

# Pupil Premium Strategy – Finchley Catholic High School

## Autumn 2018



1. Summary information					
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£137,865	<b>Date of most recent PP Review</b>	Autumn 2018
<b>Total no of pupils</b>	888	<b>No of pupils eligible for PP</b>	156	<b>Date for next internal review</b>	Summer 2019

2. Current attainment									
		<i>Pupils eligible for PP (FCHS)</i>				<i>Pupils not eligible for PP (national 'other')</i>			
		2018 (27)		2017 (21)		2018		2017	
% achieving English ≥4	<b>P8/A8 score for English</b>	85%	-0.21/9.70	81%	-0.29/8.76		+0.11/10.55		+0.11/10.60
% achieving Maths ≥4	<b>P8/A8 score for Maths</b>	70%	-0.11/8.96	76%	+0.40/8.95		+0.12/9.75		+0.11/9.70
<b>% achieving English and Maths ≥5/≥4</b>		41%	67%	33%	67%	50%	71%	49%	71%
<b>Progress 8 score average</b>		-0.11		-0.22		+0.13		+0.11	
<b>Attainment 8 score average</b>		46.16		40.83		49.96		49.80	
<b>% entering EBACC</b>		44%		38%		43%		43%	
<b>% staying in education/entering employment after KS4</b>		97%		100%		96%		96%	

3. Barriers to future attainment (for pupils eligible for PP)
There is no typical profile of a disadvantaged student at FCHS but year on year, students span the entire spectrum regarding barriers which might exist. Through a variety of methods, the barriers specific to individual students is identified and strategies implemented to help accelerate their progress whatever their starting point.
<b>In-school barriers</b>

<b>A.</b>	APS on entry (including literacy and numeracy scores) is lower so disadvantaged students need to 'catch up' during KS3
<b>B.</b>	Behaviour for learning is not as high as the cohort as a whole and this can detract from their focus on achievement
<b>C.</b>	Ambition and aspiration is not always as strong so a gap in cultural capital
<b>D.</b>	Involvement in the wider life of the school is less consistent
<b>External barriers</b>	
<b>E.</b>	Home learning environment, due to financial circumstances, can limit ability to learn outside of the classroom
<b>F.</b>	In some cases, parental engagement and support is not strong
<b>G.</b>	Attendance and punctuality is lower in general

<b>4. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	To narrow the gap in the progress of disadvantaged and non-disadvantaged students in KS3 and KS4 through curriculum support and effective planning to meet their needs	Pupils eligible for PP in each key stage make more progress by the end of the year than the cohort as a whole so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using the evaluations of 1-2-1 and small group tuition, the results of data pick-ups throughout the year.
<b>B.</b>	To improve Behaviour for Learning (BfL) of disadvantaged students at KS3 and KS4 and to support those who are experiencing difficulties related to school or externally	The average BfL scores of pupils eligible for PP in each key stage is narrowing in comparison to the whole cohort and for those who remain below the average, the trend is upwards.
<b>C.</b>	To raise aspirations of disadvantaged students by involving them in the wider life of the school, prioritising them for a variety of opportunities and ensuring inclusivity through the provision of resources	Representation of pupils eligible for PP in all activities across the school rises so that each opportunity has a minimum of 25% PP students involved. Access to suitable resources (physical and online) is available to all students in receipt of PP. APL monitoring, with the support of subject teachers, CALs and form tutors, to demonstrate that provision is consistent across all PP students.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-19</b>			
How we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Lead</b>	<b>Review</b>

