



Moulton School



**Pupil Premium Report and Impact Statement
2015-16**

Pupil Premium Guide 2016-7

PART ONE: Pupil Premium Report

What is the pupil premium?

The Pupil Premium (PP) is funding given to schools to help address inequalities between children as a consequence of external circumstances. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), children who are looked after by the Local Authority or Adopted (CLA) and children of service personnel.

How much does the school receive?

The funding received in 2015-16 was £935 per pupil (Ever 6 FSM students) and £1900 per pupil (CLA). From September 2016, however, the school will need to apply for funding for CLA pupils who are in care. Pupil Premium for CLA pupils who have been adopted is funded directly from the Education Funding Agency.

- **Allocation received for PP 2015-16: £181, 542**
- **Allocation received for CLA 2015-16: £24, 298**

School context

Students at Moulton are challenged to set themselves the highest of standards, both in their learning and in their conduct. We pride ourselves on strong academic achievement, set within the context of genuinely valuing each individual in our community, and supporting the development of the whole child. A key aim in our service to young people is to significantly improve the life chances of the most disadvantaged students and remove any inequality of opportunity. This is deeply important to our sense of moral purpose 'in which every individual matters, equally and fundamentally.'

16.2% of the school population of 1,157, which excludes 6th form students, are known to qualify for FSM status and this compares to 28.7% nationally. This percentage is higher in the lower years. Below is a breakdown by Year group of pupils identified as FSM or CLA.

	Year 7			Year 8			Year 9			Year 10			Year 11		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Number on roll 2015/16	134	103	237	138	102	240	125	115	240	113	109	222	118	100	218
% FSM			21			20.9			16.0			17.2			14.7
CLA			0		1	1			0			0	1	1	2

Barriers to Learning

Moulton PP pupils face various barriers to learning which directly impact upon their progress, school attendance, mental health, and access to extra-curricular activities. These include some of the following:

- Low aspirations
- Low parental aspirations and support
- Lack of space/equipment to complete homework
- Stress
- Low family income
- Medical issues:
 - Lactose intolerant
 - Asthma
 - Sleep apnoea
 - Hyper mobility syndrome
 - Enuresis
 - Recurrent croup
 - Stomach issues
 - Hearing aids/loss
 - Chronic constipation
 - Nail patella syndrome
 - Eczema
 - Klippel-Feil (cervical spine/neck problems)
 - Leukaemia
 - Olliers disease (tumours on bones on hands)
 - Heart problems
- Individual drug/alcohol abuse
- Parental drug/alcohol abuse
- Parental illness
- Child protection issues
- Additional responsibilities at home
 - Young carer
 - Responsible for younger siblings
- Trauma experienced in early years
 - Various attachment disorders
- Special Educational Needs
 - Autism
 - ADHD
 - ASD
 - Dyslexia
 - Dyspraxia
 - Schizophrenia/bi-polar

What strategies is the school using?

It is evident that, at a national level, there is a significant gap in the attainment and achievement of disadvantaged students (those eligible for support from the PP) and their peers. Funding is used to develop a range of initiatives within the school specifically aimed at raising the achievement of disadvantaged students and closing the aforementioned gaps in both attainment and achievement.

- An attainment gap in this context can be defined as the difference between the academic attainment of those eligible for the PP compared to those who are not nationally.
- An achievement gap in this context can be defined as the difference between the levels of progress made by those eligible for the PP compared to those who are not nationally.

Developing good practice has indicated that the following strategies are crucial to the successful use of the pupil premium (ASCL report; Closing gaps in attainment).

1. Establishing a strong culture of high expectations of, and achievement for, all pupils
2. Identifying the performance and progress of pupil premium pupils
3. Analysing and understanding the issues blocking progress
4. Reviewing and selecting potential interventions
5. Setting success criteria and agreeing how to measure impact
6. Implementing interventions
7. Developing the roles and skills required of school and college leaders
8. Outstanding Teaching and Learning

1. Establishing a strong culture of high expectations of, and achievement for, all students

Overall levels of achievement at Moulton School have been consistently good for the last few years, with steady improvements in many of the key performance indicators. The achievement of disadvantaged students in 2016 saw an increase on that of disadvantaged students in 2015. Disadvantaged students are achieving as well if not better than their disadvantaged peers nationally (2015 comparators), overall and in the core subjects. The gap between these students and their peers in school narrowed significantly in 2016.

