



Pupil Premium Review 2018-19 and Grant Strategy 2019-20

What is the Pupil Premium Grant?

“The pupil premium is additional funding for publicly funded schools in England. It’s designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.” (DFE 2018)

Pupil Premium provides funding for students in the following categories:

- Those who are currently in receipt of FSM (£935 per student)
- Those who have been in receipt of FSM at any time in the last 6 years (£935 per student)
- Those who have been looked after continuously for a minimum of the past 6 months (£2300 per student)
- Those whose parents are currently serving in the armed forces (£300 per student)

Focus of funding allocation:

The aim of our Pupil Premium (PP) funding at Longdean School is to address the underlying inequalities between ‘disadvantaged’ and other students in our care. All PP students are individuals and the support and focus they will require as such, will be different year or year. Therefore, we have an ever-evolving PP plan that can be adapted to support students and combat barriers to learning that arise during any specific year. When identifying strategies and allocating funding to particular interventions we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an on-going process throughout each academic year.

Foci for 2018-19 were: Narrow the achievement gap at KS4; narrow the attendance gap; breakdown barriers of PP students on transition into KS3, Create a learning environment in which PP students thrive; narrow the literacy and numeracy gap at KS3; increase extra-curricular involvement (academic and non-academic.)

The Pupil Premium Grant – Review of Expenditure 2018-19

In 2018-19 our indicative pupil premium grant was £257,125. Our work with the Pupil Premium Grant at Longdean School had shown a positive 2 year trend in progress until 2018-19. Unfortunately, figures show a downturn in 2018-19 due to three students who joined Longdean during Key Stage 4 and did not complete an entire Key Stage (or, in fact year 11) with us. Longdean prides itself on developing a curriculum for every individual student and these three students entered the school from pupil referral units and were all at risk of being failed by the education system. All three left with grades that allowed them to follow their path of choice into post 16 study or employment (resulting in them not being NEET) and we are proud of the progress they made whilst they were with us. Indicative data without these three students is also shown to demonstrate progress of the majority of our Pupil premium students, all of whom completed at least an entire Key Stage with us.

Destination data is particularly pleasing in 2018-19, with PP students exceeding their peers (and National data) with 99% entering further education or training. We are particularly pleased with this reduction in NEET (not in education, employment or training) students and the fact that our Pupil premium students are well supported to gain entry into the right qualifications at post 16 level.

It is important to understand the data in context. The 2016-17 cohort were considerably higher attainers at Key Stage 2 than the 2017-18 cohort. Thus, we may expect attainment 8 and Basics scores to be lower in 2017-18 than 2016-17. However, progress 8 is based on the progress students have made between Key Stage 2 and Key Stage 4 and thus gives us a clear picture of progress for students on an individualised basis and is, therefore, the fairest progress measurement.

Please note: We have a number of qualifications that, whilst counting for the students, are not used for National Data as they are counted as 'Legacy Qualification.' This includes a number of 'old style' BTECs and GCSE's that the students took in year 9 and 10. We have included these in our pupil premium data to ensure an accurate figure is portrayed.

Outcomes for Disadvantaged Students 2019	2017	2018	2019 (overall)	2019 (students with an incomplete KS4)
Progress 8 measure				
Average progress 8 score	-0.60	-0.29	-0.67	-0.49
English progress 8 score	-0.50	-0.16	-0.79	-0.62
Maths progress 8 score	-0.40	-0.26	-0.51	-0.33
EBACC bucket progress 8 score	-1.00	-0.50	-0.92	-0.77
Open bucket progress 8 score	-0.60	-0.30	-0.45	-0.22
Attainment 8 Measure				
Average Attainment 8 Total Score	36.68	35.66	34.21	35.85
Basics Measures				
Standard Basics [Pupils achieving grade 4+ in English and Maths]	49%	38%	43%	46%
Strong Basics [Pupils achieving grade 5+ in English and Maths]	23%	13%	12%	13%

Destination Data				
Percentage of students staying in education, employment or training after Key Stage 4	2017	2018	2019	2019 (students with an incomplete KS4)
		98%	99%	99%

