

Pupil Premium Strategy Statement

1. Summary information					
School	Telford Langley School				
Academic Year	2020-21	Total PP budget	£375, 319	Date of most recent PP Review	Sept 20
Total number of pupils	881	Number of pupils eligible for PP	468	Date for next review of this strategy	July 21

2. Current attainment		
	Pupils eligible for PP – your school (other pupils in brackets)	Pupils eligible for PP National averages 2019 (other pupils in brackets)
% Achieving 4+ Basics EM	30.2% (69.7%)	46.8%(72.5%)
Progress 8 score average	-0.373 (0.131)	-0.44 (+0.13)
Attainment 8 score average	36.14 (48.07)	-0.44 (+0.13)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The quality of remote teaching and blended learning
B.	Low literacy and numeracy skills
C.	Behaviour and attitudes to learning issues with some students in all years
D.	The number of mobile PP students entering KS4 predicted to attain a grade 4+ in English and Mathematics respectively lower than the non PP pupils figure.
E.	Improved attainment (Closing the gap) and improved rates of progress for PP students with particular attention to the higher and middle ability bands leading to greater aspiration and engagement throughout.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F	Attendance rates for pupils eligible for PP are 91.9% (below the target of 95% for all students) This reduces their school hours causing them to fall behind on average.	
G	Increased social, emotional, mental health issues are affecting the progress of a student's (mainly PP) across targeted students within each year group.	
H	Parental and family engagement with school is still low with some families.	
I	Low aspirations and history of underachievement continues with some families.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve the quality of remote teaching and blended learning for all students.	Improve the quality of remote teaching practice to 100% consistently good or better. Implementation of Rosenshine's Principles of instruction to reduce cognitive overload. Increase of meaningful engagement for all students on online learning platforms.
B.	High levels of progress in literacy and numeracy for targeted students, across all year groups, eligible for PP.	The targeted PP pupils make more progress than "Non PP" pupils so that at least 50% exceed Literacy & Numeracy targets and 100% meet expected targets. 65% of all students have a reading age at or above their chronological age. This will be evidenced through Accelerated reader, Access test and Corrective Reader outcomes.
C.	Behaviour and attitudes to learning issues in targeted PP students, in all years, to be improved.	Improved engagement in lessons. Reduced C6 and C5 entries for each student. (without changing expectations) Increased rewards, engagement in assertive mentoring programme and other targeted support.

		100% consistency with the consequence system, 100% 4 to start and 4 to finish, 100% punctuality, 100% using house points to reward pupils within the lesson.
D.	The number of mobile PP students entering KS4 predicted to attain a good grade in English and Mathematics is respectively lower than non PP pupils. This figure reflects slower progress rates among PP students when compared to their peers in these key subjects. This is of serious concern in terms of the potential destinations and life chances of PP students.	Tracked rates of progress of PP students is better than that of other students in their cohort. Where it is not, department-level interventions take place (monitored by Heads of Departments and DOL) Any in-school gap between PP and other students in the 'Basics' GCSE measure is lower 5% and narrower than the last validated national average.
E.	Improved attainment (Closing the gap) rates of progress for PP students particularly those in the higher and middle ability, leading to greater aspiration and engagement throughout. There are a key group of students who have some significantly low progress 8 scores. <i>*or in the case of Yr 7 and 8 standardised scores pupils identified by the school equivalent bands</i>	Pupils eligible for PP identified as higher and middle achieving (KS2 data*) make as much if not more progress as "other" students across KS3, so that 90% are on track to make expected levels of progress at the end of each KS. Where they are not, departments are putting in place intervention, monitored by heads of department (HOD) and PP Lead Positive P8 scores; KS3 end of year tracking data, reduction in the gap between PP and non PP attainment in school and national gap to be closed.
F.	Attendance rates for pupils eligible for PP are 91.9 % (below the target of 95% for all students) This reduces their school hours causing them to fall behind on average.	Reduce the number of persistent absence (PA) among pupils eligible for PP to 10% or below. All PP students to have 95% attendance or above. Where they are not, pastoral departments are putting in place intervention, monitored by Heads of House.