A culture of high expectations is reflected in the strong academic curriculum followed by all pupils, including disadvantaged students, and by the very challenging targets set. The school is very careful not to let expectations of pupils be lowered by any external factors. However, as indicated above, disadvantaged students are still achieving below their peers at school, and effective use of the pupil premium funding is an important part of the actions we are taking to continue to address this. The school is aware that there is further work to be done in closing the attainment gap between disadvantaged students and their peers.

2. Identifying the performance and progress of disadvantaged students

The current and projected performance of all pupils at the school is carefully tracked each half-term, enabling effective intervention strategies to be put in place, when necessary. The current and projected performance of disadvantaged students is tracked separately, both collectively and individually. This data is shared regularly with the Governing Body. Progress of each disadvantaged student is tracked on a spreadsheet held centrally and regular team reviews including Learning Mentors, teachers, Year Leaders and Subject Leaders are held to evidence and record impact of the interventions used. We are confident that the extended intervention strategies now in place will have an increasing impact on the performance of our disadvantaged students as the younger students grow through the school.

3. Analysing and understanding the issues blocking progress

Not all disadvantaged students are under-achieving. Indeed, many are thriving with the usual level of school support. As would be expected, for those pupils who are not making good enough progress, there are a range of issues blocking progress. Each disadvantaged student is reviewed in terms of performance, attendance, behaviour and effort, in order to identify any possible causes for any under-achievement. Great care is also taken to ensure that the curriculum being followed by each pupil is one that is engaging and motivating, whilst maintaining an appropriately high level of challenge.

4. Reviewing and selecting potential interventions

The school has been careful to research which intervention strategies are evidenced as being the most effective, at a cost that can be afforded. The strategies that have been selected at school included interventions addressing attendance, raising aspirations, emotional and behavioural issues, engagement with learning, and subject specific problems, especially in relation to English and maths.

The school also receives income to support those students who have English or maths levels below the nationally expected end of KS2 level of a level 4. The school focuses this money primarily on improving reading and literacy for these students, led by the work of a Leader for Literacy. In 2014-15, the school introduced a sixth form reading mentor scheme, with excellent results. This scheme was expanded in 2015-16, both in terms of numbers of sixth form reading mentors, and also by introducing a sixth form maths mentor scheme.

In September 2016 the school is introducing a computerised reading scheme called, Accelerated Reader. Students select books on their reading level, read independently, and take an independent comprehension test on the computer. Throughout the year, teachers receive regular feedback to monitor the progress that pupils are making. It is expected that pupils will enjoy reading a wider variety of material appropriate to their ability. Improved capacity in reading will help pupil premium students to access all areas of the curriculum.

5. Setting success criteria and agreeing how to measure impact

The only success criterion that can be acceptable is for the performance of disadvantaged students to be on a par with their peers within school, and for the performance of all pupils in the school to be outstanding in comparison to national norms. The school tracks various measures such as attendance, behaviour and progress, comparing that of pupil premium pupils to their peers in school. Regular meetings are held between year, support and subject

teams to identify and implement personalised strategies to help disadvantaged students achieve their potential.

