



## Pupil premium strategy statement: secondary schools

1. Summary information					
<b>School</b>	Stewards Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£312,290	<b>Date of most recent PP Review</b>	15/06/16
<b>Total number of pupils</b>	1062	<b>Number of pupils eligible for PP</b>	334	<b>Date for next internal review of this strategy</b>	Summer 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Progress 8 score average (2015/16)</b>	-0.28	Not available
<b>Attainment 8 score average (2015/16)</b>	41.52	Not available

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>	The quality of teaching and learning, whilst consistently good, will continue to be a focus of improvement.
<b>B.</b>	In literacy based subjects and mathematics, in-house data shows a consistent gap in progress and attainment between pupils eligible for PP and other pupils.
<b>C.</b>	Attainment of pupils entering Year 7 is lower for pupils eligible for PP than for other pupils, on average one sublevel below.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupils eligible for PP sometimes do not have a hunger for learning, lack resilience and do not capitalise on all opportunities.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Pupils make good or better progress as a result of <b>high quality teaching and learning.</b></p> <ul style="list-style-type: none"> <li>• Quality First teaching is seen across the school on a daily basis.</li> <li>• Increase the proportion of 5+ 7/8/9 grades to 20%.</li> <li>• Pupil Passports are used to differentiate effectively for SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and fluency in RWCM including Purpose, Audience and Form (PAF), grammar, punctuation and spelling (GPS), numeracy and wider reading to be reinforced and modelled by teachers in all lessons to the standards outlined in the Literacy and Numeracy handbooks.</li> <li>• Teachers will actively work to improve pupils' use of, and fluency in, Standard English (written and spoken). EAL pupils will be closely monitored and supported through opportunities for speaking and listening, the provision of pre-reading materials, extended reading and written tasks.</li> <li>• New Group Reading Tests (NGRT) reading ages and reading progress reports will be used to plan for reading opportunities in learning.</li> <li>• Interim marking will respond to RWCM in line with the reformed Assessment policy and guidelines.</li> <li>• The Numeracy coordinator will provide support for departments and tutors to ensure numeracy methods are consistent.</li> <li>• The Literacy coordinator will provide support to staff for a fortnightly Literacy Focus.</li> <li>• RWCM CPD will be provided – Outstanding Programme: Reading, writing, spelling.</li> <li>• Expectations for RWCM will be promoted through the pupil planner, the Literacy and the Numeracy handbooks and use of display.</li> </ul>
B.	<p>Improve standards of RWCM to enable pupils to make good progress.</p> <ul style="list-style-type: none"> <li>• Pupils reach the expected standards for Reading, Writing, Communication and Maths enabling them to make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and fluency in RWCM including Purpose, Audience and Form (PAF), grammar, punctuation and spelling (GPS), numeracy and wider reading to be reinforced and modelled by teachers in all lessons to the standards outlined in the Literacy and Numeracy handbooks.</li> <li>• Teachers will actively work to improve pupils' use of, and fluency in, Standard English (written and spoken). EAL pupils will be closely monitored and supported through opportunities for speaking and listening, the provision of pre-reading materials, extended reading and written tasks.</li> <li>• New Group Reading Tests (NGRT) reading ages and reading progress reports will be used to plan for reading opportunities in learning.</li> <li>• Interim marking will respond to RWCM in line with the reformed Assessment policy and guidelines.</li> <li>• The Numeracy coordinator will provide support for departments and tutors to ensure numeracy methods are consistent.</li> <li>• The Literacy coordinator will provide support to staff for a fortnightly Literacy Focus.</li> <li>• RWCM CPD will be provided – Outstanding Programme: Reading, writing, spelling.</li> <li>• Expectations for RWCM will be promoted through the pupil planner, the Literacy and the Numeracy handbooks and use of display.</li> </ul>

