

**Pupil premium strategy statement (secondary)**

1. Summary information					
School	John Mason School				
Academic Year	2018-19	Total PP budget	£152,405 2017 (2018 TBC)	Date of most recent PP Review	May 2018
Total number of pupils	849 973 including 6th form	Number of pupils eligible for PP	198 (23.3%) 208 with 6th form (21.4%)	Date for next internal review of this strategy	October 2018

2. Current attainment at KS4		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017 figures)
% achieving strong pass (9-5) in English /Maths	22%	49%
% achieving standard pass (9-4) in English/Maths	34%	71%
Progress 8 score average	-0.64	0.11
Attainment 8 score average	33.8	49.8

Current Attainment Key Stage 3

	Students not eligible for PP	In school gap
% Y7 on track in English	92.9%	-0.2%
% Y7 on track in Maths	91.4%	-8.5%
% Y8 on track in English	92.2%	-11.6%
% Y8 on track in Maths	92.2%	-14.4%

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.	Literacy skills, especially reading scores are lower for PP pupils than for other pupils, which prevents them making good progress.

<b>B.</b>	KS3 pupil premium students are making slower progress than non-pupil premium students. This prevents sustained progress and hampers progress in KS4.
<b>C.</b>	Low progress 8 scores across most subjects at KS4 shows that KS4 pupils in receipt of pupil premium are under-attaining in many of their GCSE subjects, especially noticeable in English, Science and Humanities and Open bucket subjects.
<b>D.</b>	Access to extra-curricular activities, IT for homework and opportunities for cultural capital is more difficult for PP pupils than others, and this has a detrimental effect on their academic progress and hampers engagement in lessons at school and with their community.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP is currently 89.9% for academic year 2017-18 compared to non PP of 94.9- a gap of just under 5%. (PP national gap publ Oct '18.)

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	High levels of <b>progress in literacy</b> for Year 7 and Y8 pupils eligible for PP	Reading ages improve over and above the improvements shown in non-PP pupils reading ages with a trajectory to have similar reading ages or better.
<b>B.</b>	Improved rates of <b>progress for Key Stage 3</b> pupils across all subjects.	KS3 pupils eligible for PP make as much progress as non-PP pupils across KS3 so that the gap between the progress of PP pupils and non-PP pupils is reduced and pupils eligible for PP make similar or better progress than non-PP.
<b>C.</b>	Improved rates of <b>progress for Key Stage 4</b> pupils leads to improved outcomes at KS4	KS4 pupils eligible for PP make as much progress as non-PP pupils across KS4 so that the gap between the progress of PP pupils and non-PP pupils is reduced and pupils eligible for PP make similar or better progress than non-PP.
<b>D.</b>	<b>Access</b> issues addressed. A programme of <b>enrichment</b> allows all pupil premium students to increase cultural capital.	Pupils eligible for PP have IT access for lessons via chromebooks where necessary and can, through tutors, book out tablets to use at home for homework. PP pupils attend a range of enrichment opportunities to enhance cultural capital and allow the development of literacy, numeracy and SEAL skills.

E.	Increased <b>attendance</b> rates for pupils eligible for PP.	The number of persistent absences among pupils eligible for PP is 5% or below. Overall attendance for pupils eligible for PP improves from 91% to 94% in line with 'other' pupils with a trajectory to achieve at least 95%.
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Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved <b>literacy (reading)</b> for pupils eligible for PP	Use of DEAR and ARR for Y7 & Y8  Use of 1:1 reading for Y7 & Y8 PP students  Use of Librarian	Reading scores for PP on entry show a gap between the PP and non-PP students each year  Develops the AR success into personalised plan with sixth formers for PP students  Librarian and teacher running reading lessons give time allotted specifically to support PP pupils and their reading aloud during class time	DEAR time QA. English reading lessons 100% in place with all students engaging with AR  Reading homework set and completed by 100% of Y7 & Y8 pupils eligible for PP (with support in DEAR from tutors/6th form buddies)  Use the data from ARR to track progress  Line management of librarian and meetings notes via HoF Eng.	SAB/AH  AH (librarian)  SAB	Jan 2019 and March 2019- at each STAR reading point of data collection  In PM Mid-year review Jan 2019
A. Improved <b>literacy (writing)</b> for pupils eligible for PP	Writing project with KS3 PP	EET toolkit evidence on real world experiences with writing improves literacy.	Assign a newly appointed English teacher to run the project (H.Keep)	SAB/HK	Jan 2019
B. Improved <b>rates of progress KS3</b> pupils eligible for PP.	T&L re-writing of Y7 & Y8 SoL and curriculum review to ensure more challenge for PP with PAM/PAH data  SISRA, ragged SPOT	Previous data RoL shows the PP pupils of middle and higher ability are underperforming across most subjects.  Data driven reporting will show regular	Data tracking for KS3 and lesson observations and spot checks.  External reviews to look at PP and challenge.	LJF HoY 7&8	Each term at the data collection points to track the progress of KS3, specifically PP

