

Wellacre Academy Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Wellacre Academy				
Academic Year	2018/19	Total PP budget	£138,380	Date of most recent PP Review	Nov 2015
Total number of pupils	624	Number of pupils eligible for PP	139	Date for next internal review of this strategy	Oct 2018
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP national average 2018	
% achieving a standard pass in Maths and English		37%		Not available	
% achieving a strong pass in Maths and English		14%		Not available	
Progress 8 score average		-0.75		Not available	
Attainment 8 score average		36.42		Not available	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Literacy: wider reading, oracy, reading comprehension, extended writing and SPAG				
B.	Metacognition and self-regulation				
C.	Behaviours likely to lead to FTE/lost learning				
External barriers					
D.	Attendance and PA				
E.	Financial hardship linked to broadening cultural capital				

4. Desired outcomes		Success criteria, 2019										
<p>A.</p>	<p>PP students read widely and participate fully in the Accelerated Reader programme so that their reading age continues to improve in line with their chronological age. PP students' work shows confidence in written literacy, subject fluency and confident use of subject vocabulary. They are confident in participating in structured talk in classrooms.</p>	<p>Improved Accelerated Reader data V 2018 data</p> <p>2019 Targets:</p> <table border="1" data-bbox="801 264 1429 603"> <tr> <td>Quiz Participation</td> <td>100%</td> </tr> <tr> <td>Students achieving benchmark of 85%</td> <td>50%</td> </tr> <tr> <td>Average points earned per student</td> <td>20</td> </tr> <tr> <td>Engaged time per day (in minutes)</td> <td>12 mins</td> </tr> <tr> <td>Percentage of students at risk</td> <td><45%</td> </tr> </table> <p>Work scrutiny shows embedded good practice across subjects. Leader of Whole Academy literacy continues to provide bespoke support to subjects across the curriculum, particularly Science, MFL and Geography.</p>	Quiz Participation	100%	Students achieving benchmark of 85%	50%	Average points earned per student	20	Engaged time per day (in minutes)	12 mins	Percentage of students at risk	<45%
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Engaged time per day (in minutes)	12 mins											
Percentage of students at risk	<45%											
<p>B.</p>	<p>PP students' progress is at least in line with their peers across a wide range of subjects at KS3 as a result of them developing metacognition and self-regulation approaches. At KS4 they make good progress which narrows gaps in relation to the progress of non PP students from a similar starting point.</p>	<p>Outcomes for students improve in 2018-19; 85% of PP students working at or above expectations (EAP) at KS3. P8 for PP students improves to between -0.2 and 0 Diminishing differences in E/M and wide number of subjects in all years</p>										
<p>C.</p>	<p>PP students show high levels of engagement in lessons and if intervention is required, it provides timely and tailored support which enables them to modify their behaviour successfully. Early intervention meetings with parents around behaviour with clear evidence of actions to address concerns and support improvements.</p>	<p>FTE for PP reduces 2018/19 v 2017/18 to 'in line with non PP students and national av'. Class Charts shows 'reward' points in line for PP and non PP students across school.</p>										
<p>D.</p>	<p>PP students' attendance is above national for all students. They are no more likely to be a PA than their non-PP peers.</p>	<p>PP students are no more likely to be PA than non PP students</p>										
<p>E.</p>	<p>Parents are appropriately supported in removing the barrier of financial hardship in</p>	<p>Gaps narrow for attendance at parents' evenings and progress reviews. PP FSM students access all school enrichment activities.</p>										

