



Below is the 2016-2017 School Improvement Plan (Pupil Premium)

<p>(O6.1) To ensure that the needs of individual students are met, PP budget and funding made available to departments as appropriate through the bid system. (Launch with SLs/SPCs; middle leaders to make bids as appropriate)</p>
<p>Y11 Mentoring of PP students – 50% of Y11 mentees to be PP students to reflect the current intake of the school (1:1 meetings with PP students; mentoring programme implemented based on intervention mapping and QA documentation)</p>
<p>Raise awareness of PP students with all teaching staff so that needs are met through outstanding teaching (Seating plans utilised for classroom intervention, PP 'student of the week'; ongoing whole school CPD about feedback/formative assessment (linked to progress v cost effectiveness))</p>
<p>Analyse the PP data from the different subjects' GCSE data. Identify departments with the smallest % gap and enable good practice to be disseminated through departments</p>
<p>Provide all KS4 PP students with 1:1 careers interview (Review current IAG /careers provision and identify opportunities to work with other settings / agencies to enhance provision / analyse NEET figures to identify gaps between PP and non PP)</p>
<p>Use internal exclusion for KS4 PP students as an alternative to FTE (Review status of student before making decision about FTE; utilise an alternative base with 1:1 mentoring for KS4 students in Inclusion)</p>
<p>Analyse the attendance figures for PP / non PP/ WBR students. Information to be shared with form tutors, attendance officer (?) and SPCs to enable identified students to be placed on attendance report.</p>

Maximise attendance at holiday and after school revision classes for PP students (Perhaps introduce vouchers for attendance and engagement in holiday and after school revision classes)
Introduction of intervention tracking programme (Class teachers and SLs to identify PP students and track the varying interventions put into place during the year. Data to be collated to feed into QA process and KS coordinator tracking process)
Trial small group PP withdrawal with TAs (Class teachers to identify PP students requiring small group work. TAs to jointly plan tasks for small groups to undertake with greater focus on literacy levels – greater impact to withdraw from lesson to be researched)
Create a lesson 6 slot for KS3 or KS4 PP students (Identify and target PP students for structured intervention programmes)
Staff to track student involvement in extra-curricular activities and actively encourage PP students to engage (Staff to submit feedback 3x per year in relation to activities run, including numbers of PP students)
Subsidised school trips, including reduced deposits for PP students (Staff awareness of PP students extended and liaison with Finance/Parents undertaken)
Analyse the current options pathway to ensure all students (including disadvantaged students) have access to a broad and suitable curriculum including EBacc.