Pupil premium strategy statement

1. Summary information					
School	Hodge Hill Girls School				
Academic Year	2019-20	**Total PP budget**	£314,950 (SBS Budget share July 2019)	**Date of most recent PP Review**	September 2019
Total number of pupils	750	**Number of pupils eligible for PP**	335	**Date for next internal review of this strategy**	September 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
%4+ Eng and Maths	62.5%	Tbc
%5+ Eng and Maths	33%	50%
% achieving EBACC 5+	25%	Tbc
Progress 8 score average	0.67	0.13
Attainment 8 score average	47.88	50.15

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Attendance and management of learning missed through absence, including pupils joining the school after the start of Year 7
B.	Subject-specific needs to diminish the difference based on a cohort by cohort need.
C.	Cultural capital opportunities.
D.	Raising of aspirations to support realistic understanding of future education and career pathways
E.	Maintaining upward positive P8 trend for disadvantaged pupils
F.	Development of independent learning skills including pupil resilience.

G.	Maths outcomes.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
A.	Attendance of some PP pupils causing them to miss out on learning and underachieve	
B	Pupil needs impacting on learning.	
C	Lack of cultural capital opportunities for some pupils outside of school.	
4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Poor attendance is addressed and does not negatively impact on pupil progress.	Pupils catch up on missed work and achieve at least in line with targets in GCSE outcomes.
B.	HoF and SL identify subject specific needs which enable the difference to be diminished in cohorts.	Differences in subjects are diminished so disadvantaged and non-disadvantaged make the same amount of progress.
C.	Wide range of cultural capital learning opportunities offered with high uptake amongst disadvantaged pupils.	Disadvantaged pupils positively represented across all cultural capital learning opportunities.
D.	Pupils have clear understanding of how to achieve their future ambitions, including the world of work.	All pupils are aware of how to achieve their goals, and how to respond flexibly and positively to changes in their plans based on their experiences.
E.	Disadvantaged pupils have higher targets set on entry than non-disadvantaged based on analysis on intake.	In-school difference is diminished. (NB Focus on KS3 as part of RADY+ 5-year project.)
F.	Pupils are more independent in their learning and embrace challenges as opportunities.	Less behaviour logs for homework, increased usage of online programmes to support learning which can be linked to improved pupil progress.
G.	Maths outcomes improve.	GCSE outcomes in August 2020 show an improvement on August 2019 for Maths.

5. Planned expenditure					
Academic year	**2019-20**				
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?**
Data analysis enables accurate identification in trends across all subjects and year groups. Funding for data support team - £10000	Line management meetings with a focus on timely interventions. Use of SISRA.	Outcomes improved for all headline measures 2018-19 following clear data analysis and more strategic and timely interventions; we wish to maintain this further and support leaders at all levels to identify where change is needed.	Line management meetings happening on a fortnightly basis, enabling rapid response to data checking.	KC	Ongoing.
Diminish in-school differences in individual non-core subject areas.	'Target 3'; three subjects (Drama, Fine Art, Science to include Biology, Chemistry and Physics) with the largest SPI difference (based on SISRA Collaboration data) in GCSEs August 2019 to be supported by PP funding. (Fine Art – allocation made 2018-19 to reflect increased pupil numbers; impact to be monitored in line with Target 3. Science – allocations made elsewhere in strategy. Drama – tbc.)	Support subjects which are currently demonstrating differences to further develop strategies – and learn from other good practice both within and beyond the school – to support improved progress. Using SPI enables us to be clear on how pupils are performing in individual subjects in relation to national performance and our specific cohorts.	Line management meetings; HOF/SL to attend and/or send presentations to SLT each term demonstrating how the funding is being used and the impact it is having on pupil progress.	Relevant SL/HoF along with SLT line manager	At each data checking point.