Improved progress in reading skills in KS3	Continue Bedrock Programme to support reading skills for all PP students	We want to narrow the gap between the reading skills and the richness of vocabulary of PP students and of the cohort and further develop reading across all subject areas	English department feedback on progress of PP v cohort on a termly basis using the reporting function available as part of the software	ENN/PRB	Spring 2 2019
	Continue subscription for PP students in KS4		English CAL review usage and impact of Bedrock on PP students	PRB/HOD	Ongoing
	Implement PiXL Unlock across all key stages	Bedrock Evaluation demonstrates gaps in language acquisition developing over time for some PP students (see Bedrock brochure)	Oversight of action plans to improve department curriculum offers by SLT Links to demonstrate use of PiXL Unlock	DUR	Spring 1 to Summer 2 2019
	Implement the more able reading programme in KS3	Evidence from OECD and House of Commons Committee that reading for pleasure at the age of 15 is a strong factor in determining future social mobility.	Evaluation of PiXL Unlock by Literacy Co-ordinator and AHT Teaching and Learning Inclusion of this project on the more able action plan to be overseen by more able co-ordinator and the AHT Teaching and Learning over the course of 2018-19 academic year	BAR/ANT BAR/GRN	Summer 2 to Autumn 2 2019 Autumn 2 2019 onwards
Improve the learning experience of PP students	All teaching staff to have progress of PP students linked to their Pupil Outcomes PM target	In some subjects in some year groups, progress of the cohort is stronger than that of PP students so underachievement of this group is hidden (see Progress Sheets after each data pick up)	It will be incorporated into the guidance for PM target-setting and targets will be monitored to ensure that they have been included	ARN	Autumn 1 2018
	All data produced at all levels to show residuals for cohort and for PP after each data pick up so that any gap is identified and addressed		PLs to scrutinise actions put in place by APLs as a result SLT Links to scrutinise actions put in place by CALs/Subject teachers as a result	PLs/CALs/SLT Links	
	On-going staff briefings sharing best practice in meeting the needs of PP students, led by Pupil Premium Champion	Some outstanding classroom practice used for PP students has been identified which will be shared across practitioners	Monitoring schedule will evaluate impact on practice. This includes specific drop-ins for (i) SEN and PP and (ii) to check the quality of paperwork generally and to monitor provision	HOD/BAR	On-going from September 2018
	Require all PP, SEN and underachieving students to have their interventions identified on triangles and impact measured after each data pick up	Some PP students do not make as rapid progress as non-PP students so appropriate interventions need to be planned, reviewed and amended regularly	All observations, drop-ins and book monitoring carried out will have a focus on the progress of PP students within the lesson and over time Those with a responsibility in a department (CALs, 2i/c, Subject Leaders, KS Co-ord) to review		

	Subject teachers prioritise PP students for marking, in book/folder checks, in checks that students have responded to feedback, in teacher circulation	Evidence gathered from the Sutton Trust Teaching and Learning Toolkit on feedback  Pupil Voice amongst PP students carried out as part of Dept/Key Groups Reviews has highlighted areas for improvement	progress of PP students with their departments after data pick-ups and oversee implementation of strategies; this to be an item on department agendas during the course of the year		
Improve progress in English in KS3 and KS4	Continue with mixed ability teaching in English to give lower ability students exposure to more able students and to enable higher ability students to lead learning	'Let's Think in English' pilot used mixed ability classes and proved very successful and was supported by positive pupil voice and staff feedback  Evidence gathered from the Sutton Trust Teaching and Learning Toolkit shows the potential negative effects of setting, positive effects of peer tutoring and the positive effects of oral language interventions	Tracking of student data Department-led drop-ins Re-visit to English department to evaluate progress since the English Review	ENN/ PRB	From September 2018
Improve progress in Maths in KS4	Maintain the provision of 4 <sup>th</sup> lesson in Maths in KS4  Move from setting to banding in KS4 to change make-up of groups	An additional lesson was given to Y9 and Y10 from 2016-17 in response to the additional content in Maths GCSE. This has now been rolled out to all three year groups in KS4	Schemes of work to show use of the additional period to support accelerated progress as evidenced by student data  Progress data to show improved progress data as a result of the additional lesson	SMI	From September 2018
Improve study skills of students, including PP students, both generally and in English and Maths	Provision of General Study Support lessons in KS4 to develop independent learning skills  Provision of Canon Parsons Study Group for Y11 after school on Mon-Thu, overseen by SLT  Provision of Breakfast Club before	There is a disparity between the sanctions count of some students compared to others and there is a correlation between this and outcomes  BfL of some PP students is lower than '3'	BRO to oversee planning for General Structured Study with a focus on Growth Mindsets to improve study skills  KS Co-ordinators to oversee planning for Study English and Study Maths to ensure that lessons are meeting needs  Class teachers to have a key focus on progress of	BRO  ASH/ AVR  ODO	Spring 2019  Autumn 2018  Ongoing

