



Hyde Community College
Pupil Premium Funding 2016-17
Review Process

The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantages reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'FSM6'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children	£1900
Children who have ceased to be looked after by a local authority	£1900
Pupils recorded as 'Ever 5 Service Child'	£300

For the 2016-2017 academic year Hyde Community College are estimating the following Pupil Premium funding:

	Number of students eligible (as of September 2016)	Total estimated income:
Year 7		
Year 8	89	£83,215
Year 9	89	£83,215
Year 10	78	£72,930
Year 11	100	£93,500
	Including PP+	TOTAL :

Since January 2013 we have also been allocated Year 7 Literacy and Numeracy Catch-up Premium funding for every Year 7 student who has not achieved level 4 in reading and/or maths at Key Stage 2. Schools receive an additional premium of £500 for each Year 7 pupil who has not achieved at least level 4 in reading and/or maths (maximum £500 per pupil) at Key Stage 2. The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving students valuable support to bring them up to speed so that they are more likely to succeed at secondary school.

There are guidelines for how to allocate the funding issued by the Department for Education which can be accessed here:<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>.

What follows in this document is how we have allocated the funding at Hyde Community College and a sense of the impact that targeted funding has had on the educational attainment of our students who attract Pupil Premium funding. For confidentiality names have been redacted.

Pupil Premium Plus

The 2016-17 conditions of grant for the Pupil Premium state that:

“The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child’s educational needs as described in their personal education plan. The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child’s education setting who best understands their needs. LAs may not carry forward funding held centrally into the financial year 2017 to 2018. Centrally-held LAC premium that has not been spent, or allocated to the child’s education setting, by 31 March 2017 will be recovered.”

The Pupil Premium Plus grant for 2015-16 is £1900. Given that we deal with a number of different Local Authorities concerning our, Looked After Children, it is becoming increasingly clear that policy and procedures for accounting for this spend will differ. Furthermore, we will not, in some cases, receive the full amount. Therefore, although all LAC will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority. Interventions will be decided on and will be based on the individual needs of each LAC. This money is to be used on top of rather than an extension of our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:

- *Academic achievement and attainment*
- *Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)*
- *Attendance*
- *Inclusion [by reducing internal and external exclusion]*
- *Transition between Key Stages or from school-to-school during placement changes*
- *Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma.*

The impact of this spend will be detailed and will be summarised within our 2016/17 review when it is published in September 2017.

We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each intervention.

Review and Tracking Process

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any attainment 'gap' is the careful and thorough monitoring and tracking of individual pupils. At Hyde Community College this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of 'tracking' which in turn allows middle and senior leaders to make informed choices.

We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

	Day to Day / Short Term	Medium Term	Longer Term
Staff and/or positions involved:	<p>LMA (AHT - Intervention) to meet on a fortnightly basis with RKE and MLE to review and plan interventions.</p> <p>LMA to link with departments and SPCs to track and review interventions.</p> <p>Reports made to HT and rest of SLT at weekly SLT meetings.</p> <p>G4S used to report attendance and behaviour issues. Staff track on a daily basis and report to SPCs through relevant link. SPCs to intervene with set procedures concerning attendance.</p>	<p>Half termly tracking is collected across the school in line with the assessment calendar. This is reviewed in regards to PP at all levels from class teacher through to HT. LMA (AHT Intervention) specifically looks at FSM. All subjects receive reports and progress and attainment of FSM students.</p> <p>AHT reports to HT.</p> <p>SLs of core subjects report to DHT and HT on matters concerning staffing.</p> <p>QA system used to track gaps in progress PM, CPD and appraisal process.</p> <p>Use of Standards Audit Tracker to identify CPD needs.</p> <p>Departmental meetings</p>	<p>AHT and DHT draw up plans from shared strategic vision with HT.</p> <p>SLT (LMA) track and monitor national trends and developments to measure and inform interventions at HCC.</p> <p>SL informs department which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out by the AHT who reports to departments. Whole school data tracked back to interventions.</p>
Notes:	<p>Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff.</p>	<p>Pupil Premium reports and spending reviews are presented to the Governing Body.</p>	<p>Annual Report provided to the governors and published on the school website.</p>

At Hyde Community College we have developed our own impact measure tool to be used when judging the use of bespoke programmes which are in part funded by the Pupil Premium. Where funding is requested, outside of this budget, to address emerging needs then we will employ this tool to help us assess potential impact.