Further improve learning experiences of disadvantaged pupils to result in diminishing in-school progress difference. £65,000 to include CPD opportunities and purchase of visualisers where staff have identified a need in classrooms to support learning.	Increase emphasis on Teaching and Learning across the school through a range of different approaches and resources .Focus groups for T and L with an emphasis on learning experiences for disadvantaged pupils which will benefit all learners.	Learning experiences are strong in school based on BEP reviews and school outcomes demonstrate the strong teaching which is taking place. We are keen to make even more effective use of research to make learning experiences even stronger for pupils to ensure that more pupils achieve expected and better progress, thus supporting diminishing in-school differences.	Creation of teaching and learning triads with an emphasis on coaching and research; this will be supported by the school CPD programme which will also enable additional professional development opportunities for staff to be created. Other approaches and resources to be developed throughout the year in response to pupil need, including new Year 7 cohort.	SLT	At each data checking point and August 2020. This is part of an ongoing plan to develop teaching and learning further and a long-term approach is envisaged.
Independent learning through online resources supports all learners to make improved progress. Tassomai - £3187.50 Hegarty Maths and GCSE Pod – packages purchased previously. Promotional flyers etc - £500.	Continued investment in promotion of GCSE Pod; investment in Tassomai, Hegarty Maths and other appropriate resources.	GCSE Pod use has increased dramatically through 2019-20 with 38966 pods being accessed in comparison to 12583 pods during 2017-18; all headline progress measures have improved and we believe that GCSE Pod has played a role in this (GDPR-compliancy means we will need to wait to hear back from GCSE Pod to match individual pupil progress data with GCSE Pod usage). We consider that Tassomai and Hegarty Maths, based on discussions with schools which have been using these packages will support further pupil progress in 2019-20.	High visibility of these packages; noticeboards used to promote usage along with the bulletin. Teaching staff making reference to using the resources and usage rewarded through ClassCharts. Parents are aware with use of these resources promoted through Parents' Evenings and Pastoral Managers able to report on usage to parents.	CMi, NMK, BSI	Ongoing throughout the academic year and August 2020.
Improve progress and outcomes in Maths £20,000 (including Pearson Learning - £1600)	Continued investment in strategies to support progress in Maths based on cohort need. This could include focus on 4-5 progression, online resources, consultancy support, textbooks, equipment, CPD, school visits.	Basics 9-4 measure has improved by 6% (15.5% for disadvantaged) following implementation of the Maths' strategy; basics 9-5 has improved 1.1% (3.7% for disadvantaged). SPI improved from 2018 to August 2019. We wish to continue to support this upward trajectory and to enable more rapid progress.	Line management (KC/BSI), leadership within Maths (BSI/MZ), use of research to inform strategies.	KC, BSI, MZ, Maths staff	Ongoing throughout the academic year, August 2020. This is envisaged as part of a long-term approach.

Subject-specific requests impact positively on the progress of all pupils including disadvantaged., including opportunities to develop cultural capital. Photography - £6088.35 History – £200 English/Library - £9800 (to include reading age assessments). PSHCE/Citizenship - £750 Computing - £149 Performing Arts - £840 MFL - £500 EAL - £800 Science - £4300 Total - £23.427.35	Individual subjects able to bid for Pupil Premium funding to support subject-specific strategies.	HoF and SL know the specific needs of their subjects and cohorts; through their own understanding of the subject needs, they are able to ensure that resources to support improved progress for all are used effectively. This is a model which we used in 2018-19 and school headline measures improved in all areas.	SL/HoF, line management meetings, data tracking to evidence impact on pupil progress	SL/HoF/SLT line manager	Ongoing at data checking points, August 2020. Some strategies are long-term and outcome data may not be immediately available in August 2020 (eg Photography where two classes will not complete their courses until summer 2021).
Recruitment of high quality teaching staff. £7500	Advertising costs and implementation of interview programmes.	Advertising which has not been national has not always resulted in a strong field of applicants, meaning that subsequent adverts have been required. Improving teaching is recognized by international evidence as the most effective way to improve schools (Sutton Trust); advertising more widely will enable us to recruit high-quality staff if existing staff leave. This is also a strategy which has been suggested to us as part of our involvement in the RADY programme.	Application process.	CQ/SAD	July 2020
				Total budgeted cost	£129, 614.85

ii. 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?

