

# Pupil Premium Action Plan 2018\_19

1. Summary information					
<b>School</b>	<b>St Peter and St Paul Catholic Voluntary Academy</b>				
<b>Academic Year</b>	2018_19	<b>Total PP budget</b>	£110330	<b>Date of most recent PP Review</b>	August 2018
<b>Total number of Students (Sixth Form)</b>	479 (60)	<b>Number of Students eligible for DPP (Service)</b>	132(12)	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current attainment		
2018 *see 2018 KS4 Performance Data	Students eligible for PP	Students not eligible for PP
<b>% achieving good pass (5-9) in EM</b>	<b>16.7%</b>	<b>40.9%</b>
<b>% achieving standard pass (4-9) in EM</b>	<b>33.3%</b>	<b>63.6%</b>
<b>Progress 8 score average (P8 Eng: P8 Maths)</b>	<b>-0.38 (-0.44:-0.55)</b>	<b>+0.08 (+0.3:-0.3)</b>
<b>Attainment 8 score average (Att8 Eng: Att8 Maths)</b>	<b>3.3 (3.6:2.8)</b>	<b>4.8 (5.3:4.2)</b>
<b>Ebacc %entering : APS</b>	<b>11.1%:2.52</b>	<b>38.6%:4.16</b>

3. Barriers to future attainment (for students eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	On average students who are eligible for PP are below national average on entry to Y7 and have lower rates of numeracy and literacy compared to their peers: impacting on learning across the curriculum.
<b>B.</b>	Some students eligible for PP achieve less well and make less progress than those who are not eligible for PP.
<b>C.</b>	Some students who are eligible for PP require additional support in completing homework and preparing for assessments.
<b>D.</b>	Some students who are eligible for PP require additional care, resources, support and guidance.
<b>External barriers</b>	
<b>E.</b>	Attendance of PP students is lower than other students (target of all students $\geq$ 96%) : reducing in school hours which impacts on progress
<b>F.</b>	Poor learning environments, including availability of resources, opportunities and aspirations for some students who are eligible for PP.

4. Desired outcomes		Success criteria
A.	<p>Improved rates of progress in literacy, especially of Y7 students</p> <p>Improved rates of progress in mathematics, including arithmetic, for KS3 students</p> <p>The majority of DPP KS4 students complete both GCSE English Language and Literature; make good progress from KS2 baseline</p> <p>All DPP KS4 students complete GCSE Mathematics; make good progress from KS2 baseline.</p>	DPP students in Y7 progress at a greater rate to diminish the difference by the end of Y7 between DPP and other students in English and Mathematics (evidenced through reading ages, internal assessment and Pathways). Students below expected age range (ARE) at the end of KS2 make increased progress. Y11 2019 English P8≥0 for those students taking both Language and Literature and 2019 Mathematics P8≥0
B.	<p>The gap between students eligible for PP and Non PP students will be reduced.</p> <p>Higher attaining DPP students make at least similar progress to other high ability students.</p> <p>DPP students make positive progress across a range of subjects</p>	Progress and attainment data shows a narrowing gap in all year groups. DPP students make as much progress as other students across a range of subjects in all years. Evidenced through Pathways in Y7&8 and through P8 measures in Y9-11
C.	<p>Students who are eligible for PP receive the necessary additional support to improve homework and success in assessments.</p>	Progress and attainment data shows a narrowing gap in all year groups, partly as a result of higher quality completion of homework. Students eligible for PP, who require additional support regularly, attend intervention groups and Homework Clubs. Reduction in behaviour points for incompleteness or poor quality of homework.
D.	<p>Students who are eligible for PP receive the required additional care, resources, support and guidance to improve their learning behaviour and raise aspiration.</p>	Fewer significant behavioural incidents, which impact on learning, are recorded for DPP students hence reduced number of fixed term exclusions. Progress reports reflect DPP students have similar attitude to learning to other students evidenced by the attributes of effort and behaviour. Increased number of positive points for learning behaviours.
E.	<p>Increased attendance rates for DPP students</p>	Reduce the number of persistent absentees among DPP students to 10% or below. Overall attendance of DPP students improves to 96% and similar to other students.
F.	<p>Students with poor home learning environments will receive resources and/or opportunities to support their learning.</p>	All students who are eligible for PP have access to resources to support their learning, e.g. revision guides, text books etc. All GCSE students who are eligible for PP are prioritised for pastoral mentoring and careers support and guidance interviews.