	folders and data reports with specific tracking of these groups for teachers and HoY	impact of how teachers use data for planning and the progress of these groups is ragged systematically.	LJF with SAP process for KS3 HoY		
C. Improved rates of <b>progress for Key Stage 4</b> pupils leads to improved outcomes at KS4	KS4 Pupil Premium Star Academy with clear whole school focus on improvement- 1:1/intervention from SAP/home school liaison  Alternative curriculum in place when required  Tuition for literacy and numeracy	Low P8 for PP at KS4 shows need. Gaps closing but a few outliers affect data considerably. Early intervention for these groups to ensure on the right courses and achieving academically.  Evidence from retention rates and data analysis of underperformance from past 3 yr trends. Student and parent voice and impact data from TRAX/Meadowbrook and JMS+ team.	QA process SAP for KS4 PP review Y10 and Y11 review of performance	LJF AR HoY AMS and SM	Each data capture point

	PP Directory updated and use monitored  Eradicate in school variation in Wave 1 and RI teaching  PP Pledge embedded. PP Directory embedded.	Individual for each PP student, identify barriers to learning and strategies to support.  PP pupils need the best teaching and learning experience and are the first to suffer where this is not in place as they are the most vulnerable.  A good teacher is the most important thing a PP student needs. EET	Part of QA process PP review  SLT QA focus for T1-2 in lessons checking JMS8 and standards in lessons for PP students. T&L external review MLs ragging teaching and RI teachers on support coaching programme with LLG Learning Leadership Group	LJF/NU  SLT	Each half term  On going - T&L LO outcomes for Good+ teaching will be used to track and RI teachers' targets will be assessed on a support programme.
D. <b>Access</b> issues addressed.	Recruitment of SSMS Student Support Managers (SSMs) and PP team to support all pupils including the PP pupils with attendance, pastoral care and getting the support they need to thrive at school.  Students lacking essential equipment are supplied.	Last year, PP attendance 5% below Non-PP  Removal of barriers and providing support allows students to access and enjoy school life	MDD  Continual monitoring by tutor and SSMS.	SH NU MDD LJF	Attendance figures weekly  Weekly equipment check  SSMs raise any concerns and solve in SS meetings every fortnight

<b>Total budgeted cost</b>					71,800
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. TA for Literacy to work with PP pupils	1:1 and small group literacy work (key skills)	<b>EEF research feedback from DoFEng on +impact of staff member on 2015-16 cohort</b>	<b>Liase with SEND lead and ensure JG has time for PP/SEND and English only focus.</b>	<b>LJF/AFO</b>	<b>Termly</b>
B. Improved rates of progress pupils eligible for PP.	Aspirational work experience for HPA/use of CLN to mentor KS4 to aim high	EEF - gap between the aspirations that do exist and the knowledge and skills that are required achieve them. Seen in practice in a work placement close this gap.	Work with work experience co-ordinator to ensure placements and challenge provision.	CLN GR LJF	Termly
C. Access issues addressed.	<p>'Triage' barriers to learning and include in PP Directory via mentoring and collation of information</p> <p>KS3 Summer School and TEA enrichment programme</p> <p>IT chromebooks and flippads for individual PP use with homework</p>	<p>Removal of barriers and providing support allows students to access and enjoy school life</p> <p>PP in survey showed less experience of cultural capital and in KS2 data, show underperformance in literacy compared to non-PP.</p> <p>30 Chromebooks in library last year supported pupils to achieve well in coursework for Media and other subjects, such as Art and IT, as well as allowing the AR programme to work with whole classes. Changing for up to 22 to be used at home in 2018-19</p> <p>Contribution towards kitting out F1 with chromebooks to support certain open bucket subjects with coursework IT requirements</p>	<p>Student &amp; parent voice/enjoyment survey</p> <p>Mentoring notes</p> <p>KS3 data shows rates of progress in line with non-PP students' progress (DC1 Feb 2018)</p> <p>Pupil questionnaires and attendance rates show enjoyment and high participation.</p> <p>AHO to track use of the IT that is going home with PP pupils and track their progress in lessons using data collections.</p> <p>Monitor data captures for PP students taking those open bucket subjects</p>	<p>NU</p> <p>TH</p> <p>AHO</p> <p>LJF</p>	<p>October 2018</p> <p>September 2018</p> <p>December 2018</p> <p>December 2018</p>

