



CULCHETH
HIGH SCHOOL
> THE BEST THAT WE CAN BE

> RESPECT
> HONESTY
> EXCELLENCE

Pupil Premium Strategy

'Equity Not Equality'

2018-2019

(October 2018- PGR)

Culcheth High School's Ofsted Report- May 2017

[The school's] work to raise the achievement of disadvantaged pupils has been impressive. The difference between the achievement of this group of pupils and their peers nationally has more than halved in one year. This massive impact is evidence of the capacity and tenacity of leaders.

Pupil Premium Strategy 2018-19

Schools are required to publish:

The amount of their Pupil Premium allocation for current year: **Circa £212,000**

A summary of the main barriers faced by eligible pupils:

'There are many systems and processes in place to support PP funded pupils and these are having an effect in a number of areas. This is a school that, with a broad focus on barriers to learning

- *[self-esteem,*
- *self-confidence,*
- *independence,*
- *participation in school life,*
- *behaviour &*
- *parental engagement],*

could examine, plan for and therefore address some of the issues that the most vulnerable learners face.'

Tony Mallard- Achievement for All Coach

In light of last year's disappointing GCSE PP P8 result, there also needs to be a keen focus upon moving Pupil Premium students to higher grades to improve their mathematics, EBacc and Open bucket P8 measures significantly. In-school departmental progress gaps are too high and need to diminish. English needs to improve (but not as markedly). Rather than the quality of teaching or level of prior learning, case studies of last year's GCSE cohort point to significant barriers in regards to PP students' self-efficacy, work-ethic and resilience. This strategy aims to address these issues squarely.

How the allocation is to be spent to address those barriers and the reasons for that approach:

An emphasis is placed on core academic intervention/resourcing in English, Maths and Science as well as enhanced pastoral capacity/staff to provide intensive mentoring and pastoral support for Pupil Premium students. The Pupil Premium Team has been significantly strengthened beyond Key Stage 4, starting down in Key Stage 3. In total, we employ four full time PP mentors, one of whom also has a KS3 literacy specialism and another who supports numeracy/mathematics. Pupil Premium students are also given external independent information, advice & guidance (IIAG) by external careers specialists as well as being given a £100 educational voucher to spend as parents/carers see best, to overcome their child's barriers to learning. Pastoral Student Support Officers are also used to support behaviour, engagement and attendance of Pupil Premium students. Non-core subjects often bid for a wide variety of PP focused resources and initiatives. Ultimately, our approach is to increase the capacity of educational professionals working directly

with PP students within school for the entire year, rather than a plethora of bolt-on gimmickry and one-off events that have no lasting impact on self-efficacy nor progress.

How impact will be measured:

Detailed impact measures follow in the strategy plan below, but key indicators will be: improved in-school differences in Attainment & Progress 8 measures/average grade for PP vs non-PP students; minimal differences between CHS PP departmental progress versus national non-PP progress; EBACC CHS PP vs national EBACC non-PP to be broadly in line in terms of estimated P8 scores; PP attendance to be within 3% of their non-PP peers; Pupil Premium parents' evening attendances to remain high (improved vastly on recent years); Pupil Premium students do not fall into NEET category when they leave us & destinations data to reveal that PP students progress onto Level 3 qualifications broadly in line with their non-PP peers.

N.B. Whilst setting many of our impact targets in current progress measures, the Pupil Premium team will continue to track all other historic measures in every subject to diminish differences. The school is very aware that many old measures are still valuable 'currency' for PP students to progress onto Level 3 FE, apprenticeships and employment. For example, many colleges still require students to gain a standard or good pass in English and Maths plus three other subjects to gain entry to their establishment. For certain A Levels/apprenticeships, subject-specific grades are required in traditionally perceived 'technical' subjects such as Biology, Chemistry, Physics. No doubt, in a few years, the goalposts will shift again; what we at Culcheth High School aim to do is equip our PP students with the aspirations and qualifications to go where their hearts instruct them. It is our moral imperative.

Ultimately, we want all students to embody our school values:

RESEPECT

HONESTY

EXCELLENCE

By adhering to these values, they can aspire to fulfil our school motto: 'The best that we can be.'