	<p>school for targeted students</p>	<p>Average BfL for some pupils falls over time</p> <p>Evidence gathered from the Sutton Trust Teaching and Learning Toolkit on the impact of metacognition and self-regulation</p>	<p>PP students</p> <p>Monitoring visits to assemblies and tutorial sessions</p> <p>Student level data provided after each data pick up to enable easy identification of trends</p> <p>Review of behaviour data to indicate improved indicators for participants</p>	<p>SLT Links</p> <p>PLs ODO</p> <p>MUY</p>	
	<p>Class teachers to have a key focus on in class provision for PP students</p> <p>Study Skills and celebration of achievement, progress and attitude to form a key part of the Pastoral programme in all year groups, including 6<sup>th</sup> form</p> <p>Mindfulness sessions extended to improve well-being</p>	<p>BMJ evidence that mindfulness can reduce anxiety and increase neuroplasticity of the brain</p>			
<b>Total budgeted cost</b>					See attached document
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Lead</b>	<b>Review</b>
<p>Improve progress in English and Maths for PP underachievers in KS3 and 4</p>	<p>Provision of Study English and Study Maths lessons as targeted options at in KS4</p> <p>Run 1-2-1 and small group tuition for underachieving students, including PP students, to ensure that the impact is</p>	<p>Some PP students have not attained sufficiently or progressed rapidly in English and Maths and require a more targeted approach through one of these options (see student tracking sheets)</p> <p>There is a gap in the progress of</p>	<p>Regular reports to be made by KS Co-ordinators focusing on impact on students</p> <p>Observations and drop-ins of provision to be extended</p> <p>A preliminary review of provision to take place to look at planning</p>	<p>ENN/ PRB SMI</p>	<p>From September 2018</p> <p>December 2018</p>

	measured on an ongoing basis	some PP students in English and Maths compared to the cohort as a whole	Sessions to take the form of intervention rather than revision so that the planning more specifically meets the needs of students and impact is measured more rigorously	ENN/ PRB SMI	Spring 2018
Improve progress of low prior attaining PP readers in KS3	Implement paired reading programme with 6 <sup>th</sup> form prefects  Implement TA programme amongst 6 <sup>th</sup> formers	A 6 <sup>th</sup> form mentor-style relationship will give the KS3 students a different perspective on the value of reading  Evidence gathered from the Sutton Trust Teaching and Learning Toolkit on the impact of peer tutoring	Pupil Voice carried out to gauge changes in attitude to reading and the benefits of the programmes amongst KS3 students  Feedback to be sought from class teachers of these students to gauge impact	ANT/ APLs / PRB/ CRO	Spring 2019
	Continue Sound Training to support the development of literacy for those whose skills are weaker	Strong outcomes from last two years of running this programme leading to good progress for those who have taken part in the programme	Literacy Co-ordinator to monitor outcomes and cross reference to performance in the classroom in English and other Humanities subjects.	ANT	Spring 2019
Improve progress of weaker PP readers in KS4	Use Bedrock reading programme for PP students in KS4	Measurable outcomes can be derived regularly to track progress in reading more systematically	Literacy Co-ordinator to measure outcomes and progress on Bedrock software and report back	ASH	On-going
Improve access to learning resources for PP students	Fund online access to My Science GCSE and Revision Guides and textbooks and other resources across subjects	Some PP students do not have access to the resources available to other students and this can lead to them becoming less engaged with school	Subject teacher and APL checks on usage and impact	CALs APLs HOD MUP	On-going
Improved monitoring of all PP students by APL to improve provision	APLs to identify barriers to learning and to set targets for the year for each students and share with relevant staff	Sometimes there are internal and external factors affecting students which we are not aware of and these may impact on their learning; sharing this knowledge will improve the ability to teachers to meet their needs	On-going monitoring of student shows that teacher awareness of barriers to learning is enabling them to respond accordingly and this is enabling the barriers to be removed  APLs to meet every two weeks to discuss interventions, impact and remaining barriers	MUP/ APLs /HOD	On-going

