



**Caldew School**  
**Pupil Premium 2017-2018**

*“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others” (Sir John Dunford National Pupil Premium Champion)*

The Pupil Premium is a government initiative designed to target resources on those students who have been on Free School Meals at any point over the past 6 years; those who are Children Looked After or have ceased to be because of adoption, a special guardianship order, child arrangements order or residence order; students whose parents serve or have served in the armed forces during the last three years or are in receipt of a child pension from the Ministry of Defence.

For 2017/18, the Pupil Premium funding for Caldew School is £169220. The details of how the school plans to use the Pupil Premium funding to support and increase the success of our Pupil Premium students are outlined below, along with the evaluation of 2016/17’s spending.

The Pupil Premium strategy will be reviewed fully to evaluate its impact and to inform planning for September 2018, but ongoing monitoring will take place as part of our ongoing strategic self-evaluation.

1. Summary information					
School	Caldew School				
Academic Year	2017/18	Total PP budget	£174195	Date of most recent PP Review	June 2015
Total number of pupils	1037	Number of pupils eligible for PP (2017-2018)	190 (in Y7-11; 203 inc. 6 <sup>th</sup> Form)	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (2016 national average)
% achieving Basics (Standard Basics: 4+; Strong Basics: 5+ in English and Maths)	Standard: 41% Strong: 28%	69%
% achieving EBACC (Standard Ebacc: 4+; Strong Ebacc: 5+ in English, Maths, Sciences, a Humanity and a Modern Foreign Language)	Standard: 7% Strong: 7%	29%
Progress 8 score average	-0.29	0.12
Attainment 8 score average	37	52

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (issues to be addressed in school, such as poor literacy skills)

<b>A.</b>	The secondary ready attainment gap between Pupil Premium students and Non-Pupil Premium students is significant in all year groups.	
<b>B.</b>	Pupil Premium students have lower levels of literacy than Non-Pupil Premium students, creating barriers to learning and achievement.	
<b>C.</b>	Lower levels of resilience and confidence reduce levels of engagement and participation, slowing progress.	
<b>D.</b>	The number of Pupil Premium students who are excluded (FTE) from school reduced in 2016/17, but remains an area of focus.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	The proportion of Pupil Premium students who are persistently absent is high.	
<b>F.</b>	Pupil Premium students have low aspirations	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	Pupil Premium students will be on track to achieve FFT20% targets Progress8 will be positive for Pupil Premium students Attainment gap will be narrower than that on entry between Pupil Premium and Non-Pupil Premium students
<b>B.</b>	Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	English assessment data will show that Pupil Premium students are making faster progress Lesson observations and work sampling will show effective teaching, marking and feedback in relation to literacy Literacy interventions will have a positive impact, leading to improved literacy standardised scores for all students
<b>C.</b>	Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.	Lesson observations will show that Pupil Premium students are targeted to contribute and answer questions Increase rates of progress will mean that students make progress in line with Non-Pupil Premium peers.
<b>D.</b>	Pupil Premium students will be positively engaged in education, with a further reduction in the instances of behaviour leading to Fixed Term Exclusions	The number of Fixed Term Exclusions for Pupil Premium students will fall The number of repeat exclusions will fall Behaviour interventions will have a positive impact, leading to a decrease in behaviour logs, an increase in achievement logs and raised achievement
<b>E.</b>	The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise	Attendance of Pupil Premium students will increase The proportion of Pupil Premium students who are persistently absent will reduce Attendance monitoring will show the positive impact of targeted interventions for individual students
<b>F.</b>	Raised aspirations of Pupil Premium students	Students will be aware of the destination routes Surveys of destination routes will show that students are ambitious

