**Pupil Premium, LAC & Service Children Provision – Disadvantaged Students**

**The Piggott School & The Pupil Premium**

The Piggott School’s values underpin the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress. These barriers are often complex so we provide bespoke practical, emotional, aspirational and academic support.

**Full details of the support that we offer can be seen in the 2018-19 Action and Impact Plan.**

**How are we measuring the impact of the pupil premium?**

The Impact of our interventions is measured across a range of criteria. Our benchmarks are Attendance, Inclusion, Destinations and Pupil Progress. We refer to the Education Endowment Fund

whilst planning interventions as well as using our own knowledge of each cohort. Our numbers of pupils in receipt of the Pupil Premium are relatively small, therefore each cohort needs a unique support package. Impacts and Interventions are assessed on a weekly basis at Intervention group, they are reviewed by the Senior Team and Governing Body.

**For detailed analysis of the Impact of last year’s Interventions please refer to the Action and Impact Plan Review 2017 - 2018**

 **Attendance**

A measure of a pupil’s engagement is attendance. Attendance at the Piggott School is significantly positive when compared to national trends. This is evident across all cohorts.

**Inclusion**

The Piggott School prides itself on its inclusive and caring pastoral system. We use a range of in house support as well as buying in counselling services, Behaviour management, Educational Phycologists, On track Programme. Our levels of exclusion both fixed term and permanent are significantly lower than national trends for all cohorts.

**Destinations**

All disadvantaged pupils in Key Stage Four receive Independent Advice and Guidance (IAG).

 In addition they are seen but the school’s in house careers service. Work related learning opportunities are available for those on vocational pathways in KS4 and work experience is available in KS5. Historical NEET data places the school above national averages in those sustaining education, employment or training destinations.

 All Year 11 pupils participate in careers activities days

For the more and most able the school we work with Wellington College on programmes such as the young engineers STEM days as well as the support offered for potential “Oxbridge” applicants and those wishing to apply for medicine

Destinations are tracked at Key Stage 4 & 5

**Pupil Progress**

**Progress 8 – 2016 +0.26 – disadvantaged pupils / 2017 + 0.20 disadvantaged pupils 2018 + 0.61**

Bespoke support is available for disadvantaged pupils of all abilities from the lower attaining to the more and most able. To this end we see progress as the key measure impact. In 2018 our year 11 gap data show how well our disadvantaged pupil’s progress was higher than then +0.11 of National non disadvantaged pupils.

 **Key Provisions for 2018 - 2019 Include**

**A Key priority for use remains the levels of attendance and persistent absentees in our disadvantaged cohort**

 **Addressing Basic Needs Removing Barriers to Attendance & Learning**

* + Tutor Mentoring scheme for all year groups
	+ 6th form Mentors to support with transition
	+ 6th form mentors be embedded in departments– run via the school’s Green Room
	+ Fortnightly in house attendance meetings – with support from Education Welfare when required
	+ The Green Room – to support with bespoke timetables for those unable to attend on a full timetable
	+ 121 Anxiety, counselling & emotional /behavioural support available as a priority
	+ Support available with transport – if required
	+ Alternative provision funded for those with dual registration
	+ Pastoral support plans for those with low attendance
	+ Help with uniform costs
	+ Breakfast scheme
	+ Free lockers ( & padlocks)
	+ Transport costs
	+ Equipment ( pens, calculators – always available in the Green Room )
	+ Incentives – Including financial support for Exchanges, Overseas trips and educational visits.

**Addressing Emotional Barriers to Learning – Provision Included**

* + Counselling - provided by ARC
	+ Anxiety and Wellbeing guidance
	+ Behaviour Support
	+ Mentoring – all Disadvantaged pupils have a mentor these can be 6th formers, LSA, or Teaching staff
	+ nurture tutor group – if required ( Green Room)

**Removing Barriers to Inclusion**

* Support with Enrichment activities – activities day trips etc.
* Support with trips & overseas visits including exchanges
* Provided Music Tuition as required including funding for instruments and music exams.
* BYOD – audit of need each September
* Run reward schemes – Prom Passport – linked to yearbooks and Prom tickets
* Funded Gym memberships

