

Disadvantaged Funding 2017-18

Action plan and review process

Disadvantaged pupils Statement

Mission Statement

Grow, Learn, Serve and Pray in a Catholic Community inspired by the Gospel message, enabling all to realise their unique hopes and potential.

We do this by:

Celebrating achievement and effort

Helping others through our charity work

Respecting each other, being polite, thoughtful and forgiving when necessary

Including and welcoming all, especially when praying and worshipping together

Safeguarding our school community so all feel valued and cared for

Teaching the knowledge, skills and values which develop the whole person

All of our pupils at Christ the King have the capacity to succeed and our role is to ensure success for everyone regardless of background.

Raising the attainment of disadvantaged pupils is central to our moral purpose. We see every disadvantaged child as an individual, each with their own set of challenges, talents and interests.

We seek to:

- Explore the challenges our pupils face
- Use an individualised approach to addressing barriers
- Ensure our staff know the context of every pupil they teach and strive to remove the barriers they face

The Government believes that disadvantaged pupil funding, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to school to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency set the following Disadvantaged rates for the 2016-2017 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£ 935
Looked-after children	£ 1900
Children who have ceased to be looked after by a local authority	£ 1900
Pupils recorded as 'Ever 5 Service Child'	£ 300

For the 2017 academic year Christ the King are estimating the following Disadvantaged funding:

	Number of students eligible (as of September 2017)	% of year group
Year 7	49	28%
Year 8	52	30%
Year 9	61	32%
Year 10	45	25%
Year 11	51	28%
	258	28%
	Total estimated = £230875	

Deciding on our 2017-18 Budgeted Disadvantaged Spend

At CTK we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Disadvantaged. We have also developed our own approach to the Disadvantaged since its inception in April 2011. There is a growing body of evidence both within our own community and the wide education world on the use of the Pupil Premium. Therefore, for 2017-18, we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, we continue to access the growing body of evidence provided by the Education Endowment Foundation:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>.

Secondly, we have reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, How schools are spending the funding successfully to maximise achievement. OFSTED (2013)
- 'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils. 'OFSTED (2012).
- 'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013)
- 'The Pupil Premium: an update', Ofsted July 2014
- 'Supporting the attainment of disadvantaged pupils: articulating success an good practice', Department for Education (Nov 2015)

Thirdly, we increasingly compare our experiences to other similar schools:

<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/christ-the-king-catholic-high-school-and-sixth-form-centre-pr8-4ex/>

<http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/home>

To this end we have taken the best practice advice on pupil premium spending, investing the majority of our funding into continuing to **improve the quality of teaching and learning** at CTK.

The large impact a good teacher can make on a pupil's academic outcome is now well established (Aaronson, Barrow, and Sander, 2007, Rivkin Hanushek and Kain, 2005 Rivkin et al. 2005 and Rockoff 2004). This is especially true for pupils from disadvantaged backgrounds: one year under the supervision of an excellent teacher is worth 1.5 years' of learning compared to 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between an excellent and a bad teacher is a whole year's learning. (Hanushek, 1992)



What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



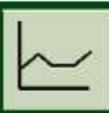
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

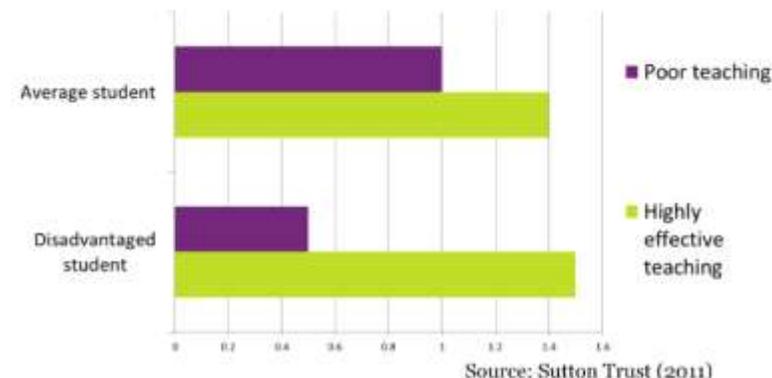


7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Why improve teaching?

