



**Sir  
William  
Stanier  
School**

**Success  
and  
Progress**

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# Pupil Premium & Year 7 Catch Up Premium Plan 2016 | 2017



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# Pupil Premium

## Background to 2016-2017 Funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. SWS is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£935 per child)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)



# Cohort Analysis and Funding Breakdown

## Summary of Pupil Premium (PP) students on role Sept 2015

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>% of year group Pupil Premium</b>	55% (78)	54% (81)	48% (68)	45% (59)	42% (65)

## Funding Allocation 2016-17

This will be adjusted February 2017 to realign financial year funding to match academic year.

<b>Projections based on September 2016 census</b>	
Total number of students on roll (11-16)	783
Total number of students eligible for Pupil Premium Grant	351
% of students eligible for Pupil Premium Grant	45%
<b>Total Anticipated Pupil Premium Funding for 2015-2016</b>	
	<b>£328,185</b>

## Year 7 Catch up Premium

### What is Literacy and Numeracy Catch-Up Premium?

The Literacy and Numeracy Catch-Up Premium is a type of funding additional to the main school funding. It is received from the government and is allocated to students who did not achieve the expected standard in reading or maths at the end of Key Stage 2. Schools are free to spend the Catch-Up Premium as they see fit within specific parameters.

Unlike Pupil Premium, the Catch-Up Premium is only awarded to students in Year 7.

In 2016-17, schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015-16 but adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. We received £15,500 last year to support 31 students who had not achieved a level 4 in reading, maths or both. Therefore we will receive  $(142/162 * 15,500) = £13,586$

The plans are inextricably linked at SWS as we believe that the acceleration of key communication skills is an absolute priority for our youngest pupil premium students. We continue to track these students closely throughout their time at SWS 8 and give extra support where needed.

Overview for Sir William Stanier	
Total number of students on roll in Year 7	142
Total number of Catch-up Premium Students (number of these who are also entitled to Pupil Premium Funding)	82 ( )
Number of students who did not make the expected standard in Reading at the end of KS2	73
Number of students who did not make the expected standard in Maths at the end of KS2	66
Number of students who did not make the expected standard in Reading and Maths at the end of KS2	54
<b>Total amount of funding received for Catch-Up Premium Grant</b>	<b>£13,586</b>
<b>Amount of funding available to support each student (compared to £500 in 2015-16):</b>	<b>£165</b>



# Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to close the gap between eligible students and their peers by increasing the progress made by all students but accelerating the progress made by students eligible for the grant. Good gains were made last year in ensuring that more students achieved qualifications which would enable them to make a successful transition to Post-16 Level 3 courses. However, historically, levels of attainment are lower for students eligible for funding (the national trend shows a 27% gap in attainment of 5A\*-C incl. Maths and English between non-Pupil Premium and Pupil Premium students); Funding is applied carefully and strategically at SWS to ensure that barriers to progress are removed.

When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from external research in order to maximise the impact of the spend. Successful spending takes into account the students (their levels of attainment and their social background) along with the skills and attributes of those employed at SWS. Many students enter the school with levels of numeracy, reading and writing which are below the national standard and therefore we believe that priority should be made to ensure the following objectives are met:

**1. Communication:**

Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths and English as they go through their time at the school.

**2. Engagement:**

To improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements.

**3. Transition:**

Ensuring the students eligible for Pupil Premium make a successful transition from Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students. As separate government funding for Summer Schools ceased in 2015, the cost for this has been absorbed into the SWS PP budget to ensure a successful strategy can continue to take place.

**4. Attendance:**

To ensure the attendance of Pupil Premium students does not fall below 94% (national average) and levels of PA remain below national levels.