5. Planned expenditure					
Academic year		2017-2018			
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					
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 you review implementation?
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	High quality first teaching, supported by professional learning, including TeachBrief	“Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i>	Professional Learning to reinforce key strategies to raise achievement	CJA	Lesson observations Work sampling (Oct 2017; April 2018) Teaching & Learning Reviews (Autumn, Summer) Subject progress reviews (Spring)
B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	Whole school assessment, marking and feedback strategy	“Marking is a central part of a teacher’s role and can be integral to progress and attainment. Written responses offer a key way of providing feedback to pupils and helping teachers assess their pupils’ understanding. Previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils’ learning. The studies of feedback ... found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year.” <i>(A Marked Improvement, EEF, April 2016)</i>	Professional Learning (September INSET) to present strategy; early monitoring to ensure system is in place across all subjects and Key Stages.	CJA	Lesson observations Work sampling (Oct 2017; April 2018) Teaching & Learning Reviews (Autumn, Summer) Subject progress reviews (Spring)
C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.					

	Revise Raising Achievement Plans to ensure they identify specific barriers to learning with targeted interventions	“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i>	Consultation with Middle Leaders on Raising Achievement Plan format	<b>YNN</b>	Achievement Data Lesson observations Line Management Meetings SLT Raising Achievement Meetings (Monthly)
	Develop provision mapping to track the PPG spending, as well as allow more rigorous analysis of the interventions’ impact.	“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i>	Set up template for September 2017; update at key checkpoints (monthly attendance; data collections)	<b>YNN</b>	Achievement Data Attendance Data (monthly) Attitude to Learning Data Presented to SLT and Governors (Standards Committee)
	SLT lead for Pupil Premium		Regular review of PP strategy, evaluating its impact	<b>YNN</b>	Provision Map Review- monthly evaluation of impact
	Science Pupil Premium Lead		Use of data to inform and monitor interventions	<b>PPB</b>	Achievement Data Lesson observations Work sampling (Oct 2017; April 2018) Teaching & Learning Reviews (Autumn, Summer) Subject progress reviews (Spring) Line Management Meetings SLT Raising Achievement Meetings (Monthly)

	Whole school literacy coordinator	“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career” <i>(DfE: Reading: The Next Steps, March 2015)</i> Literacy testing in school shows that a disproportionate number of disadvantaged students have low standardised scores, suggesting that literacy is a significant barrier to learning.	Strategic planning by YNN/VLA/JGH; use of data to inform and monitor interventions	JGH	Achievement Data Lesson observations Work sampling (Oct 2017; April 2018) Teaching & Learning Reviews (Autumn, Summer) Subject progress reviews (Spring) Line Management Meetings SLT Raising Achievement Meetings (Monthly) Students’ Literacy Data (Standardised Scores)
<b>Total budgeted cost</b>					<b>£25000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	Year 11 English and Maths registration groups	Generic mentoring has had little impact on our students’ achievement, whereas subject specific mentoring in 2016-17 had a positive impact, with students making more progress than their peers during the course of the intervention.	Informed by review of 2016-17 strategy; discussed with PiXL associate; visit to other schools to share effective practice; careful selection of students; clear registration programme	ENB	Learning Walks Data Collections
B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	KS3 Additional Literacy Group	“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career” <i>(DfE: Reading: The Next Steps, March 2015)</i> Literacy testing in school shows that a disproportionate number of disadvantaged students have low standardised scores, suggesting that literacy is a significant barrier to learning.	Revised Additional Literacy Curriculum, using scheme with recognised impact (Pearson: Grammar for Writing and PiXL Code); literacy teacher part of English department to ensure consistency of strategies	JGH	Lesson observations Work sampling (Oct 2017; April 2018) Line Management Meetings Students’ Literacy Data (Standardised Scores)
C. Teaching will ensure that Pupil Premium students are engaged and participating,	KS3 Literacy Intervention		Revised literacy intervention strategy in response to literacy data; greater emphasis on 1-1 reading	JGH	Students’ Literacy Data (Standardised Scores)