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>C.</b>	<p>Improve achievement of Pupil Premium pupils at KS3 and KS4.</p> <ul style="list-style-type: none"> <li>• Pupil Premium pupils make progress at least in line with national standards.</li> </ul>	<p>Pupil Premium is given a high profile through CPD, PM and monitoring resulting in:</p> <ul style="list-style-type: none"> <li>• Teachers focussing on PP pupils in lessons, particularly with regard to questioning and high expectations of the 'The Quiet Middle'.</li> <li>• Subject Leaders update their Department RAPs, including planning interventions and evaluating their impact.</li> <li>• All staff ensuring that PP pupils engage in all aspects of school life such as the enrichment programme, Parents' Evening and the Parent-pupil lessons.</li> </ul> <p>Intervention strategies are developed as follows:</p> <ul style="list-style-type: none"> <li>• The Academic Mentor Team works with both KS3 and KS4 PP pupils</li> <li>• All Y7 PP pupils are interviewed to identify barriers to learning, which are shared with staff.</li> <li>• All Y8 PP pupils receive a pre-option interview.</li> <li>• The study hub to include a Homework Support Group at KS3 and KS4.</li> <li>• The Catch-up Programme is directed predominantly at PP pupils.</li> </ul> <p>CEIAG:</p> <ul style="list-style-type: none"> <li>• Y11 pupils receive career advice in the Autumn Term and a review interview following the mock results.</li> <li>• PP pupils are actively encouraged to attend the autumn Careers Fair</li> </ul> <p>Destinations for PP pupils are monitored to ensure they reflect high aspirations.</p> <p>PP High Attainers are a focus group:</p> <ul style="list-style-type: none"> <li>• All high attaining Y7 PP pupils go on a university visit.</li> <li>• All High Attaining PP pupils in Y7 are offered free music lessons.</li> </ul> <p style="padding-left: 40px;">At least 30% of candidates for School Council are PP pupils.</p>
<b>D.</b>	<p>To develop the attitudes and attributes of successful learners.</p> <ul style="list-style-type: none"> <li>• School targets for attainment, progress and attendance are achieved.</li> <li>• Pupils attend school ready to learn (attitude, equipment, punctuality, uniform, homework).</li> <li>• 35% of year achieves the requirements for the celebration events. The ratio of PP/non PP pupils attending celebration events is proportionate.</li> <li>• Pupils are knowledgeable about the further education and career paths available and have high aspirations.</li> </ul>	<p>5Rs are reinforced through lessons, assemblies, display and a structured tutorial programme supported by:</p> <ul style="list-style-type: none"> <li>• 5R challenge weeks to run after school once per half term to increase the opportunities for pupils to gain merits</li> <li>• Scheduled catch-up sessions for those pupils highlighted through data analysis as falling behind.</li> <li>• The Stewards Enrichment Week programme used to support pupils to stay safe and healthy and to provide an understanding of aspects of the world.</li> <li>• Continue to promote pupil voice and develop the democratic processes of the school.</li> <li>• A programme of one to one Careers Guidance interviews for identified students with a focus on PP, potential NEETS and High Achievers</li> <li>• CEIAG Resources Centre to be used as part of the tutorial programme for all year groups.</li> <li>• School database to be developed to identify individual pupils' career aspirations to inform provision.</li> <li>• A system of 'Records of Achievement' is introduced.</li> </ul>

## 5. Planned expenditure - Academic year 2016/17

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.	Additional English teacher to deliver phonics.	Having participated in EEF research on teaching reading, we have adopted a range of strategies to address barriers to reading. The Fresh Start secondary phonics programme has been very successful and as such we believe investing in a dedicated teacher to deliver it, will allow us to offer the programme to all PP pupils who would benefit.	PP Pupils elected for phonics intervention following three rigorous reading assessments: NGRT (recommended by EEF), Renaissance STAR testing, and FS phonics screening. Regular teacher training and shared planning, moderation and team teaching will ensure high standards. Monitoring of pupil progress by Subject Leader for English.	Subject Leader for English	October 16 March 17 June 17
The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.	Additional maths teacher to work with small groups.	Research (EEF and Sutton Trust) suggests small group intervention has very positive impact of progress in maths. Previously, this strategy had worked well for us. We have established excellent practice and have experienced teachers in place.	PP pupils identified for intervention via baseline maths test, projected GCSE grades and teacher referral. Monitoring of pupil progress by Subject Leader for Maths.	Subject leader for maths	October 16 March 17 June 17
Reading skills and participation are improved in Y7, 8 and 9.	Sum towards Reading Manager.	Reading has been identified as a weakness on entry and increased challenge with reformed GCSEs. The reading manager will manage reading data and use this to inform choices about book purchasing and enrichment activities to engage PP readers.	Reading manager will receive training on using Renaissance and Eclipse and will work closely with the English Department and pastoral team. A weekly report will be monitored by Subject leader for English	Subject Leader for English	October 16 March 17 June 17
Newly qualified teachers deliver quality first teaching.	Support for new staff through lesson observations and feedback (Interventions Team).	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 MINT 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	October 16 March 17 June 17
Teachers of top sets are supported in delivering challenging lessons to High Attainers.	Lead teacher to observe and coach teachers of High Attainers. (Intervention Team)	School data has shown this should be an area of focus for us, particularly for PP pupils. Support from Lead teacher will provide comprehensive training for teachers of top sets and also be crucial in establishing a support network.	Meeting/ training schedule confirmed by Lead teacher 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	Lead Teacher High Attainers	October 16 March 17 June 17
<b>Total budgeted cost</b>					£88,137