# Spend Plan 2016-2017

## At a glance

		Cost (£)	
Provision	Ref	Catch up Premium	Pupil Premium
Early Bird Reading	C1	440	0
Early Bird Maths	C2	742	0
Blue Pathway Additional Literacy	C4	300	0
Accelerated Reader	C5	3472	0
Proportion of SWS Staffing for the above	C1-4	7308	676
		<b>Total: £13,586</b>	
Over-staffing and extra tuition in Maths and English	C6		79247
Academic subsidy	E2		2000
Engagement subsidy	E3		5240
Alternative Curriculum	E4		158095
PP Most Able "Sirius" Strategy	E5		4000
Nurture Centre	E6		26233
Transition Summer School	T1		8000
Attendance	A1		45370
			<b>Total: £328,185</b>

## Communication (C) Interventions:

<p><b>Description of Intervention:</b> <u>C1: Early Bird Reading Scheme</u> – A peer-mentoring scheme which takes place before school daily to improve the reading age of students whose reading age is considerably below their chronological age (5-8 years) through the use of the SRA program. This will support those within the Catch-up 7 cohort to accelerate reading ability as a fundamental to accelerating progress in Literacy. The program aims improve learners’ reading efficiency and speed through the guided approach of colour-coded levels of graduated difficulty of reading, it focuses on individualised, independent work which lets each student move at their own rate. The aim is to develop employment of reading strategies, vocabulary and reading speed and to reduce anxiety and increase confidence in the realm of reading.</p>	
<p><b>Rationale:</b> The Sutton Trust Toolkit indicates that this type of Peer-Assisted tutoring (here it is Year 10 students working one to one with Year 7 students carrying out a structure approach to reading for 25 minutes a day 3-5 times a week) can have an effect of +5 months. Care has been taken to ensure that the staff have been well trained in the program and the Peer Tutors likewise.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>▪ To assess the Reading Ages of all Year 7 students using the Access Reading Test during Year 6 induction days</li> <li>▪ Select Y7 cohort with Reading Ages below 10 years (likely to include the majority within Year 7 Catch up Premium cohort)</li> <li>▪ Promote, select and meet with Year 10 mentors to complete induction process and match mentors to Year 7 students.</li> <li>▪ Inform parents and staff about early morning sessions</li> <li>▪ Retest using Access Reading Test</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Improved Reading Ages of between 6 months to 4 years after 10-12 week cycle</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>▪ 10-12 week cycles</li> <li>▪ Twice throughout academic year</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ SENDCo Karen Cocker</li> <li>▪ Pam Craig – TA</li> </ul>
<p><b>Monitoring and Evaluation:</b>            SENDCo to QA the intervention and receive update from P. Craig on a weekly basis. Report findings of reading age on repeated reading tests after 12 weeks (Report 1w/b 30/01/17 and Report 2 w/b 15/5/17 to Assistant Principal Achievement to show relative progress in reading along with proposal of which students need to continue with another cycle, which can be exited and which need an alternative strategy (through small group work). Strand 1 Governors committee report – Plan – Mon 28<sup>th</sup> Nov 2016, Impact of Block 1 February Gov Mtg.</p>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>▪ £ 260 Renewal of Access Reading Test (1 year subscription)</li> <li>▪ £ 3276 (proportion of TA salaries from Catch up Premium)</li> <li>▪ £ 300 Rewards/certificates for students</li> <li>▪ £ 30 Reading Buddy badges</li> </ul>



**Description of Intervention:** C2: Early Bird Maths Scheme – Small group breakfast and lunch club intervention based on addressing individual weaknesses

**Rationale:** Previous web-based Maths programmes used by the school (Whizz maths) has become prohibitive based on cost-benefit analysis. Mathletics, which many of the students have used successfully in primary school allowed a much more teacher-led diet due to the assignment of tasks to students. It also ensured that students are not allowed to move on until they have mastered a particular skill. However, this year we decided to increase the contact time for delivery and support from maths teachers in order to work more specifically around student misconceptions in order to build confidence which can be more easily translated into lesson success.

**Actions:**

- To assess the Maths Ages of all Year 7 and 8 students using the Access Maths Test..
- Select cohort for Early Bird (2 groups – 1 breakfast, 1 lunch)
- Inform parents and staff about early morning sessions
- Retest using Access Maths Test
- Students in lower sets to also start Rock Star maths competition to promote times tables competency.
- Resubscribe to MyMaths in order to engage Catch up Premium students to access specific and directed homework tasks.

