

# Pupil premium strategy / self- evaluation (secondary)

## 1. Summary information

## 5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment and rates of progress of DA students and to ensure their progress is positive in EBacc subjects	Ensure no gaps in progress in English, maths, science, history, geography, Spanish	Evidence suggests that meeting individual needs and individualised learning has a positive impact on student progress.  Success in the EBacc subjects will open doors for students in the next stage of their education, Post 16.	Personalised planning for learning for each DA student in each Ebacc subject  At each progress check, DA students in departments will be monitored and compared to non-DA. Where any underachievement is identified, this will be raised with HoD and strategies will be put in place to address the existing gap.	NKH	Feb 2019 April 2019 June 2019
Improve the literacy of all DA students	Improve reading age of DA students who are below chronological reading age	Sutto111.26 121.94 reW*nBT/F7 5/F7 5/F			

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Prevent or narrow any gaps in progress through personalised intervention and support for DA students	Ensure that there is no gap in progress between DA and non-DA in English and maths	Small group work and reading intervention strategies have a good impact on improving student progress (Educational Endowment fund).	One to one or small group support in numeracy and reading for targeted students.  Close monitoring of progress through regular testing.	NKH	Feb 2019 April 2019 June 2019
Support DA student with English as an additional language to improve reading skills	NTE students to improve reading age by 12 months minimum within academic year.	The ability to read English is the key to accessing the whole curriculum.	Deliver structured reading programme for targeted students.	SKI	March 2019 July 2019

Regular attendance of students through tracking and monitoring.  
Target: 97%

Daily monitoring.  
First day calling - Family involvement.

<p>Ensure finance is not a barrier for participation in school activities</p>	<p>DA students take part in school trips as much as non DA students.</p> <p>Monitoring and participation of HAPS students and other students who are DA in whole school activities.</p> <p>School trips and resourcing grants. Supporting students to develop an in-depth interest in a subject or activity.</p>	<p>Student equality in opportunities to enable personal growth. These activities can also improve self-confidence and support social and friendship groups. Participation in trips and activities contribute to a student's participation and self-esteem by developing student knowledge, experiences and cultural capital.</p>	<p>Lunch time HW clubs to provide guidance and resources for HW completion</p> <p>Supporting DA students with finance to enable them to purchase resources (i.e. art resources, books etc.)</p> <p>Supporting DA students with finance to enable them to take part in trips and activities. School financial supp</p>		
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## 6. Review of expenditure

Previous Academic Year

Budget £4208

Spend £6100

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment and rates of progress of DA students and to ensure their progress is positive in EBacc subjects</p>	<p>Ensure no gaps in progress in English, maths, science, history, geography, Spanish</p>	<p>Expected progress: 100% DA students making expected progress in English , history, geography and Spanish</p> <p>86% making expected progress in science and maths</p> <p>DA student exceeding progress of their peers in English, history, geography and Spanish. Gap still exists in English, maths and science.</p> <p>Good or better progress: DA progress exceeding non-DA students in science, geography and Spanish Gaps exists in English, maths and History</p>	<p>Continue with targeted support in class, focus on enhancing stretch strategies and personalisation.</p> <p>Review maths teaching strategies as a priority for stretch of more able DA, enhance with new model for intervention.</p>	<p>£3500</p>
<p>Improve the literacy of all DA students</p>	<p>Improve reading age of DA students who are below chronological reading age</p>	<p>100% DA students making expected progress in English</p>	<p>Enhance reading support through reading logs and parental engagement.</p> <p>Targeted reading programme for those below chronological reading age.</p>	<p>£250</p>

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Prevent or narrow any gaps in progress through personalised intervention and support for DA students	Ensure that there is no gap in progress between DA and non DA in English and Maths	Expected progress: English DA exceeding their peers; Maths: 4% gap  Good or better progress English 27% gap Maths 44% gap HA DA English good or better progress:		