ii. 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?
The progress gap in maths between pupils eligible for Pupil Premium and other pupils in Y7 and Y8 is closing.	One to One and One to Three tutors facilitated by Interventions Co-ordinator.	Research (EEF and Sutton Trust) suggests small group intervention has very positive impact of progress in maths. The evidence from last year (see section 6) shows that this strategy resulted in the narrowing of the gap between PP and other pupils.	Pupils' assessment ladders identify the gaps in their knowledge, skills and understanding. These are used by the maths tutor to inform the planning and delivery of the tuition sessions. At the end of the termly programme, the pupils are reassessed on their areas of weakness to measure the impact of this intervention. Half-termly data analysis is used to monitor the gap between PP and other pupils.	Deputy Headteacher responsible for PP	October 16 March 17 June 17
Pupils eligible for Pupil Premium are provided with the relevant support and guidance with regard to 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.	The SDP, which is monitored on a termly basis sets out the following action points: <ul style="list-style-type: none"> <li>• Y11 PP pupils will receive careers advice in the Autumn Term and a review interview following the mock results.</li> <li>• PP pupils in year 11 are personally encouraged to attend the autumn Careers Fair and contact is made with parents.</li> <li>• Opportunities for high attaining PP pupils to a visit a university are made available.</li> <li>• Destinations for PP pupils are monitored to ensure they reflect high aspirations.</li> </ul>	Deputy Headteacher responsible for CEIAG	October 16 March 17 June 17
Pupil Premium pupils make progress at least in line with national standards.	<b>Catch-up Programme.</b> Y11 Small group tuition delivered by specialist staff in a range of subjects.  (Interventions Team)	Research (EEF and Sutton Trust) suggests small group intervention has very positive impact on progress.  The handwriting of a minority of pupils is illegible in places and this has an obvious impact on the likelihood of examination success.	There is a clear protocol in place for the delivery of these sessions with a quality assurance system in place. Members of the Catch-up team are expected to complete a detailed report on the progress of each catch-up group, which identifies the barriers to learning, records the detail of the Catch-up sessions and evaluates their impact. These reports are considered on a half-termly basis. Half-termly data analysis is used to monitor the gap between PP and other pupils in all subjects.	Deputy Headteacher responsible for PP	October 16 March 17 June 17

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?
Pupil Premium pupils make progress at least in line with national standards.	Mentoring (Interventions Team).	Pupils eligible for PP sometimes do not have a hunger for learning, lack resilience and do not capitalise on all opportunities. This year the model will be refined to ensure that the impact of the mentoring programme is improved.	The mentoring process will begin with the clear identification of the barriers to learning for each pupil, informed by data and/or pupil interview. Strategies will then be put in place based on individual need and the impact of these will be monitored on a fortnightly basis. This will be recorded on a mentoring log for each pupil. Half-termly data analysis will also support the impact analysis for this intervention.	Deputy Headteacher responsible for PP	October 16 March 17 June 17
	3 Academic Mentors for PP students.	The role of the Academic Mentor role was noted for its high impact in our Pupil Premium review which was carried out by an NCTL Adviser in June 2016. The appointment of a further Academic Mentor was a recommendation made in this report.	The Academic Mentor team is overseen by the Deputy Headteacher responsible for Pupil Premium. The team meet on a weekly basis and discuss the progress of pupils and the impact of interventions. Strategies are amended where necessary to maximise their impact.	Deputy Headteacher responsible for PP	October 16 March 17 June 17
Pupil Premium pupils have opportunities to explore art as a way of dealing with a range of emotional issues.	Sum towards art intervention	This approach was used in the last academic year and its impact was measured as high (see section 6 below).	Pupil voice and the art work of pupils are used to measure this intervention. Our designated Art teacher is asked to write a short report on the impact of this therapy. Half-termly data analysis also supports the measuring of impact.	Area Leader of Art	October 16 March 17 June 17
Pupils have opportunities to explore music as a way of dealing with a range of emotional issues.  High attaining pupils eligible for Pupil Premium are given the opportunity to play a musical instrument.	Sum towards Music intervention / Music Tuition.	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'.  Through music, we will instil the discipline of practice, the joy of mastery and a sense of achievement which will have an impact on self-efficacy and ultimately academic performance.	The music lessons will be further supported by guided practice sessions to ensure that the pupils gain the most from this intervention.  Pupil voice and data analysis will also be used to measure the impact of this intervention.	Head of Music	October 16 March 17 June 17

