

Approach	Action	When	Who	Success Criteria	Monitoring and Evaluation	Total Cost (approx)	Progress
Accountability							
<p>Ensure Leadership and Governance accountability mechanisms are established for managing PP funding and activity.</p> <p>SIP priority LM8/LM9 OS2</p>	Ensure that PP planning identifies funding allocations, monitoring mechanisms and clear reporting of value against spend to Governors.	Termly	RB, BM, PP Gov	Plan identifies funding allocations, key monitoring activity and reporting to SLT and Governors.	4 x per year monitoring reports against PP Plan to SLT and Governors. Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.	Nil	RB Meeting with BM - 17.11.17.
	Clarify the role of PP Mentor & PP designated Governor and provide support/CPD to them in order to enable her to fulfill an accountability role for governance.	Half Termly	CW/ABO	PP Governor supported to carry out role.	PP Governor 4 x per year visit report.Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.	PP Mentor: £20000, CPD £300	ABO met with PP Gov.
	Review with data lead and SLT use of data to track progress by sub-groups and ensure that progress reporting to Governors reflects strategic response to data profiles.	4 times per year	RB Middle Leaders	Data profiles developed and regularly reviewed with Middle Leaders. SLT and Governors.	PP progress dashboards reported 4 x per year to SLT and Governors. Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.	Nil	
	Ensure that tracking and use of data is used by teachers to adapt provision and intervention.	4 times per year	RB/CW	CAIP plans identify clear actions to improve outcomes for PP students which are routinely monitored.	SIP Updated following each ROP. Progress discussed with Link Governors at Link Governors meetings and termly reports to Curriculum,T&L & Progress Committee of Governors.	Nil	
	Identify key subject areas within the Open Element where gaps are high. Identify subject by subject actions and monitoring expectations to support PP progress.	4 times per year	RB/SLT		SIP Updated following each ROP. Progress discussed with Link Governors at Link Governors meetings and termly reports to Curriculum,T&L & Progress Committee of Governors.	Nil	
	Identify key subject areas within the EBacc Element where gaps are high. Identify subject by subject actions and monitoring expectations to support PP progress.				SIP Updated following each ROP. Progress discussed with Link Governors at Link Governors meetings and termly reports to Curriculum,T&L & Progress Committee of Governors.	Nil	
	Identify key subject areas within the Core Element where gaps are high. Identify subject by subject actions and monitoring expectations to support PP progress.				SIP Updated following each ROP. Progress discussed with Link Governors at Link Governors meetings and termly reports to Curriculum,T&L & Progress Committee of Governors.	Nil	
LM6	Ensure that pastoral tracking and intervention is measured for impact and informs academic tracking and intervention.	4 times per year	RB / HOY / PP Co-ordinator	Tracking reports established and intervention impact measures agreed and reported.	Review of intervention data after each ROP – review by PP Governor, SLT and Governors.Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.	Nil	
	Build QA activity and feedback from this activity into the school’s routines for self-evaluation – including clear analysis of progress data and intervention.	Weekly	JMB / JB	Refreshed QA toolkit identifies PP elements which can be extracted for progress monitoring – development areas fed up and down to ensure teachers are focused on development required.	QA summaries carry PP sections – reported termly to SLT and Governors. Team plans identify development and progress against plans.	Nil	

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Character							
Students develop a set of attitudes, skills and behaviours via ASPIRE and PRIDE to support them through the phases of secondary school.	Develop a training package for key staff and PP students to develop ASPIRE and PRIDE characteristics and profile self-efficacy.	2017>	JB	Staff and students developing confidence in using solution focused approaches.	QA of CPD/Student Voice and Lesson Observations reported to Governors.	£500	
	Reintroduce Paget Honours to recognise progress against ASPIRE and PRIDE.	Jan-18	CML/HOCAs			£1500	
Social and emotional learning developed.	PSE and form time programme deliver a focus on: <ul style="list-style-type: none"> Self- efficacy CEIAG Oracy. 	Sept 2017 - July 2018	DD /HOY / JB	PSE Curriculum and form time programme develop student understanding and competency in key areas identified.	QA of CPD, Student Voice and Lesson Observations reported to Governors at link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.	£500	
PDBW3	Behaviour interventions operate for most vulnerable PP students.	Ongoing	Wellbeing Hub / PP Co-ordinator	Targeted individuals maintain access to support provision.	Termly reports to Disciplinary Committee.	£200??	Boxall Profile renewed - profiles to be conducted during Autumn term.
