



THE BARCLAY SCHOOL

Pupil Premium Review 2017-2018

Pupil Premium Review 2016-17

The 'Pupil Premium' is a Government grant given to all schools and academies for those students who:

- are currently eligible for free school meals
- have been eligible for free school meals in the last 6 years
- 'looked after children', or those who have been a 'looked after child'
- have a parent serving in the armed forces

This funding is intended to provide additional support to eligible students in order to reduce inequalities and narrow the gap in attainment between those students and their peers. Schools themselves can determine how they spend the funding, which best meets the needs of their students. At Barclay School we are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to succeed and reach their full potential. Our mission statement; Believe, Achieve, Exceed, underpins the ethos for all students at Barclay School.

Barriers to achievement which disproportionately impact pupil premium students:

- Unsettled family arrangements
- Inappropriate or inadequate housing
- Emotional instability of family member(s)
- Parents may not have had a successful or enjoyable education
- Siblings may have had disrupted educational experiences
- Safeguarding concerns
- Attendance
- Limited income for academic resources
- ASD, ADHD, other Learning needs
- Emotional issues such as behaviour regulation or anger management difficulties.
- Self-esteem issues: children who do not feel they are able to achieve due to a lack of self-confidence.

These issues do not solely affect Pupil Premium children and strategies to address them will also benefit other pupils.

Overview of Expenditure:

Barclay School received £220,820 Pupil Premium Funding in 2016/17

- £218,166 used to support Core Activities
- £2,654 used to support Discretionary Activities

Percentage of students who were Pupil Premium in each year 2016-17

Year 7	35%
Year 8	34%
Year 9	22%
Year 10	27%
Year 11	25%

Since January 2017, Pupil Premium funding was focused on the following core areas:

1. Smaller class sizes in Core (English/Maths/Science)
2. Staffing for the Year 11 and 13 intervention program (Feb half term/ Easter/ May half term) - £7,700
3. Revision resources and memory sticks for Year 11 and 13 - £1,892
4. Internal Inclusion provision - £5,100

Assessment of Impact

YEAR 11

	Threshold		Maths	English	Sci 1 C+	Sci 2 C+
2016	23%	C+	28%	30%	30%	22%
2017	34%	4+	46%	41%	39%	20%

The attainment of Year 11 students in 2017 has increased across all the key measures listed above.

YEAR 13

	A* - B	A* - C	A* - E
2016	0%	41%	82%
2017	43%	54%	86%

The attainment of Year 13 students in 2017 has increased across all the key measures listed above.

When National data is available, there will be further analysis about the progress of disadvantaged students against non-disadvantaged students.

Based on evaluation of disadvantaged students' barriers to learning, additional Pupil Premium Support for 2017/18 is being spent on:

- Breakfast club
- Fulltime student engagement officer
- 'Space' provision
- Further development of our personalised curriculum
- Outreach family support

We will measure the impact of the pupil premium by:

- Checking attendance
- Engagement of parents in school events (parents evening, homework club etc)
- Progress and attainment (in lessons, within a year, between key stages)
- Downgrading of welfare concerns

Year 7 Catch Up Funding

Barclay School receives extra funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

Overview of Expenditure:

Barclay School received £12,000 Catch Up Funding in 2016/17, this funded the following additional provision:

- Primary school teacher delivering catch-up curriculum for the first term.
- Reading Wise intervention programme.
- Additional SEN specialist working with nurture group for Spring term
- HOD of maths developed and delivered a Year 7 nurture group.

Barclay School expects to receive £12,000 Catch Up Funding in 2017/18, this is funding the following additional provision:

- Purchase of HFL maths nurture curriculum
- Dedicated nurture group staffing for English and Maths with an SEN specialist
- Commissioning of county advisor to develop a specialised English catch-up curriculum.

