

The Thomas Lord Audley School
Pupil Premium Grant (PPG) and Service Premium Grant (SPG) Expenditure 2019-20

The Pupil Premium Grant is allocated to schools for the purpose of raising the attainment of disadvantaged students of all abilities to reach their potential and supporting children and young people with parents in the regular armed forces.

At the Thomas Lord Audley School, we have worked hard to ensure that those students who are eligible for PPG funding make progress in line with their peers. The progress of our students in receipt of the PPG has been increasing and the gap between this group and their peers is closing.

The Pupil Premium Grant is available to for students that can be classified as:

Ever6 FSM (FSM6)

The pupil premium for 2019 to 2020 will include students recorded in the January 2019 school census who are known to have been eligible for free school meals (FSM) since May 2013, as well as those first known to be eligible at January 2019. **Children adopted from care or who have left care (LAC-PPG)**

The pupil premium for 2019 to 2020 will include students recorded in the January 2019 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). This is a very small group of students who each have a Personal Education Plan (PEP). The provision is outlined for individuals in their PEP.

Ever6 service child (SPG)

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census.

Allocations to schools

£935 per pupil for each Ever6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium. £2,300

per pupil for each LAC or post-LAC premium in year groups Reception to Year 11.

£300 for each pupil aged 4 and over in year groups reception to Year 11 who is either Ever6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

Overview of the PPG and SPG allocation

	2018/19	2019/20
Total number of students on roll	798	821
Total number of students eligible for PPG (£935 per student)	246	239
Total number of students eligible for LAC-PPG (£2300 per student)	3	2
Total number of students eligible for SPG (£300 per student)	94	53
Total Funding	£265,000	£245,000

NB. Funding is calculated for the period of time students are in the school. Late starters to TLA mean that the school only receives a proportion of the full allocation.

Performance of Service Family (SPG) Students

	2018/19	2019/20 Predicted
Number of students in Year 11 eligible for SPG Funding	9	16
Progress 8 score for SPG students	0.6	0.4
Progress 8 score for SPG students in English	0.4	0.3
Progress 8 score for SPG students in Maths	0.7	0.5

Performance of Ever6 FSM (FSM6) Students

	2018/19	2019/20
Number of students in Year 11 eligible for FSM6 Funding	44	46
Progress 8 score for disadvantaged students	-0.4	-0.2
Progress 8 score for disadvantaged students in English	0	-0.1
Progress 8 score for disadvantaged students in Maths	-0.1	-0.1

Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Students underestimate their potential and lack confidence
B.	Barriers to learning of individuals not identified and addressed
C.	Previous underachievement inhibits access to curriculum
D.	Underdeveloped reading comprehension, vocabulary and numeracy skills
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E.	Low attendance
F.	Complex social issues effect parental engagement and support
G.	Prevalence of mental health issues within the community
H.	Low aspiration and understanding of available opportunities
Intended outcomes (specific outcomes and how they will be measured)	
A.	Increased attainment and progress
B.	Increased Attendance
C.	Increased parental support and engagement
D.	Improved literacy and numeracy skills
Success criteria	
	4.1 / 0.0
	Gap closed with non-PPG cohort
	Attendance at Parents' Evenings and other school meetings. E.g. pastoral and SEN review meetings.
	Gap closed with non-PPG cohort - English and Maths outcomes.

FSM6 Premium Grant 2019/20

Planned Expenditure – 1 Quality of teaching for all						
Barrier	Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead and Review	Impact updated on a termly basis (progress snapshot January 2020)