Pupils requiring additional small group support in MFL and Science to receive targeted in or out of class support with a qualified teacher. £27,500	Pupils to work with a qualified teacher out of the classroom during their timetabled MFL or Science lesson on activities directed by the class teacher.	This model has run successfully in Science and MFL previously. Smaller group tuition with a qualified teacher is used in Science (one and a half days), and targeted support is specifically used to improve pupil confidence in speaking in MFL (2 days). See 2018-19 evaluation.	SISRA monitoring of pupil progress. HoFs to ensure relevant pupils receive the support required. Clear link between pupil progress and specific pupils being supported needs to be evidenced.	HoFs (MFL, Sci.)	Ongoing throughout the year with a decision made in April 2020 as to whether this model will be continued.
Attendance of disadvantaged pupils is equal to that of non-disadvantaged pupils. £22000 (to include School Comms subscription)	Attendance and Welfare Officer, use of School Comms to support parental communication (this will support not only communication re: attendance, but also OOHL involvement).	Gap in Autumn term 2018-19 attendance data of 1.4%; difference diminished to 1.19% Spring term 2018-19. In addition, 2019 P8 data for pupils with attendance below 90% is positive based on provisional figures (actual tbc) demonstrating extremely effective management of pupil learning when absent.	Line management, monitoring of attendance data, monitoring of SISRA progress data for pupils.	SNA,RB, CMi	Summer 2020
Raising of aspirations for all. £28,000 (£25,000 for Learn to Work partnership)	Develop further emphasis on Gatsby benchmarks through PSHCE curriculum, subject-specific links, quality careers' advice and independently chosen Work Experience placements for Y10 pupils. Aspirations Day calendared. Visit to Birmingham University for Year 11 pupils.	2018-19 cohort who achieved improved headline measures were the first year group who accessed the Learn to Work programme; anecdotal discussions suggest that pupils generally were considered to have returned with more positive attitudes to learning and a stronger understanding of future pathways (stronger use of pupil voice needed here). Very strong pupil voice feedback on our first Aspirations' Day (November 2018).	NN, Learn to Work meetings and implementation of both Work Experience and careers' interviews; form tutors support this process. CMi to develop Aspirations' Day, using 2018 pupil voice feedback to inform alterations to the programme where necessary.	Learn to Work, NN, DW, CMi	June 2020

Pupils have the confidence and resilience to make expected or better progress even when they are faced with challenges. Parents feel more confident in supporting their daughters' needs to impact positively on pupil progress. £5650	Delivery of mindset and goal setting workshops to targeted pupils in each year group, including all of Year 8 as part of Aspirations' Day. Workshops to support parental involvement with their daughters' learning will also be delivered. Metacognition CPD for teaching staff.	Pupil voice feedback from previous Learning Performance workshops has been very positive. EEF Sutton Trust toolkit reports very strong evidence (+7 months) for metacognition and pupil progress and we would like to develop our practical strategies further as part of improving teaching and learning. Parental attendance at curriculum and parents' evenings has been very encouraging and we hope	Learning Performance Impact Reports, staff CPD reviews, teaching and learning discussions	CMi, DW	June 2020
Equal numbers of disadvantaged and non-disadvantaged pupils access educational visits. Cost - tbc	Subsidised voluntary contributions for disadvantaged pupils or fully funded visits.	In 2018-19 we offered subsidised opportunities for disadvantaged pupils; numbers of trips increased and, therefore, more cultural capital opportunities were available and participated in by all of our pupils. We were able to ensure that equal numbers of disadvantaged and non-disadvantaged pupils accessed appropriate visits to support learning and individual needs. However, we need to develop our pupil voice in response to education visits which stand separately to events such as STEAM Week.	Pupil voice, staff evaluations	CMi	June 2020
Pastoral Managers able to respond quickly to individual pupil need depending on circumstances. £2000	Each Pastoral Manager has a fund to support disadvantaged pupils with specific individual need (eg uniform, stationery).	Pastoral Managers are a regular port of call for parents and pupils; providing this fund will enable them to respond more rapidly to pupil needs.	Pastoral Managers, with line management discussions as necessary, can monitor the impact.	PMs, SNa	June 2020

Disadvantaged pupils able to borrow laptops for home-use and for in-school use for short-term loan. £6490 (to include both laptops and storage)	Laptops available and managed by Pastoral Managers in conjunction with ICT to enable quick provision in response to pupil need.	Quick access needs to be available for pupils who may not be able to stay in school to use computers outside of school hours. Pupil voice shows us that we have a number of pupils who may not have computer access at home or have limited access as they are sharing this with many other pupils. As school staff make more frequent reference to and use of online resources, eg Tassomai, GCSE Pod, we must ensure that pupils can access the material needed. This will also enable us to respond	Pastoral Managers, with line management and ICT support discussions as necessary, will monitor the impact on pupil progress and ability to access learning.	PMs, SNA	June 2020
LAC and PLAC pupils to receive all support needed to enable expected pupil progress and to access extra-curricular visits as desired. £9200 (not held in PP budget)	LAC co-ordinator to manage budget.	LAC co-ordinator attends regular meetings and is aware at all times of specific pupil needs.	LAC co-ordinator to monitor pupil data.	SNa	June 2020
			Total budgeted cost		£91, 640

