Pupil premium and Catch up premium plan for 2016-2017

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2016. PPG provides funding for two policies:
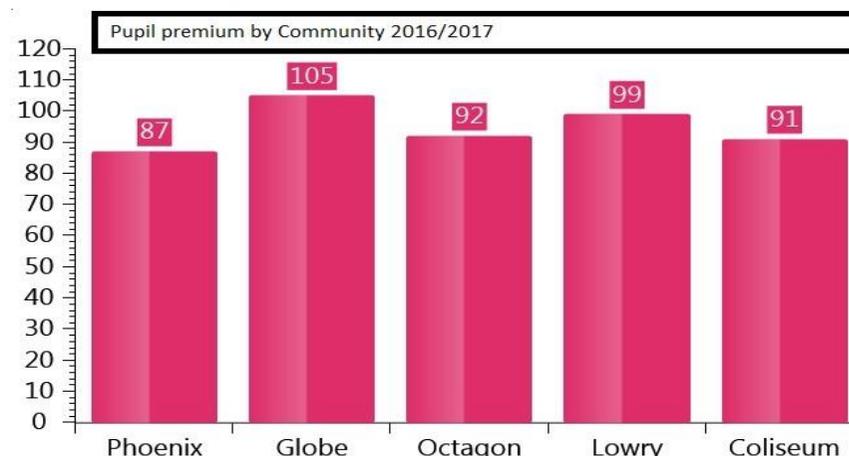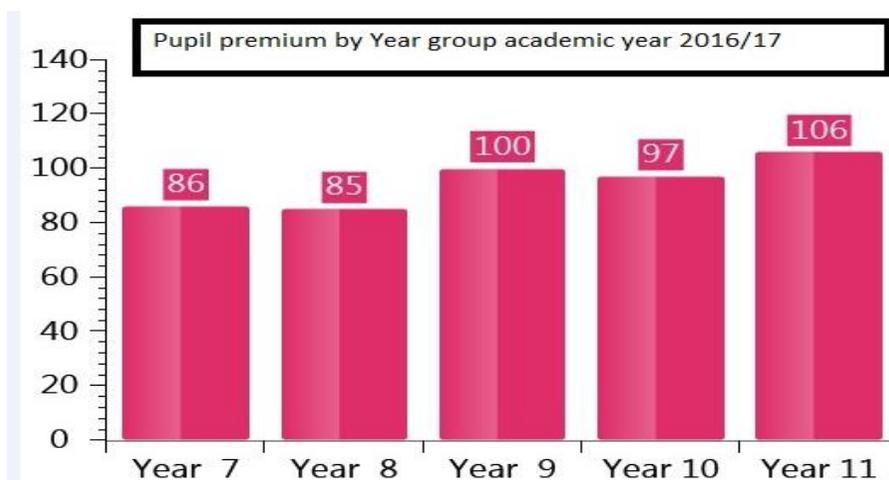
- raising the attainment of disadvantaged students of all abilities to reach their potential and close the gaps between them and their peers
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)
- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

Falinge Park High School's Pupil Premium Profile 2016-2017 (current on role)	
Total number of students in the school:	1170
Number of PP-eligible students:	505 (473)
Percentage of whole school total:	43%
Total pupil premium budget:	£472,175

Current breakdown on role by year group and community

Pupil premium by Year group academic year 2016/17

Year 7: 86, Year 8: 85, Year 9: 100, Year 10: 97, Year 11: 106

Pupil premium by Community 2016/2017

Phoenix: 87, Globe: 105, Octagon: 92, Lowry: 99, Coliseum: 91

What is Catch-up Premium funding?

This is additional funding provided by the government and for 15/16 was specific to Y7 students who did not achieve a National Curriculum Level 4 at the end of KS2 in either Mathematics or English reading. It is only allocated during the Y7 academic year. The catch up premium funding plan is often inextricably linked with the Pupil premium plan as a high proportion of students fall into both categories. The funding should be strategically spent to target the gap in performance for these students to ensure they "catch-up" with their peers and have full access to the curriculum. Changes to KS2 levels for 16/17 have meant that we will no longer receive this funding based on the KS2 performance of students. The Government confirms *'In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census'.* We are therefore estimating funding of at least £24,000 based upon our allocation in 15/16.

Falinge Park High School's Catch-up Premium Profile 2016-2017 (current on role)	
Total number of pupils on roll in Year 7	231 (5/7/16)
Number of Catch-up Premium students (who are also PP-eligible students):	13
Number of students level 3 and below in Reading at the end of KS2	19

Number of students level 3 and below in Maths at the end of KS2	34
Number of students level 3 and below in Reading and Maths at the end of KS2	13
Total Catch up Premium budget:	£24, 000 (based on 15/16 allocation)

Key statements from last Ofsted report(s) relating to the performance of disadvantaged pupils at Falinge Park High School:

'Students known to be eligible for support through the pupil premium attain above the national average for similar students. Their attainment is very close to other students in the school. This reflects the excellent support and guidance that they receive'.

