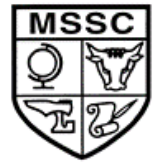


# Moulton School



**Pupil Premium Report and Impact Statement  
2017-18**

**Pupil Premium Guide 2018-19**

## 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 2017-18 was £935 per pupil (Ever 6 FSM students) and £1900 per pupil (CLA). From September 2016, however, the school has applied 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 2017-18: £200,690**
- **Expense allocation for PP 2018-19: £249,360**
- **Expense allocation for LAC PP 2018-19: £47,265**

### 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.'

Two hundred and fifty one students, 22.0% of the school population of 1,166, which excludes 6<sup>th</sup> form students, are known to qualify for FSM status and this compares to 28.7% nationally. Below is a breakdown by year group of pupils identified as PP or CLA in September 2018.

	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 2018/19	126	114	240	118	117	235	123	114	237	127	109	236	124	98	222
% PP			19			24			19			21			24
CLA			3			0			4			2			4

## **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 diminishing 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 Attainment

A number of measures are likely to have been in line with, or above national (2017). These were strongest, and improving, around the mid-grade thresholds, but were, however, weaker when considering outcomes at grade 7 and above.

- Attainment 8 measure decreased by 0.8, although remained 1.3 above national 2017
- Standard pass basics measure (9-4 in E&M) increased to 72% (9% above national 2017)
- Strong pass basics measure (9-5 in E&M) increased to 47% (5% above national 2017)
- High pass basics measures (9-7 in E&M) increased to 11.8% from 8.6%
- EBacc (at good pass and strong pass) decreased, although remained at or above national 2017

## Overall Progress

Initial Progress 8 estimates indicate that progress was below national, and slightly below 2017 (excluding ECDL), indicating progress that was less than good overall, and in particular, for higher and lower ability students. Progress remained good, however, for middle ability students.

- Progress 8 for English decreased
- Progress 8 for maths decreased slightly, but remained positive
- Progress 8 for other EBacc subjects, overall, increased and was positive
- Progress 8 for non-EBacc subjects decreased, and was negative

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.

- Progress 8 for PP students remains negative, but is in line with the outcomes for 2017 (discounting ECDL)
- The gap with non-PP students has decreased slightly
- Progress 8 improved significantly for middle ability PP students, although decreased for higher and lower ability PP students.

Two PP students (both boys) were not part of the main cohort of students. One was a long-term school refuser and one attended alternative education, but had very low attendance due to mental health issues. Progress 8 for PP students with these 2 students removed from the data indicates a score of -0.22.

## **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. The progress of each disadvantaged student is tracked on a spreadsheet held centrally and regular team reviews involving Achievement Coaches, 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 has been expanded throughout 2015-18, 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 introduced a computerised reading scheme called, Accelerated Reader for Year 7. Students select books on their reading level, read independently, and take an independent comprehension test on the computer. Throughout the academic 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. Moreover, improved capacity in reading will help pupil premium students to access all areas of the curriculum. This scheme has been developed into Year 8.

#### **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**

- 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 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 and a specialised English teacher, 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
- Go4Schools software (introduced September 2017) to enable teachers to access and track all crucial student information

## **Pastoral Support**

- 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 an achievement coach 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. Achievement coaches 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
- A data manager and attendance officer have been employed to work with 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

### **Wider Curriculum Support**

- 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. This includes transport costs and uniform.
- Revision strategies and Learning to Learn 'booster' days delivered by external agencies
- Collaboration with local businesses to provide an 'apprenticeship ready' pathway for selected PP students
- 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.

### **Transition**

- 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.

## **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 Go4schools. 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 continued to invest 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 saw the introduction of (1) 'Show my Homework': a software package that enables parents, students and teachers to access all homework set; and (2) GCSE Pod. These investments will see further improvements in the ways in which pupils engage with homework, revision and their wider reading. The Show My Homework package supports 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 achievement coach. Monitoring the impact and success of implemented strategies is carried out by the Senior Leadership Team.