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?	Staff lead	When will you review implementation?
Pupils to be able to manage in and out of school concerns effectively so that they are able to make expected and better progress. £15000	School counsellor	This approach has proved invaluable in the recent past; having a counsellor available in school means that support can be offered rapidly.	Professional counsellor employed by the school, Pastoral Managers work alongside parents to ensure appropriate support, finishing forms at the end of counselling.	SNa, PMs, HD	June 2020
Initiatives to support the development of literacy skills, including reading.	Library, Renaissance reading, resources for classrooms, First News, The Week Junior, Science and Nature, Mary Glasgow magazines, Thought for the Week	Pupils need to be reading more widely and have a stronger awareness of the world around them. EEF Sutton Trust toolkit reports 6 months progress for	Learning Support, JAD/FMo and English staff will be trained and will monitor progress through Renaissance reading. Form	JAD, BMO, FMO, CMi, SNA/PMs	June 2020

£10,000 (including £7614 for 3-year Renaissance subscription)		reading comprehension strategies; this approach will give us a stronger understanding of pupil needs, gaps and enable us to ensure that individual needs can be more closely targeted and progress monitored. Thought for the Week will support more structured registration time activities with a focus on oracy.	tutors will deliver Thought for the Week as part of a structured tutor programme coordinated by Pastoral Managers Pupil voice and use of the bulletin etc. will enable us to raise the profile of and awareness of additional reading resources.		
More pupils are able to develop leadership skills through the provision, development and celebration of a wider range of leadership opportunities in school. £2000	School Council, Language Leaders, Library Prefects, History Ambassadors, Value Voice Crew amongst others	Pupil voice is an area that we wish to develop further to ensure that pupils are integral to the systems of the school as well as providing additional opportunities to develop soft skills. College applications and references have identified some pupils where experiences beyond the taught curriculum are limited and this needs to be addressed.	Equal involvement of disadvantaged and non-disadvantaged pupils, individual staff leads on specific leadership opportunities.	Various	June 2020
Pupils are immersed in cross-curricular learning experiences in STEAM activities through extension of Science Week into STEAM Week. £5000	Pupils participate in three days of activities inspired by STEAM to support their understanding of cross-curricular links as well as enable targeted support where there are specific pupil needs.	We wish to continue to raise attainment and progress in STEAM subjects; providing pupils with a range of activities to reflect individual needs and interests will enable us to continue to improve. School headline measures improved in all areas 2019-20, and STEAM subjects contributed to this. It will also enable us to increase cultural capital opportunities (eg in-school performance of Jekyll and Hyde enables all pupils studying this text to see a professional performance and to link their learning in English Literature to STEAM subjects).	All school staff contribute to the planning process and pupil voice is used to ensure that, where there is choice, pupils are able to access the activities they feel will help them most with their learning. Pupil voice from the previous STEAM Week will be used (and a new shorter pupil voice activity created for post-STEAM Week 2019-20 to inform future planning.)	CMi	April 2020

Equal representation of disadvantaged and non-disadvantaged pupils in school rewards' activities. £4000	The top 100 pupils for positive behaviour points using ClassCharts (50 disadvantaged, 50 non-disadvantaged, representing 10 from each group in each year group) will be rewarded at the end of each term.	Pupils have enjoyed being rewarded during 2018-19 for their efforts; as ClassCharts is now fully embedded in its use for recognising positive behaviour, this will enable us to continue to ensure that pupils who have done 'all of the right things' will be rewarded.	All school staff are able to use ClassCharts to reward positive behaviour.	SNa, CMi	July 2020
			Total budgeted cost	**£36000**	

