

Pupil premium strategy – September 2018 Review of 2017 -18 Strategy

1. Summary information					
School	Broughton Hall Catholic High School				
Academic Year	2017-18	Total PP budget	£325,380	Date of most recent PP Review	September 2017
Total number of pupils (Years 7-11)	1013	Number of pupils eligible for PP (Years 7-11)	353	Date for next internal review of this strategy	February 2018

2. Current attainment			
	Pupils eligible for PP (BH)		Pupils not eligible for PP (national average)
	16-17	17-18	
% achieving 5A* - C incl. EM (uses Grade 4+)	47.7%	42.9%	65.2%
Progress 8 score average	-0.67	-0.49	0.12
Attainment 8 score average	37.98	39.1	52

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.	Teaching & Learning: Quality of Learning in Mathematics
B.	Teaching & Learning: Quality of Learning in Science for the Upper Ability Pupils
C.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils
D.	Literacy Skills both oral and written
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance of students who attend Broughton Hall including Persistent Absenteeism

4. Desired outcomes (desired outcomes and how they will be measured)					Success criteria	
A.	Diminish the difference in Mathematics				<p>Mathematics Progress 8 Score improved and the difference reduced to -0.3 or above</p> <p><i>This target was not achieved with the improvements being small rather than the step change the school was planning to achieve. However a sustained pattern of improvement for All Pupils who are disadvantaged can be seen.</i></p> <p><i>The variability of results for the most able disadvantaged in mathematics is to be addressed in the current Year 11 but also in the delivery of understanding lower down the school.</i></p>	
	Mathematics Progress 8	2014-15	2015-16	2016-17		2017-18
	Disadvantaged - All	-1.05	-0.94	-0.74		-0.69
	More Able Disadvantaged	-1.12	-0.63	-1.22		-0.89*(estimated)
B.	Diminish the difference in Science (Guide will be Science Progress 8 Score) specifically with Upper Ability Pupils				<p>Difference diminished in Science PP Scores for the most able (await final scores from DfE)</p> <p><i>Mentoring, teaching & learning strategies and intervention have had the desired impact with the most able Pupil Premium Pupils.</i></p>	
	Science Value Added	2016-17		2017-18		
	Disadvantaged - All	-0.91		-0.79		
	More Able Disadvantaged	-1.54		-0.76		
C.	Increased participation rates in accessing cultural enrichment activities for PP students				<p>Development of the Broughton Hall journey as a minimum – all students to be given this opportunity.</p> <p><i>The most appropriate measure this feeds into is for the Open Progress and overall measures.</i></p> <p><i>These are improving measures and the Broughton Hall journey – far from complete – is growing and establishing itself within the culture of the school.</i></p> <p><i>Number of pupils and PP pupils' achieving Dof E Bronze is increasing. An increased number of PP (and non) pupils attending the Outward Bounds trip with Year 7.</i></p>	
	Open Progress 8	2016-17		2017-18		
	Disadvantaged - All	-0.67		-0.49		
	Disadvantaged - Open	-0.50		-0.20		

<p>D.</p>	<p>Maintain the improvements in Literacy Skills, ensure the barrier of Literacy and English barriers continues to be overcome as in previous years.</p> <p>Address the increased number of PP students not at 'National Standard' in Year 7.</p>	<p>Maintain PP English attainment and diminish the difference in English</p> <p>Increase Literacy provision in Year 7 and try to focus upon spoken written Literacy</p>																																																		
<p>E.</p>	<p>Improved Attendance for Disadvantaged students</p> <p>How improvements aimed at Disadvantaged Pupils are impacting upon All Pupils</p> <table border="1" data-bbox="248 395 1081 708"> <tr> <td>All Pupils</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018*</td> </tr> <tr> <td>Absence</td> <td>6.6</td> <td>4.6</td> <td>5.13</td> <td>4.88</td> </tr> <tr> <td>National Absence</td> <td>5.2</td> <td>5.0</td> <td>5.2</td> <td>5.2*</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Persistent Absence</td> <td>NA</td> <td>11.5%</td> <td>12.9%</td> <td>13.3%</td> </tr> <tr> <td>National PA</td> <td>NA</td> <td>12.4%</td> <td>12.8%</td> <td>12.8%*</td> </tr> </table>	All Pupils	2015	2016	2017	2018*	Absence	6.6	4.6	5.13	4.88	National Absence	5.2	5.0	5.2	5.2*						Persistent Absence	NA	11.5%	12.9%	13.3%	National PA	NA	12.4%	12.8%	12.8%*	<p>Ensure the difference in Attendance between PP Pupils in BH and All Pupils nationally is Reduced</p> <p>Using FSM6 figures</p> <table border="1" data-bbox="1536 456 2163 703"> <tr> <td>All</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018*</td> </tr> <tr> <td>Absence</td> <td>10.2</td> <td>6.8</td> <td>6.83</td> <td>7.8</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Persistent Absence</td> <td>38.5%</td> <td>20.4%</td> <td>25.0%</td> <td>29.9%</td> </tr> </table>	All	2015	2016	2017	2018*	Absence	10.2	6.8	6.83	7.8						Persistent Absence	38.5%	20.4%	25.0%	29.9%
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<p>F.</p>	<p>Reduced rates of Persistent Absence for Disadvantaged students</p>	<p>Be in line with national figure for All Students nationally (See Table Above)</p>																																																		