Teaching staff match effective interventions to PP students in their classrooms	Class Charts	WAR boards support strategic use of data and seating plans for the PP cohorts	Learning walks, class chart analysis, seating plans	JM/ALT links and TLR holders	Data collections Lesson observations
Improved basics outcomes for PP students	Retain additional TLR holders in Maths and English. Key strategic meetings half termly with Core leads and VP Appraisal targets linked to whole school targets. Input from Trafford Sec School Improvement Lead.	Improved outcomes for PP students in E&M in 2019. EEF report 2018-key recommendations 'Good teaching for all pupils has a particular benefit for disadvantaged pupils.'	ALT link meetings Trafford meetings half termly Joint E &M briefings	JM/JAS/RC/JP	Termly data collections Appraisal reviews Weekly faculty briefings
Teachers are aware of a range of strategies to support student self-regulation and increasing autonomy. They actively engage with research to develop their practice.	Staff CPD and Personal Investigation Enquiry strand (links to appraisal)	EEF research -High impact for very low cost, based on extensive evidence. +8 months average progress.	QA Appraisal targets, mid cycle reviews Super Faculty collaborative groups- calendared with feedback Learning walk pro-forma reflects metacognition as 'effective practice'.	JM/SPG/RC and HOFs	Termly via Super Faculty meetings Appraisal cycle: Nov 2018. Feb 2019 and Sept 2019. PIE feedback via Teach Meet, June 2019
Students have a sound understanding of a range of strategies they can use to support their learning	Bespoke Student Journals in place for Y7-11 focussing on metacognition and independent learning strategies	EEF report recommendation: <i>'Developing pupils' Metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.'</i>	Journal sampling by Heads of House Staff CPD, Sept 2018 Staff feedback, via 15 minute forum, Oct 2018 ALT agenda to	JM/SPG	Termly: November 2018 March 2019 June 2019

Feedback to students is manageable, meaningful and motivating	Whole class feedback template launched as part of a new 'feedback policy', Sept 2018	EEF report recommendation: ' <i>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</i> '	Whole staff CPD, Sept 2018 Template provided for QA 'One month on' CPD, Sept 2018 Faculty Book Look, Oct 2018 Whole school Book Look, Dec 2018 HOF QA cycle; Work scrutiny PIE Feedback strand for some staff	JM/SPG and HOFs	Termly through Faculty SEF Half termly through Super Faculty PIE collaboration
Teachers pose challenging questions, insist on close listening and design better conversations for learning	Voice 21 'Oracy Pioneers Programme'	<p>Training to become an expert oracy practitioner: Build expertise and improve practice across a whole school; Develop practical tools and techniques to support teaching and learning and evaluate impact; Engage critically with expert theory and research; Lead change from their classroom by becoming a beacon of best practice.</p> <p><i>Education Endowment Fund (EEF) Pilot (2018)</i> <i>From October 2015 to June 2018, 11 schools across the UK took part in an EEF Pilot assessing the impact of Voice 21's Oracy Improvement Programme on Year 7 students in their school.</i> <i>"The findings of the pilot suggest that the Voice 21 approach is promising. The programme was well received by teachers and all school staff reported some improvements to pupils' oracy skills. Teachers also felt that the programme could be implemented in most schools."</i></p>	Programme will provide a structured framework to support leadership and dissemination: Network of local peer Support; Tools and frameworks to monitor progression and impact	RC to lead	Progress will be reviewed through Whole school Literacy Link meetings.

Total budgeted cost	£53,200
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ii. Targeted support around identified barriers to achievement (A, B, C, D, E)

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?
Students in Year 11 show greater commitment, productivity and motivation	VESPA model	<p>VESPA</p> <p>Since the publication of the A Level Mindset in 2016 there has been considerable interest in the VESPA model. The model and tools are being used in 100s of schools and colleges in the UK and beyond.</p> <p>With the increasing attention being paid to non-cognitive attributes in education, based on the accumulating evidence of their importance as predictors of educational achievement outcomes, we are committed to a research project to gather evidence for the impact of the VESPA model and tools.</p>	<p>Staff CPD Y11 Tutors and Student Support-July 2018</p> <p>All staff CPD-Sept 2018</p> <p>QA of Y11 VESPA sessions on Thursdays</p> <p>Y11 Tutor briefings</p>	<p>JM/PP/JD</p> <p>Steve Oakes co-author of The A Level Mindset and The GCSE Mindset, will deliver all the training requirements.</p> <p>Dr McGhan/ Dr Donavan will support the research from the psychology department MMU.</p>	<p>ALT half termly</p> <p>Y11 briefings fortnightly</p>