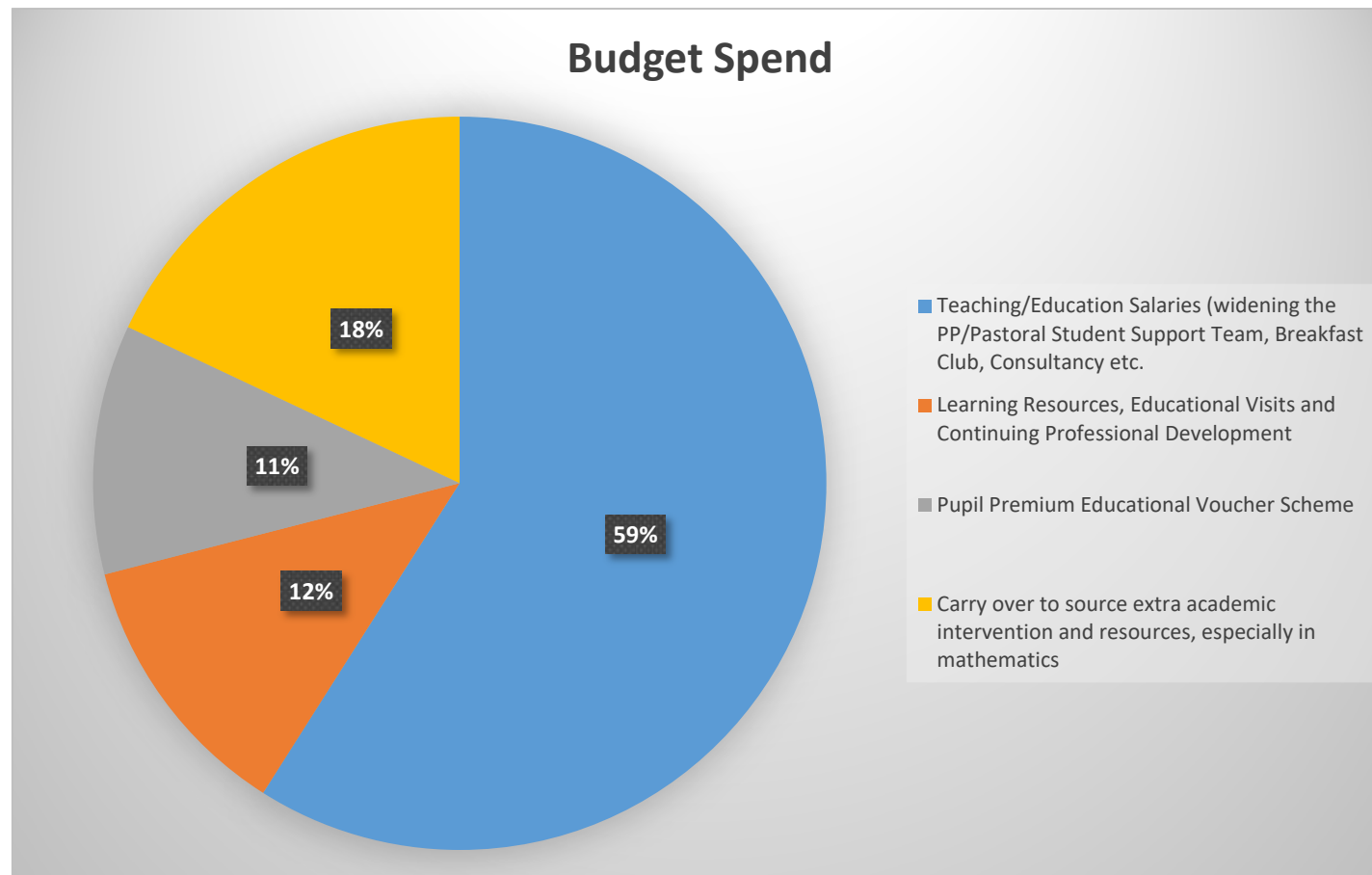
The date of the next reviews of the strategy:

January 2019 and July 2019 (see milestones on the following plan)

Schools must also publish for the previous academic year, how the allocation was spent:

The school received exactly £203,374 of Pupil Premium funding in the last financial year which also includes a carry-over from the previous financial year. The budget breakdown/spend was as follows:

- £120,060 Teaching/Education Salaries (widening the PP/Pastoral Student Support Team, Breakfast Club, Consultancy etc.)- 59%
- £23,446 Learning Resources, Educational Visits and Continuing Professional Development- 12%
- £22,648 Pupil Premium Educational Voucher Scheme- 11%
- £37,220 carry over to source extra academic intervention and resources, especially in mathematics- 18%



Its impact on eligible and other pupils:

IMPACT STATEMENT- FINAL REVIEW- SEPTEMBER 2019- *Peter Harold Groves*

N.B. Please note that the following analysis is largely based upon unvalidated data from the GCSE summer series 2019. Updates will be made as they become available/are amended.