G.	Increased social, emotional, mental health issues are affecting the progress of a student's (mainly PP) across targeted students within each year group.	Recorded cases are signposted correctly ensuring all follow up referral are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting. Youth survey to show a reduction in key findings data and Telford Langley School to be in line or lower than other participating schools. Robust and accurately logged communication with external agencies. School counsellor used appropriately with referrals been made through the proper channels.
H.	Improved parental and family engagement with the school which effectively supports the needs of all PP pupils.	100% of targeted PP parent's to attend their all allocated Parent's events in particular parents evening appointments and family/parental learning events.
I.	All students will be aspirational for their future. They will have a clear pathway and destinations post 16. Pupil premium students will be proportionally represented in future educational data provided by LA.	Increased positive destination data for PP in line with other students in the school and students nationally. Effective communication with Future Focus to ensure PP pupils are targeted. Number of students entering sixth form and appropriate level study is proportionally represented.

5. Planned expenditure

Academic Year 2020 – 2021

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?
Outcome A - Improved quality of remote teaching and blended learning.	<p>CPD is appropriately targeted to support the development QFT in remote teaching and blended learning.</p> <p>Meet the needs of the individual teachers.</p> <p>CPD to include: Developing use of TEAMS, delivery of live lessons, use of assignments, chat and insights function. Rosenshine's Principles of instruction. Cognitive overload. Differentiation.</p> <p>Weekly drop in to support staff in their understanding and use of TEAMS.</p>	<p>Staff need to be the experts in delivering high quality learning experiences for all pupils.</p> <p>Recall and retrieval opportunities must be embedded in lessons. Pupils to have the opportunity to master the most invaluable knowledge and skills identified in the curriculum.</p> <p>Staff feedback has identified the engagement in targeted, and whole school CPD in supporting improvements in their teaching.</p>	<p>Drop ins to live lessons. LM meetings Registers of lessons Completion of assignments. CPD programme to be tailored to meet individual needs.</p> <p>CPD calendar reviewed termly.</p>	PH/EBL	Ongoing through the CPD programme to be tailored towards needs identified through QA.

<p>Outcome A, C & D – Raising PP Outcomes.</p> <p>Securing the effective implementation of the Pupil Premium “In Lesson Focus” alongside the whole school marking and feedback policy.</p> <p>Promote student talk to promote engagement and deeper thinking</p>	<p>Whole school Pupil Premium “In Lesson Focus”, feedback policy implemented, monitored and reviewed.</p> <p>Teachers to use Rosenshine’s Principles of instruction building upon the existing DRICE model to ensure that all lessons are consistently good or better</p> <p>Development of Think, pair, share</p>	<p>EFF toolkit identifies feedback as being the intervention which provides the most improvements for disadvantaged students.</p> <p>This provides pupils with the opportunity to learn from their peers and develop their ability to articulate their own points in a safe environment.</p>	<p>Learning Walk Work scrutiny, Performance Management. Peer to peer reviews. Department meetings DOL directorate reviews</p> <p>Deep Dives Sharing of best practise Quality assurance</p>	<p>EBL/Dol/Line managers</p> <p>EBL</p>	<p>Regular Deep Dives During half termly EAB data analysis</p> <p>Planned programme of Deep dives will monitor the implementation and student voice responses will be used to analyse the impact.</p>
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<p>Outcome D – High profile CPD</p>	<p>CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs.</p> <p>Upskill staff in how to teach and support pupils from the 'front of the room'</p> <p>Introduce a whole class feedback model. This is integral to identifying misconceptions and diagnosis of lost learning.</p> <p>Revisit Rosenshines principles of instruction (explicit teaching) including daily review & monthly review, introduce new material in small steps and scaffolding.</p> <p>Revisit recall and retrieval practice to ensure this is embedded. Opportunities for Professional Development and self-improvement as part of the CPD programme</p>	<p>Staff need to be the experts in direct instruction and confident in delivering high quality learning experiences for all pupils.</p> <p>Staff must be skilled/experts in how to offer highly effective feedback to pupils during lessons that addresses misconceptions and identify next steps in learning.</p> <p>Recall and retrieval opportunities must be embedded in lessons.</p> <p>Pupils to have the opportunity to master and become fluent in the most invaluable knowledge and skills identified in subject curriculums.</p>	<p>CPD calendar reviewed for the beginning of each term.</p> <p>CPD programme to be tailored towards the needs identified in PM programme, deep dives, learning walks, drop ins, remote learning drop ins, regular middle leader meetings.</p>	<p>EBL</p>	<p>On going through the CPD programme which will be taylored towards needs identified through QA.</p>
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<p>Outcome B - Improved engagement in lessons. Reduced C6 and C5 entries for each student.</p> <p>Reducing FTE's by 50%.</p> <p>Behaviour for learning is good or better</p>	<p>Consistent and continuous application of consequence system.</p> <p>Assertive mentoring</p> <p>Bespoke TT's</p> <p>Bespoke support in and out of the classroom</p> <p>Nurture based activities</p> <p>PSP's</p> <p>Engagement of appropriate outside agencies to be part of the schools graduated response to include Anger Management courses, ELSA, Build to Express etc.</p> <p>Attachment training for key staff.</p> <p>PDC (Pupil Disciplinary committee) to be held each term for individual students with 15 days FTE.</p> <p>Cone of success to be introduced to run alongside cone of need.</p> <p>Alternative Provision Lead</p>	<p>EEF toolkit suggest targeted intervention matched to student need improves outcomes</p> <p>Metacognition and self- regulation demonstrates + 8months through EEF Toolkit.</p>	<p>Systematically monitor the implementation of the consequence system. (KP)</p> <p>Implementation of rigorous system for tracking PP pupils behaviour patterns and targeting of appropriate intervention. Assertive mentoring of identified students who identified at being at risk</p> <p>Bespoke individual programmes for identified students</p>	<p>KP HOH DOI</p>	<p>Deep Dives, part of whole school CPD and monitoring and evaluation.</p> <p>Regular LGB reports</p> <p>In line with collection of subject data.</p> <p>On going</p>
Total budgeted cost					£150,000