Review of expenditure 2018-19

Key Stage 4 Curriculum				
Action	Intended outcomes	Analysis of impact	Lessons learnt/ Areas for development	Budgeted vs. Actual Cost
PP champion role (Year 10)	Trial PP champion role to support students in year 10 alongside PP lead with a focus on year 11	PP champion impacted initially but then went on maternity leave without an appropriate replacement	Needs to be more specific to subjects, e.g. direct targeting of students into hub sessions. Ensure succession planning.	£98,804 £96,764
PP mentors	Mentoring of up to 40 max PP students	Did not get off the ground due to lack of staff interest.	Attempt to launch again at October half term 2019 with support staff as key focus	
Maintain extra groups in KS4 English, Maths and Science	Reduce group sizes especially in the middle to allow for extra support to PP and SEND students	Parents and students positive re group sizes Results maintained although PP gap has widened slightly	Needs to be maintained but focus on where PP students sit within group spectrums	
Go4schools tracking system	PP students tracked more effectively in curriculum and intervention	Good tracking of studnets in curriculum areas but intervention needs closer monitoring and analysis of impact	Train up INCO and intervention tutor to support intervention tracking	
SOS Sessions	Targeted intervention for PP students in specific subjects. Improved grades following prelims	Well attended in Science, English and Option but less well attended for Maths and Languages. Some key PP students did not attend. Grades improved significantly following prelims.	Make compulsory after first tracking in year 11 (October) and move to earlier (following year 10 or 9) once analysis undertaken	
Elevate revision programme for year 11	Student independence for revision	100% positive feedback from sessions from students; staff feedback was mixed based on presenters; follow up difficult because of the way company ran the sessions	Try an alternative company to compare service and impact on students Student feedback suggested moving one session to earlier in the key stage when they start their options.	
Accelerate core programme	Improvement of grades from prelim 2 to final examinations. Increased confidence in students attending	75% of students identified greater confidence in their specific subject areas. Average of 1 grade improvement from prelim 2 to final examinations	Timetabling of languages sessions needs to be thought about more carefully to ensure targeted students engage	
Exam breakfasts and holiday revision	Prepare students effectively for examinations in the summer	Students reported positive impact Staff reported positive impact	Breakfasts cost much more than budgeted for. Work to reduce kitchen costs. Continue	

sessions	Revision sessions run from 07:30	Fewer students missed exams in 2018-19 than previously	to analyse best holiday revision sessions and target specific students	
Basics morning intervention sessions	Improve engagement and progress in English, Maths and Science	Limited success in English and Maths; both departments felt that SOS worked more successfully. Positive results in Science although results affected by higher/ foundation entries	Continue with Science if staffing allows but use other methods for English and Maths.	
Online tutoring packages	Support any students with medical issues/ school refusers with CAMHS diagnosis and support	1 student accessed online support following CAMHS diagnosis and support. Achieved both English Language and Mathematics and allowed him to access post 16 course of his choice	Roll out to 'mytutor' following observations at other schools and detailed analysis of packages available	
Department specific plans and ICT availability for PP students	Ensure that all key stage 4 students are able to access curriculums and have full availability of resources	3 extra laptops purchased and updating of ICT systems in the library to support students at lunch and after-school. Some departments planned well for the spending but others did not have a clear plan for intervention tracking	Maintain department funding but monitor action plan more carefully to ensure measurement of impact	
Headteacher form	Improve attendance; improve attitude to learning; engage parents; ensure students are accessing revision and intervention	Significant impact on attendance and behaviour. All students maintained or improved in both areas. Progress varied but all students have gone on to post 16 study of their choice.	Significantly learning about time required by the headteacher. Some students are just not appropriate for the form and would do better being supported elsewhere	
Alternative Provision	Improve attendance for some dis-engaged students (DESC/ College courses/ work experience) Improved destination data at post 16 (widen choices)	3 students at DESC 3 students offered alternative placements on work experience as part of their KS4 curriculum – all engaged and completed year 11	Unforeseeable circumstances led to rise in costs of Desc and alternatives; clearer plan for alternative provision with PRA. Reduce budget for next year and have greater focus on college and work experience where appropriate.	

