

**PUPIL PREMIUM\*/CATCH-UP PREMIUM SPENDING PLAN 2016-17**

**\*PP students now known as DPs (Disadvantaged Pupils, as renamed by the DfE and OFSTED)**

**DP income = £261,336 + rollover of £43,982 (2015-16) = Total DP funds of £305,318**

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	Intended Outcomes	How impact is to be measured
<b>LEADERSHIP</b>					
<b>Deputy Head Teacher</b>  <b>&amp;</b>  <b>Whole School responsibility of a Middle Leader</b>	£145,450	£25,454	<p>The Deputy Head Teacher has overarching and strategic responsibility for DP achievement and progress ensures that this group are made a high priority in every aspect of school life.</p> <p>The Middle Leader has operational responsibility, including Line Managing the Academic Mentor and ascertaining the strategies are effective and the barriers are being overcome.</p>	The gap between the achievement and progress of DPs and non-DPs narrows significantly.	Closing-the-gap targets set as part of the School Development Plan, and monitored by Raising Achievement Teams, are achieved by the end of Term 6.
<b>Impact of the Intervention (including Notes)</b>					
<b>Next Steps</b>					
<b>ACADEMIC INTERVENTION CAPABILITY</b>					
<b>English &amp; Maths Intervention Teachers</b>	£97,422	£97,422	<p>Teachers withdraw DPs individually or in small groups to tackle gaps in learning, raise aspirations and provide in-depth feedback. The intervention is timetabled, where appropriate, by the DL and SENCO, and regularly reviewed. This includes weekly after school revision, targeted groups and taught sessions for Key Stages 4 and 5.</p> <p><i>Sutton Trust: Feedback +8 months; Small-Group Tuition +4 months; After-School programmes +2 months</i></p>	Progress of DPs in English and Maths is raised through in-depth intervention that finds and fills gaps in learning, and delivers personalised provision.	Closing-the-gap targets set as part of the School Development Plan, and monitored by Raising Achievement Teams, are achieved by the end of Term 6.
<b>Impact of the Intervention (including Notes)</b>					
Where possible, intervention is built, drawing on teachers' insight around the students' strengths and weaknesses, and with an already established relationship, will be working with the student.					

Accountability is held for student progress made on the specific areas delivered.					
<b>Next Steps</b>					
It is intended to appoint an Intervention teacher or HLTA in science to offer the same targeted provision in science.					
<b>English &amp; Maths HLTAs</b>	£44,614	£27,114  @ 60% The remaining 40% is funded by the Year 7 "Catch Up".	Provide in-class support and small group withdrawal to work on key skills. Also lead after school sessions and run homework clubs. Help students catch up on missed work.  <i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i>	Progress of DPs in English and Maths is raised by providing enhanced in-class support, withdrawal teaching capacity and support for students who need to catch up after absences.	Attendance at after school sessions improves and DP students submit tasks that reflect improved grades.  Evidence of raised attainment of students intervened with.
<b>Impact of the Intervention (including Notes)</b>					
Following feedback from students, for 2016-17, there is more emphasis on small group withdrawal, as opposed to in class intervention.					
Also see below, the English and Maths HLTAs will also work with Year 7 "Catch-Up" students for 50% of their time.					
<b>Next Steps</b>					
It is intended to appoint an HLTA in science or an Intervention teacher to offer the same targeted provision in science.					
<b>Academic Mentor</b>	£16,243	£16,243	Academic mentor given flexible timetable to support the achievement of DPs in across all year groups. Supporting, for instance, Year 7 DP students with Transition, Year 8 with option choices and Year 9, 10 and 11 with support for their GCSEs, and Year 11 with Post-16 applications and career choices. Completing and updating student data forms and offering access to IT and a quiet place to study after school. Ensuring completion of homework.  The point of contact for parents, keeping them informed of parents' evenings, information evenings and giving praise. <i>Sutton Trust: Meta-Cognition and Self-Regulation +8 months</i>	DPs at risk of under achievement in the areas of organisation and motivation are supported; there is liaison between the mentor and teachers about barriers to learning.  Greater parental involvement.	The DP and non-DP Progress 8 gap is reduced.  A greater proportion of homework is completed and course work is completed.
<b>Impact of the Intervention (including Notes)</b>					
<b>Next Steps</b>					

