



WIGSTON ACADEMY

Pupil Premium Strategy

2016-17

This Strategy will be reviewed during the summer term 2017
following quality assurance measures.

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WIGSTON ACADEMY

Pupil Premium Report

2015-16

Schools and colleges are required to publish on their websites

- The amount of the schools allocation from the Pupil Premium grant in respect of the current academic year.
- Details of how it is intended that the allocation will be spent.
- Details of how the previous academic year's allocation was spent.
- The effect of this expenditure upon the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

This report includes

- the use of Pupil Premium funding 2015-16
- Impact of the use of this year's funding
- Plans for the academic year 2016-17.

The Pupil Premium allocation includes pupils known to have been eligible for Free School Meals in any of the previous 6 years, as well as those known to be eligible in January 2016.

	Number of Pupils	Percentage
Total Cohort	1253	100%
PP Children	304	24%
LAC	7	0.5%
Currently eligible for Free School Meals	250	20%

During the year 2015/16 Wigston Academy had a total cohort of 1253. 304 of these pupils were eligible for Pupil Premium Funding. This was 24% of the pupils on roll.

The number of Free School Meals currently on roll (August 2016) is 250 which equates to 20% of our total cohort.

The academy was allocated £287,000 for September 2015 – July 2016 (of which 13,000 was for LAC).

Our main priority, as always is to improve the attainment of pupils. The focus on attainment at Key Stage 2 this year was to enable the pupils to have a secure and robust academic base to be able to further progress and achieve success at GCSE. Achieving a level 4 at key Stage 2 should result in a grade 5 at GCSE.

To support this focus the following strategies and programmes are in place;

The Employment of teaching and support staff to mentor, teach, guide and support the attainment of the pupils. Staff included;

- Employing a full time experienced primary school specialist, to teach before school, lunchtime and after school intervention and support groups.
- The use of experienced subject specialists in English and Mathematics to coach and mentor the groups and individuals.
- Experienced and trained teachers to run extraction and intervention support programmes.
- A Pupil Premium Co-ordinator (who is a trained and experienced teacher) to work with pupils and teachers and to devise and implement strategies in order to improve pupil performance and attendance.

New data tracking systems have been put into place to monitor pupil progress more easily. These have been shared with Heads of Department and have enabled teachers to access pupil data easily and promptly, being able to develop swift and effective interventions.

An intervention tracking system has been put into place to ensure that targeted pupils are receiving the support that they need.

Funding has been used to ensure that Year 9 pupils are well equipped to support the transition into Year 10 and begin key Stage 4 studies. This will take place at the academy for the first time next year.

Attendance

	2015-16
All Pupils	95%
Non PP	95.89%
PP	92.3%
Gap	3.59

Educational Attainment and Progress

Key Stage 2

Level 4+	Writing			
	2012	2013	2014	2015
Pupil premium	69	68	73	74
Non Pupil Premium	87	83	85	88
Gap	18	15	12	14

Level 4+	Reading Writing and Maths			
	2012	2013	2014	2015
Pupil premium	59	62	56	54
Non Pupil Premium	72	75	76	73
Gap	13	13	20	19

Level 4+	Reading			
	2012	2013	2014	2015
Pupil premium	75	79	71	65
Non Pupil Premium	86	83	80	85
Gap	11	4	11	20

Level 4+	GPS			
	2012	2013	2014	2015
Pupil premium		51	60	63
Non Pupil Premium		67	75	73
Gap		16	15	10

Level 4+	Maths			
	2012	2013	2014	2015
Pupil premium	63	64	60	59
Non Pupil Premium	74	81	85	77
Gap	11	17	25	18

2016 SATs Results

Scaled Scores

% of Pupils Who Achieved Expected Standard

	English GPVS	English Reading	Maths
National (All Pupils)	72%	66%	74%
WA PP	34%	32%	41%
WA Non-PP	46%	47%	49%
WA Gap	12	15	8

% of Pupils Who Achieved 110+

	English GPVS	English Reading	Maths
National (All Pupils)	23%	19%	17%
WA PP	2.9%	2.9%	1.4%
WA Non-PP	8.7%	10.7%	9.5%
WA Gap	5.8	7.8	8.1

