independently using a range of resources to support them with their studies.	Ensuring the resources are targeted and using the QLA tool ensures the pupils make the best progress.	
PP pupils make expected progress in maths and English and close the gap when compared to their peers.	To provide literacy and numeracy support to Year 7 pupils through catch-up interventions. Continue to support Year 8 and Year 9 pupils that are not making progress.	Fresh start programme has shown to have impact and the pupils involved in the programme have made progress. Numeracy programme is running but does not match the progress made by the fresh start programme. See catch up section on school's website to see impact.	Numeracy programme is currently being evaluated to ensure that the pupils involved in the programme make the required progress.	
PP pupils in Year 7 to make the same expected progress as their peers.	Rainbow maths and Fresh Start.	Fresh start programme has shown to have impact and the pupils involved in the programme have made progress. Numeracy programme is running but does not match the progress made by the fresh start programme.	Numeracy programme is currently being evaluated to ensure that the pupils	

	Resources to be available to deliver the course to a high standard.	See catch up section on school's website to see impact.	involved in the programme make the required progress.	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	<p>PP pupils to receive study aids and specialist resources to support them in preparation for their exams.</p> <p>PP pupils to have access to the online resources that support their courses.</p> <p>PP pupils to have access to the online apps in and out of school.</p>	<p>This action was a little more difficult to evaluate. The pupils that required study aids received the resources but the impact was variable for the pupils that used the resources.</p> <p>Pupils showed high levels of engagement with the apps the school had purchased. Pupils used the apps frequently and the apps used targeted the areas for development for the individual. Data shows there was good engagement and in the areas that promoted the apps well the GCSE outcomes showed improvement.</p> <p>Pupils showed high levels of engagement with the online resources the school had purchased. Pupils used the apps frequently and the apps used targeted the areas for development for the individual. Data shows there was good engagement and in the areas that promoted the apps well the GCSE outcomes showed improvement.</p>	<p>Subject teacher to monitor the use of the subject study aids and evaluate the impact of the resources. Use baseline testing method.</p> <p>Use the evidence to promote the use of apps with the pupils so that they can see the benefit of using them. Promote in assembly and tutorials and schedule sessions in the lead up to exams.</p> <p>Use the evidence to promote the use of on-line resources with the pupils so that they can see the benefit of using them. Promote in assembly and tutorials and schedule sessions in the lead up to exams.</p>	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Teachers effectively use data to target PP pupils and provide effective intervention within the class.	Data was used effectively in core achievement meetings. Intervention groups were formulated and the right pupils were identified. This also led to the right intervention strategies being put in place for maths, science and English. Usage of the school's data system improved and individual class teachers carried out QLA for their pupils during the mock exams. This has led to better outcomes for the PP pupils in a number of subject areas.	Analysis of class performance at key data collection data points can lead to significant gains within an academic year. Training for staff to make the best use of the data is in place.	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make	High quality CPD for all staff on the latest and most effective teaching strategies.	Staff engagement with CPD programme is excellent. Staff engage with the best strategies to deliver in the classroom. Staff use the opportunities to share good practice and develop high quality lessons to engage and support pupils.	Ensure the teachers that made the best progress with PP pupils are met with and best practice is shared across the school.	

