



Pupil premium strategy statement: secondary schools

1. Summary information					
School	Stewards Academy				
Academic Year	2018 / 19	Total PP budget	£302,472.50	Date of most recent PP Review	22/06/18
Total number of pupils	1084	Number of pupils eligible for PP	347	Date for next internal review of this strategy	Summer 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (2017/18)	-0.45	0
Attainment 8 score average (2017/18)	34.35	46.47

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The quality of teaching and learning, whilst consistently good, will continue to be a focus of improvement.
B.	In-house data shows a consistent gap in progress and attainment between High Attaining pupils and SEND eligible for PP and national figures for all pupils.
C.	Attainment of pupils entering Year 7 is lower for pupils eligible for PP than for other pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupils eligible for PP sometimes do not have a hunger for learning, lack resilience and do not capitalise on all opportunities.

Outcomes																										
	Desired outcomes and how they will be measured	Success criteria																								
A.	<p>Teaching First</p> <ul style="list-style-type: none"> All teaching in the academy meets the standards set out in the Stewards Lesson. <p>All teachers improve their practice by the end of the academic year.</p>	<p>The principles of the Stewards Lesson are used across the school daily <i>The Stewards Lesson defines the vision for outstanding teaching and learning:</i></p> <ul style="list-style-type: none"> Pedagogy: The Success Circle (TSC) - defines the model of high expectations and engagement of every child Principles - sets out the teaching and learning vision under three headings: Expectation, Precision, Innovation and Creativity <table border="1"> <thead> <tr> <th colspan="3">Teaching and Learning Principles (EPIC)</th> </tr> <tr> <th>Expectations</th> <th>Precision</th> <th>Innovation and Creativity</th> </tr> </thead> <tbody> <tr> <td>1. Teachers have high expectations</td> <td>7. Teachers regularly use success criteria and exemplar materials</td> <td>13. Use questioning and talk to develop thinking (oracy/ standard English/ subject specific vocabulary)</td> </tr> <tr> <td>2. Learning is designed with a purpose</td> <td>8. Assessment is accurate and informs subsequent planning</td> <td>14. Engaging resources are carefully selected to enhance learning</td> </tr> <tr> <td>3. Individual needs are catered for</td> <td>9. Teachers identify and support any pupil who is not making expected progress</td> <td>15. A climate of risk taking and learning from mistakes is cultivated to inspire a passion for knowledge and deep learning for its own sake. (Misconceptions are anticipated and corrected)</td> </tr> <tr> <td>4. High standards of literacy and numeracy are promoted</td> <td>10. Pupils act on all forms of verbal and written feedback</td> <td></td> </tr> <tr> <td>5. Pupils build a body of secure subject knowledge</td> <td>11. Pupils understand their next steps</td> <td></td> </tr> <tr> <td>6. Regular spaced practice and review Retrieval practice is a common feature.</td> <td>12. Purposeful homework is used to consolidate, extend and prepare for future lessons</td> <td></td> </tr> </tbody> </table> <p>CPD portfolios and PD show that every teacher improves their teaching practice <i>Personalised CPD portfolio:</i></p> <ul style="list-style-type: none"> Record of CPD opportunities Show evidence in meeting in Jan...mini review of observations – inform staff To be used to inform PM reviews and monitor the impact of CPD <p><i>Developmental Classroom Visits (CVs) promote a culture of teacher driven self-improvement:</i></p> <ul style="list-style-type: none"> Autumn Term: Assess (What am I going to work on? Choose my most challenging class.) Summer Term: Review (How much progress have I made?) <p>Learning walks and work samples show CPD is having a positive impact on the quality of teaching and learning. <i>Revised CPD Programme - Smartmeet:</i></p> <ul style="list-style-type: none"> Drip-feeding and reinforcing the key priorities Teachmeet opportunities Refined CPD catalogue Smartmeet Headlines (SMH): (Classroom Ideas, CPD, T&L Resources and Research) Part 2 of CPD includes personal study <p><i>Teaching First Team:</i></p> <ul style="list-style-type: none"> An established team of lead teachers to provide mentoring and coaching Use of UPS teachers as 15-minute coaches Use of IRIS <p><i>Monitoring of Teaching and Learning:</i></p> <ul style="list-style-type: none"> Frequent focused Learning Walks used to inform a holistic judgement of teaching and learning across the school (staff informed on the morning of each Learning Walk) Summary feedback given through Smartmeet 	Teaching and Learning Principles (EPIC)			Expectations	Precision	Innovation and Creativity	1. Teachers have high expectations	7. Teachers regularly use success criteria and exemplar materials	13. Use questioning and talk to develop thinking (oracy/ standard English/ subject specific vocabulary)	2. Learning is designed with a purpose	8. Assessment is accurate and informs subsequent planning	14. Engaging resources are carefully selected to enhance learning	3. Individual needs are catered for	9. Teachers identify and support any pupil who is not making expected progress	15. A climate of risk taking and learning from mistakes is cultivated to inspire a passion for knowledge and deep learning for its own sake. (Misconceptions are anticipated and corrected)	4. High standards of literacy and numeracy are promoted	10. Pupils act on all forms of verbal and written feedback		5. Pupils build a body of secure subject knowledge	11. Pupils understand their next steps		6. Regular spaced practice and review Retrieval practice is a common feature.	12. Purposeful homework is used to consolidate, extend and prepare for future lessons	
Teaching and Learning Principles (EPIC)																										
Expectations	Precision	Innovation and Creativity																								
1. Teachers have high expectations	7. Teachers regularly use success criteria and exemplar materials	13. Use questioning and talk to develop thinking (oracy/ standard English/ subject specific vocabulary)																								
2. Learning is designed with a purpose	8. Assessment is accurate and informs subsequent planning	14. Engaging resources are carefully selected to enhance learning																								
3. Individual needs are catered for	9. Teachers identify and support any pupil who is not making expected progress	15. A climate of risk taking and learning from mistakes is cultivated to inspire a passion for knowledge and deep learning for its own sake. (Misconceptions are anticipated and corrected)																								
4. High standards of literacy and numeracy are promoted	10. Pupils act on all forms of verbal and written feedback																									
5. Pupils build a body of secure subject knowledge	11. Pupils understand their next steps																									
6. Regular spaced practice and review Retrieval practice is a common feature.	12. Purposeful homework is used to consolidate, extend and prepare for future lessons																									