6. Implementing interventions

Funds have been used in a variety of ways to provide additional support to raise the academic achievement of the students in receipt of the pupil premium. Through targeted individual and group intervention enhanced opportunities have been designed to maximise student potential. Currently the pupil premium is used to fund the following strategies (Direct and Indirect):

Academic Support (£97,556)

- Leadership and Management: A Deputy Headteacher has been allocated within their responsibility the leadership and management of PP progress, including tracking and monitoring towards targets.
- The Head of Inclusion ensures that all CLA pupils and PP pupils with SEN receive targeted intervention and support. Prior information, baseline and progress data is analysed in order to assess the needs of LAC and PP students with SEND. Targeted support and interventions include:
 - Small group specialist literacy support in Y7-9
 - Small group Curriculum Support in Y10-11
 - Targeted 1:1 in class TA support
 - Computer, chromebook and specialist equipment provision for those students identified as requiring this provision
 - Supervised Safe Rooms for students with anger or SEMH issues who need time-out or mentoring services
 - Inclusion support for students who are unable to attend lessons or are out of lessons temporarily
 - Homework support during lunchtimes
 - Supervised break and lunch support for the most vulnerable students
 - Alternative educational provision for students who are unwilling or unable to engage with their education in a large and socially complex school environment
- A data manager has been employed to work within the Data, Exams and Curriculum team to support the accurate administration and application of data particularly around key groups such as disadvantaged students. All staff have access to and use data to support the drive to close gaps
- A strategic overview is taken to ensure students have access to a meaningful and challenging curriculum and are successful within it, making at least expected levels of progress and meeting challenging attainment targets. Intervention is provided in response to the data and has proved successful in supporting students, particularly those disadvantaged, to achieve well
- Senior teaching assistants, who focus specifically on interventions to improve achievement in English and maths – the focus has been to improve levels of literacy and numeracy as well as support where progress was not as expected
- MINTclass software to enable teachers to access all crucial student information

Pastoral Support (£77,255)

- Deputy Year Leaders, Family liaison workers and counsellors to work with pupils and parents to improve attendance and to address emotional barriers to learning
- The Year Leaders are each supported by a learning mentor whose role is to provide one to one mentoring and social and emotional support on all issues affecting students' wellbeing and academic progress in school. The school's aim is to provide focused effective care to the most vulnerable students in the school to help them overcome the obstacles in their home life and at school that impact on their ability to enjoy and learn at school. Learning mentors work solely with disadvantaged students to improve aspirations, build social and emotional competence and develop confidence and engagement in lessons
- Behaviour intervention support to help pupils manage their emotions and reactions to perceived difficult situations
- Independent careers advice and guidance to provide information, raise awareness and develop pupils' aspirations

Transition (£3000)

- The school works closely with our partner primary feeder schools to provide a comprehensive transition programme. Alongside this, a Summer School runs during the summer holidays to support our new Y7 cohort to build confidence, make friends and get to know their way around the school before the academic year begins. Pupil premium children are specifically targeted for this activity

Wider Curriculum Support (£25,427)

- Revision texts and extra materials for KS3 and GCSE examinations
- Lesson supplements including cookery 100% off
- Lap-tops and computer hardware
- Subsidised uniform and music lessons
- Extra-curricular clubs and breakfast club
- There is a welfare fund used to support FSM student families with particular financial problems with the aim of helping the families to access school activities and opportunities.
- Revision strategies and Learning to Learn 'booster' days delivered by external agencies
- A 'safe-room' is available to support those pupils with mental health issues who may need space and time to work outside of their normal curriculum lessons.

Not all allocated funding was spent, primarily due to staffing issues; i.e. new posts not being filled for the start of the year, and the difficulty in filling some posts. All carried forward income was ring-fenced for use in 2016-17 to further impact on the achievement of PP, CLA or Catch-up students.

7. Developing the roles and skills required of school and college leaders

As indicated above, careful research was undertaken to identify best practice in closing the achievement gap between disadvantaged students and their peers. The work within school on effective use of the pupil premium funding and on promoting the achievement and engagement of disadvantaged students is led by the Deputy Headteacher. The profile of actions to support the achievement of pupil premium pupils is also an increasing focus with middle leaders. It is discussed regularly by the senior leadership team and reported to the Governing Body, who are involved in decisions as to how the pupil premium funding should be spent.