- Culcheth High School's Summer 2019 Disadvantaged Progress 8 measure provisionally stands at -0.34 compared to 2018 -0.68 which is an extremely pleasing 0.36 improvement. This is indicative of sustained improvement across all subjects for PP students. (Unvalidated national Pupil Premium Progress 8 figures suggest this is very much in line with the national picture.)
- Overall P8 historic results for the school are as follows: 2016 -0.11, 2017 -0.55, 2018 -0.67, 2019 -0.34.
- English Disadvantaged Progress 8 provisionally stands at -0.04 and constitutes the strongest Progress 8 'bucket' performance for our PP students overall (Historic P8 English data: 2016 -0.02, 2017 0.00, 2018, -0.41)
- Maths Disadvantaged Progress 8 provisionally stands at -0.52 (Historic P8 maths data: 2016 -0.26, 2017 -0.65, 2018 -0.85)
- Ebacc Disadvantaged Progress 8 provisionally stands at -0.32 (Historic P8 Ebacc data: 2016 0.21, 2017 -0.57, 2018 -0.63)
- Open Disadvantaged Progress 8 provisionally stands at -0.43 (Historic P8 Open data: 2016 -0.39, 2017 -0.83, 2018 -0.76)
- GCSE 'Basics' results in English & mathematics Standard Pass/grade 4 in Summer 2019 revealed a 28% gap in Pupil Premium students versus others in school achieving this benchmark. This was based on a monitored cohort of 29 PP supported students. This is an 8% improvement compared to last year. (Historic gaps: 2012 36%, 2013 47%, 2014 42%, 2015 44%, 2016 17%, 2017 17%, 2018 36%).
- In Summer 2019, 66% of PP students achieved a Standard Pass/grade 4 or above in English 'Basics' which maintains an improving trend in this benchmark figure over the last five years.
- 55% of PP students achieved a Standard Pass/grade 4 or above in mathematics which is a slight dip in this benchmark figure compared to last year but an improvement historically.
- 52% of PP students achieved a Strong Pass/grade 5 in English Language or English Literature which maintains last year's pleasing result.
- 35% of PP students achieved a Strong Pass/grade 5 in mathematics, significantly improved on 2018's 16% figure.
- 24% of PP students gained a Grade 7 and above in their English Language and English Literature qualifications compared to 12% in 2018.
- 7% of PP students gained a Grade 7 and above in their mathematics qualification compared to 3% in 2018.
- 41% of PP students achieved a double Strong Pass/grade 5 or above in Science Trilogy compared to 33% in 2018.
- There was no significant difference between average number of GCSE entries between PP students and their peers at GCSE. This indicates that PP students experience a broad and balanced curriculum which is challenging. Culcheth High School does not reduce GCSE Options for PP students nor does it enter PP students for 'gaming' qualifications.
- Pupil Premium students achieved an average grade across the board of 4.06 compared to 3.83 in 2018.
- 2019 whole school PP versus non-PP attendance gap stood at 4%. This was similar to last year and maintains an improved trend in PP attendance figures for the school. Well-documented case studies are kept to evidence the phenomenal level of time and effort pastoral staff spent on PP students.
- Pupil Premium Parents' Evening attendances over the course of the last academic year continue to be historically high (approximately 70% of PP parents attend such evenings throughout the year) based on a five-year improving trend. Modified, robust procedures in home-school liaison, established by the PP team, have

paid dividends once again. In some year groups, PP parental attendances are higher than their non-PP peers; considering the school has high levels of engagement on this front, this is impressive.

