

Pupil Premium: Priorities and Planned Expenditure 2018-19

Our Pupil Premium funding for 2018-19 is expected to be: £238,173 (General: £227,673; LACs: £10,500)

We will continue to focus on those strategies which most clearly evidence impact in achievement and progress, personalised for each young person according to need and based on best practice research:

- Targeted support by teachers.
- Mentoring support.
- Financial support for basic needs, extra-curricular and enrichment activities.
- Raising aspirations.

Please see the full Pupil Premium Plan below for more details of the proposed deployment of our funding.

Description	£	Expected impact	Additional information
Pupil Premium 2018-19	227,673		
Targeted additional support: mathematics	-52,060	Within school, gaps between the achievement of disadvantaged students and their peers in mathematics are narrowed significantly.	The provision of additional support in mathematics is based upon the ability levels and individual needs of disadvantaged students.
Learning Support Assistant (LSA)	-10,700	Further tailored support for individuals contributes to accelerated progress across all subjects for identified students.	The LSA will be deployed to raise standards and help to increase the levels of engagement and achievement of students who are struggling across the curriculum.
Targeted additional support: science	-49,707	Within school, gaps between the achievement of disadvantaged students and their peers in science are narrowed significantly.	The provision of additional support in science is based upon the ability levels and individual needs of disadvantaged students.
After school sessions (Eng, Ma & Sci in years 7-9)	-5,000	Disadvantaged students at risk of falling behind make accelerated progress in order to 'catch up' with their peers.	Weekly after school sessions are provided by teachers in order to accelerate the progress of disadvantaged students in years 7-9 at risk of falling behind.
Inclusion officer	-23,659	High quality support for disadvantaged students with behavioural issues ensures that any such difficulties are minimised/eliminated. As a result, these students are better able to progress in their learning and achieve to the best of their ability.	Evaluations of this support in previous years has shown that this strategy has a clear and positive impact on students' progress. Qualitative evidence to be gathered on the impact of this support.
Achievement mentors	-13,275	Highly personalised support will ensure that potential barriers to achievement for all disadvantaged students are identified and tackled, with additional strategies subsequently being implemented if appropriate. This will lead to improved attainment and progress for identified students.	Achievement mentors will work on a one-to-one basis with disadvantaged students in Years 7-10 in order to identify potential barriers to success, provide general academic guidance and refer students to other forms of support as appropriate.

Literacy and Numeracy co-ordinator.	-14,511	A programme of literacy and numeracy support is in place to best meet the development needs of identified students.	The co-ordinator of these programmes evaluates the impact of the work to inform further strategies.
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Description	£	Expected impact	Additional information
Resources for individuals – including specific strategies to support the achievement of the most able disadvantaged students	-13,638	<p>The provision of resources and funding for a range of educational experiences ensures that disadvantaged students have equal access to all that the school has to offer. This must remove barriers and ensure a positive impact on their achievement.</p> <p>Strategies to support the most able disadvantaged students must be effective in raising the aspirations of these students so that they are motivated to fulfil their potential.</p>	<p>This may include funding for items such as Music lessons, trips and visits, ICT equipment, uniforms, etc. Decisions to deploy funding for these purposes will be made on the basis of referrals and recommendations of other staff, including achievement mentors and pastoral support staff.</p> <p>Specific details of the deployment of this funding, together with evaluation of the impact of the various strategies, will be documented separately and reviewed on an ongoing basis across the academic year.</p> <p>A range of strategies to support the most able disadvantaged students will be co-ordinated by the member of staff with allocated responsibility. Recommendations and suggestions should initially be directed to this member of staff.</p>
Pastoral Support Worker	-23,573	Tailored support for disadvantaged students and their families' helps to ensure that any barriers to achievement related to personal circumstances can be dealt with effectively, leading to accelerated progress. High quality pastoral support provided to students when joining the school helps with the earlier identification and elimination of possible barriers to learning.	The Pastoral Support Worker maintains contact with students' families, including parents who are 'hard to reach'. Transition work is also an important element of this role, supporting students as they join the school.
Relate counselling	-6,000	Specialised counselling provided to students requiring this type of support is effective in building resilience and confidence. In turn, this has a positive impact on students' learning and progress.	Evidence to be gathered on the impact of this support.
Leader of Student Achievement (KS3 & KS4)	-15,548	<p>KS3 - Monitoring and tracking the achievement of disadvantaged students enables the school to gather evidence on the impact of strategies so that the most effective support is provided for individual students, thus helping them to fulfil their potential.</p> <p>KS4 - Monitoring and tracking the achievement of disadvantaged students enables the school to gather evidence on the impact of strategies so that the most effective support is provided for individual students, thus helping them to fulfil their potential.</p>	<p>The KS3 Leader of Student Achievement is responsible for tracking and monitoring the achievement of disadvantaged students so that the impact of strategies can be monitored, evaluated and, if necessary, modified, on an ongoing basis.</p> <p>The KS4 Leader of Student Achievement is responsible for tracking and monitoring the achievement of disadvantaged students so that the impact of strategies can be monitored,</p>

			evaluated and, if necessary, modified, on an ongoing basis.
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