Attendance				
Action	Intended outcomes	Analysis of impact	Lessons learnt/ Areas for development	Budgeted vs. Actual Cost
Family support worker	Support families to ensure effective transition to secondary school and continued engagement in school throughout the 5 years	Positive feedback from students, parents and staff. First year of roll and parents give clear indication that ERO has had a huge impact.	Greater focus on PP students as phase 1	£42,000 £43,800
Pastoral Managers focus on PP student attendance	Improved PP attendance; greater engagement from students and parents	Whilst successful in engaging parents and PP attendance gaps did close, the time it was taking pastoral managers has made us re-think	Appoint attendance officer for September 2019	
Year 11 prom passport and other year group attendance projects	Improve attendance of PP students	Gap reduced from 2017-18 to 18-19 for this year group and compared to previous year 11 groups; not as successful in other year groups – needed greater focus	Greater focus on project for identified house year group	
Transition and Key Stage 3				
Action	Intended outcomes	Analysis of impact	Lessons learnt/ Areas for development	Budgeted vs. Actual Cost
PP champion role (Year 7)	Trial PP champion role to support students in year 7 to get to know their barriers earlier and attempt to reduce them	Positive impact on year 7 cohort – aim was to know our key PP students better and we identified barriers early on and put projects in place to support these weaknesses and overcome barriers.	Roll out to other year groups – year 1 (3); year 2 (5) if impact still positive	£21,243 £17,358
Summer School	Smoother transition of vulnerable and disadvantaged students in to year 7	Behaviour points of 1 st 4 weeks of term are down on previous years. Teachers are reporting less social issues and year 7s appear ‘more settled.’	Cross-check ‘catch-up’ students and summer school Student feedback alongside staff feedback and data	
Homework Club, lunch club and geek club	Give students a safe space to engage in activities at lunchtimes	Some PP students do attend and really benefit from the nurturing environment offered, however, difficult to assess impact	Whilst still supporting, reduce PP funding fed into these clubs and track attendance more closely	

Transition resources	Allow all PP students to engage in summer project	Purchase of all books and implementation of buddying programme. Smooth transition of year 7s with most vulnerable settling well and displaying less behavioural issues than would have been anticipated from primary school	Continue to support in 2019-20	
Teaching and Learning				
Action	Intended outcomes	Analysis of impact	Lessons learnt/ Areas for development	Budgeted vs. Actual Cost
Accelerated Reader + paired reading interventions	Improve reading ages and student engagement in reading	Linked with 'catch-up funding.' (see separate commentary.) Progress being made but not as much as the endowment foundation would advocate	Send staff on literacy specific training to help ensure that reading interventions are more effective alongside accelerated reader (cost implication for training)	
Key worker programme for SEND students	SEND students are well supported in and out of lessons, have a pen portrait to inform staff of issues and make good progress	EHCP students did extremely well and achieved well above national indicators. However, K students performed poorly. Students felt that, in the main, they were well supported. A couple of parents felt that interventions were limited in the areas their children needed.	Unforeseeable staff absence impacted on interventions specific to SpLD students. Link intervention tutor with SpLD teaching in 2019-20.	
B-squared	Tracking for students below NC levels	Not purchased until end of 2018-19	Measure impact in 2019-20	
KS3 intervention tutor	Students who enter year 8 with scores below expected standards to be given Numeracy or Literacy support. Greater numbers of students achieving expected standards by the end of year 8	100% of students improved intervention test results. 60% improved KS3 score with 35% achieving expected standards by the end of year 8	Greater tracking required against class standards; greater liaison with class teachers to ensure focus on topics	£53,554 £52,996
Teaching and learning briefings focussing on PP progress	T&L briefing focussing staff on differentiation in lessons	Variation in success of briefings dependent on department and topic. Staff feedback mainly positive and some evidence of differentiation improving in lessons	Change to fortnightly but with a greater focus. Add T&L twilight on PP specific interventions	
Feedback in lessons	All students able to 'Respond' as part of SIR process; responses are more detailed and show learning	Some progress evident from lesson drop-ins and book looks; no difference in PP/NPP observed	Maintained as a T&L focus	