<b>Total budgeted cost</b>	27,000
<b>iii. Other approaches</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Increased attendance rates for pupils eligible for PP.	Use of Support Manager with specific focus with PP attendance to support vulnerable families and pupils eligible for PP who are PA and ROPA	Attendance for PP improved last year through work of Sue Hook and her case studies	Tracking PP attendance weekly reporting	Sue Hook MDD	SSC meetings on attendance termly
E. Increased attendance rates for pupils eligible for PP. D. Access issues addressed	summer school	Education Endowment Foundation - intensive, well-resourced, small group and ran by experienced teachers with a clear academic focus - literacy & numeracy in a science context .	Student and parent voice Compare data collections and attendance with non-attenders PP.	TH/NU	After each data collection
E. Increased attendance rates for pupils eligible for PP. D. Access issues addressed	TEA	Education Endowment Foundation advocates - delivering alternative approaches to summer school during the school year & advocates enabling eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits	Student and parent voice Compare data collections and attendance with non-attenders PP.  50% of PP students in Y7 and Y8 are active participants- personal invites to go out summer 2017 to primaries.	NU	After each data collection
D. Access issues addressed	Trips subsidy and DoE	Pupils need to be supported to afford the trips we offer - 30% subsidy and case-by-case review	LJF to oversee and faculties write impact reports in January	LJF	March 2018
E. Increased attendance rates for pupils eligible for PP.	Paid for Humanutopia £3k funding for Humanutopia in 2018-19	PP pupils become heroes for the year group and train others in the Humanutopia philosophy	MDD impact report Tracking of behaviour points per year group and cohort	MDD	Annually
B. Improved rates of progress for high attaining pupils eligible for PP	SAP process and 1:1 tuition	All KS4 have a supportive environment for revision- last year 50% of underach PP pupils attended- our LAC and 3 others benefitted but it was not ideal, so we are broadening the offer	AR, LJF and KJR	LJF/KJR/AR	termly stats on attendance and triangulation report with results in August 2019

<b>Total budgeted cost</b>	<b>£48,000</b>
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6. Review of expenditure						
Previous Academic Year			2017-18			
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost		
To improve progress in Basics	To fund IT whiteboards to improve wave 1 provision in Basics	Progress in Basics improved at 9-5 and the standard pass gap is 26% (awaiting National figures). P8 for PP in English improved from -0.94 to -0.49.	Funding completed.	4,000		
To improve reading across school and support those eligible for PP	Accelerated reader and Renaissance School Partnership/Librarian 3 hrs time	Students reading ages improved in Y7 by 3+ months, making their progress in Levels from 3a to 4b. The percentile ranking for JMS improved by 38%& the strongest sub-group making the most progress was SEND, EAL and PP pupils (data in End of Year AR report). Our Y8 growth was +8 months for PP students, over + 7 months for all and +6 months for non-PP, a significant achievement for the PP students.  Previously in 2017 Overall Y7 improved by +5 change in percentile rank but the PP improved by +8 ,SEND improved by +8 and EAL by +13. The change in reading age on average was +0:09 months, for the PP it was +0:09 months, SEND was 0:08 months and EAL was +1:00. This shows year on year it is worth the investment.	DEAR reading slots - pm registration works effectively - all engaged and participating, PP supported with reading buddies, the amount and regularity of reading increased, but more mentors and buddies needed for reluctant readers. Use support staff next year.  Should fund 21%at most - it raises the reading ages of all, not just the PP students and therefore gaps remain and do not close.  Increase numbers of PP using 6th form buddying reading project.	13,745 (3 yr figure) + £10,000 annual cost + VAT, + £2,400 librarian staffing over the year. Total = £16,145 per annum		
To improve teachers' understanding of the needs of the pupils eligible for PP	CPD training and the introduction of the PP directory	Raised awareness of needs of PP by staff (PP external report by Paul James May 18)	Continued work on raising awareness with regular top tips and case studies at teachmeet and Monday briefings	£500		
PP are engaged in activities across the school	Financial support for Music lessons and access to sporting and performing arts events (musical)	Impact on individual level – some success with lessons and personal development (TBA)	Initiative continues.	Up to £3,000		