progress in relation to their starting points.				
Access to the latest and most effective teaching resources to support PP pupils.	PiXL subscription – access for all staff.	This has allowed all PP pupils to access the resources in a number of subject areas. This has shown improvement in English, maths, science and humanities.	The resources and materials from PiXL are exceptionally high quality. RSL to share best practice across the whole school.	
Access to the latest and most effective teaching resources to support PP pupils.	PiXL training – HOFs to attend relevant PiXL meeting to ensure they fully understand the methodology behind the relevant intervention strategies.	This has allowed all PP pupils to access the resources in a number of subject areas. This has shown improvement in English, maths, science and humanities.	The resources and materials from PiXL are exceptionally high quality. RSL to share best practice across the whole school.	
ii. Targeted support				
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Meet with pupils and launch initiatives with them. Engage parents with the strategies in order to gain buy in.	All PP pupils had a meeting to discuss progress, aspirations and areas for improvement. This allowed individualised support and clear communication with staff and parents.	Interviews were carried out by SLT. Interviews were high quality but the school wants to increase the frequency of the interviews. The process has been passed to the tutors.	
All parents of PP pupils are engaged with the school and support policies, procedures and methods of support for their child.	Create individualised intervention plans for each Year 11 PP pupil based on assessment and forecast data.	All PP pupils had a plan that was in place to support them and ensure that they targeted the subjects they needed to improve on. Impact was evident in maths, science, humanities and English.	PP plans make a big difference to the individual. From the tutor interviews PP plans will be created earlier in the academic year to have greater impact.	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Mentors to encourage and motivate PP boys to attend and provide incentives.	PP boys generally showed good engagement with the 100% club. The majority of the boys attended regularly and accessed the intervention sessions that were put on by the school. Impact was evident in maths, science, humanities and English. Gap at 0.71 on P8 when comparing school's Disadvantaged pupils with NDP nationally. This is a slight narrowing of the gap, last academic year, the gap was 0.73.	For PP pupils that do not engage in the programme, parent interviews need to be set up to gain support. Intervention sessions show proven impact on exam results.	

PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%	All identified pupils to have tutorial on good attendance matters and the strategies on how to improve and maintain good attendance.	Year 7 and Year 8 above the national average for Disadvantaged pupils (90.8%) Years 9,10 and 11 below the national average for Disadvantaged pupils.	PP pupils attendance needs to improve. Small group work and target setting session needs to be put in place to work with key individuals. DC being appointed will enable systems to be reviewed and improved.	
PP pupils improve attendance and are in line with their NPP pupil peers, in addition they meet the national requirement of 96%	Targeted communication to inform parents of PP pupils' attendance in relation to key thresholds.	Year 7 and Year 8 above the national average for Disadvantaged pupils (90.8%) Years 9,10 and 11 below the national average for Disadvantaged pupils.	PP pupils attendance needs to improve. Small group work and target setting session needs to be put in place to work with key individuals.	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Year 11 Revision Programme	All PP pupils in Year 11 attended a revision launch tutorial. Key strategies on how to revise were explained and the resources and activities that would take place were publicised. There was good engagement in English, open bucket subjects and maths from the PP pupils. There is evidence of better outcomes for Year 11 PP pupils in these areas. 2017/18 – Disadvantaged 2019/2020 - Disadvantaged Eng P8= -0.71 Eng P8 = -0.63 Maths P8 = -0.21 Maths P8= -0.04 Open P8 = -1.07 Open P8 = -0.90	The school launched the programme earlier last academic year. This has greater impact and better levels of engagement. This will happen again this academic year.	
iii. Other Approaches				
Desired outcome	Chosen action / approach			
Improved behaviours seen amongst PP pupils that leads to a high level of engagement within	Trips and financial support to access extra - curricular activities.	All PP pupils that required support for trips and activities received support.	Engagement of PP pupils leads to better outcomes. The school will look at other activities that can	

lessons and the school community.			improve engagement of PP pupils.	
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Equipment for exams.	All Yr 11 pupils received an exam pack and PP pupils received extra equipment to ensure that were fully prepared for the exams. Difficult to judge the impact but this led to a reduction in lost time when pupils ask for extra equipment.		
To close the gap in attainment and progress between PP pupils and NPP pupils. PP pupils of all ability ranges make progress in relation to their starting points.	Breakfasts for PP pupils and invited pupils before the exams. Access to teachers to go through 'last minute preparation.'	Throughout the exam season the school ran revision/breakfast sessions in the morning. PP pupils attended these well with 14/18 attending on a regular basis. These sessions were reported to be useful and help settle and focus the pupils on the key points for the exam.	Sessions led to excellent attendance and punctuality. Sessions to take place again but spend will be better balanced between food and resources.	

Total Spend £100 000 in 2018/19