



CHRIST THE KING CATHOLIC  
COLLEGIATE

A Multi Academy Company

## St John Fisher Catholic College Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	St John Fisher Catholic College, part of Christ the King Catholic Collegiate Multi Academy Company				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£194,025	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils Yr 7-11</b>	768	<b>Number of pupils eligible for PP</b>	195	<b>Date for next internal review of this strategy</b>	Jan 2017
<b>LAC (separately funded)</b>	8	<b>Number of PP Service Children</b>	1	<b>Number of pupils eligible for PP+ (lagged)</b>	6 (5 2016/17)

2. Current attainment			
	<i>Learners eligible for PP (in school)</i>	<i>Learners not eligible for PP (in school)</i>	<i>National Average</i>
<b>% achieving 5A* - C incl. EM (2015/16 only)</b>	54%	63%	??%
<b>% achieving expected progress in English / Maths (2015/16 only)</b>	66% / 65%	75% / 72%	??% / ??%
<b>Progress 8 score average (from 2016/17)</b>	-0.05	0.05	
<b>Attainment 8 score average (from 2016/17) (estimated)</b>	4.95	5.01	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Closing the attainment gap across Year 7-11, with particular focus on Key Stage 4.
<b>B.</b>	Behaviour for learning issues, particularly in Year 9 and 10, are having an effect on academic progress of these learners and of their peers.

<b>C.</b>	Engagement of some learners entitled to PP with the importance of homework and taking up learning opportunities beyond the classroom.
<b>D.</b>	Deprivation of aspiration within PP cohort.
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
<b>E.</b>	Attendance rates for learners entitled to PP are still lower than their non-PP counterparts. This reduces their school hours and causes them to fall behind.
<b>F.</b>	Active parental engagement and support (often financially) in their working relationship with school to support the learning of their child.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4. <i>How will they be measured?:</i> This will be reviewed and evidenced in all available data including termly GPP reviews as well as external data.	Learners entitled to PP make progress and attain to be in line with or to exceed whole cohort figures.
<b>B.</b>	Ensure attendance of PP learners equals or exceeds non-PP learners. <i>How will they be measured?:</i> This will be evidenced in attendance rates.	Reduce the number of persistent absentees (PA) among learners entitled to PP to 10% or below. Overall attendance among learners entitled to PP improves from below 95% to at least 95% in line with non-PP learners and school target.
<b>C.</b>	Improve behaviour for learning of PP cohort. <i>How will they be measured?:</i> This will be evidenced in learner behaviour and achievement points, as well as having impact on learners' progress and attainment.	Fewer behaviour incidents recorded for targeted learners. Greater use of rewards to support positive behaviour for learning for PP learners by classroom teachers. A more cohesive culture of praise developed through the school, which will impact on behaviour aspirations of targeted PP learners.
<b>D.</b>	Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before school and after school clubs, and Homework Club during the day. <i>How will they be measured?:</i> This will be evidenced through Urdu qualifications and attendance registers for clubs and music activities.	Engagement with Urdu lessons for targeted learners. Engagement with Music opportunities for targeted learners. Attendance of targeted PP learners at breakfast and homework clubs.
<b>E.</b>	Ensure PP cohort destinations meet learners' needs and aspirations. <i>How will they be measured?:</i> This will be evidenced through learner destinations as well as engagement with IAG support.	All targeted learners entitled to PP to receive quality IAG, and no NEET from PP cohort.
<b>F.</b>	Support parental involvement in child's education. <i>How will they be measured?:</i> Parental contact logs. Allocation of funding where needed to support learners.	Parents feel empowered in supporting their children with their learning. Parents feel more comfortable with contacting the school with concerns and queries about their child, and about financial hardships. Input from Father Hudson Society members of

staff ensures greater dialogue between families where difficulties arise. More cohesive opportunities for dialogue between home and school.

