

ARK PUTNEY ACADEMY - Pupil premium strategy statement: 2020-21

1. Summary information					
School	ARK PUTNEY ACADEMY				
Academic Year	2020/21	Total PP budget	£376,270	Date of most recent PP Review	July 2020
Total number of pupils	872	Number of pupils eligible for PP	394	Date for next internal review of this strategy	March 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 9-4 incl. EM		
% achieving 9-5 incl. EM		
Progress 8 score average (from 2020)		
Attainment 8 score average (from 2020)		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students eligible for PP in years 7 and 8 make less progress in numeracy and literacy than non PP students
B.	11% of the students in year 8 eligible for PP also have an EHCP and therefore additional needs, which hinders progress.
C.	Literacy and numeracy skills entering Year 7 are lower for students eligible for PP than for other students which prevents them from making good progress in Year 7.
D.	74.8% of persistent absentees are eligible for PP across all year groups which severely hinders progress
E.	There is a significant cohort of students at APA, especially students eligible for pupil premium funding who lack cultural capital and a depth of vocabulary.
F.	In terms of behaviour there is a disproportionate quantity of pupil premium students who have the most negative records of concern in comparison with non PP students and they make up a disproportionate number of internal and fixed term exclusions.
G.	High attaining students who are eligible for PP are making less progress than other high attaining students.
H.	Reading ages of students eligible for PP are significantly lower than non- PP students
I.	Participation and engagement in school life is lower from students eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

J	Attendance rates for pupils eligible for PP are significantly lower than for non PP students	
K	There is an emerging gap in KS3 in English and maths. Progress of PP students is below that of non- pupil premium students.	
L	Parental engagement from parents of pupils eligible for PP is lower than non PP	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 and year 8 students eligible for PP.	Students eligible for PP in Year 7 and 8 make the same levels of progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and at least 80% meet expected targets. Other students still make at least the expected progress. This will be evidenced using reading assessments and English written assessments in March and June.
B.	High levels of progress in numeracy for Year 7 and 8 students eligible for PP	Students eligible for PP in Year 7 and 8 make the same levels of progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and at least 80% meet expected targets. Other students still make at least the expected progress. This will be evidenced using numeracy assessments and written assessments in March and June.
C.	To improve the reading ages of students eligible for PP across KS3 and KS4	The reading ages of students eligible for PP will improve by at least 1 year. This will be evidenced by NGRT tests twice in the year.
D.	Improved rates of progress across KS3 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and SLT
E.	Improved rates of progress across KS4 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 85% or above are on track to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place personalised compulsory interventions, monitored by heads of departments (HOD) and SLT
F.	Improved rates of progress for SEND students also eligible for PP	Students with an EHCP , also eligible for PP will make at least as much progress as other students .
G.	An improvement in behaviour for PP students	Fewer behaviour incidents recorded for these pupils on the school system The proportion of PP students excluded from lessons will be reduced
H.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93% to 96% in line with 'other' pupils.

I.	Improved parental engagement	At least 90% of parents of pupils eligible for PP will attend all Academy events.
J.	High levels of increase in academic vocabulary for students eligible for PP	Compare measures of vocabulary through assessments, and KS3 tutor programme
K.	Higher teacher expectations of PP students	Lesson visits and observations will show positive interactions between teacher and identified students. Assessments and data collections will show improved attitude to learning scores for identified students.

5. Planned expenditure

Academic year

2020/21

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. Improved KS3 literacy progress	Students in KS3 to follow a course of Expressive Writing.	Students in the lower sets will follow the prescribed course on E.W to improve reading, literacy and writing skills	All KS3 english teachers will receive CPD on the EW course and high quality training will ensure high quality delivery of the course and successful implementation	HEAD OF ENGLISH	Ongoing
Improved KS3 literacy progress	CPD on Reading groups developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language. Intervention groups to be set up – reading and literacy to be targeted	Components of language identified as an area of weakness Schools in the English network have successfully trialled this approach. Dedicated period of reading on curriculum has been shown to improve reading ages and literacy.	Head of English and SLT (T & L) member to ensure that it is well resourced, staff are highly trained and taught effectively.	Head of English/SLT	Ongoing