Key Stage 3

English		2011/12	2012/13	2013/14	2014/15	2015/16
Level 5+	Pupil premium	83	85	82	89	68
	Non Pupil Premium	93	90	96	94	80
	Gap	10	5	14	5	12
Level 6+	Pupil premium	31	51	45	49	35
	Non Pupil Premium	68	58	69	73	46
	Gap	37	7	24	24	11

Maths		2011/12	2012/13	2013/14	2014/15	2015/16
Level 5+	Pupil premium	85	90	79	87	80
	Non Pupil Premium	86	93	95	92	92
	Gap	1	3	16	5	11
Level 6+	Pupil premium	46	46	45	40	60
	Non Pupil Premium	63	64	72	70	79
	Gap	17	18	27	30	19

Science		2011/12	2012/13	2013/14	2014/15	2015/16
Level 5+	Pupil premium	92	95	97	93	81
	Non Pupil Premium	96	96	99	96	94
	Gap	4	1	2	3	13
Level 6+	Pupil premium	40	63	66	65	48
	Non Pupil Premium	70	70	78	68	66
	Gap	30	7	8	3	18

The gaps between pupil premium pupils and non-pupil premium at level 5+ have increased in 2016 however Level 6+ gaps in both English and Maths have narrowed significantly.

Results demonstrate that non pupil premium pupils gain higher levels of attainment than pupil premium pupils as is the national picture. The data shows that higher ability pupil premium pupils seem to be narrowing the gap in Maths and English. The action plan for 2016/17 will focus on supporting pupils to achieve at least level 5+.

Overview of Funding, Intervention and Support 2015-16 for Pupil Premium Pupils

Initiative	Potential Gain (Sutton Trust)	Summary of Initiative	Actions	Allocation from the PP grant and staff responsible	
				Site A	Site B
Tutoring Small group tuition	+5 months	Pupils are withdrawn from lessons, tutored at lunchtime and/or after school and given intensive tuition in a flexible and responsive way. Each individual's needs are assessed and a programme of intervention and support is put into place. Intervention is delivered by qualified and expert staff. Intensive tuition to provide for those who need to catch up but also to challenge those who are higher attainers.	Maths company First Class Learning Reward Lunch	6,000 MWi	3,000 MWi
Additional staffing capacity TAs Skills and knowledge development of TAs to support academic learning interventions	+3 months	Additional capacity of TAs to focus support and intervention either within lessons or as part of extractions and pastoral support. Invest and embed training for TA which is relevant and effective in supporting pupils' academic learning needs.	Staffing Cover Training	6,000 LCa	3,000 MWi
Additional	+3 months	Key Stage 2 coordinator employed to	Staffing	52,000	

staffing capacity Lead practitioner and coordinators		develop, monitor and implement the interventions across KS2 HoDs and other specialist staff used for booster and intervention coordination and data tracking		MWi	
Additional staffing capacity Lead practitioner and coordinators *	+3 months	Specialist staff both academic and pastoral to embed the systems of intervention and support and provide booster and catch up classes and/or 1 to 1 support	Staffing	43,000 MWi	
Additional staffing capacity Pupil Premium Coordinator	+3 months	Coordinator to identify, track and intervene to improve the attainment and achievement of pupil premium pupils. To develop programmes of intervention based on academic improvement and social skills development. To provision map the pupils in collaboration with the SEN department.	Staffing	7,200 MWi	3,500 MWi
Digital Technology	+4 months	The use of digital technologies to support learning and engage learners. Further extend the availability of new technology and software.	Notebooks SAM Learning Wizcom Pens Ipad Minis	6,000 LCs	3,000 NRi
Parental involvement	+3 months	Further develop the programme of parental engagement through parents evenings, curricular evenings and via one			