		<ul style="list-style-type: none"> • Coverage across subjects, year group and teachers • Involvement of DLT, AHT, Middle Leaders and teaching staff • Calendared Learning Walks each with a pre-defined focus, including a follow up (flexibility built in) Calendared Book looks
B/C	<p>Every Child Making Progress:</p> <ul style="list-style-type: none"> • School targets for All Pupils, Pupil Premium, High Attainers and SEND Pupils are met. • In-house data shows that pupils are making progress in line with national. 	<p>Pupil outcomes and in-house data show interventions are having an impact resulting in the closing of identified gaps.</p> <p>Organisation:</p> <ul style="list-style-type: none"> • Achievement Board • Meetings with individual pupils • Raising achievement parents evening <p>Identification of priorities:</p> <ul style="list-style-type: none"> • Whole school priorities identified through data analysis and shared through Smartmeet • PP, HAPs and SEN pupils grouped by priority • SISRA used effectively with Leadership Team/Middle Leaders/Teachers • HELPS pupils identified and monitored as a key group • Strategic planning for data meetings <p>Dedicated Leadership Meeting: Raising Achievement</p> <ul style="list-style-type: none"> • Whole school overview • Key personnel invited to discuss identified priorities <p>Intervention Strategies:</p> <ul style="list-style-type: none"> • Catch-up programme focused on year 11 and targeted pupils based on SISRA data • Published calendar of coursework deadlines that have been pre-agreed across departments – to be issued via ClassCharts • RSL interventions/ meetings with pupils <p>PP focus:</p> <ul style="list-style-type: none"> • Continued focus monitored through frequent review of the PP Strategy statement • PM to include named focus PP pupils <p>High Attainers:</p> <ul style="list-style-type: none"> • Development of the Honours Programme • Whole school CPD focus • Grade 8/9 boundary leapers identified • PM to include named focus HAPs • Identification of the second layer and strategies put into place <p>Pupil Passports (one page profiles) are used to differentiate effectively for SEND pupil and this is evidenced by improved progress of SEND pupils</p> <p>SEN focus:</p> <ul style="list-style-type: none"> • Provision map at an individual pupil level – displayed through photos in SEN office • Development of the use of the Pupil Passport • PM to include named focus SEN pupils • Use of provision mapping software

D	<p>The Stewards Learner:</p> <ul style="list-style-type: none"> • Pupils have the skills and attributes to be highly successful learners. • All pupils, including PP and SEND have excellent attendance. 	<p>Academy targets for attainment, progress and attendance are achieved.</p> <p>Attendance:</p> <ul style="list-style-type: none"> • Focus on attendance of PP and SEND • Level 3 attendance strategy • SISRA provides more joined up thinking ATL/Attendance <p>Pupils attend school ready to learn (attitude, equipment, punctuality, uniform, homework).</p> <p>Establish the characteristics of the Stewards Learner:</p> <ul style="list-style-type: none"> • Morning Prep. sessions daily – Pupil expectations and standards. (Setting the tone for the day) • Assemblies that reinforce the 'Culture and Vision' of the academy • Levelled Pastoral Structure • Duty Rota – smooth running of the school day (lunch sittings) <p>60% of pupils can access their positive points each term</p> <p>The ratio of SEND and PP pupils accessing their positive points is proportionate.</p> <p>Pupils are responsible for their own behaviour:</p> <ul style="list-style-type: none"> • Pupils are awarded positive points for 5Rs and contribution to school life • Pupils are awarded negative points for failing to meet 'Pupil Expectations' • ClassCharts to be used to track the daily progress of every pupil. • Pupils who don't meet the school's expectations will be directed to Afternoon Prep at the end of each day, where restorative conversations will take place. • Conducting regular climate walks to drive 'Pupil Expectations' and 5Rs <p>Pupils (and parents) use ClassCharts to monitor their homework and points awarded.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Knowledge organisers used in all subjects at KS3 with extended project • Use of Independent Study Folder • ClassCharts used to improve the completion and quality of homework <p>Pupils are knowledgeable about the further education and career paths available and have high aspirations.</p> <p>Pupil Aspiration:</p> <ul style="list-style-type: none"> • Pupil roles and responsibilities within the academy • Enterprise Week (including careers advice/soft skills for all years) • Increase number career related assemblies, guest speakers in line with new guidelines. • Develop links with providers from further education • Use of careers data base to create focused opportunities. • Use of make Happen and NCOP funding to access enrichment and aspirational opportunities • Records of achievement
---	--	--

Planned expenditure - Academic year 2017/18

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?	Review
Reading skills and participation are improved in Years 7 and 8	The reading manager will manage reading data and use this to inform choices about book purchasing and enrichment activities to engage PP readers.	Reading has been identified as a weakness on entry and increased challenge with reformed GCSEs.	A weekly report will be monitored by KS3 Co-ordinator for English	SL for English	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.	Two specially trained HLTAs to deliver Phonics and reading interventions	Having participated in EEF research on teaching reading, we have adopted a range of strategies to address barriers to reading. This intervention was trialled last year and was successful.	PP Pupils elected for phonics intervention following two rigorous reading assessments: Renaissance STAR testing, and FS phonics screening. Regular training and shared planning, moderation and review will ensure high standards.	SL for English	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
Teachers of SEND are supported in delivering high quality support and challenge for SEND pupils	AHT responsible for Inclusion/ SEND/PP & SENDCo to lead on SEND strategies and data systems across school	School data has shown this should be an area of focus for us, particularly for PP pupils. Support from AHT will provide comprehensive training for teachers.	Monitoring of in-house data and fortnightly meetings with AHT and SENDCo	AHT responsible for Inclusion/ SEND/PP	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19