<b>TA Support Mentors</b>	£3,420	£3,420	Three weekly tutor time sessions to provide study support for year 11 students, encouragement and completion of homework and revision. Twice a week at tutor times, the mentors will catch up with and support PP students in Years 7 to 10. <i>Sutton Trust: Feedback +8 months</i>	Year 11 DPs are completing homework, revising and receiving extra encouragement.  Other Year groups are feeling supported and encouraged.	Year 11 DPs tracking data shows improvement.
	<b>Impact of the Intervention (including Notes)</b>				
	<b>Next Steps</b>				
	Mentors will also be trained on nurturing metacognitive abilities, as these have been identified by the Sutton Trust as having the greatest impact with students.				
<b>Student Development Team</b>	£130,518	£65,259	Enhanced level of pastoral support to support the pastoral needs of a complex group of Core students. <i>Sutton Trust: Behaviour Interventions +4 months; Social and Emotional Learning +4 months</i>	DPs who have complex pastoral needs, and who are therefore on the Core Group, receive an enhanced level of support.	DP students in the Core Group make at least good progress in learning due to the enhanced level of pastoral support available.
	<b>Impact of the Intervention (including Notes)</b>				
	The team also arrange/monitor Alternative Provision and work/liase with external agencies.  From September 2016, there is a specific member of the Student Development Team overseeing and coordinating LAC Provision.				
	<b>Next Steps</b>				
<b>SCHOOL BASED PP Attendance Officer</b>	£21,424	£21,424	NEW ROLE FROM SEPT 2016  To analyse and address the issue of persistent absenteeism among DPs.  Oversee truancy calls.  To build relationship with parents to support student attendance and raise the attendance rate to 95%+.	DPs with attendance figures of 80-90% are proactively targeted through home visits and return-from-absence monitoring within school.	Attendance data indicates that the gap between DPs and non-DPs is rapidly closing.
	<b>Impact of the Intervention (including Notes)</b>				
	<b>Next Steps</b>				
	Surveys being undertaken with all DP students to identify reasons for absence.				

<b>Student Counsellor</b>	£15,430	£7,715	Facility enables students to access on-site counselling. <i>Sutton Trust: Social and Emotional Learning +4 months</i>	Therapeutic support is available to DPs who experience barriers to learning in the form of mental/emotional health problems.	Attendance and tracking data for students receiving counselling indicates an improvement in their ability to access learning.
	<b>Impact of the Intervention (including Notes)</b>				
	<b>Next Steps</b>				
<b>CURRICULUM SUPPORT</b>					
<b>Accelerated Reader – Literacy Intervention</b>	£3,105	£3,105	The Accelerated Reader scheme will ensure: Everyone in Year 7 and 8 is reading; Students are having more exposure to the library; Students are reading at a suitable level for their ability.	Accelerated reading lessons planned and embedded within specific and separate timetabled Literacy lessons.	The STAR tests will be completed three times a year. Frequency of reading will be constantly monitored.  Further, additional literacy and vocabulary tests will be implemented.
	<b>Impact of the Intervention (including Notes)</b>				
	The scheme allows parents, as well as teachers, to monitor reading.				
	<b>Next Steps</b>				
<b>KS4 Raising Achievement Budget e.g. revision resources, holiday revision</b>	£2,500	£2,500	Budget available for school staff to deliver weekend and holiday revision sessions to DPs. <i>Sutton Trust: After-School Programmes +2 months</i>	DPs benefit from having the right revision resources, correct learning equipment and personalised revision support where required.	Closing-the-gap targets set as part of the School Development Plan, and monitored by Raising Achievement Teams, are achieved by the end of Term 6
	<b>Impact of the Intervention (including Notes)</b>				
	<b>Next Steps</b>				
<b>PERSONALISED SUPPORT</b>					
<b>Individual Requests</b>	£5,000	£5,000	Budget available to support DPs with individual requests e.g. part-funding for music lessons, trips, resources/ ingredients etc. <i>Sutton Trust Feedback: Sports/Arts/Outdoor Participation +2 months</i>	DPs are able to benefit from taking advantage of opportunities that could enhance their extra-curricular learning.	More DP students are involved in extra-curricular activities as evidenced by an audit of attendees.
	<b>Impact of the Intervention (including Notes)</b>				
	Essential trips, for all year groups, are covered, and where a trip is deemed to enhance their extra-curricular learning, it is part funded, as are music lessons.				
	<b>Next Steps</b>				
<b>Total DP funds of £305,318 – Planned Expenditure of £277,831 = Contingency of £27,487 for additional DP needs that arise in the course of the year.</b>					

SERVICE PREMIUM					
Income = £3,175					
Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention * where identified by Sutton Trust/Hattie	Intended Outcomes	How impact is to be measured
Personalised Support	£3,175	£3,175	An Assistant Head Teacher has responsibility for working with service children and the budget will be used on an individual basis with these students.	The Service students achieve in line with non-DP students.	
	<b>Impact of the Intervention (including Notes)</b>				
	<b>Next Steps</b>				
CATCH-UP PREMIUM					
Income = £17,500					
Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention * where identified by Sutton Trust/Hattie	Intended Outcomes	How impact is to be measured
<b>ACADEMIC INTERVENTION CAPABILITY</b>					
English & Maths HLTAs	£44,614	£17,500  @ 40% The remaining 60% is funded by the "Pupil Premium" budget.	Provide small group withdrawal to work on key skills and provide "Catch-Up" for Year 7 students who enter at below Expected Level in English and/or Maths. Also continue to work with Year 8 students. <i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i>	Progress of students entering in Year 7 at below Expected Level in English and/or Maths is raised by providing enhanced additional one to one or small group support.	On-going assessments and tracking demonstrate progress of students intervened with.
	<b>Impact of the Intervention (including Notes)</b>				
	<b>Next Steps</b>				