		to one meetings and discussions			
Pupil Interviews – targeted intervention for individuals *		Pupil interviews to gain pupils perspectives on the issues and conduct a skill based audit. Develop and provide targeted interventions	Cover	9,000 MWi	3,000 MWi
Sports participation *	+3 month	Support sports programmes to engage and motivate pupils in learning to develop personal healthy attitudes.		6,000 MWi	2,000 MWi
Trips and extra-curricular activities		Whole trip and individual trip financial support to enable pupils to gain from the wider curriculum and experience activities, locations and places to support their learning.	Organised by each site office separately need to monitor this	15,000 MWi	7,500 MWi
Extended provision		Use of Further Education college and upper school to provide activities and courses to support and engage learners	Use of FE to support learners Construction x 7 Wks Hair & Beauty x 7Wks	4,000 LCs	2,000 NRi
Homework (Extending the school day)	+5 months	Homework support club develop every evening after school. Homework software to support pupils, parents and teachers.	Show my homework	5,000 MWi	2,500 MWi
Breakfast club (Extending the school day)	+5 months	Breakfast club set up and run to provide a good start to the day for pupils. Food and activities are available.	Mainly staffing but some available for PP pupils needing breakfast provision	3,000 MWi	1,500 NRi
Reading across the		Provision of books to support reading accelerated reader programme	Accelerated Reading	3,000 MWi	3,000 NGi

curriculum		Teachers as listeners ERIC Everyone reading in class, Literacy leaders			
School Counsellor		To provide pupils in need with further counselling opportunities by extending the number of hours that the school counsellor is on site.	Staffing	8,000 MWi	4,000 MWi
Aspirational Interventions *	+4 months	Raising aspirations to motivate pupils, focusing on activities to engage outside of normal lessons, including speakers, guests and activities. The aim is to improve pupils' self-esteem, self-efficacy, and self-belief.		6,000 MWi	2,000 MWi
Phonics *	+4 months	To embed staff knowledge and skills to support those pupils needing reading support. Provide resources to support early reading support and intervention		2,000 MWi	1,000 MWi
Behaviour Interventions	+4 months	Provide a range of behaviour interventions to support pupils' behavior for learning. Focus on specialized behaviour programmes and learning mentors who support pupils in attending lessons and learning.	TA lead these	14,000 MWi	12,200 MWi
Data Tracking		Provide a new system of data tracking to identify and target individual and group learning. To enable swift, focused and impact driven interventions.	Systems and staff	3000 MWi	1,600 MWi

Options and careers support		Provide quality external support for pupils when making options and career decisions. Aiming to accurately support decision choice and future career and progression routes.	External careers advice Attendance and behavior	21,000 MWi	
Individual and group focused support		To deliver and source quality experiences, support and/or resources or equipment for individual and groups as need arises or is identified by PP coordinator/SLMT	Fencing Course Skills Show Calculators & puzzles for Maths Club Phonic Books Wizcom Exam Pens X 1 Magistrates Court Trip Stationery Book Club Books (SEN) Book Club Books (Girls) Yr 8/9 Maths Revision Guides English Revision Guides	5,000 LCs	2,500 LCs/NRi
Peer Tutoring *	+5	To pair up pupils to support their learning needs with a particular focus on cross-age tutoring.		3,000 MWi	1,000 MWi
Feedback	+8	To embed the feedback policy across the trust and further support the use of effective feedback focusing on verbal and written methods. To review and amend the policy.		2,000 MWi	1,000 MWi
Arts	+2	To provide opportunities for artistic and	Theatre Trip – Birmingham	3,000	1,500

participation		creative extra-curricular activities, as a means of engaging and motivating pupils.	Art Club Resources D&T Club resources Printer Printer Cartridges Art/Handwriting Workshop Drama Workshop	LCs	NRi
Mentoring	+1	To develop pupils' strengths and build confidence, resilience and character. This in turn will benefit the pupil's academic achievements.		3,000 MWi	1,500 MWi
Individual and groups needs funding		To support and help pupil and parents in need of individual support – this maybe with transport, uniform and/or equipment	This is the Headteachers fund for them to access	5,000 Ami	2,500 ICox
				305,000	