B	Provide materials to promote wider reading opportunities	Improved reading and extended writing skills lead to better outcomes in English and in Humanities subjects.	Reading Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018) EEF Toolkit also identifies Reading Comprehension strategies as high impact.	SIL responsibility for reading interventions, who identifies and arranges support	SWA Half Termly	2 rounds of the Reading intervention have taken place so far. In AUT1, 10 of the 30 students were PPG. Average progress for PPG students in the 6 week period was 11.9 months in Reading age and 12.3 sublevels in AR which was above the average progress made by non-PPG. Best progress was made by a male PPG student-22 months reading age improvement and 24 levels in AR. In AUT2, 6 of the 30 students were PPG. Average progress in the 6 week period was 15.5 months in Reading age and 20.33 sublevels in AR. This was above the average progress made of non-PPG. Best progress was made by a male PPG student with 45 months improvement in reading age and 21 sublevels in AR.
A	Collaborative opportunities between Head of English & Ebacc.	Devise a planned approach to 'extended writing' tasks to secure more sustained responses for these subjects.	Exam analysis shows that some students are not developing their responses in these essay heavy subjects/questions.	DH responsible for Line Management of English and Ebacc will assist with joint meetings/support.	LDO & LB/KER & SB	Work between departments has meant that English have improved their approach to teaching new vocabulary, with the intention of this being included in planning and this being developed. LAB is also keen to consider the marking of planning in assessments (feedback based on extended writing planning) and highlighting (and rewarding) any key vocabulary used in responses.
B	Accuracy of data/moderation of assessed work (moderation column)	PPG Students will have improved progress, over time, due to immediacy of interventions being set-up	EEF Toolkit state small, targeted, group work/1:1 has the biggest potential for impact on raising attainment.	Line managers/ML to assess data/Go4 regularly.	Middle Leaders & LM	Middle Leaders using data to identify students to work with for small group interventions. Middle Leaders working with dept. to identify individual students who need class based interventions. Dept. meeting times and WBS used to ensure consistency of marking across the team.
C	Support improving literacy skills through staff CPD and school coordinator post	Improved quality of first teaching and improved teacher confidence.	Quality First Teaching identified by DfE as best way to raise attainment.	AHT has responsibility for monitoring: Learning Walks, Lesson Observations and Workbook Scrutiny	KRO Half Termly	Two rounds of WBS have been completed across the school with a focus of PPG. WBS feedback shows a secure level of marking across the school ensuring students receive direct feedback to support learning and progress. SIP foci have also been evidenced through the WBS including the use of subject vocabulary and formative assessment. Spotlights have been completed in four subject areas. Learning walks have seen a positive level of focus in lessons, quality first teaching and direct evidence that supports the department curriculum intent. SWOT analysis documents have been created and department CPD time has been used

						to support the development of potential threats and weaknesses.
C	Development of Reading Homework across the curriculum (adding higher level challenge).	Students' capacity for independent reading comprehension increases.	EEF Toolkit also identifies Reading Comprehension strategies as high impact.	DHT teaching monitors and supports HOD re development of SOW and resources	MEC Half Termly	HODs continue to work on developing their Reading Homeworks and may have this as a department priority. MEC has worked with Music and Technology to improve the quality of their Reading Homeworks. Student Feedback has been positive about the improved quality of the Reading Homeworks they are receiving.
B	Whole school literacy programme delivered through tutor groups	Profile of literacy has been raised across the school. All colleagues contribute to the enhancement of students' literacy skills	Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018)	DHT teaching monitors and supports HOD re development of SOW and resources	MEC Half Termly	The literacy tutor time sessions reinforce the strategies to be used across the curriculum - pre teaching of vocab, reading aloud, etc. HODs are using similar approaches linked to their own subjects.
B	Accelerated Reader Programme for all Year 7 and Year 8 English classes – Y7 weekly and Y8 fortnightly.	Students' engagement with reading and their reading ability improves.	EEF Toolkit also identifies Reading Comprehension strategies as high impact.	SIL monitors and supports HOD re development of SOW and resources	SWA Termly	88.5% of PPG students in Year 7 have made progress in their reading level through the AR programme with 15 of the students achieving more than 11 sublevels of progress. This was inline with non-PPG. In Year 8, 54.2% of PPG students have made progress in their reading level with all but one of these students achieving 11 or more sublevels of progress. This is also in line with non-PPG. Further interventions are being implemented in AR lessons to increase this figure.