5. Planned expenditure					
Academic year		2018_19			
The three headings below enable SSPP to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality first teaching for all					
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 implementation?
Improved literacy progress, especially Y7 (includes 'catch up' students)	<p>Continue to focus on the raising of standards of literacy, including developing oracy and use of vocabulary across all subjects. AR will continue to be used in Y7 &amp; 8 and for those students who need continued support in older years. Additional support will be targeted for those eligible for PP.</p> <p>Literacy Coordinator provides weekly literacy task to take place during tutor time plus provides CPD through INSET and individual support to all staff.</p> <p><i>Oct 2018 INSET T&amp;L to include oracy and vocabulary</i></p>	<p>KS2 Reading scores and baseline reading tests: Reading identified as an area of weakness for some students and the impact it has, especially on boys, as they progress through secondary school. Accelerated Reader has been used for several years in SSPP with a positive impact on raising the reading age of individual students.</p> <p>Evaluation of new GCSE courses and examinations has highlighted a need to focus on subject specific vocabulary and also vocabulary that is used across the curriculum but may have different meetings.</p>	<p>Literacy Coordinator to oversee the development and use of AR.</p> <p>QA learning works/work scrutiny.</p> <p>SLT Link (AJ) to assist in the analysis of reading ages in September, February and June.</p>	Literacy Coordinator with support from SL English and librarian (DS)	<p>at data points and completion of AR Star Tests</p> <p>Termly RS Meetings</p>

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 implementation?
The gap between students eligible for PP and Non PP students will be reduced. DPP students make positive progress across a range of subjects	Continue to develop the use of quality first teaching, especially the use of assessment, feedback and reporting to better inform planning. All staff to consistently link Pathway/examination criteria and vocabulary to setting targets, assessment and feedback to students. Use of PiXL core principles, especially PLCs, DTT, and independence.	Quality teaching first: continue to build on the success from 2017 by investing in longer term change for all students. High quality teaching for all is one of the identified seven building blocks of success from NFER research. EEF Toolkit also suggest high quality feedback is an effective way to improve attainment.	PiXL principles are core to the development of quality first teaching: all key staff (SL English, Maths, Science and SLT) attend relevant PiXL conferences to then cascade to all staff. INSET days, T&L meetings to be used to provide ongoing CPD and the sharing of best practice. Staff feedback, CPD evaluations and QA will inform next steps.	AJ/MCR SL Eng, Maths, Sci LP	at data points  Termly RS Meetings
Higher attaining DPP students make at least similar progress to other high ability students.	Teachers to always set tasks that closely match the ability and needs of learners; in particular stretch and challenge of most able students. Students eligible for PP to receive additional support as required.	APS data indicates a gap between students eligible for PP and others.  QA 2017_18 identified greater stretch & challenge for some more able students.	Review assessment strategies and SoL in departments. SL to lead department in quality feedback linked to specific targets to have an impact on progress, with a particular focus on students eligible for PP and the most able. Use of Progress data and internal assessments to track progress.	AJ/MCR  SL	At data points  Termly RS Meetings
<b>Total budgeted cost</b>					£60000

Cost Implications: Acc Reader, PiXL, resources and software, % salaries LP, librarian, Literacy Co

<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 implementation?</b>
Improved literacy progress which leads to success at the end of KS4 for all students (includes 'catch up' students)	Literacy Intervention: Literacy Co, in collaboration with English teachers, identifies students that need support and provides small groups and individuals to work on specific areas of development. SLT QA and LP to provide CPD through INSET and individual support to all staff.	Some students need targeted literacy support to make greater progress and catch up. NfER research identifies meeting individual learning needs as one of the seven building blocks to success. Use of PiXL strategies (DTT, PLCs) that have been shown to have a positive impact on student progress.	Smaller intervention group in Y9 – 11 taken by English Teacher – students identified from English progress data and specific needs (DTT). Analysis of progress data and internal assessment supported by SLT Link. KS4 final results Use of Provision Mapping Software to track interventions	Literacy Co and SL English	At each data point and final GCSE results  Termly RS Meetings
Improved literacy progress, especially Y7 (includes 'catch up' students)	Literacy Teaching Support: working with Lead Practitioner/SL English to provide and coordinate a range of interventions: 121 and small groups: including volunteer readers, guided reading, Sixth Form peer reading, and Toe to Toe.	Some of the students need targeted literacy support to catch up; especially those students with a reading age below 9.6 (functional literacy). NfER research identifies meeting individual learning needs as one of the seven building blocks to success. Programmes used have been evaluated and shown to be effective in a range of schools.	Literacy Co and DS organise timetables for individual students to access intervention; most take place during tutor time so it does not impact with other learning. Volunteers, including Sixth Form students, receive training and have the opportunity to provide regular feedback. Use of AR reading ages to track progress of students, supported by SLT Link Use of Provision Mapping Software to track interventions	Literacy Co and SL English (MCR) with support from librarian (DS) and TA English (ER)	Jan 2019