Newly qualified teachers deliver quality first teaching.	Support for new staff through lesson observations and feedback	Research (Sutton Trust) confirms QFT is most effective way for pupils to make progress. Comprehensive and bespoke NQT CPD is delivered on a weekly basis, including monitoring pupils and uses resources such as ClassCharts & SISRA to track and monitor PP pupils specifically.	CPD plan published before the new academic year. Weekly learning walks, half termly formal observations, half termly reports to SLT	Deputy Headteacher, CPD	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
Teachers of top sets are supported in delivering challenging lessons to High Attainers.	AHT for High Attainers to lead on HAPs strategies	School data has shown this should be an area of focus for us, particularly for PP pupils. Support from AHT will provide comprehensive training for teachers of top sets and also be crucial in establishing a support network.	Meeting/ training schedule confirmed by AHT and agenda set. Data will be closely monitored to ensure PP High Attainers are making at least expected progress and interventions quickly implemented as and when necessary. Honours Programme run by AHT will support progress of HAP's.	AHT High Attainers	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.	Additional support for low/middle attainers. 1:1 support in lessons & group intervention & less able PP students will be placed in classes with fewer pupils.	Data shows that this is where support is most needed.	Regular contact between parents/PSM/HOY and academic mentors.	SL for Maths	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
Total budgeted cost					£86,977	

i. Targeted support						
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?	Review
Pupils eligible for Pupil Premium are provided with the relevant support and guidance regarding CEIAG and are fully aware of the various opportunities available to them, including further education and work based learning.	Sum towards Information and Guidance / Careers.	Interviews with pupils have identified that many PP pupils need support with planning and preparing for the next step in their education.	<p>The SP, which is monitored on a termly basis sets out the following action points:</p> <ul style="list-style-type: none"> • Y11 PP pupils will receive careers advice in the Autumn Term and a review interview following the mock results. • PP pupils in year 11 are personally encouraged to attend the autumn Careers Fair and contact is made with parents. • Opportunities for high attaining PP pupils to a visit a university are made available. • Destinations for PP pupils are monitored to ensure they reflect high aspirations. 	AHT responsible for CEIAG	Three times in the year	Review 1: 21st – 25th Jan 19 Review 2: 18th – 22nd Jan 19 Review 3: 17th – 21st June19

Reading skills and comprehension are improved in Y7	Academic mentors to run guided reading sessions before morning lessons.	68% of year 7 pupils have a reading age below that of their chronological reading age based on STAR reading test analysis. Rational: Students with below average reading ages cannot access GCSE material	Monitored daily through an online register taken by academic mentors and overseen by the PSM for the Bridge. <ul style="list-style-type: none"> Pupil progress will be monitored through STAR reading tests. 	AHT for Inclusion/PP/SEND	Once every six weeks using STAR reading tests.	Review 1: 31st Dec 18 - 10th Jan 19 Review 2: 12th Feb 19 – 19th Feb 19 Review 3: 19th March – 26th March 19 Review 4: 7th May 19 – 14th May 19 Review 5: 18th June 19 – 25th June 19 Review 6: 16th July 19 – 23rd July 19
Pupil Premium pupils make progress at least in line with national standards.	Academic Mentors for PP pupils.	The role of the Academic Mentors has been noted for high impact on our PP review in 2016 and 2017.the Outcomes for 2017 saw progress for PP pupils in line with other pupils. As a result, we believe this strategy is effective.	The Academic Mentor team is overseen by PSM responsible for the Bridge. The AHT (Inclusion/SEND /PP) will meet fortnightly with the PSM and academic mentors to discuss the progress of pupils and the impact of interventions.	AHT for Inclusion/SEND/PP	Three times in the year	Review 1: 21st – 25th Jan 19 Review 2: 18th – 22nd March 19 Review 3: 17th – 21st June 19
KS4 PP pupils are exam ready	Clear support given to PP pupils in year 9, 10 & 11 to ensure they are supported both practically and emotionally to ensure they are exam ready.	Interviews with pupils and scrutiny of PP independent study folders have identified that many PP pupils need support with planning and mentally preparing for their GCSE examinations.	Academic mentors to review Year 11 PP students independent study folders once a week to and monitor level & quality of independent study and model good practice. Academic mentors to monitor level & quality of independent study and model good practice. The Bridge team to establish emotional resilience and counselling workshops	AHT responsible for Inclusion/SEND/PP	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19

<p>Individuals are supported practically, with provision such as uniform, catering ingredients and extra-curricular dance classes and as a consequence their progress has improved.</p>	<p>Individual pupil support (KS3 / KS4 / EAL)</p>	<p>Pupils who do not have the equipment needed for school cannot make good progress.</p> <p>Extra-curricular opportunities such as dance classes and not always possible for PP pupils due to financial constraints within the family. This puts the pupils at a disadvantage to their peers.</p>	<p>Funding is allocated where it directly links to academic study e.g. GCSE Dance, Catering. The impact of these interventions can then be measured by the progress these pupils make in the relevant subjects.</p>	<p>AHT responsible for Inclusion/ SEND/PP</p>	<p>Once a term</p>	<p>Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19</p>
<p>Pupils have opportunities to explore music as a way of dealing with a range of emotional issues.</p> <p>High attaining pupils eligible for Pupil Premium are given the opportunity to play a musical instrument.</p>	<p>Sum towards Music intervention / Music Tuition.</p>	<p>Research shows that playing a musical instrument has a positive impact on the academic success of young people. Projects such as 'The Harmony Project' are proven to have a marked impact on children from low income communities. An EEF research project states that 'Music shows promise across all age groups'.</p>	<p>The music lessons will be further supported by guided practice sessions to ensure that the pupils gain the most from this intervention.</p> <p>Pupil voice and data analysis will also be used to measure the impact of this intervention.</p>	<p>AHT responsible for Performing Arts</p>	<p>Twice a year</p>	<p>Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19</p>