- All Pupil Premium students in September 2019, at the time of writing, were placed in education, employment or training.
- Pupil Premium students accessed a wide range of extra-curricular and aspirational events, trips and activities including, but not limited to, horse-riding, university visits, employer talks, DofE Bronze, theatre trips, national rowing competitions & musical tuition. The vast majority of families accessed their Pupil Premium Educational voucher.
- Exclusions of PP students are decreased on last year because of a range of pastoral interventions for our most challenging PP students.

Strategic overview 2018-19 – Objectives Summary

Objectives informed by PP *barriers to learning*

1) OUTCOMES FOR PP STUDENTS

PP 1.1 Improvement in PP student progress across all subjects.

PP 1.2 Consolidate the processes of interventions for all PP students identified as below the expected level/grade.

2) QUALITY OF TEACHING, LEARNING AND ASSESSMENT FOR PP STUDENTS

PP 2.1 Improve the quality of marking and feedback; in particular, so that PP students know how to improve.

3) PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE FOR PP STUDENTS (#WeAreCHS)

PP 3.1 Improve PP attendance across the whole school.

PP 3.2 Improve the effectiveness of tutoring and mentoring for PP students across the school.

PP 3.3 Enhance consistent practice with PP behaviour, rewards and sanctions policy in line with #WeAreCHS drive.

PP 3.4 Raise aspirations of PP learners across the school, increasing their levels of engagement.

4) LEADERSHIP, STAFF & RESOURCE DEVELOPMENT OF PUPIL PREMIUM

PP 4.1 Develop PP leadership and management at all levels.

PP 4.2 Develop stakeholder voice across the whole school for PP.

PP 4.3 Strengthen the CPD programme in terms of PP evidence-based research and strategies.

1. OUTCOMES FOR PP STUDENTS

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
PP 1.1 Improvement in PP student progress across all subjects.	Average grade per PP student to rise to 4+. P8 and A8 measures to improve significantly.	All PP students to be identified clearly on all seating plans and foregrounded in planning/interventions at a class teacher level.	PGR & HOFs	<i>#alwayslearning</i> time required	SLT Faculty Links during any calendared QA activities.	PP Y11 cohort average grade 4. A8 PP vs Non PP in-school gaps to be minimal.	PP Y11 cohort average grade 4+. A8 PP vs Non PP in-school gaps to be minimal.
	Basics En/Ma % in-school difference (PP vs Non PP) to be reduced: target 15% or lower	PP/pastoral support team to meet regularly with cohort of students to develop self-efficacy & self-belief of PP cohort. All PP Y11 cohort to receive 'Welcome to Year 11 Study Gift Pack' containing Lenovo laptop and revision materials. Faculty based interventions to take place on a case-by-case basis.	WMA	Department/Faculty time and planned interventions	PGR, WMA, RCR & CHI throughout the year via Quality Assurance activities, work/book scrutinies, dept. reviews, exam reviews etc.	Difference stands at 18% maximum. CHS PP vs National non-PP subject differences to be minimal. Projected P8 figures to be between 0 and -0.3	Difference stands at 15%. CHS PP vs National non-PP subject differences to be minimal. Projected P8 figures to be between 0 and -0.2
	In addition, P8 English Maths and Science scores will be near zero.	English, Maths & Science interventions to be delivered in the run up to exams alongside the refined 'Pupil Premium Progress' AM Registration interventions. Cohorts to remain static for extended periods to ensure lasting impact. Cohorts regularly reviewed as new students present.	JGI, KSM, SSH & JLE	Staffing for registration plus PP Numeracy and Literacy Mentor support	PGR & WMA at every SISRA published data collection point. Data Dashboard to be regularly updated and published to all staff.	PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.3	PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.2
Again, P8 English, Maths and Science scores will be near zero. All P8 'buckets' to significantly improve.	A range of faculty interventions in all subjects to enable PP students to accelerate progress. A particular focus on re-designing Maths interventions is needed in light of last year's results. Intervention to be utilised in small group work scenarios- as much as possible controlled 'in house' with external support if required.	WMA, JGI, KSM, SSH & JLE	Department/Faculty time and planned interventions plus PP Numeracy and Literacy Mentors	As above.	PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.3	PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.2	