## 5. Planned expenditure

Academic year 2016/17

### i. Quality of teaching for all

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures.</p> <p>2) Ensure attendance of PP learners equals or exceeds non-PP learners.</p> <p>3) Improve behaviour of PP cohort</p> <p>4) Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before school and after school clubs, and Homework Club during the day.</p> <p>5) Ensure PP cohort destinations meet learners' needs and aspirations.</p> <p>6) Support parental involvement in child's education</p>	<p><b>Mentoring Team: EEF +1 month: £59,685</b></p>	<p>With this money, the school employs three mentors who support any learners entitled to Pupil Premium and identify ways to boost their progress and achievement in school through assertive mentoring. The outcome of this is supporting learners to become more confident and focused in their studies with a high level of aspiration.</p> <p>This team also liaise with departmental staff and the Wellbeing team to help learners overcome any difficulties with school work. They are also engaged in training to support families in their child's education and one of their stated aims is to support the learners to get more involved in initiatives with parents.</p> <p>There are a range of targeted interventions being taken on by the team this year including Nurture group, Year 11 Revision Skills, homework clubs and Reading Friends.</p> <p>There will also be scope within this funding for breakfast and homework club, as well as breakfasts for Year 11 targeted PP learners during exams. Finally, within this funding, there will be scope for Year 7 transition packs which will ensure that incoming Year 7 learners entitled to PP are fully prepared for secondary school and are ready for lessons in a positive fashion.</p>	<p>There will be a structured timetable in place for each member of the mentoring team.</p>	<p>Assistant Headteacher responsible for PP, Lead mentor</p>	<p>Termly through team reports.</p>
<p>1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures.</p>	<p><b>Professional Training Teaching and Learning: EEF N/A: £10,000</b></p>	<p>A highly trained staff have the tools to produce outstanding lessons regularly and be at the cutting edge of teaching and learning techniques. This can only be achieved through a school commitment to training in teaching and learning. The impact of this on PP learners is paramount, and all training will be intertwined with achievements within the PP cohort.</p>	<p>Through identification and selection of pertinent training opportunities with the focus on the PP Agenda</p>	<p>Assistant Headteacher responsible for PP</p>	<p>Following each training opportunity</p>
<p>1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures.</p>	<p><b>Departmental Resources to support PP Learners: EEF N/A: £8,200</b></p>	<p>Without such resources, learners entitled to PP would be disadvantaged both within the classroom and outside the classroom. Through facilitating the funding of such resources, such barriers to learning will be overcome.</p>	<p>Impact review statements will be requested from all departments where expenditure has taken place.</p>	<p>DOL/CL, Assistant Headteacher responsible for PP</p>	<p>At the end of the academic year.</p>

1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures.	<b>Promethean Whiteboards Rollout: EEF +3 months: £29,000</b>	Last year, the school focussed on impacting on teaching barriers in ensuring these learners can excel and make progress. This approach will continue for the upcoming academic year 2016/17. This is a long term project aimed at ensuring quality first teaching for all learners, but particularly learners entitled to PP. PP learners are more dramatically impacted through poor teaching as well as being more positively impacted through outstanding teaching. St John Fisher Catholic College is fully committed to being a school where outstanding practitioners can present lessons of this standard regularly. This can only be done through significant investment in the IT infrastructure within the school.	Observations of lessons and impact on learner data needs to show not only improvement but sustained improvement over time. In this upcoming academic year, focus is on ensuring all core subjects have access to such interactive digital resources.	Senior IT technician, Assistant Headteacher responsible for IT developments, Assistant Headteacher responsible for PP	Throughout year in data points as well as in teacher observations.
1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures.	<b>Show My Homework Update: EEF N/A: £720</b>	For learners entitled to PP to be easily identified by staff in every lesson, and for seating plans to be supportive of learners entitled to PP in every lesson.	Training on the new features, and checks by SLT on usage by all teaching staff.	Assistant Headteacher responsible for Show My Homework	1 full academic year
<b>Total budgeted cost</b>					£107,605
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen 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?</b>
3) Improve behaviour of PP cohort	<b>Inclusion Support: EEF +4 months: £9,000</b>	There were 19% of learners who are entitled to Pupil Premium since January 2016 who were unable to work in the classroom for various reasons. This was 46% of the amount of learners who could not work in the classroom. As a result, part of the funding for Pupil Premium funding will go to ensure that appropriate support is provided by an Inclusion Support Assistant to ensure that learning is not significantly affected. Through this support, it is hoped that such withdrawals from lessons are prevented in the first place.	Monthly logs of exclusions, re-integration reviews, inclusion support assistant's support of targeted learners.	Assistant Headteacher responsible for PP, Inclusion Support Assistant	Monthly
To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures. Ensure attendance of PP learners equals or exceeds non-PP learners. Improve behaviour of PP cohort	<b>EAL/EMAG Support: EEF + 1 month: £1,700</b>	Another vulnerable group that has a number of learners entitled to Pupil Premium is the EAL(English as an additional Language)/EMAG(Ethnic Minority Achievement Grant) grouping. 9% of these learners at present are entitled to Pupil Premium. The school employs an EAL mentor for 2 ½ hours a week to support learners entitled to Pupil Premium. Our aim here is to see a rise in public examination performance for all EAL learners.	Mentoring logs of supported learners	Assistant Headteacher responsible for PP	Termly through member of staff report