Pupils who are struggling with the traditional curriculum are given opportunities for vocational learning	In house vocational Level 1 & 2 qualifications will be offered to selected pupils.	Stewards have provided a range of vocational courses for a number of years. The experience of pupils who have been offered these courses have become more engaged in their lessons in school and more able to cope with the demands of the curriculum.	AHT for data to research and select appropriate courses that will allow pupils to gain meaningful vocational skills and qualifications.	AHT Data	Twice a year	Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
Pupils who are struggling with the traditional curriculum are given opportunities for alternative courses	Alternative provision is provided by a local provider (Paringdon).	Stewards has used this facility for several years and the pupil that have been attended have consequently been more engaged in their lessons in school and more able to cope with the demands of the curriculum.	Deputy Headteacher responsible for Alt Ed visits the provision regularly and works closely with the facility provider. Pupil Voice is also used to ascertain the quality of the provision.	Deputy Headteacher responsible for Alt Ed	Twice a year	Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
Total budgeted cost					£188,639.50	

ii. Other approaches						
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?	Review
Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.	Breakfast Club / Study Hub	Pupils need to start the day adequately nourished and need to have somewhere to work that is conducive to study.	The biometric cash-free system will be used to monitor which pupils are attending breakfast club.	AHT responsible for Inclusion/ SEND/PP	Twice a year	Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
Individuals are supported to attend school regularly and on time and as a consequence their progress has improved	Restructured pastoral system	The current attendance figure for PP pupils is less than that of non PP. Similarly, the current PA figure for PP pupils is greater than that of non PP and has increased since last year.	The EWO & the Attendance team will work closely with the PSM at the Bridge to monitor PP pupils to ensure that issues are highlighted before they become embedded, and strong relationships are formed to pre-empt problems	EWO	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19
There is no difference between the attitude to learning of Pupil Premium pupils and other pupils and as a consequence the majority of Pupil Premium pupils attend celebration events.	Whole school CPD to ensure the implementation of the 5 Rs reward system	Pupils need to have the knowledge, attitude, skills and habits to support high aspiration. We aim to achieve this through the mantra of the 5Rs: Respect, Resilience, Responsibility, Reflection, and Resourcefulness.	The behaviour analytics function will be used to monitor pupil attitudes to learning on a fortnightly meeting. This will be strategically used by the academic mentors and the pastoral team at the Bridge to plan interventions.	AHT responsible for Inclusion/ SEND/PP	Once a term	Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19

<p>The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.</p>	<p>Provision for theatre related activities: -Transport for theatre trips to subsidise the cost of the trip -Ticket cost for PP students as required -selected PP students invited to participate in specialist theatre workshops</p>	<p>Many of our PP pupils have a limited experience of the world and outside of education would not have the opportunity to watch a live performance. For those pupils studying drama this is particularly important.</p>	<p>The funding of theatre trips is limited to pupils who study drama and the impact of this will be measured through the progress made in this subject.</p>	<p>AHT responsible for Performing Arts</p>	<p>Once a term</p>	<p>Review 1: 31st Dec 18 – 10th Jan 19 Review 2: 1st April 19 – 5th April 19 Review 3: 16th July 19 – 23rd July 19</p>
Total budgeted cost					£26,856	

4. Review of expenditure (Pupil Premium Review – June 18)

iii. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																
<p>The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.</p>	<p>Two specially trained LSAs to deliver Phonics and reading interventions</p>	<p>Medium Impact:</p> <p>The average reading age of the 7 pupils who regularly attended this programme was below a chronological reading age of 7 years old. By the end two terms of intervention 30% of those pupils has increased their reading age by between 8 – 14 months which shows significant progress.</p> <p>Success Criteria: Partially met</p>	<p>Students involved in phonics and reading interventions have benefitted from this strategy (evidenced through progress in STAR tests and phonics testing). Phonics provision is continuing for some students into Y8 to ensure consolidation.</p> <p>Some PP students in Y11 were also offered support from our two HLTAs in the lead up to exams. Pupil voice was overwhelmingly positive about this intervention.</p> <p>Further work is needed to close the gap in attainment for PP students at GCSE level, perhaps through a PP revision club for Y10/11.</p> <p>More work is also required to on increase participation in this programme. This approach will be continued with modifications in 2018 - 19.</p>																
<p>The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.</p>	<p>Maths MASTERY licence</p> <p>Additional maths graduate trainee teacher to work with small groups.</p>	<p>High Impact: PP result in maths positive again for 2018 0.21 outperforming the national average for PP pupils.</p> <table border="1" data-bbox="689 927 1404 1062"> <thead> <tr> <th></th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0.04</td> <td>0.18</td> <td>0.21</td> </tr> <tr> <td>Other</td> <td>0.33</td> <td>0.12</td> <td>0.31</td> </tr> <tr> <td>Gap</td> <td>-0.29</td> <td>0.06</td> <td>-0.10</td> </tr> </tbody> </table> <p>Success Criteria: met</p>		2015/16	2016/17	2017/18	PP	0.04	0.18	0.21	Other	0.33	0.12	0.31	Gap	-0.29	0.06	-0.10	<p>Focus on PP when targeting pupils for intervention worked well particularly with borderline pupils studying the foundation course</p> <p>Use of PP academic mentors in previous year and first term of year 11 made a high impact with regards to independent study and classwork completion</p> <p>Staff members monitoring two PP pupils (as part of performance management targets) also a successful strategy – regular contact with parents/PSM/HOY 1:1 support in lessons or group intervention Less able PP students –smaller class sizes</p> <p>Focus for 2018/19 – continued support for low/middle attainers however development with support for PP high attainers is a focus – Lead teacher for high attainers to monitor.</p> <p>This approach will be continued in 2018-19</p>
	2015/16	2016/17	2017/18																
PP	0.04	0.18	0.21																
Other	0.33	0.12	0.31																
Gap	-0.29	0.06	-0.10																