	Co-planning for reading groups will ensure consistency of practice and high quality teaching and learning.		Lesson observations.		
Teaching and learning CPD for all staff	Teaching and Learning Policy to improve T & L for all student groups with particular emphasis on PP students Departments to review SOW to ensure that they are fully accessible for all PP students.	Planning for progress, stickability, differentiation, questioning and assessment for learning are vital components for good teaching and learning and therefore when delivered effectively, will accelerate progress of all students All students should have access to and understand and relate to the curriculum. An increase in the understanding of their cultural capital will benefit all students.	.SLT will provide differentiated CPD to all staff on a weekly basis. It will then be monitored by HoDs and SLT by observations and learning walks CPD will also be provided by half termly twilight sessions	Principal	Ongoing
Improve outcomes for all	Embed Great Teacher rubric to ensure consistency of approach to T and L. All staff to receive high quality CPD Implement a T and L team to provide high quality coaching to teachers and CPD	Research shows that the most important factor in ensuring high academic outcomes is the quality of the teaching they receive, particularly for students from disadvantaged families.	Data analysis Robust Teacher assessments Lesson observations and learning walks GTR observations and feedback	VP/Principal	Ongoing
Teaching and Learning CPD to ensure full engagement in lessons and 100% compliance and that teachers are at least proficient in recording and responding and teaching and learning	Embed GTR and 'Intentional Monitoring' by all teaching staff with a particular emphasis on PP students.	This ensures teachers are aware of understanding from students, are able to address misconceptions, insist on 100% engagement and compliance and therefore improve progress. Teachers are able to monitor work and give effective feedback to students which has positive impact High quality teaching for all.	Continued CPD. Lesson observations, Monitoring of check lists, lesson objectives and planning. Feedback from staff and HoDs	VP/Principal	Ongoing Nov 2020 June 2021

To increase the depth and breadth of vocabulary knowledge through reading To increase reading ages of students.	Introduce reading strategy, reading across the curriculum – a programme with emphasis on vocabulary and keywords in all subjects. To ensure students read longer texts and improve comprehension. SO	Evidence that vocabulary proficiency and reading skills are linked to high levels of background knowledge is extensive. A high proportion of disadvantaged students are more than twice as likely to be diagnosed with a language/communication problem.	Departments are accountable for developing vocabulary through reading. A member of SLT will lead and manage the literacy/vocabulary programme and reading programme. Core knowledge and vocabulary will be assessed as a key component of each subject assessment. Medium tern plans and short- term plans will include reading strategy and key vocabulary and how it will progress.	SLT lead on literacy	Nov 2020 June 2021
PP students progress in line with non PP students.	New post established – SLT member to have oversight of KS3 with a particular focus on Attendance, behaviour and attainment/progress. This will include co-ordination of interventions.	To ensure that students eligible for PP make at least as good progress as students not eligible for PP. Student eligible for PP have a reduced number of behaviour points and at least 95.5% attendance.	Line management from Vice Principal. Lesson observations Attendance figures and analysis of data.	Vice Principal	July 2021
Total budgeted cost					£98,500

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?
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Improved Year 7 and 8 literacy progress	<p>There will be 1:1 and small group provision of phonics and reading interventions</p> <p>Use of TA's for daily, intensive literacy interventions</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which we have developed and has shown to have positive impact</p> <p>Students with reading ages below 9 will have daily interventions including, phonics, reading and a literacy programme . specialist TA support for year 7 and 8 nurture classes.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>CPD for TA's delivering the programme. The programme will be monitored weekly by the SENCO and the pupils assessed.</p>	<p>SENCO/Head of KS3 english</p>	<p>Feb 2021</p>
Improved Year 7 and 8 numeracy progress	Implementation of Hegarty Maths	<p>Hegarty maths is a proven programme to improve numeracy and problem solving skills of students. They also improve independent learning</p> <p>Specialist HLTA for year 7 and 8 nurture classes</p>	<p>Regular monitoring of its use. CPD for all maths teachers and TAs.</p> <p>Students assessed formally twice a year</p> <p>Monitoring of TA support by lesson observations and teacher feedback</p>	<p>Head of maths/KS3 maths</p> <p>AHT KS3</p>	<p>Feb 2021</p>
Improved progress for high attaining pupils	<p>Year 11 targeted tutor groups with interventions</p> <p>Targeted intervention in year 11 for English and maths. This will include external support for individuals.</p> <p>Payment of resources for HA PP students</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students. Students will also receive 1:1 intervention/booster for external, specialist agencies.</p> <p>Visits to universities and business placements to improve engagement and aspirations</p> <p>Revision packs, books, equipment and trips and visits will be subsidised or paid for to allow for equal opportunities.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Track data in English, science and maths at 3 key points, November, March and June</p> <p>HODs to observe sessions and provide feedback / support.</p> <p>Trips and visits will be planned on a half termly basis and overseen by HA co-ord and EVC</p> <p>Bids will be made to the VP who oversees the PP budget.</p>	<p>Head of Maths/English</p> <p>HODs</p> <p>VP</p> <p>VP</p>	<p>March 2021</p> <p>July 2021</p> <p>July 2021</p>