**Removing Academic Barriers we provided**

* High quality 1st teaching with a focus on quality targeted feedback
* KS3 Literacy support – Accelerated Reader, 6th form subject mentors & Reading Buddies
* One-to-one or small group English tuition
* One-to-one or small group Mathematics tuition
* Homework Club KS3 & KS4
* Green room - offering bespoke timetables and co-ordinating mentoring and support in Key Stage Four - All year 11 pupils will be offered support via this facility
* Revision support group
* Intervention subjects – Photography
* Intervention Parents Evenings
* Bespoke subject 121 including in Science and MFL
* After school support timetables for all year 11 pupils
* Revision packs
* Study Packs
* Numeracy support KS3 – from 6th form mentors
* English support programme
* Maths support Programme
* 6th form mentoring programme

**To remove barriers of Low Aspiration and to promote the aspirations of the More Able**

 IAG (a range of support with developing aspiration and planning careers)

* Wellington College More able programmes – including the Wheeler project and STEM/STEAM days/ Russel Group University days
* Signposting to STEM pathways
* Signposting to Ebacc options – Including Mandarin
* Funding provided for trips and exchanges including China / Spain / France and Germany
* Double Language option pathways
* Triple Science and Further Mathematics options
* Transition group – intensive guidance
* 121 careers support form “in house” specialist
* Bespoke visits to local colleges
* Careers days

**Key Aspects of our support**

* Trainee Heads Of Year ( ideally one per year group)
* Yearly surveys of disadvantaged pupils needs
* Department intervention and department representation at Intervention group
* Homework support in Key Stage 3
* Bespoke curriculums – GCSE Photography in KS4 – Language GCSe for EAL students to be funded
* Feedback – embedding the new PSHE/DIRT/FIT programme in years 7-10 aiming to build skills in metacognition and learning to learn skills.
* EAL support for all DP pupils - ( JC)
* **Which provisions are most effective?**
* High quality 1st teaching
* Bespoke plans with timely 121 or other intervention to support/remove barrier to progress
* English Support Plan
* Maths Support Plan
* Department Support plan
* Individual teacher Intervention
* 6th form mentors
* The Green Room as a hub for welling , progress and inclusion

On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the pupil premium most effectively. Provisions that have the greatest impact will be invested in more fully, while those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively.

**Funding Allocation for 2018/19:** £70, 000 secondary (anticipated spend £82, 018)

**(EEF = Education Endowment Fund )**

**The Green Room:**

This facility supports disadvantaged and vulnerable students, especially those in Key Stage Four (KS4), who are risk of underachievement, disengagement and non-completion of their GCSE courses. The Green Room is the central hub for the support of disadvantaged students. It enables students to have additional support (e.g. with coursework, preparation for assessments, Maths and English intervention) whilst also accessing some aspects of their GCSEs in class. Many of the students using this facility are on reduced timetables. The Green Room is staffed by a full time member of support staff who has significant experience of working with vulnerable and sometimes challenging students. Teaching staff from key subject areas or those with specific skills working with challenging students are timetabled for some lessons in the Room. The Green Room is open from 8am to 4.15pm (3.30pm on Fridays) including break times.

**Costs:** The Green Room is for all students at risk and not purely for disadvantaged students. That said, without a contribution from PP funding this facility would not be possible. PP funding therefore contributes £18,000 per annum to the overall cost of £34,000.

**Revision Support**

Every opportunity is found to support the disadvantaged pupils with revision this includes

Activities Days – Year 10 & Year 11 Super Skills Study Day and Exam Busters - costs covered

Revision Packs, Revision Cards & Guides are provided for pupil premium pupils in many subject areas.

E Learning – Apps such samlearning, mymaths etc. are used to support revision

Budget: £1000

**Learning Packs**

Many departments make learning packs available to boost engagement and inclusion.

e.g Year 10 English Pack

Budget: £2000

**Trainee Head of Year Posts (THOY)**

Five of our teaching staff have been appointed as Assistant Heads of Year( AHOY) – each having oversight of the disadvantaged pupils within their year group. This is an expansion of the Pupils Premium Champion role. THOY have responsibility for mentoring, tracking of the progress, attendance as well as the wellbeing and conduct of their cohorts. They conduct surveys to assess need and will liaise between school and home to ensure our pupils have the best support possible.