Context

Pupil Premium 2017-2018

Objective	Students in receipt of Pupil Premium to achieve or exceed their Fisher Family Trust (FFT) targets. <i>The same progress as pupils of similar ability in the top 20th percentile of schools.</i>
What do we expect to see?	<ul style="list-style-type: none"> • Pupil Premium students achieving or exceeding their FFT targets • Increased achievement in English and Maths • Pupil Premium students to achieve a P8 score in line with national average • Increased attendance
The Pupil Premium is available for Schools and Academies to provide additional support for student in receipt of free school meals or who have been eligible for free school meals at any point in the last six years, looked after children, children adopted from care and a smaller amount of funding is provided for the children of service personnel.	

Summary Information	
Academic year 2017-18	Total PP Budget £200,895.00
Total number of pupils	Number of pupils eligible for PP
Year 7-11 = 609	187
Year 7-13 = 692	197

Barriers to future attainment of students eligible for PP	
A	The achievement of PP students in English and Maths is less than that of non PP students
B	PP students, as well as non PP students have low levels of reading on entry and do not often undertake wider reading
C	The attendance of PP students is less than that of non PP in the school
D	The PP students do not always realise their own potential, and therefore their aspiration is lacking.
E	There are more incidents of negative behaviour amongst PP students relative to non PP

2017-2018 Progress data

Year 11

Pupil Premium Students		2016/17 Results	2017/18 Predictions (Spring 1)
	Number of students	41	35
	Number of students included in progress 8 calculation	41	34
	Attainment 8	30.87	37.61
	FFT Attainment 8 target	46.5	41.7
	Progress 8	-1.13	-0.49
	Progress 8 English	-1.01	-0.46
	Progress 8 Maths	-0.54	-0.08
	Progress 8 Ebacc	-1.30	-0.60
	Progress 8 Open Bucket	-1.43	-0.68
	Ebacc APS	2.42	2.96
	% achieving a strong pass in English and Maths (grade 5 or above)	22%	18%
% achieving a strong pass in English and Maths (grade 4 or above)	34%	48%	

KS3 – Overall Progress:

Cohort	Progress Score	PP Gap
Year 7 PP (33)	+0.29	-0.17
Year 7 NON PP	+0.46	
Year 8 PP (46)	+0.22	-0.16
Year 8 NON PP	+0.38	
Year 9 PP (41)	+0.21	-0.24
Year 9 NON PP	+0.45	

A. The achievement of PP students in English and Maths is less than that of non PP students (LPH) £40,792.47					
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?
	1. QFT agenda 1 of 3 key strategic priorities for SDP and the whole school raising achievement plan	QFT in classrooms has the most impact on accelerating student progress over any interventions (EEF Sutton trust Teaching and Learning toolkit) Stronger teaching has the greatest influence on improving the progress of disadvantaged learners	<ul style="list-style-type: none"> • QFT priority mapped at half termly intervals across the whole school CPD agenda • High quality monitoring and development at department level • Key agenda item for MLT and link meetings • Whole school monitoring of quality of T&L and three tier CPD program implemented to develop practice • Use of effective appraisal process to promote and hold staff accountable for QFT • Effective individualised support program for any teaching that is less than consistently good 	LPH/SOS <i>T&L Practitioners:</i> GWA/LSH/KBR	Jan/April/Sept
	2. Support for pupils with SEND CPD for all teaching staff focusing QFT for SEND students	Key Ofsted action point from July 2016 inspection. 2017 results demonstrate that the performance of SEN students as a group is significantly below National Average as is the	<ul style="list-style-type: none"> • Simplified Wave 1 QFT documents created by SEN working party to be used in regular CPD sessions and embedded in daily practice. • QFT CPD for all teaching staff has been mapped across the inset schedule for 2017/2018 to 	LPH/TDA	Jan/April/Sept