<p>4) Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before school and after school clubs, and Homework Club during the day.</p>	<p><b>Arts Participation: Music</b> <b>groups: EEF +2 months: £3,500</b></p>	<p>Music participation for targeted learners entitled to Pupil Premium will help support self-confidence as well as self-esteem. It will also support musical development, as well as ensuring that learners engage with learning outside the classroom by learning new skills.</p>	<p>The Director of Learning for Music will work with peripatetic teachers to ensure new opportunities are seized by learners, and through engagement with parents will ensure that attendance rates are high. There will also be opportunities developed for music clubs during lunchtime to ensure more structured lunchtimes for learners who struggle at such times.</p>	<p>Director of Learning for Music</p>	<p>June 2017</p>
<p>2) Ensure attendance of PP learners equals or exceeds non-PP learners.</p>	<p><b>Attendance Consultant: EEF N/A: £2,500</b></p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attend EDC employed to monitor learners and follow up quickly on absences/truancies. First day response provision.</p> <p>With regular contact with parents regarding absences, learners' attendance dramatically improves. Ensuring a cohesive approach to this through working Attend EDC consultants, the school is able to ensure that a consistent approach is taken to absentees, particularly persistent absentees, with the reduction in absence rates.</p>	<p>Thorough briefing of Attend EDC Consultancy about existing absence issues. PP coordinator, attendance consultants, Headteacher etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme where necessary to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP.</p> <p>Attendance and progress discussed in weekly meeting with PP Coordinator and Lead mentor.</p> <p>Letters about attendance and Attend EDC to visit all PA at home to discuss attendance with parents / guardian and explore barriers.</p>	<p>Assistant Headteacher responsible for PP and Deputy Headteacher responsible for Wellbeing</p>	<p>Annually</p>
<p>5) Ensure PP cohort destinations meet learners' needs and aspirations.</p>	<p><b>Careers Advice (Aspiration Intervention) EEF 0 month: £7,500</b></p>	<p>Although the EEF toolkit states this does not impact on progress, it is imperative that learners entitled to PP receive impartial, necessary IAG, without which, they would be vulnerable as NEET. Connexions services are used to offer this support and this has an impact on not only aspirations but also attainment as motivation from such IAG ensures greater focus from learners in lessons.</p>	<p>Updates on every learner who receives a Careers appointment.</p>	<p>Curriculum Leader of Citizenship, Assistant Headteacher responsible for PP</p>	<p>June 2017</p>

4) Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before school and after school clubs, and Homework Club during the day.	<b>Urdu Lessons (Small Group Tuition) EEF +4 months: £700</b>	This will ensure that learners entitled to PP who have EAL are able to gain a qualification in the language used in their home, as well as experience a learning opportunity that wouldn't otherwise be afforded to them. Through this, it can also promote positive attitudes to learning across other subjects. It also extends curriculum for these targeted learners.	EAL mentor will work with the Urdu teacher to ensure roll out of lessons. Also completion of qualification and exam will show grades being achieved in this are in line with learner expectations.	EAL Mentor, Assistant Headteacher responsible for PP	Following completion of Urdu GCSE.
4) Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before and after school clubs, and Homework Club during the day.	<b>RM Books: EEF N/A: £1,000</b>	We are keen to put in place this strategy to help reluctant readers in the PP cohort in KS3 primarily to become more enthusiastic about reading, and thus impact on improved comprehension skills.	Regular data checkpoints on usage, as well as the development of a reading club for targeted learners.	Mentor, Librarian	Annually
3) Improve behaviour of PP cohort	<b>Activ8 Motiv8 (Outdoor adventure learning): EEF +3 months : £650</b>	This teambuilding opportunity in particular for Year 9 and 10 learners entitled to PP will ensure a more positive approach to behaviour for learning.	Selection of learners and pre-visit course with learners will ensure impact of day is most effective.	Lead Mentor	After each course.
1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures. 3) Improve behaviour of PP cohort 5) Ensure PP cohort destinations meet learners' needs and aspirations.	<b>Alternative Provision (behaviour interventions) : EEF +4 month: £5,000</b>	Learners entitled to PP must be given every opportunity to achieve and barriers to learning must be overcome. This may involve the use of alternative provision for targeted learners where necessary, but focus will always be on attainment and progress of those targeted learners through use of alternative provision. The school works hard to be creative to ensure every learner achieves and that needs are most appropriately met.	Every learner's needs are met through a variety of alternative provision paths. These will be reviewed on a one-to-one basis	Assistant Headteacher responsible for Pupil Premium, Deputy Headteacher responsible for Wellbeing	One-to-one basis at the end of each term, and through use of relevant live data.
<b>Total budgeted cost</b>					£31,550
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen 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?</b>

