

**The Thomas Lord Audley School**  
**Pupil Premium Grant (PPG) and Service Premium Grant (SPG) Expenditure 2018-19**  
**Review of 2018-19 Expenditure completed Sept 2019**

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 2018 to 2019 will include students recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2018.

**Children adopted from care or who have left care (LAC-PPG)**

The pupil premium for 2018 to 2019 will include students recorded in the January 2018 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 2018 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2018 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

	2017/18	2018/19
Total number of students on roll	791	798
Total number of students eligible for PPG (£935 per student)	233	183
Total number of students eligible for LAC-PPG (£2300 per student)	5	3
Total number of students eligible for SPG (£300 per student)	71	94
Total Funding	<b>£277,000</b>	<b>£265,000</b>

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

	2017/18	2018/19
Number of students in Year 11 eligible for SPG Funding	12	25
Progress 8 score for SPG students	0.1	+0.07
Progress 8 score for SPG students in English	0.2	+0.24
Progress 8 score for SPG students in Maths	0.2	+0.08

### Performance of Ever6 FSM (FSM6) Students

	2017/18	2018/19
Number of students in Year 11 eligible for FSM6 Funding	55	44
Progress 8 score for disadvantaged students	-0.5	-0.4
Progress 8 score for disadvantaged students in English	-0.2	0.0
Progress 8 score for disadvantaged students in Maths	-0.2	-0.1

<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
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	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
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	
<b>Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	<b>Success criteria</b>	
A.	Increased attainment and progress	4.6 / 0.0
B.	Increased Attendance	Gap closed with non-PPG cohort
C.	Increased parental support and engagement	Attendance at Parents' Evenings and other school meetings. E.g. pastoral and SEN review meetings.
D.	Improved literacy and numeracy skills	Gap closed with non-PPG cohort - English and Maths outcomes.

FSM6 Premium Grant 2018/19

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	Review Summary 2018-19
B	Provide materials to promote wider reading opportunities	Improved reading and extended writing skills lead to better outcomes in English and the humanities.	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	English Element for Progress 8 was 0.0 for disadvantaged students. (Gap 0.1, which is significant improvement from 2018 gap of 0.4). History/Geography- significant number of students took these subjects to GCSE. Both subjects' results achieved an ALPs score of 5. Humanities continue to be a popular choice for Options. We have 118 (72% of cohort) starting History GCSE and 46 (37%) starting Geography GCSE. 91% of cohort have chosen at least one of History or Geography including most students identified as being disadvantaged.
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	WBS shows that 97% of books reviewed meets the schools high monitoring expectations. Clear evidence of subject concepts, tier 3 vocabulary and literacy was seen across all subjects. Lessons observed are secure across the teaching standards and supported student progress.
H	Rewards for disadvantaged students through the star 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	Numbers of disadvantaged students achieving awards: Star Awards: <ul style="list-style-type: none"> <li>● Platinum – 14</li> <li>● Gold – 55</li> <li>● Silver – 407</li> <li>● Bronze – 697</li> </ul> Growth Mindset: <ul style="list-style-type: none"> <li>● Engagement – 777</li> <li>● Challenge - 618</li> </ul> <u>Laser Tag Reward Event</u> had 84 participants. All achieved 95%+ attendance and an average LP/HP score of 4.75+. 25 were PPG students including 14 FSM6. Students reported that they really enjoyed the activity and felt motivated to earn more rewards in the future.