Pupil Premium Intervention Review 2015 -2016

Areas of Development	Costs	Intended Outcomes	Impact Outcomes/Progress
<p>Extended Provision</p> <p>Introductory courses to 'Construction' and 'Hair and Beauty' at South Leicestershire College.</p>	<p>£2100</p>	<p>To use Further Educational colleges to provide activities and courses to support and engage learners.</p>	<p>21 Pupils took part in Construction and Hair and Beauty courses at South Leicestershire College. The pupils were highly praised by the staff at the college especially the boys that chose to do the construction course, who according to the staff made equal progress to their full-time year one pupils on the post-16 B-Tech course.</p> <p>The Year 9 PP pupils who have opted for the Year 10 childcare course were also taken to SLC to learn about childcare courses at post-16. They observed pupils taking part in inter-college competitions. The pupils found this experience insightful and motivational.</p>
<p>Individual and Group Focussed Support</p> <p>Fencing Course</p>	<p>£660</p>	<p>To improve self-esteem and confidence. To encourage team building skills amongst pupils and to give pupils a wider experience of sporting activities.</p>	<p>Seventeen Year 7 and 8 pupils with self-esteem/confidence issues were identified through consultation with tutors and SILs. These pupils took part in a six week fencing course led by a specialist member of staff. As well as improving their fencing skills, inter-pupil</p>

Pupil Interviews/Mentoring		To provide one to one and group mentoring to identify individual concerns and issues that may affect the progress and well-being of the pupils.	relationships were strengthened and pupil's communication and co-operation showed notable improvement. Pupil interviews and mentoring was carried out by the Pupil Premium Co-Ordinator. A wide range of issues were raised and the co-ordinator was able to liaise with staff, parents and pupils to explore strategies to address them.
Skills Show Exhibition	£405	To give pupils an insight into a wide variety of careers. To inspire, motivate and give pupils the opportunity to research specific careers and be aware of the qualifications needed to study these at post-16.	29 pupils were taken to The Skills Show in Birmingham. Pupils were chosen who we felt were in need of motivation and purpose, in an attempt to give them an insight into the opportunities that are open to them. Pupils were able to explore the exhibition independently and many came back with information about particular careers that interested them including exam grade requirements and information about post-16 courses and apprentice-ships.
Maths Puzzle Company Workshop	£400	To give Yr 6 PP children a day to improve their mathematical problem solving skills.	37 Year 6 children spent the day with the company, taking part in various problem-solving activities and learning to use Maths Puzzle games. Children found this experience to be extremely enjoyable and a break from regular maths activities during lessons. It also motivated pupils to attend weekly Maths Puzzle Clubs held by maths teachers at lunchtimes.
Maths Puzzle Club	£400	To extend and improve skills that were	The puzzles and games that were purchased have been

Magistrates Court MAP/VAP Educational Visit.	£235	<p>introduced during the workshop. To provide pupils with puzzles and games that could be used during lunchtimes that would develop pupils' understanding of mathematical patterns and problems. To invest in re-useable resources that can be used with PP children in the future.</p> <p>To give more and very able pupils the opportunity to improve their understanding of the law and to get an insight into law related professions.</p>	<p>used by lower school children during lunchtime Puzzle clubs that have been run by Maths teachers. The clubs have been very popular and have engaged pupils who have shown an improvement in numeracy skills and understanding.</p> <p>An enriching experience for Pupils who were given a guided tour of the court and were introduced to the various professions in this field. A number of the pupils expressed a real interest in pursuing a career in this area and seemed highly motivated.</p>
Book Club	£670	<p>To provide pupils with an incentive to read and explore a range of books from different genres. To improve reading skills.</p>	<p>A Boys, Girls and an SEN book club were created to run for approx. 12 weeks. The children in the boys and girls club were given a book to take home and keep and given 3 weeks to read it. The group then met during school time and they were encouraged to read aloud and to share their thoughts on the chosen books. The majority of the pupils read the book or parts of the book at home and one pupil even read some of the books twice! Other pupils did not manage to read all of the books but did say that they would be finishing them in the future. Pupils that were initially very reluctant to read aloud in front of other children were, by the end of the year happy to do so and even volunteering.</p> <p>For the SEN pupils, study support staff purchased sets of books that were appropriate to both their age and ability. These books were retained by the study support department to use in future PP book clubs.</p>
First Class Learning Programme	£7,7012	<p>To improve pupil's basic maths speed and fluency, giving pupils a solid foundation in which</p>	<p>A company called First Class Learning ran a weekly lunchtime programme. They assessed the pupils to</p>