## PART TWO: Year 11 PP Impact Statement (2017-18)

Impact of funding on educational achievement for disadvantaged (PP) students compared to non-PP students at Moulton and nationally.

	2016			2017				2018		
	33	Gap		39	Gap			37	Gap	
	PP	School	Nat.	PP	Exc. ECDL	School	Nat.	PP	School	Nat.
Progress 8	-0.74	-0.61		-0.28	-0.5	-0.44	-0.39	-0.48	-0.37	
P8 Eng	-0.92	-0.81		-0.45		-0.4	-0.56	-0.6	-0.3	
P8 Ma	-0.27	-0.31		-0.31		-0.51	-0.42	-0.3	-0.4	
P8 Ebacc				-0.32		-0.44	-0.45	-0.3	-0.3	
P8 Other				-0.1	-0.82	-0.6	-0.19	-0.7	-0.4	
P8 Science				0.04		-0.13	-0.06	0.02	-0.2	
P8 Languages				-0.61		-0.35	-0.65	-1.02	-0.8	
P8 Humanities				-1.12		-0.6	-1.26	-0.55	-0.16	
P8 Lower				-0.22	-0.46		-0.25	-0.5	-0.1	
P8 Middle				-0.73	-0.99		-0.88	-0.2	-0.2	
P8 Higher				0.12	-0.11		0.03	-0.3	-0.1	
Attainment 8		-13.17		39.47		-11.04	10.55	37	-12.3	
9-4 E&M	36	-37		46		-23	-25	47	-29	
9-5 E&M				28		-15	-21	31	-20	
Ebacc (4/C)				15		-20	-13	19	-13	
Ebacc (5/C)				15		-15	-11	11	-11	

## PART THREE: Planning and evaluation outline PP spend 2018-19 - £245,963.00

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?
<b>ACADEMIC SUPPORT – £72,453.15</b>						
<b>Leadership – DHT/AHT</b>	£23,869.81	Continued	Co-ordinating tracking and intervention programmes	Identified PP pupils to receive personalised support	Report from SLT to Governors at QA meeting	
<b>HLTA: English</b>	£14,707.23	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	
<b>HLTA: Maths</b>	£15,007.33	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	
<b>Maths and English 1:1</b>	£11,670.78	Continued	Extra tuition for Y7 and Y8 boys to improve basic numeracy and literacy	Improved engagement and understanding of basic numeracy and SPAG	HLTAs	
<b>Additional Maths Teaching</b>	£7,198.00	Continued	Additional maths teaching to support catch-up programmes for PP students	All PP pupils to achieve expected progress in Maths	Tracking data at each interim to SLT, and to Governors at QA sub-committee	

**PASTORAL SUPPORT - £147,976.87**

<b>Year Leaders and Deputy Year Leaders</b>	£12,254.49	Continued	Co-ordinating tracking and intervention programmes	More focused intervention and support. DYLS 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	
<b>Family Liaison Worker</b>	£25,466.10	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	
<b>Attendance Officer</b>	£9,607.44	Continued	Working with persistent absentees and their parents to improve attendance and engagement. AO to track track and monitor the behaviour of PP students by working closely with YLs and SLT links	PP pupils' attendance overall and number of persistent absentees in line with peer group.	Attendance tracking data: SLT on-going and Governors at QA sub-committee	
<b>Counsellor (2.5 days per week)</b>	£9,531.98	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	
<b>Achievement Coach X 3</b>	£48,618.13	Continued	1:1 mentoring for 1 hour per week, all years	All pupils to receive specialist coaching, a listening ear and achieve expected progress	Weekly reports at link meetings	
<b>Behaviour intervention support</b>	£30,998.73	Continued	Working with dis-engaged students who have displayed issues with regard to behaviour for learning, delivering targeted intervention mental health, self-esteem, anger management and/or protective behaviours	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	
<b>Independent Advice and Guidance</b>	£11,500.00	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	