PP 1.2 Consolidate the processes of interventions for all PP students identified as below the expected level/grade	<p>Key Stage 4 PP students (in 9, 10 & 11) identified and rigorously monitored and interventions embedded by established PP team.</p>	<p>Y9, 10 & 11 borderline cohort to be established and mentored all year by the PP team. Pupil Premium Passports to be embedded/utilised at Y11.</p>	<p>WMA, CHI, CRL & RCR</p>	<p>Regular meeting time for PP team.</p>	<p>PGR, WMA termly review</p>	<p>PP Y11 cohort average grade 4.</p>	<p>PP Y11 cohort average grade 4+ (or better).</p>
	<p>Key Stage 3 PP vulnerable students (in both 7 & 8) identified and rigorously monitored by PP KS3 mentor.</p>	<p>Y7 & 8 mentoring cohort to be established and mentored all year by the PP team. Y7 transition events to take place with 'Talk the Talk', Commando Joe's mentoring and PSSO support.</p>	<p>WMA, CHI & CRL</p>	<p>Regular meeting schedule for PP team. Commando Joe's mentoring support and 'Talk the Talk' presentation package.</p>	<p>PGR, WMA termly review</p>	<p>Half of PP KS3 cohort 'on track' using CHS's new EAP reporting system.</p>	<p>60% of PP KS3 cohort 'on track' using CHS's new EAP reporting system.</p>
	<p>English/Maths/ Science PP TLR roles evolve and long-term subject-specific interventions are embedded.</p>	<p>English/Maths/Science TLR holders to formally report to the wider PP team in order to effectively plan and evaluate interventions for the right PP students, at the right time. PP Data Dashboard to be circulated to all staff at each data capture and focused squarely on progress rather than attainment. Regular attendance reviews for Y11 revision sessions- phone calls/e-mails for non-attendance.</p>	<p>SSH, KSM (Maths), JLE (Science), JGI (English)</p>	<p>Regular meeting schedule for PP team.</p>	<p>Termly reviews of data via PP team meetings (Maths-SSH/KSM, English JGI, Science JLE/PTS)</p>	<p>40% minimum 5 (and above) benchmark Projected P8 figures to be between 0 and -0.3</p>	<p>50% minimum 5 (and above) benchmark. Projected P8 figures to be between 0 and -0.2</p>

2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT FOR PP STUDENTS

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
PP 2.1 Improve the quality of marking and feedback: in particular, so that PP students know how to improve.	Clear and consistent evidence of quality feedback in all PP books/files/folders and also immediate feedback in lessons (in line with whole-school policy) which actively engenders good progress.	Termly PP book reviews recorded in Blue Sky for significant sample of PP students. Robust action taken for poor/unmarked work. SLT informed/parents contacted as and when deemed appropriate. Regular TeachMeets promoting T&L feedback strategies particularly effective for PP learners. Learning walks by WMA to evaluate quality of feedback.	WMA & PGR	BlueSky training	QA calendared book reviews, learning walks, departmental PP reviews and observations	One pre-Christmas PP QA/SR Activity recorded on BlueSky	At least three PP QA/SR Activities recorded on BlueSky

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE FOR PP STUDENTS (#WeAreCHS)

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
PP 3.1 Improve PP attendance across the whole school.	PP versus Non PP differences to diminish to less than 3% overall	<p>Pupil Premium team to liaise with parents/guardians/carers and utilise existing robust school policy to challenge PP non-attendance: however seemingly minor. Early intervention crucial, including home visits, LA intervention and parental liaison as required. Regular slot at Y11 Progress Team meetings to prompt intervention with regards attendance.</p> <p>Utilise/promote PP Breakfast Club as necessary to key PP individuals.</p>	<p>WMA, PBR & PGR</p> <p>CRL & CHI</p>	<p>Support of Warrington LA Attendance Team</p> <p>Provisions booked with Catering Academy</p>	<p>NBR & PGR. Calendared attendance reviews from Progress Leaders</p> <p>WMA in line management meetings.</p>	PP attendance differences no more than 4% in any year group.	PP attendance differences no more than 3% in Years 7-10 (accounting for Y11 Study Leave)
						Average daily PP attendance of 30 students at Breakfast Club	Average daily PP attendance of 30 students at Breakfast Club