Enrichment				
Action	Intended outcomes	Analysis of impact	Lessons learnt/ Areas for development	Cost (in year changes)
Brilliant Club	Improve self-belief, self-confidence and raise aspirations of students	None – company failed to deliver a reliable tutor and therefore programme had to be stopped and we received all money back ACO ran a smaller in-house version to ensure these children got something out of the programme	Check tutor and re-deliver in 2019-20	
Career support, guidance and work experience	All students to access careers guidance and appropriate and effective work experience. All students to achieve post 16 placements of their choice.	99% of PP students have post 16 study of their choice. All students had at least one careers interview and professional job interview and support with CV writing. All PP students achieved positive work experience placements with three getting part-time jobs from their work experience	Continue in 2019-20; target PP for first careers and professional interviews. Target DoHs and SEM for PP student visits on work experience to support with issues and confidence.	
Counsellor	All students who need emotional/ mental health/ social support to be able to access counselling or be signposted to appropriate provision	Over 30 students accessed counselling during 2018-19, of which 60% were PP. 14 PP students were actively signposted to other support services. Very difficult to assess direct impact as private and confidential. Of the 18 students accessing support, 13 were moved on, whilst 5 continued to gain support in 2019-20	Continue to support and monitor	£53,428 £44,860
Enrichment support services – trips, visits and other opportunities and personal support services	No student to miss out on a curriculum trip because of limited funding. All families that need support with uniform and kit to be supported	All parents that asked for support received funding for uniform, kit and trips	Monitor who isn't accessing trips. Offer bursary opportunity for larger non-curriculum trips such as skiing, sports tour or MFL/ performing arts trips. Support year 7 camp in 2019-20	
Duke of Edinburgh	One student accessing DofE qualification and experience	Two students supported to complete DofE. Equipment bought for 2019-20 to encourage greater numbers of participants	Assembly and letter to PP students regarding support for funding	

*We budgeted for a contingency of £8,000 to ensure that we could support any PP needs during the academic year 2018-19. Allocated funding was £257,125 and we budgeted for £276,309, with the main school budget supporting the £19,184. Actual spend was £256,558 meaning the contingency was used rather than using main school budget.

PPG Planned spending 2019-20

In 2019-20 our Pupil Premium Grant funding is £259,930.

Following our work with PP students in 2018-19 and a full review of our PPG plan we have targeted funding in the following areas and have noted the barriers to this being successful:

- Focus 1: Narrowing the achievement gap between PP and non-PP students at Key Stage 4 with particular focus on the work they do out of the classroom (e.g. homework and study sessions) **Barriers identified: Engagement in revision sessions, homework and study sessions offered; Resources available; Parental engagement**
- Focus 2: Continue to narrow the attendance gap between PP and non-PP students **Barriers identified: Parental engagement; carers; value of education and aspiration**
- Focus 3: Identify and breakdown barriers to learning for students early in transition and through Key Stage 3 **Barriers identified: Don't know PP student issues early enough to ensure supportive start**
- Focus 4: Creative approaches to teaching and learning to ensure engagement and attainment of PP students with specific focus on literacy and developing oral literacy (including DEAR) **Barriers identified: Engagement in lessons; literacy, both oral and written; SEND; engagement in reading and support for reading at home**
- Focus 5: Develop Longdean's cultural capital allowing access to extra-curricular/ enrichment opportunities, raising aspirations through careers support and removing barriers to learning through integrated pastoral support **Barriers identified: Lack of extra-curricular opportunities; limited aspirations; limited experiences of outside world; limited funds for school equipment and uniform**

NB. The 'Catch-up programme' documented separately focusses on improving literacy and numeracy in year 7.