Focus of Funding allocated 2016-2017

The aim of our Pupil Premium (PP) funding at Falinge Park High School is to raise the attainment of all disadvantaged pupils of all abilities and to close the gaps between them and their peers. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP students. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. These include headline measures (for example national trend shows a 27% gap in attainment of 5A*-C including Maths and English between Pupil premium and non-pupil premium students) as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

- **Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP students in all year groups
- **Specific need** - Pupils who are identified with a specific need including SEND students, high attaining students on entry, those eligible for FSM and pupils with behavioural issues are supported to ensure that the gap between PP and non PP students with these needs narrows
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between PP and non PP students whilst improving provision for all
- **Cultural capital** - Access to extra curricular/enrichment opportunities, regardless of the student's background so that all aspects of the learned curriculum are available to all students
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between PP and non PP students

Development following evaluation 2016-2017

Following the review and evaluation of progress made for 2015/16 several key actions for the academic year 2016/17 have been established to inform our improvement plan;

- Format and process for PP review is improved and developed through the continued use of Google doc. The emphasis on student need using key internal data and external evidence (EEF) is used to determine allocation of funding.   The document to have live status and shared for edit by PP review team but will be accessible to all stakeholders including SLT, Governors, teaching staff via the school website.
- PP review team (Deputy Head with PP Pastoral support officer) to meet stakeholders regularly throughout the year to support, engage (ensure autonomy), challenge and monitor impact of PP spend.
- PP review team to investigate barriers to learning for PP students and adopt a looking outward approach to the development of PP spend. Through targeted research including; best practice sharing (use of PP National Awards), successful strategies within school, external visits and PP think tanks.
- PP review team to monitor impact as an ongoing process for the current PP cohort to ensure funding is appropriately allocated and redistributed where necessary.
- PP review team to consider viability of whole school PP provision mapping.
- Regular promotion of PP information throughout the school - with emphasis on 'collective responsibility to close the gap for disadvantaged students.
- Pro active approach from PP review team in the suggested allocation of PP impact funding to areas identified through ongoing evaluation of data.
- Ongoing PP funding application process is reviewed and developed with a particular focus on monitoring the evaluation of impact.
- Catch up premium. Further development of links and support for KS2 providers to improve KS2-KS3 transition for this targeted group.

Plan of funding allocation 2016-2017

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale (based on EEF findings and internal data)
Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils	Low literacy levels from KS2 <level 4 Catch up premium Disengagement/inability to relate to texts Access to first language spoken English models at home Specific literacy need creating a barrier to accessing the wider curriculum. Access to reading materials at home.	Improved engagement and attainment and KS3 and KS4 Access to wider school curriculum improves Gap in reading ages reduces Students access and read outside the school Students feel compelled to read for pleasure Students reading skills are improved through the focus on guided reading and accelerated reader programme	EEF research indicates that that accelerated reader adds +5 months for PP students. Particularly effective with weaker readers as a catch up intervention – Delivery within library lessons is a part of a larger strategy to engage students in reading. +5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: • Targeted reading aloud and discussing books with young children • Explicitly extending students' spoken vocabulary • The use of structured questioning to develop reading comprehension +5 months Reading comprehension strategies Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable students to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves

Chosen strategies and actions

Accelerated Reader/Library lesson in Year 7 (thirty minutes per week)
Accelerated Reader lesson in Yr8 (one hour every two weeks)
Reading intervention targeting PP/catch-up students twice a week from CALL and English (thirty minutes per session)
Tutor time peer-reading with Yr 9 reading champions
Before school breakfast/reading session
After school reading club
Carnegie shadowing group for HA on entry PP students
Training staff of Year 7 PP EAL students in CALL, Hums and Sci in approaches to active reading in the classroom
Hub work developing professional learning in regards to teaching reading in the classroom.
To improve mark sheet entry with the inclusion of a Catch up premium (CUP) column for ease of tracking, monitoring and impact of this specific reading cohort

How is impact monitored	Cost	Person responsible
Case studies related to PP students demonstrating specific impact. Data demonstrates a reduction in gap between the reading ages of PP compared with non PP. Student voice questionnaires Analysis of PP/EAL group Data for Catch up premium cohort is extracted and progress shown	Direction of Literacy - ▮▮▮▮ HLTA & TA4-▮▮▮▮ Eng intervention TA -▮▮▮▮ Accelerated reader (catch up premium) - ▮▮▮ **Total spend £143,757**	**PP review team SWa/JH** - evaluate overall impact related to literacy development **Direction of Literacy SJY** - monitoring and tracking internal data to measure impact. Direct colleagues within LIT team and train whole school **HLTAs + ENG intervention TA -** track progress of work within areas and input data