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?
<p>Outcome C – Improve PP outcomes</p> <p>Students in KS4 who are eligible for PP make faster progress in English and Mathematics than their peers.</p>	<p>Appropriate curriculum mapping and staffing.</p> <p>English and Maths academic coaches to deliver targeted support.</p> <p>Support staff allocated appropriately alongside teaching staff.</p> <p>Targeted enhanced provision e.g., educational visits/trips.</p> <p>Continue with an increase number of Maths and English lessons in all year groups.</p> <p>Interventions in English and Maths appropriately monitored and well delivered.</p> <p>Bespoke TT for identified pupils who cannot fully engage in mainstream.</p>	<p>Appropriate curriculum offer to meet students' needs and interests to improve engagement and outcomes. Extra support provided to improve attainment.</p> <p>Targeted Teaching groups with highly qualified staff are known to be effective.</p> <p>In school data demonstrates that this has a positive impact upon engagement in school.</p>	<p>Regular Data analysis – this will guide intervention planning.</p> <p>Departments review & Deep Dives PM meetings</p> <p>DH for progress report to SLT</p> <p>PP focus on department meeting agenda.</p>	PH/DoI/ HOD's	<p>Each data drop in line with standards committee report.</p> <p>During LM's meetings.</p>

<p>Outcome D – Improve PP outcomes.</p> <p>Improved attainment (Closing the gap) improved rates of progress for PP students in the higher and middle ability bands, leading to greater aspiration and engagement throughout.</p>	<p>Appropriate curriculum</p> <p>Increased number of teaching groups across all year groups</p> <p>Curriculum and staffing mapped to meet the needs of the students.</p> <p>Interventions planned to meet the targeted needs of the DS</p> <p>DOL to schedule targeted DS Holiday provision based on DTT.</p> <p>Analysis of Data to inform intervention planning which is bespoke and part of the individuals plan.</p>	<p>Curriculum map adjusted to meet Government guidance and student needs.</p> <p>Providing small group work with an experienced teacher focused on overcoming gaps in learning.</p>	<p>Scrutiny of data through moderation and assessment grades.</p> <p>Deep dives/Lesson observations</p> <p>QA process</p> <p>SLT meetings</p> <p>Line manager meetings</p> <p>Intervention attendance registers</p> <p>DOL annual plans</p>	<p>PH/DOL</p>	<p>Half termly</p> <p>Each data drop</p>
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<p>Outcome E - Improved attendance %'s</p>	<p>FT EWO employed follow T&W protocol rigorously. Pastoral team and EWO fortnightly meetings to identify need. Daily contact information produced to inform absences by attendance officer. First day response. Employment of Attendance Clerk Attendance Action Plans (AAP) 1:1 Assertive mentoring Attendance focus Attendance booklets Two weekly attendance review Rewards allocated for 100% attendance and punctuality</p>	<p>Improved attainment through increased attendance. National Foundation for education Research briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance improvement plan developed and implemented.</p> <p>Securing the delivery of QFT to encourage attendance on positive experiences identified by students.</p> <p>Ofsted 2019 recognise improvements in attendance within certain year groups.</p>	<p>Same day contact about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Attendance and progress discussed at least weekly with mentor</p> <p>Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian or barriers</p>	<p>KP HOH</p>	<p>2 weekly with EWO for all Weekly for assertive mentoring cohort Daily by attendance officer to target EWO's daily plan of visits and meetings etc.</p>
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<p>Outcome A - Improved literacy & numeracy</p>	<p>Deliver small group Corrective reader provision. Read 45. Accelerated Reader Programme. Introduction of Clicker 7 Develop and embed a numeracy policy. KS4 identified students have a 3rd pathway with extra English and maths. Smaller group sizes Additional staff allocation to support need at KS4. Increased literacy support within “In Lesson PP Strategy”. Numeracy lead appointed.</p>	<p>School and external evidence demonstrates outstanding impact to Reading ages. In school progress is greater than EFF toolkit of +4 months using phonics. Reading comprehension such as Accelerated reader EEF = + 5 months Research by John Hattie shows direct instruction technique to be very effective.</p>	<p>Data tracking CPD for new class teachers to support reading in lessons. Literacy and numeracy lead to monitor and evaluate delivery</p> <p>Accelerated reader assessments regularly undertaken. Literacy lead to undertake regular assessments of students</p>	<p>PH/EN/D ol</p>	<p>AR tests completed through English lessons as and when. Star numeracy completed thr</p> <p>Annual review of curriculum mapping</p>
Total budgeted cost					£150,000