Planned Expenditure – 2 Targeted Support

Barrier	Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead and Review	Impact updated on a termly basis (progress snapshot January 2020)
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A	Focus on Y11 boys through mentoring/other support: P6, AM booster, focused HW/CW.	Boys will raise their attainment and the gender gap will have lessened.	Prior data shows that the gender gap is widening.	Integral part of SIP and Dept. plans	LD/LP/MP	Progress of PPG boys has improved. 64% of males being mentored are already either at or above their target grades for the end of Y11. Mentoring groups have been established. P6 has been made compulsory for some of the students.
C	Ensure that disadvantaged students are identified as high priority for Year 11 Achievement Boards, Subject and Year group action plans.	Any disadvantaged student who is under achieving is quickly identified and appropriate action is taken.	EEF Toolkit identifies Small Group Tuition as a moderate impact strategy	HODs and SENCO will identify students with gaps in knowledge through in-class testing and will arrange appropriate support to close gaps	LBR (Maths), LAB (Eng), RR (SEND) Half-termly	<p>All PPG students have been issued with English and Maths revision books</p> <p>English - Most of the students in intervention are PPG. Colleagues are aware of those PPG students in their classes and we plan accordingly for them. Teachers prioritise actions and update HOD throughout the year. Action plans and PPE/Exam analysis focuses on PPG students. 35% of PPG students have made progress from their September starting point (21/60)</p> <p>Maths - Monthly exams are RAGed and pupil weaknesses are identified. All students, with an increased emphasis on PPG, are provided with detailed information about how to work on these weaknesses. In addition, FSM students are provided with Free revision guides to support this. Interventions are put in place with PPG students taking priority with careful monitoring. Staff are asked to ensure all PPG students have some 1:1 time in lessons and are a focus for planning and support. 30% of PPG students have made progress from their September starting point (18/60)</p> <p>SEND - Provision reviewed monthly as a Department for Year 11 paying particular attention to qualitative data. PPG Focus: Interventions have had a positive impact with the exception of one student who has been re-referred to the PCT. One student avoided permanent exclusion and has responded extremely well to support provided. All Annual Reviews for those with EHCPs completed 16/1/20. Where possible meetings are attended by the Preparing for Adulthood Advisor. Support regarding college placements for all</p>

						SEN/PPG including attendance at College interviews with students and their families where practicable. All access arrangements that have been possible to approve via JCQ are in place and were used confidentially in PPEs. Since their September starting points, 6 SEND students have made one level of progress in their English Mock exams and three have made one level of progress in Maths exams.
C	Lunch time Maths intervention for students unable to attend after-school additional/revision lessons. This is split by gender into two groups.	Improve outcomes. Raised confidence levels for students.	Worked in previous years.	HOD	KAD	All PPG/SEN pupils attend lunchtime intervention sessions alongside their peers. 5 PPG pupils have increased their grade by three sublevels or more. Case study 1- Pupil has attended all lunchtime sessions however has been unable to attend after school sessions. She is becoming a confident problem solver and has increased her grade by three sub levels in 4 months and is now achieving her end of year target. Case study 2 - Pupil has attended every lunchtime and after school session. He has commented on how much he appreciates the support in school and additionally discusses revision timetables and strategies. He is a role model for his peers, his confidence has improved and he has made four sub levels of progress in 4 months.

C	SLT mentoring for targeted groups, in particular boys disadvantaged	Improving outcomes and engagement in school.	Worked in previous years	SLT to liaise with team/rest of school	SLT	RR mentoring five PPG/SEN Year 11 students and they are all responding well and changes have been implemented to provision based on these sessions.
A/H	Futures Mentoring: a long term approach to support male students with their behaviours and to guide them to choices open to them.	Improved social awareness and ability to self-reflect and reduce negative behaviours which are hindering progress.	EEF Toolkit states that Social and Emotional Learning is moderate impact.		ND/KAD	ND - 12 year 9 students who are PPG selected due to significant numbers of sanctions. Weekly sessions during AM registration. 50% of students showed significant decrease in sanctions received and the severity of sanction over the first term. Sessions include impact on future, career planning, positive behaviour strategies and impact on their own education. KAD - Students are given the opportunity to develop a range of skills including but not limited to; personal journey