<p>leading to increased rates of progress.</p> <p>D. Pupil Premium students will be positively engaged in education, with a further reduction in the instances of behaviour leading to Fixed Term Exclusions</p>	KS3 Numeracy Intervention	Patterns in KS4 outcomes show that key numeracy skills need to be secured at KS3.	Use of assessment data to identify specific gaps in knowledge and skills to be addressed in short, focused interventions.	<b>ADB</b>	Lesson observations Achievement Data
	L2L Intervention and Seclusion	<p>“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.”</p> <p><i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i></p>	<p>Early identification of students in need of intervention</p> <p>Monitoring of impact of intervention in place</p>	<b>HJH/PDH</b>	<p>Achievement Data</p> <p>Attendance Data</p> <p>Attitude to Learning Data</p> <p>Behaviour/ Exclusion Data</p>
	HLTAs in Science and Maths; STA in English	<p>“The typical deployment and use of TAs, under everyday conditions, is not leading to improvements in academic outcomes...There is emerging evidence that TAs can provide noticeable improvements to pupil attainment”</p> <p><i>(Making Best Use of Teaching Assistants, EEF, Spring 2015)</i></p>	<p>SENCo and HLTA have delivered CPD to ensure effective use of (HL)TAs in lessons; use of achievement data to identify students in need of support</p>	<b>BMM/MJM/VLA</b>	<p>Achievement Data</p> <p>Lesson Observations</p> <p>Learning Walks</p> <p>Intervention impact data</p>
<b>Total budgeted cost</b>					£110000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>D. Pupil Premium students will be positively engaged in education, with a further reduction in the instances of behaviour leading to Fixed Term Exclusions</p>	AAHT role focusing on attendance	<p>“[Successful schools] realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i></p>	<p>Strategic monitoring and plan to improve attendance</p>	<b>CDC</b>	<p>Weekly attendance report</p> <p>Meetings between HoY and Attendance Officer</p> <p>Line management meetings (HoY)</p> <p>Attendance Data</p>
	Attendance officer				

E. The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise  F. Raised aspirations of Pupil Premium students		School attendance data shows that disadvantaged students' attendance is lower and that more of them are persistently absent.			
	INSPIRA interviews and guidance	"Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all." ( <i>Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015</i> )	Surveys will be used to identify students in need of further interviews and guidance; options will inform Work Ready Day content	<b>PMG</b>	INSPIRA destination report Destinations surveys/ tracking information
	Financial support to ensure wider participation e.g. Duke of Edinburgh; trips and visits; music tuition		Respond to parental requests for support; offer support where finances may be a barrier	<b>YNN</b>	Record of support; provision map to be updated termly
	Additional breakfast allowance		Ensure that parents and carers are aware of provision	<b>YNN</b>	Monitor use of allowance
	Raise aspirations through Bryanston Square Unlock programme, Infinity science festival and other opportunities		Promote participation with targeted students and parents/ carers Set Focus Group on SISRA to allow monitoring of impact on achievement	<b>YNN</b>	Evaluation of individual programmes: student voice, achievement data, attendance
<b>Total budgeted cost</b>					£32500