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 implementation?
Improved numeracy and progress in Mathematics	Mathematics and numeracy Intervention: support students in all key stages at risk of underperforming (includes high ability), to improve mathematical skills through 121 and small group intervention with specialist Mathematics Intervention teacher.	Some of the students need targeted intervention. NFER research identifies meeting individual learning needs as one of the seven building blocks to success. ASP data indicates GCSE Mathematics is an area for improvement for students eligible for PP. Use of PiXL strategies (DTT, PLCs) and ensure all students have access to Maths APP – both programmes have been shown to have made marked improvement for individuals.	FS and Mathematics teachers identify students and organises timetables for individual students to access intervention. Students on short courses to show improvement in specific skills. Use Pathways and KS4 levels to track progress of DPP students and compare with other students supported by SLT Link Use of Provision Mapping Software to track interventions	SL Maths	At each data point and/or end of intervention course  Termly RS Meetings
Improve arithmetic skills	Mathematics Teaching Support: working with SL Mathematics coordinate and organise a range of mathematics interventions for students below ARE including use of Maths App and small group numeracy skills provided by experienced trained TAs. SEND Co to work in collaboration with SL Maths.	Some of the students need targeted arithmetic support to catch up. NFER research identifies meeting individual learning needs as one of the seven building blocks to success. Programmes used have been evaluated and shown to be effective in a range of schools.	FS organises timetables for individual students to access intervention; most take place during tutor time so it does not impact with other learning. TAs have the opportunity to provide regular feedback. Stepped improvements in specific mathematics skills also to be used. Use of Provision Mapping Software to track interventions	SL Maths/SEND co	Jan 2019
<b>Total budgeted cost</b>					£35000

Cost Implications: Acc Reader, resources and software including Provision Mapping, GCSEPod, PiXL, TAs

iii. Other approaches					
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 implementation?
<p>The gap between students eligible for PP and Non PP students will be reduced.</p> <p>Students who are eligible for PP receive the necessary additional support to improve homework and success in assessments.</p>	<p>The aim is for all students eligible for PP to access PiXL MathsApp, GCSEPod and homework tasks therefore a range of locations will be available for student access, before, during and after school. Additional staffing will support targeted students. Extra revision sessions, in some subjects, for Year 11 students are provided prior to the trial examinations in Nov/Dec and the final examinations in May/June</p>	<p>EEF – Digital Technology strategies (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>EEF – Homework strategies (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review.</p> <p>APS data indicates a gap between PP and non PP students.</p>	<p>Homework completion is recorded on Go4S by individual teachers; this is monitored by Subject Leaders.</p> <p>Analysis of progress data and internal assessment.</p>	<p>AJ</p> <p>SL</p>	<p>At each data point.</p> <p>Termly RS Meetings</p>
<p>Increased attendance rates</p>	<p>Attendance Officer monitors attendance and follows up absence on first day. Attendance team meet weekly to discuss most students at risk of falling below 90%. Students eligible for PP are targeted.</p> <p>Interventions include personalised timetables, and alternative provision is put in place to support individuals.</p>	<p>NFER research identifies attendance as one of the seven building blocks to success. If students are not in school they cannot learn.</p> <p>The academy has an attendance policy with a staffing structure that has shown to improve attendance in recent years.</p> <p><i>“secondary level PP students are 3 times more likely than their peers to be classed as ‘persistently absent’”</i></p>	<p>Weekly meetings include SLT link, Attendance Officer.</p> <p>Heads of House monitor progress of students, with a focus on students eligible for PP, causing concern with attendance.</p>	<p>PW</p>	<p>Jan 2019</p> <p>And at each data point</p>
<p>Students who are eligible for PP receive the required additional care, resources, support and guidance to improve their learning behaviour and raise aspiration.</p>	<p>Identify targeted behaviour intervention for individual students: in-house support groups, First steps to Study, counselling, alternative provision leading to a Post16 Pathway</p> <p><i>All Y11 students continue onto a pathway (No NEET)</i></p>	<p>EEF Toolkit suggests targeted interventions matched to specific students with particular needs or behaviour issues can be effective especially for older students.</p> <p><i>“PP students are 3 times more likely to receive two or more fixed-period exclusions across the year”</i></p>	<p>PW/HoH/SENDco meet regularly to discuss the needs of individual students.</p> <p>Behaviours are monitored and reviewed: as well as improvements in attainment and progress.</p> <p>Go4Schools Reward/Behaviour points used as a basis.</p>	<p>PW/DM/SENDco</p>	<p>Jan 2019</p> <p>And at each data point</p>