						<p>planning, effective communication and leadership skills, reading for pleasure -linked to aspirational specific literacy sessions, research and critical evaluation skills, linking personal aspirations with entry and educational requirements and developing effective strategies to manage personal goals.</p> <p>Case study 1 - PPG / SEN - Pupil has increased confidence, he has a good circle of friends and is now 'happy' to come to school. Attendance has increased, negative behaviours have decreased dramatically with only one C2 recorded in 4 months. He is happy to take part in discussions and question his peers. He is happy to share ideas and has developed his listening skills. He has worked exceptionally hard to start to achieve a grade on assessments and in his most recent data round is currently on or above target in every academic subject.</p> <p>Case study 2 - Pupil was unable to regulate his behaviours and this was impacting his attitude towards school and his learning. Pupil is now able to regulate behaviours more effectively and escalation of negative behaviours has decreased overall. He is able to articulate his feelings and opinions in an appropriate way the majority of the time. He has embraced the sessions, is often the first to arrive and his attitude towards learning has improved dramatically as evidenced by LP and HP data. There are 8 students in this group.</p>
B	Construction Wise course. Initially focusing on boys disadvantaged	Raising aspirations and confidence. Completing Level 1 and Level 2. 12 hours per week. Includes a mentoring aspect.	Successful in other areas.	Member of SLT will be responsible for overseeing & liaising.	HB/SG	A workshop style event was organised with a large group of students and then using interviews and HP/LP data, the group was pared down into two groups. One group of Y9 and one group of Y10 boys. The programme commenced at the end of January 2020. Initial feedback is very positive.
B	Support provided to pre teach particular units	Knowledge gaps reduce. Barriers are identified for individuals identified. Confidence in curriculum increases.	EEF Toolkit states that Individualised Instruction has a moderate impact.	SENCO, LSAs and teachers communicate regularly and adapt plans.	RR	Pre Teaching has been very successful for the 7 PPG students. One Yr 10 student has grown in confidence and emotional maturity due to pre-teaching that supports his academic and emotional needs and will be further developed through work experience at Rally Sport one day a week

						<p>commencing mid January 2020 to help prepare him for the transition to college.</p> <p>One year 8 student with the help of pre-teaching was able to attend a trip that was a huge success, he was a school refuser now and is going on trips.</p> <p>Pre-teaching for a Year 11 in Maths has resulted in him re-engaging in school.</p> <p>A Year 10 student will commence pre-teaching for English to enable him to remain in the higher set and this is a huge boost to his self-esteem.</p> <p>Five PPG/SEN students have reduced timetables to help them to be able to access education. One of these is an off site provision with 1-2-1 tutoring 15 hours a week. The other two are in school with 1-2-1 support for 50% of their timetable and they are managing to develop social skills, regulate their emotions and make academic progress.</p>
C	Small group tuition and small group mentoring offered in English, Maths and other areas.	Gap between whole school achievement and disadvantaged students reduces each year.	EEF Toolkit identifies Small Group Tuition as a moderate impact strategy	HODs and SENCO will identify students with gaps in knowledge through in-class testing and will arrange appropriate support to close gaps	LBR (Maths), LAB (Eng), RR (SEND) Half-termly	<p>English - Most of the students in morning interventions are PPG students and PPG students are chosen as a priority when sorting out groups. In these sessions, we build confidence towards the key questions in the exams. Out of the 19 PPG students in morning interventions, 15 made good progress within the first 2 months, with 4 students achieving more than 15 marks than the previous set of mock exams. 2 students have made 2 levels of progress and 19 have made one level of progress.</p> <p>Maths - morning interventions are focussed on improving the confidence of girls. PPG students involved are monitored closely. 18 students have made one level of progress.</p> <p>Core PE withdrawal is offered for boys. again PPG students are monitored closely. No data as yet as this commenced in January.</p> <p>SEND - 29 of the SEN students involved in morning interventions are PPG and five PPG students attend who are not on the SEN register. All PPG students have excellent attendance to the interventions that include handwriting,</p>