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
Individuals are supported practically, with provision such as uniform, catering ingredients and extra-curricular dance classes and as a consequence their progress has improved.	Individual pupil support (KS3 / KS4 / EAL)	Pupils who do not have the equipment needed for school cannot make good progress.  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.	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.	Deputy Headteacher responsible for PP	October 16 March 17 June 17
<b>Total budgeted cost</b>					£209,848
<b>iii. Other approaches</b>					
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?
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.	This year the biometric cash-free system will be used to monitor which pupils are attending breakfast club.	Deputy Headteacher responsible for PP	October 16 March 17 June 17
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.	5Rs 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 Y/N fortnightly reporting system is used to monitor pupil attitudes. This is strategically used by the Pastoral Team to plan interventions, but also to monitor whether improvements in attitude translates into improved attainment. The identification of pupils for rewards is fair, transparent and properly recorded.	Deputy Headteacher responsible for KS4	October 16 March 17 June 17
The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.	Provision of transport for theatre trips	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.	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.	Subject Leader for Performing Arts	October 16 March 17 June 17
<b>Total budgeted cost</b>					£11,500

6. Review of expenditure (Pupil Premium Review – July 16)				
Previous Academic Year				
i. 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)	Cost
The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.	Additional English teacher to deliver phonics.	<b>High:</b> By the end of the Autumn Term, there was a slight gap between PP and other pupils in Y7. By the end of the Spring Term, the gap has closed and PP pupils are now outperforming other pupils (+0.7). In Y8, there is a small gap between PP and other pupils (-0.01). However, in the Phonics groups (set 7 and 8) PP pupils are out performing other pupils.  <b>Success criteria:</b> Met.	The Phonics Programme is successful, but the nature of the skills being improved, take time to embed. Therefore, impact and progress are more noticeable over a longer period of time. All pupils in Y8 studied Shakespeare and 19 <sup>th</sup> C literature.  <b>This approach will be continued in 2016-17.</b>	£ 28,946
The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.	Additional maths teacher to work with small groups.	<b>High:</b> In Y7 and Y8 the gap in progress between PP pupils and other pupils in maths has closed. In Y9 the gap remains stubborn at -0.25. In Y10 the gap is closing from -0.25 at the beginning of the academic year to -0.14 in the Spring Term. In Y11 the gap has closed to -0.1.  <b>Success criteria:</b> Met in all years except Y9.	The mastery curriculum has had a positive impact on progress in Y7 and Y8, with pupils from all starting points achieving positive progress. With discussion being a key element of the mastery approach, the smaller groups have been beneficial. Y9 into Y10 will need to be a focus in the coming academic year as they have not benefitted from a mastery approach and did not follow the new KS2 curriculum which should feed into the new tougher GCSE.  <b>This approach will be continued in 2016-17.</b>	£ 28,946
Reading skills and participation are improved in Y7, 8 and 9.	Sum towards Reading Manager.	<b>High:</b> Participation in Y7 is currently at 99%. In Y8 and 9 it is at 100% and 99% respectively. Y9 intervention has resulted in PP pupils outperforming other pupils by +1 month of progress. Year 8 has been less successful and there is a -1 month gap between PP and other pupils. In Y7, PP pupils have again outperformed other pupils by +2 months of progress.  <b>Success criteria:</b> Met.	Y9 PP intervention has worked well, due to the range of support, rigour and expertise of staff involved. Further, the programme has been running since the Autumn Term. Y7 has been particularly successful, due to the support from tutors and a breakfast reading programme run by the Academic Mentors. Y8 has worked less well, however it is a small cohort and has only been running for a short time. The Y8 group was also not staffed by an English specialist.  <b>This approach will be continued in 2016-17.</b>	£ 18,942