<p>Restorative Practice is embedded across school to support Pivotal approach to improving behaviour so that students are adept at managing their own behaviour in classrooms and social situations.</p>	<p>Restorative Practice</p>	<p>The Restorative Justice Council says that becoming a restorative school can result in increased attendance, reduced exclusions and improved achievement.</p>	<p>Pivotal Training Leads in place x2 Training for all staff April and June 2017 New BfL policy launched encompassing RP CPD calendar 2018-19 includes 6 Pivotal sessions for all staff Class Charts analysis of behaviour through intelligence events</p>	<p>SC/LE/PP</p>	<p>Half termly behaviour data analysis CPD evaluations</p>
<p>Reduce behaviours likely to result in FTE Improve behaviour and attitudes to learning by providing students with appropriate pastoral support closely matched to need</p>	<p>Inclusion and adopted school provisions</p>	<p>Mentoring programmes and support 'in-house' to reduce hours of learning lost in accommodating external providers; establish strong and constructive links with home; offer bespoke interventions matched closely to student's need; Continue to provide an appropriately staffed inclusion space to ensure students attend school when experiencing challenging circumstances</p>	<p>Weekly student support meetings Inclusion bulletin Provision map tool</p>	<p>PP/SAS/NM</p>	<p>Weekly through Inclusion bulletin Termly as an Intervention Team</p>
<p>Improve attendance and reduce PAs</p>	<p>Fortnightly strategic meetings with Trafford EWO through a SLA</p>	<p>DFE Improving attendance report, 2012, <i>'There is a clear link between poor attendance at school and lower academic achievement...pupils with absence over 50%, only 3% manage to achieve five or more GCSEs at grades A*-C including maths and English. It also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C.'</i></p>	<p>Weekly attendance figures</p>	<p>PP</p>	<p>Fortnightly meetings EWO/PP and HOH/AHOH</p>

Continue to ensure students experience enrichment	Co-Curricular options	<i>'Bright but disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings or reading at home'</i> Sutton Trust, 2015	Student voice QA delivery plans and sessions	MA/MWW	Termly evaluations
Total budgeted cost					£57, 840

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Strengthen work with families and students sense of belonging	House System	HOH and AHOH will work with families across year groups in the same house population rather than horizontal year groups to strengthen support and relationships over the duration of the students' time at school.	Pastoral SEF HOH/AHOH QA Line management meetings	PP/SC	Termly as part of the pastoral SEF
Broaden experiences and aspirations of KS3 students by linking them with business volunteers through group mentoring sessions.	ASPIRE mentoring	972 students from schools in Trafford , Salford and Bury have successfully completed the programme which increasingly attracts significant business partners	ALT link to lead on the Project and liaise with the Team. Impact to be evaluated through Provision Maps.	PP	Fortnightly for the duration of the programme

