



Pupil Premium Strategy 2018-19

1. Introduction

Pupil Premium funding received by Eden Boys' School, Preston this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The premium was introduced in April 2011 and is allocated to work with pupils who have registered for free school meals at any point in the last 6 years, Looked After Children (LAC) and children of service personnel. Nationally, these pupils achieve at a level significantly below those not entitled to the premium grant on all key indicators.

Eden Boys' allocation for 2018/19 is £81,345 for 87 pupils, although this is likely to be adjusted in March 2019 to a revised total allocation of approximately £100,000 once the new year 7 and hence increased student numbers is taken into account. Thereafter, the annual allocation is expected to rise by a smaller amount for 2 further years until we are at full capacity across all year groups. The spend is forecast to be £100,657; and shortfall between final allocation and actual spend will be made up from the generally allocated grant (GAG). Currently it is not anticipated that there will be a shortfall. The school uses this funding to ensure all disadvantaged pupils achieve their potential and are supported in closing the gap to their peers. Each school can decide how to spend the premium to raise attainment levels for disadvantaged pupils. The Ofsted report on the use of premium (Pupil Premium: Reference 120197: September 2012) outlined how the premium had been used in 262 schools. The report highlights the difficulty in disaggregating pupil premium funding from general school funding.

For 2018/19 the Government allocated £935 per secondary school pupil. The following document details specific actions together with costs and impact for each element of our pupil premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances.

2. Key Stage 2 Performance Indicators

Year 7 - 27 disadvantaged pupils 2018-19 (22.5%)	Y6 % 2018	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	55.6	75	72
Reading: % of disadvantaged pupils achieving a high standard	7.4	28	24
Mathematics: % of disadvantaged pupils achieving expected standard	74.1	76	75
Mathematics: % of disadvantaged pupils achieving a high standard	25.9	24	26
Reading, writing and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	51.8	64	61
Reading, writing and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	0.0	10	8
% Attendance for disadvantaged pupils (School average attendance 97.4%)	n/a	All – 95.7% DP – 91.2%	All – 95.3%
Year 8 - 31 disadvantaged pupils 2018-19 (25.6%)	Y6 % 2017	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	48.4	71	68
Reading: % of disadvantaged pupils achieving a high standard	9.6	25	21
Mathematics: % of disadvantaged pupils achieving expected standard	67.7	75	74
Mathematics: % of disadvantaged pupils achieving a high standard	16.1	23	24
Reading, writing and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	38.7	61	57
Reading, writing and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	0.0	9	7

% Attendance for disadvantaged pupils (School average attendance 97.4%)	-	All – 94.9% DP – 91.2%	All – 95.3%
Year 9 - 21 disadvantaged pupils 2018-19 (17.2%)	Y6 % 2016	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	61.9	66	62
Reading: % of disadvantaged pupils achieving a high standard	9.5	19	16
Mathematics: % of disadvantaged pupils achieving expected standard	85.7	70	70
Mathematics: % of disadvantaged pupils achieving a high standard	28.6	17	18
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	57.1	53	50
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	0.0	5	5
% Attendance for disadvantaged pupils (School average attendance 97.4%)		All – 94.4% DP – 91.2%	All – 95.3%
Year 10 - 25 disadvantaged pupils 2018-19 (25.2%)	Y6 % 2015	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	68.0	89	86
Reading: % of disadvantaged pupils achieving a high standard	12.0	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	64.0	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	24.0	42	45
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	n/a	-	-
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	n/a	-	-
% Attendance for disadvantaged pupils (School average attendance 97.4%)		All – 94.0% DP – 91.2%	All – 95.3%
Year 11 - 10 disadvantaged pupils 2018-19 (18.5%)	Y6 % 2014	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	70.0	89	86
Reading: % of disadvantaged pupils achieving a high standard	40.0	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	70.0	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	50.0	42	45
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	n/a	-	-
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and maths)	n/a	-	-
% Attendance for disadvantaged pupils (School average attendance 97.4%)		All – 94.0% DP – 91.2%	All – 95.3%

Disadvantaged by Group

Year Group	Total	Low overall		Middle overall		High overall		No KS2 data	No SEN	SEN support	SEN with statement or EHC plan
		Rd	Ma	Rd	Ma	Rd	Ma				
7	27	12	7	13	13	2	7	0	24	3	0
8	31	16	10	11	16	3	5	0	25	6	0
9	21	8	2	11	12	2	6	1	21	0	0
10	25	6	7	14	10	3	6	2	22	3	0
11	10	2	2	3	2	4	5	1	9	1	0