						<p><u>Mersea Outdoors Youth Centre</u> Years 9 and 10 adventure and team-building day - all PPG including 22 FSM6. All achieved 95%+ attendance and an average LP/HP score of 4.75+. Students reported increased confidence as a result of participating in the activities.</p>
C	Development of Reading Homework across the curriculum.	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	Reading homework are in subject schemes of work and are set on a half termly basis for all subjects. Reinforcement of literacy continued throughout the year.
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	<p>Literacy stars awarded for focus on literacy priority on a fortnightly basis.</p> <p>Including the stars earned for students from their tutor group rewards, the current average number of literacy stars per student are (updated July 2019):</p> <p>Year 7: 88 stars  Year 8: 124 stars  Year 9: 109 stars  Year 10: 79 stars</p> <p>Qualitative feedback from student voice and learning walks, shows that students are engaged in the tasks and the tutors deliver the sessions enthusiastically.</p>
B	Accelerated Reader Programme for all Year 7 and Year 8 English classes at least 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	<p><u>Year 7</u></p> <p>Autumn Term: 119 Year 7 students made progress and of these 98 students achieved 3 or more sublevels of progress.  Spring Term: 98 students made further progress and another 15 students made 3 sublevels of progress, bringing the total to 113 students who had made 3 or more levels of progress since the start of the year.  Summer Term: all students moved to make a minimum of 3 sub-levels progress with most progress being made by a male student with 61 sublevels of progress.</p> <p><u>Year 8</u></p> <p>Autumn Term: 70 Year 8 students made progress and of these 52 students achieved 3 or more sublevels of progress.  Spring Term: 19 students made further progress and another 28 students made 3 sublevels of progress, bringing the total</p>

						<p>to 80 students who had made 3 or more levels of progress since the start of the year.</p> <p>Summer Term: 129 students had made a minimum of 3 sub-levels progress with most progress being made by a male student with 27 sublevels of progress.</p> <p>Progress has been encouraged through a range of competitions to motivate students such as prize draws for getting 100% on the quizzes and moving up a sub-level.</p>
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### 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	Review Summary Sept 2019
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, LAB, RR Half-termly	<p>English Element for Progress 8 was 0.0 for disadvantaged students. (Gap expected to be 0.1, which is significant improvement from 2018 gap of 0.4).</p> <p>Maths Element for Progress 8 was –0.1 for disadvantaged students. (Gap 0.2)</p> <p>Case Studies: A student received 1:1 tuition in Maths following a review of his PEP. This weekly tuition improved his confidence and has enabled his Maths performance in PPE tests to improve from 1- to 3-. He achieved a grade 3 in the summer.</p> <p>A male student with an EHCP was struggling to achieve a pass in internal assessments. With the support of a maths specialist LSA who worked closely with the class teacher this student achieved a grade 2 in the final examinations.</p> <p>Year 11 Maths tutor time boosters</p> <p>Internal analysis of Maths data showed students required further support. Staffing structure enabled a small group to be formed to receive individualised teaching and support.</p> <p>In one particular class, 13/15 (87%) students achieved at least a grade 4. Of these, 3 achieved a grade 5.</p>