<p>Reading skills and participation are improved in Y7, 8 and 9.</p>	<p>Sum towards Reading Manager.</p>	<p>Low Impact:</p> <p>Overall reading participation continues to increase there is little improvement in overall reading skills. In fact as pupils get older the percentage of pupils who have a reading age below their chronological reading age increases, this is particularly the case with pupil premium students, see table 2 below. Whilst this is the trend nationally this is going to be addressed by the introduction of new strategies in 2018/19.</p> <table border="1" data-bbox="689 427 1402 679"> <thead> <tr> <th></th> <th>PP with below Chronological reading age</th> <th>Non-PP with below Chronological reading age</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>68%</td> <td>49%</td> <td>-19%</td> </tr> <tr> <td>Year 8</td> <td>58%</td> <td>54%</td> <td>-4%</td> </tr> <tr> <td>Year 9</td> <td>73%</td> <td>65%</td> <td>-8%</td> </tr> </tbody> </table> <p>Table 1 PP & Non PP Reading Performance Data</p> <p>Success Criteria: Partially met</p>		PP with below Chronological reading age	Non-PP with below Chronological reading age	Gap	Year 7	68%	49%	-19%	Year 8	58%	54%	-4%	Year 9	73%	65%	-8%	<p>The number of books been taken out from the library has increased each year, as well as the number of 'word millionaires' and number of quizzes taken.</p> <p>While reading ages have increased, Y9 appears to be a problem with reading ages only increasing on average of 1 month between Autumn and Spring terms.</p> <p>Weekly reports are sent out by the reading manager; share with both tutors and English teachers. Weekly conversations now take place with each student regarding their reading habits.</p> <p>In this academic year English teachers will be using whole class readers and guided reading sessions to address the issues identified.</p> <p>There will be a focus this year on students choosing more challenging texts so as to push up their reading ages. CB and PBT to look at 'reading pathways.'</p> <p>This approach will be modified in 2018-19.</p>
	PP with below Chronological reading age	Non-PP with below Chronological reading age	Gap																
Year 7	68%	49%	-19%																
Year 8	58%	54%	-4%																
Year 9	73%	65%	-8%																

<p>Newly qualified teachers deliver quality first teaching.</p>	<p>Support for new staff through lesson observations and feedback</p>	<p>High Impact:</p> <p>The feedback through the staff survey shows that NQTs felt that the CPD that was on offer supported their needs and helped develop their teaching practice in a significant way. All NQTs successfully passed their NQT year and have continued into their third year of teaching.</p> <p>Success Criteria: Met</p>	<p>A CPD programme was put in place to support NQTs. CPD catalogue of offering a differentiated range of training support was provided. A coaching partnership was established towards the end of the academic year. The coaching partnership will begin to have more of an impact in the new academic year when new systems such as IRIS come on line.</p> <p>This approach will be continued in 2018-19</p>																
<p>Teachers of top sets are supported in delivering challenging lessons to High Attainers.</p>	<p>AHT (and Lead teachers team) to observe and coach teachers of High Attainers.</p>	<p>Low Impact:</p> <p>Overall the progress made by High Attaining Pupils (HAPs) was significantly lower when compared with mid to low ability pupils, see table below. However significant progress has been made in the academy to highlight the progress of HAPs students and to address their needs.</p> <table border="1" data-bbox="689 667 1402 735"> <tr> <td>Progress of HAPs</td> <td>-0.38</td> </tr> <tr> <td>Progress of non – HAPs</td> <td>-0.09</td> </tr> </table> <p>Table 2 Average Subject Index Data comparison data for HAP's and non - HAP's</p> <p>The HAP's who attended the honours programme achieved better overall results than those who did not, see table below.</p> <table border="1" data-bbox="689 946 1395 1209"> <thead> <tr> <th></th> <th>Honours Programme students</th> <th>Non Honours Programme students</th> </tr> </thead> <tbody> <tr> <td>Average grade points</td> <td>6.55</td> <td>4.6</td> </tr> <tr> <td>Average No of grades above or on target</td> <td>72%</td> <td>36%</td> </tr> <tr> <td>Average No of grades below target</td> <td>28%</td> <td>64%</td> </tr> </tbody> </table> <p>Table 3 HAP's comparison data</p> <p>Success Criteria: Partially met</p>	Progress of HAPs	-0.38	Progress of non – HAPs	-0.09		Honours Programme students	Non Honours Programme students	Average grade points	6.55	4.6	Average No of grades above or on target	72%	36%	Average No of grades below target	28%	64%	<p>Catalogue sessions were offered as part of the CPD programme to offer support for stretch and challenge. PP HAP pupils identified as part of the Achievement board and support is identified for these pupils. Coaching groups to be identified in response to Performance Management targets. Honours Programme involves a number of PP HAPs with regular mentoring and coaching provided.</p> <p>The High Attaining Pupils (HAPs) who attended the honours programme achieved better overall results than those who did not. More work needs to be done in the future to track the start point of honours programme pupils to fully gauge the possible impact the programme has on overall pupil progress.</p> <p>This approach will be continued in 2018-19</p>
Progress of HAPs	-0.38																		
Progress of non – HAPs	-0.09																		
	Honours Programme students	Non Honours Programme students																	
Average grade points	6.55	4.6																	
Average No of grades above or on target	72%	36%																	
Average No of grades below target	28%	64%																	