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)	Cost																	
Newly qualified teachers deliver quality first teaching.	Support for new staff through lesson observations and feedback (Interventions Team).	<p><b>High:</b> In September 2015, there were 13 new members of teaching staff. Feedback following observations has been highly personalised and has fed into further staff development opportunities. Current observation data shows:</p> <ul style="list-style-type: none"> <li>Two trainees (Schools direct) reached an overall grade of Good and Outstanding.</li> <li>Two trainees (Teach First) both reached an overall grade of Outstanding.</li> <li>Two NQTs (MFL &amp; English) teach consistently outstanding lessons (NQT lesson observation data).</li> </ul> <p><b>Success criteria:</b> Met.</p>	<p>The New Staff Conference, October 2015 had a strong focus on how to cater specifically for disadvantaged pupils. The New Staff training programme focuses on inclusivity/meeting the needs of all learners. Evaluations on the quality of new staff training, (including the Behaviour for Learning Course, KN) are very strong, with almost all responses rating training as 5 (5 = most positive response on a 1-5 scale). The new school lesson observation form and training has focused on identifying the progress over time of specific groups.</p> <p><b>This approach will be continued in 2016-17.</b></p>	£3,124 (Interventions Team)																	
EAL Pupil Premium students in Y11 make value added progress.	Additional English group created in Y11 to support EAL PP pupils (Interventions Team).	<p><b>High:</b> Current data shows PP EAL pupils are on track for a progress score of +0.63 in English.</p> <p><b>Success criteria:</b> Met.</p>	<p>This was a very successful approach.</p> <p><b>This approach will not continue in 2016-17 due to staffing constraints.</b></p>	£3,124 (Interventions Team)																	
<b>ii. Targeted support</b>																					
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)	Cost																	
The progress gap in maths between pupils eligible for Pupil Premium and other pupils in Y7 and Y8 is closing.	One to One and One to Three tutors facilitated by Interventions Co-ordinator.	<p><b>High:</b> The gap between PP and other pupils is positive or minimal for the first four data collection points of this academic year.</p> <table border="1"> <thead> <tr> <th rowspan="2">Data Collection point</th> <th colspan="2">Gap between PP and other</th> </tr> <tr> <th>Y7</th> <th>Y8</th> </tr> </thead> <tbody> <tr> <td>Autumn 1</td> <td>0.01</td> <td>-0.04</td> </tr> <tr> <td>Autumn 2</td> <td>-0.06</td> <td>-0.04</td> </tr> <tr> <td>Spring 1</td> <td>0.1</td> <td>0.02</td> </tr> <tr> <td>Spring 2</td> <td>0.06</td> <td>-0.01</td> </tr> </tbody> </table> <p><b>Success criteria:</b> Met.</p>	Data Collection point	Gap between PP and other		Y7	Y8	Autumn 1	0.01	-0.04	Autumn 2	-0.06	-0.04	Spring 1	0.1	0.02	Spring 2	0.06	-0.01	<p>This year we trialled small group tuition and this proved very popular with pupils, as they preferred being able to interact with their peers. This change of strategy was more cost effective as it reached more pupils and still improved progress.</p> <p>Showing progress at the end of the tuition programme is more challenging with the new assessment framework, particularly in maths, with attainment being recorded for a particular unit of work. It was necessary to keep more comprehensive pupil files to show evidence of progress at the end of the tuition period.</p> <p>A minority of the more able students who were selected because of negative progress, were a little reluctant to attend and more discerning of the 1:3 approach. Some parents had to be convinced of the merits of removing their child from other lessons. After school provision may be considered for this group in the next academic year.</p> <p><b>This approach will be continued 2016-17.</b></p>	£ 52,378
Data Collection point	Gap between PP and other																				
	Y7	Y8																			
Autumn 1	0.01	-0.04																			
Autumn 2	-0.06	-0.04																			
Spring 1	0.1	0.02																			
Spring 2	0.06	-0.01																			