						<p>Case Study: A student moved from a grade 2 in Year 10 exams to grade 4 in the summer. Another student achieved a grade 5 following their PPE of a 3.</p> <p>50% of the students involved in the Numeracy-workout for Year 10 in tutor time are PPG students and 33% are SEND, with one student being both. They are all developing their confidence &amp; are fully engaged with the intervention.</p>
H	Alternate provision including Step Up and Asdan made available to most vulnerable students	Curriculum meets need of students and supports students' well-being	EEF Toolkit identifies Small Group Tuition as a moderate impact strategy	SENCO and DHT Pastoral monitors students regularly.	AB/RR On-going	<p>ASDAN: Y10 3/6 FSM6, 1 Service and Y11 4/6 FSM6. All on track to achieve awards and are working towards and/or in line with targets.</p> <p>Step Up: only Y11 2/2 FSM6. Both on track to achieve either Level 1 or Level 2 award in line with target.</p>
B	Support provided in class to targeted students for interventions planned with the teacher	Knowledge gaps reduces. Individual's identified barriers are addressed.	EEF Toolkit states that Individualised Instruction has a moderate impact.	SENCO, LSAs and teachers communicate regularly and adapt plans.	RR On-going	<p>Case studies: Student (Geog), Student (Maths) and Student (English) all had pre-teaching for the subjects noted. Student (Geog) had pre-teaching instead of an option. Confidence levels in all three students increased and Student (Geog) working at a 4 (End of Year 11 target grade). Student (Maths) was working just below target so was no longer significantly below and Student (English) is no longer school refusing and is working at his target grade for English.</p> <p>Numeracy Workout 9y2 boosted all students' confidence and all have achieved the first target for addition and multiplication. 29% of the students are FSM6 and 29% are SEND with one student being both. Most students are now able to recognise core numeracy skills through repetition and have become increasing faster at foundation numeracy skills.</p>
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.	Previously used successful strategy to appropriately focus support and resources.	SE produces and monitors appropriate data shared with key leaders.	SE Half-termly	<p>% of students on track to achieve 4+ and 5+ in English and Maths has increased.</p> <p>Y11 FSM students exceeded non FSM for 4+ in both English and Maths (63% compared to 55%).</p> <p>Y11 FSM students were similar to FSM for 5 in both English and Maths (38% compared to 39%).</p>
H	Counselling sessions for identified students. (Staff and	Improved self-esteem and capacity to access curriculum	EEF Toolkit states that Social and Emotional	Through fortnightly panel meeting, DHT	AB On-going	<p>Counsellor Support: PM: 27/50 FSM6 and CB: 7/24 FSM6</p> <p>In school provision for ASR: 6/14 FSM6</p>

	students aware of how to refer)		Learning is moderate impact.	pastoral oversees allocation.		In general, students accessing this provision have improved well-being, attendance, and behaviour. Case Study Student – at risk of PEX due to frequent and repeated issues has now been able to self-manage emotions and was able to access the curriculum. Case Study Student - initially unable to access school now attending regularly.
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	Case Study Student: on a PSP facing possible PEX. Support for student and parent has improved relationships at home and in school. Instigated paediatric referral leading to identification of ADHD  Case Study Student: returning from Alt Ed placement on PR2. Supported to return on a gradually increasing timetable. Working with parent and student has led to significant improvement in behaviour since his return.  Case Study Student: Student with low attendance in Years 7, 8 and 9. Support in school with issues outside of school and regular work with parent has meant attendance increased to 95.8% and student recommended to become a Peer Mentor.
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	Whenever revision guides are advertised to students and their parents/carers, disadvantaged students receive a free copy. The Maths department provided a revision guide "10-hour Bootcamp" for students and have supported them to use this resource to help them to prepare for their final exams. 12/24 increased by 1 grade from their mock examinations and 3 increased by 2 grades in the 3 months leading up to the exams.  At the start of their GCSE studies, the Science department provides students with the opportunity to purchase a revision guide and workbook to support independent study. All disadvantaged students were provided with these resources and supported to make appropriate use of them to help to close knowledge gaps.  The ALPs score for Combined Science was 5 (average) despite having a cohort below the National Average at the start of Y7.
H	Subsidised trips	Students able to access out of classroom learning opportunities	EEF Toolkit cites outdoor learning as high impact.	Systems are in place, middle leaders	SE Termly	Examples where the PP has enabled students to participate in trips to help promote their progress in various subjects. Student feedback that participating in these trips has helped