Evaluation of impact

½ Term 1: Accelerated funding request expected Sept 16 together with costs of additional books. Consider catch up/PP funding stream
CALL guided reading established: students allocated to guided reading groups according to need. LS and SJY are partnership teaching with CALL staff to support professional development of guided reading. Evidence from partnership teaching shows that staff are considering their planning of guided reading sessions much more.
English guided reading delayed until next half term due to possible re-grouping in English and problems with sharing the library in lessons. Routines need establishing and practising so that children and staff are managing the time better. English staff have expertise but SJY used Faculty meeting time to discuss aims of guided reading.
Active/guided reading across curriculum: staff trained but prolonged absence of LS this term delayed roll out into classroom until next half term.
½ Term 2:
½ Term 3:

½ Term 4:

½ Term 5:

½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale

Narrowing the attainment gap of PP students who are identified with a specific need	Specific need of student based on SEND or mentoring category: LAC students- attachment issues, unsettled home environment Safeguarding issues Social and emotional barriers to learning Managed moves-transition issues Access arrangements-assistance with reading, scribing, prompt due to physical issues. Behavioural issues including FTE and Reflection Transition Yr6-Yr7 and Post 16	Students with needs are identified SLT and HOC and targeted by mentors Students engage in school – behaviour, achievement and/or attendance and punctuality data improves Progress and attainment data for these students demonstrates academic improvement Students feel supported socially, emotionally and academically Students independent thinking, resilience, stability develops with a can do attitude, growth mindset and engagement in compelling learning experience	+4 months: Behaviour impact strategies directly linked to increase in academic performance - small targeted groups has most significant impact. +4 months Small group tuition Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area. +5 months Social and emotional learning Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. +1 month Mentoring Adult role models aim to build confidence or to develop resilience and character Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

Chosen strategies and actions

SDQ completion ongoing and to be completed for all students
Progress and Tracking document to be completed for ALL Mentored students. Information to be utilised to ensure intervention activities are effective and impact is demonstrated
Continue with Parental and student engagement activities - evaluate questionnaires upon return.
Develop a mentor support leaflet for issue to parents with welcome letter for all mentor referrals to support discussion in initial meeting with parent.
To continue to support staff with CPD to develop skills and knowledge to further support the needs of students including counselling skills, healthy young minds mental health support and access arrangements
To continue to develop Managed Move process of guidance, fresh start and overcoming barriers to learning. Fully mentor supported 12 wk placements to continue.
To develop pupil passports for ALL LAC/CFC in addition to 'All about me'

To continue to fully participate in Virtual team network meetings sharing best practice, developing skills and knowledge, ways to improve life chances, latest updates and legislation

To continue to support LAC/CFC activities and events from LA's included 'Our big day', fun days, LAC and carers awards.

To continue to seek ways to offer additional support to LAC/CFC from outside organisations and agencies best suited to meet individual needs.

To determine the impact of access arrangements on Yr 11 cohort following the publication of GCSE exam results.

Group work case studies to continue, regular reviews to ensure progress and impact with quality assurance check by JT

Data from 15/16 including behaviour logs, observations, transition information to be analysed to determine groups for 16/17

Groups to be determined quickly and a programme of interventions to be developed by end of Sept 2016

Reflection room and FTE data from 15/16 to be used to identify trends and groups extracted for further intervention work ie repeat offenders, specific behaviour incidents, year groups, peer groups, ethnicity, gender.

Regular Mentor meetings to continue.

How is impact monitored	Cost	Person responsible
Case studies related to PP students demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. Data demonstrates improved performance of PP high attaining students on entry across all years Engagement/attendance to projects, programs and trips Student voice questionnaires demonstrating student view towards activities Data shows a reduction in Reflection referrals and FTE Parental engagement questionnaires	4 Mentors - ▮▮▮▮ Pastoral Officer PP, LAC and SEND salary - ▮▮▮▮ No cost allocated for JT or NO **Total spend £129,631**	**PP review team SWa/JH -** quality assure and evaluate the overall impact related to narrowing the attainment gap of students who are identified with a specific need **SWa/JT** - to evaluate the impact of the newly created role of Pastoral Officer for PP/LAC and SEND **Head of Inclusion JT -** monitor, track and evaluate interventions undertaken by the Mentor team for impact **Mentors** - to monitor and track on-going projects and impact of specific strategies including Reflection room data **Heads of Community** - To monitor and track on-going projects and impact of specific strategies including FTE data