**Budget: 5 @** £1500 p.a= £7,500

**Mentoring (EEF - +1)**

Mentoring is co-ordinated by via The Green Room – all Disadvantaged Pupils are offered a wellbeing mentor / transition mentor and are seen according to need either on a weekly, fortnightly or 1/2 termly basis. We also use subject teachers and the THOY to mentor in tutor time for those with a higher level of need. Our mentoring team is to be expanded this year to work upon the positive impact of Maths and Science 6th form academic mentors – The Green room will co-ordinate all mentoring strands staff mentors,

 **Cost:** Our contribution to the disadvantaged pupil mentoring budget is £1,000 p.a.to include the cost of training the 6th formers/staff time in tutor time

**Reducing Class size s Curriculum Modelling (EEF Impact +4)**

Extra specialist staffing has been employed to reduce class sizes. This amounts to 90 periods a year. The contribution towards this provision is awaiting costing. Without PP funding this would not be possible so the PP budget usually funds 50%. Allocated funds are £12, 000 p.a

**Literacy**:

**Bespoke timetable & and Literacy Year 7 & 8**

As a result of information acquired at transition two classes of Y7 & Y8 students are not required to study two foreign languages, only one. These students receive intensive, small class literacy and numeracy support in their ‘2nd language’ class and also as a discrete English class. The small number of students involved requires these classes to be additional to our usual provision.

**Cost:** (3 hours) in both halves of Year 7 plus (4) hours in both halves of Year 8 = 38 hours of specialist teacher time per week = £14,000 p.a. As this provision also benefits non-PP students the PP budget contributes 50% = £7000 p.a.

**Reading Buddies (Peer mentoring EEF Impact +4)**

Year 7 pupils (including all disadvantaged pupils) are buddied with year 10 pupils in morning tutor sessions to support with reading. This is supported by the English Department LSA team. (Non Costed )

**Accelerated Reader**

The school uses the accelerated reader programme in year 7 & 8 to boost the reading skills and literacy levels of all disadvantaged pupils

Budget: a contribution of £1000 out of overall cost of £4000

**EAL Support –** priority support for all DP who have EAL. In house support to assess and plan provision for all who require support – we will set aside £500 to cover these cost as well as exam costs for any pupil taking GCSEs in a foreign language such as Dutch,/Italian.

**Careers**:

**In House Guidance**

To support students who may otherwise be NEET we have amended the role of one member of staff who has significant experience of working with vulnerable students as an LSA. Her role now is specifically to support the member of staff with responsibility for careers and she works with students, staff and external partners to offer support and guidance to disadvantaged students.

**Cost: £** 1, 000 p.a.

**Independent Advice and Guidance**

All disadvantaged pupils in year 11 are prioritised by the independent Careers advice that the school purchases. Support can include help with application forms and the organisation of visits to local colleges.

**Curriculum Intervention – Bespoke courses offered in KS4**

When required we will look for creative solutions for our disadvantaged pupils – following the success of last years intervention the Photography GCSE has been expanded into two option blocks in year11 and into one in year10. The photography course has been set up solely to cater to disadvantaged pupils and currently has 5 of the 11 cohort .

Cost : £2,000

GCSE photography – staffing – 10 hours a fortnight £10,000

Ongoing course costs – estimated £350

**Personalised Tuition – 121 ( EEF Impact+5 )**

Where required our disadvantaged students receive individual/ small group specialised tuition. This is offered in a number of subject areas as required - Following positive impact from the PEP process we will look to use Tutor Doctor to support the most needy cases. .

**Budget:** Our personalised tuition budget for disadvantaged students is £500 p.a.

**Basic Needs (EEF Impact 0)**

In recognition of increasing hardship we will increase this allocation to ensure that disadvantaged students have access to uniform, equipment, learning apps, transport costs & revision resources to encourage inclusion and remove barriers to learning and inclusion

**Budget: £** 3500p.a.

**Enrichment: (EEF - Arts+2, Outdoor Adventure +3 Sports +2)**

Our PP provision covers the costs of some school trips, music tuition, enrichment activities and visits to broaden the life experiences of disadvantaged students.