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 implementation?
Students with poor home learning environments will receive resources and/or opportunities to support their learning.	To provide educational resources, equipment and uniform so that all students are able to fully engage in the curriculum.  To subsidise educational trips and visits to enable all students to access the enrichment programme.	Ensuring students have equal access to essential resources and equipment encourages attendance, engagement, a sense of achievement and a desire for future learning.	Set the criteria for the 'Pupil Pledge' Monitor individual students through HoH and provide resources as appropriate and provide additional experiences as appropriate.	AJ/DM	Dec 2018
Students who are eligible for PP receive the required additional care, resources, support and guidance to improve their learning behaviour and raise aspiration	To ensure all DPP students engage in the academy CEIAG programme through Aspire Days, Conscience Week, Y10 Work Experience and visits to higher/further education providers. To provide CEIAG 121 and small groups as appropriate. To offer alternative provision to ensure a pathway for Post16.	Ensuring students can make an informed choice of their pathway for the future.	Aspire Days content and rota for year groups. Ensure Y11 students have a pathway Post16: support from SENDco At transition points Y8 to 9, Y9 to 10 and Post16 ensure students are able to make an informed choice and monitor their choices.	AC/DM SENDco	Dec 2018
<b>Total budgeted cost</b>					<b>30000</b>

Cost Implications: alternative Provision, counselling, CEIAG, %salaries Attendance Officer, Admin Support