To offer PP pupils leadership opportunities and break down barriers to learning for all	Humanutopia	All Y7 and Y9 took part and the majority of the 75 Heroes were PP pupils from Y7 and Y9.	Initiative continues with a) 21% funding from PP budget; b) more specific roles for PP Star Academy pupils and tracking of impact in terms of attendance, engagement in Humanutopia events in assemblies after main event.	£7000  (with 2018-9 £3k PP contribution)
To improve attendance at JMS, especially for vulnerable PP pupils	1 student managers and 1 dedicated attendance officer for PP pupils	Attendance rates for pupils eligible for PP is currently 89.9% for academic year 2017-18 compared to non PP of 94.5- a gap of 5%. (PP national gap publ Oct '18.)	Initiative continues	23,963 + £14,7666
To improve English outcomes for PP pupils	HLTA/teacher support in English	Overall figures show some improved outcomes for PP pupils in Y11 outcomes. The English P8 for disadvantaged dropped from -0.94 to -0.49.	Personnel change and funded from staffing costs. PP to fund one TA to work in English and with SEND/PP student case list.	£14,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Hard to reach PP pupils catered for in bespoke service and make progress	liaison staff member dedicated to needs of PP academically and pastorally from Jan-July2018 in first instance.	PP work experience all got placements this year (28 placements all successfully attended) (exception for 2 long-standing school refusers).	Continuing with change of personnel, dedicated to needs of PP academically and pastorally from Jan-July2018 in first instance.	£22,000 approx
To improve the provision for free food	Breakfast club	50-60 pupils use daily and eat before school. Impact not as wide as hoped, esp with KS4 pupils. Some hard to reach PP and latecomers have breakfast come to them at a convenient time in the morning – via tutors.	Continues - increased personalised invites & advertising - HoY7/tutors to accompany PP pupils for the first few times.	£13,000
To increase the numbers accessing Wave 2/3 provision	Learning Cafe	Registers showed 60+% attendance for ket PP underachievers. Results show their E/M results were improved which in part is due to intervention.	Enrichment and revision offered but changing tack to ensure needs met through SAP process in Wave 1 teaching for most.	£2000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure barriers to learning are removed	Uniform and equipment, to include lending chromebooks	100% of students often used the computer for school work. 100% of students said borrowing the computer helped them improve their school work inc. homework. Monitoring of homework completion needs to be addressed as data recording is inconsistent.	Initiative continues, expansion of the chromebook lending should be considered – currently at 22. Student questionnaire suggests not as greater an issue as in previous years, vast majority can access IT and internet. Those who cannot are in our scheme. SH/NU ensures uniform/equipment issues are addressed in first two weeks of term for PP students.	£500 add in cost of chromebooks



regarding uniform and equipment				
To improve data tracking	SISRA IT funding	Data tracking improved with new tracking documentation – MLs are better informed. (T&L Review 2018)	Initiative continues	£2,000 contribution