Focus one:	<i>Narrowing the achievement gap between PP and non-PP students at Key Stage 4 with particular focus on the work they do out of the classroom</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP progress and attainment 8 lower than their non-PP peers • PP students sometimes reluctant to take an active part in lessons and sometimes will not ask for help • Disengagement in the curriculum • Some disengagement in school, with lack of engagement from parents for traditional education routes • Resources available to them, e.g. revision material, computer/ internet access • Engagement in revision sessions due to outside pressures 	<ul style="list-style-type: none"> • Improved progress of PP students at the end of KS4 • PP students empowered to seek support and attend targeted interventions • Improved achievement in all aspects of the curriculum and gap reduced between PP and NPP students • PP student empowered to access support • PP students identified for intervention much earlier 	<p>+ 3 months: Reduction in class sizes (English, Maths and Science classes reduced to allow for high-quality feedback and support lower attaining students and improve progress)</p> <p>+5 months: Small group intervention EEF research on-to-one and small group interventions shows significant improvements if monitored carefully</p> <p>+5 months: Social and emotional learning Improve attainment and students emotional attitudes to learning. Interventions can occur in and out of lessons</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Appointment of new PP champion for year 10 allowing current PP lead to focus on year 9 and 11 – Development plan for each targeted group to include academic and cultural capital targets (Focus 5) • Appointment of PP mentors in year 10 after October half term to focus in to first prelim for option 		

- Relaunch PP mentoring programme for year 10
- Individual support plans for targeted students in year 9 and 10
- Extra Maths, English and Science group maintained in year 9, 10 and 11 to maintain smaller groups
- Positively Mad revision sessions for year 11 and year 9 (new for 2019-20)
- Introduction of 'mytutor' to work alongside staff intervention for year 11 initially and then into year 10
- Provision of an alternative curriculum for specifically identified students (college, Desc, work experience, reduced option programme)
- Introduction of compulsory prep club to support year 9s who are struggling with homework and organisation away from the lessons
- Clear tracking of PP students through Go4schools and developing parental engagement through access on live data (app) – training of staff to use system more effectively for data tracking of PP students
- 'How to help your child' sessions at all parents evenings
- Resource availability for all PP students (including elements such as: catering ingredients, exam packs, revision guides; art packs; electronic devices (where appropriate))
*Budgeted for in focus 5
- After-school SOS sessions for all subjects – targeted students
- Head teacher form to raise aspiration, support intervention and ensure progress for specific students
- Exam breakfast offered free to all PP students to allow them to focus prior to exams and receive last minute tips and tricks
- Easter/ May revision sessions for specific subjects

How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Regular meetings with PP champion and PP lead • Termly feedback to SLT • PP champion and lead to monitor • DoL meetings with Head teacher termly • Intervention meetings • Data downloads every 4 weeks to monitor intervention only • G4S review at end of each year 	<ul style="list-style-type: none"> • Mrs Embrey (PP champion) – oversee and analyse intervention strategies. Monitor, track and show impact. Evaluate overall impact related to student attainment and progress. • Mrs Segal – oversee teaching and learning and ensure departments are fully differentiating for all students • DoH/PaLs – work together to track progress and support students with specific needs. • DoLs – ensure departments are tracking data effectively and putting in departmental intervention, wave 1 (class) and wave 2 (out of class subject-specific) • Mrs Quinn – track compulsory prep club and assess impact • Mr Cunningham to track form attendance, attitude to learning and progress • DoLs – assess impact of exam breakfasts and after-school SOS sessions 	<ul style="list-style-type: none"> • PP champion and associated support plan (year 10) - £4,697 • Maths, English, Science staffing for extra groups - £21,600 • Mytutor - £7,200 • Accelerate Programme - £5,975 • Positively Mad programme - £4,000 • Compulsory prep club - £3,120 • Head teacher form - £2,500 • Go4Schools - £5,478 • Alternative Curriculum - £18,000 • PP mentors - £2,938 • SOS, hub and revision sessions - £8,653 • Exam breakfast and holiday revision - £5,000 <p>Total Allocation: £89,161</p>