		gap between SEN/non SEN students.	<p>2018/2019 academic years covering all key barriers to learning for SEN students.</p> <ul style="list-style-type: none"> • Key agenda item for MLT link meetings • Learning walks by SENCO to share/praise best practice • Progress of SEN students monitored in fortnightly vulnerable groups strategic mtgs 		
	<p>3. Strategic deployment of teaching staff to setting arrangements in core subjects.</p> <p>QFT approach to extra support for most underachieving students in every class</p> <p>Subject RAP focus on lowest 10/20/30 predicted progress students (Depending on size of dept.)</p>	<p>Stronger teaching has the greatest influence on improving the progress of disadvantaged learners</p> <p>Social mobility commission advice (Feb 17)</p> <p><i>Schools should make regular use of data to analyse progress, in order to intervene as early as possible when low income pupils' progress stagnates or drops off.</i></p>	<ul style="list-style-type: none"> • Accurate data provided to staff to sort the predicted individual progress of students from lowest to highest achiever. • Data reviewed at key progress reporting points with a view to implementing effective set changes where possible/ appropriate. • Key agenda item for RAP meetings for all year groups • QFT strategy to group most significant underachievers at front of class (<i>Seating, questioning and marking work wherever possible</i>) • Regular focus on checking completion of class and homework by teachers. • Key agenda item for MLT and link meetings 	LPH/SOS MLT and SLT links	Jan/April/Sept

	4. HOY/DOK focus on lowest 10/20/30 predicted progress students in their year group(s)	<p>Social mobility commission advice (Feb 17)</p> <p><i>Schools should make regular use of data to analyse progress, in order to intervene as early as possible when low income pupils' progress stagnates or drops off.</i></p>	<ul style="list-style-type: none"> • Training for HOY/DOK to focus on monitoring the academic progress of underachieving students. • Implementation of effective early intervention strategies (those currently in RAP, 1:1 mentoring, compulsory attendance at homework support in core subjects, mapped interventions) 	SFU/SOS	Jan/April/Sept
	5. Nurture curriculum for all students who are not secondary ready	<p>We want to offer high quality teaching to all these pupils to drive up results.</p> <p>We have good teachers within the department so as long as quality planning and resources are in place the students will make good progress.</p>	<ul style="list-style-type: none"> • Timetable has been set up to ensure 'not secondary ready' students can be in specific teaching groups from Sept but then moved to other groups throughout the year as and when they have reached the required standard. • HOD Maths/English to oversee resources, scheme development and outcomes for students. 	MCH DMO/JBO	Jan/April/Sept
	6. Review opportunities for mixed ability teaching rather than sets in KS3	<p>Social mobility commission advice (Feb 17)</p> <p>"Low income pupils are less likely to make good progress in schools where they are grouped by ability from an early age"</p>	<ul style="list-style-type: none"> • Maths is taught in ability groups which are fluid which allow for student movement after assessment points • All other subjects are taught mixed ability with class teachers developing resources and teaching to meet the needs of all students in the class. 	MCH DMO/JBO/KBR	Jan/April/Sept

			Students benefit from being able to work with students who have different abilities and therefore can challenge themselves or support others.		
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Review

Quality First Teaching

Monitoring for T&L suggests that QFT is improving

Summer Term 17: Feedback (57%) Autonomy (71%) Challenge (51%) Engagement (74%)

Autumn Term 17: Feedback (74%) Autonomy (74%) Challenge (68%) Engagement (77%).

Triangulated data estimates that the quality of good or better teaching is approximately 60%.

Support for Students with SEND

SEN working party have developed a consistent simplified format for Inclusion Plans adopting the Assess/Plan/Do/Review format.

We have also developed clear, one page overviews of the four key barriers to learning (which includes identified students with these barriers and simplified top tips to address each learning need).

In addition, we have mapped staff training for each key barrier to learning across the CPD program for the next 12 months and the first of these, delivered by our SENCO on the January inset day focused on SEMH particularly ADHD. Developing staff's awareness of Autism is planned for the April inset day.

Nurture curriculum

All Year 7 students who are not secondary ready are taught in separate groups for English and Maths by the SENCO.

The December data drop shows that all are making good progress in Maths with a progress score of +0.40 (whole year group +0.73). 97% are making good progress in English with a progress score of +0.51 (whole year group +0.59)

April Review

Quality First Teaching and Learning

Monitoring for T&L suggests that QFT continues to improve:

Spring Term 18: Feedback (67%) Autonomy (77%) Challenge (77%) Engagement (87%)

Triangulated data estimates that the quality of good or better teaching is approximately 60%.