8. Outstanding Teaching and Learning

There are minimum expectations on all staff to deliver consistently good and outstanding lessons using the data provided by school leaders and through access to MINTclass. Staff highlight those students eligible for the pupil premium and target them for support as required. A robust appraisal system ensures that all teaching staff are held to account for the progress of all learners for whom they are responsible. In addition to this, various CPD pathways are linked to teachers' roles and classroom needs. Collaborative action research is undertaken and shared by all staff in relation to the School Improvement Plan to develop best practice for outstanding teaching and learning. We have invested in IRIS video technology to support learning in the classroom and a number of staff have completed their NPQSL in relation to raising the achievement of Pupil Premium students.

Challenging and relevant homework is provided regularly and systems are in place to support all learners in ensuring they meet all deadlines. 2016-17 will see the introduction of 'Show my Homework': a software package that enables parents, students and teachers to access all homework set. This investment will see further improvements in the ways in which pupils engage with homework and wider reading. The package will support teachers in providing meaningful and regular feedback enabling students to understand the progress they are making as a result. Developing pupils' metacognition, self-efficacy and motivation is key to improving learning and progress.

Constant analysis of progress data for disadvantaged students is used to identify underachieving individuals and to respond with appropriate support from teachers, pastoral care teams, year leaders, 1:1 tutors, teaching assistants, and the associated pupil premium learning mentor. Monitoring the impact and success of implemented strategies is carried out by the Senior Leadership Team.

PART TWO: Impact Statement

Year 11 (2015-16)

Impact of funding on educational achievement for disadvantaged (PP) students compared to non PP students nationally 2015-16

A) Key Stage 4 Moulton School PP Achievement against Moulton School Non-PP

	2015			2016		
	PP	Non-PP	Gap	PP	Non-PP	Gap
Total students	28	193		33	187	
5+ A*-C (EM)	32	64	-32	36	69	-33
CAPS	246	335	-89	271	321	-50
A*-C in E&M	32	67	-35	39	73	-34
Progress 8				-0.38	0.03	-0.41
English APS	31.9	42.4	-10.5	36.0	41.6	-5.6
English 3 levels	57	84	-27	52	77	-25
Maths APS	26.9	40.5	-13.6	36.1	41.0	-4.9
Maths 3 levels	50	71	-21	70	76	-6

B) Key Stage 4 Moulton School PP Achievement against Non-PP National

	2015			2016		
	PP	Non-PP National	Gap	PP	Non-PP National	Gap
Total students	28			33		
5+ A*-C (EM)	32	63	-21	36		
CAPS	246.0	326.6	-80.6	271.0		
A*-C in E&M	32	65	-33	39		
Progress 8				-0.38		
P8 Eng						
P8 Maths						
P8 EBacc						
P8 Other						
English 3 levels	57	74	-17	52		
English 4 levels	18	34	-16	18		
Maths 3 levels	46	72	-26	70		
Maths 4 levels	11	35	-24	18		

C) Moulton School PP Attendance against Non PP Moulton and National

Overall attendance

	2014-15		2015-16	
		Gap		Gap
Moulton PP	91.6		91.5	
Moulton Non-PP	95.7	-4.1	95.5	-4.0
National Non-PP	95.7	-4.1		

Persistent absentees (Below 85%)

	2014-15		2015-16	
		Gap		Gap
Moulton PP	13.7		13.2	
Moulton Non-PP	3.0	-10.7	2.8	-10.4
National Non-PP	3.3	-10.4		

Year 10 (2015-16)

(Current Y11)