						touch typing, toe by toe, mentoring, art therapy. Attendance is for a huge variety of reasons sometimes to learn to touch type, regulate emotions, develop literacy skills. YR7 - 8 PPG/SEN and average LP 4.75 and average HP 4.51. YR8 - 9 PPG/SEN and average LP 3.95 and average HP is 3.56. YR9 - 6 PPG/SEN average LP 3.52 and average HP 3.33. YR10 - 5 PPG/SEN average Lp 3.91 and average HP 3.22. YR11 - 3 PPG/SEN and average LP 4.8 and average HP 3.9.
C	Focus group – Y8 & Y10: student voice element to what works/would they like to see more of?	Gap between advantaged and disadvantaged reduces.	Empowering students & staff with knowledge of what works	LD to identify focus group, using data and liaising with staff re: outcomes	LD/MP Half-termly	Focus group feedback has shown that 75% of students surveyed are happy with the support that teachers offer them in class time. Data shows that all of the students surveyed are making good/above average progress in multiple subjects.
H	Alternate provision including: Step Up and Asdan made available to most vulnerable students	Curriculum meets need of students and supports students' wellbeing	EEF Toolkit identifies Small Group Tuition as a moderate impact strategy	SENCO and DHT Pastoral monitors students regularly	AB On-going	ASDAN 12 students across 3 year groups: Year 9: 1/2 FSM6 group has only just started so working towards Bronze Year 10: 3/5 FSM6 and Year 11: 1/5/ FSM6. All students on track to achieve the ASDAN awards working towards and in line with target. Step Up course 2 students in year group: Year 11 2/2 PPG. Both on track to achieve either Level 1 Award in line with target.
B	Support provided in class to targeted students for interventions planned with the teacher.	Knowledge gaps reduce. Barriers are addressed for individuals identified.	EEF Toolkit states that Individualised Instruction has a moderate impact.	SENCO, LSAs and teachers communicate regularly and adapt plans.	RR On-going	Sixty (45%) of the SEN cohort are PPG students and they receive in class support as required using the principles of MITA. The students respond well to the LSA support. Average LP for SEN/PPG in classes with support is: YR7 - 4.61 YR8 - 4.04 YR9 - 3.45 YR10 - 3.96 YR11 - 4.29
B	Emotional/wellbeing support. EG EWHMS, GOSH	Improved well-being leading to improved access to school/curriculum.	EEF Toolkit states that Individualised Instruction has a moderate impact.	SENCO	RR	All PPG/SEN students have their own bespoke emotional regulation scale that is reviewed termly as part of one planning. Successful referrals to EWHMS have been made for PPG/SEN students. GOSH is working with two SEN/ PPG

						students to help one with his attachment needs and the other with his high level SEMH that is related to his medical conditions. A Year 9 student has been re-referred to EWHMS as his attachment needs are becoming more acute and have formed a barrier to his learning.
H	Counselling sessions for identified students. (Staff and students aware of how to refer)	Improved self-esteem and capacity to access curriculum	EEF Toolkit states that Social and Emotional Learning is moderate impact.	Through fortnightly panel meeting, DHT pastoral oversees allocation.	AB On-going	Counsellor Support: PM: 11/20 FSM6. CB: 11/29 FSM6. Student Counsellor: 2/3 FSM6 In school provision for ASR: 2/4 FSM6 In general, students accessing this provision have improved well-being, attendance, and behaviour.
B	Provide CPD for pastoral teams and LSAs to support individual students effectively.	Enhance levels of skill and confidence of staff to be able meet students' needs	EEF identifies metacognition and self regulation as high impact, low cost.	DHT promotes available courses and supports staff accordingly.	AB Termly	Training courses made available for L2 qualifications to staff - latest cohort of 20 also includes parents (10/10) to start in February. 28 staff have already completed the qualifications
C	Provide support for basic equipment and resources. E.g. revision guides, school uniform, PE kit etc.	Enable all PPG students to fully access the curriculum leading to improved performance Disadvantaged students are able to gain a progress 8 score that is in line with the national average or better	Reported as useful by previous cohorts.	Systems are in place, middle leaders communicate with main office around the purchase of resources.	HOH/HOY Half-termly	Darwin: Since September, three students have benefitted from school supplies for uniform. Austen: Since September, seven students have benefitted by issuing basic equipment such as pens/pencils. In addition, one student has benefitted from being provided with 'personal hygiene' items. Nelson: Since September ten students have regularly received support with items of uniform and equipment. Y11: Students are able to collect necessary equipment for lessons from the Year Office. Ties and jumpers have also been given to the students from the Year 11 store.
H	Subsidised trips	Students able to access out of classroom learning opportunities for pastoral and curriculum based activities.	EEF Toolkit cites outdoor learning as high impact.	Systems are in place, middle leaders communicate with the main office around the appropriate subsidising of identified students' trips.	SE/LD Termly	Y7 Whole cohort Drama trip to Christmas concert. KS4 Joint Drama and English trip to a performance of Macbeth. KS4 History trip

