

# Pupil premium strategy statement: St Edmunds Catholic Academy

1. Summary information					
School	St Edmunds Catholic Academy, Wolverhampton				
Academic Year	2018/19	Total PP budget (includes estimate for extra 39 students)	269,280	Date of most recent PP Review	Oct 2018
Total number of pupils (Y7-Y11)	799	Number of pupils eligible for PP	288 (36.0%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
Progress 8 score average (from 2016/17)	-0.27	-0.01
Attainment 8 score average (from 2016/17)	4.06	4.78

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Previously embedded barriers of low aspirations, confidence and engagement from a significant minority of pupils, particularly PP pupils
B.	Behaviour issues from a small number of pupils in each year group, has a detrimental effect on the progress of themselves and others. The focus group for this academic year will be on underachieving boys.

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<b>C.</b>	High attaining pupils who are eligible for PP make less progress than high attaining pupils who are not eligible
<b>D.</b>	Completion of Extended Learning is inconsistent, particularly for PP pupils; this means pupils in KS4 are unprepared for the quantity and depth of independent work required for success at GCSE level
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance and punctuality rates for PP pupils are lower than that of non-PP pupils and lower than national averages for all pupils. This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	Lack of parental engagement and support for interventions

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time	Average AtL's of PP pupils improve and are in line with non-PP pupils. Average AtL's improve for all pupils Proportion of PP pupils continuing into Post 16 education increases Proportion of PP students moving on to universities/Russell Group universities increase
<b>B.</b>	Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils, in particular boys.	Proportion of behaviour incidents involving PP students is equal to or lower than proportion of PP students in the school Total number of behaviour incidents is reduced and the number of pupils involved in behaviour incidents is reduced Learning walk, pupil voice all evidence improved behaviour for learning in all year groups
<b>C.</b>	Improved attainment and progress of PP pupils in external examinations	KS3 progress of PP pupils in line with those of non-PP pupils and in line with their targets Progress 8 scores of PP pupils in line with non PP pupils and national averages.

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	Improved attainment and progress of PP pupils, across all year group, measured through teacher assessment (moderated within and across departments) and internal examinations	Where PP pupils are falling behind, interventions are put in place, recorded and measured, overseen by CLs and SLT
<b>D.</b>	Extended Learning is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved	"Extended Learning" measures for PP pupils show that deadlines are met Improved use of Class charts to set extended learning, recorded and completed in all subjects. Development of knowledge organisers for all subject areas. Learning walk, book monitoring and pupil voice all evidence improved completion of Extended Learning in all year groups
<b>E.</b>	Improved attendance and punctuality records for PP pupils	Trends show that attendance and punctuality rates of PP pupils are improving and are in line with non-PP pupils in the school and national averages for all pupils The percentage of PP pupils who are persistent absentees is reduced
<b>F.</b>	Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved support for initiatives and interventions put in place to support pupils	Improved rates of attendance at parents' evenings All parents come into school to discuss the progress of their child when invited, either at a parents' evening or at an alternative date Parents feel more involved in their child's education as evidenced in parental surveys