6. Reviewed expenditure					
<b>Academic year</b>	<b>2016-2017</b>	<b>Pupil Premium Budget</b>	<b>£153807</b>	<b>Actual Pupil Premium Spend</b>	<b>£158164</b>
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.					
1. Quality of teaching for all					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers</p>	<p>Review the format of Raising Achievement Plans to increase their impact on teaching and learning and student outcomes</p>	<p>2017 outcomes: A8 for Year 11 is 36.84, just below FFT50 target, compared to 44.14 for non-disadvantaged. Outcomes improved in Eng and Maths: Basics 4+ up from 23% in 2016 to 41.4% in 2017 (2016 national non-disadv: 70%). Disadv Ebacc fallen from 10% to 7% (2016 national non-disadv: 29%). The in school gap between disadvantaged and non-disadvantaged students is lower than it was on entry (Gap at 4+: 22.4%; 5+: 10.0%). In Maths, the gap between disadvantaged and non-disadvantaged students is 19% at 5+ and 26% at 4+, improving on last year's results (42% gap at C+). In English, the gap between disadvantaged and non-disadvantaged is 18% at 5+ (Lang); 7% at 5+ (Lit); 4% at 4+ (each Lang and Lit)- improving from 37% and 40% in 2016. For students attaining 5+ in English Language or Literature, the gap is 13%. At 4+, disadvantaged students match their peers with no gap- 0%.</p> <p>Underachievement in the Ebacc is reflected across groups' results, inc disadvantaged. English and Open A8 in line with FFT target ranges. Maths, Ebacc and overall below.</p> <p>Year 10: Lower A8 and Basics than non-disadvantaged, but relative to low starting point, attainment exceeds FFT 20%. Basics (5+) &amp; Ebacc in line for all &amp; ability bands. Open A8 in line; exceeds FFT 20% for low &amp; high ability.</p> <p>Year 9: Disadv attain average 6A, progress 7 sublevels. 66% 5x Level 6 inc Eng and Maths.</p> <p>Year 8: Disadv- good progress, except DT, French, Geography, Maths and Science</p> <p>Year 7: Disadv- good progress, except: DT, English, French, Geog, Science and SMD</p>	<p>The format of the RAPs has been superseded by the data overviews for all subjects, which include achievement of all subgroups. SISRA then supports further analysis, drilling down to student level. These are part of the strategy to use assessment information to raise achievement in 2017-18.</p> <p>Where RAPs are used, they need more specific targets, interventions and their impact. Students' specific barriers to learning need to be identified to guide raising achievement strategies.</p> <p>Provision mapping will be used to track the PPG spending, as well as allow more rigorous analysis of the interventions' impact.</p>	<p>£500</p>
---	--	---	--	-------------