Focus two:	<i>Continue to narrow the attendance gap between PP and non-PP students</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP attendance lower than non-PP although improvements have been made • Parental engagement and support at home in the mornings • Students/ parents do not comply with the school's strategies to improve attendance • Student/ parent do not understand link between attendance and attainment 	<ul style="list-style-type: none"> • Attendance gap reduced for targeted PP students • Persistent absence reduced for PP students • Targeted intervention has positive impact on attendance of PP students • Reward systems for improved attendance have a positive impact on attendance and motivate students • Improved parental engagement; an understanding of the link between attendance and attainment 	<p>Research shows that there is a direct link between poor attendance and poor examination results at Key Stage 4¹</p> <p>Education research shows that 95%+ attendance significantly impacts on student attainment</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Appoint an attendance officer to start in September to focus on disadvantaged student and support PaLs – first day calling • PaLs to continue work with DoHs and attendance officer to track attendance and challenge poor attendance • PaLs and DoHs to perform home visits, where appropriate, to support families with poor attendance patterns • Family support worker allocated to families to support development of school ethos and its importance • Specific projects to target attendance in year groups: e.g. Year 11 prom passport; Year 7 achievement badges • Positive reinforcement through letters and postcards home • Effective curriculum planning to ensure students have an appropriate curriculum for their needs • Teachers to record attendance accurately and first day calling completed by attendance officer and PaLs • Expansion of G4S to app, attendance and behaviour to engage parents in student performance 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Intervention meetings • DoL/PaL and PR meetings • DoH/AO meetings • ½ termly presentation of data to SLT 	<ul style="list-style-type: none"> • Mr Ratcliffe – oversee and analyse attendance and intervention strategies. Monitor, track and show impact. • DoH/AO/ PaLs – work together to track progress and support students with specific needs. Monitor, track and show impact. • DoLs – ensure departments are contacting parents to discuss need for improvement in attendance • FSW – work with specific families to support intervention strategies 	<ul style="list-style-type: none"> • Appointment of attendance officer – £20,800 • House team attendance intervention budget - £2,415 • Proportion of pastoral managers allocated time for meetings, home visits and exam pickups - £16,640 • Family support worker - £20,000* (linked with pastoral support) • Go4schools attendance and behaviour module + app - £8,000 <p>Total allocation: £67,855</p>

¹ Dfe (March 2016)

Focus Three:	Identify and breakdown barriers to learning for students early in transition and through Key Stage	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • Disengagement in education of both students and parents • Poor attendance • PP students enter the school with significantly lower scores in English and Maths • Identification of barriers to learning happens too long into their school career and then gaps cannot be closed as effectively 	<ul style="list-style-type: none"> • Year 7 attendance to improve and be in line with their NPP counterparts • We know our year 7s and have identified barriers to learning • Progress gap in English and Maths to be reduced by the end of year 7 • A greater percentage of parents engaged with the school • PP students attend catch up and homework clubs to support them 	<p>+2 months: Arts participation engages students in creative practice and develops self-esteem</p> <p>+2months: Summer school EEF research shows summer school can significantly impact on students' progress and develops confidence when entering year 7</p> <p>+7months: Metacognition and self-regulation EEF shows clear evidence that 'learning to learn' is significant to student achievement</p> <p>Identifying student barriers earlier allows for more effective intervention both in and out of the classroom</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Appointment of PP champion for year 7 to assess and monitor barriers to learning and put programmes in place to reduce impact; continuation of year 8 PP champion into year 8 to develop transition into Key Stage 4 and option support (Linked with cultural capital – focus 5) • Introduce '50 things to do before the end of year 7' and plan enrichment programme to run alongside this and give all PP students a chance to attend enrichment opportunities, e.g. theatre visits • Summer School to ensure ease of transition from Year 6 into secondary school – focus on literacy • Learning to learn programme/ study skills in year 7 curriculum to support students ability to understand how they learn • Appointment of academic tutor to work on basics (focus on year 8 PP and SEND students) (*Budgeted in focus 4) • Lunch club to allow students to complete work, be supported socially and emotionally and get extra support academic support • Homework club to allow students to access quiet space and access to ICT • 'Geek Club' to engage STEM students • Family support worker employed to support vulnerable students and families with transition (*Included in budget of focus 2) 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Intervention meeting every 2 weeks • PRA/ HKI to meet regularly (2 weekly) • Catch up meetings every 8 weeks • Data downloads every 3 weeks • SEM to line manage EME and LRE to monitor intervention 	<ul style="list-style-type: none"> • Transition Lead (HKI) - track students attendance, emotional (behaviour) and academic progress • DoLs – ensure departments are contacting parents to discuss barriers in specific lessons • FSW – work with specific families to support transition • PP champions – to track group of students and offer support 	<ul style="list-style-type: none"> • PP champions and enrichment programme associated (year 7 and 8) - £9,394* (spending linked to cultural capital (Focus 5) • Summer School - £3,000 • Learning skills resources and transition support - £1,500 • Family support worker (*Budgeted for in focus 2)