6. Review of expenditure				
Previous Academic Year		**2018-19**		
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**
Deliberate practice evident for all disadvantaged pupils.	ClassCharts to support with target group identification, individual subject staff deliberate practice strategies (eg strategies dependent on individual staff but could include PP questioned first, PP first books marked, seating plan) Target 10 has supported sharpening of focus on key pupils who are underachieving.	A8 for disadvantaged is 47.68, and for all is 50.58. Basics measures show a diminishing difference at both 9-5 and 9-4 including EBACC. P8 data to be confirmed.	The deliberate practice approach is working in our context. We will need to continue to focus on specific pupils at data checking points and develop 'Target 10' further; a new pastoral mentoring programme will be introduced 2019-20 to support this.	SBS

Year 7 disadvantaged pupils have higher aspirational targets than non-disadvantaged pupils.	KS2 data analysed and disadvantaged pupils uplifted beyond non-disadvantaged for all target setting.	This has not yet been implemented for Y7 2018-19 and will be implemented in 2019-20; this is due to revisiting of flight paths and target setting across the whole school.	Consistency in flight paths is required to support accurate target setting. Ideally, we hope to be able to implement at the beginning of an academic year.	SBS
Raising of aspirations through all.	Stronger emphasis on careers' education in line with the Gatsby benchmarks through PSHCE curriculum, subject-specific links, quality careers' advice and progress to valuable and independently chosen Work	The profile of Work Experience and careers has been raised significantly through the partnership with Learn to Work. Y11 2018-19 were the first cohort to have benefited from this and in-school differences between PP and all have diminished across performance measures.	Some pupils need more support with accessing their careers' interviews and appropriate work experience opportunities. Closer partnerships with form tutors as part of this process are being further embedded through 'Aspirations' Day' and we will need to cement this further.	£25,000

Strong awareness of the importance of e-safety as part of learning for life to enable pupils to progress academically without challenges created by e-safety issues.	Internet Safety Day promoted to all pupils across the whole school. Bully 4U e-safety performance and workshops for Y7 pupils.	85% of pupils agreed/strongly agreed that they had an increased awareness of internet safety; 77% were extremely/very confident in using learning from the Bully 4U workshop when using the internet.	Whilst successful, we feel that this is a key message that we want to embed from the start of the academic year. All pupils will participate in a form tutor – head of ICT in the case of Y7 – presentation at the start of the academic year about the importance of internet safety. This also enables all form tutors to be clear on the messages so that these can be reinforced with tutees should the need arise.	£1200 for production (plus SBS)
All classroom teachers have a strong awareness of underachievement amongst disadvantaged pupils and are able to use data effectively to support pupil progress.	Use of SISRA. Additional capacity in the data team to support the creation of termly data booklets, identifying patterns of underachievement to support teaching staff in strategic planning.	P8 data to be confirmed. A8 for disadvantaged is 47.68, and for all is 50.58. Basics measures show a diminishing difference at both 9-5 and 9-4 including EBACC. New data systems have been introduced by KC which have supported the raising of awareness and the subsequent 'right actions' to be taken.	Analysis of interventions and support once strategies have been identified needs to be developed further; the implementation of SIMS will support this and the data team will play a key role in the administration and development of these systems. This should support further rapid interventions as and when the need arises.	£10,000

				£2000
School teaching staff are able to visit other schools in all subject areas and share ideas on good practice to support pupil progress resulting in pupils making expected or better progress.	Teaching staff visit schools in the area with a strong track record in chosen subject, or have introduced strategies which they are expecting to have a significant impact on pupil progress. This could also involve aspects and consultant support (eg RADY).	Teaching staff have visited schools to look at the development of knowledge organisers (MFL) and the use of the Library to support literacy (English). Maths staff have also visited another school and have been supported through a consultant to support improved results. The impact of these visits is anticipated to be seen through 2019-20; Basics 9-4 improved by 8% for all and by 15.5% for disadvantaged.	Teaching and learning development will remain a key component of school improvement for 2019-20, and looking at different opportunities to learn from other schools (eg visits, social media, research development).	