Effect of teaching on students in years of progress



Deciding on our 2017-18 Budgeted Disadvantaged Spend

At CTK we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Disadvantaged. Therefore, we have revised, for 2017-18, the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation. In the first instance we continue to access the growing body of evidence provided by the EEF:

Code	Intervention	Cost	Impact
1	Paired or small group additional teaching	£££	4 months
2	Feedback	£	8 months
3	One to one tuition	££££	5 months
4	Metacognition and self-regulation	£	8 months
5	Collaborative learning	£	5 months
6	Peer to peer learning/peer tutoring	£	5 months
7	Social and emotional learning	£££	4 months
8	Reducing class size	££££	3 months
9	Teaching Assistants	££££	1 month
10	Extra curricular activities	££	2 months
11	Behaviour interventions	£££	3 months
12	Reading comprehension strategies	£	5 months
13	Phonics	£	4 months
14	Parental involvement	£££	3 months
15	Mentoring/ personalised learning plans	£££	1 month
16	Speaking and Listening/ Oral interventions	£	5 months

Additional strategies as evidenced in DfE/ nfer/ Ofsted/ best practice research include-

- Financial support for resources
- Attendance interventions
- Transition support
- Numeracy interventions
- Aspiration interventions
- Collaboration with other schools

This evidence base has allowed us to formulate a set of principles to guide our use of the Disadvantaged funding:

- We will ensure that Disadvantaged funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in **our pursuit of high quality teaching**, not interventions to compensate poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how Disadvantage funding is being spent.
- We will ensure that teachers know which pupils eligible for Disadvantaged funding
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Disadvantaged funding.

In a relentless drive to deliver and highlight impact we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Disadvantaged pupils.

What are the main barriers faced by our disadvantaged pupils at CTK?

It is important to recognise that each pupil is unique and that their journey through secondary school life can create a range of issues and needs. At Christ the King we believe that every students needs should be addressed on an individual basis and we will respond accordingly. We have identified a number of issues relating specifically to our pupils that are barriers to allowing good progress. They are;

1. *Organisation of pupils, bringing correct equipment to school, knowing what homework needs to be completed and by when.* We have addressed this through our Academic Coaching Team.
2. *The ability of students to access an environment within their home that is conducive to learning.* This has been addressed in school by the availability of such an area in terms of homework club and the Academic Coaching facility, providing computers and study materials and a study environment regularly before school, during lunchtime and after school.
3. *The Attitude to Learning (ATL) of disadvantaged pupils.* This creates a barrier that must be overcome and as such our Pastoral Teams, Form Tutors, Academic Coaches, Learning Mentors and Pastoral Support Staff work with these pupils to enable them to recognise the need for a positive attitude to learning.
-
4. *Our disadvantaged pupils often lack vision and aspiration.* This has been addressed again via our Academic Coaching team, but more recently through a range of activities designed to raise aspirations. This is an area of work that we will look to develop further through 2017 and into 2018.
5. *Attendance.* Our disadvantaged pupil attendance is lower than our other pupils. We have addressed this through the appointment of our Attendance and Welfare officer and part time EWO who keeps a track of attendance. Once issues are identified they are raised within Pastoral and Senior Pastoral meetings. We then respond accordingly. Responses include Attendance Panels, meetings with parents, home visits and ultimately the use of the Fixed Penalty Notice for attendance.

We recognise that our disadvantaged pupil cohort has a diverse range of aspirations, prior attainment and individual needs. Our robust monitoring system and daily communications allow us to identify additional individual needs and barriers to learning and these are addressed constantly and consistently within school.

Number of PP pupils	Number of PP who also have SEN/Inc	Number of PP who have High Prior Attainment	Number of PP who also have EAL
Year 7 : 49	14/5	tbc	2
Year 8: 52	6/12	10	6
Year 9: 61	2/8	8	5
Year 10: 45	4/5	10	4
Year 11: 51	6/6	7	0

Core Targets for 2017-18

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at teaching and learning.

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at CTK, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps, and address them, as early as possible. Therefore, during the 2017-18 academic year will increase, even more, our provision and interventions (when needed) at Key Stage 3.

We aim to reduce the gap between disadvantaged and non-disadvantaged with regard to:

1. Progress 8 measures relative to National data
2. Attainment 8 measures relative to National data
3. Percentage of students entered and gaining the EBacc*
4. Attendance data including Persistent Absenteeism between disadvantaged and non-disadvantaged
5. Destination measures including NEET figures
6. Achievement in all subjects at Key Stage 3

Whilst at the same time improving the overall performance of all of our pupils.