5. Planned expenditure

Academic year

£325,380

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?	Evidence at February Half Term Review and September update	Changes to be made in 18-19	Review								
A Diminish the difference in Mathematics	<p>Reduction in class sizes through additional recruitment & retention of staff in Maths and Science this allows for improved feedback</p> <p>Maintain PPA at above 10% to facilitate the improvements in marking required</p> <p>Improvements in Maths external Department using BH staff internally as part of Appraisal and UPS</p>	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>EEF – Feedback (rated as +8 in Sutton Trust/EEF T&L Toolkit research review)</p> <p>Inspection data indicates that this is an area requiring improvement Recruitment of additional staff to provide in-class quality</p> <p>ISDR and school analysis indicates improvements are needed in Maths and Science</p>	<p>Book Monitoring indicated that books in maths were marked and that the use of blue sheets was used regularly. Use of green pen was apparent in vast majority of books.</p> <p>Learning Walks also indicated that the Maths teacher were aware of their PP Pupils and had arranged them into seating plans taking this into account.</p> <p>Learning Walks indicated that Pupil Premium pupils are targeted by staff through Q&A as well as via paired work. This was gleaned through the questioning of pupils during the Learning Walks.</p> <p>Appraisal Targets for Disadvantaged Pupils included in all Maths staff Appraisal Targets.</p>	<p>Follow up Learning Walks in maths to be completed after feedback to individuals and the whole department. The rationale as to why to be able to be explained and discussed for the targeting of individuals</p> <p>Prompt follow up to Appraisal and detailed info as to where and how the Disadvantaged Target is progressing.</p>	<p>Use of Appraisal Targets was a positive step in raising the profile of Pupil Premium.</p> <p>A variety of targets have been seen and some greater commonality will be established during the Review period and in future years – these are to be reviewed jointly by both DH Teachers in October before final signing off.</p> <table border="1"> <thead> <tr> <th>MATHS</th> <th>2016</th> <th>2017</th> <th>2018*</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>-0.99</td> <td>-0.76</td> <td>-0.69</td> </tr> </tbody> </table> <p>The results indicate that some improvements were made against national (0). The rise is significant compared to 2016 but only slight and sustained against 2017 so improvement needs to be more rapid.</p> <p>The recruitment of Student teacher reflected the schools determination to improve the quality of T&L whenever possible. Her high quality observations (nominated for student teacher of the year across Merseyside) reflect the quality we aspire to.</p>	MATHS	2016	2017	2018*	Disadvantaged	-0.99	-0.76	-0.69
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<p>B Diminish the difference in Science</p>	<p>Teacher Training with a focus on Collaborative Learning</p>	<p>EEF – Collaborative Learning (rated as +5 rating on EEF Toolkit)</p> <p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>EEF – Feedback (rated as +8 in Sutton Trust/EEF T&L Toolkit research review)</p>	<p>Book Monitoring indicated that books in maths were marked and that the use of blue sheets was used regularly. Use of green pen was NOT apparent in vast majority of books.</p> <p>Learning Walks also indicated that the Science teachers were aware of their PP Pupils and had arranged them into seating plans taking this into account.</p> <p>Learning Walks indicated that Pupil Premium pupils are targeted by staff through Q&A as well as during practical activities.</p> <p>Appraisal Targets for Disadvantaged Pupils included in all Science staff Appraisal Targets.</p>	<p>Greater follow up – structures needed – for green pen to be seen more regularly and having impact on what pupils understand rather than in acknowledgment</p> <p>Full follow up to Appraisal</p>	<p>Marking and structured feedback and interaction has been trialled with some success within Science. This needs to be built upon.</p> <p>Use of Appraisal Targets were a positive step in raising the profile of Pupil Premium - these are to be reviewed jointly by both DH Teachers in October before final signing off.</p> <p>A variety of targets have been seen and some greater commonality will be established during the Review period and in future years.</p> <table border="1" data-bbox="1697 563 2112 707"> <thead> <tr> <th>SCIENCE</th> <th>2016</th> <th>2017</th> <th>2018*</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>-1.35</td> <td>-0.91</td> <td>-0.79</td> </tr> <tr> <td>Disadvantaged More Able</td> <td>-1.55</td> <td>-1.54</td> <td>-0.76</td> </tr> </tbody> </table> <p>2018 results indicate continued improvement – in particular with the more able.</p>	SCIENCE	2016	2017	2018*	Disadvantaged	-1.35	-0.91	-0.79	Disadvantaged More Able	-1.55	-1.54	-0.76