Overall	114	44	28	52	53	14	29	4	101	13	0
---------	-----	----	----	----	----	----	----	---	-----	----	---

3. Rationale

Barriers to future attainment for pupils eligible for PP, including those who are more able	
In-school barriers	
A	Low literacy skills on entry across years 7 to 11, especially in year 7 and 8 where disadvantaged pupils are significantly below national averages. In year 10, a significant proportion of disadvantaged pupils scored at the lower end of expected standards (5 pupils at level 4c) therefore only 38.9% are securely meeting expected standard in reading.
B	Cognitive Ability Test Data indicates: Year 7 - below average scores in the verbal (92), quantitative (98), non-verbal (90) and spatial elements (94) Year 8 - below average scores in the verbal (94), non-verbal (94) and spatial elements (95) Year 9 - below average scores in the verbal (95) and spatial elements (98) Year 10 - below average scores in the verbal (92), quantitative (98), non-verbal (90) and spatial elements (93) Year 11 - below average score in verbal (95)
C	Cursive writing has been identified as an issue for all year groups by work scrutiny
D	Average scaled score for Reading, mathematics and GPS is below national averages in years 7, 8 and 9
E	Parental engagement, particularly from outreaching geographical areas. Latest parental meeting only 61% of parents of disadvantaged pupils attended whilst 90% of parents of non-disadvantaged pupils attended.
External Barriers	
A	Almost all pupils are classed as coming from an ethnic minority background, with an increase of new arrivals into the country who have no prior English or very little. English as an Additional Language is 69.2% (NA 16%)
B	Aspirations- Geographically in the bottom 40% nationally for deprivation indicator. 97.3% of pupils are below the NA (20%) of pupils who do not live in high social class households. 79.3% of pupils are below the NA (14.6%) for pupils living in overcrowded households. 53% of the school cohort are living within the top 30% deprived areas. 97.3% of pupils come from wards which have lower than national levels of adult participation in higher education.
C	One of the main feeder primary schools has been judged by Ofsted to be Inadequate for some time. The remaining pupils come from 28 different primary schools.
D	Limited access to learning resources such as ICT and books in the home environment.

4. Key Objectives of the Strategy

Quality First Teaching- Outstanding performance comes out of high-quality teaching and learning on a day to day basis, consequently our major focus, is to continue to develop the capacity and skills of all our staff as the staffing complement grows. The growth model of staffing requires a high focus on quality and continual professional development for all teaching and associate staff.

Our specific objectives are as follows:

- **Outstanding progress:** to ensure disadvantaged pupils make similar progress to all pupils nationally; being 'on track' to achieve their 'Star' GCSE targets which will lead to a Progress 8 score in the top 5% of providers nationally
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas
- **Breadth of experience:** to ensure the well-being of disadvantaged pupils and encourage their engagement in learning a wide range of sporting and cultural extra curriculum activities

5. Specific Aims for Diminishing the Difference in Progress for Disadvantaged Pupils

- Refinement of tracking and analysis tools to track the progress of disadvantaged pupils in all key performance indicators
- Ensure a full programme of curriculum, pedagogical and pastoral transition is in place for disadvantaged pupils from KS2 to KS3, including for more able pupils
- Utilise the Star Teaching Framework to ensure quality first teaching; increasing pupil progress per lesson

- Focussed lesson observation on the learning and progress of disadvantaged pupils, including the disadvantaged more able
- Provide after school intervention sessions for years 7-11 to diminish the difference in all subjects
- Utilise the library and the 'Accelerated Reader' programme for all pupils to address and extend literacy skills
- Develop one to one reading programmes for pupils with weak literacy skills using trained staff including teaching assistants
- Conduct performance review meetings for Year 7 - 11 pupils

6. Eden Boys' Teaching and Learning of Disadvantaged Pupils - Non-Negotiables

- Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS / Classcharts / SISRA data / exercise books and tracking sheets
- Ensure high quality feedback across the whole curriculum
- Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able.