Ensure that PP students have access to support from non-teaching staff according to need	PP students prioritised for: - Learning Mentors - Additional Careers Guidance - Support from TAs - External Mentoring - School Counsellor - Educational Psychologist - Speech and Language Therapist	Some PP students who need it will not have access to the support they need outside of school and early intervention will improve their ability to self-regulate over time	APLs and relevant personnel e.g. SENCo, MUP, PLs to measure impact of this provision as it is used	MUP/ REN/ APLs	On-going
Ensure the PP students have high aspirations	Staff to ensure that the Year 9 GCSE options of Year 8 PP students are appropriate and challenging  Year 12 options of current Year 11 PP students are challenging and appropriate  Ensure that SLT Mentoring Group has a high proportion of	Some PP students do not have high enough aspirations and need to be guided to a more challenging curriculum where appropriate	Monitoring of options choices in Year 8 and Year 11 show suitable choices are being made  Ongoing monitoring of the impact of SLT mentoring (after each Y11 data pick up)	APL Year 8  MUP  ODO	Spring 2019
Improve involvement in the wider life of the school of PP students	Continue requirement that staff offering additional curricular and extra-curricular opportunities highlight the PP students involved and ensure that 25% of places go to PP student to be more strictly enforced  Ensure that all staff aware of the opportunity to bid for funds to enable free provision of opportunities for PP students	While it is improving, PP students are still under-represented in certain aspects of school life sometimes due to lack of interest and sometimes due to financial circumstances, both of which needs to be tackled and addressed in order to build cultural capital	Monitor student registers of additional curricular and extra-curricular opportunities  APL monitoring of opportunities and involvement at pupil level  CAL monitoring of opportunities and involvement at pupil level	HOD  APLs  CALs	On-going
	Extend the Excellence in Scholars Programme into KS3 and include a minimum of 33% PP students in each year group	Some Upper Band PP students are not making good enough progress in some year groups in the school	Excellence in Scholars Co-ordinator to ensure targeting and participation of PP students	LEA	Spring 2 2019

Improve attendance and punctuality of those PP students who fall below 95%	PLs to identify students and to work closely with tutors and with EWO to respond	There is a gap in attendance data of some PP students compared to the cohort in some year groups	Data to be produced for each Pastoral Team meeting and trends identified and plans agreed through the termly Behaviour and Safety Report	MUP	Termly
Improve parental engagement with school	Improved attendance at Parent Evenings and other information evening to be targeted	There is a gap in the % attendance of parents of PP students compared to the cohort and parental engagement is crucial in ensuring that each student achieves success (evidence from the Sutton Trust)	Tracking of trends in attendance data over time and PLs/APLs to follow up those who are not engaging through personal contact	APLs HOD MUP  BRO	On-going
	Parental communications to be monitored to ensure that positive messages are going home	Sometimes there is an imbalance between positive and negative messages going home as evidenced by PL records incl Class Charts	Tracking of communications and of parental responses	CALs PLs HOD MUP	On-going
Improve staff understanding of the needs of PP students	Continue with staff training for whole school, CALs, PLs, APLs, new teachers to ensure consistency of approach and to ensure that this is a core priority for all  Staff training to also spread knowledge and expertise re best practice	There are still some inconsistencies amongst staff in terms to knowledge and expertise of how to meet the needs of PP students	Indicators to show improvements over time; from quality of intervention paperwork to provision observed during drop-ins to progress data to inclusion of PP students in wider life of the school	HOD/ BAR/ APLs	On-going
<b>Total budgeted cost</b>					See attached document