F	Travel Costs e.g. bus fares	Enable specific individuals to attend after school provision	Previously used successful strategy to ensure students could access the full range of extracurricular clubs and additional revision sessions.	HOY/HOH aware of individual needs and accesses appropriate support	HOY/HOH On-going	Some Year 11 PPG students have been offered bus fare for p.6 sessions by SE. SG also provides transport to one student who is a Services student after p.6 sessions. One student moved out of the area and gets funding elsewhere for buses.
E	Attendance officer input for PA disadvantaged students. Additional support provided to attendance officer through Attendance Solutions.	Gap between whole school attendance and disadvantaged students will close.	2018/19 Attendance data shows a gap between Disadvantaged and non-Disadvantaged students.	SIL and Attendance Officer have responsibility for monitoring attendance data.	IM/AB Half-termly	Whole School Attendance at end of Term 1 = 93.9% (Target is 95%) PA figure for Whole School at end of Term 1 = 16.2% (Target is 13%) PPG attendance at the end of Term 1 is 92.6%. Gap to Whole School is 1.3% Non PPG attendance is 94.7% Gap = 2.1% PPG PA at end of Term 1 is 22.1% Non PPG PA is 12.7% Gap = 9.7% (sig) On going support and intervention from Attendance Solution ltd who work with those who can prevent dropping into PA. Weekly meetings between pastoral team and attendance officer to with subsequent follow up to target students whose attendance is a cause for concern. Year 8 and Year 10 are biggest concerns.
B	Loan laptops and equipment. (including software where necessary)	Enable disadvantaged students to access the curriculum fully ensuring that they are able to complete any typed assignments and assessments.	Cited as a reason for success in previous cohorts.	SENCO knowledge of key students' needs allocates resources as part of the One Plans	RR On-going	PPG students are not requested to provide laptops/chromebooks from home. Ten PPG/SEN students currently use laptops as their way of working and these have all been provided by the school. The students have touch typing lessons to support the use of a laptop and will form part of access arrangements in the future. Some families of PPG students have sought devices through "Family Fund". A Year 11 PPG student is now in receipt of a Kindle to support revision at home.

B	Read, Write, Gold to ensure students can access equipment and lesson resources.	Enable all disadvantaged students to access the curriculum fully ensuring that they are able to complete any typed assignments and assessments.	Working with partner schools, we identified that students are more able to access exams and reading materials independently using computer software.	SENCO knowledge of key students' needs allocates resources as part of the One Plans	RR On-going	Successful use of the programme, especially in PPEs, very positive results overall for PPG/SEN students. Seventeen students who are PPG currently use RWG as part of their access arrangements. Some students in years 10 and 11 use to help access work in class. Nineteen PPG students use RWG and two of these are not SEN students. Based on English results from Year 10 to 11 of the 12 students involved the grades of 8 stayed the same, 2 increased and 2 decreased.
A	Provide opportunities for extra-curricular activities. E.g. Stem clubs, Brilliant club, Music tuition for those taking music, etc.	Improved attendance in enrichment activities.	Cited as a reason for improved social confidence in previous cohorts.	Relevant activity coordinate has awareness of students' needs and the school priorities.	SE On-going	
H	Funding for KS4 1:1 careers support from trained Careers Leader	Increased numbers of students applying and working towards Post16 Level 3 qualifications	Very effective strategy over a number of years leading to extremely low NEET figures.	Careers Leader targets key students and oversees their progression to Post-16	Careers Leader Jan, May and Sept. 2020.	Majority of students by 6 January 2020 have already applied for at least one college option. The number of students considering Sigma Trust Sixth Form at Philip Morant has increased to 18 from 5 for the 2019 leavers. Have seen over 90% of the Year 11 students to undertake a 1-1 interview and am now supporting the students with their college interviews. Case study: 1:1 careers interview to discuss options going forward. This student wants to be a chef. Looked at Colchester Institute: Professional Catering Courses. Opportunities for different areas that qualified chefs can work in. I was able to help complete the application form, and booked the interview. The student had a 1:1 meeting to discuss interview style questions to help prepare him for the interview. I accompanied him to the interview. He was successful in gaining an offer of a placement.