Pupils who are absent do not fall behind with learning.	Attendance and Welfare Officer role created with a specific focus on supporting pupils who have poor attendance to identify barriers to school attendance and support with catching up on missed learning.	P8 data to be confirmed; in 2018 it was -0.261 for all (-0.538 for disadvantaged), representing significant strides in the management of the learning of absent pupils.	We will continue with an Attendance and Welfare Officer role, and look to further develop our use of online resources to enable learning to continue if pupils are absent.	£17910

Development of independent learning skills in Maths to support improved progress.	Investment in MyMaths and Pinpoint Learning (subject to GDPR compliancy checks) to enable development of independence in KS3 (MyMaths) and KS4 (Pinpoint Learning). This could include promotion at relevant curriculum evenings and literature to promote parental awareness of the opportunities afforded.	Maths' consultancy and faculty research concluded that Hegarty Maths would be appropriate for pupil use, along with MathsWhizz in Year 7. GCSE Pod has also been used by many pupils (1593 pods watched for Maths 2018-19 compared to 68 2017-18). In 2018-19, 65.5% achieved 9-4 in Maths, compared with 57.7% in 2017-18, representing clear progress and the work of Maths to support independent learning amongst pupils.	Hegarty Maths will be maintained and pupils will continue to be supported by teaching staff to develop greater independence in their learning.	£1500

GCSE Pod is used to support gaps in pupil learning following absence, and to provide an alternative way of OOHL for pupils for whom this supports their progress.	GCSE Pod is promoted to staff, pupils and parents through newsletters, weekly bulletin, posters, relevant curriculum evenings.	38966 pods have been accessed across all year groups during the 2018-19 academic year. School headline measures have improved across all measures for 2018-19 and GCSE Pod will have played a part in this, although it is virtually impossible to quantify. (80 pupils used GCSE Pod as part of their revision for the GCSE mocks). We have promoted GCSE Pod heavily through the bulletin, newsletter, behaviour rewards, displays and provided flyers for parents at all parents' events. Analysis of GCSE Pod usage and P8 to be confirmed.	We will continue to promote GCSE Pod and are increasing our links with GCSE Pod to try to support more interactive learning opportunities. We are also seeking to develop Tassomai as another online resource and feel that this could potentially have greater benefit in some subject areas (eg Science).	£400

STEAM skills, including particularly numeracy, are used regularly in all curriculum areas to reduce pupil 'pigeon-holing'.	STEAM week as a vehicle for promoting all STEAM-skills across all subject areas and to prompt whole-school creativity with different ideas and approaches to support greater pupil progress.	STEAM Week undoubtedly enabled us to raise the profile of these subject areas the key role that they play in all learning. We were able to tailor learning opportunities to support particular needs. Quantifying the impact on pupil learning is virtually impossible although we can infer that involvement has supported pupil progress in a range of curriculum areas (eg whole school progress in basics and EBACC performance measures).	We have timetabled STEAM Week for 2019-20 and will continue our approach of using school performance data to signpost pupils to appropriate learning opportunities. As previously, pupil voice plays a role in this and we will look to continue to support pupils to access the opportunities they would like; where appropriate, disadvantaged pupils are given priority. Evaluation systems for STEAM Week also need to be streamlined to enable pupil voice to be developed further; whilst time was given to pupils to complete evaluations, the length of the evaluation was too long.	£7000

Whole-staff consistency in approach to behaviour management and understanding of behaviour.	Behaviour consultant to lead whole-staff training.	All school staff received training in de-escalating situations in October 2018. This has been further developed through links to ClassCharts whereby staff are able to easily log positive rewards and record logs (along with sanctions) where appropriate. This is supporting stronger awareness of behaviour and the systems, including the school behaviour policy, being implemented with greater consistency.	The development of the use of ClassCharts to reward pupils will continue with reward opportunities for pupils at the end of each term. Continued use of the school behaviour policy to ensure that pupils are sanctioned appropriately as necessary and Pastoral Managers/HoF/SLs will continue to develop skills in monitoring here to support early intervention to help improved pupil behaviour and outcomes.	£1200

All pupils receive quality first classroom teaching with appropriate class sizes to support pupil progress.	Money from PP used to support smaller class sizes where appropriate and to enable targeted team teaching in some subject areas.	Maths and Science have had smaller teaching groups where appropriate, along with DT. The impact of this can be seen in the improved headline measures across the whole-school. Science Trilogy has improved from 27.1% 9-5 in 2017-18 to 43.1% in 2018-19; Maths 9-4 has improved from 57.7% in 2017-18 to 65.5% in 2018-19.	We will be retaining this model and this will also impact on Art where they will become part of a rotation with DT, thus enabling smaller class sizes in this subject too. We will also be 'adding' a further teaching group in Year 7 for the majority of curriculum areas in order to support targeted pupils with increased teacher and TA support.	£94,612