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)	Cost
Pupils eligible for Pupil Premium are provided with the relevant support and guidance with regard to 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.	<b>Medium:</b> Y11 PP pupils were identified and prioritised in the Autumn Term. All identified pupils met with CEIAG adviser to discuss various options available to them, including realistic choices. Each pupil received a summary of the meeting outlining current situation and plans for the future. This recorded information was used to support each pupil's applications/submissions and also to identify those that may require further support and guidance. All pupils were invited to attend extended opportunities including: Apprenticeship Roadshow (college); drop in sessions (Apprenticeships & A' Level); Post 16 Evening; and mock interviews. The impact is not considered to be high as the timing of the careers interview could be improved.	Earlier interventions in Y10 would have enabled the interview process to begin at an earlier stage in Y11. If the application process for college vocational courses had begun at an earlier stage, this would have allowed more time to support individuals and ensure rigour and quality.  Next year greater use of the school enrichment programme will be made to deliver careers education and the opportunity provided by the new extended tutor period will be taken to deliver careers education to all years.  <b>This approach will be continued in 2016-17.</b>	£24,931
The PP A*CEM target of 50% is achieved.  Pupil Premium pupils make outstanding progress in art.  Selected PP Pupils' handwriting is improved.	<b>Catch-up Programme.</b> Y11 Small group tuition delivered by specialist staff in English and maths. After school sessions run to support Y11 art and photography. Twilight handwriting sessions run by specialist SEND staff each evening for pupils in years 7-11. (Interventions Team)	<b>High:</b> Spring data indicates that the target of 50% A*CEM will be met. PP pupil progress in English is on track for +0.42 (other +0.44) and in maths is on track for +0.34 (other +0.38).  PP pupil progress in art is on track for +0.86 (other +0.02) and in photography is on track for -0.12 (other 0.27).  Currently there are 36 pupils on the Handwriting Intervention Register and books show clear evidence of progress.  <b>Success criteria:</b> Met.	Systematic follow up has increased the take up by pupils to catch-up sessions. The selection of staff is important; it was useful to have established subject specialists delivering the sessions as pupils felt attending was worthwhile. A clear protocol for sessions and time allocated to staff for preparation, resulted in high quality, targeted support for the individuals in the group. The extra lessons in maths were targeted at pupils who were disaffected and it remained a struggle to engage them.  The flexible nature of the art and photography sessions (i.e. choose one of three) resulted in less focus on PP pupils and less rigour in attendance.  <b>This approach will be continued in 2016-17.</b>	£39,041 (Interventions Team)
The progress of identified pupils eligible for Pupil Premium is improved.	Mentoring (Interventions Team).	<b>Mixed:</b> A system for monitoring progress is used to target interventions matched to specific students with particular needs including individual mentoring and in-class support. (used in all year groups)  <b>Success criteria:</b> Partially met.	There were inconsistencies in the regularity and quality of mentoring and this will need to be improved if the system is to be used next year. There needs to be more rigour in ensuring that there is a focus on PP pupils. The monitoring system is effective in identifying concerns. <b>This approach will be continued in 2016-17 using a refined model which will address the inconsistencies above.</b>	£21,862 (Interventions Team)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach).	Cost
The Pupil Premium Progress 8 target of 0.05 and A*-CEM target of 50% are achieved for the current Y11 cohort.	2 Academic Mentors for PP students.	<b>High:</b> The role of the Academic Mentor has been further developed this year and this provision is now a model of good practice. The strategic use of data has been instrumental in the success of this intervention. Half-termly data collection has ensured that intervention is targeted effectively. Current data show that both targets are likely to be reached in 2016. <b>Success criteria:</b> Met.	This provision is mainly focused on Y11 and it would be advantageous to extend this provision into other year groups.  <b>This approach will be continued in 2016-17, with the appointment of an additional academic mentor.</b>	£56,949
Pupil Premium pupils have opportunities to explore art as a way of dealing with a range of emotional issues.	Sum towards art intervention	<b>High:</b> Five Y7 pupils attended art therapy, four of which were eligible for PP. Four out of the five were chosen due to lack of confidence, the fifth being chosen due to poor ATL and showing an interest in art. The average improvement in attainment of this group from the Autumn Term to the Spring Term is +0.5 (attainment bands). There was no significant change in the ATL of these pupils. <b>Success criteria:</b> Met.	Pupils found this therapy very supportive. It was particularly effective in improving confidence levels and had a marked impact on the attainment of these pupils.  <b>This approach will be continued in 2016/17.</b>	£10,862
Pupils have opportunities to explore music as a way of dealing with a range of emotional issues.  High attaining pupils eligible for Pupil Premium are given the opportunity to play a musical instrument.	Sum towards Music intervention / Music Tuition.	<b>High:</b> Seven pupils received music intervention sessions which varied in focus: singing, playing an instrument, composing, or talking about songs and their relationship to different music. Five out of seven were PP pupils. The average improvement from the Autumn Term to the Spring Term is +1.1 attainment bands. There was no significant change in the ATL of these pupils.  <b>Low:</b> Twenty pupils received instrumental tuition for woodwind instruments with the opportunity to complete a graded ABRSM exam. Of these only 6 were PP pupils (30%). This has resulted in an ensemble of able pupils being created for performance of which 8% are PP pupils. The impact is low because the focus on PP pupils was not at the desired level. <b>Success criteria:</b> Partially met.	The therapy sessions were very successful and pupil voice indicates that this intervention has been very well received. It has also had a marked impact on the attainment of these pupils.  Support from home is essential. If the child is not supported by their parents/carers in their learning of an instrument then essential practice does not take place and progress is not made. The number of PP pupils selected for this intervention was less than desired and this needs to be monitored in future. <b>This approach will be continued in 2016-17 with all pupils selected being Pupil premium.</b>	£12,251
Pupils from all backgrounds have the opportunity to learn an instrument.	Individual music tuition (Music school).	<b>Medium:</b> Pupils who chose music as a GCSE option and could not afford music lessons have had individual instrumental tuition. Seven GCSE music pupils receive Music School funding, four of which are Pupil Premium pupils. 71% are currently on track to make good progress (60% of PP pupils). This has helped improve their grades for the practical aspect of the course. <b>Success criteria:</b> Partially met.	Support from home is essential. If the child is not supported by their parents/carers in their learning of an instrument then essential practice does not take place and progress is not made.  <b>This approach will be continued in 2016-17 with a refined model.</b>	£3500