## 5. Planned expenditure

**Academic year**

**2018/19**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time</p> <p>C. Improved attainment and progress of PP pupils in external examinations Improved attainment and progress of PP pupils, across all year group, measured through teacher assessment (moderated within and across departments) and internal examinations</p>	<ul style="list-style-type: none"> <li>● Marking and feedback is of a consistently high standard (as detailed in AIP)</li> <li>● Consistent use of 'Learning Policy', allow pupils to develop their own understanding and include elements of self-regulation and collaborative learning. Yellow box marking.</li> <li>● Staff CPD - Mark, Plan, Teach by Ross McGill</li> <li>● Appointment of senior AP for data. who is working closely with HOY year 11 who are overseeing intervention and revision sessions.</li> <li>● Teacher target setting and close tracking /analysis of data by HOY following each data collection (reduced to 4 DC's)</li> <li>● All Key Stage transition meetings</li> </ul>	<ul style="list-style-type: none"> <li>● EEF + 8 months</li> <li>● EEF + 5 months</li> <li>● Marking for progress of all learners. Strategies for assessment and feedback to be developed.</li> <li>● Positive outcomes from similar strategy used last year. Need to coordinate all the intervention and revision for Year 11</li> <li>● Staff and students actively involved with target setting of aspirational targets . HOY close tracking of progress and identification of underachievement.</li> </ul> <p>*To build on or sustain earlier academic success</p>	<ul style="list-style-type: none"> <li>● Through AIP monitoring and evaluation</li> <li>● Through SIP monitoring and evaluation</li> </ul> <p>*Self evaluation and implementation by staff</p> <ul style="list-style-type: none"> <li>● Regular progress meetings involving SLT link and Year 11 HOY</li> <li>● Staff training, regular assemblies with Year 11 pupils, tutor time reflection</li> </ul> <p>* Monitor progress of PP on transition</p>	<p>MH/HOY</p> <p>MH/GH</p> <p>GH/All</p> <p>SW/JP</p> <p>SW/JP/All</p> <p>HOY/AHOY</p>	<p>Ongoing through AIP and quality cycle review</p>

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<p>D. Extended Learning is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved</p>	<ul style="list-style-type: none"> <li>Extended learning is used consistently and effectively to support learning in class and promote independent learning</li> <li>*Homework club available 3 times a week, morning and after school</li> <li>* Development of Knowledge Organisers</li> <li>*Easter revision programme</li> </ul>	<ul style="list-style-type: none"> <li>EEF + 5 months</li> </ul>	<ul style="list-style-type: none"> <li>Through AIP, monitoring and quality cycle review, data analysis and evaluation</li> </ul>	<p>All</p> <p>All / TA's</p> <p>AL</p> <p>JP</p>	
<b>Total budgeted cost</b>					£117,640

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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</b>	<b>When will you review?</b>
<p>C. Improved attainment and achievement of PP pupils, measured across all year group through teacher assessment (moderated within and across departments) and internal and external assessments</p>	<ul style="list-style-type: none"> <li>Small group sessions for Year 11 PP pupils in core subjects, grouped by ability and one-to-two sessions (2 x ½ hour) with class teacher, identify PP pupils below target</li> <li>* Revision skills to support Year 11 PP pupils</li> <li>*Revision survival kit for Year 11 PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>EEF + 5 months</li> <li>Feedback from pupils involved in the small group sessions</li> <li>Developing confidence and skills for revision</li> <li>All students have equipment and removes any barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>Review of pupil progress in subsequent assessments</li> <li>*student voice</li> </ul>	<p>SW/JP/ CL's</p> <p>SW/JP</p> <p>SW/JP</p>	<p>Jan 2018 and ongoing</p>

Sept 2018

A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time	*Easter Revision school	<ul style="list-style-type: none"> <li>Improves confidence with exam technique and practice</li> </ul>	* Programme devised and issued to parents/carers - registers of attendance	SW/JP/All	Jan 2019 and ongoing
	*DIG groups to be identified across all year groups - staff to know who their DIG pupils are. Shared & discussed in Cur. area meetings	<ul style="list-style-type: none"> <li>Directed Intervention Groups - focussed and targeted intervention within the classroom</li> <li>EEF +3 months</li> </ul>	<ul style="list-style-type: none"> <li>Discussion notes with mentors</li> <li>Minutes of CL meetings</li> </ul>	EG/SW/JP	
	* Progress meetings for Year 11 PP and parent/carer	* To gain parental support during vital year	<ul style="list-style-type: none"> <li>Monitoring of attendance, contact with parents and pupil voice</li> </ul>	SW/JP	
	*Academic coaches to be appointed to support students in maths and english	* To support boundary leapers who need that extra boost. Stretch the most able students.	* Identification	MZ/GH/SW	
	*Purchase of FFT to use for pupil target setting	*Student personally involved with own target setting. Engages tutors and staff with data	<ul style="list-style-type: none"> <li>Monitor usage</li> <li>Pupil engagement in personalised target setting</li> </ul>	SW/All	
	* Develop the SCSC as a provision to support the most vulnerable learners	*To support needs of students in line with the Graduated response	<ul style="list-style-type: none"> <li>Monitor usage, student voice, referral forms, exit reports</li> </ul>	EG/SR	