- Evaluation of impact demonstrates that Barclay lesson menu offers too much flexibility and not enough structure for weaker teaching.
- In order to improve QFT more rapidly, whole staff inset activity in April 18 was therefore used to establish 7 expectations for The Barclay Lesson which needs to be developed further to ensure consistency.
- MLT meeting lesson time has been used to share best practice in leading T&L for impact at department level

CPD

April inset day CPD program included Tier 1 Autism training provided by SENCO.

SEN RAP meetings now established with AHT data after every key data drop and impact of interventions used discussed in link meetings with SENCO/DHT.

Evaluation of impact – SEN progress scores continue to improve and gaps between the progress of SEN and non-SEN students continue to narrow.

Student Progress

Lowest plans have been implemented by Hoys and the impact of these has been reviewed with gains being seen. First round 70% were PP. Following recent data collection a second round of plans are to be implemented by Hoys

B. PP students can lack the levels of literacy required to perform well in assessments. (GWA) £1000.00					
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?
Literacy needs of PP students are identified and effective strategies are implemented to ensure that the identified needs are addressed.	Conduct an audit of literacy needs using a sample of PP students from each year group covering a range of abilities.	The audit covers 10 literary techniques which have been assembled in consultation with HfL advisor and they have been cross referenced against English Language GCSE exam as a bench mark of required outcomes in exams. It is important to gather evidence and establish the literacy needs of PP students at Barclay before devising strategies to develop literary techniques.	GWA and AMC are conducting the audits together and have developed a shared understanding of the criteria being applied in the audit. A tight weekly schedule of 'book looks' has been established and shared with teaching staff.	GWA	Review of findings from audit will begin w/b 4/5/18. Strategies to develop literacy among PP students will be devised Summer 2, ready for Sept 18 start.
A reading culture is developed across the school and among PP students.	Create signs for classroom doors stating "I am currently reading" for staff to	GWA and AMC have acted upon the advice by Herts for Learning Literacy advisor. This is just one initial strategy			

	share their reading books.	launch 16/5/18. More will follow.			
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Review

A second audit of literacy techniques among PP students will take place in July 2018. The second audit will use the same judgment criteria as that used in April 2018. This will demonstrate impact of strategies aimed at developing literacy techniques among PP students.

C. The attendance of PP students is less than that of non PP students (MCH) £18,953					
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?
Increase attendance	Student engagement officer (SEO) to monitor pupils and follow up quickly on truancies and absences. First day of absence calling 'Superbowl' breakfast club to encourage attendance by providing breakfast in school. HOYs continue to work with SEO and AIO to implement strategies to remove barriers, real or perceived preventing PP students from attending school.	If students are not in school we cannot improve attainment.	The attendance action plan has all chosen actions as key areas to be worked on this year.	MCH TBE	Data will be reviewed weekly by TBE and HOY Weekly whole school figures published to SLT and HOY's Half termly reviews of impact of actions
Review					
<p>October 17: % whole school 93.1%, PP students - 89.9 %</p> <p>December 17: % whole school 93.7%, PP students 90.1%</p> <p>SEO appointed and in place September 17.</p> <p>SEO has fortnightly meetings with HOYs.</p> <p>AIO has reviewed practice and procedures and has stated that we are doing everything in line with County/DfE guidance.</p> <p>October 17: over 40 FPNs warning letters issued with 16 processed.</p>					

December 17: over 100 FPN warning letters issued with 26 processed.

SEO and Magda Charlwood have undertaken home visits to work with families

Missing student email set up and used to track and support internal truancy.

January 18: Lateness has increased by 2% to 4.9% a whole school strategy put in place to monitor and improve lateness. If a student arrives before 8.50 they will have a detention on the same day at lunch time if they arrive after 8.50 there is a one hour head of year detention on Thursdays.

February 18: All students with attendance between 90-95% are being monitored and mentored by their form tutor. Students whose attendance is between 89-80% are placed on a 6 weekly attendance improvement plan (AIP) with mid-point and end point reviews, parents are a part of this process. Students whose attendance falls below 80% is being monitored and intervened by the SEO.