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).	Cost
Pupil Premium pupils revise more effectively for examinations.	Revision classes / catch up in school holidays / Saturday sessions	<b>Medium:</b> All PP pupils were invited and targeted for the Easter and Whitsun revision classes. The attendance of PP pupils compared favourably with other pupils, with 57% of PP pupils attending 1 or more revision session during the Easter holidays. Saturday classes targeted GCSE art, where a majority of the PP pupils attended to work in depth with their teachers. Also a Saturday class for the GCSE media pupils was run by a freelance examiner to prepare all pupils for their exam. <b>Success criteria:</b> Partially met.	Pupils and parents have commented positively on the impact of these classes. Teachers were really pleased with attendance and the commitment shown by pupils. They also stated that this intervention has had an impact on progress of PP pupils.  <b>This approach will not be continued in 2016-17.</b>	£12,500
Individuals are supported practically, with provision such as uniform, catering ingredients and extra-curricular dance classes and as a consequence their progress has improved.	Individual pupil support (KS3 / KS4 / EAL)	<b>Mixed:</b> Uniform continues to be outstanding, with the same high standards seen from PP pupils. Current data shows that there is no gap in progress between PP pupils and other pupils in Catering. In Y10 there is a gap of -0.24 and in Y9 a gap of -0.23. Pupil premium students in Y7 have regularly attended 'Let's Get Cooking' and Pupil Voice shows they have found this a valuable experience in that they now have cookery skills and knowledge about nutrition.  The gap between PP pupils and other pupils in dance has closed from -0.6 to -0.4 over the academic year.  <b>Success criteria:</b> Partially met	The Y11 support in catering in Y11 has been outstanding, with all pupils cooking regularly, supported with both ingredients and organisational support from the Academic Mentors. The impact in Y9 and Y10 has been less marked as the provision of ingredients has not been supported with mentoring. There is a question as to whether this support has been targeted effectively on those who genuinely need financial support and whether providing ingredients as a matter of course, can lead to deskilling.  <b>This approach will be continued in 2016/17.</b>	£5,500