**Success Criteria:**

- Improved Maths Ages of between 6 months to 4 years after 6-12 week cycle

**Time Duration:**

- 6-12 week cycles
- Ongoing throughout academic year

**Staff Responsible:**

- K Mason – KS3 Lead Maths
- M Oxe – Lead TA for Intervention
- H Ebborn

**Monitoring and Evaluation:**

K Mason to QA the intervention and receive update from M. Oxe and H Ebborn on a weekly basis. Report findings of maths age on repeated tests after 12 weeks to SLT to show relative progress in maths along with proposal of which students need to continue with another cycle, which can be exited and which need an alternative strategy.

**Cost:**

- £ 500 My Maths licenses
- £ 4,032 (proportion of TA salaries from Catch up Premium)
- £1000 (PP proportion of TLR holder salary)
- £ 42 Rock Star Maths subscription
- £200 rewards



**Description of Intervention: C3: Small group Literacy and Numeracy Intervention** - aimed at increasing confidence in reading by utilising specific reading strategies for students whose reading age is between 8 – 10 through small group intervention with Lead Literacy TAs or similar withdrawal groups for those Year 7s who are have a scaled score of less than 80 in Maths on entry.

**Rationale:**

The Sutton Trust Toolkit indicates that this type of Small group tuition can add + 4 months as long as the groups stay small (below 7) and the groupings have been put together to ensure that the work is accurately matched to the needs of the students. Improving reading to RA of 10+ will facilitate ease of access to most reading materials and resources in mainstream lessons.

**Actions:**

- To assess Reading Ages using Access Reading Test to identify cohort
- To timetable intervention and prepare scheme of work
- To concentrate on higher level skills including inference
- To gather all profile information on the cohort
- To inform parents
- To measure progress at the end of the unit using Access Reading Test

**Success Criteria:**

- Students to exit with a RA of 10+
- Students to score higher on the Access Reading Test on the four elements measured
- Students to have achieved expected MEG for the corresponding assessment round in mainstream Maths lesson assessment.
- Impact reflected in progress levels/effort levels
- Number of positive letters sent home and the number of positive evaluations

**Time Duration:**

- Inference and Comprehension between 3 and 5 groups to start 2 form times a week until expected progress is made.

**Staff Responsible:**

- SENDCo – K Cocker
- Support Literacy TAs

**Monitoring and Evaluation:**

- Following slow progress on the Early Bird reading and initial analysis from the Access Reading Test (ART) we allow groups to be focused on specific elements of weakness in the four areas measured (literal comprehension, vocabulary, inference and analysis).
- Those participating in the Inference and Comprehension groups will be retested on the ARTi as a National Curriculum Reading level will be generated. Initial retest then adjustments to groups to be made.
- Success of Numeracy intervention to be assessed through Whole School Assessment Round monitoring and then every 8 weeks after.

**Cost:**

- £ 1,512 (proportion of TA salaries from Catch up Premium)
- £ 1,512 (proportion of TA salaries from Pupil Premium )

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|--|--|
| <ul style="list-style-type: none"><li>▪ SENDCo to Quality Assure the Scheme of Learning along with observations of group work.</li><li>▪ Fortnightly verbal updates from TAs.</li><li>▪ Record of results on exit.</li><li>▪ Reports to SLT after dates above.</li></ul> |  |
|--|--|

**Description of Intervention:** C4: Blue Pathway withdrawal for Catch-up 7 students – These students will be disapplied from MFL provision in order to focus on essential writing skills during additional timetabled lessons. They will follow a Scheme of Learning designed specifically to their needs which will run alongside and complement their already timetabled English lessons.

**Rationale:**

Rather than an intervention, this is a curriculum provision aimed at ensuring solid foundations in Literacy in Year 7 which will prevent the need for interventions in later years for these students.

**Actions:**

- Parents informed through induction process
- SENDCo and KS3 Lead English to construct SOL
- Students to complete baseline testing and subsequent Assessment Focus assessments along with whole school mainstream assessments in English.