	Additional aspiration programmes for individuals in extra curricular time.	Ongoing	HoY, DD, RB	Support provided for most vulnerable. Student voice shows impact.	Termly reports to Disciplinary Committee.	£50	Destinations Day, Higher Horizons+, Duke of Edinburgh and early entry to DofE.
Metacognition and self-regulation.	Staff identify lesson by lesson strategies to accommodate the needs of PP students: <ul style="list-style-type: none"> Metacognition based target setting and approaches to tasks Further develop BLOOMS as whole school approach to T&L. 	Blooms 4.9.17 Metagog - nition 3.1.18	JB PP Leads	Blooms used as part of 3 tier challenge and in questioning. Metacognitive Toolkit developed.	T&L quality assurance including: Lesson Observation Work Scrutiny. Reviewed in weekly Line Management and SIP/PM.	£500	Blooms training 4.9.17 and focus of a Learning Community.
Building strong attendance and behaviour and acceptance of support and intervention.	Mentoring provided to key group for improving aspirations.	2017-2018	Wellbeing Hub / PP Co-ordinator /HOY /Mentors/Carers Advisor	Mentors provided to all KS4 PP students.	Career Ready analysis reports.	£20000	Mentor in place 30.10.17 Dates for Higher Horizons+ agreed.
	PP student workshops identified for attendance, behaviour, self esteem.	2017-2018	CW/PP Co-ordinator	PP attendance improves to 95%. PA of PP students to be reduced.	Termly Pastoral dashboard reported to SLT and Governors (Disciplinary Committee).	£100	Workshop delivered for Yr 7, 10 and 11 PP Parents/Carers: 11&18/10/17. Coffee morning being arranged to meet off site. DATES?
Student voice.	All student voice groups and student bodies have PP representatives.	Ongoing	DD / JB / Governors	Student voice represented and considered.	Termly Student Voice report to SLT and Governors (Disciplinary Committee).	£100	Ongoing weekly with JB and termly with SLT.
Wider opportunities provision.	Funding to support PP activities and resources.	2017-2018	RB/BM	Resources made available to PP students: <ul style="list-style-type: none"> IT Uniform Visits/trips Curriculum access Consumable learning resources. 	Annual PP review. Reported to Governors via Headteacher's report & at link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.	£8000 TBC	Meeting to be arranged with BM to agree finance.

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Developing Independent Learning - students develop the skills needed to work on their own, in groups and pairs and have the skills to improve outcomes							
<p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Give pupils a repertoire of strategies to choose from during learning activities.</p> <p>OS4 (BAT?)</p>	Carefully evaluate RADY group provision to ensure that the curriculum offer clearly identifies and supports basic skill and self-management requirements.	2017 - 2018	RB	LA PP student progress is supported and students made positive progress against starting points.	Reported to Governors via Headteacher's report & at 4 x a year at link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.		To be reviewed following ROP1.
	Develop pedagogy to ensure teaching and learning makes a difference to PP students in the following areas: <ul style="list-style-type: none"> ● metacognition ● strengthening marking and feedback ● literacy - oracy. 	2017 - 2018	JMB/JB	Teaching and Learning development strategy to address these priorities is developed.	Half termly review and SIP evaluation including: Lesson Observation Work Scrutiny.	£500	Half term 1 completed SIP evaluation.