Improved outcomes in Maths across the whole school.	Introduction of a focused 'Maths Strategy' (see separate document) with whole-school support for promoting Maths skills. Eg Lead Practitioner, resources, consultancy support, 1-1 mytutor.	Basics 9-5 and 9-4 have both improved. Hegarty Maths has been implemented and appears popular with pupils. Evaluation on 1-1 'mytutor' programme is still to be undertaken.	We must continue to focus on this subject area; whilst progress has undoubtedly been made, there are further strides to be made. An increased focus on teaching and learning should support improved pupil outcomes again in 2019-20, particularly in converting grade 4s into grade 5s. Careful consideration must be given as to the timing of implementation of mytutor if we feel that this is a model to move forwards with; attendance was very poor after Easter and not all targeted pupils accessed the opportunity as had been hoped.	£25,000
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**

Pupils requiring additional small group support in MFL and Science to receive targeted out of class support with a qualified teacher.	Pupils to work with a qualified teacher out of the classroom during their timetabled MFL or Science lesson on activities directed by the class teacher.	Science support was predominantly used with Trilogy pupils; there was a rise from 27.!% 9-5 in 2017-18 to 43.1% in 2018-19. We also anticipate further progress throughout 2019-20 as Science targeted support has been utilised to raise the profile of Tassomai across the school. In MFL, targeted support has been invaluable with development of speaking skills and enabling continuity of learning during staff absence. Spanish results at both 9-7 and 9-5 improved from 2017-18 to 2018-19. Additional support was provided to enable some OOHL for Urdu; 43.1% of pupils achieved grades 8-9 in Urdu. As one of a range of strategies to support improved progress in MFL and Science, HoFs are clear that this has been successful.	Continue the development of this model in 2019-20. Where possible, targeted support will continue to be aimed at KS4 pupils, particularly with regards to exam technique in both MFL and Science; in MFL, there will be a focus on the speaking skills.	£27,500
Pupils have the confidence and resilience to make expected or better progress even when they are faced with challenges. Parents feel more confident in supporting their daughters' needs to impact positively on pupil progress.	Work in partnership with Learning Performance on a Success Passport for targeted pupils in areas of identified need (eg anxiety, mindfulness).Parents' workshop to be held. Whole-school focus on perception for both staff and pupils.	218 pupils have participated in mindset workshops, and all of Year 8 took part in an aspirations' workshop as part of 'Aspirations' Day'. School staff and data have been used to identify the most appropriate pupils to participate; the behaviour inset in October also considered the vocabulary that we use when talking to pupils to support resilience. 86% of Y10 and Y11 pupils who participated in the targeted workshops rated them as extremely or very helpful.	We are wanting to increase levels of resilience amongst our pupils given the changes to the exam system and will continue with our Learning Performance partnership. We will be developing this further in 2019-20 to include workshops for parents and whole-staff training on metacognition techniques to support improved pupil progress.	£2375

Specific pupils receive outside agency assessment to enable identification of needs so that pupils are able to make expected or better progress.	Work in partnership with PSS and school EP to ensure needs are identified and information to support pupil progress is shared with teaching staff.	School EP and PSS support has been used flexibly to support pupils of greatest need, particularly with regards to ensuring appropriate support for post-16 transfer.	We will look to maintain our support from PSS and our EP over 2019-20; in addition, SENCo will be trained further on identification and assessment of pupils for access arrangements in line with the pupil's usual way of working (and in line with recent changes to Form 8 requirements). Learning Support staff will have a greater involvement in reading age assessments to support improved interventions to impact on pupil progress.	£1500
To retain the flexibility to provide alternative provision for targeted pupils if required.	Alternative provision was not required for any pupils during 2018-19.	Ensuring that this potential provision was available if required ensured that all options could be considered to meet pupil needs.	This provision was not required in 2018-19.	