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Review
Improve oversight of provision/progress of PP students on a daily basis	Appointment of a Pupil Premium Champion	There remains a gap in progress and attainment of PP students, as well as a gap in terms of other indicators; e.g. attendance, sanctions etc, compared to non PP students so there is a need for a member of staff to have this school	Member of staff in post and implementing a PP Plan which will be reviewed termly to measure impact with respect to these indicators	MUP	On-going from Autumn 2018



		priority as their main focus			
Role for Assistant Pastoral Leaders to support progress of PP students in all areas	Multi-layered approach needed to ensure that a critical mass of staff are prioritising this group APLs to have a PM target related to their PP responsibility	Greater pastoral oversight will improve the holistic approach to each student so that all aspects of their school life are enhanced	APL to report back to PL on an ongoing basis and to Pupil Premium Champion/MUP termly	MUP HOD	February 2019  June 2019
Close the gap between PP students and the cohort re sanctions count	Review to be undertaken regarding the reasons why PP students are receiving more sanctions so that this can be responded to	Significant difference between the average number of sanctions received by PP students compared to the cohort	Individual pupil strategies to be informed by the results of the termly Behaviour and Safety Report  Success of strategies to be reviewed for subsequent reports and actions amended	MUP/ HOD/ APLs /PLs	Termly
Improve behaviour amongst PP students	APLs/PLs to identify areas where additional support might reduce the number of behavioural incidents and put this into place	Exclusions and Discipline Book incidents amongst PP students are above that of the whole cohort	Trends in exclusions and discipline book incidents to be tracked over time the termly Behaviour and Safety Report  Success of strategies to be reviewed for subsequent reports and actions amended	MUP/ HOD/ APLs /PLs	Termly
Ensure that provision and progress of PP students is a priority for all staff with a responsibility	All staff drawing up development plans for their areas of responsibility to have a focus on strategies they will implement to improve provision for PP students and for this to form part of their PM target	There is a need to ensure that all staff have a responsibility for meeting this whole school target as the gap has not narrowed	Regular reviews of development plans with line managers will include a review of the PP target  Post-holders to report back to SLT meetings and show how PP students have been impacted by their work	Line Managers	Termly
Ensure that PP students have nutritious meals	Staff, including duty staff and canteen staff to report any issues they notice with students, such as lack of funds so that this can be investigate and funds provided if appropriate	Sometimes when students are no longer entitled to FSM, their financial position is still difficult	Audit to be carried out of PP wisepay accounts and expenditure by students	HEN	On-going
<b>Total budgeted cost</b>					See attached document