6. Review of expenditure																																									
Previous Academic Year		2017-18																																							
i. Quality of teaching for all (key selected strategies)																																									
Desired outcome	Chosen action / approach	Impact:			Lessons learned	Cost																																			
Improved quality of teaching across a number of subjects leading to improved outcomes in a number of subjects	ITP/OTP	Geography and MFL outcomes improved but still remain below national average Science results broadly in line with national but significantly below target.			Action: Continue to procure and invest in quality T&L CPD through SLE work with MFL and Geography Tailor support through the Triple Science Support network	£6000																																			
All teachers can track progress of PP students against expectations and intervene where concerns are identified	SISRA	At KS3, PP students made good progress broadly in line with their peers <table border="1" data-bbox="703 959 1541 1337"> <thead> <tr> <th></th> <th>Number of students</th> <th>% On or above by Summer 2018</th> <th>% Below by Summer 2018</th> <th>Average Expected Attainment Pathway (Diff)</th> </tr> </thead> <tbody> <tr> <td>Y7 PP</td> <td>25</td> <td>93</td> <td>7</td> <td>+0.2</td> </tr> <tr> <td>Y7 NPP</td> <td>96</td> <td>96</td> <td>4</td> <td>+0.3</td> </tr> <tr> <td>Y8 PP</td> <td>25</td> <td>92</td> <td>8</td> <td>0</td> </tr> <tr> <td>Y8 NPP</td> <td>91</td> <td>92</td> <td>8</td> <td>+0.1</td> </tr> <tr> <td>Y9 PP</td> <td>29</td> <td>76</td> <td>24</td> <td>0</td> </tr> <tr> <td>Y9 NPP</td> <td>108</td> <td>84</td> <td>16</td> <td>+0.1</td> </tr> </tbody> </table>				Number of students	% On or above by Summer 2018	% Below by Summer 2018	Average Expected Attainment Pathway (Diff)	Y7 PP	25	93	7	+0.2	Y7 NPP	96	96	4	+0.3	Y8 PP	25	92	8	0	Y8 NPP	91	92	8	+0.1	Y9 PP	29	76	24	0	Y9 NPP	108	84	16	+0.1	Teachers and HOFs are increasingly adept at tracking the progress of students. HOFs are robust in their QA and know their students well. Action: Continue to provide CPD to staff to develop their expertise in the use of data, renew licence for SISRA and invest in developing its functionality tailored to our Faculty QA.	£1500
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Improved basics outcomes for PP students	Key strategic meetings half termly with Core leads and VP Appraisal targets linked to whole school targets	Gaps did not diminish in 2018 but at 9-5 remain stable. <table border="1" data-bbox="719 161 1512 467"> <thead> <tr> <th></th> <th>2018 PP outcomes</th> <th>2018 NPP outcomes</th> <th>2018 Results PP vs Non-PP Gap %</th> <th>2017 Results PP vs Non-PP Gap %</th> </tr> </thead> <tbody> <tr> <td>English 9-5</td> <td>26%</td> <td>38%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>Maths 9-5</td> <td>26%</td> <td>44%</td> <td>18%</td> <td>14%</td> </tr> <tr> <td>Basics 9-5</td> <td>14%</td> <td>31%</td> <td>15%</td> <td>11%</td> </tr> <tr> <td>English 9-4</td> <td>46%</td> <td>70%</td> <td>24%</td> <td>9%</td> </tr> <tr> <td>Maths 9-4</td> <td>54%</td> <td>74%</td> <td>20%</td> <td>14%</td> </tr> <tr> <td>Basics 9-4</td> <td>37%</td> <td>61%</td> <td>24%</td> <td>17%</td> </tr> </tbody> </table>		2018 PP outcomes	2018 NPP outcomes	2018 Results PP vs Non-PP Gap %	2017 Results PP vs Non-PP Gap %	English 9-5	26%	38%	12%	12%	Maths 9-5	26%	44%	18%	14%	Basics 9-5	14%	31%	15%	11%	English 9-4	46%	70%	24%	9%	Maths 9-4	54%	74%	20%	14%	Basics 9-4	37%	61%	24%	17%	Action: Continue to fund SLA with Trafford so that strategies around the Basics cohort can be evaluated. Joint fortnightly briefings with English and Maths around the cohort and strategic use of data HOF to visit schools with larger PP cohorts to identify and disseminate best practice.	£2000
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ii. Other approaches (key selected strategies)

Desired outcome	Chosen action / approach	Impact:	Lessons learned	Cost
Disadvantaged students at KS3 have the same engaged reading time as their peers so as to read widely outside English lessons	Accelerated Reader	In Accelerated Reader at KS3 disadvantaged students made more of an increase in their ZPD than non-disadvantaged students. They also had higher engaged reading times in Year 7 and Year 9.	Action: Continue with Accelerated Reader and move to targets which are indicators of reading stamina and choosing longer fiction texts.	£5200

Reduce behaviours likely to result in FTE

Pivotal

The number of exclusions remained stable in 2017-18. 20 Disadvantaged students in total were excluded on more than one occasion (+2 students 2016-17 to 2017-18), however these students were statistically more significant as the disadvantaged cohort was smaller in 2017-18.