How we Measure the Impact- Review and Tracking process

- We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At CTK this is done on a regular basis by our teaching staff.
- At a strategic level our disadvantaged spending and impact are monitored and challenged by a named governor.
- Progress checks form the basis of many of our conversations surrounding the impact of our Disadvantaged spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Disadvantaged spending:
- This action and spending plan will be reviewed in October 2018

Day to Day / short term	Medium Term	Longer Term
<p>Regular monitoring of pupil progress in all lessons by all teaching staff using formative assessment, progress checks and quality first teaching strategies.</p> <p>Form tutor monitor pupil organisation, attendance, punctuality and well being on daily basis.</p> <p>PLUTO used to report attendance and behaviour issues which are tracked daily by HOY and SLT.</p> <p>Non teaching staff monitor and track individual pupils on a daily basis.</p> <p>Pastoral briefings with HoY and form tutors take place twice a week to identify pupil concerns</p> <p>Behaviour briefing (all staff) once a week identifies pupils of concern and strategies in place</p> <p>SEN bulletin (all staff) with pupil updates and identification of strategies (fortnightly)</p> <p>Pastoral assistants review attendance data every two weeks</p>	<p>Progress Checks are collected across the school in line with the assessment calendar.</p> <p>Assessment cycle analysis is completed by every class teacher after every assessment with a specific focus on Disadvantaged pupils.</p> <p>All HODs receive reports and progress and attainment of Disadvantaged pupils after every Assessment cycle. (Matrix)</p> <p>AHT and AC Coaches review ACA to identify barriers to learning.</p> <p>Half termly Progress 8 meetings with subject leaders, AHT, HoY and AC coach review progress of Disadvantaged pupils.</p> <p>Senior pastoral meetings every half term to review and monitor individual pupils</p> <p>Attainment and Progress reports are shared at Governors termly committee meetings</p> <p>HOY and AHT review ATL scores, attendance and punctuality after every assessment cycle</p>	<p>AHT draw up plans from shared strategic vision with HT.</p> <p>AHTs track and monitor national trends and developments to measure and inform interventions at CTK</p> <p>Effective strategies built into annual CPD programme (AHT)</p> <p>SDP informs department and faculty DP which then, in turn, inform budget plans and proposed interventions.</p> <p>Mid-year and full subject reviews of data and interventions to support disadvantaged (AHT/ HT)</p> <p>Governors agree and review action and spending plan annually</p> <p>Annual report published on website</p>

Pupil premium strategy statement (secondary)

1. Summary information					
School	Christ the King Catholic High School				
Academic Year	2017/18	Total PP budget	£230875	Date of most recent PP Review	
Total number of pupils	1121	Number of pupils eligible for PP	258	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving grade 4/5 in both English and Maths			34%/ 20.45%		
Progress 8 in English / Maths			-0.38/-0.83	tbc	
Progress 8 score average			-0.20	Tbc	
Attainment 8 score average			39.68	tbc	
Attendance			8.2	4.7	
Persistent Absence			27.1	8.7	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Literacy and Numeracy skills				
B.	Attitude to Learning and aspirations				
C.	Organisation of pupils				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates including persistent absence				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	