**6. Review of expenditure****Previous Academic Year****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>To narrow the gap in the progress of disadvantaged and non-disadvantaged students in KS3 and 4 through curriculum support and effective planning</p>	<p>A programme of drop-ins focusing exclusively on provision for disadvantaged students have taken place.</p> <p>Implementation of Curriculum Programmes in KS3; including: -Sound Training -English Intervention -Maths Intervention</p> <p>Implementation of a variety of Curriculum Programmes in KS4; including: -Additional set in Yr 11 Maths &amp; Eng -Additional period for Yr 9+Y10 Maths -Extra English and Extra Maths -Let's Think in English -Structured Study Support -Literacy Intervention - Yr 11 Intervention Programme - Canon Parsons Study Group</p> <p>Use of subject data to demonstrate the gap after each data pick up so that departments can implement a response</p>	<p>Evaluation of findings from drop-ins, alongside regular pupil voice has informed on-going T&amp;L Briefings aimed at embedding best practice leading to a reduction in inconsistencies.</p> <p><b>Performance of Year 7 (2017-18):</b> At the end of Y7, there was a positive gap in the progress of disadvantaged students compared to the cohort in 6 subjects.</p> <ul style="list-style-type: none"> <li>- <b>across all subjects</b>, progress improved for the cohort and for disadvantaged students over the year. The gap between PP and the cohort narrowed over time and was marginal by Summer 2018.</li> <li>- in <b>Maths</b>, progress improved for the cohort and for disadvantaged students and the gap narrowed.</li> <li>- in <b>English Reading</b>, progress improved for the cohort and for disadvantaged; the gap in performance is marginally positive in favour of disadvantaged students; in <b>English Writing</b>, progress improved for the cohort and for disadvantaged students.</li> </ul> <p><b>Performance of Year 8 (2017-18):</b> At the end of Y8, there was a positive gap in the progress of disadvantaged students compared to the cohort in 15 subjects.</p> <ul style="list-style-type: none"> <li>- <b>across all subjects</b>, improved for the cohort and for disadvantaged students. Both groups have positive residuals and there is a large gap in favour of disadvantaged students.</li> <li>-in <b>Maths</b>, progress for both disadvantaged and the cohort improved and there is a marginal positive gap in favour of disadvantaged students.</li> <li>-in <b>English Reading</b>, progress has improved for disadvantaged students and the cohort; the rate of progress for disadvantaged students is faster so there is a positive gap; progress in <b>Writing</b> has improved for both groups and is significantly positive for both; but the rate of progress of the cohort is faster.</li> </ul> <p><b>Performance of Year 9 (2017-18):</b> In terms of the % of students predicted to attain a Standard Pass in E/M (at 4 or above), the gap narrowed during 2017-18 from 14% to 10%. Current predictions on this measure are: 86% for the whole cohort and 76% for disadvantaged students. The prediction for % Eng and Maths (Good Pass) for disadvantaged students is 55% compared to 66% for the whole cohort.</p> <p>The Attainment 8 score for disadvantaged students is improving over time and is approximately 49.50 and the gap with the cohort is narrowing.</p>	<p>Drop-ins focusing exclusively on disadvantaged students will continue and are now embedded into the whole school monitoring cycle.</p> <p>Sound training was particularly successful and enabled lower attaining disadvantaged students as well as others in the cohort to narrow the gap in English. This programme will continue in 2017-18. To ensure that all disadvantaged students are supported more effectively in developing their reading, the Bedrock reading programme will be introduced across KS3 and will be also used with disadvantaged students in KS4.</p> <p>Strategies such as Study English and Study Maths, the intervention programme, including Saturday classes, and the additional groups in Year 11 English and Maths were successful in that more disadvantaged students moved through the threshold of 4 and above in English and Maths; however, there was less of an impact at the top end as they benefitted low to middle attaining students. Study English and Study Maths programmes are being re-vamped with the aim of getting more students through the '5' threshold and the extra period of KS4 Maths will be rolled out across KS4 for all students with the aim of improving outcomes at all levels of prior attainment.</p> <p>Intervention in both key stages proved most effective when there was close liaison on needs between the class teacher and the 1-2-1 tutor and the planning of these sessions will increase in rigour in 2018-19.</p> <p>Mixed ability teaching through 'Let' Think in English' proved successful in giving lower achieving student and higher achieving students the opportunity to work together and mixed ability teaching in English will be rolled out further.</p>	<p>See attached document</p>
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	Requirement that subject teachers record planning and interventions for all PP students with the aim of improving progress	<p><b>Performance of Year 10 (2017-18):</b> The % of disadvantaged students predicted to attain a Standard Pass in E/M is 83% compared to 94% for the cohort as a whole. The prediction for % Eng and Maths (Good Pass) for disadvantaged students is 76% (up from 61%) compared to 84% for the whole cohort and has narrowed significantly. The Attainment 8 score is stable at approximately 52.00.</p> <p><b>Performance of Year 11 (2017-18):</b> The headline figures for disadvantaged students have improved significantly with an increase in A8 score from 40.83 to 46.16 and an improvement in % Eng and Maths (Good Pass) from 33% to 41%. The % achieving Eng and Maths (Good Pass) remained stable at 67%.</p>	The extended use of data at subject level has had some success in raising awareness of 'the gap' so that it can be addressed as data for disadvantaged students is strong in KS3 and the gap is narrowing in the new Y11 in 2018-19 compared to Y11 in 2017-2018. However, a more systematic means of measuring impact and amending strategies on an on-going basis will be implemented and the requirements of the intervention triangles will be slimmed down to focus on disadvantaged students, SEN students and underachievers only.	
To improve behaviour for learning of disadvantaged students at KS3 and KS4 and to support those who are experiencing difficulties related to school or externally	<p>Implementation of support aimed at improving attitudes to learning over time:</p> <ul style="list-style-type: none"> <li>-Appointment of Pastoral Support Manager</li> <li>-Provision of Learning Mentors</li> <li>-External Mentoring (Youth Support Service)</li> <li>-Use of School Counsellor</li> <li>-Speech and Language Therapy</li> <li>-Use of Educational Psychologist</li> </ul>	<p>The Behaviour for Learning of Year 7 students at the end of 2017-18 was strong and has been consistently above 3 (Good) at 3.27 for disadvantaged students compared with 3.39 for the whole cohort. This score is above the Y7 score in 2016-17 by 0.10.</p> <p>The Behaviour for Learning of Year 8 students in 2017-18 was below good (2.66) for disadvantaged students and was above good for the whole cohort (3.19).</p> <p>The Behaviour for Learning of Year 9 students at the end of 2017-18 was exactly 3 (Good) at 3.00 for disadvantaged students compared to 3.11 for the whole cohort.</p> <p>The Behaviour for Learning of Year 10 students in 2017-8 was just below 3 (Good) at 2.94 for disadvantaged students compared with 3.04 for the whole cohort demonstrating a gap.</p> <p>The Behaviour for Learning of Year 11 students in 2017-8 was just below 3 (Good) at 2.75 for disadvantaged students compared with 2.97 for the whole cohort demonstrating a gap.</p> <p>The average number of merits awarded to disadvantaged students is on a par with their percentage of the school.</p>	<p>There has been some good evidence of improvements in BfL and the trends have tended to follow that of the cohort but is not narrowing sufficiently and the improved tracking of this information has highlighted more explicitly where improvements need to be made. The role of APLs and the use of support staff in facilitating this will address this next year.</p> <p>The extended use of Class Charts will also support this as a result of the findings of research into rewards and sanctions. APLs will extend the use of ClassCharts to break down reasons for sanctions in order to support disadvantaged students more effectively.</p> <p>The use of external agencies to support disadvantaged students has had mixed success but will continue on the basis of needs. The appointment of an Inclusion Manager to work with appropriate students has</p>	See attached document