2016/17 – Summer 2 (cumulative)

	Whole School (675)	PP (179)	Non PP (496)
FTE (% of NOR)	50 students 7.4%	18 students 10.0%	32 students 6.5%

2017/18 – Summer 2 (cumulative)

	Whole School (658)	PP (163)	Non PP (495)
FTE (% of NOR)	46 students 7.0%	20 students 12.3%	26 students 5.3%

Action: Continue to embed Pivotal practices across school with a focus on Restorative Practice for 2018-19
Provide CPD for all staff in Sept 2018 and continue to invest in Year 3 training for the Pivotal Lead.

£2500

<p>Improve behaviour and attitudes to learning by providing students with appropriate pastoral support closely matched to need</p>	<p>Pastoral Student Support Team</p>	<p>Four in house mentoring programmes ran involving 45 students Y7-10. Emotional Literacy Self Esteem and Confidence Behaviour and CTL Anxiety and Managing Stress</p> <p>Evaluation in Provision Maps shows impact is positive overall. For the 8 students completing the workshops on self-esteem and confidence:</p> <p>A-Attendance improved 92.1% AU 94.0% SU. CTL improved to 1.62 from 2 in AU. Attainment On track for 9 subjects above for 1. B- Attendance improved 84.2% AU 86.5% SU CTL Improved to 1.85 from 2 in AU Attainment On track for 10 subjects above for 3 C-Attainment On track for 9 subjects D- Behaviour improved, 4 C2 detentions in AU and none in SU. CTL improved to 1.85 from 2 in AU. Attainment On track for 10 subjects above for 2 E- CTL Improved to 1.62 from 2 in AU. Attainment On-Track for 9 subjects above on 2 F - Attendance improved 90.6% AU 92.6% SU. CTL improved to 1.92 from 2 in AU Attainment On=Track for 10 subjects above in 1 G - Behaviour Improved, 13 Detentions 1 Exclusion and 3 Classroom removals in AU to just 7 Detentions in SP. Attendance improved 94.2% AU 96.6% SU. CTL Improved to 1.92. Attainment On-Track for 7 subjects above in 1 H - Some behaviour improvements, C2 detentions reduced from 11 to 9 and classroom removals reduced from 5 to 3. Attendance improved from 95.7% in AU to 96.8% in SU</p> <p>Inclusion continues to provide a step out facility for students to access a quality learning environment when they are vulnerable. 77 students accessed the facility over the year.</p>	<p>Action: Continue to invest in the CPD and development of the role of the Student Support team as the new House system embeds. Run three in house mentoring cohorts this year:</p> <ul style="list-style-type: none"> • Self Esteem and Confidence • Behaviour and CTL • Anxiety and Managing Stress 	<p>£67285</p>
<p>More able PP students to engage with higher education providers and have access to enrichment opportunities</p>	<p>The Scholar's Programme</p>	<p>36% of the cohort of students were 'disadvantaged' and completed the programme, produced a dissertation and attended a graduation at a Russell Group University. By the end of the programme, 100% of the students felt that they would be able to study at a highly selective university in the future and there was a 62% increase in the number of students who felt able to confidently discuss their work with University Tutors.</p>	<p>Action: to continue with a Y10/ Y9 cohort 2018-19</p>	<p>£2000</p>