B	Library based reading intervention programme for targeted students organised by literacy coordinator.	Disadvantaged students' reading ability is in line with age related expectations	Reading Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018)		SWA	2 rounds of the Reading Intervention have taken place so far with focus on fluency, oracy skills and comprehension. In AUT1, 10 of the 30 students were PPG. Average progress for PPG students in the 6 week period was 11.9 months in Reading age and 12.3 sublevels in AR which was above the average progress made by non-PPG. Best progress was made by a male PPG student-22 months reading age improvement and 24 levels in AR. In AUT2, 6 of the 30 students were PPG. Average progress in the 6 week period was 15.5 months in Reading age and 20.33 sublevels in AR. This was above the average progress made of non-PPG. Best progress was made by a male PPG student with 45 months improvement in reading age and 21 sublevels in AR.
B	Use outside stimuli to motivate students with reading: EG author visits.	Disadvantaged students' engagement with reading and reading related activities are enhanced.	Reading Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018)		MEC/SWA/FC (& SIGMA)	This has been discussed at the English Sigma Meeting and the team are looking at what can be supported across Sigma.
B	Literacy interventions for SEND/Disadvantaged students e.g. Toe-byToe reading	SEND/Disadvantaged students' gap with peers closes.	Reading Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018)		RR	24 Toe by Toe mentors and mentees are PPG. They meet and work with each other weekly providing excellent role models for each other. Seven of these students are not on the SEN register. Sixteen of the years 8-11 students who are PPG/SEN improved their reading ages in the last term and two improved their spelling ages. Three PPG/SEN students no longer need testing as they have achieved reading ages above 15 years old.

Planned Expenditure – 3 Other Approaches

Barrier	Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead and Review	Impact updated on a termly basis (progress snapshot January 2020)
E	Provide a free breakfast club from 7.30am to 8.15am daily to help improve concentration in lessons and attendance to school	Any student able to access food and drink before school. Improved punctuality and attendance.	Cited as a reason for improved attendance of key students in previous years.	Promoting breakfast club regularly in assembly and suggested through individual mentoring.	AJ/ TC/SRO Catering	Breakfast club at full capacity - serving between 60-70 breakfasts each day.
H	Rewards for disadvantaged students through the House Point system and the Growth Mindset rewards approach	Enhance engagement with whole school approaches and aspiration of students.	Cited as a reason for success in previous cohorts.	SIL has responsibility for monitoring and liaison with Heads of Department.	RMC Half-termly	Autumn Term 1 = 21505 Reward Points Awarded(Total) Autumn Term 2 = 15924 Reward Points Awarded (Total) PPG Student Rewards Points: Jan 20: 998 Rewards Points Awarded Dec 19: 1138 Rewards Points Awarded Nov 19: 1175 Reward Points Awarded Oct 19: 1548 Reward Points Awarded Sept 19: 1426 Reward Points Awarded
H	Introduction of Student Leadership across each year group.	Designed to recognise student effort, conduct and community contributions. Student motivation & aspirations increase resulting in better performance and attendance.	Prior research suggests students are not keen to be perceived as doing well by their peers. Increasing student leadership, across the school, will reduce/remove this barrier.	AHT supports HO/Tutors	IM/HO	IM has developed a Student Leadership and TLA Charter, consisting of the cumulative events and options on offer in school in each year group. Students will take responsibility for this document to track their efforts in both curricular activities and extracurricular events. To launch prior to February half term and students to complete for HT1-3.
E	More closely monitor parental engagement at events.	Increased parental engagement/support will lead to greater student attendance and engagement.	Increasing student attendance noted as a factor in EEF Toolkit to increasing attainment.	Greater links with HO/Tutors & parents to confirm events taking place.	LD/& HO/RR	All parents/carers of PPG SEN students are invited to termly one planning. 55 were invited to attend review meetings and 39 did attend, 4 were new to the register so have not had their first review.

E	HW club with LSA support (daily) 3.05 – 4.00	Students without access to resources/IT can use school facilities to complete additional work.	Previously used successful strategy & cited in EFF Toolkit as a successful strategy to use as intervention.	Promoting HW club through tutor times/weekly newsletter and through mentoring.	RR	H/W club is available to all students and currently 7 PPG/SEN and 13 non SEN PPG students attend on a regular basis. All these students have HP scores that are very positive so HP5+
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Services Premium Grant 2019/20