7. Pupil Premium Spending Plan 2018 - 19

Quality of Teaching for All							
Initiative 1	Improve standards of teaching and learning across the school which will disproportionately advantage those pupils who are disadvantaged						
Actions	Chosen Approach	Reasons for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
1.1 Appoint additional teachers in English and maths so that group sizes are smaller than the average for the school	<ul style="list-style-type: none"> Adding additional capacity to further the influence and performance of the mathematics and English Faculties Where many pupils are disadvantaged, ensure groups in English and maths have a class size of no more than 18 	<p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase.</p> <p>EEF Rating: Moderate impact +3 months</p>	AMI	Dec 18	<ul style="list-style-type: none"> Lesson observation and learning walks (including a sharp focus on literacy) Data analysis Y7-11 using SISRA for disadvantaged pupils Report to Principal /LGB Lesson observation and learning walks 	£35,125	<ul style="list-style-type: none"> English P8 element (target 0.66) in line with top 5% of schools nationally Maths P8 element (target 0.66) in line with top 5% of schools nationally No significant P8 element gap for English and mathematics between disadvantaged pupils and non-disadvantaged pupils and all pupils (and disadvantaged sub-groups) Increase in reading age, reading scores and spelling, punctuation and grammar measures for Y7-11 pupils Progress for disadvantaged pupils is judged as at least good, with all pupils making progress in line with the top 5% of providers nationally Disadvantaged pupils make similar progress to their peers, reflecting highly effective use of the Pupil Premium Funding
1.2 Focus on the continued improvement of teacher feedback and pupil response	<p>Provision of regular targeted professional development in ReACT to all teaching staff to ensure they provide quality written feedback on pupil work which is specific, accurate and clear (including homework)</p> <ul style="list-style-type: none"> To be linked to complex or challenging tasks or goals likely to emphasise the importance of effort and perseverance Bespoke training and development for middle leaders in quality assurance of teacher written feedback Quality assurance of feedback for disadvantaged pupils and targeted coaching for disadvantaged pupils in how to construct and develop responses to teacher ReACT feedback in order to improve understanding and secure improved skill development Development of peer and self-assessment as well as that from adult 	<p>Studies show very high effects on learning in general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.'</p> <p>Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>AfL research indicates an impact of half a GCSE grade per subject is achievable</p> <p>EEF Rating: High impact for low cost +8 months</p>	NPA IAD	Sept 19	<ul style="list-style-type: none"> Work scrutiny Y7-11 (coupled with pupil discussion) Work scrutiny carousel Pupil survey (and interview) Scrutiny of QA documents Teaching and Learning report to Principal and LGB 	£2,128	<ul style="list-style-type: none"> Quality assurance of work scrutiny indicates a consistent, accurate and impact focussed approach to written feedback Pupils are aware through impact focussed feedback of what they are doing right and what they have done wrong Feedback is linked to more complex and challenging tasks and emphasises the importance of effort and perseverance Pupil voice indicates their value of quality feedback QA process shows quality of marking and feedback having a positive impact on pupil progress Pupil attitudes to learning are consistently positive
1.3 Continue to develop a focussed literacy strategy that addresses specific literacy weaknesses in	<ul style="list-style-type: none"> Continue to procure accelerated reader Target 'Accelerated Reader' Programme at disadvantaged pupils with low scores in reading comprehension and verbal element of CAT Provide specific staff with training in the delivery of accelerated reader and all tutors 	<p>On average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older</p>	NPA IAD	Jul 19	<ul style="list-style-type: none"> STAR reading tests (termly) Report to Principal Pupil reading logs Listening to pupils read Provision map data Report to LGB and 	£2,959	<ul style="list-style-type: none"> The development of reading, writing and communication across the curriculum is rapidly improving Systems for the tracking of chronological reading age to actual reading age show that 90% of identified disadvantaged pupils are on track to make gains in literacy, specially reading

