Summary information					
Academic Year	2017 – 2018	**Total PP budget**	**£352,914**	**Date of most recent PP Review**	September 2017
Total number of pupils	593	**Number of pupils eligible for PP**	358	**Date for next internal review of this strategy**	March 2018

Current attainment			
	Pupils eligible for PP	National Average Pupils eligible for the PP (current validated 15/16)	National Average Pupils not eligible for PP (current validated 15/16)
% achieving 5A* - C incl. EM	32.86%	37.2%	65.1%
Progress 8 score average	-0.79	-0.38	0.10
Attainment 8 score average	30.03	41.1	53.3

Barriers to future attainment	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Lower levels of attainment on entry and in some cases very low basic skill levels.
B.	GCSE attainment for high ability pupils eligible for the pupil premium is lower than their peers.
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Lower aspiration than their peers and a lack of cultural opportunity.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance rates for pupils eligible for PP are 87.5%. This reduces their school hours and causes them to fall behind on average.

Outcomes		
	Desired outcomes	*Success criteria*
A.	Improve rates of progress for KS3 pupils eligible for PP.	Pupils eligible for PP in KS3 make more progress by the end of the year than 'other' pupils so that at least 80% are on track to make three levels of progress. This will be evidenced using the progress point data analysis.
B.	Improved rates of progress for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, so that 80% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments have evidence of interventions put in place, which are evaluated regularly.
C.	Behavioural issues of identified group of students to be addressed.	Fewer behaviour incidents recorded for pupils eligible for pupil premium on the school system. Reduced send outs and FT exclusions.
D.	Raise the aspirations and increase the 'cultural capital' of pupils eligible for the pupil premium.	Reduce NEETs and increase proportions taking progressive steps post 16. Ensure next steps for PP students match those of their peers.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible by 50%. Overall attendance among pupils eligible for PP improves to 94%, in line with their peers.

Desired Outcome	Chosen Approach	Cost	Rationale	How will we evaluate this approach?
A. Improve rates of progress for KS3 pupils eligible for PP.	Increase CPD time to deliver training on strategies that have a proven track record i.e. Guided Learning, metacognition and feedback strategies. Celebrate success of high impact strategies at T&L briefings.	£133,414	High quality teaching will improve progress for disadvantaged students. Strategies have been developed using the Sutton Trust toolkit. CPD sustained and offers peer support in order to have strong impact on the quality of teaching.	Termly data tracking and lesson observations to evaluate the impact of strategies implemented in the classroom.
	Increased staffing in Maths to ensure targeted support is provided to accelerate the progress of identified students.		Smaller class sizes and intervention groups to enable staff to support students to make better progress.	Regular tracking of Progress Point data (after each data collection) to ensure students are making sufficient progress across the year. Maths gap to decrease in KS3.
	Targeted HLTA English intervention for students who are falling behind.		'Stuck' pupil premium students get the intervention they need to progress. Evidence of success with the 'Boosting Reading' programme.	Regular tracking of Progress Point data (after each data collection) to ensure students are making sufficient progress across the year. English gap to decrease in KS3.
	Lexia Programme to be run during tutor time and after school for Year 7.		Lexia has had a positive impact with students' reading levels (see CBA data analysis).	The programme tracks the progress of students as they complete each level. All students to complete up to Level 3.
	Accelerated Reader to run during English lesson time in KS3.		Accelerated Reader and DEAR time used to develop a whole school approach to reading to increase the frequency with which students read and so improve basic reading skills.	Use NFER reading score data to evaluate progress in reading. 80% of students in Year 7 – 9 to achieve a reading age in line or exceeded national expectations by the end of the academic year.
Improved rates of progress for	Girls' Network programme to run with high ability Year 10 girls.	£35,000	The programme has run in the past and has been most successful with the most able group. Positive student voice and	Girls' network student survey and analysis of progress point data.