		for pastoral and curriculum based activities.		communicate with main office around the appropriate subsidising of identified students' trips.		to motivate them with their studies and develop their confidence. Examples of trips that have been supported this academic year include the following: Year 8 disadvantaged students to attend a residential trip to France, Year 10 students being subsidised to enable them to visit the Somme as part of their Year 10 History course and the "Aladdin" Drama trip.
F	Travel Costs e.g. bus fares	Enable specific individuals to attend afterschool 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	Case Study Student: Y11 student who benefitted from support with travel cost. She was unable to attend any afterschool activity or extra-curricular clubs. PP funding has enabled her to participate in the school show and to regularly attend P6 revision sessions for Maths and English. Student has achieved an individual Progress 8 score of +1.5 (this means that she achieved a grade and a half more, on average, in all her subjects, than similar ability students).
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.	2017/18 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 208-19: Whole School at HT 6 - 94.1% FSM - 90.2% FSM PA reduced from 37% (2017-18) to 20.5%  17 pupils on Attendance Plans (FSM Credits that were PA) for the final half term- these students will remain on plan. 2 achieved 100%, 4 achieved above 95%, 5 achieved above 90% . With the exception of 1 pupil all the attendance improved and 3 came out of PA  Case Study Student: Improved attendance after initial exclusions. Significant amount of work completed with student and parent around behaviour in school. School supported parent and student with transport to and from the school. Significant impact. Exit card to reduce classroom incidents. In class support from pastoral team.  Case Study Student: Improved and maintained attendance after early exclusion and concerns over behaviour. Pastoral support and in class support. Developed strong relationship with form tutor.
B	Loan laptops and equipment.	Enable disadvantaged students to access the curriculum fully ensuring	Cited as a reason for success in previous cohorts.	SENCO knowledge of key students' needs allocates	RR On-going	35% of the students who use laptops are both SEND and PPG. Case Study Student: has developed his speed and accuracy at touch-typing so can type for himself, if a scribe is not

	(including software where necessary)	that they are able to complete any typed assignments and assessments.		resources as part of the One Plans		available. He uses this method with support in Geography, his current grade is 4, which is what he is predicted at GCSE for the subject.  Case Study Student: uses a laptop for almost all his work and he is making expected progress in English and Science.
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	Case study Students: x3 students use Read Write Gold in assessments and English Literature GCSE to have text read to them and to have work they have typed read back to them. This has been very successful in developing their independence and resilience as well as access to the texts in the size font, coloured background, pace and speech of their choice.  Case study student: varying SEN needs, joined the school in KS4. Received weekly 1-2-1 intervention which was used to catch up on any class work or homework. Time was also spent on pre-teaching to develop inference skills and resilience. Greater Independence was gained as a result of these sessions. Student used a laptop in lessons. The student also received mentor sessions with his key worker. He achieved a level 4 in both English and Maths. The student has commenced a college course and accompanying carpentry apprenticeship.
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	Brilliant Club: 7 PPG students were involved in the Brilliant Club including 1 FSM6. This programme aimed to support pupils to develop skills, knowledge and ambition with a focus on developing critical thinking skills, argument construction and independent research. By working with a PhD Researcher, the aim was that the students work at a level above where they were. Final assessments were graded as though they were at university: two achieved 2:2s, eight 2:1s and two achieved 1 <sup>st</sup> .  Five KS4 FSM6 students have been receiving 1:1 music tuition funded by the PPG. This has enabled students to develop their individual musical skills. HOD Music believes that this has had a very positive impact in the progress the students are making in class. Students are also gaining a more

						<p>enriched curriculum experience, which is having other qualitative outcomes with students explaining that the lessons have helped their confidence to grow and their enjoyment of school to improve.</p> <p>School Production – School Show 2019 was “Grease”, several disadvantaged students were involved in the cast. Case Study Student: has since explained that being supported to have such an opportunity to develop her talents has meant that her confidence has significantly improved. She said the show was one of the most memorable moments of her school life and believes she will remember being involved in it forever.</p>
H	Funding for KS4 1:1 careers support from trained Careers Leader	Increased numbers of students applying and working towards Post-16 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. 2019	<p>All FSM6 students have a post-16 application completed. All students have been accepted on appropriate courses, training or employment. Several students were given significant support with the Post 16 application process.</p> <p>Case Study Student: It was agreed that we would take this student for a personal tour of the institute. The student then met with the Head of Foundation Studies. We worked with the Institute to check that the content of “Step 4” study would suit this student; they were subsequently offered a place on the course.</p> <p>NEET 2018 TLA 1.30% NEET Colchester 1.60% NEET 2018 Essex 1.80%</p>
B	Library based reading intervention programme for targeted students organised by literacy coordinator	Disadvantaged students’ reading ability is in line with age related expectation	Reading Comprehension underpins learning. (see Alex Quigley: Closing the Vocabulary Gap, 2018)			<p>The average progress of students in Year 7 FSM6 involved: 17 sub-levels of progress for whole year. Average RA progress for whole year: 10.5 months</p> <p>The average progress of students in Year 8 FSM6 involved: 21.1 sub-levels of progress for whole year. Average RA progress for whole year: 14.1 months.</p>
B	Literacy interventions for SEND/Disadvantaged students e.g. Toe-by-Toe reading	SEND/Disadvantaged students’ gap with peers closes.	Reading Comprehension underpins learning. (see Alex Quigley: Closing			52 students have been involved in Toe-by-Toe, 22 of whom are peer mentors. Of these 3 mentors and 12 mentees are disadvantaged students. The programme has improved the reading of those engaged in the programme, and the confidence and self-esteem of all participants.