<p>A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers</p> <p>B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students</p> <p>C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.</p>	<p>Personalised CPD programme, focusing on 'Developing Teaching' and 'Leading Teaching', focusing on strategies known to have a positive impact on achievement of PP students (e.g. Engagement and participation)</p> <p>Weekly TeachBrief to share effective strategies and practice</p> <p>Assessment, Marking &amp; Feedback strategy, with focus on the impact of feedback on students' progress</p>	<p>Teaching at Caldew is typically good. Pupil Premium students' progress in lessons and over time is a key focus of the evaluation of teaching and learning. Where teaching is effective, strategies are effective for Pupil Premium students. Developing greater consistency in the use of directed questioning and the quality of assessment, marking and feedback is a focus for improvement.</p> <p>Strategies shared at TeachBrief have been seen to be successful for Pupil Premium students, with strategies such as yellow box feedback being adopted by a number of teachers.</p> <p>A new assessment and tracking system has been implemented into EBacc subjects to track the progress of all students. This involves a tracking sheet for all books, data entry into SIMS, Key Assessment Task development within departments and grade descriptor reviews. Feedback has been very positive with regards to the implementation of the new system. Student voice indicates that this has had an impact on their understanding of where they are with regards to their progress in each subject.</p>	<p>Systems and strategies have developed over the course of the year, with the intention of extending and embedding the assessment, marking and feedback strategy in 2017-18, as part of the PiXL approach.</p> <p>Further TeachBriefs to focus on specific barriers: raising awareness and addressing attendance; reading; in class interventions.</p>	
£500				
<b>2. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers</p>	<p>Pupil Premium Leads in the Core subjects will: i) Lead the use of Raising Achievement Plans, setting and reviewing precise curricular targets for students; ii) Monitor the progress of students using data, lesson observations and work sampling; iii) engaging parents iv) Influencing teaching through 1:1 progress meetings with teachers</p>	<p>Outcomes for disadvantaged students improved in each of the core departments, supported by the work of the PP Leads.</p> <p>Outcomes improved in Eng and Maths: Basics 4+ up from 23% in 2016 to 41.4% in 2017 (2016 national non-disadv: 70%). Disadv Ebacc fallen from 10% to 7% (2016 national non-disadv: 29%). The in school gap between disadvantaged and non-disadvantaged students is lower than it was on entry (Gap at 4+: 22.4%; 5+: 10.0%). In Maths, the gap between disadvantaged and non-disadvantaged students is 19% at 5+ and 26% at 4+, improving on last year's results (42% gap at C+). In English, the gap between disadvantaged and non-disadvantaged is 18% at 5+ (Lang); 7% at 5+ (Lit); 4% at 4+ (each Lang and Lit)-improving from 37% and 40% in 2016. For students attaining 5+ in English Language or Literature, the gap is 13%. At 4+, disadvantaged students match their peers with no gap- 0%.</p> <p>Outcomes in Science for disadvantaged students improved on 2016, with the proportion of students attaining C+ in two Sciences increasing from 23% to 43%.</p> <p>Early projections show that P8 for disadvantaged students is in line in English, Maths and Ebacc.</p>	<p>Embed and further develop strategies to raise achievement in English, Maths and Science.</p> <p>Established shift in roles for PP Leads: Maths and English TLR holders shifting focus to literacy and numeracy, addressing the barriers experienced by disadvantaged students more specifically.</p>	<p>£17154</p>
	<p>Surplus staffing in English and Maths</p>	<p>Additional Maths and English teaching was coordinated as part of the PiXL approach, with students to 'boost' or 'secure' identified. Maths and English registration groups were also established.</p> <p>Outcomes improved in Eng and Maths: Basics 4+ up from 23% in 2016 to 41.4% in 2017 (2016 national non-disadv: 70%). Disadv Ebacc fallen from 10% to 7% (2016 national non-disadv: 29%). The in school gap between disadvantaged and non-disadvantaged students is lower than it was on entry (Gap at 4+: 22.4%; 5+: 10.0%). In Maths, the gap between disadvantaged and non-disadvantaged students is 19% at 5+ and 26% at 4+, improving on last year's results (42% gap at C+). In English, the gap between disadvantaged and non-disadvantaged is 18% at 5+ (Lang); 7% at 5+ (Lit); 4% at 4+ (each Lang and Lit)-improving from 37% and 40% in 2016. For students attaining 5+ in English Language or Literature, the gap is 13%. At 4+, disadvantaged students match their peers with no gap- 0%.</p>	<p>Review of pastoral system and move from vertical tutor groups to year groups- English and Maths intervention groups embedded.</p>	<p>£11181</p>

		English intervention groups made more progress than their peers. Maths intervention groups made progress in line with their peers.		
	Maths Champions	Student voice remains positive when evaluating this strategy, with students reporting greater confidence. Maths progress data from Year 7 shows that disadvantaged students make progress in line with their peers. In Year 8, disadvantaged students make more progress than their peers.	Continue with the strategy, tracking the impact more precisely through provision mapping.	£0
B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	Additional Literacy Curriculum Paired Reading	60% of PP students withdrawn from MFL for additional English in Year 7 are on track to achieve targets, Those below target are very close to target (e.g. Grade 2, Target 3-). Year 7, MFL withdrawal- spelling improved in line with age; reading by almost a year (on average) and comprehension by an average of 16 months. In Year 8, 80% of the PP students in the MFL withdrawal group achieved targets. Year 9 MFL withdrawal students' assessment shows that some skills are not consistently secured. The students in the group exceeding targets are both PP.	Review intervention strategy for literacy and numeracy, introducing PiXL Code synthetic phonics programme and reading intervention.	£5990
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.	TA CPD HLTAs will have a positive impact on students' achievement in core subjects	Outcomes improved in Eng and Maths: Basics 4+ up from 23% in 2016 to 41.4% in 2017 (2016 national non-disadv: 70%). Disadv Ebacc fallen from 10% to 7% (2016 national non-disadv: 29%). The in school gap between disadvantaged and non-disadvantaged students is lower than it was on entry (Gap at 4+: 22.4%; 5+: 10.0%). In Maths, the gap between disadvantaged and non-disadvantaged students is 19% at 5+ and 26% at 4+, improving on last year's results (42% gap at C+). In English, the gap between disadvantaged and non-disadvantaged is 18% at 5+ (Lang); 7% at 5+ (Lit); 4% at 4+ (each Lang and Lit)-improving from 37% and 40% in 2016. For students attaining 5+ in English Language or Literature, the gap is 13%. At 4+, disadvantaged students match their peers with no gap- 0%.  Outcomes in Science for disadvantaged students improved on 2016, with the proportion of students attaining C+ in two Sciences increasing from 23% to 43%.  Early projections show that P8 for disadvantaged students is in line in English, Maths and Ebacc.	Continue with the strategy, tracking the impact more precisely through provision mapping.	£54483