	<p>-Tracking of rewards and sanctions -Use of Class Charts Behaviour Management system and associated celebration of positive by AtL -Use of Pastoral Spreadsheets to identify trends in progress over time at pupil level -Use of Homework Club, including KS4 Study Group</p>	<p>The number of sanctions awarded to disadvantaged students is still above their representation in the cohort so there is still further progress to be made. This is particularly the case with respect to missing homework and equipment so this is an ongoing priority with students directed to both morning and afternoon homework club and protocols communicated to staff.</p> <p>Overall, attendance rates have been strong amongst disadvantaged students. The 2017-18 Behaviour and Safety Report shows that the attendance rate for Year 7 was 95.17%, marginally below that of the whole cohort. Year 8 stood at 96.31% (above that of the cohort). Year 9 remains just above 94% with a marginal gap to the whole cohort. Year 10 and 11 are just below 92% but there is still a gap to the cohort.</p> <p>Punctuality rates have improved for PP students in all year groups other than Y7 over the course of the year.</p> <p>The proportion of discipline book incidents accounted for by PP students fell significantly over the course of the year – from 33% to 18%.</p>	<p>enhanced internal provision further.</p> <p>The work of the EWO in managing attendance and punctuality has been successful and we increased our buy in to this service from 1 to 2 days per week.</p> <p>In 2018-19, the partnership between the AHT i/c Inclusion, PLs and the EWO will have a greater focus on disadvantaged students. Their threshold for involvement will be lower than that of the cohort so that any issues start to be addressed earlier.</p> <p>Weekly Inclusion Meetings have been introduced for each year group, attended by key personnel and these will continue</p>	
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## ii. Targeted support