The first week of each half term will be "Attendance week" all students during tutor time will RAG their own attendance and review it against the last half term, setting targets for improvement. All students who are on AIP's will have reviews, new AIP's set up for those requiring them.

April 18: Whole school drive on attendance drive has resulted in all but one year group improving their overall attendance as of 20/04/18. Whole school attendance is at 94% compared with 93.7% at the end of the autumn term. Continued work with AIO and FPN.

D. The PP students do not always realise their own potential, and therefore their aspirations is lacking £17,208					
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?
Ensure all PP students have a clear supported plan to make the transition into the next stage of education/work	All Y11 PP students to have priority careers interviews with YC Herts Connexions advisor.	If students have a clear plan about their future and what they need to do to achieve this, they are more focused in their academic achievement against those who do not know what they want to do.	We have an SLA with YC Herts to provide independent careers advice and guidance or the academic year (39 days) we have also bought the work experience package, by the end of July 2018 all yr10, yr11 and yr12 students will have experienced a week's work experience.	KBR RWA HOYs	Half termly
Ensure all PP students have access to the same opportunities as the whole school community	Develop a series of events, workshops, trips which raise aspiration and widen student's perception of what is available to them beyond their local community. There should be equal access to all opportunities for all students	As many students lack aspiration it is important that there are many opportunities to explore life beyond school – trips to universities, cultural experiences, guest speakers, programmes during school holidays, and enrichment programme which broadens their experiences.	We have set up the careers hub in school which provided CIAG for students and Ruth Ward is co-ordinating events for students such as mock interview day (15/12/17) STEM day (12/01/18) workshops for Post 16 students about the options available to them UCAS, Apprenticeships, work. HOYs are working with Ruth Ward to ensure that students are given all opportunities to attend events – even those that fall out of school hours/days.		

	Martijn van der Spoel workshop for all Y11 students.				
Review					
<p>October 17: Careers interviews taking place on a Thursday with Vanessa from YC Herts. Yr11 work experience has taken place and was successful. Careers hub established in humanities corridor. RWA delivering workshops to post 16 students Wednesday P5. RWA promoting wider opportunities for students – emails to HOYs and school Comms to 6th formers.</p> <p>December 17: Mock interview day held for all Y11 and Y13 students, over 40 employers from the local community supporting the school Martijn van der Spoel has worked with Y11 and Y10 students running workshops and mentoring.</p> <p>January 17: All Year 9 PP students attended an aspirations day at the University of Hertfordshire, they attended a lecture and took part in workshops to raise aspirations and understanding of what is available for them. All Year 9 students took part in a STEM day where they attended workshops from different industry groups highlighting the importance of STEM and the variety of jobs/courses available prior to the options process starting. All Year 9 students have been part of the options process with 94% of students attending the options evening to support their options decisions. Martijn van der Spoel has worked with Y11 and Y10 students running workshops and mentoring.</p> <p>April 18: As a result of the same day detention for lateness figures have decreased. January 188 lates per week, March 71 students later per week. Careers Fair for KS4 & 5 students to support aspirations.</p>					

E. There are more incidents of negative behaviour amongst PP students relative to non PP (SFU) £101,094.00					
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>Reduction of fixed term exclusions of low-income students</p> <p><i>90% of exclusions this academic year have been for low-income students - As of March 2018 this has decreased to 70% of exclusions.</i></p>	<p>Implementation of clearer behaviour system in relation to unacceptable behaviour supplanting this with alternative sanctions before exclusion including, Saturday detentions, internal exclusion and twilight programme in a tiered approach.</p>	<p>Feedback from all stakeholders demanding clarity on these areas and to break the exclusion cycle to keep students in school to allow staff to work with them and guide them in making good decisions.</p>	<p>Clearer behaviour system along with crystal guidelines on criteria for exclusion consistently implemented to raise standards of behaviour around the school for all.</p>	SFU	Termly
<p>Reduction of behaviour points issued to low-level students</p> <p><i>As of 1st Dec 41% of behaviour points given to low-income students – as of March this remains the same at 41%</i></p>	<p>Implementation of clearer behaviour system in relation to unacceptable behaviour supplanting this with alternative sanctions before exclusion including, Saturday detentions, new ISO provision and twilight programme in a tiered approach. Supplemented by the launch of SPACE in Jan 2018</p>	<p>Feedback from all stakeholders demanding clarity on these areas and to break the exclusion cycle to keep students in school to allow staff to work with them and guide them in making good decisions.</p>	<p>Clearer behaviour system along with crystal guidelines on criteria for exclusion consistently implemented to raise standards of behaviour around the school for all.</p>	SFU/HOY	Half-Termly