<p>1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures.</p> <p>2) Ensure attendance of PP learners equals or exceeds non-PP learners.</p> <p>3) Improve behaviour of PP cohort</p> <p>4) Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before school and after school clubs, and Homework Club during the day.</p> <p>5) Ensure PP cohort destinations meet learners' needs and aspirations. Support parental involvement in child's education.</p>	<p><b>Pupil Premium Coordinator:</b> <b>EEF N/A :</b> <b>£17,000</b></p>	<p>The Pupil Premium Co-ordinator oversees and leads the school's approach to planning and adapting support of all PP learners.</p> <p>It is imperative that there is a key individual who not only has overall responsibility for the PP provision within school, but who leads and pushes the agenda to the forefront of all in the school.</p> <p>Also, there is capacity within this funding for an external Pupil Premium review that can ascertain whether the school's plans are ensuring best practice to support learners entitled to Pupil Premium.</p>	<p>Appraisal of member of staff, as well as regular meetings with the Headteacher and the Academy committee representative responsible for Pupil Premium about developments.</p> <p>Also, termly reports to the Academy committee.</p> <p>With regards to external review, positive relationship between reviewer and key members of staff to ensure productive, constructive completion of review and action plan that follows.</p>	<p>Headteacher , Assistant Headteacher responsible for Pupil Premium</p>	<p>Regular meetings, appraisal.</p>
<p>6) Support parental involvement in child's education.</p>	<p><b>Family Support Worker : EEF</b> <b>+3 months (Parental Involvement):</b> <b>£5,000</b></p>	<p>Using some funding to employ the services of a family support worker from Fr. Hudson's society ensures that target learners and their families feel supported in many ways that without which would have a detrimental impact on the learner's progress and attainment. It also ensures that parents feel supported in ensuring they understand how best to work with their children in supporting their education.</p>	<p>Weekly meeting between FSW and Safeguarding coordinator. Termly reports for Academy committee representatives.</p>	<p>Safeguarding coordinator, Assistant Headteacher responsible for Pupil Premium</p>	<p>Annually</p>
<p>6) Support parental involvement in child's education.</p>	<p><b>Parental Initiatives: Text messaging : EEF</b> <b>Absentee reduction of 1 half day, +1 month on attainment:</b> <b>£5,400</b></p>	<p>To support parents financially to enhance learning opportunities for children, and to support parents in understanding barriers to their child's learning and wellbeing. This will involve support for communication costs with parents. Following a study by EEF which said that effective text messaging with parents can raise attainment, the school is developing its approach in this manner. It will also include costs incurred through assemblies and parents evenings for refreshments, costs for trips associated with Flexible Learning Days, costs for things such as locker agreements. It will also offer the opportunity for parental understanding of wellbeing issues such as e-safety through funding Chelsea's Choice, a drama production on e-safety and CSE issues.</p>	<p>The key issue around this is engagement of parents to ensure a more productive relationship between home and school</p>	<p>Assistant Headteacher responsible for Pupil Premium</p>	<p>Annually</p>