Planned Expenditure – Targeted Support						
Barrier	Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead and Review	Impact updated on a termly basis (progress snapshot January 2020)
A & F	Counselling sessions for identified students. (Staff and students aware of how to refer)	Students able to manage school and home issues in order to achieve the best possible outcomes.	Cited as a reason for success in previous cohorts.	Close monitoring by DHT Pastoral	AB Half-termly	Current: counselling 3 students who see CB and 1 who see PM are from service families.
C	SLT mentoring for targeted groups, in particular boys disadvantaged	Improving outcomes and engagement in school.	Worked in previous years	SLT to liaise with team/rest of school	SLT	75% of SPG students being mentored are at or above their Y11 target grades. For English 40% of Service students have improved their grades since their September starting point (6/15). For Maths 33% have improved their progress since September (5/15).
E	Increased liaison with SPG parents/carers.	Increased parental engagement/support will lead to greater student engagement and confidence. Students will 'settle' more quickly and perform better as a result.	Cited in EEF Toolkit as a way to increasing attainment.	DH responsible for SPG to coordinate greater links	LD/SE	SE attended Service Pupil Premium event at The Philip Morant School and now have information to use to work alongside Service Families to encourage even greater participation.

B	Online revision available to help students to reach full potential despite multiple school experiences		EEF Toolkit identifies that this strategy has high impact.	HODs monitor progress of target groups.	HODs Following data collections	Maths offers regular online revision through Mathswatch. Students are given assignments that target revision of topics ready for monthly assessments. All students have access to online videos to aid learning. Staff monitor the use of mathswatch for revision and ensure PPG students are encouraged to complete revision at home and in school if facilities are not available at home. All Y11 students have access to an on-line learning/quizzing platform to aid their revision and learning.
A & F	Provide CPD for pastoral teams and LSAs to support individual students effectively.	Any student who is underachieving is quickly identified and appropriate action is taken.	EEF Toolkit identifies metacognition and self regulation as high impact, low cost.	Calendared plan of CPD organised by DHT Pastoral and/or SENCO	AB/RR Termly	Students in Years 7-10 have had assemblies delivered by the Multi Schools Council on ASD, ADHD and Dyslexia and have been made aware of the MSC. Weekly briefings provided by SENCO for all teaching staff and LSAs
F	Encourage students to attend Mersea Camp and other residential trips where appropriate.	High level of participation in trips. Students' relationships with others are strong.	EEF Toolkit identifies social and emotional learning as high impact.	Trip Leader monitor uptake of SPG students and has individual contact where appropriate	Trip Leader January and May 2020 CD/KL	1 of 5 Services students have applied for a place. on the Mersea Camp trip.
H	Funding for KS4 1:1 careers support from trained Careers Leader	Increased numbers of students applying and working towards Post16 Level 3 qualifications	Very effective strategy over a number of years leading to extremely low NEET figures.	Careers Leader targets key students and oversees their progression to Post-16	Careers Leader Jan, May and Sept. 2020	Majority of students by 6 January 2020 have already applied for at least one college option. The number of students considering Sigma Trust Sixth Form at Philip Morant has increased to 18 from 5 for the 2019 leavers. Over 90% of Year 11 have been seen by careers. Students are able to undertake a 1:1 interview practice and am now working on supporting the students with their college interviews. All Service families children have been interviewed and 7 have confirmed places, the remaining 8 students are awaiting interview dates for placement .

F	Use www.go4schools.co.uk to provide parents with live information about students' progress and achievement, which can be accessed through internet.	Increased access to school data for Parents.	EEF Toolkit states parental engagement as an appropriate strategy	SIL monitor parental engagement with G4S and publicises the system and reminders through the reporting.	RMC Half-termly	Autumn Term 1 = 197 Parents Access Go4Schools. Autumn Term 2 = 226 Parents Access Go4Schools.
C	Literacy – reading support for targeted students who have an age related deficit	Identified students reading level and confidence improves	Reading Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018)	SIL responsibility for reading interventions, who identifies and arranges support	SWA Half-termly	2 rounds of the Reading Intervention have taken place thus far with focus on fluency, oracy skills and comprehension. Service students in Year 7 have made 12.1 levels of progress altogether. (7.1 progress alone is from one student) Service students in Year 8 have made 1.3 levels of progress altogether (one student only).
C	Numeracy – Maths department aware of students who may have gaps in knowledge and arrange appropriate support	Identified students have improved outcomes in assessment and gaps in knowledge close		HOD Maths monitors performance of individuals and groups	LBR Half-termly	Year 11 - Assessment RAGing of GCSE mock papers are shared with students. Key weaknesses are addressed through starters, homework tasks, interventions and regular maths lessons. Years 7-10 have fortnightly Numeracy sessions in tutor time focusing on 'numeracy' skills. Students are encouraged to seek support from their peers in the mixed ability tutor groups.