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
PP 3.2 Improve the effectiveness of tutoring and mentoring for PP students across the school.	PP students feel valued and secure within the school's pastoral structure.	Garner effective student voice to ascertain whether this is indeed the case. Formalise this. 'Talk the Talk' feedback from Y7.	WMA	Time to adapt and set up on Google Drive or other package/forum.	WMA via student voice activities and meetings	1 Student Voice (PP) strategy/event formalised, finalised and calendared.	3 Student Voice (PP) strategies/events completed and evaluated, informing future planning/improvements.
	Tutors know each and every PP student academically and pastorally.	Increase the capacity of the PP pastoral team in order for them to work with tutors and specific students. Roll out the PP Passports.	PGR & RCR	PP Passports, excellence visit to other schools	PGR & PP team reports regularly to SLT	PP Passports created and used by staff for all Y11 students.	PP Passports created and used by staff for all Y11 students.
PP 3.3 Enhance consistent practice with PP behaviour, rewards and sanctions policy in line with #WeAreCHS drive.	Exclusions and reporting of serious incidents for PP students narrow.	Fortnightly review of PP SIMS Behaviour registers data (1-4 system). Rigorous pastoral intervention/follow up where there are issues. PP team input for any student at risk of/experiencing an exclusion. WMA mentoring of critical cohort of PP Y8/9 challenging boys in line with school policy.	WMA and other Progress Leaders	INSET reminders at the start of the year from PGR as to process of SIMS Behaviour Registers. PP funds as required.	WMA termly analysis: data exclusions, BIC reports, PP reports to Governing Body.	Exclusions of PP students reduces compared to same point last year.	Exclusions of PP students reduces compared to same point last year.
	Pupil Premium students are more consistently rewarded for their efforts in class and extra-curricular activities	Pupil Premium students rightly praised via the #WeAreCHS drive and also Year 11 'Prom Pledges' are made and signed by all Year 11 cohort. PP students awarded 'Respect, Honesty, Excellence' tickets in line with school policy.	RCR	Pastoral funds for rewards plus PGR's whole school INSET re. rewards.	PGR & WMA at each termly review of behaviour data.	1 Student Voice (PP) strategy/event formalised, finalised and calendared.	3 Student Voice (PP) strategies/events completed and evaluated, informing future planning/improvements.
PP 3.4 Raise aspirations of PP learners across the school, increasing their levels of engagement.	Student voice activities reveal positive approach to education and extra-curricular from 70% of cohort	Intensive mentoring of PP cohort by PP team. Formalised student voice PP-focused activities to take place throughout the year and relayed back to staff. CRRL to mentor LAP PP students for literacy and SAN for numeracy	WMA & PP Team	WMA, CHI & RCR Google docs training	PGR	1 Student Voice (PP) strategy/event formalised, finalised and calendared. PP Passports created and used by staff for all Y11 students. Exclusions of PP students reduces compared to same point last year	3 Student Voice (PP) strategies/events formalised, finalised and calendared. PP Passports created and used by staff for all Y11 students. Exclusions of PP students reduces compared to same point last year

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
	Over 65% of PP students/families represented at all Parents' Evenings.	Pupil Premium Parents' Information Evening held once again in September 2018. More effective and robust contact with home on a proactive and regular basis via the evolving PP team (minimum 2 phone calls plus letter).	CHI, RCR, SAN & CRL	PGR to meet with WMA to discuss arrangements.	PGR	Each year group sustained improved percentage parental attendance on last year's attendance figure	Each year group sustained improved percentage parental attendance on last year's attendance figure
	All PP students' families have open communications with school (home visits, telephone, school meeting etc.)	Robust follow up of non-parents' evening attenders. Telephone interviews conducted with parents and, in light of this, the PP Passport for each child will be amended. WMA to meet all Y11 parents.	PP TEAM	Office support for accumulating statistics	PGR as required	Each year group sustained percentage parental attendance on last year's attendance figure	Each year group sustained percentage parental attendance on last year's attendance figure
	PP students access a range of IIAG opportunities in order to widen their horizons when embarking on their educational/ vocational/ professional futures.	Roll out of £100 Educational Voucher for the fifth year running. Mailshot to all parents (attached to Information Evening details). Continue to prioritise PP students in IIAG planning and careers meetings. University/aspirational visits and activities embedded within all year groups (but especially in Year 7 and KS4).	PGR & LQU	Finance dept. support PP funds (governor approved) to finance the scheme	PGR, post every Parents' Evening/Event	Voucher accessed by half of PP parents	Voucher accessed by over two-thirds of parents.
	Year 8 PP Options advice is routinely excellent	Timely, clear and precise Year 8 options advice given to all Y8 PP cohort and rigorous review that PP students are on the right 'flightpath'. Close liaison with home required.	WMA & LQU	Professional consultancy, LQU further external support re. Options/IIAG national context	WMA fortnightly via PGR line-management meetings. PGR & LQU data analysis/ destination reviews, NEET/RONI scrutiny. Line management meetings, Options Data Trackers	Year 8 students have been interviewed by PP/Careers team.	PP students successfully progress onto Level 3 qualifications at the same rate as their Non PP peers. There is no discrepancy in terms of educational pathways and aspiration. Zero projected NEET figures. Year 8 students have made rewarding,