1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures. 2) Ensure attendance of PP learners equals or exceeds non-PP learners. 3) Improve behaviour of PP cohort	<b>RAPS (Rewards Initiative) EEF N/A: £10,590</b>	Through building up a culture of praise throughout the school, the learners entitled to PP who build up aspirational thinking towards education will more motivated to work towards their target grades. Also, through reward, attendance and behaviour for learning data will be positively impacted upon.  This will also fund the Be Your Best award, where PP learners are rewarded through whole school awards.	A weekly check on statistics surrounding usage, as well as comparative data on impact.  Be Your Best award winners	Assistant Headteacher responsible for Pupil Premium	Termly
1) To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures. 5) Ensure PP cohort destinations meet learners' needs and aspirations.	<b>Young Enterprise (Social &amp; Emotional Learning): EEF +4 months: £1,000</b>	The impact of such extended learning opportunities will ensure that learners entitled to PP are given an insight into life beyond our school, but more importantly, through building up social and emotional resilience, can support them in their progress and attainment towards the end of KS4.	Opportunities will be identified and explored through the Assistant Headteacher responsible for IAG.	Assistant Headteacher responsible IAG	At the end of the Enterprise cycle
<b>Total budgeted cost</b>					£38,990
<b>TOTAL</b>					<b>178,145</b>

## 6. Review of expenditure

Previous Academic Year	2015/16
------------------------	---------

### 1 .To raise attainment of all learners entitled to PP, including LAC, at Key Stages 3 and 4, to be in line with or to exceed whole cohort figures:

This has been the main focus of the school's endeavours for the provision of learners entitled to Pupil Premium. A number of strategies have been put in place for this aim to be achieved.

One such strategy is that whole school staff inset has taken place to revisit the Sutton Trust EEF Toolkit for planning the provision of evidence-based interventions. The outcome of this has been greater use of different teaching strategies in supporting learners entitled to learner premium with the toolkit in mind. Another outcome of this has been that in planning departmental interventions and initiatives with regards to Pupil Premium, departments have used the toolkit to justify decisions. Another impact of this inset has been a greater understanding of the challenges facing learners entitled to Pupil Premium. Another strategy to raise attainment was through IT initiatives and developments. The Pupil Premium Mentoring team completed a review of most effective learning styles of the learners entitled to Pupil Premium. Through this, it was identified that the service offered through [www.gcsepod.com](http://www.gcsepod.com) would engage and support learners entitled to Pupil Premium in their home and school revision. This subscription has therefore continued. Effectiveness of this service can be seen through the fact that Year 11 learners entitled to Pupil Premium who regularly accessed GCSEPod (on average once a week) achieved 83% 5 A\*-C including English and Maths, as opposed to 36% of Year 11 learners entitled to Pupil Premium who did not regularly access GCSEPod. 4,986 podcasts were accessed by Year 11 learners in the academic year, with 9,967 podcasts accessed in total by learners in the academic year.

The school also uses an e-reader platform, RM Books, with Key Stage 3 learners which will this year be used by Year 7 to 9. This can be accessed both in school and at home. This has had a massively positive impact on some reluctant readers who are entitled to Pupil Premium. This was introduced in English lessons, and the learner feedback has been positive. Boys entitled to Pupil Premium, in particular, seem to enjoy using this facility. In addition to this, the school welcomed an author who writes Doctor Who books, Daniel Blythe, to deliver literacy and creative writing sessions to learners entitled to PP. The learner feedback was enormously positive, and impact on learners' attitudes to literacy and reading was immediate, with  $\frac{3}{4}$  of the learners involved accessing RM Books over the summer holidays.

In departments, as part of an overall strategy to engage learners entitled to Pupil Premium in the specific subject, some IT purchases have been made e.g. MyMaths is used by the Maths Department. This has had very positive impact in Maths with regards to completion of homework as evidenced in homework grades. Another strategy to enhance the achievement of this aim has been through providing alternative provision for learners entitled to Pupil Premium who for some reason are unable to attend our school. This ensures that such barriers to learning are overcome in an alternative learning environment. This has been successful this year with 1 out of 2 learners entitled to PP gaining 5 A\*-C. The Mentoring team has undergone vast developments in terms of strategies and focuses. The outcome of this has been that learners entitled to Pupil Premium are more engaged in their academic development and their next step to achieving. The data shows improving results for the cohort of Year 11 learners entitled to Pupil Premium in relation to their counterparts. The aim set for this academic year was that the gap of 5 A\*-C including English and Maths is cut in half, with the aim of the gap being no more than 10%. This has been achieved, which is very pleasing. More importantly, the aim is that the residual is a lot closer to a positive residual and that the 5 A\*-C including English and Maths is above 50% for the Pupil Premium cohort has been achieved, and this is extremely pleasing.