Disadvantaged pupils to be able to participate in educational visits and have own copies of recommended resources for work outside of school.	Financial support for visits and for recommended resources.	We have implemented deliberate practice with subsidised voluntary contributions for visits for disadvantaged pupils. Resources which are recommended for pupils to have access to outside of school have been provided as requested by HoF/SL.	We will continue with this approach. Our admin. staff have developed systems which enable different voluntary contributions – for example, if there are 40 places on a visit, 20 will be 'set aside' for disadvantaged pupils as part of our deliberate practice - and the number of disadvantaged pupils accessing opportunities is monitored closely. We wish to develop the monitoring systems for 2019-20 through use of SIMS interventions.	£3000 approx.
LAC and PLAC pupils to receive all support needed to enable expected pupil progress and to access extra-curricular visits as desired.	LAC co-ordinator to manage budget.	LAC co-ordinator has attended all relevant meetings and funding has been used flexibly to support pupil need.	We will continue to ensure that our LAC co-ordinator is able to respond flexibly and in a timely fashion to pupil needs.	£5300

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

Pupils to be able to manage in and out of school concerns effectively so that they are able to make expected and better progress.	School counsellor available to support pupils, emphasis on mental health and well-being. Staff CPD provided on Emotional Resilience and Mental Health. Promotion of physical and mental well-being through increased range of physical activities with the school house system being introduced, and PSHCE programme. Parental awareness of pupil well-being raised at Curriculum and Parents' Evenings through display boards, and through school communications with home.	93 pupils have accessed counselling this year; 41% of these have finished their counselling. 55% of those receiving counselling are KS4 pupils, with some finding the challenges of additional pressure at GCSE difficult to adapt to. The school counsellor has worked to enable pupils are able to manage concerns affectively; 80% of Y11s who saw the counsellor achieved positive P8 scores based on 2018 measures. All staff participated in an emotional resilience and mental health CPD session. The range of pastoral support opportunities are promoted to parents through school communication systems including curriculum evenings.	We will continue with our school counsellor as the support provided is invaluable for pupils. Our PSHCE programme will evolve in 2019-20 to include a one-hour timetabled lesson each fortnight for Y7-10 pupils and Y11 accessing PSHCE learning through form time and drop-down days (eg Aspirations' Day). Pupil resilience and the importance of good mental health will continue to be promoted through assemblies, form tutors, subject teachers and through participation in curriculum enhancement opportunities.	£15000
Literacy skills continue to be developed.	Development of and importance of reading is promoted at regular opportunities.	Many tutor groups have participated in silent reading activities, and reading has been used in all subject areas to support pupil progress. Creative writing has been promoted for some pupils and the range of resources in the Library have increased; significant work has been undertaken by English staff during the summer term to identify how the Library can become a stronger hub of learning for the whole school.	We plan to formalise more opportunities for the development of literacy through 2019-20 as part of our teaching and learning programme, and this will include skills of oracy. The role of the Library will increase with wider opportunities for pupil leadership. More detailed understanding of the use of the Library will be gained as part of pupil voice activities in early 2019-20 to enable us to develop this learning opportunity further.	£5500
Individual subjects/faculties/aspects able to pinpoint individual pupils or groups where resources will impact positively on pupil progress.	Staff able to bid for funding Office 365 2018-19 PP Strategy Request, and are asked to outline rationale and expected impact on pupil progress. Pupils with limited access to technology highlighted by school staff and appropriate provision made where necessary (eg laptop loaned by the school).	Whole-school improvement in all progress measures has further devmonstrated the importance of HoF/SL in the use and their understanding of specific pupil needs in their subject areas.	We have continued the model of SL/HoF being able to make bids for funding with clear outlines of how they anticipate this funding impacting positively on pupil progress. We will further develop this through a 'Target Three' approach whereby subject areas with the lowest levels of pupil progress at KS4 will be further supported with additional funding; the use of this funding will be monitored through line management.	£9750

7. Additional detail

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

In line with government conditions of grant (https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant), funding not spent in 2018-19 has been carried forward.

We have currently budgeted to spend £257,254.85 of our 2019-20 Pupil Premium funding; this means that a contingency is held to support school needs, Target 3, and school visit subsidies. Flexibility is retained with the use of the spending of the Pupil Premium as previously, and some may be carried forward to 2020-21 as felt most appropriate to meet school needs. Pupil Premium numbers for Year 8 2019-20 seem disproportionately low given our school context and other year group numbers; we will continue to investigate this moving forwards.

Ref - https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020