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<p>D Maintain standards for attainment in English whilst diminishing the difference for Progress</p>	<p>Reduction in class sizes through additional recruitment or maintaining retention of staff in English - this allows for improved feedback</p> <p>Maintain PPA at above 10% to facilitate the</p>	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Learning Walks indicate good knowledge of Pupil Premium pupils and marking was completed well and included in some cases good use of green pen and interaction between and staff.</p> <p>Some staff have not completed the interaction as fully and this is to followed up by DoS</p>	<p>Green pen in use but not consistently by all staff – DoS follow up after half term.</p> <p>All staff aware of pupils who are disadvantaged and use of class charts apparent.</p>	<table border="1" data-bbox="1697 863 2123 922"> <thead> <tr> <th>ENGLISH</th> <th>2016</th> <th>2017</th> <th>2018*</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>-0.22</td> <td>-0.19</td> <td>-0.62</td> </tr> </tbody> </table> <p><i>A fall in outcomes within in English. The fall in outcomes was not projected and this 'blip' year is off trend for English.</i></p> <p><i>Outcomes projected to improve in 2018-19. Staff confident this will be achieved.</i></p> <p><i>Appraisal Targets were a positive step in raising the profile of Pupil Premium - these are to be reviewed jointly by both DH Teachers in October.</i></p>	ENGLISH	2016	2017	2018*	Disadvantaged	-0.22	-0.19	-0.62				
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<p>D Maintain the improvements in Literacy Skills in overcoming barriers in the humanities.</p> <p>This forms part of a long term strategy to overcome barriers in the Humanity subjects</p>	<p>Reduction in class sizes (In Year 9) through additional recruitment or maintaining retention of staff in History/Geography - this allows for improved feedback</p> <p>Maintain PPA at above 10% to facilitate the improvements in marking required</p>	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>ISDR indicated this is an area of development for the school. With a changing curriculum the increase in specialist staff is essential with the skill set to ensure PP pupils and All Pupils overcome the literacy barriers to learning.</p>	<p>Book Monitoring indicated that books in History were marked and that the use of pink sheets were used regularly. Use of green pen was very apparent in vast majority of books and pupils indicated they gained a great deal from this interaction.</p> <p>Learning Walks also indicated that all History teachers were aware of their PP Pupils and had arranged them into seating plans taking this into account.</p> <p>Book Monitoring indicated that books in Geography were marked but the use of green pen and hence staff/pupil interaction was not often or with sufficient depth.</p> <p>Learning Walks also indicated that Geography teachers were aware of their PP Pupils and had arranged them into seating plans taking this into account.</p>	<p>Follow up Learning Walks in Geography to be completed after feedback to individuals and the whole department.</p>	<p>Recruitment in Geography had a positive impact upon pupils' subject knowledge and consistency of staffing. Pupils were able to articulate this in feedback.</p> <p>Changes to staffing ratios in Years 7-9 had benefits in addition the support of subject specialists has been of benefit.</p> <p>Increased setting in KS4 has been positive.</p> <table border="1" data-bbox="1704 432 2179 839"> <thead> <tr> <th>VA SCORE</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>Humanities All Pupils</td> <td>-0.32</td> <td>+0.10</td> </tr> <tr> <td>Humanities Disadvantaged Pupils</td> <td>-1.03</td> <td>-0.25</td> </tr> <tr> <td>History - Disadvantaged Pupils</td> <td>-0.97</td> <td>-0.16</td> </tr> <tr> <td>Geography - Disadvantaged Pupils</td> <td>-1.06</td> <td>-0.42</td> </tr> </tbody> </table> <table border="1" data-bbox="1704 874 2179 1043"> <thead> <tr> <th>Y9 PP Pupils on Track</th> <th>Spring 17-18</th> <th>Summer 17-18</th> </tr> </thead> <tbody> <tr> <td>History</td> <td>32</td> <td>31</td> </tr> <tr> <td>Geography</td> <td>36</td> <td>39</td> </tr> </tbody> </table>	VA SCORE	16-17	17-18	Humanities All Pupils	-0.32	+0.10	Humanities Disadvantaged Pupils	-1.03	-0.25	History - Disadvantaged Pupils	-0.97	-0.16	Geography - Disadvantaged Pupils	-1.06	-0.42	Y9 PP Pupils on Track	Spring 17-18	Summer 17-18	History	32	31	Geography	36	39
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Total budgeted cost					£147,300																								