 **Budget:** £14000 p.a.

**Year 11 Reward Scheme - Prom Passports**

**Prom passport system /gym memberships /yearbooks**

£500

**Counselling, Mental Health & Well Being (EEF +4)**

**ARC – Counselling Service**

We continue to buy in counselling provision to specifically help disadvantaged students with mental health and wellbeing. When required DP pupil shave priority sessions,

**Budget:** £1000 p.a.

**Anxiety & Well Being – In house support (M Moody) ( EEF+4)**

We have increased our counselling provision and external support budget to specifically help disadvantaged students with mental health/anxiety. When required DP pupils have priority sessions.

**Budget:** £1000 p.a.

**Behaviour Support (EEF + 4)**

Our behaviour support package includes the usual in house pastoral support via the Heads of Year and the Pastoral Support Plans that we run. The school also works with other Wokingham schools on inclusion programmes, including the fixed term transfer programme and the FAPP meetings facilitating managed moves to enable inclusion of the most vulnerable in mainstream education.

**121 Behaviour Support**

When required PP pupils can access priority sessions from our behaviour support specialist for 121 guidance and support with their behaviour

Budget: £1000 p.a

**Learning Support Assistants (English and Maths)**

LSA provision is embedded in English and mathematics to further assist disadvantaged students either in the classroom /small group situations

**Cost:** £5000 English / Maths £5000

**Homework Support: (EEF +5)**

The library is available to offer guidance with homework each night – however we are encouraging departments to run their own support sessions as well as to set attainable homework tasks that can be accessed by all.

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**Feedback (EEF +8 )**

High quality feedback is a key tool in “closing the gap” Whilst most of this is a non- costed provision it remains a whole school priority. It remains an item on in house INSET,

Non Costed

**Learning to Learn (EEF -+8)**

Skills in metacognition are being embedded through staff training

PSHE curriculum has built in time to build DIRT /FIT skill as well as build self-learning/metacognition skills

Zero Cost

**Tracking Progress**

All DP pupil’s progress is tracked with from KS4-5. Using 4 Matrix. Our Data Manager provides tracking data in KS3. In English and Maths we use FFT Proof of Progress Tests to track progress from the end of KS2 scaled scores to end of KS3 (year 8). DP pupils are tracked as a separate cohort with FFT POP providing independent tracking data.

**Non Costed**

**Exam Remark Scheme**

All DP pupil marks to be reviewed – prior consent sought and remarks obtained when close to key grades /boundaries – most notably in core subjects.

**Breakfast Scheme**

All DP pupils surveyed to identify need and if required breakfast scheme offered

£2,500

**Bring Your Own Devise/E learning (EEF +4)**

All DP pupils surveyed to identify need and if required tablets purchased.

Loan Laptops to be available to those with exam concessions?

£2,500

**121 to support vulnerable pupils educated elsewhere – £10,000**

**Non-Costed provisions:**

* Staff to record each classroom level intervention on sims
* Targeted DP discussions at every parents’ evening
* Intervention evenings – 2 held in year 11 – all pp pupils are included ( EEF +3)
* Increased data manager focus/ time on DP students – 3 weekly tracking for year 7/8 DP pupils
* Staff training in raising attainment and achievement strategies.
* Regular briefings on DP
* Continued SLT focus on raising the achievement of DP students. ( DP are an aspect of all work scrutiny )
* DP pupils a standing item on department agenda
* DIRT & FIT
* Feedback
* Data tracking – 4 matrix is used to track gap data allowing for greater accountability and more precise intervention.
* Surveys of all DP pupils
* DP targets set and reviewed as a part of Performance Management
* Weekly intervention group meetings with key members of staff
* Senior Teacher – KTN – has clear responsibility for the DP cohort
* Transition support KS2=3
* Weekly intervention group meetings lead by SLT involving AHOY/HOKS/Dept DP reps as required
* Dept DP reps
* 6th form mentoring scheme