- Teaching staff – to identify barriers to learning and refer to HKI
- Intervention tutor and LRE – track student progress and report to SLT

- Proportion of Key Stage 3 Homework club - £800
- Lunch Club and Geek Club - £1,600

(Linked with catch up funding *see separate report)

Total allocation: **£16,294**

Focus Four:	<i>Creative approaches to teaching and learning to ensure engagement and attainment of PP students with specific focus on literacy and developing oral literacy (including DEAR)</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • Some PP students lack participation in lessons and become disengaged in their own learning • Skills deficit in staff to employ effective strategies to support disadvantaged students • SEND PP students under-achieve compared to their non-SEND counterparts • PP students have statistically lower literacy and numeracy levels than their peers on entry to Longdean • Impact on literacy levels in ALL subjects under new GCSE specs. • Disengagement due to difficulty in reading texts • English as a second language at home • Specific literacy needs affecting ability to access wider curriculum 	<ul style="list-style-type: none"> • All curriculum areas track, monitor and implement intervention for target students • Teachers are aware of PP students and employ strategies to ensure they take an active part in lessons • Greater differentiation evident in lessons • Students auctioning feedback and able to articulate what they need to do • Reduction in attainment gap in English and Maths at the end of year 7 • Students more confident in their own ability • Improved engagement in KS3 and beyond • More students read for pleasure and become independent readers • Students access wider curriculum and can transfer skills across different subjects 	<p>+8months: Feedback EEF research shows a significant impact when using effective feedback techniques</p> <p>+5 months: Accelerated reader EEF research suggest a significant impact on weaker readers as a catch up intervention</p> <p>+4 months: Small group intervention EEF research suggests small group interventions for numeracy and literacy can significantly raise attainment of students below age related expectations</p> <p>+5 months: Reading comprehension Significant impact through focussing on learner's ability to understand texts</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Teaching and Learning briefings every week focussed on implementation of effective differentiation strategies • DTSA programme of staff development with T&L as key focus • Continuation of 'student target' scheme to raise aspirations of PP students • Use key worker scheme to enhance learning opportunities for all SEND students • Option group specifically focussing on literacy for lower ability (50% PP min) • All students to use accelerated reader to target reading books at their particular level • Reading intervention programme for students identified as 'lower than age-group' on ART • Continuation of DEAR • Effective implementation of catch-up funding *see separate plan • Use of literacy mats where appropriate • Intervention sessions in year 8 and 9 to reduce gaps in literacy and numeracy • Continuation of green pen programme for marking responses • Mark first and full policy 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Student voice • Learning walks 	<ul style="list-style-type: none"> • Teaching and learning lead (GSE) – tracks and monitors lessons and ensures support is in place to 	<ul style="list-style-type: none"> • Intervention tutor - £26,000 • Accelerated reader - £3,321