Improved progress for PP students in KS4	Intervention sessions in all subjects provided before, after school, during holidays and at weekends PP students to receive 1:1 specialist intervention in English and maths from external agencies.	Interventions out of school hours provided by specialist subject teachers is proven to improve progress and exam results	Students personally invited by letter, Engagement from parents. Attendance monitored. Planning of sessions and delivery monitored by HoDs	HODs/ HoYs/VP	July 2021
Specific, targeted intervention for PP students in maths.	PP students to have individual programmes of support including extra lessons, external intervention programme and 1:1 sessions in maths.	Interventions out of school hours provided by specialist subject teachers is proven to improve progress and exam results.	Students and parents will have an individual meeting before the interventions start. Attendance will be monitored. Work from external agencies will be monitored and quality assured.	HOD/ VP Principal	July 2021
Accelerated KS3 literacy and numeracy progress	Nurture group now established in years 7, 8 and 9, led by dedicated, specialist, SEN teachers	Students well below expected progress will have a personalised timetable with increased time for English, read write phonics and maths. Mastery of these subjects will lead to improved outcomes in all other subjects	SENCO and SLT (curriculum) will ensure a suitable, adapted timetable with specialist teachers, supported by highly trained TA's	VP	Jan 2021
Improved outcomes for all PP students	Targeted, supervised homework/catch up club 3 times a week	A large number of students eligible for PP do not have access to computers/internet or suitable environment to study	Attendance monitored. Engage with parents to ensure attendance supported. Led by teachers.	SLT	fortnightly
Improved outcomes for lower ability KS4 students	Adapted KS4 curriculum - courses to allow lower ability students to achieve including students with EHCP. Extended nurture group Level 1 and entry courses for selected students in science and maths.	Lower ability students find it hard to achieve in 8 or more subjects and need targeted support in their curriculum and in life skills. This course provides both and enables students to be successful. In order to gain a qualification in core subjects. More appropriate curriculum for the students	Delivered by specialist teachers. CPD provided on specification, delivery and assessments. Delivered by specialist teachers.	VP HODs/VP	July 2021 July 2021

Improved outcomes for PA students in KS4	Personalised KS4 curriculum including enhanced curriculum offer from alternative providers	Engagement and progress of PA students is improved by alternative curriculums, sometimes provided by external providers such as construction, functional skills and small group provision	Attendance monitored. Regular visits by APA staff	VP	July 2021
Total budgeted cost					£118,500
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?
Increased attendance rates	Dedicated attendance manager employed to monitor students and follow up quickly on trancies, run attendance panels and regularly liaise with parents. First day response provision.	We can't improve attainment for children if they aren't actually attending school. Students will be closely monitored and improved parental engagement and support will improve attendance.	The pastoral team and the vice principal will ensure that school attendance systems are implemented and are effective Personalised support and strategies assigned to each PA student eligible for PP. Attendance and progress discussed at least fortnightly with SLT Letters about attendance to parents / carers. Educational SW/EWO to visit all PA at home to discuss attendance with parents / carers and explore barriers Line managed by VP and DSL. VP to attend SAP and fortnightly meetings.	Vice Principal	Ongoing
	Additional EWS time purchased from local authority – one day a week	Specialist EWS time will enable APA to work with an increased number of complex/vulnerable families. It will also allow a higher level of intervention such as court action and fines for non- attendance to school.		Vice Principal/DSL	Dec 2020, Feb 2021 and July 2021
	Individual year strategies to be implemented to target poor attendance in each year group.	Consistent, clear approach in each year group, understood by all students and parents will ensure that all understand why good attendance is so important and the strategies in place when attendance falls below 96%.	HOYs line managed by Vice Principal. Monitoring of selected strategies by tutors, HOY and VP.	Vice Principal/DSL	Ongoing July 2020