	Interim 1			Interim 4		
	PP	Non-PP	Gap	PP	Non-PP	Gap
Total students	42	175	-	42	176	-
KS2 APS	26.7	28.9	-2.2	26.7	28.9	-2.2
KS2 Ave sublevel	4b	4a	-	4b	4a	
Average Entries	8.48	9.02	-0.54	8.19	9.22	-1.03
En + Ma (targeted)	20	135		20	135	
En + Ma % (targ)	48	77	-29	48	77	-29
En + Ma (9-5)	8	54		9	65	
En + Ma %	19	31	-12	21	37	-16
CAPS	283.29	318.93	-35.64	266.17	325.48	-59.31
Progress 8	-0.77	-0.64	-0.13	-0.97	-0.5	-0.47
Ebacc (entered)	5	50	-	5	50	-
Ebacc (achieving)	4	29	-	2	37	-
Ebacc %	11.9	28.6	-16.7	11.9	28.4	-16.5
English APS (9-5 points)						
3+ LOP English %	7	24	-17	38	63	-25
4+ LOP English %	7	5	+2	17	31	-14
Maths APS (9-5 points)						
3+ LOP Maths %	41	65	-24	17	36	-19
4+ LOP Maths %	26	33	-7	7	16	-9

PART THREE: Planning and evaluation outline PP spend 2016-17

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Accelerated Reader	£1,000	New	PP students to develop capacity in reading	To improve access to all areas of the curriculum. To enable PP pupils to make expected progress in literacy	Report to SLT from Literacy coordinator	
Summer School	£3,000	New	Transition week for Y6 PP pupils	To enable PP pupils to feel confident about starting school. Improved engagement and emotional well-being	Report to SLT from Senior LSA. Form tutors report that Y7 PP pupils settling well	
Leadership	£5,000	Continued	Co-ordinating tracking and intervention programmes	Identified PP pupils to receive personalised support	Report from SLT to Governors at QA meeting	
Family Liaison Worker	£20,744	Continued	Working with persistent absentees and their parents to improve attendance and engagement. FLWs track and monitor the behaviour of FSM students by working closely with YLs and SLT links	PP pupils' attendance overall and number of persistent absentees in line with peer group. Improved behaviour and attendance of the target group leading to improved attainment for the group and narrowing the gap. Important to see this as a long term strategy, intervening with students as early as possible	Attendance tracking data: SLT on-going and Governors at QA sub-committee	
Counsellor (2 days per week)	£11,604	Continued	Working with PP pupils with emotional difficulties to improve well-being and effective engagement with school	Identified PP pupils demonstrate improved emotional well-being, together with good attendance and positive engagement with school	Report from counsellor to SLT, and to Governors at QA sub-committee	

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HLTA: English	£18,664	Continued	Working with underachieving PP pupils to ensure successful progress in English. Evidence indicates that 1:1 tuition can be very effective when targeted at specific areas for development, on average accelerating learning by approximately five additional months' progress. Students are given intensive tuition throughout the week for 60 minutes	All PP pupils to achieve expected progress in English Narrow the achievement/attainment gap in English and accelerate progress for those falling behind	Tracking data at each interim to SLT, and to Governors at QA sub-committee Consider the way the tutoring timetable is implemented. Ensure that first wave outstanding teaching is delivered and that communication between tutors and teachers is effective	
HLTA: Maths	£18,664	Continued	Working with underachieving PP pupils to ensure successful progress in Maths	All PP pupils to achieve expected progress in Maths	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Deputy Year Leaders	£5,362	Continued	Co-ordinating tracking and intervention programmes	More focused intervention and support. DYs need to raise the profile of the need to diminish the difference and close the gap	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Behaviour intervention support	£10,184	Continued	Working with dis-engaged students who have displayed issues with regard to behaviour for learning	Reduced exclusions and other sanctions, and improved interim reports for PP pupils	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Resources	£2,500		Subjects to provide resource packs to ensure that no child is disadvantaged because they do not have the correct equipment	PP pupils to be equipped for all lessons without creating a dependency culture		