<ul style="list-style-type: none"> • Staff feedback • Appraisal system • 4 weekly data download • Student voice after each 'catch up' programme • Intervention meetings every 2 weeks • ½ termly meeting with PP champions and catch up lead • PP lead line manages Inclusion manager (2 weekly meeting) 	<p>develop teachers development (effective CPD is implemented)</p> <ul style="list-style-type: none"> • Curriculum lead (DLA) – to monitor curriculum changes and provide development opportunities in line with government strategies • DoLs – ensure teachers are differentiating effectively in lessons to ensure PP students can access all aspect of the curriculum (including enrichment) • PP champion – tracking data and implementing intervention and changes to programmes • Literacy lead – to analyse data from accelerated reader and put intervention into place • DoLs – ensure departments are use literacy strategies • Catch up lead – tracking and monitoring students accessing support and identify on-going intervention • DAM – monitor key worker scheme and track lowest ability PP for SEND interventions 	<ul style="list-style-type: none"> • ½ B² tracking programme - £300 • Proportion of SEND key workers scheme – £2,400 • Option subject resources - £3,000 • Core (Basics) subject resources - £2,000 <p>Linked in with this focus and the KS3 transition focus (3) is the effective use of catch-up funding [see separate catch-up plan]</p> <p>Total allocation: £37,021</p>
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Focus Five:	<i>Develop Longdean's cultural capital allowing access to extra-curricular/ enrichment opportunities, raising aspirations through careers support and removing barriers to learning through integrated pastoral support</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP students are statistically less likely to go to university at post 18 • PP students are statistically less likely to access a level 3 course at post 16 • Low levels of aspiration, especially from our 'high' achievers • Limited uptake on extra-curricular opportunities including DofE • Social and emotional issues significantly impact on learning • Parents sometimes abdicating responsibility for social media issues • Limited financial support for extra-curricular activities, resources, kit etc. 	<ul style="list-style-type: none"> • More PP students accessing careers guidance and making appropriate decisions at post 16 • Reduction in the number of PP students being NEET at end of KS4 • More students accessing enrichment clubs and trips • High ability students in year 9 or 10 access Brilliant club and student voice is positive • More PP students achieving DofE bronze • Reduced number of social issues affecting school performance 	<p>+2 months: Arts participation engages students in creative practice and develops self-esteem</p> <p>+2 months: Extending School time (linked to focus one and three) EEF shows after-school and before school clubs impact on students attainment by giving them smaller group environments where they are comfortable asking questions</p> <p>Social media and impacts on social and emotional development and on-going issues in school are significantly higher in PP students and have been proven to require greater support</p> <p>+2 months: Sports Participation EEF indicates a clear link with academic achievement and participation in extra-curricular sport</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Attempt to get 'Brilliant Club' off the ground to develop High Achievers Group • Mental Health First Aid for all staff • The Brilliant Club – Year 9 and 10 PP high achievers to attend workshops and mentoring with tertiary education providers • All PP students to have a careers interview and at least one follow up appointment (Year 9,10 and 11) • All PP students to have a post-16 interview to support their choices for post-16 study (Year 11) • All PP students to have industry professional interview and feedback (Year 11) • All PP students to access support for work experience choices + attend CV workshop (Year 10) • All PP students to attend employability skills day (Year 10) • All PP students to access support for work shadowing choices (Year 9) • All PP students to attend speed networking; developing understanding of careers and skills required (Year 8) • All female PP students to attend 'Inspiring Girls workshop (Year 7) • Students in Key Stage 3 to attend 'Chelsea's Choice;' a drama piece looking at teenage issues • All students to attend drug education sessions and follow up small group intervention given to identified students • Duke of Edinburgh funding support • Enrichment opportunities funding support to ensure students do not miss out due to financial constraints 		

<ul style="list-style-type: none"> Pastoral support services for uniform, taxis etc to ensure all PP students are fully equipped for school and can get there 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> ½ termly update of students accessing enrichment opportunities Intervention meetings 2 weekly (enrichment update ½ termly) BSE/ A2 weekly meeting to discuss career updates and enterprise opportunities Careers advisor update ½ termly DofE results in June 	<ul style="list-style-type: none"> Mr Ratcliffe – monitor behaviour and assess need for social and emotional intervention DoH/PaLs – as above Careers coordinator – ensure all PP students access as much support as they need to make decisions for post 16 and develop an engaging programme of support ‘through school’ FSW – work with specific families ensure they are accessing all the funding they are entitled to Miss Lilley – DofE support and spending SMA and PaLs – monitor work of counsellors ACO – monitor work of careers advisor and work experience placements 	<ul style="list-style-type: none"> Counsellor - £13,000 Careers counsellor - £13,000 Brilliant Club - £2,020 Pastoral projects - £1,500 Duke of Edinburgh support - £1,320 Enrichment support - £16,680 Trips bursary - £3000 Personal support services - £2,780 <p>Total allocation: £53,300</p>
<p>*NB. We have ensured that we allocated a 3% (approx. £7,798) contingency fund to allow for extra support/ individualised plans during the school year.</p>		