PP Detailed Proposed Spend (2016-17)

(REVIEW)

INTERVENTION	LEAD	COST ESTIMATE	REASON FOR INTERVENTION: BEST PRACTICE OR LOCAL ISSUE	REVIEW / EVIDENCE
(1) Focus on feedback as part of quality teaching and learning (SIP, PM, QA and CPD)	T&L TEAM	£2000	<p>BEST PRACTICE: Relentless push for quality first teaching. Ensure that CPD, QA, PM and SIP focus on the quality of teaching and learning. Development and provision for further CPD to focus on the quality of feedback as part of quality teaching across the school.</p> <p>Ensure that, as a school, we never confuse PP with low ability.</p>	<ul style="list-style-type: none"> • Tracking points (1-6) • 2017 GCSE results • KS4 mock results • SIP • QA documentation • KS3 data
<p>ACTIONS</p> <ul style="list-style-type: none"> • M&F moved from a whole school monitoring area to a departmental one – September 2016. • CPD delivered in house to new staff and staff causing concerns. • Quality teaching reiterated through SENCO presentations as well as through T&L teams (meetings and observations). <p>EVIDENCE:</p> <ul style="list-style-type: none"> • See PP internal data subject comparative analysis in APPENDIX (1a) • LW feedback from scrutiny of PP students’ books. • See PP GCSE results data in APPENDIX (1b) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> • Tracking data to be analysed termly following Track 1,3,5. Disseminated to SLs. Shared with class teachers. Followed up in QA meetings. Put on the agenda for SL meetings to share good practice. • Whole school initiative for 2017-18 – PP and WBR students. Relentless push for quality first teaching to be maintained through the academic year. • In house CPD delivered with a specific focus on the whole school target groups. Whole school residential November 2017. School identified target groups a focus. • M&F to remain within departments but a focus of work scrutiny must be on the school target groups – including PP. 				
(2) Pupil Premium Champion	AHT	£ 33,192	BEST PRACTICE:	<ul style="list-style-type: none"> • Tracking points (1-6)

(AHT) on Leadership Team.			Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging gaps. Liaise with the Heads of KS3 and KS4. Link with the governing body concerning the spending of the Pupil Premium. Ensuring that every PP child is known by every member of staff.	<ul style="list-style-type: none"> • 2017 GCSE results • Ks4 mock results • PM cycle • KS3 data • Staff survey data
<p>ACTIONS</p> <ul style="list-style-type: none"> • Meetings with KS3 and KS4 coordinators took place termly. KS4 mentoring of targeted PP students embedded this year. SEE REPORT IN APPENDIX. • Discussions regarding parental engagement a focus. To be rolled into next year's SIP. • Internal analysis of PP students in comparison to 'all' and 'no PP' students undertaken. Data disseminated to all SLs. Follow up discussion at QA11 between SLs and line managers. • AHT (parental engagement) analysed this year's parents' evening attendance data. All families who did not attend parents evening had follow up calls and in some instances a meeting. <p>EVIDENCE:</p> <ul style="list-style-type: none"> • See PP internal data subject comparative analysis in APPENDIX (1a) • See Parents' Evening figures in APPENDIX. (2) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> • In house CPD delivered with a specific focus on the whole school target groups. To focus on strategies for raising achievement and engagement of PP students. • QA documents to include a specific focus for PP students to enable SLs to track progress at each tracking point and identify causes for concern to be promptly acted upon. • Lesson observation pro forma to include a specific focus for progress and engagement of school target groups including PP. • SIP – specific focus for targeting the parental engagement of PP and WBR students. • Continued analysis of PP data after termly tracking. 				
(3) Non-Teaching member of staff with focus on FSM attendance. (SPCs)	SPCS	% of 4 SPC salaries £14,992	<p>BEST PRACTICE AND LOCAL ISSUE:</p> <p>Track and act fast to close any emerging gaps in the attendance of PP students when compared with non-PP students. Set high expectations. Non-Teaching Heads of Year to make initial contact on the first day that a Pupil Premium student is absent. Review of attendance data tracked on a half termly basis and actions put in place. Specific intensive intervention where attendance takes a 5%</p>	<ul style="list-style-type: none"> • Attendance data