	Ensure that staff CPD and coaching within curriculum areas addresses teacher competency in delivering agreed approaches.	2017 - 2018	JB	Associated CPD is develop, delivered and impact is monitored.	Part of T&L QA where concerns are raised CPD and support is put in place.	£500	Weekly CPD programme in place and focuses on areas of development.
	Develop intervention which is individualised, class based and focussed on examination readiness.	Ongoing	CW / HOCAs	Class based intervention is identified and delivered to agree curriculum area plan. Core and EBacc subjects targeting PP students outside of the curriculum.	Line managers.		Core and EBacc additional intervention commenced on 6 week rotation. Class based intervention taking place.
Homework.	Identify homework activity and support and access to resources.	2017 - 2018	RB/SWA	Develop approaches to using Google classroom with parent access supported and monitored.	Session reporting as part of Headteacher's report to Governors.		Information about internet access has been collected.
	Homework club provides access to computers and resources for PP students.	2017 - 2018	PP Co-ordinator	PP students provided with priority access.	Attendance monitoring.		In place and ongoing.
Feedback and monitoring of student progress							
Curriculum areas and staff focus on achievement to ensure that PP students: <ul style="list-style-type: none"> ● Make expected progress in Maths and English. 	Regular progress meetings are held with all curriculum areas.	2017 - 2018	RB/JMB/HOCA	Review meeting held to calendar discuss progress.	Ongoing progress review. 1. Every Friday CA Progress meetings, 1 person per week. 2. Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18.		Half termly meetings with Core, EBacc and non-Core leaders.
<ul style="list-style-type: none"> ● Make significant improvement if below L4 at KS2 in English and Maths (or equivalent). 	Eng and Maths to have joint meetings to discuss cross over basic PP students.	Half Termly	JMB, CD, AGR	Meetings provide evidence of progress and basis for intervention.	Ongoing PP Data dashboard.		CD and AGR are meeting regularly. Core meetings 1 x half term.
	Catch up funding is used for those PP students who are behind in Eng and Maths – intervention from PSE time.	2017 - 2018	JMB /CD / AGR / SEN TAs	<ul style="list-style-type: none"> ● PP students priority for Accelerated Reader Prog. ● Yr 7 students make accelerated progress due to En and Ma provision. 	Tracking report in line with data drops and April & July 2018. Information on website.		Intervention for Yr 7 in place. Accelerated Reader Prog now in place for all KS3. Yr 7 all received dictionaries. Literacy strategy in place. Numeracy strategy being developed.

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Maximise Progress and Attainment 8 outcomes linked to prior attainment.	Target review and resetting to be developed for a trial group of PP students.	2017 - 2018	RB	Targets are closely reviewed for upward profiles.	Monitor with students.		Ready to start after ROP1.
	PP Leads for each curriculum area to lead PP provision and liaise between curriculum areas.	2017 - 2018	CW/PP Leads	PP half termly bulletin produced by PP Leads to raise awareness of PP achievements and successful activities.	Pupil Premium Review 2018.		Representative from each Curriculum Area identified to inform PP Lead.
	Metacognition and self-regulation is a key driver for raising PP achievement.	2017 - 2018	CW/RB/SLT	PP review 2018 shows improvements in PP provision within the classroom and through book scrutiny.	Pupil Premium Review 2018.		
Ensure HA PP students are inspired to achieve in line with Peers.	Differentiated work within lessons targeted at PP students.	2017 - 2018	HoY HOCA	Targets raised to give PP students a boost- parents contacted to improve communication home/school.	Termly report to Curriculum, T&L and Progress committee.		Ready to start after ROP1.
Effective Feedback and marking is identified within curriculum areas as key to PP success. TLA4	PP marking to be prioritised, focussed and detailed – it provides clear guidance for improvement.	Ongoing	SLT/HOCA	Lesson Observations identify emerging good practice for sharing and poorer practice is identified for the provision of coaching support.	Work scrutiny to SLT/HOCAs each week. Work Scrutiny reported to Progress and Curriculum committee.		In place.