		to develop their understanding of KS3 maths.	determine which aspects they found difficult and provided pupils with a tailored programme of work. Pupils were given a ten minute worksheet to complete daily which they had the option to do at break-time (with refreshments provided by the school) or at home. During the one hour weekly lunchtime sessions, staff from First Class Learning reviewed each pupil's success from the homework tasks. They then introduced and explained the new tasks that they set for the following week. The pupils who completed the programme were shown to have made an average of 25% improvement in their pre-course and end of course test.
Arts Participation			
Theatre Visit Birmingham	£475	To provide opportunities for artistic and creative activities as a means of engaging and motivating pupils. To motivate pupils and give them the experience of seeing a professional theatre production. To find out about various careers in the theatre and discover what qualifications or experience is needed.	14 Year 8 and 9 pupils who have good attainment in Drama were taken to see a performance of the Lion The Witch and The Wardrobe at the Birmingham Rep Theatre. Following the show they met the cast and had the opportunity to ask questions. The pupils thoroughly enjoyed the experience and gained knowledge about ways in which to enter a career in the theatre.
Art/Handwriting workshop	£500	To help pupils to develop their skills and understanding of creative handwriting and lettering skills. To give pupils the confidence to apply written work to sketchbooks and artwork, in preparation for the new Art GCSE AQA Syllabus.	12 PP pupils that have opted to do Art GCSE in year 10 were involved in a handwriting and signwriting workshop led by artist and sign-writer Lorna Dunn. Pupils were shown how to produce lettering in a range of styles and each produced a sign of their choice. Pupils were keen to try the new techniques and very successfully applied their new skills in a handmade sign that they took home. Pupils produced work very confidently and are more

Drama/Poetry Workshop	£500	To give pupils an insight into poetry as an art-form. To learn techniques which enable them to aid the creative process. To learn about different forms of poetry.	<p>willing to apply annotation to sketchbooks and to include the written word into their artwork.</p> <p>All PP children who have chosen to do GCSE Drama in year ten took part in a workshop with a professional Poet and writer. They were shown ways in which to be creative and produce poetry of their own.</p>
<p>The following ICT related initiatives have been purchased and are currently being prepared by ICT technical staff to be used in 2016/17</p>			
New notebooks	£1768.80	To enable children from low-income families to have access to computers and the internet at home.	10 notebooks have been purchased which can be booked out by PP children to take home to produce homework. This will enable children to produce work online and to take part in SAM Learning homework and to receive work via 'Show My Home Work' . The notebooks will also facilitate free printing via a link to school reprographics.
SAM Learning	£2200	To create a more uniform approach to homework across the Trust (SAM Learning is currently in use at Wigston College). To provide staff with access to resources to support the GCSE courses next year. This will provide PP children with access to resources that will support their GCSE coursework and revision. It will enable them to explore and extend their knowledge in their own	SAM Learning has been introduced to all HODs and is due to be launched during Teacher day 1 to whole staff by a member of the SAM Learning team. It should be in use across the curriculum by October half term.

Wizcom Pens	£950	<p>time. It will also enable staff to track the progress and homework produced by PP pupils and facilitate 'out of classroom learning' for pupils receiving alternative provision.</p> <p>These pens scan and speak the written word to aid pupils with independent reading during lessons. They can also enable SEN pupils to produce work in exams independently without readers.</p>	<p>Wizcom Pens have been purchased for lessons in SEN classes and have been trialled successfully by pupils with reading difficulties. They should enable pupils to work independently and motivate pupils to read further. They will be in regular use in the classroom and exams in 2017.</p>
IPad Minis	£6118	<p>6 Ipad Minis have been purchased to aid SEN pupils with independent research and learning activities.</p>	<p>The use of the iPads in the classroom is always popular and should motivate children. They will use a range of educational apps and be used frequently to aid independent learning and research in the learning support centre.</p>

*In some cases costs are approximate and may or may not include staffing.