disadvantaged pupils	<p>in accelerated reader data</p> <ul style="list-style-type: none"> Continue to analyse KS2 QLA data to determine specific weaknesses of Y7 disadvantaged pupils (add to profile of data). Share outcomes with English staff and other key staff Dovetail literacy needs of disadvantaged pupils with literacy needs of wider pupils Y7-11 in order to provide bespoke interventions Library provision extended to before and after school to facilitate improved access and extension of the Library stock and facilities Develop systems to collate and analyse vulnerable group data for the tracking of reading ages Leaders to refine frequency and analysis of pupil voice data and associated follow up actions 	<p>readers (aged 8 or above) who are not making expected progress.</p> <p>EEF Rating: Moderate impact 5+ months</p>			Principal		<ul style="list-style-type: none"> Effective support for disadvantaged learners with SEN/D as indicated by quality assurance process
1.4 Develop a focussed numeracy strategy that addresses specific numeracy weaknesses in disadvantaged pupils	<ul style="list-style-type: none"> Continue to analyse KS2 mathematics QLA data to determine specific weaknesses of Y7 disadvantaged pupils (add to profile of data). Share outcomes with mathematics staff and other key staff Target numeracy programme at disadvantaged pupils with low scores in quantitative and spatial elements of CAT Develop a specific numeracy programme based upon pupil need using a minimum of three evidence-based recommendations from EEF KS2/3 Improving mathematics in KS2 and KS3 Dovetail numeracy needs of disadvantaged pupils with numeracy needs of wider pupils Y7-11 in order to provide bespoke numeracy interventions Develop systems to collate and analyse vulnerable group data for the tracking of numeracy data Leaders to refine frequency and analysis of pupil voice data and associated follow up actions Research the use of Accelerated maths 	<p>Too many of our young people do not get a sufficiently high grade in mathematics and as a result, risk social and economic exclusion. These pupils are disproportionately drawn from disadvantaged homes.</p> <p>Last year, over half of those eligible for free school meals had not achieved the expected level in maths by age 16. To break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school.</p> <p>At the Education Endowment Foundation, we believe the best way to do this is through better use of evidence: looking at what has—and has not—worked in the past</p>	MHA YPA IAD	Jul 19	<ul style="list-style-type: none"> Observation of intervention session and scrutiny of pupil work / assessment results Report to Principal Provision map data Report to LGB 	£4,256	<ul style="list-style-type: none"> The development of numeracy across the curriculum is rapidly improving Systems for the tracking of chronological age to actual mathematical age show that 90% of identified disadvantaged pupils are on track to make gains in numeracy Effective support for disadvantaged learners with SEN/D as indicated by quality assurance process

Targeted Support

Initiative 2 Use intelligent data to improve outcomes and the well-being of disadvantaged pupils

Action	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
--------	-----------------	---------------------	-----	------	---------------------------	------	------------------