A.	High levels of progress in literacy and numeracy for pupils in Key Stage 3 and improved outcomes at the end of Key Stage 4 in all subjects especially English and Mathematics	Accelerated progress of PP pupils in targeted literacy and numeracy intervention Accelerated progress of PP pupils in accelerated reader assessment Accelerated progress of PP pupils reading age scores All PP pupils to make at least expected progress in English and Mathematics
B.	Raised aspirations and positive attitude to learning of all PP pupils in all year groups	Improved ATL scores of all PP pupils after every assessment Improved attendance of all PP pupils-tracked every 4 weeks All PP pupils making at least expected progress in all subjects
C.	PP pupils are well organised and well equipped in all lessons and have the necessary support to complete homework, coursework and revision for all subjects	All PP making at least expected progress in all subjects Improved IL scores of all PP pupils after every assessment
D.	Increased attendance rates and reduce persistent absences for PP pupils	Reduce the number of PA among PP pupils to Improve attendance rates for PP pupils to be in line with "other" pupils.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress of disadvantaged pupils by developing high quality teaching and learning strategies	<p>Improved feedback in lessons</p> <p>Greater use of collaborative learning and peer to peer learning strategies</p> <p>Use of seating plans to enhance learning</p> <p>Greater use of meta cognition, problem solving and independent learning strategies</p> <p>New scheme of work for Learn2 Learn guidance lessons</p> <p>Use of study skills seminars to support independent learning</p> <p>Support from external agencies to develop best practice</p> <p>Reduction in class size to increase teacher contact time with pupils</p> <p>Appointment of Learning champion to support pupils underacheiving</p>	<p>NFER emphasises “quality first teaching” as one building block for raising achievement in the most effective schools.</p> <p>EEF teacher toolkit identifies high quality feedback in lessons (8 months impact), collaborative learning and peer to peer learning (5 months impact), meta cognition (8 months impact) with small cost. Larger cost is the reduction in class size (3 months impact)</p> <p>These strategies are ongoing whole school development areas and has been the focus of internal INSET days and internal marketplace activities and weekly gems.</p> <p>Ofsted (2017) highlighted stretch and challenge as an area of inconsistency and use of meta- cognition, problem solving and independent learning strategies will support development in this area.</p> <p>Reasoning focus for Maths based on NW Maths Hub research (National project)</p>	<p>Evidence of feedback in external and internal work scrutiny</p> <p>Sefton advisor support (AG) for departmental work scrutiny</p> <p>Evidence of verbal feedback and these strategies in lesson observations and learning walks</p> <p>Focus of QA documentation</p> <p>Strategic marketplace focus scheduled in the calendar and delivered and accessed by all staff.</p> <p>Improvement plans in place to support specific departments or individual members of staff which are monitored regularly</p> <p>External review and support by MCHS in Maths and English</p>	<p>PJG/ MO NOH Teaching and Learning team</p>	<p>February 2018 following lesson obs/ learning walks and work scrutiny</p>

<p>A. Developing clear identification and monitoring strategies to ensure high levels of progress of disadvantaged pupils</p>	<p>Development of Pupil Profile in Pluto for all staff to use Use of assessment cycle analysis to identify individual pupils and barriers to learning Use of form tutors to support individual pupils Focus of Progress 8 meetings Use of seating plans to enhance learning</p>	<p>NFER identify "Meeting individual learning needs" by "staff identify pupil's challenges and interests" as a major building block to support disadvantaged achievement. Identification of barriers and intervention will inform lesson planning to support high quality teaching and learning. Best practice examples from Ofsted/ DfE highlight use of seating plans to seat disadvantaged pupils next to pupils who will enhance their learning</p>	<p>Monitoring of quality of assessment cycle analysis by SLT Monitoring of seating plans during lesson observations and learning walks Scrutiny of progress of disadvantaged pupils at progress 8 meetings</p>	<p>MO NDM NOH</p>	<p>After each assessment cycle</p>
<p>A. Improved Literacy progress in Key Stage 3</p>	<p>CPD for all staff delivering Accelerated Reader Change in curriculum plan to deliver Accelerated Reader Use of key skills classes to identify and address gaps Development and implementation of a Summer school for disadvantaged pupils with focus on literacy and numeracy</p>	<p>Accelerated reader is highly recommended by several outstanding schools. EEF toolkit identifies Reading comprehension strategies and Speaking and Listening/ oral interventions as having 5 months impact with low cost. Utilising the one Literacy lesson a fortnight for accelerated reader allows more meaningful use of pupil and teacher time which can be measured. Pupil Premium case studies identify summer schools as an effective strategy to close gaps and engage with parents</p>	<p>Monitoring of progress by Literacy coordinator Continued support/ training for staff delivering Use of experienced staff to deliver the programmes Ensure staff have time plan and organise programmes QA of Accelerated reader lessons by AHT QA of key skills lessons by AHT MO to liaise with transition coordinator to ensure smooth implementation of summer school</p>	<p>AB PJG MD MO</p>	<p>January 2018</p>
<p>Total budgeted cost</p>					<p>£33,500</p>