7. Additional detail

## Pupil premium Impact Report for John Mason School 2017-2018

### Impact Report

Action	Desired Outcome	Impact	Recommendation																																
A. High levels of <b>progress in literacy</b> for Year 7 and Y8 pupils eligible for PP	Reading ages improve over and above the improvements shown in non-PP pupils reading ages with a trajectory to have similar reading ages or better.	<p><b>Reading ages have improved for PP students over and above non-PP for Y8 and Y9</b>, which is a good level of success. Y7 PP cohort has improved by +3months but this is not over and above Y7 non-PP.</p> <table border="1"> <thead> <tr> <th>Groups</th> <th>Year 7 +months since Sept</th> <th>Year 8 +months since Sept</th> <th>Year 9 +months since Sept</th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td><b>+8</b></td> <td><b>+7</b></td> <td><b>+2</b></td> </tr> <tr> <td>Boys</td> <td>+7</td> <td>+9</td> <td>+3</td> </tr> <tr> <td>Girls</td> <td>+8</td> <td>+5</td> <td>+1</td> </tr> <tr> <td><b>SEND</b></td> <td><b>+5</b></td> <td><b>+6</b></td> <td><b>+5</b></td> </tr> <tr> <td><b>PP</b></td> <td><b>+3</b></td> <td><b>+8</b></td> <td><b>+4</b></td> </tr> <tr> <td>Non-PP</td> <td>+8</td> <td>+6</td> <td>+0</td> </tr> <tr> <td><b>CUF</b></td> <td><b>+4</b></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <p>(evidence: 'Catch Up Funding Report' -July 2018)</p>	Groups	Year 7 +months since Sept	Year 8 +months since Sept	Year 9 +months since Sept	<b>Overall</b>	<b>+8</b>	<b>+7</b>	<b>+2</b>	Boys	+7	+9	+3	Girls	+8	+5	+1	<b>SEND</b>	<b>+5</b>	<b>+6</b>	<b>+5</b>	<b>PP</b>	<b>+3</b>	<b>+8</b>	<b>+4</b>	Non-PP	+8	+6	+0	<b>CUF</b>	<b>+4</b>	NA	NA	<p>Put in place reading support for some of the key names from PP students in Y7 going into Y8 with reading buddy (6<sup>th</sup> former) and or/ with teachers in library lessons.</p> <p>Continue with the provision from AR and reading buddies for next year as it is successful (see evidence from student voice in 'Catch Up Reading Report' -July 2018)</p> <p>Use the 3 MFL teachers in place of reading consultant, as using in-house staff with proven track record of good literacy strategies to support students is more cost-effective &amp; allows for better links as the same</p>
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			teachers will be taking the KS3 reading lessons in the library English slot.
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Action	Desired Outcome	Impact	Recommendation
Improved rates of <b>progress for Key Stage 3</b> pupils across all subjects.	KS3 pupils eligible for PP make as much progress as non-PP pupils across KS3 so that the gap between the progress of PP pupils and non-PP pupils is reduced and pupils eligible for PP make similar or better progress than non-PP.	<p><b>The progress gap has reduced year on year.</b></p> <p><b>Y7 English 2018 progress gap is -0.2</b>, 2017 PP gap was -1.8, 2016 gap was -16% (% making expected progress).</p> <p><b>Y7 Maths 2018 progress gap is the lowest in 3 years at -8.5%</b>, 2017 gap was -15.2%, 2016 gap 2016 gap was -16%.</p> <p><b>Y8 English 2018 gap is -11.6%</b>, 2017 gap was -12.3, 2016 gap was -11% (making expected progress)</p> <p><b>Y8 Maths 2018 gap is -14.4%</b>, 2017 gap is just was -2.7 but both PP and non-PP data showed really low levels of progress with not more than 20% on track as a whole cohort so this was more significant than the gap. PP pupils were assessed at 18% on track compared to 20% for non-PP, whereas this year it is <b>PP on track of 80.6%</b> (ie the gap is larger this year but clearly the attainment is much improved by over 60%) 2016 gap was -26% (making 4+ sublevels of progress). <b>The gap has almost halved over 3 years.</b> (evidence: Year 7/Y8 trackers and summary data report –Summer 2016,17,18)</p>	<p>Recommend update of strategy to include continued work on reading, literacy and quality first teaching, with a relaunch of the pledge and monitoring by MLs of its impact in lessons.</p> <p>More directed work with specific students – such as reading with librarian, key worker, 6<sup>th</sup> form mentoring.</p> <p>SOL review KS3 to include knowledge learning mats and support for ASAP with what coverage is and key concepts/words per unit of work.</p> <p>Additional in class support for KS3 Maths/English with assigned faculty TA</p> <p>KS3 mapping of progress to ensure maths and VA are in line with other subjects</p> <p>KS3 homework club to be re-established for PP learners</p>