			teacher reports.	
high attaining pupils eligible for PP.	Tutor time intervention to target Year 11 high ability students.		Small group interventions with highly qualified staff are known to be effective. Combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Regular tracking of data through the Raising Standards group.
	Individual support for high ability KS4 students from careers advisor.		Previous success with applications to Portsmouth High/Grammar and increase in number of students attending the University residential.	TSE to meet with LHi to evaluate on a termly basis.
	Improve use of data to track performance of disadvantaged students. Progress point data can be used to report on the progress of high, middle and low ability disadvantaged students in each year group.		Individual plan produced for high ability PP students to ensure they make progress in line with their peers. HODs to use data to track performance and intervene where necessary.	Data report to be produced after each Progress Point.
	Pupil premium champions to focus support on most able disadvantaged students.		Pupil premium champions have worked within departments to share strategies but this needs to be refined to focus on a key group of students (high ability) to ensure impact.	Pupil Premium Champions to meet and evaluate with LHi each term.
	Develop specific interventions to raise the attainment of Y7 – 9 pupil premium students in core subjects.		Interventions to be developed throughout the year as a response to the progress point data.	Tracking of progress point data for students who have received intervention.
C. Behavioural issues of identified group of students to be addressed.	Revision/motivation programmes to be run for high ability students to improve students' motivation, independence and confidence in preparing for their exams, narrowing the gap in attainment for PP students.	£90,000	A range of revision opportunities have previously been used to support Year 11 in their preparation for the exams (revision packs, MADE and FIXUP). Incentives were also used to encourage attendance to catch up support sessions. Increase in student independence and better understanding of how to study effectively. Student	Mock results and Pixl analysis.

			feedback was very positive.	
	Raise awareness of PP students, particularly the most able, through house meetings, RS meetings with HODs and monitoring of mark books/seating plans and strategies in place through learning walks.		Staff can only intervene for PP students if they are aware of who they are and their needs.	Learning walks to check planning is accounting for PP students.
	Increase provision within school for students at risk of exclusion.		Fixed term exclusions are not having enough impact. A new in-school strategy to be put in place to improve the behaviour of identified students.	To be implemented in the Autumn term and reviewed termly.
	Restorative Practice training for staff.		Evidence that send out data is not reducing rapidly enough. A significant number of send outs are PP students. Restorative Practice training to be put in place for staff in order to enable them to have restorative conversations with students.	Tracking of send out data and negative referrals.
D. Raise the aspirations and increase the 'cultural capital' of pupils eligible for the pupil premium.	Individual behaviour plans for identified students.	£36,000	Evidence that IBPs have had an impact of identified students last academic year by improving conversations between parents, students and staff.	Tracking of send out data and negative referrals.
	Increase ways students can be valued/recognised. Make better use of effort data. Raise profile of awards and celebratory events.		Effort data to be recorded more frequently to recognise the efforts of students and to intervene with students who are not making enough effort in lessons. A successful Awards Evening last academic year. Need to continue to raise the profile of awards and celebrate students to build a positive culture. To target disadvantaged students with this	Tracking of positive referrals and student voice.

			approach.	
	To provide mentoring programmes for targeted pupils.		Evidence of success with mentoring programmes such as EBP.	Analysis of progress point data for students selected for mentoring programmes.
	1:1 careers advice and a range of careers fairs, university trips and events.		Careers week was extremely successful in July. To increase the frequency of careers events.	Student voice and tracking of student pathways.
E. Increased attendance rates for pupils eligible for PP.	Additional finances for trips/unique educational experiences.	£60,000	To provide disadvantaged students with access to trips and events in order to broaden their experiences.	
	Additional funds to establish new clubs/experiences as part of the enrichment programme.		To provide a wide range of activities to broaden students' experiences and heighten their engagement with the curriculum.	Student voice to evaluate success of enrichment time.
	Attendance team employed to monitor and respond to absents. Attendance panels and work with families to improve attendance for identified students.		Designated person working with families, particularly with persistent absentees, in order to provide personalised support to students/parents ie. Home visits, letters, extended timetables, mentoring etc.	EWO to track attendance data to evaluate impact of interventions made.
	Attendance mentors allocated to improve attendance for identified students, particularly those in Year 7 and 8.		Evidence suggests that mentoring can have a positive impact on attendance.	Weekly attendance data tracked to monitor progress.
Total Cost:		£354,414		