

POLTAIR SCHOOL PUPIL PREMIUM PLAN 2017-18

OBJECTIVE 1: To ensure that all disadvantaged students benefit from the very best first teaching where planning takes into account their specific needs and their potential barriers to learning.

So that:

- Monitoring activities indicate that disadvantaged students complete work to the same high standard as all other students
- The vast majority of teachers meet the whole school objective in their Performance Development
- Attainment 8 for disadvantaged students is 40.0
- Progress 8 for disadvantaged students is >0 or is improving at a faster rate than for all students

Ref	Key Actions	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
1.1	<p><u>Teacher Planning</u></p> <ul style="list-style-type: none"> • All teachers explicitly plan to meet the needs of at least two underachieving disadvantaged students in each class they teach. • Supplements existing requirement for all teachers to identify key focus group of students in each lesson they teach. • Personalised action plans provided for teachers to support process • All teachers have this requirement included as the whole school Performance Development objective • All teachers (without leadership responsibility) given additional planning time (1 lesson per rotation) to support planning 	Claire White / Kirsty Hughes	£ 40 000 in staffing deployment	Performance Development review cycles February 2018 and May 2018	Initially CTLs through high frequency, low stakes, unannounced monitoring activities.
1.2	<p><u>Information Management and Student Profiling</u></p> <ul style="list-style-type: none"> • Establish and develop use of Class Charts to provide precise information on students, their needs and the deployment of particular strategies to improve their learning. 	Sam Harrison	£ 3 500 plus additional training time to develop practice and functionality	Termly review and plan for evaluating	Claire White

	<ul style="list-style-type: none">Develop the use of Pupil Attitudes to Self and School as a means to productively identify students own thoughts on reasons behind low attainment, to identify potentially disaffected and vulnerable students and to inform best choices about possible intervention strategies for teachers in developing student learning.	Jacky Westley / Gemma Owens	£ 1 000	functionality and developing expertise. PASS Survey incremental repeat for targeted group	Stephen Tong
--	--	-----------------------------	---------	--	--------------

OBJECTIVE 2: To continue to use and develop the focus and capacity of the Student Services team to close the gaps for disadvantaged students both in terms of attendance, behaviour and well-being.

So that:

- Persistent Absence for disadvantaged students is < 13%
- Gaps are significantly reduced for all behaviour measures between disadvantaged students and all other students

Ref	Key Actions	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
2.1	<p><u>Attendance and Behaviour</u></p> <ul style="list-style-type: none"> • Year Team Managers deployed this year to jointly respond to both the immediate challenges of non-attendance or poor behaviour amongst students, especially the disadvantaged but also to broker, support and deliver key targeted interventions that lead to better engagement, attendance, behaviour and student progress. 	Sam Harrison	<p>£ 3 000 (for rewards)</p> <p>£ 90 000 (YTM's)</p>	<p>Termly reviews of impact of planned interventions.</p> <p>Performance Development Reviews of both YTLs and YTM's.</p>	<p>Claire White</p> <p>Behaviour Attendance and Safety Committee</p>
2.2	<p><u>Attendance and Engagement</u></p> <ul style="list-style-type: none"> • The school to use its recently employed an Educational Welfare and Engagement Officer alongside the Family Support worker, to ensure that families of students who are at risk of disengagement receive appropriate challenge and support. 	Sam Harrison	£ 50 000	<p>Review of casework through regular Line Management</p> <p>Termly reviews of impact of planned interventions</p>	<p>Claire White</p> <p>Behaviour, Attendance and Safety Committee</p>
2.3	<p><u>Behaviour and Engagement</u></p> <ul style="list-style-type: none"> • To use the Applied Learning Teacher to specifically deliver in school bespoke short-term curricular provision to ensure that students at risk of disengagement within school or returning to the school after significant breaks in their schooling, are appropriately supported and achieve early successes in their learning. 	Sam Harrison	£ 25 000	Termly reviews of impact of planned interventions	<p>Claire White</p> <p>Behaviour, Attendance and Safety Committee</p>
2.4	<p><u>Student Well-being</u></p> <ul style="list-style-type: none"> • As part of a school wide Mental Health plan, to develop a school wide strategy for employing TIS approaches across the Student Services team in order to better deliver targeted interventions for vulnerable students. 	Sam Harrison	<p>£ 1 000 (for uniform)</p> <p>£ 10 000 (TIS capacity)</p>	Annual review points in place alongside	<p>Claire White</p> <p>Behaviour, Attendance and Safety Committee</p>

	<ul style="list-style-type: none"> To evolve the role of the School Counsellor role so that it is clearly targeted where need as at its greatest. To ensure that the practitioners working with the most vulnerable students are provided with access to high quality supervision. 		£ 20 000	longitudinal study for Headstart programme. Termly reviews of impact of planned interventions	
2.5	<u>Information Management and Student Profiling</u> <ul style="list-style-type: none"> Establish and develop use of ClassCharts to provide precise information on students, their needs and the deployment of particular strategies to improve their learning. Develop the use of Pupil attitudes to Self and School as a productively identify students own thoughts on reasons behind challenging behaviour and low attendance, to identify potentially disaffected and vulnerable students and to inform best choices about possible intervention strategies for pastoral staff. 	<p>Sam Harrison</p> <p>Jacky Westley / Gemma Owens</p>	<p>As above</p> <p>As above</p>	<p>As above</p> <p>As above</p>	<p>As above</p>

OBJECTIVE 3: To raise the aspiration and ambition of disadvantaged students in order to ensure that they have a parity of experience in terms of learning opportunities, curriculum enrichment and planning for their future adult lives.