Evaluation of impact

½ Term 1:

½ Term 2:

½ Term 3:

½ Term 4:

½ Term 5:

½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Narrowing the gap in the attainment and progress of high attaining PP students on entry	Aspiration Access to focused/ differentiated curriculum entitlement curriculum presenting appropriate challenge Understanding of roots to further and higher education Motivation Parental engagement Access to cultural capital based activities	NEET figures improve for high attaining PP pupils on entry A*-A grades (or equivalent 8/9 grades) proportion is in line with cohort expectations Aspiration of HA PP pupils on entry improves HA PP pupils feel challenged but build confidence and resilience HA PP pupils have access to high quality CIAG and colleagues HA students achieve the highest grades because the challenge of teaching and expectations are explicitly high	+5 months: Mastery learning strategies Mastery learning appears to be particularly effective when students work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring) EEF data suggests that this is an area of underperformance during the past three years when compared to similar schools and national PP cohort in this area for FPHS

Chosen strategies and actions

Development of "challenge" curriculum through SOL's in all faculty areas
Development of networking evening for KS4 students - access to business leaders and post 16 provision
UPS KS3 cultural capital projects - X2 staff
UPS KS3 High attainers development through creative arts project - X2 staff
Scholars program for KS4 - Y10 students (JR/MM)
Effective CIAG - focus on access to college and university (MM)
REACH project sets high expectations and stretches high attainers on entry

How is impact monitored	Cost	Person responsible

Case studies related to PP students demonstrating specific impact. Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP. Data demonstrates improved performance of PP high attaining students on entry across all years Engagement/attendance to projects, programs and trips Student voice questionnaires Parental engagement activities Low NEET figures	Proportion of MM ▆▆▆ not charged Proportion of JR - TBC 4X UPS 3 costing - TBC Cost of UPS 1 ▆▆▆ Cost of UPS 2 ▆▆▆ Cost of UPS 3 ▆▆▆ **Total spend £14882 est** **Not charged**	**PP review team SWa/JH -** Quality assure and evaluate the overall impact related to high attaining PP students on entry **MM** - monitor, track and evaluate impact of CIAG **UPS project staff** - monitor, track and evaluate impact of intervention projects - TBC October 2016 **JR** - monitor, track and evaluate impact of scholars program

Evaluation of impact

½ Term 1:
½ Term 2:
½ Term 3:
½ Term 4:
½ Term 5:
½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Narrowing the gap in numeracy levels at KS3 in particular low and high attainers on entry	Variability in numeracy levels from KS2 < level 4 catch up premium Student challenge within maths curriculum Access to maths basics skills to catch up deficit at KS2 Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital Low Literacy levels on entry Access to appropriate specialist equipment	Improved engagement and attainment at KS3 and KS4 Access to wider school curriculum improves with students being able to transfer skills Student functional maths ability improves Students feel compelled and empowered to problem solve using maths skills. Students have the resilience to not give up on challenging mathematical problems	+5 months: Mastery learning strategies Lower attaining students on entry may gain more from this strategy than high attaining students, by as much as one or two months' +1 month: Teaching assistants Evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual students or small groups, which on average show moderate positive benefits. +4 months: Small group tuition Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.

Chosen strategies and actions

Continuation of UPS performance development target programs to work with PP students
PH - Yr7 low attainers on entry **(catch up premium)**
RK/NA - Yr7 and Yr8 high attainers on entry including PP
SLT PP maths intervention group established following Mock data capture in the summer of Yr10 - intervention to start september 2016 - SWa and SW to run during form time - X2 per week
Targeted intervention groups are not withdrawn from lesson but additional support provided before and after school - particular focus on **Yr7 catch up premium** and Yr11
Homework club for KS3 and KS4
Development of numeracy across the curriculum strategies and engagement
To improve mark sheet entry with the inclusion of a Catch up premium (CUP) column for ease of tracking, monitoring and impact of this specific maths cohort

Yr7 new catch up premium cohort to be targeted together with current Yr7 catch up premium cohort students progressing into Yr8.
Meta cognition techniques to be explored