	<p>Emphasis to be on PP students in the at risk group 93-90%</p> <p>Educational Social Worker employed to work with vulnerable students and families and all PA students</p> <p>External professional counsellors employed 3 days a week to work with vulnerable students</p> <p>Regenerate mentors to work with PP students</p>	<p>Intensive, targeted support by a highly trained, qualified person will offer specialist support to students and families to help overcome barriers to attending school and barriers to learning. This will include home visits, mentoring support and liaison with external agencies</p> <p>Weekly counselling offered to students to health address barriers to attending school and learning. Mental health issues addressed</p> <p>To address barriers to learning and help improve their cultural capital.</p>	<p>Monitoring of mentoring sessions in school. Detailed logs to be kept of visits, meetings, referrals and interventions</p> <p>Weekly supervision of counsellors from VP/DSL and DDSL Clear, transparent referral system through inclusion panels</p>	<p>VP/DSL</p> <p>DSL/DDSLL VP</p>	<p>Ongoing July 2021</p> <p>Ongoing July 2021</p>
Problem behaviour in KS3	<p>Implementation of an Inclusion Panel to consider referrals and Identify earlier targeted interventions.</p> <p>Specialist small group support, weekly in PRC to address anger management and social skills/interactions</p>	<p>More strategic approach to be made to interventions. Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Support and guidance to improve student's self- management and to teach them to be reflective to ensure less repeat offences.</p>	<p>Ensure identification of students is fair, transparent and properly recorded. Use ESW to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.</p>	<p>Head of Years and Vice Principal</p> <p>MWI/VP</p>	<p>July 2021</p> <p>Dec 2010 April 2021 July 2021</p>
Improved student engagement leading to high aspirations	Curriculum enrichment	<p>PP Students will attend enrichment activities such as Into University, chess, Jack Petchey Speak Out, coding and debating, to enrich their curriculum offer and life chances. PP students will be prioritised through detailed tracking of HA and PP students.</p>	<p>All activities will be monitored by SLT, attendance monitored. Parents engaged to support attendance.</p>	Vice Principal	July 2021
All PP students in years 9 and 10 have access to Urban Scholars programme	<p>Appointed Destinations manager will implement the U.S programme.</p> <p>Payment for resources</p>	<p>Research shows that this programme will improve the engagement of students, their social and emotional skills, aspirations and expectations and therefore their progress. PP students will be targeted to attend</p> <p>PP students will have funding available for curriculum trips and visits, extra -curricular trips and visits, curriculum resources,</p>	<p>Attendance will be monitored by the Destinations manger</p>	<p>VP</p> <p>Vice Principal</p>	<p>July 2021</p> <p>July 2021</p>

		<p>revision guides, uniform and breakfasts to ensure equal opportunities. Pupil premium students will attend at least 1 club per week</p> <p>PP students in years 9 and 10 are targeted for Urban Scholars programme, in partnership with Brunel University. A programme of fair access into University . They also have priority in the development of the work experience programme. PP students participate in Workshops and trips and visits to aid development of career pathways. The Destinations Manager will also work with students on their employability skills and have 1:1 mentoring.</p>	<p>All requests for extra funding will be individually assessed and allocated by Principal. Curriculum resources will be distributed, and all trips and visits monitored by EVC.</p> <p>DM is line managed by Vice Principal and the programme is monitored closely. Students are tracked and progress analysed.</p>	Vice Principal	July 2021
Barriers to learning are identified early and interventions in place	<p>New referral system has been implemented - to refer to weekly Inclusion Panel.</p> <p>Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions..</p> <p>Increased time from the SALT to work with PP students with speech and language problems</p>	<p>All APA staff will have capacity to refer students to the panel.</p> <p>The EP is able to provide specialist support for students with learning needs and early diagnosis enables early interventions and improved progress</p> <p>Adapted curriculum to ensure accelerated progress. TA support in all lessons.</p>	<p>The VP/DSL will chair the IP and monitor the outcomes.</p> <p>The SENCO will refer suitable students and work closely with the SALT and EP to diagnose students and create a suitable pathway for them. They will also provide CPD for staff and monitor the progress of students via behaviour logs and tracking and assessment data.</p> <p>Lesson observations by SLT, HOY and SENCO</p> <p>Line managed by HoDs and SLT.</p>	Vice Principal	July 2021
To provide a healthy breakfast to all PP students	To provide cereal/porridge/toast breakfast to enable a good healthy start to the day	A large number of students come to school without having breakfast or having eaten unhealthy inappropriate foods for breakfast. A healthy diet will improve their chances of successful learning and engagement in lessons. It will also help improve behaviour for learning.	Students will be invited to attend breakfast, supervised and monitored by HoYs and SLT	VP/Principal	£158,000
Total budgeted cost					£375,500