So that:

NEETs for disadvantaged students are <4%.

Year 10 disadvantaged students all have clear post 16 plans to aspire to and work towards

Disadvantaged pupils have equitable access to all forms of the extended curriculum

Ref	Key Actions	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
3.1	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Through the regular review of individualized study programmes, ensure the curriculum design maximizes the achievement of disadvantaged students and that wherever possible they follow a broad and balanced curriculum. Continue to ensure that pupil premium students are provided with the opportunity to study the EBacc suite of subjects and are encouraged to do so. Ensure that all students and in particular disadvantaged students leave with an appropriate quantity of grades as well as maximizing the quality of these grades. • Where necessary, to redeploy additional staffing to ensure that additional interventions can support students realize their potential. 	Claire White	Use of additional curriculum / staffing time to deliver interventions as appropriate (16 lessons, equivalent to £ 20 000)	Groupings and curriculum provision reviewed for Year 11 students after each Data capture	Claire White and Stephen Tong Teaching and Learning and Curriculum Committee
3.2	<p><u>Pupil Premium Fund</u></p> <ul style="list-style-type: none"> • To ensure that all disadvantaged students have access to essential curricular opportunities and thereby have a fully inclusive educational experience. These are likely to include: <ul style="list-style-type: none"> - Geography field work - Art educational visits - Writing workshops - Science more able master classes - Music tuition - Theatre and performance opportunities 	Rod Truan	£ 10 000		Stephen Tong Pupil Progress Committee
3.3	<p><u>Advice and Guidance</u></p>				

	<ul style="list-style-type: none">• Employ the use of specific careers advice and guidance on an individual / small group basis for disadvantaged students and others at risk of disengagement. To secure this through Career 4U and Careers South West• To identify specific Tutor Team leadership time to prepare, shape, deliver and evaluate careers provision for all year groups	Sophie Walker Sam Harrison	£ 10 000	PASS Survey reused to assess changes in attitudes amongst target students in Year 10.	Claire White Teaching and Learning and Curriculum Committee
--	---	-----------------------------------	----------	---	--

OBJECTIVE 4 – To utilise targeted interventions and support, including Teaching assistants in all subjects, facilitating high quality support of disadvantaged students

So that:

Additional staffing is always directed to support those most in need

Both pupils and parents are equipped with appropriate knowledge and resourcing to self support good progress

Ref	Key Actions	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
4.1	<p><u>Interventions</u></p> <ul style="list-style-type: none"> Specialised Teaching assistants deliver specific interventions to individuals or small groups of identified students during curriculum time. Teachers deliver after school booster sessions for students most at risk of underachieving, and in particular, disadvantaged students. Additional staffing resource is used to ensure that students most at risk of not fulfilling their full potential receive personalised curriculum and study plans 	<p>Claire White</p> <p>Rod Truan</p> <p>Claire White</p>	<p>£ 12 5000</p>	<p>Each six week wave of intervention evaluated through RSL meetings</p> <p>Each Data Capture used to identify overall pupil progress</p>	<p>Stephen Tong</p> <p>Stephen Tong</p>
4.2	<p><u>Resources</u></p> <ul style="list-style-type: none"> Resource packs, revision guides and study support packages provided across the curriculum. Additional support provided to families of disadvantaged students in how to help children make a success of their study beyond school. 	<p>Rod Truan / Gemma Owens</p>	<p>£ 3 000</p> <p>£ 1 000</p>		<p>Stephen Tong</p>

--	--	--	--	--	--

OBJECTIVE 5 - To ensure that all leaders at all levels are proactive, promoting, developing and evaluating actions to close the gap for disadvantaged students, in terms of attendance, engagement and achievement.

So that:

All leaders maintain a high profile in all their actions to supporting and delivering on behalf of underachieving disadvantaged students
 Leaders routinely monitor the progress of disadvantaged students and organize interventions as appropriate
 Leaders ensure that all teachers are identifying the barriers for individual disadvantaged students and are planning for in class interventions to support their learning and accelerate their progress

Ref	Key Actions	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
5.1	<p><u>Raising Standards and Pupil Progress Reviews</u></p> <ul style="list-style-type: none"> All pupil progress captures require all leaders to report on pupil progress data overall and by key groups, including disadvantaged students and to identify key actions to be undertaken as a result. All Year 11 RSL meetings with CTLs require clear reporting on the progress of disadvantaged students and clear identified plans to be in place for any that are underachieving. PiXL membership retained to provide leaders with clear networking opportunities to verify standards and make decisions about interventions with greater assurance. 	Rod Truan	£ 3 500	Each and every Data Capture for each year group	Rod Truan to lead monitoring of the quality of all Data Captures and analyses, advising SLT Line Managers
5.2	<p><u>Performance Development</u></p> <ul style="list-style-type: none"> All Performance Development objectives identify quantifiable targets for disadvantaged students in their classes / subject / year group. At the termly review of Performance Development, leaders will appraise the progress each member of staff has made in meeting the needs of disadvantaged students and their proximity to realizing their statistical target, brokering next steps as appropriate. 	Claire White	Allocated directed time to allow for termly reviews to take place.	Performance Development Review Cycles February and May 2018	Claire White