iv. Targeted support																																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																													
Teachers of SEND are supported in delivering high quality support and challenge for SEND pupils	AHT (and PA) to lead on SEND across school	<p>High Impact: The school achieved its best ever progress score for SEND pupils of -0.66</p> <table border="1"> <thead> <tr> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>-0.87</td> <td>-1.26</td> <td>-0.66</td> </tr> </tbody> </table> <p>Table 4 SEND GCSE Progress Data</p> <table border="1"> <thead> <tr> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> <td>-0.4</td> </tr> </tbody> </table> <p>Table 5 PP & SEND Progress Data</p> <p>Success Criteria: Met</p>	2016	2017	2018	-0.87	-1.26	-0.66	2016	2017	2018	N/A	N/A	-0.4	<p>CPD was delivered as part of the whole school CPD offer and through the CPD catalogue. A SEND strategies document was also devised and issued to all staff.</p> <p>In the future the strategies document will continue to be offered to new staff. The strategies document will be extended to include a wider range of strategies for more conditions. SEND data drop in sessions will now be organised by SENDCo to offer targeted support to staff with particular SEND pupils.</p> <p>This approach will not be continued in with the outlined modifications 2018-19.</p>																	
2016	2017	2018																														
-0.87	-1.26	-0.66																														
2016	2017	2018																														
N/A	N/A	-0.4																														
Pupils eligible for Pupil Premium are provided with the relevant support and guidance regarding CEIAG and are fully aware of the various opportunities available to them, including further education and work based learning.	Sum towards Information and Guidance / Careers	<p>High Impact: 100% of PP pupils have a CEIAG meeting with our Guidance Office. These take place before the end of the Autumn term as a priority. All were offered a follow up meeting which the majority attended.</p> <p>Table 1 below show the % of known and unknown PP destinations. Of the known destinations 100% of pupil premium students have accessed further education or training. Table 2 gives a breakdown of known destinations.</p> <table border="1"> <thead> <tr> <th>% of PP destination confirmed</th> <th>% of PP destination unknown</th> <th>% of non-PP destination confirmed</th> <th>% of non-PP destination unknown</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>11</td> <td>85</td> <td>15</td> </tr> </tbody> </table> <p>Table 6 Destination Data (un-validated)</p> <table border="1"> <thead> <tr> <th>Destination</th> <th>% of PP students at given destination</th> <th>% of non - PP students at given destination</th> </tr> </thead> <tbody> <tr> <td>Harlow College</td> <td>87</td> <td>87</td> </tr> <tr> <td>Other colleges</td> <td>5</td> <td>3</td> </tr> <tr> <td>6th Form</td> <td>5</td> <td>6</td> </tr> <tr> <td>Apprenticeship</td> <td>3</td> <td>1</td> </tr> <tr> <td>Employment</td> <td>0</td> <td>2</td> </tr> <tr> <td>Moved away</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Table 7 Destinations Data (un-validated data)</p> <p>Success Criteria: Met</p>	% of PP destination confirmed	% of PP destination unknown	% of non-PP destination confirmed	% of non-PP destination unknown	89	11	85	15	Destination	% of PP students at given destination	% of non - PP students at given destination	Harlow College	87	87	Other colleges	5	3	6 th Form	5	6	Apprenticeship	3	1	Employment	0	2	Moved away	0	1	<p>PP pupils are supported with their Personal Statements and College Application forms by both our career officers, Tutors and Heads of Year.</p> <p>All PP pupils are invited to a Mock Interview with an external employer to experience a work place interview before they leave school and have their college interviews.</p> <p>All PP pupils attended their allocated college interviews with Harlow College. Some were held at Stewards but many attended the college.</p> <p>Attendance at the Post 16 event held last year was very positive. Approximately 85% of PP pupils attended based on the registers.</p> <p>About 10 PP HAPs pupils attended visits to Universities with HS and other HAPs pupils.</p> <p>The intended destination information shows that there are still a low number of PP pupils applying and attending Further Education that offers A-Levels. Many apply for colleges to study more vocational based courses at Level 2 and Level 3.</p> <p>This approach will be continued in 2018-19.</p>
% of PP destination confirmed	% of PP destination unknown	% of non-PP destination confirmed	% of non-PP destination unknown																													
89	11	85	15																													
Destination	% of PP students at given destination	% of non - PP students at given destination																														
Harlow College	87	87																														
Other colleges	5	3																														
6 th Form	5	6																														
Apprenticeship	3	1																														
Employment	0	2																														
Moved away	0	1																														