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved literacy and numeracy levels of disadvantaged pupils	<p>Reading recovery programme, Symphony and Rapid Plus implemented for pupils in Key Stage 3</p> <p>1 to 1 Literacy support for targeted pupils</p> <p>1 to 1 EAL support for targeted pupils</p> <p>Lexia reading and spelling programme used for targeted pupils</p> <p>Implementation of PiXL CODE Phonics and</p> <p>Reading programme for SEN pupils</p> <p>Additional assessments completed by Sefton Inclusion consultant</p> <p>1 to 1 tuition in English and Maths for KS4 pupils</p> <p>Use of key skills lessons to address gaps</p>	<p>EEF toolkit identifies Reading comprehension strategies and Speaking and Listening/ oral interventions as having 5 months impact with low cost.</p> <p>NFER state that the most effective schools provide individual support for specific learning needs and group support for pupils with similar needs</p> <p>EEF toolkit identifies 1 to 1 tuition as having high impact (although costly) on progress (5 months).</p>	<p>Monitoring of progress data by Literacy coordinator</p> <p>Continued support/ training for staff delivering the programmes</p> <p>Use of experienced staff to deliver the programmes</p> <p>Ensure staff have time plan and organise programmes</p> <p>Monitoring of progress data by SENCO</p> <p>Monitoring of progress data by subject leaders (English/ Maths) of KS4 pupils</p> <p>Monitoring of attendance of pupils in 1 to 1 by Heads of Year</p> <p>QA of key skills lessons by AHT</p>	AB PJG MO	January 2018

<p>A. Improved outcomes for disadvantaged pupils in English and Mathematics</p>	<p>Intervention classes timetabled for targeted pupils in Key Stage 4 in English and Mathematics Curriculum modification for pupils who are underachieving SEN support and Core support option for KS4 pupils Timetabled key skills classes for targeted pupils with specific focus on Numeracy and Literacy Intervention classes timetabled in English and Mathematics for Year 9 pupils in summer term</p>	<p>NFER state that the most effective schools provide individual support for specific learning needs and group support for pupils with similar needs EEF toolkit identifies Reading comprehension strategies and Speaking and Listening/ oral interventions as having 5 months impact with low cost.</p>	<p>Monitoring of progress data by subject leaders (English/ Maths) of KS4 pupils Monitoring of progress of pupils in intervention classes by subject leaders Monitoring of progress data of pupils in key skills classes Progress 8 meetings used to identify pupils of concern who may require intervention</p>	<p>MO AB</p>	<p>After each assessment cycle</p>
<p>B. Increased attendance rates and reduce persistent absences for PP pupils</p>	<p>Restructure pastoral support team to create a dedicated attendance officer Employ EWO for 3 days a week Home visits for targeted pupils First day response provision Support non teacher to specifically monitor and support disadvantaged pupils attendance and PA Non teacher to develop stronger links with parents and aim to reduce barriers of those hard to reach Fortnightly meetings with key staff (attendance officer, SLT, support lead, academic coaches) Rewards used for motivation Curriculum modification to support some pupils to attend.</p>	<p>Highlighted by Ofsted (September 2017) as an area for development. Strong correlation between attendance and achievement across all year groups. NFER state that addressing attendance and working with families is one effective step to supporting achievement. There is a strong correlation between attendance of disadvantaged pupils and parental engagement.</p>	<p>Fortnightly meetings will monitor attendance and measure impact of key staff in place. Progress 8 meeting will monitor all disadvantaged pupils and identify main barriers to learning. Letters sent home to parents about attendance Use of Sefton to escalate concerns when necessary Support non teacher, attendance officer, EWO and academic coach to investigate barriers and support individual pupils Attendance officer to produce monthly attendance data drops which will be reported at governors and SLT</p>	<p>DCM MO AA</p>	<p>Half termly review</p>

C Disadvantaged Pupils are well organised and equipped and utilise extracurricular and enrichment activities to enhance their learning	Academic coaching for targeted pupils at KS4 Mentoring for targeted pupils at KS3 and KS4 SLT mentoring for targeted pupils Use of teachers to mentor/ coach/ support targeted pupils at KS3 Use of Sixth form pupils to support targeted pupils with reading and Maths Support from form tutors and pastoral team to organise targeted pupils	EEF research suggests that the use of mentoring and personalised plans has positive impact on pupils. NFER identify providing strong social and emotional support as an effective way to support achievement.	Weekly meeting with coach and MO to discuss individual pupils Targeted pupils to be a fluid group resulting from progress data and reviewed after every assessment cycle HoY input into progress and engagement Scrutiny of assessment cycle analysis to monitor organisation of pupils	MO DCM JEA	Half termly review of targeted pupils
--	---	---	--	------------	---------------------------------------