**Pupil Premium at The Piggott School – Review of Action Plan 2017/18**

**Budget £** £ 70, 000 Secondary

 **Planned Expenditure**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention** | **Details** | **Cost** | **Target group** | **Success Criteria /Impact**  | **Priorities/Key Actions 2016 - 2017**  | **Evidence**  | **Next steps**  |
| The Green RoomGreen room /DP LSA support  | In school facility for vulnerable students.LSA’s to work in either the green room or embedded in key lesson | £18,000 from DP funding {£34,000 cost overall}LSA costs per hour LSA currently has 17 hours per fortnight  | KS4 | Positive P8 Score Attendance DP vs Non DP % ( Nat) Positive P8 Score DP cohort Progress data No Permanent Exclusion ( DP cohort) Post 16 numbers in 6th form Post 16 destinationsBetter intervention and liaison GR /Depts  | * All Year 11 mentored and supported
* To ensure all year 10 pupils have support via the Green Room from September 2017
* Bespoke timetables tracked & coordinated
* Co-ordination of 1:1 support for English and Maths
* Intervention tutor group for revision period
* Mentoring from GR
* Co-ordination of DP support during revision period
* Equipment bank –
* To run the DP provision map
* engagement and making pupils “learn ready”
* Learn Ready – Counselling
* Investigate Green Room LSA – One LSA has allocation for Maths Intervention in GR
* LSA is embedded in Green Room to offer support with mathematics
 | P8  |  |
| Revision Support | To support pupils metacognition & ability to learn /revise. | £1,000 | KS4 | Positive P8 scorePositive A8 score %4+ GCSE E & M%5+ GCSE E & M% 7 + GCSE E &M No Neets - post 16 Build robustness Post 16 University placements for MA DP | Activities Days – e.g Exam Busters funded for disadvantaged cohort Revision packs - HODsPixl Therapy – HODs PPEs ( Pixl) Pixl High 5 courses English/Maths for 4/5 borderlines – E learning support – HODs Supervised Revision - GR Support with revision timetables – GRIntervention Evenings – All DP students – HOKS4Afterschool DP department Intervention monitored via prom passport - NW Exam booster sessions = Dept Reps /HODsWalking Talking Mock/Mark programme HOKS4 |  |  |
| Trainee Heads of Year | 5 THOY to assist with the DPs in each cohort. | £75005 @£1,500 | KS3/4 | Survey Data to assess needMentoring allocation Attendance data Inclusion data Progress data Parental attendance at parents evenings to match non DP  | Duties include Surveys one in Sept one at the end of the year 3 weekly tracking of progress & attendance ( KS3) Behaviour tracking Mentoring Case studies on all pupils managed tracking provision Tracking of inclusion /enrichment /trips- remove barriers to learning Support with basic needs Attendance at parents evenings |  |  |
| Curricular expansion – Extra English and maths teaching groups | Review the setting and curriculum for all year groups. | To be costed  | KS34 | Curriculum models maximise student achievement. | Enable 121 in Dept or Groom Small group work English and Maths Data indicates high impact attainment and progress sig + comp national data.GR to help co-ordinate support  |  |  |
| Out of hours 1-2-1 or 1-2-small tuition in Maths | DP receive personalised tuition in maths GCSE | £500 | KS4/KS3  | * %4+ 5+7+ FFT 20th % target met
* % retained for post 16 mathematics to reflect non DP cohort
 | LSA 121 Green room 121 RGTutor Time Maths support Teacher lead 121/small group Additional use of Schools Direct and PGCE students Maths to use additional staffing ( curricular expansion) to free up key individuals to provide 121 targeted intervention |  |  |
| Out of hours 1-2-1 or 1-2-small tuition in English | DP receive personalised tuition in English language GCSE | £500 | KS4/KS3 | Students make 3 levels of progress/ achieve their attainment 8 grade. | Intervention organised & lead by English 121 from English LSA team 121 in Green room from overstaffing of English English Dept to use additional staffing ( curricular expansion) to free up key individuals to provide 121 targeted interventionAdditional use of School Direct & PGCE students |  |  |
| Year 12 Learning mentors  | DP receive in class support from 6th Form Mentors   | Non Costed  | KS34 | Students achieve their target grades/ levels each year.Year 12 to support pupils Learn Ready skills and build robustness and engagement  | Department HODs and DP Department reps to identify year 12 pupils that can support key DP in lessonsNo more than one session per fortnight for each year 12.  |   |  |