**WIDER CURRICULUM SUPPORT - £22,533.00**

<b>Accelerated Reader</b>	£/	Continued	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	
<b>Resources (Revision Texts)</b>	£2,500	Continued	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		
<b>Academic Sport Mentoring</b>	£300	New	Focus on PP boys to raise aspirations and increase determination to succeed includes student target setting, and understanding how to revise	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	
<b>Elevate</b>	£1,500	Continued	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. Teaching strategies which encourage learners to plan, monitor and evaluate their learning regularly in line with precise examination criteria	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
<b>Parent Forum</b>	£1,500	Continued	Parent Seminar to build on Year 9 and Y10 sessions: Ace Your Exams'	Help parents to understand how to support their children in revising for linear exams	Parent feedback and Tracking data at each interim to SLT, and to Governors at QA sub-committee	
<b>Rewards</b>	£2,000	Continued	Celebrate success of PP pupils 'I heard a Wispa' 'Secret Santa Success' Lucky dip Passport to Prom	Improved engagement with school, evidenced by attendance, effort and behaviour	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
<b>Breakfast Club</b>	£2,000	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	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	

			and address any issues the children may have in an informal setting			
<b>Parental Engagement</b>	£1,500	Continued (Y2)	Engage parents with school and raise aspirations for PP children <ul style="list-style-type: none"> <li>Coffee/cake morning with invited speakers from JOGO</li> </ul>	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	
<b>Photocopying/Consumables</b>	£3,000	Continued	Equipment, resources, materials to support all PP students	Improved engagement for PP students. Improved relationships between teachers and parents	AC report to DHT	
<b>Apprenticeship Ready Programme</b>	£500 Funding secured externally through collaboration with Instructus	New	Bespoke training course to widen aspirations of PP students. Selected cohort to receive apprenticeship ready training	Improved engagement with school, evidenced by attendance, effort and behaviour.	Report from DHT to Govs	
<b>TA Time</b>	£7,733.00	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	
<b>TRANSITION - £3000</b>						
<b>Summer School</b>	£3,000	Continued	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	

## Planning and evaluation outline LAC PP spend 2018-19 - £45,302.60

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?
<b>ACADEMIC SUPPORT - £25,112.93</b>						
<b>Leadership – DHT/AHT</b>	£12,809.64	Continued	Co-ordinating tracking and intervention programmes	Identified LAC pupils to receive personalised support	Report from SLT to Governors at QA meeting	
<b>HLTA: English</b>	£2,595.39	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	
<b>HLTA: Maths</b>	£2,648.35	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	
<b>Maths and English 1:1</b>	£2,059.55	Continued	Extra tuition for Y7 and Y8 boys to improve basic numeracy and literacy	Improved engagement and understanding of basic numeracy and SPAG	HLTAs	
<b>Additional Maths Teaching</b>	£1,000	Continued	Additional maths teaching to support catch-up programmes for PP students	All PP pupils to achieve expected progress in Maths	Tracking data at each interim to SLT, and to Governors at QA sub-committee	
<b>1:1 specialist tuition</b>	£4,000 allocated	Continued	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	

**PASTORAL SUPPORT - £20,189.67**

<b>Year Leaders and Deputy Year Leaders</b>	£1,885.30	Continued	Co-ordinating tracking and intervention programmes	More focused intervention and support. DYLS 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
<b>Family Liaison Worker</b>	£2,829.57	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
<b>Attendance Officer</b>	£1,067.49	Continued	Working with persistent absentees and their parents to improve attendance and engagement. AO to track track and monitor the behaviour of LAC PP students by working closely with YLs and SLT links	PP pupils' attendance overall and number of persistent absentees in line with peer group.	Attendance tracking data: SLT on-going and Governors at QA sub-committee
<b>Counsellor (2.5 days per week)</b>	£2,383.33	Continued	Working with LAC 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
<b>Achievement Coach X 3</b>	£8,579.67	Continued	1:1 mentoring for 1 hour per week, all years	All pupils to receive specialist coaching, a listening ear and achieve expected progress	Weekly reports at link meetings
<b>Behaviour intervention support</b>	£3,444.31	Continued	Working with dis-engaged students who have displayed issues with regard to behaviour for learning, delivering targeted intervention mental health, self-esteem, anger management and/or protective behaviours	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