Sept 2018

	<ul style="list-style-type: none"> <li>● Referral to the SCSC for small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and Literacy</li> <li>● Peer support of Year 7 PP pupils with Year 12 pupils (as many PP as possible)</li> <li>● Peer mentoring from 6<sup>th</sup> form students offered and encouraged for all PP pupils in Year 11</li> <li>● Use of Kooth and other agencies to support vulnerable students</li> <li>● SCSC provision to support PP and vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>● EEF +4 months</li> <li>● Success of similar approach in other schools and in this school last year</li> </ul> <p>*Improved and sustained progress</p> <ul style="list-style-type: none"> <li>● EEF +5 months</li> </ul> <p>*Supports pastoral concerns - signposts students on wellbeing issues , builds resilience and confidence</p> <ul style="list-style-type: none"> <li>● EEF +5 months</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion with teacher - SCSC Referral form for additional support if necessary</li> <li>● Pupil voice</li> <li>● Analysis of data in Maths and English</li> <li>● Pupil voice, analysis of data and strategic pairings overseen by heads of literacy and numeracy and supported by form tutors</li> <li>● Liaison with JP and HT (acting Head of sixth form) to ensure strategic pairings</li> <li>* One-to-one interviews and follow-up with year 11 pupils (By SLT/HOY 11)</li> <li>● Analysis of G and T data</li> <li>● Pupil voice of confidence and plans before and after programme</li> </ul> <p>*Case studies</p> <p>*Registers *Usage monitored</p>	<p>EG/ HOY /SR</p> <p>SH/HT (acting)</p> <p>JP/HT (acting)</p> <p>EG/SR</p> <p>EG/SR</p>	<p>Jan 2019 and ongoing</p>
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Sept 2018

	<ul style="list-style-type: none"> <li>● Raising aspirations and achievements of Most Able PP pupils in years 10 and 11 through: <ul style="list-style-type: none"> <li>○ Mentoring and guidance for most able PP pupils in year 11 and others by SLT, including how to manage pressure, expectation and workload in the lead up to exams</li> <li>○ Dinner time and after school small group work for PP pupils in year 11 targeted for high attainment</li> <li>○ University trips to motivate, inspire and raise aspirations for PP pupils This to potentially include work through the “Brilliant Club” to involve academic work, Pathways to Law, Business and Medicine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Success of programme in previous years in managing the stress and worry of most able in the run up to GCSE examinations (Assemblies and tutor time)</li> <li>● Increase attainment grades in Maths and English (from March mock to June exam)</li> <li>● Raising aspiration together with significant academic component, shown to be effective against raising aspirations in isolation</li> </ul>	<ul style="list-style-type: none"> <li>*Data analysis</li> <li>*Minutes of meetings with students</li> <li>* Registers of attendance</li> <li>* Student voice</li> </ul>	EG/CL's	
				JP/SW	
				CL's /SW/GH	
				EG/HOY	
<b>Total budgeted cost</b>					£92,866
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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</b>	<b>When will you review?</b>