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Alternative Education	£2, 805	Continued	PP pupils to access off-site provision to avoid possible exclusions and increase engagement	Reduced exclusions and other sanctions, and improved aspirations for PP pupils	Report from YLs to Head of Inclusion and SLT	
Creative writing workshop	£100	Continued	Run for Y7 and Y8 to improve engagement, literacy and homework participation	Improved levels in writing and reading	Report from LMs to SLT	
Mint Class software	£N/A	Continued	Increased teacher awareness of PP students and their needs	More focused intervention and support	Seating plans in place for all classes	
Independent Advice and Guidance	£8,000	Continued	Build motivation through developing an understanding of available pathways	Improved engagement with school, evidenced by attendance, effort and behaviour	Interim report data and pupil questionnaires	
ARC Project	£3,500	Continued	Focused project with Y9 and Northamptonshire Fire Service to build confidence and develop aspirations of PP pupils	Improved engagement with school, evidenced by attendance, effort and behaviour	Report from LM to SLT	
Academic Mentoring	£100	New	Focus on PP boys to raise aspirations and increase determination to succeed includes student target setting, tracking, and circle time	PP boys to achieve expected progress in line with girls. Improved engagement with school, evidenced by attendance, effort and behaviour	Report from Mentors and YLs to SLT	

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NPQSL Research	£1,000	New	Action research completed by SL for English and Professional Tutor	Long term strategies researched and developed to improve impact for PP students	Report from SL to SLT. Projects created and rolled out to future years	
Restorative Approaches	£2,000	New	Develop the use of Circle Time to improve social and emotional resilience Develop Restorative approaches to transforming conflict both inside and outside the classroom	Improved engagement with school, evidenced by attendance, effort and behaviour	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Physical Education	£1,500	New	Provide a range of physical activities and new opportunities to engage PP pupils in extra-curricular activities <ul style="list-style-type: none"> • Basketball • Jado Kuin Do • Skateboarding 	Improved engagement with school, evidenced by attendance, effort and behaviour. Improved attendance ensures students get the most out of the outstanding first wave teaching during lesson time	It is often harder to equate improved attainment to super-curricular/aspirational work. Measures of behaviour for learning and attendance will be key in reviewing impact. Given our context, we believe that raising aspirations and self-esteem are key to unlocking the potential of a significant	

					proportion of our PP children. Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Rewards	£2,000	New	Celebrate success of PP pupils 'I heard a Wispa' 'Secret Santa Success' Lucky dip Fry-up Friday for attendance	Improved engagement with school, evidenced by attendance, effort and behaviour	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Show My Homework	£1,240	New	Implement software package for teachers, students and parents to keep all engaged in the homework process	Improved engagement with school for PP pupils and parents, evidenced by interim data and engagement with software	Report from IT to SLT	
Breakfast Club		Continued	Our breakfast club is delivered by FLWS and Achievement Coaches who meet a range of nutritional, educational, emotional wellbeing, psycho-social and childcare needs. A positive start to the day provides valuable support to our children. This time also helps students to improve their social skills and form friendships, to interact with older students and share a positive time before registration begins. This is also an opportunity for the FLWs to recognise and address any issues the children may have in an informal setting	Evidence suggests that children who have the opportunity to eat a healthy and nutritious breakfast prior to the start of the school day are healthier and are more likely to achieve their full potential	Monitored by FLWs and ACs. Weekly meetings with SLT link and YL.	

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Homework club	£1,297	New	Targeted support led by teaching staff (Y7+8 PP students)	Improved engagement of younger PP students especially boys	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Metacognition	£1,000	New	How to revise for linear exams. Increased and effective use of DIRT time and teacher feedback to develop metacognition. Evidence of students being 'probed' through quality questioning and their understanding 'deepened'	Ensure that Y10/11PP students know how to revise and understand different techniques to support exam requirements. Investing in high quality CPD for staff to ensure a consistent approach to T&L. Teaching strategies which encourage learners to plan, monitor and evaluate their learning regularly throughout the year in line with precise examination criteria	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
G&T PP Aim Higher	£500	New	Mentoring programme for G&T PP students including enrichment and CIAG University visits	Raise aspirations to apply for university for G&T PP pupils	Increase number of PP students taking A level courses who aspire to go to university.	
Computer Hardware	£2000	New	Purchase of 10 chromebooks to support SEN PP students working in the C block	Improved engagement of younger PP students especially boys	Monitor use of computers to support homework and classwork within Inclusion	
Middle Leaders' PP fund	£5,000	New	Encourage MLs to bid for funding projects related to PP enrichment activities <ul style="list-style-type: none"> • Drama visits • Maths club – Racing • Outward bound residential • Reading club – AR • Design - F1 and Science – F1 • Art – artist-in-residence 	Engage teachers with innovative strategies to support PP pupils. Raised awareness of need to diminish the differences between PP and non PP pupils. Improved engagement in school and relationships with staff and other pupils	SLs report to SLT about projects developed and impact of initiatives developed	