D. Pupil Premium students will be positively engaged in education, with a reduction in the instances of behaviour leading to Fixed Term Exclusions	L2L seclusion and intervention, delivering 'Ready to Learn', 'Respect and Resilience' courses delivered to targeted students by learning mentors	The number of PP students excluded in total and as a percentage of the students has significantly fallen from 54% of total exclusions in 2015/16 to 43% in Spring 2016/17. Seclusion protocol reviewed by HoH to raise the profile of seclusion as an alternative to exclusion and ensure parental engagement at all stages. Staffing of seclusion and Intervention reviewed and new model implemented to allow for KS specific intervention focusing on academic outcomes while addressing barriers to learning. Outcomes of individual students were supported by the L2L, through Controlled Assessment catch up and other academic interventions. Case studies are available to illustrate the impact on individuals.	Specific learning plans in place to be rolled out in 2017/18 for identified 'at risk' students. These plan focus on academic outcomes (V certs) and reduction of challenging behaviour.	£7000 £49185
				<b>£144993</b>
<b>3. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
E. The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise	Attendance officer: monitoring and intervention	Increased tracking and interventions led to improved attendance for disadvantaged students. Autumn attendance for PP: 89.04% (FSM6: 89.90%) improved to 90.74% (FSM6: 90.38%) Autumn persistence absence for PP: 38% (FSM6: 38%) improved to 30% (FSM 31%)	Despite significant improvement, this is still a key area of focus for 2017/18.  Develop bespoke strategies to support individuals in coming to school	£2000
F. Raised aspirations of Pupil Premium students	INSPIRA interviews and guidance	2017 Destinations based on August results day survey. Awaiting INSPIRA report. 28/31 (90%) in education / employment (10/31 (32%), 6th Form; 12/31 (39%) College, Ag college, NACRO; 3/31 (10%) Apprenticeships; 3/31 (10%) Armed forces) 2/31 (6%) NEET, 1/31 (3%) no contact.	Continue with strategy, with greater engagement of Head of Year and form tutor in new year-group pastoral system	£3000
	Financial support to ensure wider participation e.g. Duke of Edinburgh; trips and visits; music tuition	Financial support was provided to allow students to take part in a variety of trips and visits; music tuition was provided for PP students; an additional breakfast allowance was provided, allowing students to buy food from the canteen before school.	Continue to provide financial support as needed.	£2871- Music £3500- Hardship (inc. approx. cost of additional breakfast)
	Rocking Ur Teens Boys' Conference	Student voice was very positive: students visited London and took part in inspirational workshops and presentations to raise aspirations.	Continue with similar strategies and opportunities, tracking the impact on achievement, attendance and attitude	£1300

		Conference took place in November 2016. Comparing data from the end of 2015/16 to 2016/17 shows that the average level of the students involved increased from a 6B to a 7C (old assessment system), with all of them attaining level 6+ across English, Maths and Science, showing positive impact on the achievement of more able disadvantaged boys.	more precisely through provision mapping.	
				<b>£12671</b>