			hit or is below 92%.	
<p>ACTIONS</p> <ul style="list-style-type: none"> Attendance became the focus of the SPCs. The attendance officer previously employed changed roles and became a SPC. The impact of this role change can be seen in the whole school attendance figures. <p>EVIDENCE:</p> <ul style="list-style-type: none"> See attendance data analysis in APPENDIX (3) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> Attendance officer re-employed with a key focus on the attendance on all students as well as those in school target groups. 				
(4)Heads of Key Stage 3 and 4 with a focus on progress and attainment.	HEADS OF KS3AND KS4	% of salaries	<p>BEST PRACTICE and LOCAL ISSUE:</p> <p>Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in extracurricular activities. Increase our joint knowledge of each student. Set and model high expectations. Increase parental contact.</p>	<ul style="list-style-type: none"> 2017 GCSE results Participation data Attendance data PM cycle KS3 data KS4 mock results
<p>ACTIONS</p> <ul style="list-style-type: none"> Progress tracked by SLs in relation to QA process and cycle. Discussions with line managers Registers of extra-curricular activities kept remotely by subject staff Focus of SLT on WBR and PP students for spring term 2 – assertive mentoring put in place for small number of students <p>EVIDENCE:</p> <ul style="list-style-type: none"> See internal data subject comparative analysis in APPENDIX (1a) See Parents’ Evening figures in APPENDIX. (2) See SLT evaluation of assertive mentoring programme. (4) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> PP data tracking needs to be a focus for all teaching staff and there needs to be accountability for the progress and attainment of all school groups. Staff to be encouraged to use the data tracking ribbons, after each of the data tracking points, to identify individuals / groups of students for intervention. Sharing of best practice – T&L team to trial data tracking sheets. Relentless push to reward and praise students to encourage a more positive ethos in relation to parental contact. Changing roles within school – employment of Impact and Achievement Co-ordinator. 				

<ul style="list-style-type: none"> Centralised tracking of extra-curricular activities. Identification of PP students on registers to enable analysis to be undertaken. 				
(5)SPCs with a focus on progress and attainment.	SPCS	% of 4 salaries £14,992	BEST PRACTICE and LOCAL ISSUE: Working in liaison with KS3 and KS4 Progress Co-ordinators, ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in extracurricular activities. Increase our joint knowledge of each student. Set and model high expectations. Increase parental contact.	<ul style="list-style-type: none"> 2017 GCSE results Participation data Attendance data PM cycle KS3 data KS4 mock results
ACTIONS <ul style="list-style-type: none"> Progress tracked by SLs in relation to QA process and cycle. Discussions with line managers 				
DATA EVIDENCE: <ul style="list-style-type: none"> See internal data subject comparative analysis in APPENDIX (1a) See Parents' Evening figures in APPENDIX. (2) 				
THE WAY FORWARD: <ul style="list-style-type: none"> PP data tracking needs to be a focus for all teaching staff and there needs to be accountability for the progress and attainment of all school groups. Staff to be encouraged to use the data tracking ribbons, after each of the data tracking points, to identify individuals / groups of students for intervention. Sharing of best practice – T&L team to trial data tracking sheets. Relentless push to reward and praise students to encourage a more positive ethos in relation to parental contact. 				
(6) English and Maths Staffing – levels increased to allow focus classes across both key stages	DHT		BEST PRACTICE: Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention (outside of normal classroom time) if and when needed.	<ul style="list-style-type: none"> 2017 GCSE results KS3 data KS4 mock results QA
ACTIONS <ul style="list-style-type: none"> HLTA timetabling with maths overseen by AHT link. Specific focus on Y11 students within maths. Additional timetabled staff utilised in support lessons. HLTA role shifted to main class teacher during 2016-17 in English due to staffing reorganisation. 				