**Success Criteria:**

- Students will show accelerated rates of progress and will have made accelerated progress towards the expected standard in English by the end of Year 7.

**Time Durations**

- Sept 2016 – July 2017

**Staff Responsible:**

- SENDCo
- Year 7 DOP to track progress
- KS3 English Lead

**Monitoring and Evaluation:**

- English Staff to Quality assure the delivery of the program.
- First data collection point is AR2 (then every 8 weeks after).
- DOP Lower School to produce report based on English Progress

**Cost:**

£300 to increase the number of appropriate texts and materials for a larger cohort  
 £1000 – PP proportion of TLR holders salary

**Description of Intervention: C5: Accelerated Reader**

Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to foster the habit of independent reading among early secondary age pupils. The internet-based software initially screens students according to their reading levels and suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read and earn AR points related to difficulty.

**Rationale:**

Education Endowment Foundation research suggests the intervention to add +3 months progress and +5 months progress for FSM students. The report states that AR appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. The most success was seen where there was a well-stocked library with access to computers and support from teachers for those with very low levels of reading. The decision to deliver AR was partly around the rebranding of the library as a Literacy Resource Centre managed by a member of SWS staff previously experienced in small group literacy interventions.

**Actions:**

- Restock books from library services subscription where needed
- Star test all year 7 and new students in English lessons in the first fortnight in September
- Carry out staff training in Year Group briefings
- Re-Launch to students via English lessons and assemblies
- Mail shot to parents giving student logins for checking results at home
- Write timetable to ensure all Year 7 and 8 English classes have 1 AR library lesson/fortnight
- Write timetable to ensure all Year 7 forms access the library during 1 form time/fortnight and that students are given time in other form times to read.
- Report to parents on Reading Age and progress made in AR
- Develop a data model to report cohort improvement more effectively

**Success Criteria:**

- By the end of the academic year, the gap between reading age and chronological age will have reduced significantly
- A greater percentage of students will be accessing the library during break and lunchtimes and taking out books independently.

**Time Duration:**

- Sept 2016 -July 2017

**Staff Responsible:**

- KS3 Lead English
- LRC Manager – U Young

**Monitoring and Evaluation:**

- Students will carry out Star-testing in the first weeks.
- AR team to meet fortnightly to start with to monitor implementation and make improvements where necessary.
- LRC manager to monitor engagement levels and identify reluctant readers who may require support and guided reading.
- Yr 7 and 8 students to be retested for Reading age half way through the year (report due 6/2/2017) and at the end of the year (report due 17/7/16)

**Cost:**

- £2772 AR licences (third of 3 year licence package)
- £200 rewards
- £500 increase the number of books to engage reluctant readers

**Description of Intervention: C6: Extra-lesson support for Year 10 and 11 students in English and Years 9, 10 and 11 in Maths.**

A number of interventions are planned including the employment/retention of extra staff in these faculties along with one to one and small group tuition, Saturday maths classes, English feedback sessions and increased in class TA support for PP learners.

**Rationale:**

EEF research tells us that effective feedback can have a +8 months effect on a student and one-to-one tuition can have a +5 months effect.

- Pupil Premium students who are not on track in English will have additional access to feedback on exam success from members of the faculty who have been trained by a current AQA moderator. Students will also benefit from a question by question level analysis with a face to face session to give verbal feedback on strategies for attacking weak areas having had their papers marked by a current AQA examiner.
- Pupil Premium students who are not on track in Maths will have extra small group intervention support from R Nejati, a maths HLTA, who will liaise with the class teacher and DOF to work on identified weaknesses in exam strategy and give an increased level of written and verbal feedback to supplement work in class.

**Actions:**

- Faculty Action Planning and RAP process with identify those PP learners who are not making expected progress. RAP meetings to review outcomes of interventions and composition of future groups and one to ones.

**Success Criteria:**

- Students will accelerate their progress from Assessment Round 2 in order to achieve at least their MEG in the final qualification (or by AR6 for Years 9 and 10 students).