WIGSTON ACADEMY

Pupil Premium Strategy

2016-17

Possible Barriers to Learning

Possible Barriers to Learning	Success Criteria and Desired Outcomes	Strategies
Poor Attendance and Punctuality.	PP children match the attendance percentage of other pupils, with an aim to achieve 95%. Pupils arrive on time and are ready to learn.*	<ul style="list-style-type: none"> • Breakfast club for pupils with poor attendance and punctuality records. • Exciting extra-curricular clubs and activities. • Rewards for improved attendance. • Greater intervention for pupils with low or worsening attendance e.g. alerts given to tutors, regular contact with parents/carers. • To provide an attractive, welcoming and safe environment for pupils. • Give children incentives and rewards to come to school such as video games clubs before school. • To use prior data and primary school liaison to pre-empt attendance issues for new pupils and enable action to take place promptly.
Low Aspirations	Children express the desire to pursue extra education/training after the age of 18 (in PP questionnaire or during interviews). To raise the numbers of PP students that choose to pursue further education/training to match the numbers of other pupils from the Academy.	<ul style="list-style-type: none"> • Expose pupils to experiences from a young age that will give them an insight into a range of skilled careers e.g. educational visits, workshops, The Skills Show Exhibition. • Invite successful ex-pupils or speakers from similar backgrounds into school. • Introduce pupils to a wide range of curricular and extra-curricular subjects, activities and taster sessions. • To give pupils the opportunity to gain cultural experiences and have a wider understanding of what life has to offer.

		<ul style="list-style-type: none"> To give pupils the means to pursue their own interests.
Low Expectations	<p>During interviews or PP questionnaires, pupils express the view that success is 'the norm'. They have had experiences that have given them an insight into the rewards that education can bring. They are confident about their future and have a good understanding about how they will go about achieving their goals.</p>	<ul style="list-style-type: none"> Regular coaching and progress review sessions; ensure that pupils are aware that staff notice and care about their progress. Regular rewards, encouragement. Swift intervention when needed. Parental involvement in educational visits, workshops and events.
Poor Literacy and Numeracy	<p>To close the gap between PP children and other children from the Academy.*</p>	<ul style="list-style-type: none"> To provide extra tutoring from both Academy staff and external tutors and agencies. To provide one-to-one tuition and catch-up sessions for pupils who are falling behind. To provide 'Book Clubs' to encourage reading as well as skills such as reading aloud, communication and analysis. To make learning clubs such as 'Book Club' attractive to children by purchasing books that the children can keep and by providing a sociable, fun environment i.e. a relaxed atmosphere and refreshments. To provide fun resources for clubs which give children an incentive to participate e.g. puzzle games for Maths Clubs. To provide 'Handwriting Clubs' and workshops where pupils will be encouraged to improve writing and presentation skills; pupils would be given nice quality books and stationery to use and keep.

Lack of Access to Digital Technologies	For PP children to have access to computers for independent learning. To close the PP gap between IT grades/levels.	<ul style="list-style-type: none"> • To provide a set of laptops which PP children can book out to take home. • To allow PP children to print school-related material easily and free of charge. • To provide children with access to computers during lunch times and after school.
Lack of Equipment/Kit	All PP children to be well equipped for lessons and to produce homework.	<ul style="list-style-type: none"> • To ensure that all PP children are aware that they can request equipment and kit if needed. They should be informed about how, where and who to get it from.
Lack of support and a Suitable Home Study Environment	Homework grades of PP children to be equal to those of other pupils.*	<ul style="list-style-type: none"> • To provide children with access to quiet areas to study during lunchtimes and after school. Ideally this should be an area exclusive to PP children with good facilities and resources where children can feel at home. • To provide homework support for pupils during lunch and after school.
Poor Behaviour	For PP children not to exceed the behaviour point totals gained by other pupils.*	<ul style="list-style-type: none"> • Regular coaching • Rewards • Consistent sanctions • Regular communications between staff and parents/carers. •
Self-belief/Confidence	Healthy participation by PP children in a wide range of activities and clubs such as drama productions, projects competitions etc.	<ul style="list-style-type: none"> • Extra clubs exclusively for PP children to develop confidence and trust such as team building. • Extra encouragement from all staff to participate in groups such as School Council and other extra-curricular activities.