EVIDENCE:

- GCSE results for maths classes supported through the HLTA role. (5)

THE WAY FORWARD:

- HLTA timetabling to continue within the maths department.
- All staff to be utilised in departmental support in maths and English with a focus on PP students.

(7) KS3 Study and Intervention – Y7 Project Group	AHT / LEAD TEACHER	TLRs £6,479	BEST PRACTICE AND LOCAL ISSUE Core subject staffing to ensure that students are with the right teachers for their individual needs. Development of Y7 Intervention group into both year halves.	<ul style="list-style-type: none">• Behaviour data• Attendance data• Parental surveys• Student voice• Report attribute data
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ACTIONS

- Intervention programme in Y7 with literacy focus embedded this year.

EVIDENCE:

- See Y7 Project data analysis – in APPENDIX. (6)
- See intervention curriculum map in APPENDIX. (7)

THE WAY FORWARD:

- Continue the Project group roll out. Intervention curriculum to be adapted for Y8 and Y9 literacy lessons.

(8) KS3 Study and Intervention - Y7 Nurture	Y7 INTERVENTION TEAM	% of salary (TAs) £9,264	BEST PRACTICE AND LOCAL ISSUE Core subject staffing to ensure that students are with the right teachers for their individual needs. Development of Y7 Intervention group into both year halves with each group to be delivered the Nurture decoding programme through specialist staff. Nurture decoding, comprehension and numeracy to be delivered through mainstream lessons.	<ul style="list-style-type: none">• Behaviour data• Attendance data• Parental surveys• Student voice• Assessment data at tracking points
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ACTIONS

- Nurture groups intervention running in Y7.

EVIDENCE:

- Nurture reading age and spelling age data – see APPENDIX (8)

THE WAY FORWARD:

- Continue the Nurture group roll out. Intervention curriculum to be adapted for Y8 and Y9 literacy lessons.
- Ensure TAs delivering the Nurture programme are given training and supported in the identification of PP students (use of G4S) as well as the teaching of these students.

(8) Equipment

SLs

VARIABLE - BIDS

BEST PRACTICE:

No child will be disadvantaged because of their background. This fund is used for items such as:

- Uniform
- Specialist IT equipment.
- Personal Text Books and Revision materials.
- Personal calculators.
- Personal dictionaries / thesaurus
- PE equipment and kit.

This fund is accessed by ARA.

- Attendance data
- Uniform

ACTIONS

- Students provided with appropriate equipment within school. Either subsidised (GCSE revision guides / school uniform / calculators) or provided for them.

EVIDENCE:

- School orders.

THE WAY FORWARD:

- Continue with fund accessible via ARA to ensure that no child is disadvantaged because of their circumstances.
- Ensure staff are reminded about this possibility and procedure.

(9) Extra Curricular Activities

SLs

VARIABLE - BIDS

BEST PRACTICE AND LOCAL ISSUE:

All PP students given access to and encouraged to engage in extracurricular groups and activities.

- Participation data

ACTIONS

- School trips subsidised for PP students.

- School trips offered, in the first instance, to PP students.

EVIDENCE:

- GCSE residential trips.
- English department theatre and Victorian literature trips.
- HCC activity days.

THE WAY FORWARD:

- Investigate tiered prices of trips.
- Centralised tracking of participation in extra-curricular activities. Identification of PP students on registers to enable analysis to be undertaken.
- Ensure staff are reminded about this possibility and procedure.

(10) Review Sessions	AHT / Form tutors	£1000	BEST PRACTICE AND LOCAL ISSUE: Work with all PP students to use current performance / tracking data to learn how to self-review and teach them specific strategies to set goals, monitor and evaluate their own learning. Build capacity to self-regulate.	<ul style="list-style-type: none"> • KS3 tracking data • KS4 mock results • 2017 GCSE results
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ACTIONS

- All students reviewed tracking data upon publication. Self-set targets checked in form time by SLT links.