**Time Duration:**

- Sept 2016 – July 2017

**Staff Responsible:**

- RAP team (KS4 Lead English, , KS4 Lead Maths, AP Achievement, Year 11 DOP)

**Monitoring and Evaluation:**

- Year 11 DOP to ensure correct eligible students are attending sessions
- Review of outcomes in Maths on a fortnightly basis
- Mock Examinations in Dec/March
- Assessment Round Data
- Feedback at the level of the individual student at weekly RAP meetings.

**Cost:**

- Consultancy English Additional marking and feedback - £4000
- Consultancy small group feedback - £2000
- Maths extra tuition - £27657
- PP extra sessions - £1000 (including residential)
- Overstaffing in Maths/English - £44,590 (increases leadership capacity for KS4 lead specialists)

**Description of Intervention: C7: Ensure that CLA and Post-CLA student's entitlement is met through additional support in English and Maths and priority inclusion into extra-curricular enrichment events.**

**Rationale:**

Although the planning for the CLA and post-CLA students at SWS falls outside of this financial plan, it is important that the interventions are linked into the plan in order to coordinate with other aspects which they may be receiving support from.

Sutton Trust Research indicates that short and frequent one to one tuition sessions can add +5 months.

**Actions:**

- CLA identified cohort – monitor attainment and offer specific academic and emotional support as appropriate to include one-to-one tuition from English and Maths staff.
- PEP reports must show how the PP has been spent on supporting the individual students.

**Success Criteria:**

- CLA students make academic progress in line with peers

**Time Duration:**

- Sept 2016- July 2017

**Staff Responsible:**

- Designated teacher – L. Rogerson

**Monitoring and Evaluation:**

- Progress of students reviewed at the end of each 8 week cycle to ensure effectiveness of program and value for money.
- Evaluation of spend via half-termly PEP report.
- Faculties to justify spend in academic terms of any funds specifically requested for CLA students.
- Designated teacher to report to AP Achievement after each assessment round and PEP meeting to discuss intervention required.

**Cost:**

- Separately funded and evaluated through PEP reviews.

## Engagement (E) Interventions:

<p><b>Description of Intervention:</b> <b>E2: Implement an academic subsidy to enable PP students to fully access the curriculum and close the attainment gap</b> – All Plan holders may make bids for this fund which could include the purchasing of revision guides, the running of workshops, expendable materials for Technology etc. all of which must have a direct impact on academic attainment.</p>	
<p><b>Rationale:</b> A Sutton Trust document suggests “the choices that schools make in allocating money will be vital so that the funding can help raise pupils’ attainment and aspirations”. Just as the government have awarded the use of the allocation to schools so that they can use it to match the contextual needs of the students, faculties often know which factors are a cause for the attainment gap in their subject and are best matched to finding subject specific solutions to narrowing the gap.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>▪ All faculty and year group appraisal targets to be set where good progress includes closing the gap between PP learners and their peers internally and against national.</li> <li>▪ Staff CPD during INSET Day 1 to ensure staff are aware of how funds are to be allocated for this current year</li> <li>▪ Plan Holders invited to bid for funds for specific resources which match a current gap picture</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Evidence of Attainment gap reducing by the end of the year.</li> <li>▪ Individual Case Study testimonials.</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>▪ Sept 16 -July 17</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ AP Achievement</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>▪ Plan holders to complete bid form including evaluation section immediately after intervention.</li> <li>▪ AP achievement to record interventions onto provision mapping program in order to analyse success post AR6 and incorporate success into next year’s bids.</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>▪ £2,000</li> </ul>