## **2. Ensure attendance of PP list equals or exceeds school figure:**

The PPMT has been reviewing and acting upon attendance concerns on a weekly basis. This involves working with the school's appointed Education Consultant. When a learner entitled to Pupil Premium is absent, the Education Consultant will contact these as a priority. The PPMT has also engaged directly with home, which has helped to clear absences. This will continue into the new academic year. In Year 8, 9 and 11, the attendance gap has improved for the PP cohort compared to previous years, while the Year 10, the gap has remained the same.

## **3. Improve behaviour of PP cohort:**

Strategies employed by the PPMT has led to significant impact on improved behaviour of identified learners. This aim remains a priority for intervention in the upcoming academic year. There has been lots of work in this area. The development of the Re-integration process has supported the process of ensuring learners who use this facility are offered more thorough preparation for returning to normal lessons. Learning resources have also been used more consistently to ensure that barriers to learning while outside lessons are overcome during a learner's time in this room. Through analysis and reviews of GPP results, the PPMT have been able to establish clear targets related to behaviour for learners entitled to Pupil Premium. This is evidenced in improving effort levels of these targeted learners. Rewards have also been enhanced to reward such positive behaviour. The gap between non-PP exclusions and PP exclusions has decreased to 2.5%.

## **4. Provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before school and after school clubs, and Homework Club during the day:**

Lunch-time and after school homework clubs are well attended by Pupil Premium learners, with learners regularly attending. Sports clubs like tennis were well received by learners entitled to Pupil Premium, and has had a positive effect on engagement in PE lessons. There has been a significant response to provision before and after the school day begins. Attendance at the RE Easter revision morning was good among learners entitled to Pupil Premium. The IT developments that have taken place during this academic year have supported such provision and the outcome has been learners entitled to Pupil Premium having a sharper focus on their progress and achievement in school.

### 5. Ensure PP cohort destinations meet learners' needs and aspirations:

The school has engaged in outside speakers and initiatives to impress upon learners entitled to Pupil Premium the importance of education, of raising aspirations and achieving through their time spent in school, and beyond. On such occasions, parents of learners entitled to Pupil Premium were invited in, and through informal conversations with mentors on this morning, important communication lines were developed with these parents. At present, the percentage of Year 11 learners entitled to Pupil Premium that have progressed to education and training is unavailable. In Year 10, the PPMT and the Director of Learning for PE led the Sky Sports for Living initiative with Year 10 learners. This has been very effective, as seen in learner feedback, in engaging these learners with needs and aspirations on moving beyond secondary school. In Year 11, every learner entitled to Pupil Premium has a careers and further education interview and is offered impartial advice regarding their next step.

### 6. Support parental involvement in child's education:

Increased communications with parents regarding parents' evenings has led to significant improvement in parental attendance. Parents have been invited to special assemblies featuring guest speakers as well as being invited to e-safety drama productions. Levels of high satisfaction and warm appreciation of what we do have been expressed on each occasion. Every parent of a learner entitled to Pupil Premium was invited to at least one assembly, and someone from the family attended an assembly for over 80% of these learners. Funding has also been used to support parents in costs towards trips such as FLD trips. There has also been support for parents financially with regards to practical arrangements such as uniform and equipment. Parents and learners who have received such support have been appreciative and this has had a direct impact on accessing the different parts of the curriculum.

### Financial Breakdown for the Academic Year 2015/16

	Income (£)	Expenditure (£)
190 learners x £935 plus 2 x £300 plus 6 x £1900 carried forward	189,650.00	
Carried Forward	3,216.25	
Staffing		104,625.31
Bought in services		2305
External Consultancy		10600
Learning Resources		7499.03
ICT Developments		56565.61
Staff Training		2181.3
Flexible Learning Day		724.88
Administrative supplies		1960.14
Miscellaneous (Alternative Provision, events)		6404.98
TOTAL	192866.25	192866.25

### 7. Additional detail

Further details on the data from exam results will be published as and when received by the school.