1. Review of expenditure - Impact Report				
Previous Academic Year		2019-20		
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
Improved KS3 literacy progress	Students in KS3 to follow a new course of Expressive Writing.	Impact – high Staff received high quality CPD in order to deliver the course. All students in lower sets in each year followed the course. Progress in literacy and English was evident particularly in year 7 and 9. Success criteria – met in years 8 and 9	The Expressive writing course is most successful when it is delivered by consistent, highly trained staff who follow the very prescriptive text on a weekly basis. The next step would be to ensure that the skills learned were transferred to all subjects and not just to English lessons. The course to be continued next year. Some students need targeted literacy support to catch up Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Engage parents more and to inform/show them the course in order to extend it to homeworks and interventions.	Books and CPD £14,000
Improved KS3 literacy progress	CPD on Reading groups developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Impact - high The dedicated period of reading on curriculum has improved reading ages and literacy of over 75% of the KS3 cohort and 88% have a standardised score of 85 or more. This has led to students accessing higher levels of texts across all subjects and an improvement in the level of engagement in reading. With regards to the nurture groups, all students in year 7 and 8 improved their reading ages by at least 1 year and by 1 grade on predicted grades Success criteria - met	CPD is vital for all staff delivering reading lessons to ensure a high quality, consistent approach. Specific CPD was delivered on questioning techniques which proved beneficial in students understanding and analysing components of language and being able to transfer skills. Reading strategy across the curriculum to be implemented for next year	£15000
Teaching and learning CPD for all staff	Teaching and Learning Policy to improve T & L for all student groups with particular emphasis on PP students. To include a new T and L team to provide coaching and introduction of I M.	Impact - medium New policy of intentional monitoring introduced in the spring term has had a positive impact on planning for progress, differentiation, questioning and assessment for learning in the classroom which has led to an improvement in progress. This has also included 100% compliance. The focus has included all teachers improving their knowledge and understanding of PP students in the classroom and how to adapt their pedagogy accordingly. Success criteria met	The teaching and learning policy will be a work in progress and constantly reviewed and developed. Weekly T and L staff briefings are now held and will continue to do so and to be led by the staff. The focus of the sessions will be a planned programme to include an emphasis on PP students. The CPD will be differentiated according to staff need, expertise and development. The regular monitoring of the policy by HoDs and SLT is important to measure impact. This approach will be continued.	£20000
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
Improved Year 7 literacy progress	121 and small group provision of Read Write Inc Use of TA's for daily, intensive literacy interventions	Impact - high Students with reading ages below 8 have had daily interventions including, phonics, reading and a literacy programme. 98% of these students are PP students. There has been an organised timetable for delivery and data has been tracked to show impact. 100% of students have improved their reading age with 48% increasing by 2 years or more. CPD was delivered to TAs to deliver the courses Success criteria - met	The approach will be continued but with a more targeted focus for individual students. The programme is most successful when it is delivered every day at the same time for a maximum of 20 mins by the same specialist teacher. CPD will take place due to a new TA team Monitoring and tracking needs to take place throughout the year and interventions and programmes adjusted accordingly.	£15,000
Improved Year 7 numeracy progress	Implementation of Hegarty maths online programme.	Impact – high The programmes successfully implemented and used with all students and PP students. Regular assessments show progress with regards to problem solving skills and basic numeracy. This has also increased completion of homework. Support for homework provided. CPD was provided for the teachers and specialist TA support was provided. Impact was monitored by assessments Success criteria - met	. The programmes will continue to be used, this will help improve numeracy and independent learning of students with a particular focus on problem solving.	£20,500
Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly	Impact – Medium Extra support was provided by specialist staff at tutor time for year 11 students. Success criteria – partially met	Interventions and support was centred on KS4 students for tutor time. Engagement of parents will be improved by an increase in information provided and information evenings. Progress will be extended by an increase in trips and visits to enhance learning. Progress will improve through individual mentoring of students.	£10,000