<p><b>Description of Intervention:</b> <u>E3: Implementation of an engagement subsidy</u> – this will enable eligible students to fully access the extra-curricular and financially dependent activities, support those students who do not have breakfast and support home-based learning through afterschool classes and access to technology.</p>	
<p><b>Rationale:</b> All SWS faculty enrichment activities have close links to the curriculum and PP students should not be excluded from these activities due to financial constraints.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>▪ Inform staff through whole school CPD</li> <li>▪ Ensure that pupil premium students are actively included when extra-curricular provision is planned</li> <li>▪ Ensure Pastoral Support Team regularly review progress of PP students and identify where support may be needed.</li> <li>▪ Faculty members to ensure PP is an agenda item and are vigilant in being proactive where they identify a barrier to progress.</li> <li>▪ Staff to complete Bid form and evaluate impact.</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ PP cohort attendance to extra-curricular events is in line with non-PP students' attendance.</li> <li>▪ Reduction in negative behaviour incidents caused by lack of engagement (e.g. lack of PE kit, ingredients, materials)</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>▪ Sept 16 – July 17</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ AP Achievement</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>▪ CAS to monitor attendance to extra-curricular trips and homework club and impact on attainment.</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>▪ Peripatetic Music Lessons: £3000</li> <li>▪ Access to internet/laptop at home: £240</li> <li>▪ Extra-curricular events + accessing the curriculum: £2000</li> </ul>

<b>Description of Intervention: E4: <u>Provide an alternative curriculum for those students at risk of permanent exclusion.</u></b>	
<b>Rationale:</b> The Sutton Trust Toolkit indicates that this type of Small group tuition can add + 4 months as long as the groups stay small (below 7) and the groupings have been put together to ensure that the work is accurately matched to the needs of the students.	
<b>Actions:</b> <ul style="list-style-type: none"> <li>▪ Identify those at risk of permanent exclusion from behavior records</li> <li>▪ Create a curriculum package for each individual to optimize successful outcomes and increase engagement with school, moving across key staff ensuring all students have access to a full Progress 8 entitlement and increase Quality First Teaching in a wider range of high value qualifications.</li> </ul>	
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>▪ Reduced numbers of FTE (number of occasions and days), increased attendance, improved attainment data, engagement with work placement where appropriate, reduction in NEET figures.</li> </ul>	
<b>Time Duration:</b> <ul style="list-style-type: none"> <li>▪ Sept 2016 – July 2017</li> </ul>	<b>Staff Responsible:</b> <ul style="list-style-type: none"> <li>▪ Vice Principal – Standards and Effectiveness – A. Norton</li> <li>▪ Assistant Principal – C. Barker</li> <li>▪ Aspire Director – L. Rogerson</li> </ul>
<b>Monitoring and Evaluation:</b> <ul style="list-style-type: none"> <li>▪ Fortnightly LM meetings VP + Aspire Director</li> <li>▪ Interim assessment checks</li> <li>▪ Regular reviews of AC data through internal database</li> <li>▪ Reports to Strand 1 and Strand 4 governor sub-committees.</li> </ul>	<b>Cost:</b> <ul style="list-style-type: none"> <li>▪ AC Centre Staffing = £149945</li> <li>▪ Work Experience Placements = £6750</li> <li>▪ Safer Opportunities WEX development = £1400</li> </ul>

**Description of Intervention: E5: “Sirius” Most Able Programme**

**Rationale:**

The success of the previous year’s Sirius KS3 program in diminishing attainment and progress gaps between our most able PP students and their peers indicated that the provision needed to be quickly rolled out to KS4. In order to ensure

**Actions:**

- AP Achievement to outline package of provision
- Progress Director for Upper School to launch Sirius Programme with students and parents
- Academic Support Tutorials to be set up
- CIEAG events to be scheduled
- Growth Mindset course to be carried out for Years 7 and 10 and Day 2 for Years 8 and 9
- Cross-curricular events to be planned.
- Further development of Critical Thinking course.
- A\* masterclasses

**Success Criteria:**

- close the attainment gap between PP and non-PP most able students across the school and improve PP most able achievement against national.
- students will demonstrate their newly acquired critical thinking skills across the curriculum

**Time Duration:**

- Sept 2016-July 2017

**Staff Responsible:**

- Assistant Principal Achievement – Charlotte Casewell
- Progress Director for Lower School – S. Barker
- Progress Director for Upper School – K Banks

**Monitoring and Evaluation:**

- Assessment Round data analysis
- Student voice
- Feedback from mentoring sessions

**Cost:**

- £4000

**Description of Intervention: E6: Development of Nurture Centre and Achievement as an alternative to exclusion and reengagement with achievement and progress**

**Rationale:**

Students who are presenting with behaviours which make it difficult to engage with mainstream curriculum may require the opportunity to work with adults around the roots of the behaviour and time for restorative justice to be encouraged in order that behaviour is not repeated.