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<p>A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time</p>	<p>*Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.</p>	<p>EEF +3months</p>	<ul style="list-style-type: none"> <li>Registers of attendance at extracurricular clubs and enrichment events.</li> </ul>	<p>EG/MC</p>	<p>Jan 2019 and ongoing</p>
<p>B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils, in particular underachieving boys</p>	<p>*Mixed ability classes to be trialled in Year 9</p> <p>*Encouragement of more pupils to take part in extracurricular sports, including weekly inter-house sports competitions</p>	<p>Research supports increase in progress</p> <p>EEF +2months</p> <p>*Supports extended learning, builds confidence and reduces warnings for failure to complete work set</p>	<p>*timetable changes to reflect this</p> <ul style="list-style-type: none"> <li>Staff to encourage participation of PP pupils</li> <li>Data - reduction in warnings for lack of extended learning and increase in merits</li> </ul>	<p>LH/MZ</p> <p>EG/AHO Y/HOY</p>	<p>Jan 2019 and ongoing</p>
	<p>*Homework club available 3 times a week, morning and after school</p>				
	<p>*welfare, uniform and trips, transport etc</p>	<p>Supports and enriches learning in subject areas</p> <p>*Deepens knowledge and understanding</p>	<ul style="list-style-type: none"> <li>For school trips, PP pupils to be made aware financial support is available</li> <li>For school trips/visits evaluation form to measure impact of trip/visit with a specific section for impact on PP pupils</li> </ul>	<p>EG</p>	
	<p>*Police panel service level agreement</p>	<p>*Working collaboratively with schools, police and other services around timely intervention for young people</p> <p>*Resources shared</p>	<p>*attendance of meetings</p> <p>*Assemblies</p> <p>* Student Voice</p> <p>*RESPECT programme</p>	<p>EG/AD</p>	
	<p>*Educational psychologist service level agreement</p>		<p>*Case studies</p>	<p>EG/SR</p>	

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	<p>*Appoint a counsellor to work part time and manage own caseload</p>	<p>To ensure timely assessment of out PP pupils with AEN.</p> <p>*To support the most vulnerable of students</p>	<p>*Case studies</p>	<p>EG/SR/BR</p>	
<p>B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils, in particular underachieving boys</p>	<ul style="list-style-type: none"> <li>• Whole school approach to improving behaviour for learning through provision of CPD, new behaviour policy and behaviour interventions (as detailed in the AIP)</li> </ul> <p>*Staff CPD - Behaviour for Learning delivered by Pivotal Education</p> <p>*Identify students who are at risk of fixed term or permanent exclusions and complete the Student Education Programme (SEP) with them</p> <p>*RESPECT programme to be delivered by PSCO's</p>	<ul style="list-style-type: none"> <li>• EEF +4 months</li> </ul> <p>*Empowerment of staff and equip them with strategies to work towards improving behaviour and reduce the behaviour incidents for all students and PP pupils in particular boys</p> <ul style="list-style-type: none"> <li>• High proportion of pupils who have fixed term exclusions are excluded more than once, suggesting work needs to be done to support them in improving behaviour</li> <li>• Further strategy to improve behaviour and the choices that young people make which will impact on their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Through AIP monitoring and evaluation</li> </ul> <p>*Data analysis</p> <p>*Data analysis</p>	<p>JB/EG/HOY/AHOY</p> <p>JB</p> <p>EG/JB</p> <p>EG/AD</p>	
<p>A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time</p>	<ul style="list-style-type: none"> <li>• Individual pupil profile for all PP pupils, compiled by teachers and support staff, detailing barriers to learning and strategies that work for each PP pupil</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of pupils who respond well to the approaches of certain teachers and support staff, led to us recognising a need to share this information</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium champions in each tutor</li> <li>• Through data analysis and pupil voice</li> </ul>	<p>EG/SR/AP</p> <p>EG/CL's</p>	<p>Jan 2019 and ongoing</p>