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)								
Pupil Premium pupils make progress at least in line with national standards.	Mentoring (AHT co-ordinating targeted interventions).	<p>Low Impact:</p> <table border="1" data-bbox="663 236 1384 363"> <thead> <tr> <th></th> <th>School PP</th> <th>School non PP</th> <th>National PP</th> </tr> </thead> <tbody> <tr> <td>Leavers 17/18</td> <td>-0.45</td> <td>-0.027</td> <td>0</td> </tr> </tbody> </table> <p>Table 8 PP GCSE Progress Data</p> <p>Success Criteria: Not met</p>		School PP	School non PP	National PP	Leavers 17/18	-0.45	-0.027	0	<p>A range of interventions in were in place such as afterschool – catch up, tutorial and mentoring by SLT and academic mentors. Unfortunately owing to a number of staffing losses and staff absence the impact of these strategies was adversely affected.</p> <p>New management systems have been put in place to help mitigate the effect of potential staff absences in the future. A series of regular data meetings have been put in place to ensure the impact of any targeted interventions is more closely monitored.</p> <p>The original approach will not be continued in 2018-19. The outlined modified approach will be adopted.</p>
	School PP	School non PP	National PP								
Leavers 17/18	-0.45	-0.027	0								
Pupil Premium pupils make progress at least in line with national standards.	3 Academic Mentors for PP pupils.	<p>Low Impact:</p> <table border="1" data-bbox="663 655 1384 783"> <thead> <tr> <th></th> <th>School PP</th> <th>School non PP</th> <th>National PP</th> </tr> </thead> <tbody> <tr> <td>Leavers 17/18</td> <td>-0.45</td> <td>-0.027</td> <td>0</td> </tr> </tbody> </table> <p>Table 9 PP GCSE Progress Data</p> <p>Success Criteria: Not met</p>		School PP	School non PP	National PP	Leavers 17/18	-0.45	-0.027	0	<p>During the academic year 2017/18 a restructure of the pastoral support system reduced the number of academic mentors to two. The purpose of the restructure was to smartly focus resources to better support pupils, of which PP students are a large proportion. This restructure altered the working practices of the team which may have had a temporary impact upon the outcomes of PP students. Initial signs show the change in approach is going well.</p> <p>This approach will be continued in 2018-19.</p>
	School PP	School non PP	National PP								
Leavers 17/18	-0.45	-0.027	0								
<p>Pupils have opportunities to explore music as a way of dealing with a range of emotional issues.</p> <p>High attaining pupils eligible for Pupil Premium are given the opportunity to play a musical instrument.</p>	Sum towards Music intervention / Music Tuition.	<p>Medium Impact:</p> <p>The impact upon Year 11 progress was limited with few PP pupils taking up funding for extra music tuition. Progress with students was below expectation. This was further impacted by staffing in this academic year.</p> <p>However 60% of KS3 pupils who received funding for music tuition have gone on to take GCSE music as an option showing that this approach is starting to have a positive impact. Five PP pupils from Year 7 had one-on-one tuition/ access to ensemble with KD. Thirteen Year 8 PP pupils had lessons, eight pupils have gone on to take GCSE Music</p> <p>Success Criteria: Partially met</p>	<p>Increase in numbers opting for music at GCSE.</p> <p>Pupil voice evaluations have been positive. Closer monitoring of KS4 music intervention and staffing stability should ensure this intervention has greater impact in the upcoming year.</p> <p>This approach will be continued with modifications into 2018-19</p>								

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)															
Pupils who are struggling with the traditional curriculum are given opportunities for vocational learning	Two off-site courses offered to selected pupils: City & Guilds Level 1 in Land Based Studies Units NVQ Level 1 in Hairdressing	<p>High Impact: This approach had a very positive impact upon the students involved equipping them with valuable life skills and a useful qualification. 100% of pupils who participated in one or more vocational courses received a level 1 qualification.</p> <table border="1" data-bbox="663 379 1384 695"> <thead> <tr> <th>Vocational course</th> <th>No of PP pupils participating in course</th> <th>% of pupils attaining Level 1 qualification</th> </tr> </thead> <tbody> <tr> <td>City & Guilds in Land based Studies</td> <td>4</td> <td>100</td> </tr> <tr> <td>Hairdressing NVQ</td> <td>1</td> <td>100</td> </tr> <tr> <td>Construction</td> <td>8</td> <td>100</td> </tr> <tr> <td>ASDAN</td> <td>12</td> <td>100</td> </tr> </tbody> </table> <p>Table 10 Level 1 Qualification Data</p> <p>Success criteria: Met</p>	Vocational course	No of PP pupils participating in course	% of pupils attaining Level 1 qualification	City & Guilds in Land based Studies	4	100	Hairdressing NVQ	1	100	Construction	8	100	ASDAN	12	100	<p>This approach has worked well over the last few years, providing pupils with some learning difficulties a varied approach to their experiences of education. There are no behavioural issues with these pupils in lessons when they follow their standard timetable.</p> <p>Unfortunatley this approach will be modified as some of the offsite vocational courses have become economically unviable and will not be able to continue into the next academic year. As a result alternative in house vocational courses will be explored.</p> <p>The original approach will not be continued in 2018-19. The outlined modified approach will be adopted.</p>
Vocational course	No of PP pupils participating in course	% of pupils attaining Level 1 qualification																
City & Guilds in Land based Studies	4	100																
Hairdressing NVQ	1	100																
Construction	8	100																
ASDAN	12	100																
Pupils who are struggling with the traditional curriculum are given opportunities for alternative courses	Alternative provision is provided by a local provider (Paringdon).	<p>Medium Impact: Alternative provision was provided for pupils who struggled in mainstream education. This provided pupils with a safe learning environment suited to their need. Pupils were successful in achieving GCSE passes in maths and English.</p> <p>Success criteria: Met</p>	<p>Whilst this resource is used as a school to provide a release from the stresses of daily life at school for those pupils with particular behavioural issues; the new pastoral support system aims to provide an alternative to this kind of provision where applicable.</p> <p>This approach will be continued in 2018-19</p>															