Action	Desired Outcome	Impact	Recommendation															
Improved rates of <b>progress for Key Stage 4</b> pupils leads to improved outcomes at KS4	KS4 pupils eligible for PP make as much progress as non-PP pupils across KS4 so that the gap between the progress of PP pupils and non-PP pupils is reduced and pupils eligible for PP make similar or better progress than non-PP.	<p>The 5ACEM% gap for disadvantaged has reduced for 3 years and spiked this year.</p> <table border="1"> <tr> <td>DA v Non-DA in-school Gaps</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>%5A*CEM gap</td> <td>-47</td> <td>-35</td> <td>-20</td> <td>-37</td> </tr> <tr> <td>%5A*CEM actual for disad.</td> <td>22.7%</td> <td>18%</td> <td>46%</td> <td>39%</td> </tr> </table> <p>The progress 8 gap (over two years) has shown a drop of -0.32 from -0.60 in 2016 to -0.92 in 2017 for PP students, largely due to the results of Open bucket and English for specific outliers (5 key students with poor literacy). However, this year <b>it has improved to -0.63</b>. Discounting 4 students who were school refusers, we have -0.33 PP P8 score.</p>	DA v Non-DA in-school Gaps	2015	2016	2017	2018	%5A*CEM gap	-47	-35	-20	-37	%5A*CEM actual for disad.	22.7%	18%	46%	39%	<p>Recommendation: tutoring of PP students on 1:1 for Core by specialist teachers, paid from PP funds.</p> <p>Support for pathways for Y10 struggling in 8+ subjects, to move to an agreed offer to ensure Core is boosted.</p>
DA v Non-DA in-school Gaps	2015	2016	2017	2018														
%5A*CEM gap	-47	-35	-20	-37														
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Action	Desired Outcome	Impact	Recommendation
<b>Access</b> issues addressed. A programme of <b>enrichment</b> allows all pupil premium students to increase cultural capital.	<p>Pupils eligible for PP have IT access for lessons via chromebooks where necessary and can, through tutors, book out tablets to use at home for homework.</p> <p>PP pupils attend a range of enrichment opportunities to enhance cultural capital and allow the development of literacy, numeracy and SEAL skills.</p>	<p>Chromehome scheme: 18 students with no internet access took home chromebooks on loan for the academic year to support independent learning. <b>50% of these disadvantaged students improved attendance to 95%+</b> (9 students). Of the remaining 9, whose attendance remains an issue, <b>7 of those improved their attitude to learning beyond the classroom to 'Good'</b>, and cite one compelling reason for this improvement as the chromehome scheme (see Chromehome student voice and attendance data report-June 2017). Additional funding for visualisers, IT in a classroom to support the teaching of Business Studies for PP and other IT updates cost £3k. [Summer results to see impact.] Enrichment registers show a range of uptakes for different clubs/trips from small groups with 8% PP to over 20% for STEM/DoE type events. There are specific PP trips with much higher uptakes of 70%-100% such as small University visits, TEA and the trip to the County Courts. [awaiting final data in July 2018]. 100% attendance at Summer school and 60% of those invited attend TEA- 14 students attend every week from Y7 and 100% enjoy film making, they have all produced a film trailer. The 20 students who attended Summer school have made a smooth transition to Y7 in most cases. The average attendance for Y7PP is 92.7, compared to 96.7%, a gap of 4%. Those</p>	<p>Recommendation: a pot of money per student (£100-£150) as a bursary to allow the student to take responsibility to choosing a range of resources to support their own learning.</p> <p>To increase chromehome scheme to 40</p> <p>To fund careers interviews for evert disadvantaged student and ensure they are first in the line for interviews</p>