How is impact monitored	Cost	Person responsible
UPS projects - Pete Hollingsworth KS 3 low attainers on entry and Catch up premium ● Increase in engagement of the pupils who attended the sessions ● Noticeable improvement in basic numeracy skills of those who attended ● The confidence and self-esteem increased Raz/Naz KS3 high attainers on entry ● Engagement improved in sessions and in class over time (teachers feedback) ● Development of positive attitude to learning TW KS4 successes ● After the mock exam the number of students attending revision sessions increased. ● The full impact will be revised after obtaining GCSE results Impact case studies for individual students/groups Data for Catch up premium cohort is extracted and progress shown	Maths Intervention HLTA ███ (Catch up premium) Cost of UPS 1 ███ Cost of UPS 2 ███ Cost of UPS 3 ███ **Total spend £27,478** **3 x UPS 3 =£15120 (charged)** **(UPS in above figures)**	**PP review team SWa/JH -** quality assure and evaluate the overall impact related to narrowing the gap in numeracy levels at KS3 in particular low and high attainers **Head of Maths Faculty SG -** monitor, track and evaluate overall Maths interventions for impact **UPS staff** - monitor, track and evaluate impact of progress on individual students on programs **HLTA (TW)** - monitor, track and evaluate impact of progress on individual targeted students on programs

Evaluation of impact

½ Term 1:

½ Term 2:

½ Term 3:

½ Term 4:

½ Term 5:

½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Narrowing the gap in attainment of PP MFL French students compared with non PP pupils	Target language modelling is limited to the teacher Students' limited cultural capital related to target country Students' perception about the value of languages to them personally Literacy need identified in first language Lack of prior learning of MFL in KS2	Continuation of Improved attainment and progress in French for PP students compared with non PP students Students engagement and cultural capital improves	The performance of PP students in MFL has significantly improved since the employment of the FLA. Funding has been allocated to continue this strategy to maintain success in this area for PP students +4 months: Small group tuition Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.

Chosen strategies and actions

AL to work with targeted students in MFL classes from Y7-Y11
Targeted Intervention Groups across all years
Lunchtime catch-up and help sessions daily
French Club weekly
Spelling bee entry and support

How is impact monitored	Cost	Person responsible

Rigid tracking and monitoring system to measure progress in order to put appropriate and timely interventions when required - LP and AL Evaluate the impact of specific interventions to ensure that funding is being effectively evaluated - LP and AL Case studies for individual students/groups to check an impact of interventions on the progress - AL Engagement/attendance to projects, trips, French Club Internal and external tracking data demonstrates improved attainment for PP students compared with non PP students Half-termly evaluation of impact done by LP & AL Student voice questionnaires Parental engagement activities (Urdu)	MFL FLA cost ▮▮▮▮▮ **Total spend £11,194**	**PP review team SWa/JH -** evaluate the overall impact related to narrowing the gap in attainment of disadvantaged MFL French students **Head of MFL LP -** Monitor and track progress and impact of interventions and work of FLA **FLA** to Monitor and track progress and impact of interventions and work with targeted students

Evaluation of impact

½ Term 1:
½ Term 2:
½ Term 3:
½ Term 4:
½ Term 5:
½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Creative and consistent approach to Teaching and Learning to narrow the PP gaps in attainment across the curriculum	Staff transition to the school – understand schools strategies, ethos, inclusive agenda Staff ownership of tracking groups Skill deficit in effective strategies for PP students Variation in staff skills related to identifying and tracking PP Regular whole school awareness on Key pastoral factors specifically PP	Better understanding of barriers due to review of action research Staff track, monitor and intervene upon the PP students related to their responsibilities Action research in Hubs develops strategies/pedagogy and practice across the curriculum to support PP and non PP students Staff alignment training takes place New staff induction has PP training built in T&L Briefing used to develop quality teaching (Teach like a Champion)	Evidence from the sutton report and 'what makes good teaching' used to plan CPD that develops quality teaching in order to maximise progress for PP students and all. Hubs are designed in response to student need and the diagnostic element of lesson study means that barriers to PP students are recognised and teachers can implement interventions or teaching strategies in order to tackle this. The impact is then reviewed in the lesson study cycle and staff share ideas of techniques which have worked and had a positive impact on learning. Effective use of data to inform tracking target groups to inform planning is essential to ensure that all students (including PP students make appropriate progress) +8 months: Meta-cognition and self-regulation (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly and understand how to repeat success. This is usually by teaching students specific strategies to set goals, and monitor and evaluate their own academic development.

			Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities

Chosen strategies and actions

Induction programme established for new staff related to PP and T and L link
PP students must be one of three students tracked as part of lesson studies in hubs
Staff alignment training related understanding the factors/barriers for PP students and how the gap could widen through school. This is based on research and the intention is to make the evidence explicit to all staff
T and L Hubs established to provide action research/lesson study related to Growth Mindset, meta-cognition, literacy (reading and extended writing) and other areas to support PP students
Growth Mindset ethos created throughout school, using language to tackle fixed mindset and create a culture of challenge and risk taking.
T&L briefing used to explore classroom habits to promote participation and rigour
Effective use of data training looking at tracking and monitoring impact related to PP funding

How is impact monitored	**Cost**	**Staff responsible**

| Internal and external tracking data demonstrates improved attainment for PP students compared with non-PP students across the curriculum

Evaluation of T&L hubs take place throughout the year

Evaluation of training and induction processes

Data collected from Lesson Study and case studies created | Proportion of SWa and PJ non contact time (to be calculated)

Investment of directed time - Hub time

¼ of T&L Dep salary

██████ **not charged** | **Head teacher:** JA - quality assure and evaluate impact related to T and L development

Deputy Head: SWa - monitoring and tracking internal data to measure/evaluate impact

Assistant Head: PJ - Hubs - track progress of work within hubs |

Evaluation of impact

½ Term 1:
½ Term 2:
½ Term 3:
½ Term 4:
½ Term 5:
½ Term 6:

Focus	**Barriers to learning**	**Desired outcomes/success criteria**	**Rationale**
Access to strategic extra-curricular/ enrichment opportunities	Financial barriers for students paying for trips Equipment Confidence in engagement with extra-curricular activities	Students have access to all trips and equipment regardless of social and economic situation Increased numbers of PP students accessing extra curricular opportunities	+3 months: Outdoor adventure learning has an impact if the activity is longer +2 months: Sports participation Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through

	Aspiration limitations due to social and economic group and exposure to cultural capital	Increased funding requests from staff for further PP student opportunities	organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is
	Fear of failure and measured risk taking	Evaluation of impact related to allocated funding improves	used to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons.
		Funding is directed/advised based on research related to reducing barriers	
		Students are given the opportunities to grow, develop and see opportunities beyond their experience	+2 months Summer schools
		Improvement of student opportunities for becoming self assured and confident so that they are not afraid of failing, risk taking and student potential is realised.	Summer schools have an academic focus whilst other concentrate on social and emotional, confidence, team building, self esteem and healthy wellbeing sports or other non-academic activities.

Chosen strategies and actions

Pupil premium review team to:

Improve the PP funding application process and evaluation requirements

Actively promote and encourage (dependent on available funds) funding opportunities to support 'closing the gap' to all staff

Target specific areas identified through data and observation as requiring support and funding to help to 'close the gap'

With the support of the Business Director, ensure budgets are adhered to and funding spend is carefully managed

How is impact monitored	**Cost TBC throughout the year**	**Person responsible**
Evaluation of impact of allocated funding requests takes place and is stored centrally by review team On going process, monitoring and review cycle to be agreed based on strategy, trip, program, resource etc	**Funding agreed** £350+ travel Yr 7 (CALL) £100 Manchester Gallery (Art)	**All staff** to have access to PP funding application process and actively encouraged to consider innovative ways, events, programmes, intervention activities to narrow the gap between PP and non PP students

Funding requests and associated evaluations of activities for effectiveness and impact Case studies of students/groups who have benefitted from PP funding Half termly reviews of academic progress to determine specific Faculty/area consideration for allocation of PP funding Half termly reviews of PP spend and fund availability for targeted allocation	£7020 Counselling services (Pastoral) £3787 Accelerated reader (literacy)(books cost awaited) allocated in 'narrowing the gap in literacy levels' catch up premium **Running total** PP £7470 (+travel) CUP £3787	**PP review team SWa/JH and Director of Resources EB -** to quality assure, monitor and track funding applications and PP spend, measuring the impact through collation of evaluation for funding activities.

Evaluation of impact

½ Term 1: **Funding requests received and agreed:**

26/09/16 Year 7 CALL Author visit scheduled for 4/10/16 for Science Fiction. 81 students in Yr group PP. 10 students PP in quiz and workshop. cost agreed in full £350+ travel total=   Evaluation due before 5/11/16

26/09/16 Liz Rogerson GCSE Manchester Art Gallery trip. Objective to improve art literacy skills. 10 students PP 37 students attending. Total cost £300. PP contribution £100. Evaluation due 1 month after trip.

26/09/16 Gillian Skerrow Counselling services all year groups. Objective to offer specialist professional services. 42% of school PP. Evaluation of 15/16 proved viable to continue. Cost £7020 36wks 5 hrs per wk@£39 per hr