EVIDENCE:

- Tracking data pages in planners.
- SLT feedback from form group checks reported back for collation to LPO.
- PPTs sent to form tutors half termly.

THE WAY FORWARD:

- Maintain the reviewing of tracking data in form time with SLT support every half term.

(11) Lexia Reading	AHT Y7 INTERVENTION	£1314 per year	BEST PRACTICE AND LOCAL ISSUE: Reading scheme bought in for PP students.	<ul style="list-style-type: none"> • Reading age data
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	TEAM			
<p>ACTIONS</p> <ul style="list-style-type: none"> Lexia reading programme undertaken for Y7 Project students (50% PP) Lexia lessons timetabled once a week with additional access available at home and at Lexia club. <p>EVIDENCE:</p> <ul style="list-style-type: none"> Lexia reading data analysis – see APPENDIX (9) Reading ages of students – see APPENDIX (10) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> Change of web based Literacy programme to Literacy Planet for 2017-18. Y7 Project groups and Y8 legacy Project groups to have 2 lessons (at least) per fortnight of timetabled lessons on Literacy Planet. Named TA to be the lead for each of the Y7 and Y8 classes. 				
(12) Music Tuition	MUSIC DEPT	£198 per student per year	BEST PRACTICE and LOCAL ISSUE: PP students have access to Music lessons.	<ul style="list-style-type: none"> KS3 data Survey data QA
<p>ACTIONS</p> <ul style="list-style-type: none"> PP funding used to support the music tuition of relevant students. <p>EVIDENCE:</p> <ul style="list-style-type: none"> Music tracking data – see APPENDIX (13) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> Continued in 2017-18. 				
(13) Careers Advice	CAREERS	% of salary £14,841	BEST PRACTICE: Extra careers interviews to ensure that all students have more than their basic entitlement. These interviews encourage students to maintain high expectations and build their knowledge of routes beyond 16.	<ul style="list-style-type: none"> Destination data Survey data
<p>ACTIONS</p> <ul style="list-style-type: none"> All Y11 students were given a careers interview. PP students, LAC and SEND students were prioritised. Any student, where a need was identified, was provided with a follow up interview. 				

- All students offered drop in sessions with VAM.

EVIDENCE:

- Appointment records in school; home visits were also recorded.

THE WAY FORWARD:

- The PP, LAC, SEND and WBR students to be prioritised in the first half term for careers interviews.
- Follow up interviews and guidance to be offered.
- Further interviews offered to all PP, LAC and SEND students during the year.
- Clear recording of destination data and NEETS information.

(14) Revision Days	SLs in Eng and maths % of salaries	£1000	BEST PRACTICE: Promoting learning in order to narrow the gaps in core subjects. Allowance for school to be open and staffed by 13 specialist staff for more hours in the two months leading up to the summer exams.	<ul style="list-style-type: none"> • 2017 GCSE results.
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ACTIONS

- Staff to offer revision days / sessions in school holidays (reliant on staff volunteers)

EVIDENCE:

- PP GCSE data (1b)
- Attendance data

THE WAY FORWARD:

- Maintain the offer for revision sessions in 2017-18. Extend the focus through targeted invitations to PP students. Sessions are usually offered before school, at lunch and after school as well as some targeted sessions in the Easter and May half term holidays.
- Attendance registers - centralised tracking of extra-curricular activities. Identification of PP students on registers to enable analysis to be undertaken.

(15) Study Visits		£5000	BEST PRACTICE: No child will be disadvantaged because of their background.	
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ACTIONS

- School trips and study visits subsidised for PP students.
- School trips offered, in the first instance, to PP students.

EVIDENCE:

- GCSE residential trips.
- School trips.

THE WAY FORWARD:

- Investigate tiered prices of trips.
- Centralised tracking of participation in extra-curricular activities. Identification of PP students on registers to enable analysis to be undertaken.

(18) Counselling Service	IN SCHOOL AND EXTERNAL COUNSELLORS	Percentages of two staff salaries	BEST PRACTICE No child will be disadvantaged because of their background. PP students given access to the school counsellor.	
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Obviously this section remains highly confidential.

