Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	The attendance of disadvantaged students is lower than that of non-disadvantaged students
B.	Disadvantaged students have a higher rate of exclusions in comparison to non-disadvantaged students
C.	Disadvantaged students have a higher behaviour issue rate in comparison to non-disadvantaged students
D.	Disadvantaged students have lower attainment and progress 8 scores than their peers
E.	High ability disadvantaged students do not progress as well as non-disadvantaged high ability students
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	There are wider social, emotional and financial issues faced by disadvantaged students affecting all aspects of their college lives
G.	Disadvantaged students have a higher rate of persistent absence in comparison with other students
H.	Low aspirations and a lack of ambition are evident in disadvantaged students, leaving them at risk of not fulfilling their potential
I.	Parental engagement of disadvantaged families is lower in comparison to non-disadvantaged families

Year group	Pupil premium %
7	41
8	46
9	52
10	45
11	44
All	46

Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved attendance of disadvantaged students, particularly persistent absentees, therefore closing the gap in relation to other students in the college, with a particular focus on Year 11	Pupil Premium attendance exceeds 91% and Pupil Premium Persistent Absence figure is no more than 35% of Pupil Premium cohort at the end of the academic year
B.	Reduce numbers of exclusions of disadvantaged students	Narrow the exclusion gap between disadvantaged students and their peers
C.	Narrow the attainment and progress gap between disadvantaged students and their peers	Disadvantaged progress 8 is above -0.5 and high prior attainment disadvantaged students' attainment 8 score is 55+
D.	To improve engagement of disadvantaged students and their families with college as a whole and address any specific barriers as required	Narrow the gap in the following areas: • Behaviour Engagement Organisation Homework scores • Attendance at parental events • Log-in and completion of homework
E.	Disadvantaged students' aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Disadvantaged progress 8 is above -0.5 and high prior attainment disadvantaged students' attainment 8 score is 55+. High aspirations, particularly in year 11 ensuring further destinations are appropriate and students aim high. To close the gap in percentage of disadvantaged students submitting applications for A level courses in line with other students.

Planned expenditure					
Academic year	**2020-21**				
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.					
Teaching learning and assessment					
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 C D	Walkthru – purchase books for all staff and deliver high-quality CPD for all staff using the coaching Walkthru model	Evidence-based research shows this to be an effective CPD tool that should help foster quality teaching and learning, which PP students benefit more from that non-PP students.	Progress, behaviour, engagement, organisation and homework data of PP students is on-track or improving. Teacher feedback is positive after CPD sessions. QA shows strategies being used in lessons.	LHN	After each assessment cycle
C D	After each assessment cycle, data is analysed and provided to key middle leaders to ensure that any under-achievement is targeted.	To ensure that the majority of PP students are making progress in-line with non-PP students. Evidence consistently shows the positive impact that targeted academic support can have.	Provide Curriculum and Pastoral Leaders with analysed data and specific focus lists for action plans to be written. Review action plans from each Curriculum Leader in SLT line management meetings. Progress, behaviour, engagement, organisation and homework data of PP students are on-track or improving.	KLF	After each assessment cycle
C	Appropriate and timely sharing of information regarding key students and their barriers to learning through Personalised Provision Plans, notifications of updates to be highlighted to staff via email and staff briefings	Staff gain key information on particular students which will inform their planning and delivery of lessons, as well as their interactions with the students.	Joint planning of staff briefings with SLT and checking of form tutor updates by SLT line managers. Change focus of staff briefings when needed.	SSR	Every term
C	Ensure PP students with SEND are given the correct teaching assistant support with a particular focus on core subjects.	To ensure that the majority of SEND PP students are making progress in-line with SEND non-PP students. Evidence consistently shows the positive impact that targeted academic support can have.	Progress, behaviour, engagement, organisation and homework data of SEND PP students is on-track or improving.	SSR	After each assessment cycle
C	Ensure PP students with SEND have accurate and relevant Personalised Provision Plans that are reviewed regularly.	To ensure staff are effectively planning lessons whilst taking in to account individual student need. Evidence consistently shows the positive impact that targeted academic support can have.	Progress, behaviour, engagement, organisation and homework data of SEND PP students is on-track or improving.	SSR	After each assessment cycle
C	Literacy intervention is put into place when reading age is significantly below chronological age (separate literacy intervention plan to be implemented).	Improve students' reading age through accessing of the appropriate layer of intervention (such as *Lexia*) to ensure they can access the curriculum.	Track intervention data and reading ages to show improvement. Quality assure interventions taking place.	RRH	Termly/Yearly (reading ages)
C	Reading Recovery as English curriculum for years 7-10 for term 1, plus reading for pleasure texts embedded into the curriculum, including homework, as well as explicit cultural capital references and vocabulary	Improve students' fluency, accuracy and/or engagement with reading, as well as inference skills and articulacy through discussion. Develop students' conceptualisation and critical thinking and extend their vocabulary. Encourage students to independently establish, articulate and justify their views.	Track intervention data and reading ages to show improvement. Track AC data/assessments to show improvements.	RRH	Termly/Yearly (reading ages)
C D	Embed challenging and meaningful home and remote learning which is explicitly differentiated (separate catch up plan to be implemented).	Evidence shows that effective homework can add months in terms of progress. Progress gaps from lockdown are projected to widen nationally following lockdown and therefore any further isolation must not lead to this.	Review homework and develop a new policy in conjunction with staff, students and parents/carers. Continue to monitor setting of homework and the quality of work done. Establish a remote learning working group to ensure best practice is developed and shared.	LHN	Weekly/termly
Total budgeted cost					**£179,361**
Outcomes					