<p>Improve attendance and reduce PAs</p>	<p>EWO service SLA</p>	<p>Continued to provide EWO support and a structured response to attendance policy and escalation; liaised with families and conducted home visits for PAs</p> <table border="1" data-bbox="775 194 1471 544"> <tr> <td colspan="2">Attendance Gap Summer 2, 2016-17 to Summer 2, 2017-18 PP students to NPP students</td> </tr> <tr> <td>Year 7 to Year 8</td> <td>0.2%</td> </tr> <tr> <td>Year 8 to Year 9</td> <td>1.3%</td> </tr> <tr> <td>Year 9 to Year 10</td> <td>1.2%</td> </tr> <tr> <td>Year 10 to Year 11</td> <td>-0.4%</td> </tr> <tr> <td>School overall</td> <td>0.3</td> </tr> </table> <p>The Y11 gap narrowed from Y10 (2016/17) as they moved to Y11 (2017/18) but in all other year groups the gap has widened slightly.</p>	Attendance Gap Summer 2, 2016-17 to Summer 2, 2017-18 PP students to NPP students		Year 7 to Year 8	0.2%	Year 8 to Year 9	1.3%	Year 9 to Year 10	1.2%	Year 10 to Year 11	-0.4%	School overall	0.3	<p>Action: Continue to fund SLA with Trafford so that fortnightly meetings between ALT lead, EWO and each Learning Director can take place. Home visits to be arranged where need is identified. Reflect on the practice with Y10 to Y11 which had greatest impact.</p>	<p>£1,150</p>
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School overall	0.3															

Develop metacognition and self-regulation in students

Trafford HAPP project with KS3 more able

Significant progress made.

Year 7	A	O	B	Total Grades	Average Grade
English KS3	1	4	0	5	O
Mathematics KS3	3	1	1	5	O
Science KS3	0	5	0	5	O

Year 8	A	O	B	Total Grades	Average Grade
English KS3	0	5	0	5	O
Mathematics KS3	2	3	0	5	O
Science KS3	2	2	1	5	O

Year 9	A	O	B	Total Grades	Average Grade
English KS3	1	4	0	5	O
Mathematics KS3	2	1	2	5	O
Science KS3	1	2	2	5	O

Feedback from Year 7 student voice and Booklet scrutiny (February 5th):

What is Metacognition?

'Self-assessment.'

'Not giving up, trial and error and resilience.'

'If you get stuck it shows you how to think of another strategy and move on.'

'I'm really not sure.'

'It gives you questions to ask yourself when you get stuck like can I do something differently?'

'It's about being independent in class and not always asking the teacher.'

How have you worked in form on the booklets?

'We've done pages 1-5 and the questions.'

'The teacher read through it with us and asked the class whether or not they understood.'

Action: Further developing the work with disadvantaged students so as to diminish differences as part of the Phase 2 GMLP funded Trafford Diminishing the Differences group Metacognition project and through the 'Reaching out to all Learners' initiative, instigated by the Education and Employability Board set up by the GM Combined Authority.