6. Review of expenditure				
Previous Academic Year 2017_18				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved literacy progress, especially Y7 (includes 'catch up' students)	<p>Use of Accelerated Reader including CPD for all new English staff to use AR effectively.</p> <p>Literacy Coordinator provides weekly literacy task to take place during tutor time plus provides CPD through INSET and individual support to all staff.</p>	<p><b>2017-18 Key Stage 3 Year 7 DPP (16 students) Impact on Reading</b></p> <p>Recent testing (July 2018) has shown that on average DPP students have increased their Reading Age by 11 months: 4 students by at least 12 months</p> <p><b>2017-18 Catch Up Students (18 students DPP)</b> On average Catch Up students have increased their Reading Age by 9 months: 7 students by at least 12 months</p> <p>See 'Reading 2018' analysis for more detail</p>	<p>This is an established programme which has shown improvement in reading ages with each cohort of students:</p> <ul style="list-style-type: none"> <li>Continue to use across Y7&amp;8 students, to encourage all students to read and have access to appropriate books for their age group.</li> <li>Need to continually review range of books available and in particular for students with a lower reading age.</li> <li>Continue to identify DPP/Catchup students who need individual support and provide relevant intervention).</li> <li>Introduction of 'reading a story' to students during tutor time has been a positive experience for students eligible for PP – to continue in 2018_19</li> </ul>	<p>£1500 software subscription</p> <p>Plus contribution to Literacy Co salary (see below)</p> <p>Purchasing of additional books for lower readers</p>
Improve progress of DPP students across a range of subjects	<p>Continue to develop the use of quality first teaching, especially feedback, and use of Q/A. Use of PiXL core principles, especially PLCs, DTT, and independence.</p>	<p>QA, especially work scrutiny, show an improvement in the use of feedback and DIRT to improve rates of progress across all years. However, All staff need to consistently link Pathway/examination criteria and vocabulary to setting targets, assessment and feedback to students to have a greater impact on progress, especially of students eligible for PP. Progress for all students is improving, but still needs to improve further for DPP students. With a small cohort of DPP students, individuals can have a significant impact on P8 and other measures. The academy will continue to track individual students as well as groups.</p> <p>In Mathematics resilience has been a key focus especially for less able and for some DPP students. A range of strategies, some using PiXL principles, have been used. This will need to continue in 2018_19.</p> <p>AH Standards and SL of Core Subjects have attended PiXL Meetings; INSET has been provided to all staff on many PiXL strategies and are seen to becoming embedded in a range of subjects. Through QA, it is seen that students are more aware of their strengths and areas for improvement.</p>	<p>INSET has been provided for a range of PiXL strategies; departments need time to embed the ones that will have most impact on progress in their subjects. PLCs to be used by all subjects, especially in Year 11.</p> <p>Need to further develop <i>resilience and independence</i> especially of DPP students. Raise the profile of GCSEPod and MathsApp for all students, but especially those eligible for PP and provide a work area before, after school and lunchtime.</p>	<p>£4500 including copying of resources, attendance at PiXL meetings/conferences and contribution for GCSEPod subscription</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved literacy progress which leads to success at the end of KS4 for all students (includes 'catch up' students)	Literacy Intervention: Literacy Co, in collaboration with English teachers, identifies students that need support and provides small groups and individuals to work on specific areas of development. SLT QA and LP to provide CPD through INSET and individual support to all staff.	For 2018, it has been acknowledged from the end of KS3 that the most appropriate pathway for 5 Year 11 students was to take iGCSE English instead of English Language and Literature. This has enabled these students to be successful in a qualification and to meet the requirements of their chosen Post_16 courses. Smaller targeted groups in English in years 9 to 11 is having an impact on progress and attainment, especially of students eligible for PP. Other aspects impacted on the overall progress of some DPP students, but for those who engaged with the strategy, progress was at least maintained. At KS3, there is still variation in the progress of DPP students especially those with complex needs.	Continue to provide smaller targeted groups in English in years 9 to 11; ensure focus on students eligible for PP.  Literacy Co to continue to liaise with English Team to identify and provide additional intervention as required.  Continue to provide additional care, resources, support and guidance to improve their learning behaviour and raise aspiration, especially for some students with complex needs.	£30,000 contribution to staff salaries
Improved literacy progress, especially Y7 (includes 'catch up' students)	Literacy Teaching Support: working with Lead Practitioner/SL English to provide and coordinate a range of interventions: 121 and small groups -: including volunteer readers, guided reading and Toe to Toe.	Improvement in reading ages of Y7 DPP and Catch Up students (see above). Some DPP students made marked improved in their progress whilst others made stepped improvements in specific interventions.	Continue to use the strategies of identifying students specific needs; support with intervention then test their progress (DTT)  Coordination of intervention with numeracy plus follow up of those students not attending frequently.  Continue to use AR and reward.	£12,000 contribution to TA salary and resources
Improved numeracy and progress in Mathematics	Mathematics Intervention: support students in all key stages at risk of underperforming (includes high ability), to improve mathematical skills through 121 and small group intervention with specialist Mathematics Intervention teacher.	Resilience, in all year groups, was a key focus for Mathematics this year. Smaller targeted groups in Mathematics in years 9 to 11 is having an impact on progress and attainment, especially of students eligible for PP.  Literacy comprehension of the GCSE papers has been reviewed.  Other aspects impacted on the overall progress of some DPP students, but for those who engaged with the strategy, progress was at least maintained.  At KS3, there is still variation in the progress of DPP students especially those with complex needs.	Key focus: resilience and perseverance will continue for all year groups.  Continue to provide smaller targeted groups in Mathematics in years 9 to 11; ensure focus on students eligible for PP.  Vocabulary focus across all years is a whole school focus for 2018_19; this is especially relevant to some students eligible for PP.  Continue to use the strategies of identifying students specific needs, support with intervention then test their progress (DTT)  Continue to provide additional care, resources, support and guidance to improve their learning behaviour and raise aspiration, especially for some students with complex needs.	£30,000 contribution to staff salaries

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve arithmetic skills	Mathematics Teaching Support: working with SL Mathematics coordinate and organise a range of mathematics interventions for students below ARE including use of Maths App and small group numeracy skills provided by experienced TAs. SEND Co to work in collaboration with SL Maths.	<p>Targeted students have worked with experienced, trained TAs during tutor time for booster sessions; these are linked to PiXL arithmetic strategies. More emphasis on testing, following intervention, shows most students made progress in specific areas of work.</p> <p>Some students made marked improved in their progress whilst others made stepped improvements in specific interventions.</p>	<p>Continue to identify students who need further support, identify specific needs of individual students and provide intervention during tutor time with specialist TAs.</p> <p>Coordination of intervention with literacy plus follow up of those students not attending frequently.</p> <p>Use PiXL Maths App and Numeracy strategy in conjunction with the Provision Mapping Software to support tracking of progress at KS3.</p>	£15,000 contribution to TA salary and resources (Acc Maths)