	In lesson feedback is focused on raising aspirations and PRIDE via encouragement and challenge – use of Growth Mindsets guides.	Ongoing	SLT/HOCA	Work audits and Learning Walk feedback identifies provision in place.	QA- lesson observations.		QA - lessons observations.
	Peer marking and careful pairing of PP students in order to raise contextual knowledge.	Ongoing	HOCA	Evidence of peer to peer marking in books.	Work scrutiny to SLT/HOCAs each week. Work Scrutiny reported to Progress and Curriculum committee.		Half term1 review completed.
Students in need of additional support and challenge receive bespoke intervention which improves rates of progress.	Data tracking to 'push' names of PP students who are falling behind – by group.	4 times per year	RB/JMB/ HOCA	Data drops x 4 show progress and identifies students who need support.	4 x per year monitoring reports against PP Plan to SLT and Governors. Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18. Termly reports to Governors	Nil	Ready to start after ROP.
Senior staff to challenge curriculum area teams and individual staff where expected progress is not being made TLA6	Assertive mentoring to be pursued with key groups.	July 2017>	CW / ABO / Mentors	All year group PP students and HA PP running before the start of Yr 11 exams.	Mentoring impact reports.		Ongoing since September 17 with PP Mentors working with identified students.

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Literacy							
Oral Language interventions have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups.	Develop approaches which: <ul style="list-style-type: none"> • help pupils to make their learning explicit through verbal expression • match the oral language activities to learners' current stage of development so that it extends their learning and connects with the curriculum • explicitly extend students' spoken vocabulary • use structured questioning to develop reading comprehension. 	Jan - July 2018	JB / CD / NPQSL	<ul style="list-style-type: none"> • Whole school approach to developing Oracy focused on PP students and extending their abilities into implementation. • Oracy Toolkit provided for staff to use from INSET. • Evidence of Toolkit used in Lesson observations. 	4 x per year monitoring reports against PP Plan to SLT and Governors. Link governors meeting planned wk.beg 20.11.17, 22.1.18, 23.4.18 & 2.7.18. QA T&L monitoring report. Student Voice reports.	£500	
	Deliver training for staff to ensure they model and develop pupil's oral language skills.	Jan - July 2018	JB	CPD in place.	CPD evaluation.	NIL	
TLA7 OSS/6	Ensure that the full analytics attached to Accelerated Reader Prog. is developed into use in order to provide additional targeted use of Accelerated Reader Prog. and increase whole school growth impact by monitoring and directing wider use of Accelerated Reader Programme.		CD	<ul style="list-style-type: none"> • Accelerated Reader Prog. programme is extended and identified intervention packages developed and impact tracked. • Class teachers use reading age information to support differentiation in text based lessons. 	Accelerated Reader Prog. growth reports produced half term and reported to SLT and Governors.	COST??	
Parental Engagement							
Improve and develop mechanism for support and involvement of PP parents. PDBW2 (Attendance)	Contact parents/carers of all PP students to discuss communication preferences and establish a direct line of communication.	Oct-17	ABO / HoY DD	All parents/carers contacted and communication preference established.	Noted on SIMS.	NIL	
	Train PP Mentors and TAs in structured conversation with low engaging PP parents.	Spring Term 2017	JB / PP Mentors TAs	PP Mentors trained in listening conversations.	Outcomes reported via Pastoral TAAP.	£300	
	Ensure that PP SEND families are met/ contacted every half term to review existing practices between school and parents.	Half termly	ABO / CM TAs	Half termly meetings for high need PP SEND families.	SEN Team Development Plan to identify when parents have been met.	NIL	
	Attendance clinics/drop-ins arranged for PP parents/carers and high need PP SEND families.	Autumn 2017	ABO / Wellbeing Hub team	<ul style="list-style-type: none"> • Attendance clinics every term. • Other drop-ins organised as needed. 	Attendance clinic impact reports.	NIL	