26/09/16 Accelerated reader/books for literacy - included in 'narrowing the gap in literacy levels' catch up premium funding. All Year 7 and Year 8
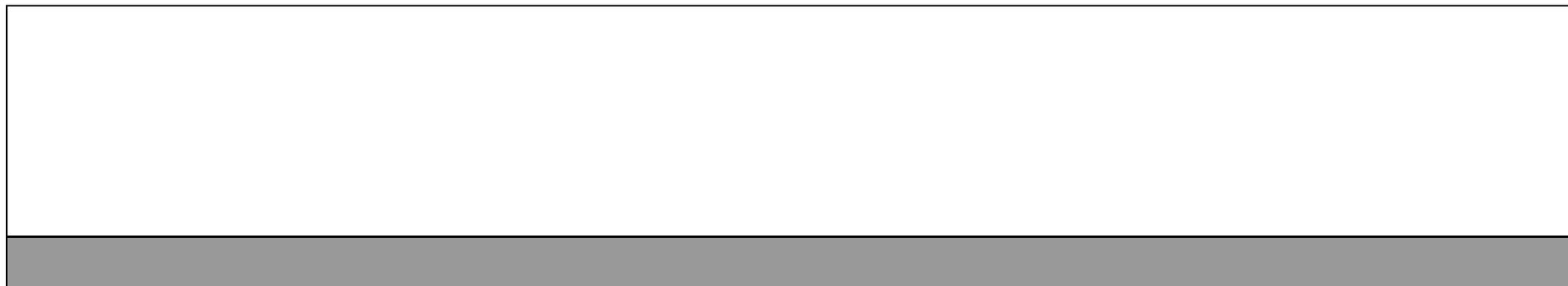
½ Term 2:
½ Term 3:
½ Term 4:
½ Term 5:
½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Narrowing the gap in attendance and punctuality rates between PP and non PP students Supported extended curriculum	PP attendance rates are lower. Morning structure and routines Accessibility to appropriate transport issues Parental engagement and support Students attitude to attendance and punctuality Religious observance History of not working (into 3rd generation for some families) Single parents Uniform issues Parents not in work mean they can allow younger children to stay at home Holidays taken in term time Language barriers (parents) **Extended curriculum**	Gap reduced in overall attendance of PP students PP pupils attendance is in line with national figure of 94% Persistent absence rate reduces for PP students Punctuality improves with a reduced number of students attending punctuality detentions Targeted mentoring/group work has a positive impact on absence levels , attendance figures and punctuality Parental engagement strategies to target barriers, understanding and impact of absence on student learning Reward systems for 100% attendance and improved attendance is effective in motivating students **Extended curriculum** Improvements to the monitoring of potential NEET Opportunities created in vocational routes combined with core subjects	PP students in secondary state maintained school are three times more likely to become persistent absentees than non PP students. If a student is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress. +4 months: Small group tuition Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area. +1 month Mentoring Adult role models aim to build confidence or to develop resilience and character +3 months parental involvement

Students demonstrating non compliance with school systems for example: Attendance issues Behavioural issues	Improvements in attendance, punctuality and behaviour Careers opportunities	Active engagement of parents in supporting their children's learning at school

Chosen strategies and actions

Continuation of the development of tracking systems to directly measure and evaluate impact of attendance interventions.

Further development of 121 and group work sessions utilising data analysis and identified trends with a PP focus

Following appropriate training consider use of SIMS Discover for <90% PA group and alerts for <92% to take early intervention actions

Utilise SIMS whole school report for scorecard completion and data collation data evaluation on PP (and in general)

Following agreed updates and improvements to interventions area of SIMS, utilise this area for data recording of all Attendance actions

Continue to develop team skills and knowledge through improved CPD for SIMS discover, SIMS, ICT and other relevant training, skills and knowledge opportunities

Manage separate rewards for PP cohort (to show how money is being spent)

Closer liaison and working with attendance stakeholders ie HOC's via scheduled fortnightly meetings, Mentors, TA's, Teaching staff on a regular basis

More networking with other schools (visits, etc)

Further use of promotion materials and communication with parents, students, Community groups and staff regarding attendance and learning days/time lost through absence/punctuality issues

Utilise available resources such as 'The key for school leaders' for activities, ideas, surveys and leaflets to further seek to improve attendance.

Develop effective timetabling of Attendance team resource including specific priority tasks ie home visits and group work sessions to ensure completion

Attendance policy reviewed as necessary in line with any changes

Breakfast club preparation for school day enabling variable start time prior to lesson commencement - obtain data from breakfast club survey Sept 16 for attendance and punctuality issues

Compare FPHS attendance, absence and punctuality data to National averages

Extended curriculum - aimed at identified students where the school environment is not meeting their specific needs. Alternative provision is sought where non academic routes can be followed, ie. College facilities, ACE Training in Rochdale. In some cases the opportunity to combine core lessons with non vocational activities.

Changes for next academic year are planned with improvements to monitoring, organisation, tracking and impact. Historically student referrals for extended curriculum routes were attendance issue based and dealt with by Lead Attendance Officer more recent referrals via HOC and behavioural. Bury college and ACE have a Service level agreement in place (SLA) to deal with student absences, parental contact and regular school communication.