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates	Attendance Officer monitors attendance and follows up absence on first day. Attendance team meet weekly to discuss most students at risk of falling below 90% Interventions include personalised timetables, and alternative provision is put in place to support individuals.	Overall, the strategies in place to support attendance, has in recent years made a marked impact on both raising attendance and reducing persistent absence for all students. This has also improved for DPP students but not to the same level as non-DPP students. Attendance for all students is in line with national average (95%). Students who are eligible for PP is lower at 91.3%. This is similar for persistent absence: 14 of the 25 students with attendance below 85% are students eligible for PP.	Continue to use first day response to absence, and attendance officer to support students at risk of increased absence.  Provide alternative provision, as appropriate, to meet the needs of individual students and ensure they have progression onto a pathway Post-16.  Develop the use of reward on an individual basis for individual students.	£5,000 Staff costs
Positive attitude to Learning All Y11 students continue onto a pathway (No NEET)	Identify targeted behaviour intervention for individual students: in-house support groups, LincHigher, counselling. alternative provision leading to a Post16 Pathway	Several strategies were used to support individual students in improving their behaviour for learning. The strategy and its impact are dependent upon the individual and their current circumstances. Mainly positive for those students who needed additional support. Individualised programmes and timetables were supported as required. One student with complex needs who has not attended since Jan 2017, has been supported onto a programme and sat GCSEs in English, Mathematics, Science and General Studies; work is currently supporting this student onto a Post_16 Pathway. Further individual case studies show the support that is given to these students, who are often those eligible for PP. At KS4, all students sat their examinations and achieved grades at GCSE and in vocational courses, including Riseholme. In September 2018, all students eligible for PP were engaged on a pathway (No NEET).  The number of fixed term exclusions has dropped by 50% for students eligible for PP.	To continue to access a range of strategies for those students who need support to complete their secondary education and to ensure they have a pathway to continue onto Post 16.  To review the strategies in place and the impact they have made on students.  In-house vocational courses have been provided to support the needs of some students in Years 9 to 11  To continue to monitor closely the number of fixed term exclusions of DPP students and to put strategies in place with the aim to reduce the number further over the year.	£14, 500 Alternative provision, HWK Club, Counselling

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance and Engagement: essentials and enrichment	<p>To provide educational resources, equipment and uniform so that all students are able to fully engage in the curriculum.</p> <p>To subsidise educational trips and visits to enable all students to access the enrichment programme.</p>	<p>Several students received support to provide additional resources including uniform, revision guides and workbooks. Identification and provision for these needs were successful (DM).</p> <p>To ensure all DPP students have access to educational visits, subsidies were provided to a number of students for residential trips (Lockerbrook, Battlefields, London) and day trips. In addition DPP students were supported as required for subject educational visits during the year (English, History, Voc). During Conscience week, a range of local low cost visits were arranged to allow all students to access a trip.</p>	<p>DM to continue to work with students at KS4 to ensure they have access to the necessary resources.</p> <p>DPP students should not be prevented from accessing the full educational enrichment programme due to finances. Funding will be provided to individual students to ensure they have the same opportunities as other students. This forms part of 'The SSPP Pledge' Ensure the off-set of the cost of trips is closely tracked and has direct links to support the learning of the student or their general welfare.</p>	<p>£8,000 Staff costs and resources</p>
Engagement: Aspirations	<p>To ensure all DPP students engage in the academy CEIAG programme through Aspire Days, Conscience Week, Y10 Work Experience and visits to higher/further education providers.</p> <p>To provide CEIAG 121 and small groups as appropriate.</p> <p>To offer alternative provision to ensure a pathway for Post16</p>	<p>A small group of students attended Riseholme College to follow a vocational programme (not on the KS4 vocational list); positive experience for these students and has supported them onto a pathway Post_16.</p> <p>CEIAG provided for all students with additional support for some students eligible for PP.</p> <p>All students had a positive experience on a work experience placement.</p>	<p>Continue to ensure all students access CEIAG and have a work experience placement in Year 10; focus on students eligible for PP.</p>	<p>£5000</p>