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?
<p>Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice</p>	<p>Advertisement for MentalHealth lead. Appointment of SEND Student Support Officer. Application of appropriate graduated response including the use of nurtureprovision. Use of school counsellor. New ELSA training to be undertaken by TA so that 6 weekly programmes can be run. Referral to CAMHS and signposting to other relevant support services. Purchase of Ed Psych assessments and interventions. Referrals to EHWP panel. Future in Mind agreed school programme and interventions. SFAP Use of House 1 and AFC Telford. Application of EHCNA</p>	<p>Evidence suggests that the number of students with SEMH has increased rapidly and that targeted early intervention matched to specific students with specific SEMH issues can be effective. Increase in the number of student's referred to use internal and external services to support Mental health. School closures due to COVID-19 will mean additional support will be needed.</p>	<p>SSO's, DSL,s DH (relationships) and HOH to engage with parents and students as required. Appropriate services identified and actively engaged. Working with Director of Inclusion to identify graduated response for those who require referral to other services</p>	<p>KP/Dol</p>	<p>Half termly (graduated response as and when = Access plan do review) Annual through CAMHS report.</p>

	Appropriate Theatre groups Monthly and bespoke IASSsupport Effective use of BoxallProfile. CPD for staff.				
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<p>Improved parental and family engagement with the schools which effectively supports the needs of the DS's.</p>	<p>New online parental booking system embedded.</p> <p>Parents evenings completed virtually due to COVID-19 and will be embedded to support engagement.</p> <p>Parental/family learning sessions to be organised and run by departments</p> <p>Highly effective safeguarding procedures within school identifies those pupils that are at risk. Liaison with Family Connect is regular.</p>	<p>Parental engagement has a large and positive impact on children's learning (DFE 2010 and Joseph Rowntree Foundation 2013)</p> <p>EEF Toolkit values parental involvement as a moderate impact (+3 months)</p>	<p>Analyse data after each parents evening to identify areas of need</p> <p>Parental Questionnaire</p>	<p>PH</p> <p>HOH</p> <p>DOL</p>	<p>After each Parents evening review of attendance</p> <p>Termly</p>
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<p>Raising and understanding aspirations and improving life chances.</p> <p>Increased positive destination data for DS in line with other students in the school and students nationally.</p>	<p>TLR – PSHE/RS in collaboration with lead at Park School.</p> <p>Well planned and targeted assembly programme.</p> <p>Support for targeted students to attend taster sessions at appropriate providers.</p> <p>Targeted high quality careers advice.</p> <p>Targeted Future Focus meetings Future Focus attendance at all PEPs.</p> <p>Establish a data tracking system for DS at key transition points.</p> <p>Appoint Aspire to HE lead.</p> <p>Aspire programme:</p> <p>Targeted support for identified students</p> <p>Targeted support for CIC.</p> <p>Use of motivational speaker.</p>	<p>Information from LA virtual schools advice that improved engagement in education after school is greater when careers advice is targeted for LAC.</p> <p>Reviewed 2021 leaver's data against LA destination data when available.</p> <p>Review 2021 leaver's data against LA destination data when available.</p>	<p>Assemblies planned and held</p> <p>Relevant staff led meetings and reviews.</p> <p>Through parental feedback</p> <p>Line management meetings</p> <p>Student tracking of destination data.</p>	<p>KP, PH, DoI, JH</p>	<p>April 2021 July 2021</p> <p>On receipt of school destination data from LA</p> <p>Annually</p>
Total budgeted cost					£75,000