| Mentoring Teacher /LSA and Year 13 Peer mentoring  | All DPs have access to a learning mentor Non - contact time for Staff Member 1 period a fortnightStaff Mentors KS3/4 LF/NC/LK/SSc/NP  | ARC training DayTeaching mentors 1 hour per fortnight£1000 towards overall costs  | All KS | Transition report data positive Year 7 Inclusion data Attendance Data Improved Meta Cognition – learn to learn skills  | Train and support the year 13 mentor team – currently around 20 trained mentors Organise training on INSET day for year 13 AHOY to allocate mentors and liaise with CT in year 7/8  6th Form /Teacher or LSA allocated Intervention group to review mentoring to look at scaffolding successful meetings. Plan and structure 6th form topics/questions to support mentoring AHOY to RAG all DP pupils according to need to prioritise support A week each ½ term too be set aside to write up mentoring notes on Sims case /studies  |  |  |
| Basic Needs:Equipment and Resources | DP are provided with essential equipment, resources and materials  | £2500 | KS34 | Pupils can access all areas of the curriculumBarriers to learning removedRobustness and Resilience Attendance and Inclusion Equip marks  | Barriers to learning removed Assessment is that the processes involved in basic need support was unclear. Tracking of spending needs to be firmed up  |  |  |
| Year 11 Reward Scheme  | All year 11 pupils attendance in after school support to be tracked using Prom Passport - rewards for attendance could include/engagement include = Prom Ticket /yearbooks/Leavers Hoodies/Gym Membership  | £500 | KS4 | Incentivise learning & engagement Attainment and progress data Resilience in year 11 P8 /A8  | THOY to allocate prom passports plan daily interventions for all year 11 Attendance tracked using Prom Passport Parents given written details on intervention plans AHOY  |  |  |
| Learning Packs  | Many Departments create learning packs of resources for DP pupils  | £2000 | All  | P8/A8 Incentivise learning Remove barriers  |  |  |  |
| Curriculum EnrichmentEnrichment ( general)  Activities & Trips | DP can apply for funding/support for enrichment activities, music tuition and school trips. | £12000 | KS34 | Increased engagement & achievement.% attendance on trips and activities to be tracked All KS3 DP to attend trip/visitAll KS3 DP to try a club/enrichment activity KS4 all students to have appropriate curriculum support /enrichment Remove aspirational barriers Neet 100% of PP pupils to participate  | * Funding/payment support provided forresidential trips and school trips ( FSM )
* Attendance on enrichment activities to be to be tracked by THOY
* Trip letters to contain DP/FSM statement
 |  |  |
| Music Lessons  | DP students to have access to Berkshire Maestro’s music lessons  | £2,500 |  | To remove barrier to inclusion To improve aspirations to support the more able To increase assess to Music GCSE and beyond  | * Music Department to identify and support DP students wishing to take music lessons
* This is not dependant on the taking the subject at GCSE it could be enrichment
* Pupils taking GCSE should have music lessons funded if required
 |  |  |
| Ingredients for Catering  | Ingredients ordered for DP pupils via weekly ASDA order  | £300 |  | To remove barrier to inclusion  | * Food technician to liaise with Teaching staff and students to purchase ingredients as required
 |  |  |
| Careers Advice IAAG - ADVIZA & In House Support  | Extra time for PP students with the careers advisor | £1000 | KS4/KS5 | No NEETs at post 16 Post 18 - University placements/Apprentiships /work placements organised for all past DP  | * To offer support in attendance at careers fairs
* All DP seen more than once
* Support as required with college visits /University visits
* All post 16 seen by In house team& given support plans
* All attend in school careers ACT day
* Destinations tracked in KS4/KS5
* All Receive IAG
* Support via bursary with University Open Days
 |  |  |
| Literacy Accelerated Reader SchemeReading Buddies English LSA Mentors Maths LSA Mentors  | To close gaps in KS3 Literacy Intervention in year 7 All students in Years 7 & 8 and the low attainers in Year 9 have access to accelerated reader. PP funding covers part of this cost.Year 7 intervention supported by English LSA team Year 10 work on a weekly basis with key year 7 students to listen to them read 3 LSA’s to support in Tutor time and lessons to be embedded in the English Department 3 LSA’s to support in tutor time and in lessons with 121 booster sessions  | £7,000 towards cost of £14,000£1000 out of total spend £4000LSA time £5000 p.a contribution£5,000p.a contribution   | KS3KS3 & KS4  | Pupils access the curriculum Reading ages rise Removes barrier to learning across the curriculum Increase in reading ages.Increase in reading for pleasure.Transition and Resilience for year 7 & Year 10 DP pupils who support if appropriate To support with 121, literacy, Reading Buddies etc. To co – ordinate maths 6th form menotrs and to work 121 with students  | * Pupils with low scaled scores/reading ages to have literacy support in intervention timetable created by limiting language options to 1 and releasing timetable time for literacy lessons