	Use of restorative conversations with classroom teacher/HOF to help students learning from their mistakes and to improve their behaviour within the lesson.	Evidence indicates it is the conversation with the teacher rather than the sanction which aids students understanding of their behaviour and modification over it over time.			
<p>Increase in positive rewards issued to low-income students</p> <p><i>As of 1st Dec 28% of merits issued have been to low-income students to low-income students – as of March this has remained at 28%</i></p>	Implementation of a clearer rewards system for all students with rewards being issued in every lesson to students to acknowledge successes on a daily basis.	Feedback from all stakeholders demanding clarity on these areas and to break the exclusion cycle to keep students in school to allow staff to work with them and guide them in making good decisions.	<p>Clearer rewards system along with guidelines on criteria for giving of merits on a lesson-by-lesson basis</p> <p>Half-term reward assemblies to praise achievement of students publically</p> <p>Badges for all students on their blazer to be worn daily to show their successes</p>	SFU/HOY	Termly
<p>Increased support for students with emotional well-being concerns to allow efficient and effective intervention and resolution</p> <p><i>Currently 75% of students being supported are from</i></p>	Established a tiered approach to emotional well-being along with an emotional well-being lead to support students with a variety of needs in a timely and proactive manner.	Need for clearer support for students with mental health concerns/emotional well-being to minimise the impact this has on learning.	<p>Tier 1- All PSLs trained on anxiety, mental health, self-harm</p> <p>Tier 2 – Mentoring via Emotional Well-Being Lead (First Aid Mental Health)</p> <p>Tier 3 - Counselling with CAMHS Nurse</p> <p>Tier 4 – Outreach support for home and student with CAMHS nurse</p>	SFU/JMA	Termly

<i>low-income families at tier 3 and 4 – as of March 2018 85% of students were supported from low income. This is a new set of referrals.</i>					
Greater engagement of low-income students by helping them remove barriers to learning - 80% of cases are PP students.	PSLs to mentor students on a half-termly schedule to help removed identified barriers to learning.	PSLs to shift their role to enable them to support a greater variety of students with differing needs to allow support to be tailored to the needs of the year group and responsive to qualitative and quantitative data	HOYs to manage and identify caseload of PSLs on a half-termly basis Before and after scaling proformas completed to show impact.	HOY/PSLs	Half-termly
Improved positive communication with parents/carers of low-income students. <i>Currently 49% of parents have access to the school gateway across the school – as of March 2018 this has increased to 70%.</i>	Implementation of the school gateway to allow access to rewards, behaviour and attendance in real-time	Stakeholder feedback asking for greater access to their child information in a timely and effective manner. Staff wanting to share quickly and easily the successes of students and concerns.	PSLs in role to run School Gateway management report on a daily basis at approx. 16:00 to share information Educating parents/carers on the information they can access in real-time via the gateway.	SFU/MCH/All Staff	Termly
Broaden the support offered to parents/carers to promote positive learning choices and	Establishment of how to support parent/carer workshops to offer guidance on key issues	Advice given by external professionals on how to aid parenting in an informal and positive manner.	Offering of workshops covering key issues that parents/carers consistently seek advice on including anxiety (Feb 2018), e-safety, dealing with angry teenagers etc.	SFU	Termly