		<p>under 92% have a support package with our attendance officer. All enjoyed Summer School – student voice ‘I loved it. We went to see everything in school so we know our way around. Everybody there is really kind.’ (Luke Y7)  ‘My son has had a fantastic week, he has spent the afternoon teaching science to his younger siblings in the garden.’ (Parent)</p> <p>CIAEG improved as careers advisor prioritised all PP Y11 and met with them to ensure applications and CVs were written for all. Almost every PP student has a plan for next year and has either applied for a collage place, is staying at JMS or has a job/apprenticeship (exc. 3 non-attenders).(25 of 28 Y11 PP)</p> <p>Work Experience for Y10 was very successful. Every disadvantaged student (exc. One at Hospital school=33 of 34PP Y10 students) completed a work experience placement. This is a first and was due to the additional support from our PP champion JB sourcing placements.</p>	<p>and supported with applications.</p> <p>To continue Summer School provision and TEA for Y7 disadvantaged students</p> <p>To continue support for Work experience from Sept 2018 for current Y9 into Y10.</p>
Action	Desired Outcome	Impact	Recommendation
<p>Increased <b>attendance</b> rates for pupils eligible for PP.</p>	<p>The number of persistent absences among pupils eligible for PP is 5% or below. Overall attendance for pupils eligible for PP improves from 91% to 94% in line with ‘other’ pupils with a trajectory to achieve at least 95%.</p>	<p><b>Attendance data shows PP at 89.9% which is the highest in 3 years. The gap is 5.54%, which is the lowest in 3 years.</b></p> <p>2015 = Gap is 5.72% (non-PP = 95.12 and PP = 89.4)  2016 = Gap is 6.15% (non-PP = 95.65 and PP = 89.5)  2017 = Gap is 5.54% (non-PP = 95.44 and PP = 89.9)</p>	<p>Establishment of the HUB with additional resources to support PP attendance.</p> <p>Parent/tutor meeting for key PP students regarding how to support attendance take place in T1.</p> <p>Phonecalls on first day for Star Academy / automated text service via parentmail.</p>

Intervention Support	Rationale		Impact – educational/attendance	Next Steps
Trips and DoE bursary offering 30% of all trips and more on needs basis	All entitled to support		To access trips, DoE events.	To link to bursary and track each pupils spend
Chromehome scheme	18	£5,400	Of the 18, 50% attendance has improved, and school data on progress shows that 80% are on track in their subjects. The students speak of the impact in terms of raised homework completion, being interested in learning and able to complete independent tasks and use the internet for research. Student voice: 'yes, it helped me so much to keep up with all the homework', 'I get higher Educake tests, it helped me revising for Geography', 'it helped 'to do my homework and to get access to Show My Homework'.	
Accelerated Reader and Renaissance School Partnership/Librarian	All Y7-8	£13,745 + VAT /3 yrs	Y7 non-PP gain is +8 months <b>Y7 PP gain is +3 months</b> Y8 non-PP gain is +5 months <b>Y8 PP gain +8 months</b> Y9 non-PP is 0 months <b>Y9 PP gain is +4 months</b>	Initiative continues
Summer School & TEA	Y7-8	£4000	Student attendance from the 20 Summer school is 92%. Leadership opportunities and relationship building as well as supporting literacy were cited by students as positives. They felt happier to start in September as knew site and key staff. (see Student Voice Summer school June 2018)	Initiative continues
Attendance Officer	Y7-11		PP attendance is higher than last year (see above). PP gap is closing	Initiative continues.
Humanutopia	All Y9, 75 Heroes & selected Y7	£2000	Report shows leadership opportunities offered to PP students are appreciated-tracking students shows reduction in PP negative behaviours (Beh. Report Jun 18)	Initiative continues with less funding from PP proportionally

2x Student Managers		£23,963 + £14,766	PP attendance has improved (see above). Students needs met – see lower exclusion figures (Behaviour report June 18).	Initiative continues.
TA in English	KS3/4		English results for PP in Y7 and Y8 are improving (see above)	Initiative continues
Transport costs For off-site provision	2	£200	For individual pupil. Attendance 100%	Initiative continues.
Uniform and equipment	Y7/9 pupils (4)	£2000	Attendance improved for PP students	Initiative continues – increase emphasis on student responsibility for own equipment – bursary of £100 per student
IT funding	Whole school	£2000	Ensures regular data tracking using SISRA	Contribution to reduce to £1000
Breakfast Club	60 students daily	£13,000	Used by approx. 50-60 pupils per day.	Initiative continues