### iii. 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)	Cost
Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.	Breakfast Club / Study Hub	<b>Low:</b> Breakfast is served daily from 8am and there is no charge for any pupil. Study Hub runs daily from 3:30-4:30pm.  <b>Success criteria:</b> Partially met.	Use of the cashless payment system will be considered in the next academic year to monitor this intervention. Attendance figures for Study Hub show 45% of pupils are Pupil Premium. This support is only open to KS4 and should perhaps be open to KS3 to focus on h/w. Pupils are currently not actively directed to Study Hub.	£5,000

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).	Cost
<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><b>High:</b> The target for each year group was that 30% of attendees of the celebration events were PP pupils. This was met in all year groups except for Y8 and Y10.</p> <p>Y7 – Total number = 199. PP = 68 (31%)  Y8 – Total number = 161. PP = 45 (28%)  Y9 – Total number = 77. PP = 23 (30%)  Y10 – Total number = 89. PP = 23 (26%)  Y11 – Total number = 90. PP = 56 (62%)</p> <p>577 pupils were invited to the first celebration events at the end of the Autumn Term. 616 pupils were invited to the first celebration events at the end of the Spring term.</p> <p><b>Success criteria:</b> Met.</p> <p>.</p>	<p>The new rewards system has been very successful, although the move from off-site trips to celebration events is still in its infancy. The merits pages in the pupil planner have been used well, but some minor changes are needed to ensure complete accuracy. The praise schedule has also allowed HOYs/PSMs to track pupils from day one and issue praise on a regular basis, so pupils feel motivated towards achieving/collecting merits.</p>	<p>£3,500</p>
<p>The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.</p>	<p>Provision of transport for theatre trips</p>	<p><b>Medium:</b> The PP pupils would not have had this opportunity to attend the theatre without this intervention and a theatre visit has a high impact on GCSE drama outcomes as coursework is 10% of the final grade. There is still, however significant gaps between the progress in drama of PP and other pupils in Y9, 10 and 11.</p> <p>Three theatre trips were organised: Wonderland- 11/49 PP students= 22%; The Woman in Black- 14/47 PP students= 30%; and The Curious Incident of the Dog in the Night-Time- 12/48 PP students= 25%.</p> <p><b>Success criteria:</b> Partially met.</p>	<p>Being able to subsidise theatre trips and take students in to London has been an excellent experience for them. The money used has made theatre trips more accessible for students from all backgrounds, including those who are PP.</p> <p><b>This approach will be continued in 2016-17.</b></p>	<p>£3,000</p>

<b>7. Additional Detail</b>	
<p><b>Attendance</b></p> <p>(Not funded by Pupil Premium)</p>	<p>Many resources have been invested in attendance over a significant period of time and there are 3 members of staff involved. For the past 4 years we have reached our challenging target of 96% attendance and the PA figure has been consistently well below the national figure. All vulnerable groups are monitored on a weekly basis and interventions are put in place as appropriate. The PP students are monitored by the Attendance Team, the Interventions Team and the Pastoral Team. The current attendance figure for PP pupils is 93.5%. There are currently 49 PP pupils who are PA pupils (14% of the PP cohort). The system for monitoring PP pupils is very clear and consistently applied so that issues are highlighted before they become embedded, and strong relationships are formed to pre-empt problems. As well as the Attendance Manager and Attendance Officer, we employ or own Education Welfare Officer. The reward system plays a part in motivating and encouraging pupils to attend. Stringent systems are now well established at Stewards from an experienced Attendance Team and the statistics speak for themselves in that Stewards consistently performs above national averages.</p>
<p><b>Children in Care</b></p> <p>(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. She also works closely with the EAL team, as three of our CiC also have English as an additional language. The impact of this approach is clearly evident. The Attainment 8 score of the Y10 and Y11 pupils has risen by 1.4 grades from the Autumn Term to the Summer Term. In Y7-9 the pupils are making progress in line with national and their progress has improved by 0.2 grades from autumn to summer.</p>
<p><b>Alternative Education Provision</b></p> <p>(£2,805)</p>	<p>Three pupils are educated by an external provider and the PP funding for these pupils is forwarded to the relevant provider. This funding is included in the total amount as shown on the first page.</p>