Programme for use of Pupil Premium Funding for 2016-17

Total Funding – £298,265

Target	Outcomes	Summary of Initiative	Allocation from PPF grant	Target Impact (measurable)
1	<p><u>Attendance Intervention</u></p> <p>To improve the attendance of PPF pupils. To narrow or eliminate the attendance gap between the non PPF and PPF pupils.</p>	<p>Access Education Solutions The Trust has employed a part-time AIS officer (2 days a week) to work with targeted Pupil Premium funded pupils to raise their attendance in line with the college target of 97%. They offer</p> <ul style="list-style-type: none"> ○ attendance roadshow targeted at all pupils with attendance below 92% ○ weekly attendance workshops ○ monthly attendance surgeries targeted at parents/carers ○ support and advice in accessing education for vulnerable learners ○ Support with Year 7 transition pupils with attendance below 92%. <p>College Counsellor - The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence.</p>	£56,000	<p>To improve the attendance of this year's PPF pupils to exceed that of last year's PP attendance of 93.2 %.</p> <p>To improve the attendance of PPF pupils who have poor attendance due to mental health issues such as anxiety and depression. To target these pupils and help them to exceed their attendance figures from last year and bring them into line with other pupils.</p>

		<p>Punctuality and attendance workshop sessions.</p> <p>Regular contact with poor attending pupils and their parents by the SAFE worker</p> <p>To encourage pupils to arrive regularly and on time by providing before school sessions with incentives such as refreshments and free resources.</p>		
2	<p><u>Behaviour</u></p> <p>To raise aspirations/ self-belief and confidence. Reducing 'fear of failure' mentality and to raise pupils expectations.</p>	<p>To run self-esteem/confidence workshops which include team-building activities and counselling.</p> <p>Faculty Enrichment –Curriculum enrichment opportunities being offered through individual Faculties to raise aspirations. These include:-</p> <ul style="list-style-type: none"> ○ visiting speakers ○ attendance conferences ○ visits to theatres, museums, shows ○ workshops ○ University/college visits. 	£21,000	<p>To reduce the number of behaviour points by 5%</p> <p>To raise attainment of pupils gaining expected standards across the curriculum.</p> <p>To raise the number of pupils taking part in trips, visits and events.</p>
3	<p><u>Literacy and Numeracy</u></p> <p>Improve literacy and Numeracy and increase to number of PPF pupils reaching expected standards in Maths and English.</p>	<p>English and Maths Intervention</p> <p>To employ Maths and English tutors to run catch-up sessions to teach underachieving pupils.</p> <p>Literacy and numeracy workshops – on a targeted basis for pupils to attend enhanced learning provision provided by the English, Inclusion and</p>	<p>£24,500</p> <p>£42,000</p>	<p>To improve the number of pupils who achieve expected standards by 5%.</p> <p>To increase the number of PPF pupils attending Maths/English clubs from last year.</p>

		<p>Maths Faculties i.e. Maths Puzzle Club and Book Club</p> <p>Literacy and Numeracy Co-ordinators – the English and Maths Faculties have a nominated member of staff to raise awareness of literacy and numeracy across the curriculum. Their work includes a weekly focus to raise awareness and the publication of resources for use across the college targeting the morning PPD session. A key purpose is to highlight a weekly focus as part of the strategy to embed literacy and numeracy in teaching in all faculties and to secure whole college consistency in delivering both literacy and numeracy.</p>		<p>To make pupils more familiar with Literacy and Numeracy strategies and techniques to help improve GCSE grades across the curriculum.</p>
4	<p><u>Progress</u></p> <p>Improve Progress 8 performance to match that of non PPF pupils. To raise the attainment of PPF pupils across the curriculum.</p> <p>To enable pupils to have a wide range of opportunities and experience a stimulating, rich and varied curriculum.</p>	<p>To provide each PPF (with the lowest 20% attainment) with a staff mentor. Their role will be to offer support, guidance and liaison between pupils, teachers and parent/carers.</p> <p>To interview pupils to identify individual needs or concerns that can be addressed in order to provide tailored support.</p> <p>To employ two PP Co-ordinators to oversee and monitor PP intervention and provision. To liaise with pupils, staff and parents.</p> <p>To provide parents/carers with an opportunity to meet teachers by offering an extra parents evening with the SLT to reflect on information accessed from teacher –mentor communication, subject data and attendance and behaviour information.</p>	£60,000	<p>To improve overall attainment and Progress 8 scores to match those of non PPF pupils.</p> <p>To increase the parental contact and communication from PPF families.</p>