**Actions:**

- Improvements to be made in quality of work sent from faculties. PP students to be highlighted each morning with Pastoral Support Team ensuring the quality and quantity of work will allow students to make good progress.
- Ensure PP students complete work in Nurture which will support good progress during Assessment Rounds.

**Success Criteria:**

- Reduction in FTE
- Reduction in return visits to Achievement Centre
- Improved attendance
- Improved Attitude to Learning

**Time Duration:**

- Sept 2016– July 2017

**Staff Responsible:**

- Assistant Principal – C. Barker
- Nurture manager

**Monitoring and Evaluation:**

- Exit reports for each individual from Achievement Centre Manager.
- AP Reports to SLT Strand 4 Governors Subcommittee.

**Cost:**

- Proportion of cost of TAs for staffing
- £26233

## Transition (T) Interventions:

<p><b>Description of Intervention: T1: Summer School</b> – a one week summer school aimed at ensuring that Pupil Premium students make the best start the SWS and that gaps in Literacy, Numeracy and attendance start to close before a September start.</p>	
<p><b>Rationale:</b> The Sutton trust indicates that participating in a Summer Schools can add + 3 months, especially if there is parental engagement. There is a moderate impact for a moderate cost and reduces the traditional attainment dip between year 6 and 7 whilst ensuring that those pupils at risk of not making a smooth transition are encouraged to build positive relationships with staff in order that progress can be accelerated in September 2017</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>▪ Promote the attendance of PP students by early invite through letters delivered to primary schools to prevent holiday clashes</li> <li>▪ Inclusion of literacy activities alongside Social and Emotional content in order to prepare for launch of reading schemes in September</li> <li>▪ (Author visit, reading tests conducted, extended writing encouraged)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Students who attend Summer School maintain or improve KS2 attainment in Maths and English and show greater levels of progress in AR1 assessments when compared to those who do not attend.</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>▪ First weeks of the summer holiday</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ VP Standards and Effectiveness – A. Norton</li> <li>▪ Progress Director Lower School – S. Barker</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>▪ Director of Lower School to produce evaluation report based on analysis of Baseline testing and AR1 assessment data. (due Nov 2017)</li> <li>▪ Report to Governors Strand 1 committee Mar 2018.</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>▪ <b>£8000</b></li> </ul>

## Attendance (A) Interventions:

<p><b>Description of Intervention:</b> A1: <u>ensure the attendance of PP and CLA students does not fall below 94% (national average)</u></p>	
<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>PP students in secondary schools are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed-term exclusions across the year. Students who are not present are not engaging in the full curriculum experience and therefore may not make as much progress as those whose attendance is acceptable.</li> <li>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF)</li> </ul>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop the role of a Family Support Worker who will work with the families of PP students who are PA or at risk of becoming PA</li> <li>Utilise Pastoral Support Team to work with identified groups of PP pupils whose attendance is of concern.</li> <li>EAL Centre manager and team to have a discreet PP caseload.</li> <li>Reduce costs of minibus for vulnerable PP students by moving from contract driver to SWS staffing</li> <li>Increase number of staff who are able to drive minibus to allow PP students to be included in school and extra-curricular activities.</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>PP Attendance gap between PP and non-PP students and PP and national non-PP diminishes.</li> <li>PP attendance increases when compared to 2015-16</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>Sept 2016 - 2017</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal – C. Barker</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>Half termly reports presented to SLT via AP and then to Strand 4 governors committee</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>Attendance Staffing (Family Support Worker and EWO hours) £35000</li> <li>Family Support Worker – mileage £500</li> <li>Minibus (driver + additional member of staff) - £4500</li> <li>Breakfast Club (staffing - £1370) (Food – £4000)</li> </ul>