<p>2.1 Continued refinement of the use of data systems to monitor and analyse progress of disadvantaged pupils</p>	<p>Continue to refine and sharpen data and tracking systems across the school to forensically analyse pupil progress, attendance, conduct and well-being concerns</p> <ul style="list-style-type: none"> Advanced professional development of Business Support Officers in data analysis Refresher whole school training in the use of SISRA analytics led by Trust Expert Production of data dashboard for disadvantaged pupils Continued development of QLA (Skills Matrices) in all subjects Teacher training in developing subject and class specific tracking sheets Further development of risk registers and attendance tracking sheets Development of system to show three-year trend data (across all year groups and longitudinally) for disadvantaged pupils Review and adapt the curriculum as required in response to data analysis Targeted subject specific and whole school professional development in order to address weaknesses in the performance of disadvantaged pupils Y7-11 <p>This initiative is carried through from last year's plan as further work in embedding and refining tracking ability is needed.</p>	<p>Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear.</p> <p>A core element of a schools' success in raising achievement is a robust focus on tracking and monitoring of individual pupil progress and forensic use of assessment data for progress tracking, target setting and support for individual pupils slipping behind with targeted interventions.</p> <p>Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupils' progress and to set high expectations.</p> <p>Using Data to Raise Achievement – Good Practice in Schools (Lambeth 2013)</p> <p>EEF Rating: no rating available</p>	<p>NPA MMA IAD</p>	<p>Part 1 Oct 18</p> <p>Part 2 Jan 19</p> <p>Part 3 Mar 19</p> <p>Part 4 May 19</p> <p>Part 5 Jun 19</p>	<ul style="list-style-type: none"> Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts QLA data sheets/matrices Weekly analysis Y7-11 of attendance of disadvantaged pupils Staff evaluation of data training Scrutiny of subject and class tracking sheets Reports to various stakeholders including Principal and LGB 	<p>£5,799</p>	<ul style="list-style-type: none"> Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils 98%+ attendance of disadvantaged pupils and un-authorised absence at 0.1% to be in top 5% of schools nationally All subject leaders/departments monitor and report accurately P8 scores ensuring the progress for all pupils / disadvantaged pupils is clearly identified All subject leaders/departments develop and use QLA analysis to secure targeted progress for all disadvantaged pupils Curriculum plans successfully adjusted to reflect subject question level analysis
<p>2.2 Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils</p>	<p>Individual Intervention Plans to be constructed for all disadvantaged pupil's years 7-11 who are underachieving</p> <ul style="list-style-type: none"> Continue to procure and deploy provision mapping software Develop the expertise in preparation of quality, personalised intervention plans and strategies. Identification of barriers to learning which are subject specific for each disadvantaged pupil Individual Intervention Plans constructed, revised and implemented for all disadvantaged pupil's years 7-11 Share and train staff in Individual Education Plans 	<p>Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact</p> <p>EEF Rating: Moderate +4 months</p>	<p>IAD</p> <p>IAD</p> <p>IAD</p> <p>IAD</p> <p>NPA</p>	<p>Sept 18</p> <p>Dec 19</p> <p>Jul 19</p> <p>Jul 19</p>	<ul style="list-style-type: none"> Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts Production of QLA analysis reports for Y7-11 disadvantaged pupils Observation of planned personalised intervention sessions Reports to Principal / LGB 	<p>£27,035</p>	<ul style="list-style-type: none"> Improved T&L and curriculum provision within depts. 90% of all lessons are 'good to outstanding' and over 50% of lessons are outstanding Improved accuracy and quality assurance of teacher assessment Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. Intervention plans in place for all disadvantaged pupils who are underachieving 'In school' Gap in achievement of those pupils who are disadvantaged is smaller than national Y7-11 schemes of work developed and reflect National Curriculum and changes to GCSE specifications and assessments
<p>2.3 Introduction of extended and coordinated Y7 - 11 Raising Achievement Plan (RAP) for consideration of Progress 8 measures for all</p>	<ul style="list-style-type: none"> Monitor all KPI's for Y7-11 disadvantaged pupils on a half termly basis, identifying underachievement and ensuring robust Individual Intervention Plans (IIP) are in place for disadvantaged pupils to address barriers to learning Develop and implement a strategy to improve communication and involvement with parents of disadvantaged pupils, 	<p>Identification of all barriers to learning and progress both across faculty areas and within individual subjects. Personalised plans devised through forensic analysis of data will ensure any intervention is targeted and effective. Parental involvement is consistently associated with pupil success at school. Supporting</p>	<p>NPA</p>	<p>5 x assessment points</p> <p>Jan 19</p>	<ul style="list-style-type: none"> Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts Data reports to SLT and wider stakeholders Analysis of parental attendance figures Parental Questionnaires SLT review of RAP plans 	<p>£13,604</p>	<ul style="list-style-type: none"> Forensic analysis of cohorts and individuals who can make a difference to KPI's such as the Progress 8 score or EBacc outcomes 58% achieving 9 to 5 in English and maths top 5% 38% disadvantaged pupils achieving the English Baccalaureate (9-5 EM) (top 5%) Overall Progress 8 (0.11) (top 5%) English P8 element (target 0.11) (top 5%) Maths P8 element (target 0.11) (top 5%) English Baccalaureate P8 Element (target 0.13)

disadvantaged pupils	including parental information sessions and PRMs. <ul style="list-style-type: none"> • Devise improved analysis tools to assess the impact of intervention and rapid action plans 	parents with their first child may have benefits to siblings EEF Rating: Moderate impact +3 months		Mar 19	<ul style="list-style-type: none"> • DP monthly strategy review meeting 		<ul style="list-style-type: none"> • Open P8 element (target 0.09) • Increase in parental support and involvement in pupil learning
----------------------	--	--	--	--------	--	--	---