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evidence at February Half Term and September Review	Changes to be made in 18-19	Review of information at September
<p>A Diminish the difference in Mathematics</p>	<p>Mathematics Teaching Assistant</p>	<p>The Mathematics TA is used to target classes which have large numbers of PP students within them and for some PP students across the school to receive One to One tuition in Mathematics. (the Maths TA is a fully Qualified Maths Teacher) EEF – one to one support (+5 rating on Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Director of Maths to place TA in classes with higher than average PP cohorts</p> <p>One to One students outcomes to be tracked and checked for improvement</p>	<p>Target ‘intervention’ maths staff at PP Pupils as to have greatest impact. Track the intervention accordingly.</p> <p>Smaller more regular groups to be introduced. Wider mix to include non-PP as records and exit discussions indicated that this led to improved attendance and outcomes.</p>	<p>Lesson Observation and Learning walk to ensure that TA is fully utilised by all staff post February.</p> <p>Pupils targeted for small group support made progress – in some cases positive and in some cases more positive than anticipated at the end of year 10 or 11 by class teacher alone.</p> <p>Change of role in of the use Maths TA with greater emphasis placed on post-Christmas months.</p>
<p>E Improved Attendance for PP Students</p>	<p>Counselling – appointment of counsellor & partial payment for Chaplain</p>	<p>The counsellor appointed within school works with particular and students whose needs have been identified. The Chaplain works with a similar group but whose need are less acute.</p>	<p>The Counsellor has been used by the Disadvantaged Pupils(See Appendix 2)</p> <p>A number of PP Pupils have worked with the councillor employed through PP Funding</p> <p>Some of these pupils through this work have moved out of the PA or have been supported in their return to school.</p>	<p>Increase funding to be directed to Counsellor due to increased need for mental health and well-being issues noted. In particular for Disadvantaged pupils</p>	<p>Counsellor to be brought into school again during the Academic year.</p>

<p>E Improved Attendance for PP Students</p>	<p>Connexions – Independent, Advice and Guidance</p>	<p>Student Feedback – exit interviews – indicates that this is both useful and valuable for students across the ability ranges.</p> <p>PP Pupils are interviewed at least twice and have prime access to this facility. However, this is a benefit for all pupils.</p>	<p>Governors meetings with a random group of Pupil Premium Students and More Able Disadvantaged Pupils reflected the importance of attendance across the school.</p> <p>The student comment we know the assembly off by heart about the importance of attendance gave heart that the pupils are aware of this school priority</p>	<p>Attendance assemblies aimed at older pupils to involve pupils more, case studies of success and some variety for Year 10 & 11 was taken on board by the attendance team.</p>	<p>Year 11 75 out of 77 PP Pupils have worked with the Guidance officer employed through PP Funding of these 75, 62 have had a second appointment</p> <p>8 PP Pupils have followed a 12 week programme for Careers development</p> <p>Reflective feedback indicates that pupils found this time of benefit and widened their horizons team.</p>
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Total budgeted cost £43,600