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
To raise aspirations of disadvantaged students by involving them on the wider life of the school, prioritising them for a variety of opportunities and ensuring inclusivity through the provision of resources	<p>Targeting disadvantaged students for curriculum and extra-curricular opportunities; for example:</p> <ul style="list-style-type: none"> <li>-Brilliant Club</li> <li>-IT Support</li> <li>-Debating</li> <li>-Public Speaking Challenges</li> <li>-Poetry Workshops</li> <li>-Science Masterclasses</li> <li>-Excellence in Scholars</li> <li>-Enhanced Information, Advice and Guidance (Yr 8, 10, 11)</li> <li>-KS4 Study Group</li> <li>-Enrichment Trips</li> </ul>	The targeting of disadvantaged students for inclusion in a range of school projects has increased their involvement in the wider life of the school. There is significant evidence that the staff are more mindful of ensuring a strong representation from disadvantaged students in all opportunities available and the requirement for a minimum 25% representation is being adhered to well. This includes them bidding for money to finance the involvement of disadvantaged students as individuals, small groups and as a	The expectation amongst all staff of the need for greater representation of disadvantaged students in all opportunities offered to students has been embedded and there has been a great deal of success in this area, but we continue to work towards greater consistency. In addition, more work needs to be done ensuring that staff are targeting less willing participants so that the opportunities are more widely distributed.	See attached document

<p>Support for trips:</p> <ul style="list-style-type: none"> <li>-Duke of Edinburgh Award</li> <li>-Mock UN Trial</li> <li>-Sailing trip</li> <li>-Debating trips</li> <li>-Y8 Outdoor Education</li> <li>-Curriculum Residential e.g. Geography Field Trips</li> <li>-Cultural Trips e.g. Lourdes</li> <li>-Sports Trips</li> <li>-Retreats</li> <li>-Activity Days</li> <li>-Curriculum Trips e.g. English and Drama plays, Science workshops</li> <li>-University trips (Oxford/UCL/King's)</li> <li>-London Institute of Banking and Finance trip</li> <li>-PiXL Student Conferences</li> <li>-Exam Preparation Student Conferences</li> </ul>		<p>cohort.</p> <p>Staff are mindful of the need to check the position of disadvantaged students with regard to equipment and resources and to provide them discreetly when necessary. This now extends to all staff, including support staff, both classroom and office based, who consistently raise awareness of where there may be a need.</p> <p>The cultural capital of disadvantaged students is building as they are provided with opportunities which they would not otherwise have at a subsidised or fully funded rate.</p> <p>The provision of curriculum resources increased this year with changes to specifications and the limited availability of whole class resources. In some cases, books were provided to disadvantaged students only as a pilot and online subscription were provided free of charge.</p>	<p>The Brilliant Club has been very successful as an opportunity for disadvantaged student to work closely with other high achieving students and we aim to increase the proportion of disadvantaged students on this programme year on year.</p> <p>The Excellence in Scholars programme will be developed as a result of this to start in Year 7 so that students are targeted right from entry and there will also be a minimum quota of disadvantaged students in each year group so that their ambition and aspiration can be nurtured.</p> <p>The provision of curriculum resources is expected to increase in 2018-19 and this will be monitored continually. An audit of IT access at home amongst disadvantage students will be carried out to assess need.</p>	
<p>Curriculum resources:</p> <ul style="list-style-type: none"> <li>-books</li> <li>-revision guides</li> <li>-online subscriptions for Science/Maths</li> <li>-IT hardware/internet support</li> <li>-Music lessons (including for GCSE students)</li> </ul>				
<p>Financial support: provision of</p> <ul style="list-style-type: none"> <li>-uniform and shoes</li> <li>-equipment</li> <li>-stationery</li> <li>-materials for practical subjects</li> <li>-breakfasts and lunches</li> <li>-music fees</li> <li>-food tech ingredients</li> <li>-disposables for creative subjects</li> <li>-exam re-sit/re-mark fees</li> <li>-revision programmes fees</li> <li>-IFS Award fees</li> <li>-transport</li> </ul>				

	Develop a morning homework club and enlist the support of APLs to encourage PP students to attend	Attendance at morning homework club, has been strong. Pupil voice has been very positive with students stating a variety of reasons including access to resources such as computers/Wi-Fi/printing facilities and access to a good working environment.	The morning homework club will continue staffed by APLs with referrals made to them and followed up by them.	
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