In terms of PP spending, 13 out of the 21 students who referred to external counsellors in 2016-17 were PP students. This is a figure of 62%. It is difficult to measure the impact of such a confidential service.

THE WAY FORWARD:

The school employs two members of full time staff who play a significant role with the students in need of additional support. These roles are the Designated Safeguarding Lead and the school's Learning Mentor. A proportion of their salary is funded by the PP and will continue to be so as a significant proportion of PP students use the in school support system in addition to those who are referred to external services.

(19) Breakfast Club	TAs	£600	BEST PRACTICE: In the build up to exams students will be able to access a breakfast club where specialist staff or on hand to give guidance and give extra support. PP students will have an extra allowance, paid onto their accounts, to enable them to have breakfast. This will be available to them throughout the exam period to encourage them to come and work with their teachers in school.	<ul style="list-style-type: none"> • 2017 GCSE results
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ACTIONS

- Breakfast club offered, by invitation in the first instance, to a number of PP students throughout the year. This has been provided by the AC.

EVIDENCE:

- Attendance in the AC from 8.30 onwards.

THE WAY FORWARD:

- Investigate the running of a pre-exam breakfast club for those identified PP students who may be in need of this support.

(20) Peer Tutoring

AHT

£0

Buddy reading set up using the library facilities. Ks4 students (ideally PP) to be utilised to listen to the Y7 project students read during form time.

- Student voice

ACTIONS

- Y7 Project students (50% PP) paired with KS4 HAL for reading programme.
- Once weekly form time extra reading for students in the library.

EVIDENCE:

- Weekly sessions in the library.
- Reading age data – see APPENDIX (10)

THE WAY FORWARD:

- Continue with reading buddy scheme in 2017-18.
- Targeted invites for HAL PP students to work as peer mentors / buddies for the Y7 Project group students.

(21) Response Fund

BIDS
THROUGH ARA

£15,000

No child will be disadvantaged because of their background.

This fund will be available for staff to request funding in order to tackle emerging gaps or to enhance provision (where it does not fall under one of the other budget headings) within the curriculum or as an extra-curricular experience.

ACTIONS

- Staff requested funding via ARA for any areas of need that do not fall under budget headings. This may have been for trips or resources or equipment.
- Bid forms were submitted to ARA from individual departments with costings and impact measures identified.

EVIDENCE:

- Bid forms submitted to ARA and LCH.

THE WAY FORWARD:

<ul style="list-style-type: none"> Ensure staff are regularly reminded about this possibility and procedure. 				
(22) One to one English tuition	TUTOR	£7,312	One to one or small group tuition for GCSE English.	<ul style="list-style-type: none"> Mock data KS4 results data
<p>ACTIONS</p> <ul style="list-style-type: none"> Targeted one to one / two intervention of Y11 PP students. Once a fortnight. <p>EVIDENCE:</p> <ul style="list-style-type: none"> GCSE data – see analysis of one to one English in APPENDIX (11) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> Not to be continued into 2017-18. Change of role for one to one tutor to move to support in class / withdrawal groups in English as a HLTA. 				
(23) LAC bespoke tutoring	AHT SENCO	Staff salaries / hourly pay	One hour tutoring sessions set up as identified during the PEP meetings. In school staff used to build relationships with the LAC.	<ul style="list-style-type: none"> Tracking data in key subject areas Staff voice Student voice
<p>ACTIONS</p> <ul style="list-style-type: none"> One to one tutoring sessions introduced for all PP+ students. Once a week with in school staff. <p>EVIDENCE:</p> <ul style="list-style-type: none"> Data – see PP+ APPENDIX data analysis. (12) <p>THE WAY FORWARD:</p> <ul style="list-style-type: none"> To be continued into 2017-18. Introduce student voice and staff voice to analyse in this next academic year –especially to analyse the impact it has on students in addition to their data driven needs. Closer liaison with SPCs to track progress and attendance issues. Ensure home support is put into place. <p>CONCERNS:</p>				

- Ensuring the students attend each session.
- Ensuring the students' curriculum needs are met internally.
- Closer liaison with SPCs to track progress and attendance issues.
- Ensure home support is put into place.