6. Review of expenditure 2019-20

2019-20 Review of Pupil Premium Expenditure: Telford Langley School – Income £354, 059

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)
<p>Improved quality of Teaching & Learning for all students</p> <p>OFSTED February 2019 Judgement Good</p> <p>98% staff successful in Performance Management.</p>	<p>Increased staffing to secure more teaching groups in all years</p> <p>Appoint Lead teacher in all 5 directorates.</p> <p>Supported by systematic monitoring of the quality of teaching, learning and assessment over time.</p> <p>Rigorous PM programme</p> <p>Targeted academic coach support.</p> <p>Triangulation - use of appropriate data and use of PLC's.</p>	<p>PM windows undertaken for all school staff.</p> <p>PM now indicates improvements.</p> <p>Improvements evidenced throughout the year. External validation through OFSTED February 2019 Good judgement and Peer review (Internal) - learning walks, work scrutiny and structured performance management process.</p>	<p>This approach will continue to be used to improve the quality of teaching and learning.</p>
	<p>CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs.</p> <p>Staff review of CPD</p>	<p>CPD has been based on outcomes of Deep dives, QA, teacher feedback, departmental reviews, Performance Management and feedback from HOD/DOL/DH (Staff)</p>	<p>This approach will remain.</p> <p>Teacher feedback is dominant in books and a focus on self and peer reviews to improve outcomes.</p>

<p>Securing the effective implementation of whole school marking and feedback policy.</p>	<p>Whole school marking and feedback policy implemented, monitored and reviewed.</p>	<p>This is monitored on a regular basis both whole school and individuals based on feedback during systematic monitoring. Feedback is given to individuals as well as whole school.</p> <p>This also included the Pupil Premium Marking and Feedback policy which was monitored as part of the whole school programme.</p>	<p>These approaches will remain.</p> <p>Deep dives identified that there was no significant difference between PP and NON PP books but regular staff intervention around this is required.</p>	
<p>Improved engagement in lessons. Reduced C6 and C5 entries for each student. Reducing FTE's by 50%.</p>	<p>Consistent and continuous application of consequence system. Assertive mentoring Bespoke TT's Bespoke support in and out of the classroom Nurture based activities PSP's All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate. 15day PDC's</p>	<p>Evidence as demonstrated by both internal and external sources state that behaviour in school has improved.</p> <p>Consistency is well monitored and regular whole school, department and individual support has been given.</p> <p>100% of exclusions in the Hub have been followed up with a return to school meeting which has set targets, expectations and identified new areas of provision required.</p>	<p>Targeted support This will remain a focus for targeted/identified students. 15 day PDC's to be introduced. Targeted provision and engagement programme. Allocation of an Alternative Provision teacher Lead.</p>	
Total Spent cost				175,000

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)
Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers	<p>Appropriate curriculum mapping and staffing. Increased number of Maths and English lessons in all year groups.</p> <p>Introduce three different options pathways. More able programme/focus in PM. DTT approach.</p> <p>Targeted enhanced provision – eg educational visits, trips etc</p> <p>Bespoke TT for identified students who cannot fully engage in mainstream school</p> <p>Targeted Interventions planned to meet the targeted needs of the DS</p> <p>Develop DS provision map</p>	<p>Appropriate programmes established and new curriculum map applied.</p> <p>Outcomes for English and maths: Based on predication PP students achieved greater outcomes in English than non PP</p>	<p>The enhanced curriculum provides further pathways to success for learner; some of which have been bespoke. We will continue with this approach next year to secure further progress and outcomes. The school will continue to monitor and model its curriculum based need.</p>
Improved attainment (Closing the gap) improved rates of progress for PP students in the 2 nd /3 rd ability quartile, leading to greater aspiration	<p>Deliver an appropriate curriculum</p> <p>Increased number of teaching groups across all year groups</p> <p>PIXL DTT approach across whole school.</p> <p>Curriculum and staffing mapped to meet the needs of the students.</p> <p>Interventions planned to meet the targeted needs of the DS</p>	<p>All appropriate interventions, programmes, targeted provision was undertaken across all year groups. KS 3 and lower KS4 data confirms improved attainment for PP students.</p>	<p>Greater focus required on targeting outcomes for students within the target group.</p>