How is impact monitored	Cost	Person responsible

At risk groups identified through data collation and trends. Case studies to be introduced for group sessions and targeted 121 work based on key pastoral factors/PP Gap reduced in overall attendance of PP students. Data analysed from HT 1 - HT 6 and YTD using scorecard. Following appropriate training, guidance and time to explore new concepts - Further use of SIMS whole school reporting and SIMS Discover to support data capture, trends, at risk groups, comparative information ie for PP and Non PP Persistent absence rate reduces through the following measures; HOC regular timetabled fortnightly case conferencing meetings, attendance panels, closer monitoring of 92% or less(alerts set) and targeted student/parental improvement letters issued Punctuality improves with a reduced number of students attending punctuality detentions by targeting any lates Targeted mentoring of students 121 determined through data collation and observations of student behaviours (tracking), reviews of individual student cases for trends and patterns of absence/attendance/punctuality Parental engagement strategies such as letters home for less than 92% prior to PA rate of 90% being hit Tracking for improvement of specific individual students identified as high risk with SEAP panels, home visits, regular telephone calls and parental engagement School communications systems utilised for first day response and for all unexplained absences. Reward systems for 100% attendance and improved individual student attendance Competition held every four weeks for an inter form competition refreshments provided and a tutor time party, non uniform day and early lunch pass, student engagement for choices of rewards including achievement points National average attendance information to be used as a comparative measure for impact of strategies and interventions. **Extended curriculum** students are closely monitored by the Attendance team leader. SIMS updates via linked docs, Clerical data held for placements, set up placements completed by HOC/SLT, attendance at provision monitored by Attendance team leader. Daily contact from school to provider to be introduced and review of systems by AF expected 16/17.	Attendance ████████ total cost of attendance team **Total spend £74,472**	**Lead Attendance KB -** To monitor, track and show impact **PP Review Team SWa/JH -** quality assure and evaluate the overall impact related to Narrowing the gap of Attendance and punctuality rates between PP and Non PP students. **Extended Curriculum Officer KB and reviewing Dep Head AF -** Following a review of this work area to monitor, track, show progress and impact

Evaluation of impact

½ Term 1:

½ Term 2:
½ Term 3:
½ Term 4:
½ Term 5:
½ Term 6:

Focus	Barriers to learning	Desired outcomes/success criteria	Rationale
Student access to appropriate nutrition for their studies (EEf and NAHT studies show the link between student health and wellbeing and attainment)	Financial **Social and economic impact for families** **Structural organisation and routine in the home** **Education and access to appropriate nutrition to support cognitive development and physical growth** **Fixed school start time can be inflexible for home life balance and needs of family unit**	Large student uptake to fully funded and supported breakfast club daily Uptake of FSM improves Accelerated progress in all areas of student development Supply of healthy choices for a range of dietary needs to support the physical growth and cognitive development of students Improvements in punctuality and attendance Variable start to school day enables preparation time Wellbeing and social interaction with peers before start of school day in readiness for learning Breakfast club mentor supported enabling students to seek assistance, ask questions,	EEF NAHF Studies for the link between health and wellbeing and attainment +1 month Mentoring Adult role models aim to build confidence or to develop resilience and character

		feel supported prior to lesson commencement in readiness for learning	

Chosen strategies and actions

Consider reasons for students not taking FSM - why?
Student engagement questionnaire to look at reasons for attendance and areas for improvement - to be undertaken as a PP project by the (PP funded) life skills group September 2016.

How is impact monitored	Cost	Person responsible
Student engagement Case studies from Mentors and progress and tracking information will include contact with students during breakfast club/unstructured times. Uptake figures for FSM Student council feedback	**£80,000 estimated cost**	**PP Review Team SWa/JH -** quality assure and evaluate the overall impact related to student access to appropriate nutrition **EB Director of resources** - FSM uptake, breakfast club costs **ML Catering manager** - provision of healthy choices **JT Inclusion lead** - co ordination of mentor breakfast club support, mentor case studies, student engagement and numbers and impact of breakfast club attendance

Evaluation of impact

½ Term 1:
½ Term 2:
½ Term 3:
½ Term 4:

½ Term 5:

½ Term 6:

Overview of funding 2016/17	Costs (£)
Staffing Total projected to be charged against	401,473
Access to strategic extra curricular/enrichment opportunities and resources	14,702 yet to be allocated
FSM estimated 270 students x 190 days x £2.05 = £105,165	80,000 uptake estimated
Catch up premium Funding	24,000
Pupil premium Funding	472,175
Total Funding	496, 175
Total Spent	481,473

Contribution from ISB	49, 024 (63,726 additional staff not yet charged)