			the Vocabulary Gap, 2018)			
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<b>Planned Expenditure – 3 Other Approaches</b>						
<b>Barrier</b>	<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead and Review</b>	<b>Review Summary 2018-19</b>
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 is open to all and full to capacity. It is attended by a range of students including FSM6 students who are attending on a regular basis. There is a positive atmosphere. Some key students FSM/SEND encouraged to attend and 'overseen' by SRO.

Services Premium Grant 2018/19

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	Review Summary 2018-19
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	2 SPG students - both show improved well-being and achievement.
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	Students in all years now have access to MathsWatch, which is used by teachers as the source for homework once every three weeks. It also provides students with a platform to support their independent learning. Students also have access to Pixl Timestable App, Pixl Maths App and Pixl Lit App. All of these platforms have been used in conjunction with high quality teaching to help students to improve.  Case Study Student: high impact of MathsWatch in particular. Student's Maths teacher has identified knowledge gaps, which through additional support to access online learning has enabled this student to improve performance with in-class tests.
A & F	Provide CPD for pastoral teams and LSAs to support individual students effectively.	Any student who is under achieving is quickly identified and appropriate action is taken.	EEF identifies metacognition and self-regulation as high impact, low cost.	Calendared plan of CPD organised by DHT Pastoral and/or SENCO	AB/RR Termly	Case Study SPG Student: experienced mental health issues in Years 9/10. Has benefitted from a range of strategies including counselling.
	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 2019	Four SPG students registered to attend Year 7 Mersea Youth Camp (July 2019). Student voice feedback from last year showed that the experience of Mersea Youth Camp has enabled them to develop peer-to-peer relationships.  Case Study Student: this student had previously struggled to make friends in school after his family had been posted to the Colchester area. Following Mersea Camp trip, the

						student explained that he enjoys school more and regularly socialises with his peers outside of school.
H	Funding for KS4 1:1 careers support from trained Careers Leader	Increased numbers of students applying and working towards Post-16 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. 2019	Individualised support for 10 students – all 10 were offered a placement at a Further Education provider.  Case Study Student: student had an interview in May and started college.
F	Use <a href="http://www.go4schools.co.uk">www.go4schools.co.uk</a> to provide parents with live and 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	15/53 parents of students eligible for SPG have accessed 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 students who have been involved in the programme are SPG. The average progress of these students was 22 sublevels of progress.
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 SPG students achieved +0.1 for the Maths Element of Progress 8. Several students are now performing very well in Maths. Case Study Student: has attended additional tuition support with her teacher and consequently has closed gaps in her knowledge. She achieved a grade 7, which is a +2.6 Progress 8 score for her Maths Element.  Case Study Student: Another student left TLA during KS3 as her family was deployed elsewhere. She returned to us during KS4. The period away from TLA affected her progress. The first assessment this academic year showed that she was likely to achieve a low grade 1. Following an individualised intervention, she achieved a grade 2.