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evidence at February Half Term and September Review	Changes to be made in 18-19	Review of information at February Review															
<p>E Improved Attendance for PP Students</p> <p>‘The aim and drive to continue to improve attendance was identified as a key improvement. Students can’t learn if they don’t attend school.’</p>	<p>Continue with the ‘Attendance Initiative’</p> <p>This includes letters home, changes to the website, Banners stressing the importance of Attendance, Texts home, legal follow up, whole school priority and publications for the students to access</p>	<p>Improvements in the last 2 years indicate that this initiative is working and real improvements can be seen <i>(Note 205-16 was 95.1% and 2014-15 was 93.4%)</i></p> <p><i>The DfE Research Report of November 2015 indicates:</i></p> <p>‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics’</p>	<p>Weekly attendance monitoring gathered and will be shared with Link Governor on follow up meeting for this Review.</p> <p>These are available on a year to date and week by week basis.</p> <p>Pupils were clear they had to be aware of their individual attendance and were required to record this.</p> <p>Governors were pleased that Disadvantaged Pupils interviewed recognised the importance of attendance and the support this gives to the student in making progress.</p>	<p>Current figures are in line with previous years and better. Attendance for FSM pupils has not increased and PA is below the values of 2016-17.</p> <p>Current initiatives to be continued but the targeting of PP pupils to improve through the role of LA officer liaison and prioritising of Disadvantaged pupils</p> <p>Reflect and change practice in last week prior to Christmas</p>	<p>See table on Pages 1-2</p> <table border="1" data-bbox="1736 821 2184 1109"> <tr> <td>All</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018*</td> </tr> <tr> <td>Abse nce</td> <td>10.2</td> <td>6.8</td> <td>6.83</td> <td>7.8</td> </tr> <tr> <td>Persi stent Abse nce</td> <td>38.5 %</td> <td>20.4 %</td> <td>25.0 %</td> <td>29.9 %</td> </tr> </table> <p>This will be made a priority in the Strategy for 18-19</p>	All	2015	2016	2017	2018*	Abse nce	10.2	6.8	6.83	7.8	Persi stent Abse nce	38.5 %	20.4 %	25.0 %	29.9 %
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<p>F. Reduced rates of Persistent Absence for FSM students</p>	<p>Continue with the 'Attendance Initiative' with a focus on Persistent Absenteeism</p>	<p>Improvements in 2 of the last 3 years indicate that this initiative is working to some extent and some improvements can be seen. The improvements for All Pupils indicates that the strategies have an impact but are not having the same impact for those pupils hard to reach.</p> <p><i>The DfE Research Report of November 2015 indicated correlation as in objective above</i></p>	<p>Monitor Weekly Persistent Absenteeism figures by Focus group and Year Group this evidence was available and is to be presented to Link Governor as evidence</p> <p>Individual students monitored and acted upon where need as quickly as possible – records of these available and weekly meetings record evidence of this.</p> <p>Build positive relationships with parents/carers to support good attendance wherever possible.</p>	<p>Have anonymous case studies for presentation at Governors as part of the attendance strategy to recognise the efforts taking place. Ensure PP students are these case studies.</p>	<p>See table on Pages 1-2</p> <p>Gold Mark for Attendance across working practices awarded by the LA in recognition of 'doing everything possible' mentality.</p> <p>However the team is evaluating practice and making the PP PA group an even higher priority.</p>
<p>C. Increased participation rates in accessing cultural enrichment activities for PP students</p>	<p>To introduce the Broughton Hall Journey for all Pupil Premium Pupils</p>	<p>Following research into local successful schools for PP pupils, with a similar profile on entry, the SJP model of experiences was adapted.</p> <p>This Journey includes:</p> <p>Outward Bounds (+4 Rating)</p> <p>Arts Project (+2 Rating)</p> <p>Learning to Learn Experience (+8)</p> <p>Numbers in Brackets refer to the EEF Sutton Trust Toolkit Rating</p>	<p>The target – to Ensure over 80% of PP Pupils in each year group access the 'BH Journey'. Ensure that those that do not choose to do so do for a valid reason. (Such as illness)</p>	<p>Analysis to be completed twice annually to ensure records available and strategic overview.</p> <p>Current records are have improved Bidding process reflects these needs but some of the wider curricular events do not.</p>	<p>New audit was organised with a completed in March.</p> <p>Updated at the end of the academic year.</p> <p>See earlier table for overview of outcomes.</p>
<p>Total budgeted cost</p>					<p>£132,200</p>

6. Summary of Actions following PP Review September 2018

- 1. Follow up to Review meeting with Link Governor (GPR)**
- 2. Geography and Science to maintain increase in pupil/teacher interaction with marking and use of the green pen (JRO/CMG)**
- 3. All staff to be aware and strategically place disadvantaged pupils. (SCN)**
- 4. English staff to have seating plans available and strategically place disadvantaged pupils. (DJO)**
- 5. All areas of extra-curricular activities within school to be tracked and monitored centrally as well as locally. Bi annual audit to ensure this is fully in place – October and March (GPR/ALU/IME)**
- 6. Use expertise established in History (see VA) across the wider school for T&L strategies.(GPR/SIP/MGE/LMD)**
- 7. Change the use of the Maths TA to a more focused exam role in Spring and Summer**
- 8. Increase funding for Counsellor following the positive interventions upon Attendance and wider issues for these pupils. (DLO/DBR/GPR)**
- 9. Celebrate the improvements in attendance with the wider staff and Governors – increase drive to improve more significantly FSM PA rates. Ensure this is a whole staff push. (DLO)**