engagement with school life.	that impact on school life and engagement.		Trial of a family support worker for the Summer term.		
Review					
<p>Reduction of fixed term exclusions of low-income students Improving trend in reducing fixed-term exclusions but these still remain above national average (Health Check Feb 2018) which is drawn out by reducing numbers of exclusions across all year groups including SEN and PP although these still remain higher than other groups. Currently this stands at 70% for the academic year. The school is implementing a variety of programmes aimed at engaging students and helping them rapidly improve their behaviour and attitude to their studies to increase their consistent access to the curriculum. The school has recently launched a new Internal Exclusion Room (ISO) and Learning Support Unit (SPACE) in January 2018 with re-defined remits at targeted at reducing exclusions and supporting vulnerable learners in being in school and accessing their learning consistently. Development of these newly established provisions are central to reducing exclusions for vulnerable students and ensuring they are mapped into the curriculum to provide continuity of learning</p> <p>Reduction of behaviour points issued to low-level students After the first term this is 41% of behaviour points issued within the school have been given to PP students. This can be interlinked with the logging of lateness to school and no homework on SIMS with both of these higher than the non-FSM % (lateness = 3.74% and homework = 5.80%). PP students continue to be involved in high level incidents notably stage 7s (0.28% vs 0.14%) and stages 8s (0.28% vs 0.07%). This has remained at 41% and staff inset has been delivered in April to help staff in their behaviour management approach and approach to these students.</p> <p>Increase in positive rewards issued to low-income students Distribution of rewards has remained consistent there has been a decline across the school in the awarding of merits. Year 9 and Year 11 students have the smallest % issued to PP students but remain in-line with the distribution of PP vs Non-PP cohort size across the school. This has remained at 28% and at the recent staff inset the importance of the consistent issuing of rewards and positive reinforcement to these students was a key theme delivered to staff.</p> <p>Increased support for students with emotional well-being concerns to allow efficient and effective intervention and resolution Currently 75% of students of students receiving support within the school-based emotional well-being programme are PP students and this includes tier 1, 2 and 3 most notably the outreach work within the home. Plans are to continue to allocate this on a case-by-case depending on the students need and emotional well-being concerns. Additionally, members of the pastoral team are continued to be trained in areas to support students such as trauma and mindfulness. The current caseload of students accessing support for this is 85% PP tackling a wide variety of emotional well-being issues. This is a new cohort as previous students have either been escalated within the structure or support sort from other agencies or closed.</p>					

Commented [SD1]:

Commented [SD2R1]:

Greater engagement of low-income students by helping them remove barriers to learning

In the first term 60% of students mentored by the Pastoral Team were PP and feedback from this cohort was positive (see scaling profiles). The spring term mentoring caseload is 50% which covers more students due to additional capacity within the team to focus on these students. To date all students that have been involved in the SPACE first cohort have been PP with a similar breakdown for the second cohort. Impact of this is being measured currently as students reintegrate back into lessons.

Additionally, the launch of the lowest 10 programme in year 10 via the deployment of Achievement Plans has a PP cohort of 70% aimed at closing their attainment gap via the implementation of additional strategies and support.

Improved positive communication with parents/carers of low-income students

Use of the school gateway app has increased from 49% to over 60% since the start of the academic year. As the year has progressed this has risen to 70% as of March 2018.

Broaden the support offered to parents/carers to promote positive learning choices and engagement with school life.

To date the school has offered 2 How To Support Sessions which run for approx. 1 hour each and focused upon supporting students with anxiety and e-safety. These run 2 in a day with 1 at 10 and the other at 5 and to date feedback have been positive. PP attendance has been 57%. The most recent session was on e-safety which had a 100% PP attendance and again had positive feedback from those that attended. Additionally the school is trailing a family worker in the summer term to help support and engage with vulnerable families and students that currently do not meet the threshold for statutory intervention but are seeking and requiring additional input in-order for them to be successful.

Other expenditure:

Welfare	£6,273	Uniform Music Tuition Exam Breakfast
Alternative provision	£12,553	ESC Transportation
Discretionary	£7,707.60	Developing cultural offer Supporting students through emergency situations