Other Approaches							
Initiative 3	Specific Initiatives to raise aspirations of disadvantaged pupils						
Action	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
3.1 Raise the aspirations of disadvantaged pupils so that their attainment is similar or better than non-disadvantaged pupils	<ul style="list-style-type: none"> Small group mentoring programme for groups of disadvantaged boys alongside 1:1 mentoring session for those with ingrained low aspirations Investigate use of PASS survey for all pupils coming from a disadvantaged background Parental sessions targeted at raising the aspirations of their child PSHE input around 'What a Good Attitude to Learning Looks Like' Initiate targeted Pupil Leadership Opportunities Develop links to local sports clubs in order to increase participation of disadvantaged pupils Widen access to extra-curricular sporting activity for disadvantaged pupils 	<p>'On average Social and Emotional Aspects of Learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. SEAL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils'.</p> <p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education. EEF Rating: Moderate impact for moderate cost +4 months</p> <p>Outdoor adventure involves collaborative learning experiences with a high level of physical challenge. Practical problem solving, explicit reflection and discussion of thinking and emotion (meta-cognition and self-regulation). Studies show positive effects on academic learning EEF Rating: Moderate impact for moderate cost +4 months</p> <p>The impact of sports participation on academic achievement tends to be positive. Recent evidence indicates sports participation can have a dramatic effect on for example mathematics EEF Rating: Moderate impact for moderate cost +2 months</p>	IAD MMA	Part 1 Feb 19 Part 2 Feb 19 Part 3 May 19 Part 4 Jul 19	<ul style="list-style-type: none"> Pupil voice Attitudinal survey Analysis of KPIs for identified pupils Rewards and sanctions data IFTE data Exclusion Data Behaviour and rewards data Attendance and participation logs Written report to Principal / SLT / LGB 	£6,863	<ul style="list-style-type: none"> Improvement in the academic outcomes and engagement of pupils who are disadvantaged Raised self-esteem of pupils as evidenced in pupil voice Improved attitudes to learning as evidenced by pupil voice and attendance at school Increase in rewards for engagement in learning and associated reduction in sanctions for non-engagement in learning Reduction in the use of internal fixed term exclusion and removal from class 50%+ engagement in pupil leadership opportunities

3.2 Develop approaches to engage 'hard to reach parents'	<ul style="list-style-type: none"> Improvement in home/school information systems Engage hard to reach parents through differentiated approaches to home/school partnerships Parental literacy support sessions to encourage reciprocal reading programmes Learning together initiative Identification of staff needing support and development Refinement of the use of behaviour data systems to monitor and analyse behaviour and rewards of disadvantaged pupils Develop systems to collate and analyse vulnerable group data for homework and reading ages in conjunction with 'Show my homework' reporting, accelerated reader reporting and class charts 	<p>Evidence suggests of the impact of family literacy, language and numeracy programmes on children's academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and can have a positive impact on the most disadvantaged families.</p> <p>Research shows the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> Achieve better grades Score more highly in tests Higher attendance rate Improved social skills More likely to complete homework Have a more positive attitude to school More likely to graduate from Higher education <p>Parent Partnership Research</p>	IAD MMA	Jul 19	<ul style="list-style-type: none"> Parental questionnaire and interview Data analysis Y7-11 using SISRA for disadvantaged pupils Attendance data reports SMH analysis reports Attitudinal survey Report to Principal / SLT 	£1,316	<ul style="list-style-type: none"> 85%+ parental engagement at identified sessions 90%+ positive feedback from parental sessions 97%+ pupil attendance Improved effectiveness of staged responses to negate any negative pupil behaviours with parents Parent voice indicates improvement in communication and partnership with parents/carers Accurate and complete records of pupil conduct Fixed Term Exclusion less than 2% 90%+ homework completion 90%+ improvement in reading age scores 	
3.3 Further develop the staffing and resourcing of a Nurture Group for KS3	<p>Provide a nurture resource for key stage 3 disadvantaged pupils whose transition from primary phase has not been as successful due to unidentified and previously unmet need. Provision will include:</p> <ul style="list-style-type: none"> Literacy and Numeracy catch up Emotional and social development Creative development Haven type provision for lunch and break time Assistance with homework Assess all pupils' needs and comprehensive Individual Education Plans compiled to ensure appropriate ongoing provision mapping 	<p>Social and Emotional Learning Packages appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>EEF Rating: Moderate +4 months</p>	IAD	Part 1 Mar 19 Part 2 Jul 19	<ul style="list-style-type: none"> Provision map Data analysis Y7-9 using SISRA (Inc. for DP) Pupil interview Attendance analysis Rewards and sanctions data SMH reports 	£1,573	<ul style="list-style-type: none"> Pupils in nurture group on track to secure progress in top 5% of schools nationally and 'catch up' with their peers from KS2 in reading, writing, communication and mathematics Improved social and emotional literacy levels measured by pupil voice 95%+ enjoyment in learning voiced by pupils and their parents/carers Attendance, rewards and disruption data for disadvantaged pupils in the group in line with or below peers 90%+ homework completion 95%+ attendance at homework support activities 	
Total Spend						£100,657		
First Review Date	January 2019	Second Review Date	April 2019	Third Review Date	July 2019	Final Review Statement	October 2019	