Sept 2018

	<ul style="list-style-type: none"> <li>● PP focus in CL meetings concerned with developing and sharing approaches to improve engagement of PP pupils</li> </ul> <p>*SR to support delivery of CPD on differentiation techniques to support staff planning and delivery of lessons</p> <p>*Develop ATL, homework and CARE grades for data collections for students</p>	<ul style="list-style-type: none"> <li>● PP strategy needs to be developed and shared, with the involvement of all staff</li> </ul> <p>*Use of data to inform planning and support progress of PP pupils</p> <p>*Gives a clearer picture of areas of concern for students</p>	<ul style="list-style-type: none"> <li>● Minutes from CL's meetings</li> </ul> <p>*Staff evaluation</p> <p>*Data analysis</p>	<p>EG/SR</p> <p>SW/HOY</p>	
E. Improved attendance and punctuality records for PP pupils	<ul style="list-style-type: none"> <li>● Rewards, sanctions and follow-ups put in place to improve attendance and punctuality (as detailed in the AIP)</li> <li>● Improve attendance through improved engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies have worked in similar schools</li> <li>● Engagement is key to pupils wanting to be in school</li> </ul>	<ul style="list-style-type: none"> <li>● Through monitoring and evaluation</li> <li>● Data - phone calls, text messages, emails, letters, home visits, liaising with LEA, court hearings, etc</li> </ul>	SM/EG/ /tutors	Jan 2019 and ongoing
F. Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils	<ul style="list-style-type: none"> <li>● Whole school approach to improving parental engagement and reporting to parents</li> <li>● Parent/carer of each PP pupil in a year group to be contacted, by phone, by a member of SLT to ensure attendance at parents' evening and, where they cannot attend, an alternative meeting arranged</li> <li>● Raising attainment evening - settling in evenings for transitioning students, pathways evening</li> <li>● Raise profile of rewards evening - Stars of St Edmunds</li> </ul>	<ul style="list-style-type: none"> <li>● EEF +3 months</li> <li>● EEF +3 months</li> </ul>	<ul style="list-style-type: none"> <li>● Through monitoring and evaluation</li> </ul>	EG/HOY/ /AHOY/ SLT	

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C. Improved attainment and achievement of PP pupils, measured across all year group through teacher assessment (moderated within and across departments) and internal and external assessments	<ul style="list-style-type: none"> <li>• Reading tests for KS3 pupils</li> <li>• Improved reading ages for pupils in years 7 and 8 through use of Accelerated reader</li> <li>• Silent reading in KS3 English lessons</li> <li>• 6th form peer reading intervention</li> <li>• Book Bus funding to provide a reading book of choice for all PP pupils in years 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• EEF +5 months</li> <li>• Pupils who read for pleasure do better academically</li> </ul>	<ul style="list-style-type: none"> <li>• Regular monitoring of reading levels and targeting pupils as necessary</li> </ul>	EG/SR/ GH/KE/ HT/SL	
<b>Total budgeted cost</b>					<b>£58,774</b>

## 6. Review of Expenditure 2017- 2018

- Total Budget was £247,775.00.
- There is now a more consistent use of 'Learning Policy'. The yellow boxes for marking have allowed students to develop their own understanding of how they can progress. This includes elements of self-regulation and students are provided with the designated reflection time
- The year 11 students engaged well with the revision programmes and interventions on offer before and after school. This programme was coordinated by the Head of Year 11 and Curriculum Leaders
- The revision survival kits given to students were very popular and helped develop a cultural of preparation for the examinations. It also removed any barriers for students who needed this additional support