JB to organise train and support year 10/year 7 & Lsa teamTo offer before school support with Reading Buddies/ AR |  |  |
| Counselling & Mental Health serviceARC In House Support 121 wellbeing and Anxiety  | Extended counselling provision for PP studentsTo build resilience in DP and try to make them “ready to Learn | £1000£1000 – towards costs  | KS345KS345 | Priority service Better mental health for all DPsAttendance data PA Data Robustness at key times Neet Data Post 16 Destinations  | ARC services purchased In House provision is ongoingSLT lead To track DP access and attendance at this support  |  |  |
| Behaviour management 121 – Offered by External Support Reading FC engagement programme  | Extended support for DPs with complex needs To build resilience in DP and try to make them “ready to Learn”3 week engagement programme offered by Reading FC  | £1000 contribution £750 Per pupil per course  | KS34 | Priority Service Better mental health for all DPZero Perm Exclusion DP Zero Fixed term Exclusion DP Aim to resilience required to learnGR to track W/unit data Behaviour marks tracked by THOY | KTN to track DP access and attendance  |  |  |
| Parental engagement programme | Co-ordinated parental engagement programme led by the THOY  | Non Costed  | KS34 | Parents aware of support strategies for students. | Additional parents evenings in place in Key stage 4 All parents contacted with welcome letter by THOY All parents contacted at each parents evening Reading Club planned in English  |  |  |
| Feedback loops & Learning to learn ( Metacognition and self-regulation ) PSHE  | Whole staff focus on feedback loops integrating this into our everyday practicePupils are equipped with learning to learn and self-review skills  | Non costed  | KS345 | Developing staff professional skills.Pupils are equipped with learning to learn and self-review skills | T&L group clear emphasis on good quality feedback to studentsDIRT and FIT training for all staff at INSET T&L briefings DIRT & FIT time embedded into curriculum in new PSHE curriculum Self = review and mentoring built into PSHE programme  |  |  |
| Homework monitoring | Whole staff focus on homework setting, completion, marking, feedback. |  | KS345 | Appropriate, challenging homework is integral to every day at TPS.Homework scrutinies show consistent practice. | Depts to set accessible homework tasks  |  |   |
| Homework Club | Students have a facility to undertake homework at school | 5 hours per week = £3500pa | KS34 | Reduction in homework defaults leading to greater engagement and increases in results. | Homework support run by Green room to KS4KS3 - library support Homework set should be inclusive &department clubs/support to be availableIs LSA support available for KS3?SLT lead to investigate options  |  |  |
| Bespoke Curriculum Interventions 121 subject support | Photography GCSE offered to ½ of DP Year 11 cohort to boost Progress and Engagement in a very small class size | Teaching time 5 hours a fortnight + set up cost of course £2000+£10,000( 10 hours per fortnight)  | KS4 | Positive P8 scores in subjects offered Bucket 3 scores improved Improved points scores and post 16 options Retention to 6th form – 75% of the previous cohort tretained and participating in A Level Photography  | Pupils gain higher grade in new option than indicated by predations from final year 10 reports /year 10 PPE data -  fresh start for some disaffected by less successful option choices Review P8 Scores of year 11 Identify pupils in need of points boost Plan and Deliver ECDL to key PupilPlan and deliver Photography GCSE  |  |  |