<p>and engagement throughout.</p>	<p>DOL to schedule targeted holiday provision based on DTT. Analysis of Data to inform intervention planning. Dol secures impact of Intervention strategies & programmes for DS Develop DS provision map.</p>		
<p>Improved attendance</p>	<p>EWO employed follow T&W protocol rigorously. First day response. Employment of Attendance Clerk Attendance Action Plans (AAP) 1:1 Assertive mentoring Attendance focus Attendance booklets Two weekly attendance review ViVos allocated for 100% attendance and punctuality.</p>	<p>All Agreed Actions have been put in to place. Attendance measures demonstrate improvements within the annual cycle. Attendance in final exams improved this year</p> <p>Attendance improvement plan developed and implemented. Securing the delivery of QFT to encourage attendance on positive experiences identified by students.</p>	<p>Focus to remain. Regular PSP's and attendancereviews to remain.</p>

<p>%s Improved literacy & numeracy</p>	<p>Appoint a Literacy co-ordinator. Bespoke TT for KS3 low ability sets have additional Eng & Maths Deliver small group Corrective reader provision. Read 45. Accelerated Reader Programme. Develop and embed a numeracy policy. Ninja numeracy prog. KS4 identified students have a 3rd pathway with extra English and maths. Smaller group sizes TA allocation to support need at KS4. Increased literacy support within feedback and marking process.</p>	<p>Outcomes remain high for all students who have literacy and numeracy as a focus across Ks3 and 4. Criteria met and exceed in some areas. Improving outcomes for PP students given their starting points.</p>	<p>Careful scrutiny of data identifies this is an effective strategy based on in school and national evidence collected. We will continue with this strategy with some changes to delivery, training and management of the programmes All of the identified programme will remain with the: Introduction of Clicker 7 Numeracy profile needs to increase to meet that of the literacy.</p>
			<p>Total Spend £175,000</p>

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)
<p>Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice</p>	<p>Application of appropriate graduated response Employ appropriate counselling services Referral to CAMHS Purchase SLA for Ed Psych assessments SFAP Use of House 1 Application of EHCNA Appropriate Theatre groups IASS student voice support</p> <p>Build to Express Lego programme training and resources</p>	<p>Level of need both nationally, locally and within school remains high. A graduated response remains in place with internal and external support provided. Appropriate external support is sourced, provided and monitored.</p>	<p>Support will remain target group will remain a focus and use of further external providers to be used. Providing support for staff who are supporting the SEMH to ensure they have the correct “tools” to support.</p>
<p>Improved parental and family engagement with the schools which effectively supports the needs of the DS's.</p> <p>100% of targeted DS parent's to attend their allocated Parent's evening appointments and events.</p>	<p>Appoint new MIS system manager New online parental booking system embedded</p> <p>Parental/family learning sessions to be organised and run by core subject departments</p>	<p>In more personalised intervention engagement has seen a significant increase over the year</p>	

<p>aising and understanding aspirations and improving life chances.</p> <p>Increased positive destination data for DS in line with other students in the school and students nationally.</p>	<p>TLR – PSHE</p> <p>Targeted yr 11 destination assemblies.</p> <p>Implement moving on up programme.</p> <p>Support for targeted students to attend taster sessions at appropriate providers</p> <p>Targeted high quality careers advice.</p> <p>TLR 3 Transition lead appointed for transition for yr6's and family</p> <p>Future Focus attendance at all PEPs.</p> <p>Assertive mentoring</p> <p>Yr 9,10 & 11 carers festival</p> <p>Attendance at University days.</p> <p>Establish a data tracking system for DS at key transition points.</p>	<p>PSHE lead appointed and programme running with a focus upon student outcomes.</p> <p>Group, individual support and advise has been given to 100% of all targeted students. This has included off site visits supported by careers, pastoral and SEN support staff.</p> <p>Parents have attended additional academic mentoring meetings.</p> <p>Attendance at parents evenings have improved since the new booking system was introduced.</p> <p>Attitudinal survey sourced.</p>	<p>Moving on up programme to be delivered on a need by need basis andbe an umbrella term for the support offered.</p> <p>National/local data for destinationsare published at the end of the autumn Term</p> <p>New booking system does not allow staff to target students/parents electronically.</p> <p>Staff training needing to beundertaken to complete appropriately.</p> <p>Destination data review to be taken atother points throughout the year.</p>
			<p>Total Spend £50,000</p>