£500

		<p>Examples of metacognition: 'Contributing more in lessons.' 'Thinking when I've done something similar before.' 'A-Maps.' 'Scanning and skimming texts for information (English, History, Geography, Science).' 'Talk a lot about a little.' (In English to add detail) 'Talk a little about a lot.' (Condensing) 'Visualising and breaking down calculations in Science.' 'Re-reading to understand meaning.'</p> <p>Other comments: <i>All students questioned see the benefit when asked about metacognition</i> 'Gets us from small, to big, to final.' 'It improves learning skills.' 'It makes things more clear like a toolkit.' 'It's the how and not the what.'</p> <p>Feedback from student voice (March 12th): Tell me about your progress to date. 'I've stopped doodling and got neater, I can concentrate better, especially in Maths.' 'Annoyed at test results and blamed absence for that outcome.' 'I've got more greens on my report because I'm more committed to my studies.' 'I've become a lot more confident and wrote 4 sides in one English lesson.' 'I put my hand up more in lessons and don't worry about what people think.'</p>		
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Support parental involvement with their son's education	Ensure a progress review takes place with every parent and student who does not attend parents' evening	<p>The parents of disadvantaged students are always contacted by telephone if they have not made parents' night appointments and a separate progress review takes place.</p> <table border="1" data-bbox="703 197 1514 536"> <thead> <tr> <th>YEAR</th> <th>2017-18 ALL %</th> <th>2017-18 PP %</th> <th>2017-18 NPP %</th> <th>Difference 2017-18</th> <th>Difference 2016-17 (same cohort)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>82%</td> <td>77%</td> <td>91%</td> <td>-14%</td> <td>-</td> </tr> <tr> <td>8</td> <td>86%</td> <td>74%</td> <td>80%</td> <td>-6%</td> <td>-6%</td> </tr> <tr> <td>9</td> <td>84%</td> <td>78%</td> <td>91%</td> <td>-13%</td> <td>-2%</td> </tr> <tr> <td>10</td> <td>76%</td> <td>59%</td> <td>78%</td> <td>-19%</td> <td>-18%</td> </tr> <tr> <td>11</td> <td>89%</td> <td>86%</td> <td>93%</td> <td>-7%</td> <td>-14%</td> </tr> </tbody> </table>	YEAR	2017-18 ALL %	2017-18 PP %	2017-18 NPP %	Difference 2017-18	Difference 2016-17 (same cohort)	7	82%	77%	91%	-14%	-	8	86%	74%	80%	-6%	-6%	9	84%	78%	91%	-13%	-2%	10	76%	59%	78%	-19%	-18%	11	89%	86%	93%	-7%	-14%	<p>Action: continue to roll out the paperless communication with parents through My Ed. Send all reports home as digi docs-use the analysis tools to monitor parents who have opened the reports and communications sent home. Contact them. Move start of parents' evening back to 5pm. Continue to prioritise PP students whose parents have not made appointments through office phone calls.</p>	£1200
YEAR	2017-18 ALL %	2017-18 PP %	2017-18 NPP %	Difference 2017-18	Difference 2016-17 (same cohort)																																			
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9	84%	78%	91%	-13%	-2%																																			
10	76%	59%	78%	-19%	-18%																																			
11	89%	86%	93%	-7%	-14%																																			

7. Additional detail

Main Pupil Premium Spend Plan for 2018/19	
Retention TLR holder Maths (%)	£12,100
Retention TLR holder English (%)	£12,100
Mentoring programmes in house	£500
Whole School CPD	£15,000
VESPA Training and booklets	£1,225
Breakfast Club	£3,000
Accelerated Reader and Quality Library Book Replenishment	£5,200
My Ed Communication APP Licence	£1,200
EWO Service and Support 25%	£1,150
Coaching Level 2 x 3 staff	£3,000
Access Arrangements Exam Season –students in alternative provision	£1,000
Mathswatch	£500
Key Stage 2 Transition Days for Vulnerable Starters x 6 visits	£550
School Improvement and School Support Programmes including SLE	£8,000
Pivotal Behaviour	£2,500
Independent Learning Club after school	£2,340
Pastoral Student Support Team	£50,465
Connexions SLA (25%)	£2,475
Hardship, Resources and Developing Cultural Capital including the Brilliant Club Project	£2,500
Placement at Alternative Provision to support students at risk of permanent exclusion (50%)	£5,000
	£134,205

Main Pupil Premium Spend Plan for 2017/18	
Retention TLR holder Maths (%)	£10,800
Retention TLR holder English (%)	£10,800
Mindfulness and Mental Health First Aid	£500
Whole School CPD	£15,000
Saturday/Holiday Revision Workshops - Teacher Led	£2,000.00
Breakfast Club	£1,000.00
Accelerated Reader and Quality Library Book Replenishment	£5,200.00
My Ed Communication APP Licence	£1,200.00
EWO Service and Support 25%	£1,125.00
Assisted Transport Scheme (Exam Season)	£1,400.00
Class Charts Software 2017-2018	£2,500.00
Home Access Arrangements Exam Season	£1,000.00
SISRA	£1,500.00
Mathswatch	£500.00
Key Stage 2 Transition Days for Vulnerable Starters x 6 visits	£250.00
ITP and OTP, School Improvement and School Support Programmes	£8,000
Pivotal Behaviour	£2,500
School to School Support through Loreto Teaching School	£2,500
Pastoral Student Support Team	£67,285
Connexions SLA	£2,467
Hardship, Resources and Developing Cultural Capital including the Brilliant Club Project	£10,000
	£147,527