<p>Individuals are supported practically, with provision such as uniform, catering ingredients and extra-curricular dance classes and as a consequence their progress has improved.</p>	<p>Individual pupil support (KS3 / KS4 / EAL)</p>	<p>Low Impact:</p> <p>Two pupils were supported with the full cost of after school music tuition.</p> <p>Ten pupils were supported with the cost of ingredients and equipment for their catering exams. However performance of these pupils in their year 11 exams was below expectation with all PP underperforming.</p> <table border="1" data-bbox="663 392 1384 459"> <thead> <tr> <th>PP Progress</th> <th>Non PP Progress</th> <th>Progress gap</th> </tr> </thead> <tbody> <tr> <td>-1.77</td> <td>-1.08</td> <td>-0.69</td> </tr> </tbody> </table> <p>Table 11 PP vs Non PP Catering Progress Data</p> <p>Four pupils were supported with other costs such as school trips, the cost of PE kit.</p> <p>Success Criteria: Partially met.</p>	PP Progress	Non PP Progress	Progress gap	-1.77	-1.08	-0.69	<p>While this strategy in itself is successful at supporting pupils financially more needs to be done to encourage more students to take up the opportunities on offer. There was an underspend of £2,023.48 on a budget of £5500.</p> <p>This approach will be continued in 2018-19 with modifications.</p>
PP Progress	Non PP Progress	Progress gap							
-1.77	-1.08	-0.69							

v. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Individuals are supported to attend school regularly and on time and as a consequence their progress has improved</p>	<p>EWO (TTB)</p>	<p>Medium Impact:</p> <p>Whole school attendance being 96% with PP be 94%.</p> <p>Success Criteria: Partially met.</p>	<p>PP expectations fall in line with the rest of the school. EWO completes home visits to all pupils when necessary. Whole school attendance being 96% with PP be 94%.</p> <p>More regular communication between the EWO/Attendance office and pastoral leads in the Bridge regarding PP attendance may help to narrow the attendance figure gap between PP and non-PP pupils.</p> <p>This approach will be continued in 2018-19 with outlined modifications.</p>

<p>Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.</p>	<p>Breakfast Club / Study Hub</p>	<p>High Impact:</p> <p>Approximately 10,200 breakfast covers were taken last academic year with approx.62% of the covers being taken by PP students. Pupils have said they found attending breakfast club helps them get ready for the day ahead.</p> <p>Success Criteria: met</p>	<p>The following changes have been made this year:</p> <ul style="list-style-type: none"> • Use of the larger dining room (to encourage the use as a study /reading space) • Provision of high GI foods • Combination of breakfast club and exam check-in during exam periods <p>Although a higher percentage of PP pupils uses this facility a significant minority do not.</p> <p>Targeted reminders about this facility as well should be issued in the new academic year.</p> <p>This approach will be continued in 2018-19</p>																																										
<p>There is no difference between the attitude to learning of Pupil Premium pupils and other pupils and as a consequence the majority of Pupil Premium pupils attend celebration events.</p>	<p>5Rs Reward System.</p>	<p>Medium Impact:</p> <p>PP pupils have always been well represented at celebration events – summer celebration event numbers provided. 45% of the school attended with 32% being PP pupils, which is proportionate to the total number of PP pupils in the cohort.</p> <table border="1" data-bbox="763 815 1301 1129"> <thead> <tr> <th>YEAR</th> <th>TOTAL</th> <th>PP</th> <th>SEN</th> <th>FSM</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>158</td> <td>58</td> <td>43</td> <td>14</td> <td>30</td> </tr> <tr> <td>8</td> <td>155</td> <td>51</td> <td>37</td> <td>12</td> <td>24</td> </tr> <tr> <td>9</td> <td>93</td> <td>31</td> <td>32</td> <td>9</td> <td>12</td> </tr> <tr> <td>10</td> <td>24</td> <td>3</td> <td>6</td> <td>0</td> <td>4</td> </tr> <tr> <td>11</td> <td>16</td> <td>3</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>TOTAL</td> <td>446</td> <td>146</td> <td>118</td> <td>36</td> <td>71</td> </tr> </tbody> </table> <p>Success Criteria: Met</p>	YEAR	TOTAL	PP	SEN	FSM	EAL	7	158	58	43	14	30	8	155	51	37	12	24	9	93	31	32	9	12	10	24	3	6	0	4	11	16	3	0	1	1	TOTAL	446	146	118	36	71	<p>The new praise system moving forward should allow us to monitor more closely pupil achievement/recognition as it is all recorded online rather than in planners</p> <p>This approach will be continued in 2018-19 with modifications.</p>
YEAR	TOTAL	PP	SEN	FSM	EAL																																								
7	158	58	43	14	30																																								
8	155	51	37	12	24																																								
9	93	31	32	9	12																																								
10	24	3	6	0	4																																								
11	16	3	0	1	1																																								
TOTAL	446	146	118	36	71																																								

<p>The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.</p>	<p>Provision for theatre related activities: -Transport for theatre trips to subsidise the cost of the trip -Ticket cost for PP students as required -selected PP students invited to participate in specialist theatre workshops</p>	<p>Medium Impact:</p> <p>Individual pupils have been able to access a range of theatre with the cost completely covered. This had allowed them to see a range of styles of theatre and gain the experience of going to different theatres.</p> <p>Evaluation of live theatre is part of the current curriculum. Seeing a range of live theatre is an important part of pupils' development in their own work.</p> <p>Success Criteria: Met</p>	<p>Individual pupils have benefited from being able to access a variety of performances. This enhances their work, supports written evaluation and embeds a love of theatre and culture. Making the trips accessible to pupils through subsidising the coach costs in to London is always beneficial and make the trip more affordable.</p> <p>This approach will be continued in 2018-19</p>
--	--	--	--

1. Additional Detail	
<p>Children in Care (Virtual schools Pupil Premium)</p>	<p>Pupil Premium funding for Children in Care is used to employ a dedicated Learning Mentor who works with these pupils to ensure that they receive appropriate support. The Learning mentor works with the pupils both in and out of lessons and liaises frequently with parents and social services. The impact of this approach is clearly evident.</p>