| Exam Remark scheme  | Borderline grades to be remarked for DP pupils  | As required  | KS4/5 | Level the playing field for DP pupils  | Letter to go to all DP pupils to gain consent in advance for resits However impact will need to be monitored regarding new rules on remarks  |  |  |
| Breakfast Scheme | PP students have daily allowance in canteen  | £3000 | KS34 | Increase in attendance and engagement with learning.Improved punctuality = pupils ready to learn  | This is a growing area of demand – to be revived following survey results – pupils more happy to engage with support  |  |  |
| Tracking Progress | 4 Matrix is used to track in year data from year 7-13 New KS3 assessment to be embedded and developed to allow for easier tracing of progress In addition To track Progress in Year 7 ( GL assessment PT maths and English Tests . ALPS Connect to be considered post 16  | £500 contribution  | KS4./5KS3 | Increase staff awareness of gap data at a classroom levelIncrease accountabilityNew assessment shared with staff and KS£ assessment girds amended to ensure progression and clarity of marking To track progress gap data from Year 7   | Staff INSETs THOY to use data to help with early interventions  |  |  |
| BYOD /Digital access | To continue to offer device to KS4 Students To purchase suitable e learning packages To equip the Green room departments with spare , loan laptops  | £2000Allocated Issued according to need & According to student demand To be reviewed following survey of need in October review  |  | To remove barriers of learning to enable pupils to access e learning activities in lessons To support those with laptop concessions’  |  |  |  |
| EAL 121 | We have 7 EAL DP All have been assessed and 121 offered in required 121 work with EAL specialist | Non costed  | KS3/KS4 & KS5 | To remove language barriers To ensure that progress is made at all levels to reflect ability P8 & A8 scores | 121 sessions as required Funding of exams and invigilators as required  |  |  |
| Alternative Provision  | Tuition costs for vulnerable students educated elsewhere | £15, 000 | KS4 & KS3  | To support costs for students educated at The Foundry, Berkshire adolescent unit etc.  | To support those DP students who are unable to access mainstream education or need additional alternative provision  |  |  |
| New for 2018 /19  |  |  |  |  |  |  |  |
| Mentoring  | To enhance the mentoring programme to include transition, academic and wellbeing | Already costed  |  | To run the mentoring from The green Room  | * To co –ordinate the mentoring provision
* To ensure all are trained , safeguarding delivered
* To run different pathways of mentoring
 |  |  |
| *More Able Support*  |  | *Costs embedded in Action Plan*  | *KS3/4/5* | *Wellington College courses for the more able* *University Open day visits* *&+ intervention and Walking talking mocks* *More able Intervention Evening* *Careers Support*  | * Courses and students matched
* Transport funded as required
 |  |  |
| *English Progress Plan*  |  |  | *KS3/4* |  |  |  |  |
| *Maths Progress Plan*  |  |  | *KS3/4* |  |  |  |  |
|  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | PP | FSM | LAC | EAL  | SEN | L | M | U | Mean SAS | Non Mean SAS | APS/SS | non APS/SS |
| Year 7  | 12 | 4 | 0 | 0 | 2 | 0 | 9 | 3 |  |  | 105.7 |  |
| Year 8 | 9 | 5 | 0 | 1 | 3 | 1 | 5 | 3 |  105.7 |   | 103 | 107 |
| Year 9 | 16 | 12 | 0 | 1 | 7 | 3 | 12 | 1 | 100 ( ex 2)  | 107 | 94.2 | 101 |
| Year 10  | 25 | 12 | 0 | 1 | 6 | 3 | 11 | 11 | 100 | 107 | 27.89 | 29.9 |
| Year 11 | 13 | 5 | 0 | 1 | 7 | 1 | 9 | 3 | 99 ( ex 2)  | 105 | 28.1 | 28.9 |
| Year 12 | 9 |  |  |  | 2 | 1 | 3 | 5 |  |  |  |  |
| Year 13  |  |  | 1 |  |  |  | 4 |  |  |  |  |  |

Sept 2018

**Target Data**

FFT Target Data is used to support our robust tracking of progress – FFT data excludes ELAC and LAC pupils