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Restorative Resources	£500	New	Purchase materials for training, circle times and restorative conferencing	Improved engagement with school, evidenced by attendance, effort and behaviour	DH to write report for SLT about impact of CT and RC	
Parental Engagement	£1,500	New	Engage parents with school and raise aspirations for PP children <ul style="list-style-type: none"> Coffee/cake morning with invited speakers from JOGO 	Improved engagement with school of parents of PP students. Improved relationships between teachers and parents	FLWs and LMs to write report to SLT about uptake and success of strategies implemented	
TA Time	£2,500	Continued	Time for TAs to support PP students in lessons and through 1:1 support	All PP pupils to achieve expected progress in lessons	Head of Inclusion to write impact report for SLT	
Online support with learning, homework and assessment	£3,000	New	I am Learning. Software package to support independent learning, assessment and homework	Games based online learning. Raise achievement of PP boys in particular	Diagnostic reports printed from software by DH and presented to SLT and to Governors at QA sub-committee	
The Prince's Trust	£2,000	New	National programme to support and raise aspirations of pupils	Improved engagement with school, evidenced by attendance, effort and behaviour. PP pupils gain credits towards overall accreditation	SENCO to write impact report for SLT.	

Planning and evaluation outline LAC (Adopted) PP spend 2016-17

LAC Adopted Pupil Premium. Applications to be made for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Leadership	£5,000	Continued	Head of Inclusion responsible for PP LAC students and ensures that students have the resources they need to achieve and make progress	Monitoring and oversight of provision for LAC students. Schools need to be child-centred and acknowledge children's different attachment styles – Moulton has been selected to take part in the Attachment-Aware training funded by NCC	Tracking data at each interim to SLT, and to Governors at QA sub-committee. HOI to provide all staff with information about attachment disorders and pedagogy	
TA time	£1,500	New	Safe Room	Improved coping strategies for the most vulnerable students	Behaviour and lesson attendance monitored by HOI	
TA time	£1,540	Continued	Vulnerable student support at before school, at break and lunch time and after school	Improved coping strategies for the most vulnerable students	Behaviour monitored by HOI	
1:1 support Online tuition	£7,524	New	TLC Live Online 1:1 tutoring with teachers in English, Maths and Science	All pupils to achieve expected progress in English, Maths and Science	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Achievement Coach	£7,020	Continued	1:1 academic mentoring for 1 hour per week, all years (15 students in total)	All pupils to achieve expected progress	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Music Lessons	£1,200	New	Skill extension for extremely vulnerable students with SEMH.	A new area in which the student can achieve	Emotional and social coping ability monitored by Year Team and HOI	
Revision Guides	£514	Continued	For all year 9, 10 & 11 students	Improved revision capabilities and improved achievement.	Tracking data at each interim to SLT, and to Governors at QA sub-committee	

Planning and evaluation outline LAC (In care) PP spend 2016-17

By application only from 2016

LAC (In care) Pupil Premium. Applications to be made for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Computers	£1,000	New	2 computers for two year seven students	This will allow them to access homework through 'Show my homework' as well as 1:1 tuition for English, Maths or Science through TLC Live	Improved homework completion. Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Achievement Coach	£1,400	Continued	1:1 academic mentoring for 1 hour per week, all years (15 students in total)	All pupils to achieve expected progress	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
Extra tuition	£2,100	New	Additional tuition for core subjects through TLC Live and or external tutors	Improved progress in core subjects	Tracking data at each interim to SLT, and to Governors at QA sub-committee	