		To provide faculties with funding for a variety of PP intervention to be arranged by departments. This may be spent on resources but should be linked to intervention which is exclusive to PPF pupils e.g. art materials that will be given to pupils who attend extra Art sessions after school and at lunchtimes.		To increase the amount of intervention from faculties that exclusively involves PPF pupils.
5	<p><u>Enrichment</u></p> <p>To introduce pupils to a range of cultural and fulfilling experiences that they may develop further interests in.</p> <p>To encourage pupils to contribute to the school and local community. To give them a greater sense of belonging, pride and self-esteem.</p>	<p>Funding for educational visits and enrichment activities.</p> <p>To arrange and organise opportunities for pupils to get involved in community and school enhancement projects etc.</p>	<p>£5,600</p> <p>£35,000</p>	<p>To increase the number of PPF pupils involved in enrichment and visits</p> <p>To improve behaviour, attendance and involvement by Pupil Premium pupils in clubs and activities.</p> <p>To improve self-esteem, self-worth and confidence. To give pupils the experience of communication and working with a range of different age and social groups.</p>
6	<p><u>Digital Technology</u></p> <p>To Improve access to digital technologies. To aid access to information and enable pupils to present their work easily</p>	<p>To purchase a set of 10 notebooks that can be booked out by PPF pupils overnight to produce home study assignments.</p> <p>To provide all PPF pupils with memory sticks to</p>	<p>£ 2,500</p> <p>£500</p>	<p>To improve the standard of home study and improve the quality of presentation of work across all subject areas.</p> <p>To increase the amount of homework produced.</p>

		<p>enable them to transfer information and submit assignments more easily.</p> <p>To provide PPF pupils with quick and easy access to free printing facilities and services.</p>	£500	To reduce the time and effort needed to produce work. To enable 'flow' during activities and prevent pupils becoming distracted from the task.
7	<p><u>Equipment/Kit</u></p> <p>Ensure that each PPF pupil is suitably equipped in order to produce work of a good quality and make optimum progress.</p>	<p>To give teachers access to resources (stationery etc.) that can be given to pupils in need.</p> <p>Funding to buy uniform, PE kit etc.</p>	£10,080	<p>To improve the quality of content and presentation of work.</p> <p>To encourage pupils to attend more regularly and take part in PE.</p>
8	<p><u>Personal study/Homework</u></p> <p>To provide a suitable environment for PPF pupils to engage in self-directed learning and home study</p>	<p>To provide pupils with quiet places to study, before school, at lunchtime and after school.</p> <p>Areas such as the library will be accessible to pupils and will have equipment available and rewards for pupils who attend.</p> <p>Subscription to SAM Learning – internet homework provision.</p>	£4,000	<p>To improve the standard of home-study and revision.</p> <p>To reduce the number of homework concerns on reports.</p>
9	<p><u>Improvement rewards</u></p>	<p>To provide rewards for pupils who's behaviour/ attendance/attainment shows marked improvement.</p>	£3,500	<p>To improve behaviour in school. To prevent PPF pupils exceeding the behaviour point totals of the non PPF pupils.</p> <p>To improve attendance and Attitude to Learning figures.</p>

10	<u>Teacher Intervention Funding</u>	To enable teachers to bid for funding for PP intervention schemes.	£35,000	To improve attainment in subject areas.

Total - £300,180