Sept 2018

- There were a total of 22 Year 11 students who were engaged in regular progress meetings throughout the year. These were held by the Head of Year 11 and Senior Leader linked to Year 11. Parents/carers and students all engaged well with these meetings
- The Year 6 into 7 transition meetings were a success. They were very insightful and allowed the Heads of Year and wider pastoral team to gain a sound understanding of the new cohort. Allowing them to plan and implement strategies to support the students. More transition work is planned for students moving into or joining us in the sixth form
- The purchase of FFT (£1,000) has meant that data analysis has been a lot less time consuming and enabled SLT and CLs to have a clear picture of gaps and individual students who are a cause for concern. This has been most productively utilised in Year 11 where targeted interventions were able planned and overseen by the Year 11 HOY. To enable this kind of swift action and evaluation to take place across all years
- Training in the use of FFT for SLT and Curriculum leaders has meant that analysis of PP performance can take place at all levels and timely monitoring, evaluation and review will be planned in more detail for 2018-2019. Further training in the FFT system will take place throughout the year. Staffing to support this £15,000.00
- Report produced by data manager showing PP figures end of 2017-18  
<https://docs.google.com/spreadsheets/d/1Ge6uJCoaLGGuMo0CEEFnZyYinOTKQvj-ljWJ0fFunk/edit#gid=337391657>
- Sixth form students continue to support the KS3 students requiring reading intervention. Identification by the SENCO ensures the intervention is targeted. Both the sixth formers and the students are engaged and enjoying the process
- Police Panel service level agreement renewed in September 2017 (£1,000.00). Working collaboratively with schools, police and other services around timely intervention for young people. This has reduced many barriers to learning for our young people and ensured they remain engaged with their education

Sept 2018

- Educational Psychologist service level agreement renewed in September 2017 (£16,000). This has ensured timely assessment of out PP pupils with AEN has taken place
- The school launched ZUMOS in October 2017. This was a one year subscription. This platform supported many students who displayed social, emotional and mental health difficulties. It was used as a signposting tool for support. It also allowed the school to identify areas of need. This will not be renewed during the academic year 2018-19. However, the KOOTH App will be recommended to students in replace of ZUMOS
- Welfare costs - uniform, transport etc £4,000.00
- Mentoring support £5,000.00. Academic and pastoral guidance given on a weekly basis as part of the CARE mentoring system
- Homework club run twice a week £5,000.00. Supported mainly KS3 students
- Easter Revision classes £3,500.00. Attended by Year 11 students in preparation for the summer examinations
- SCSC and pastoral support for the most vulnerable PP learners £35,000.00. Support was given to many students who displayed social, emotional and mental health difficulties
- Staffing - £162,275

## **7. Rationale & Additional Information 2018 - 2019**

- Cultural and ethos needs to focus on a collective sense mission: Everyone deserves excellent education, regardless of background or barrier to learning
- Further training in the new FFT system (£1300.00) will take place throughout the year 2018-2019. This will be supported and developed by Senior Assistant Principal for data

Sept 2018

- KOOH app will be shared and used to signpost students requiring support. Use of ZUMOS was limited
- Planning for the appointment of an additional AHOY into a permanent post to support pastoral concerns for High ability PP boys and boys underachieving in general
- Planning for the appointment of a school counsellor to support students who display social, emotional and mental health difficulties
- Literacy and Reading will remain a priority in every curriculum area - Curriculum leads in maths and english
- Teachers in the classroom are primarily accountable for the outcomes of PP pupils
- Continue to develop effective tools to identify individual and whole school barriers for PP pupils
- Expenditure should be focussed on raising attainment of PP pupils and also readiness for their next stage of learning or employment
- Expenditure should be focussed on maximising readiness for success for those working at or above age-related expectations - stretching the most able PP pupil
- Continue to develop methods to ensure that PP are given responsibilities and play a prominent role in wider school life – St Edmunds MAC award to support this
- Learning Hubs/workshops for Parents - empowerment and engagement
- Research and introduce mixed ability classes. Terms such as ‘bottom set, set 3, low attainers, low ability’ should be removed from school vocabulary
- Transition between all key stages is a critical time for PP pupils. In order to build on and sustain earlier academic success transition meetings for Year 6 into 7, KS3 into KS4 and KS4 into KS5 should be held

Sept 2018

- Develop links with Universities to raise aspirations of PP pupils and to ensure that PP pupils are aware of the opportunities available to them. Embed a culture of high expectations and self belief via assemblies, tutor time, PD days etc...

Sept 2018