Total budgeted cost £192500

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B Increase in pupil engagement and attitude to learning	Development of new behaviour code of conduct Modification of new rewards and sanctions system Launch of Pixl Edge Rewards for participation in revision Use of Maximising Potential to raise aspirations in Year 11 Use of Unlocking Potential programme to raise aspiration of targeted group Use of Unifrog and external agencies to support careers provision Careers advisor to prioritise disadvantaged pupils and support from an early age Focused social and emotional support groups scheduled including social skills, creative therapy and sports and play activities Masterclasses and careers visits for most able disadvantaged pupils	School data 2016-18 suggests that there is a strong correlation between underachievement and low attendance and attitude to learning levels. NFER and EEF toolkit identify behaviour intervention as a successful strategy to improving achievement.	Form tutors checking code of conduct cards Monitoring of ATL scores by AHT Increase uptake to revision classes will confirm pupil engagement Use of pupil voice to assess whether careers provision is effective and whether pupils are aiming high. Pixl Edge to be monitored by AHT	DCM /MO	October 2017 Max potential has 100% positive feedback from pupils November 2017 pupil voice survey December 2017 ATL scores following 1 st reporting cycle February 2018 revision class audit

C Disadvantaged Pupils are well organised and equipped and utilise extracurricular and enrichment activities to enhance their learning	<p>Homework club provided after school</p> <p>Clear signposts to revision sessions and study clubs</p> <p>Revision planners provided to support organisation</p> <p>Revision pack given to all disadvantaged pupils</p> <p>Revision guides given to all disadvantaged pupils</p> <p>Financial support provided for subject enhancement visits</p> <p>Financial support for equipment/ ingredients/ uniform/ resources</p> <p>Masterclasses and careers visits for most able disadvantaged pupils</p> <p>6th form holiday access to study area</p>	<p>EEF toolkit identifies extra curricular activities as a successful strategy for increased achievement. (2 months impact)</p> <p>Staff identify poor organisation as a barrier to learning for disadvantaged pupils (equipment/ homework)</p>	<p>Weekly meeting with coach and MO to discuss individual pupils</p> <p>Analysis of uptake of extra curricular activities and revision by extended schools coordinator</p> <p>Coaches to liaise with HoDs to ensure all revision guides are current and distributed</p> <p>Coach meeting to signpost revision and evaluate the effectiveness of revision (pupil perception)</p>	MO	February 2018
Total budgeted cost					£23,500

Estimated cost summary – 2017-18

Number of PP pupils	Number of PP pupils	Number of PP who also have SEN/ inc	Number of PP who have High Prior Attainment	Number of PP who also have EAL
Year 7 :	49	14/5		2
Year 8:	52	6/12	10	6
Year 9:	61	2/8	8	5
Year 10:	45	4/5	10	4
Year 11:	51	6/6	7	0

Expenditure 2017-18	
Quality of Teaching for all	
T&L Quality assurance strategies	£3500
Teaching and Learning team	£5000
Raising aspirations strategies/ Careers SLA/ Summer school	£15000
S2S Meols Cop Coastal School Alliance	Grant secured no cost
CPD costs	£10,000
Total	£33,500
Targeted support	
Intervention staffing/ SLE	£40000
Reward costs	£3000
Pastoral support/ EWO support	£30000

Literacy support and intervention	£32000
Numeracy support and intervention	£3000
Staffing costs (Coaches, mentors, TAs, Learning champion)	£60000
SEN/ Hub resources	£1500
Sefton support/ SEN SLAs (Ed Psych/ EAL/ OSSME)	£13000
One to one tuition/ curriculum bought in services/ counselling	£9000
Equipment/ resources/ revision materials/ catering	£1000
Total	£192,500
Other approaches	
Raising aspirations strategies/ Careers SLA	£15000
Study support (homework club, Elevate, holiday access)	£6000
Trips/ visits/ transport	£1000
ICT Learning resources	£1500
Total	£23,500
Total Cost of Intervention	£249,500
Pupil Premium Funding	£230, 875

6. Review of expenditure				
Previous Academic Year		<div style="border: 1px solid black; padding: 5px;"> Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. </div>		<div style="border: 1px solid black; padding: 5px;"> Lessons learned may be about impact or implementation. </div>
i. Quality of teaching for all				
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
			<div style="border: 1px solid black; padding: 5px;"> For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why. </div>	
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
iii. Other approaches				
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

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