Improved progress for PP students in KS4	Intervention sessions in all subjects provided after school, during holidays and at weekends	Impact – high Interventions out of school hours were provided by specialist subject teachers and external providers to improve progress and exam results. Compulsory sessions for selected students on PP Registers were taken and absences monitored and followed up by HoDs. Resources and revision materials provided for all PP students.	The strategy will continue and will include breakfast sessions before exams. Breakfast to be paid for PP students to ensure equal opportunities. Attendance to holiday and Saturday interventions needs to improve by home visits/collections and improved parental engagement and support.	£20,500
Accelerated Year 7 literacy and numeracy progress	Nurture group established, led by dedicated SEN teachers	Impact – high Students well below expected progress had a personalised, adapted timetable with increased time for English, read write phonics and maths. This was delivered by specialist teachers and supported by TAs All students met or exceeded expected progress. In year 7 Success criteria met	An adapted timetable will continue for 1 group of low achieving students in each year group in KS3 in order to accelerate progress. Research will be done to see if a second group would have a positive impact. Students will be tracked and monitored more closely on an individual basis to ensure access to the mainstream curriculum at the appropriate time, particularly in years 8 and 9.	£30,000
Improved outcomes for all PP students	Targeted, supervised homework club every evening	Impact – mixed. A large number of students eligible for PP do not have access to computers/internet or suitable environment to study and therefore homework clubs are set up. Attendance to the clubs from targeted PP students has been 96% compared to 90% of all invited students. This has led to an increase in engagement and successful completion of more homework. Success criteria - met	The impact is greater when the homework sessions were made compulsory and parent engagement was high. The approach will continue with increased, more robust monitoring of attendance and completion of homework to an expected standard.	£4000
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

<p>Increased attendance rates</p>	<p>Dedicated attendance manager employed to monitor students and follow up quickly on truancies, run attendance panels and regularly liaise with parents. First day response provision.</p> <p>Educational Social Worker employed to work with vulnerable students and families and all PA students Wandsworth EWS service bought in for 1 day a week.</p>	<p>Impact high</p> <p>Students are tracked and monitored on a daily basis with first day calls being made to all PP and vulnerable students. Parental engagement has improved due to this as well as more parental meetings and targeted support from the ESW. Personalised support plans have been implemented. To offer specialised support to overcome barriers to attending school. Mentoring support has been put in place for PA PP students and there has been an increase in home visits to these students and families. EWS have issued fines for poor attendance. Overall attendance has improved to 95.8% PA students has been reduced to 11.%, now below national average.</p> <p>Success criteria - met</p>	<p>The specialist work of the attendance manager and ESW will continue but with an increased number of home visits, and attendance panels working alongside a whole school strategy for ensuring attendance is everyone's responsibility. This should include a clear whole school strategy implemented at every level and individual year strategies.</p>	<p>£50,000</p>
<p>Improved student engagement leading to high aspirations</p> <p>All PP students have access to enhanced learning/curriculum to improve outcomes.</p>	<p>Curriculum enrichment</p> <p>Payment for resources</p>	<p>Impact – high</p> <p>PP students attending enrichment activities after school and specialist activities such as Into University, chess, Jack Petchey, Speak Out, and debating have all increased. Their attendance has been tracked and monitored by SLT.. PP students have been provided with free access to the activities and resources have been paid for, .this has included revision resources and breakfasts PP students attend at least 1 enrichment activity a week Their improved engagement has led to higher aspirations post 16 and an improved work ethic at GCSE.</p> <p>Success criteria - met</p>	<p>Weekly attendance to the after- school activities has been difficult to monitor in KS3. The engagement with external providers has been good and these contacts should continue and be extended. Consideration needs to be made on how we ensure all PP students are engaged.</p>	<p>£4000</p>
<p>Barriers to learning are identified early and interventions in place</p>	<p>Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions.</p>	<p>Impact - medium</p> <p>More EP time was purchased to enable specialist support for students with learning needs and early diagnosis has led to early interventions and improved progress</p> <p>Success criteria – partially met</p>	<p>The bought extra EP time has been valuable and should continue. There needs to be a robust system in place to identify students who would benefit from EP time to ensure it is cost effective.</p> <p>Consider an increase in counselling provision and mentors.</p>	<p>£10, 450</p>

	Increased time from EWS - half day a week to support higher level action of poor and non-attenders	Impact – high Time from education welfare service was purchased to support PA students and families. This included home visits, fines and court action	This should continue with possible further increase in time from EWS to do more preventative work and collaborative work with families.	£10,500
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