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
	PP entitlement is no barrier whatsoever to accessing educational visits and extra-curricular life at CHS.	Free musical tuition for any PP student after liaison with CHS Music department.	CSI	PP funds for peri music teaching	WMA via Participation Data	No PP student has dropped out of the music tuition system. Participation data reveals 60% of PP students access extra-curricular and/or educational visits.	fitting and challenging Options choices which have been reviewed by senior staff. No PP student has dropped out of the music tuition system.
		Roll out of £100 PP Educational voucher and bespoke interventions as the PP Pastoral Team see fit	PGR	PP funds as required	PGR via finance data		Participation data reveals 70% of PP students access extra-curricular and/or educational visits.
	Engagement of PP learners improves across the school and they are more likely to uphold the school's values- <i>Respect, Honesty, Excellence</i>	Pursue and arrange a third year of DofE PP cohort for Bronze award	ANO	PP funds as required	WMA via ANO DofE lists	12 PP students on track to complete Bronze DofE Award	12 students completed Bronze DofE Award and certificated.
		RCR to lead cohort of Year 8 students though the 'Oarsome' Warrington youth Rowing Project	RCR	PP funds as required and significant time out of school for RCR	WMA termly	10 students begin 'Oarsome' project cohort selected and weekly training effective	'Oarsome' project cohort participate/successful in competitions
		CHI to lead cohort of KS3 PP students through riding sessions at Croft riding school	CHI	PP funds as required and significant time out of school for CHI	WMA termly	KS3 students attending feel more confident in school	KS3 students feel more confident in school and ready for future GCSEs
		Year 9 aspirational visit to Chester University	WMA	PP funds as required	PGR after event	Year 9 student voice reveals students thought the event worthwhile	Year 9 follow up evaluation and future trip scheduled

4. LEADERSHIP, STAFF & RESOURCE DEVELOPMENT OF PUPIL PREMIUM

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2018	By July 2018
PP 4.1 Develop PP leadership and management at all levels	Wider PP/Pastoral team effectively working as a unit with a common goal to improve outcomes and remove barriers to learning.	PP team structure clarified and refined. Specific roles allocated to team members. Termly PP report to SLT and Governing Body.	PGR	Time, meeting schedule	SLT reports/Governors reports, data trawl analysis	PP team refined and 4 SLT briefings undertaken	PP Teams refined, fully-operational and evaluated rigorously
PP 4.2 Develop stakeholder voice across the whole school for PP	Strengthen/bolster staff input into PP practice and policy.	Monthly SLT briefings and regular TeachMeet input. Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice.	PGR & WMA PGR (after liaison with ABR)	EEF/Sutton Trust-esque training required. PGR to design further CPD sessions informed by research evidence	PGR ABR as per CPD calendar	Monthly PP updates provided to SLT One CPD communique delivered to all staff.	Monthly PP updates provided to SLT Second CPD communique/session delivered to/attended by whole-staff.
PP 4.3 Strengthen the CPD programme in terms of PP evidence based research and strategies.	All staff have access to CPD opportunities to explore best PP practice.	Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice.	PGR (after liaison with ABR)	WMA to deliver a range of TeachMeets	ABR as per CPD/TeachMeet calendar	Two CPD and/or TeachMeet sessions delivered.	Three CPD sessions and/or TeachMeet sessions delivered.