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?
C	Improve the outcomes and progress of PP students with high prior attainment by ensuring teaching and intervention sessions are differentiated.	To ensure that the majority of PP HPA students are making progress in-line with non-PP HPA students. Evidence suggests that disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.	Learning walks by Curriculum Leaders and SLT. Assessing the quality of work of HPA students. Ensuring Year 11 intervention and revision sessions are targeted at different ability groups.	KLF	Weekly/Termly
C	Ensuring PIXL resources are utilised & activities are tailored to individual student needs.	To ensure that the majority of PP students are making progress in-line with non-PP students. Evidence consistently shows the positive impact that targeted academic support can have and PIXL strategies are developed with hundreds of schools' input.	Regular meetings with Curriculum Leaders to share best practice.	KLF	Termly
C	Targeted after-school, Saturday classes and holiday revision classes.	To ensure that the majority of PP students are making progress in-line with non-PP students. Evidence consistently shows the positive impact that targeted academic support can have.	Conduct learning walks of intervention sessions to ensure sessions are well attended and differentiated. Contact home for every after-school/Saturday/ holiday classes to increase attendance.	KLF	Half termly
E	Create opportunities for increased parental engagement through link tutor phone calls/facetime meetings (purchase school cloud)	To raise aspirations and ensure students and families are receiving consistent support towards these goals.	Comparison of parents evening attendance from previous year and parental feedback.	KLF	Half termly
Total budgeted cost					**£15,550**

PDBW

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?
B C	Offering alternative provision on site for students at risk of permanent exclusion. Offering external alternative provision when all absolutely necessary to meet needs.	To reduce the need for external alternative provision, allow students to still follow a structured curriculum and achieve in line with their peers, whilst increasing the opportunity for reintegration into mainstream education.	Regular meetings between DHT and managers of the Hub/Harbour to ensure appropriate provision in place and students are making progress.	SSR	Half termly
D	Hardship fund.	To remove/reduce barriers to learning for students such as accessing school uniform, bus passes and free breakfast.	Monitoring the budget reports.	RHS	Termly
B D	To reduce low level disruption within lessons.	Improved behaviour in lessons to ensure students are making good progress.	Daily analysis of wave behaviour data with specific actions.	LPN	Every term
D	Whole school nurture – Boxall profile all appropriate students and implement required intervention.	Ensure timely and appropriate nurture intervention is identified and applied to help remove/reduce barriers to learning.	Regular reviews of Boxall red students and of the nurture provision.	SSR	Termly
C	Provide PP students with revision resources.	To remove/reduce barriers to revision, thus ensuring that the majority of PP students are making progress in-line with non-PP students.	Review with teachers, students, parents and carers any current need for revision materials.	KLF	Termly
A B	Develop the use of rewards to incentivise hard work, good behaviour and good attendance.	To improve student engagement with school thus improving outcomes for students.	Regular review meetings whilst developments are being established.	RRH	Half-termly
B D E	To ensure students requiring additional support have access to the educational psychologist/counsellor.	To offer timely and appropriate support to students to reduce the barriers they encounter accessing the curriculum/attendance in school.	Track attendance and behaviour, engagement, organisation and homework scores of students accessing the provision.	SSR	Termly

E	Develop the successful careers information advice and guidance programme to ensure vulnerable PP students are identified earlier and targeted as required.	To raise aspirations of all students through robust careers guidance and increase the % of students leaving us in sustained education/employment/training.	Review of the 8 Gatsby benchmark and actions to fill in gaps.	HKE	Termly
			Total budgeted cost		**£332,930**