

## Pupil Premium Premium 2018-19 Planned Programmes and Expenditure

The school estimates that the income from Pupil Premium funding for 2017-18 will be approximately £63580

Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Anticipated Cost
<p><b>Mathematics Withdrawal</b></p> <p>Too few students have mathematical skills in line with or above what is expected within an age appropriate curriculum</p> <ul style="list-style-type: none"> <li>• Students lack confidence in numeracy</li> <li>• Students often arrive in school with significant gaps in learning through low attendance or high levels of exclusion</li> <li>• Students are not always well supported from home</li> </ul> <p>As a result of intervention assessments show that students skills are increasingly in line with the expected level (as recorded in the testing facility within the identified programme and other testing)</p> <p>Students who access the intervention show an increased rate of progress against the schools tracking system</p>	<p>Mathematics withdrawal was introduced for the first time in September 2017. It was a very successful initiative and resulted in good outcomes and progress for pupils who were involved.</p> <p>A member of support staff will take the lead on delivering the withdrawal provision in conjunction with the mathematics teachers.</p> <p>Different assessment tools will be used to identify gaps and areas for development with individual pupils.</p> <p>One to one sessions will take place for identified pupils in the Mathematics Withdrawal Room. This facility and approach serves to improve mathematical skills at the same time as developing pupils confidence and comfort in the subject.</p>	<p style="text-align: right;"><b><u>Total: £14000</u></b></p>

Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Anticipated Cost
<p><b>Literacy Withdrawal</b></p> <p>Too few students have reading ages in line with or above their chronological ages</p> <ul style="list-style-type: none"> <li>• Students do not read widely and often</li> <li>• Students do not have confidence in their own reading abilities</li> <li>• Students often arrive in school with significant gaps in learning through low attendance or high levels of exclusion</li> <li>• Students are not always well supported from home</li> </ul>	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence from the Education Endowment fund. It allows the pupils to read for pleasure as well as widely and often. Programme can also be linked to 'out of school' use and will help develop links with parents.</p> <p>Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books additional training and timetabling of staff time would be needed in the initial stages</p>	

<p>As a result of intervention assessments show that students reading ages are closer to their chronological ages</p> <p>Students who access the intervention show an increased rate of progress</p>	<p>Pupil's confidence is more easily developed in a withdrawal situation with skilled staff.</p> <p>Other students need limited intervention to help fill identified gaps in their literacy development</p>	<p><b><u>Total: £27000</u></b></p>
--	---	------------------------------------

<p><b>Area for Development, Barrier &amp; Proposed impact</b></p>	<p><b>Strategy (Including rationale)</b></p>	<p><b>Anticipated Cost</b></p>
<p><b>Uniform provision</b></p> <p>Too few students wear appropriate clothing/uniform to school</p> <ul style="list-style-type: none"> <li>• Students do not have correct clothing</li> <li>• Parents lack motivation, organisation or interest in providing uniform for their child</li> <li>• Students might feel that wearing uniform is not for them or un-cool</li> <li>• Students are not always well supported from home</li> </ul> <p>As a result of intervention the vast majority of pupils will wear their uniform</p> <p>Students who wear their uniform are more included in the school and have a better sense of identity and pride</p>	<p>The school will provide two white polo shirts and two blue hoodies for all students at the start of the school year (parents/carers can purchase additional items at a reduced rate from school or from any shop selling appropriately coloured tops)</p> <p>Once the student has the initial clothing they have then overcome the barrier of having to purchase clothes.</p> <p>Rewards for wearing uniform will be put into place</p> <p>Pupils who do not wear uniform will not be eligible for off site visits, representing the school, using the basements area</p> <p>School will also provide indoor training shoes for pupils who do not have them.</p>	<p><b><u>Total: £4000</u></b></p>

Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Anticipated Cost
<p><b>Attendance</b></p> <p>Some students have poor attendance or are persistent absentees</p> <ul style="list-style-type: none"> <li>Students do not have motivation, confidence, support to attend school regularly</li> <li>Parents lack motivation, organisation or interest in ensuring that their child goes to school</li> <li>Students might not appreciate the benefit of attending school</li> <li>Some students might have entrenched behaviour that is difficult to change</li> </ul> <p>As a result of intervention attendance in school will increase</p> <p>Improved attendance will lead to better overall progress and attainment</p>	<p>The school will employ a dedicated attendance support worker who will have time to visit families and support them to improve their child's attendance.</p> <p>Where support is not accepted or proves fruitless, the attendance support officer will also work closely with the Educational Welfare Officer to implement the legal framework to encourage parents to comply.</p> <p>Having a dedicated worker who is able to attend meetings and work closely with the EWO will ensure consistency of approach and therefore be more effective</p> <p>Rewards for attendance linked to house points and other outcomes</p>	<p><b><u>Total: £16000</u></b></p>

Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Anticipated Cost
<p><b>Breakfast</b></p> <p>Many students arrive in school having had no breakfast</p> <ul style="list-style-type: none"> <li>Students come from disorganised homes where breakfast may not be available or there may not have been time to eat it</li> <li>Parents lack motivation, organisation or interest in ensuring that their child goes to school having had a breakfast</li> <li>Students do not understand the importance of breakfast</li> </ul> <p>As a result of intervention pupils engagement in the morning session of school will increase</p> <p>Improved engagement in lessons will result in less disruption</p>	<p>The school will provide a simple breakfast of toast with spreads, hot drinks, milk and water for pupils to access as they arrive at the school in the morning.</p> <p>Breakfast will be served in the school dining room as this is the space that will allow the greatest access and length of serving time. The school dining room is the first room that the pupils pass on arrival in school in the morning and our place of morning assembly.</p> <p>Providing a simple breakfast will ensure that all pupils have had the opportunity to eat and drink something before the start of the school day and will therefore hopefully be more able to cope with the demands of the day ahead.</p>	<p><b><u>Total: £6000</u></b></p>