

5. Review of expenditure								
Previous Academic Year	2017/18	Total PP budget	£402, 050	Total number of pupils	994	Number of pupils eligible for PP	437	
Desired outcome	Chosen action/approach	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				
A. High levels of progress in reading, writing and Mathematics for Year 7&8 pupils eligible for PP.	Review class sets and allocate PP pupils most likely not to make good progress to the most experienced/effective teacher regardless of setting arrangements. (EF)	<p><u>Year 7</u></p> <p>The English timetable ensured that the literacy coordinator had a high proportion of PP in her lessons, this led to 66.7% of these pupils reaching L5 compared to 54% of the entire year group.</p> <p>The Maths department ensured that PP had priority in higher ability sets, in total 64 PP pupils were placed in set 1 & 2 which demonstrates an increased proportion when compared to the ability spread of this year group. Of these 64, 75% reached a L5 compared to 44.8% of the whole year.</p> <p><u>Year 8</u></p> <p>At the beginning of year 8 the gap between the percentage of PP pupils making expected progress and NPP was -2.4% and -23.4% in English and Math's respectively. Through the suggested setting arrangements the gap in Maths narrowed to -17.6%, this 6% improvement is particularly successful as the gap had been widening before this intervention. English managed to close the progress gap in year 8 with a higher percentage of PP pupils making expected progress when compared to NPP (Gap of +0.9%).</p>	We are passionate in continuing this strategy and believe that it is our number one priority that our disadvantaged pupils continue to receive this degree of attention to detail when setting up their curriculum. For example, in Y7 and 8 Mathematics in 2018/19 we have ensured that our most experienced teachers who have previously been primarily deployed in KS4 have a higher proportion of KS3 lessons. This combined with careful selection of groups for PP will ensure that progress is at a maximum.	ACADEMY COST				
	Appointment of whole school literacy coordinator and Librarian/literacy mentor	This appointment led to the profile of literacy within the school being significantly raised, with CPD ensuing that all subjects understand how literacy and reading skills impact their subject. This combined with the Accelerated Reader Programme saw the following in year impact (continued overleaf)	We are very pleased with the impact of this appointment and we want to further strengthen the potential impact our English team can have on whole school priorities. To achieve this we have re-organised leadership to reflect the importance of further developing communication skills across the college, particularly in relation to vocabulary and developing writing. The Head of English has been appointed to the SLT in order to continue to drive whole school literacy development for all pupils which we believe will benefit PP pupils to the greatest extent.	£58,778				

A. High levels of progress in reading, writing and Mathematics for Year 7&8 pupils eligible for PP.

Re-launch of Accelerated Reader and upgrading of the library through the purchase of new books. (EF) Efficacy Trial

Year 7

	Sept 2017 SRS Reading Age	June 18 SRS Reading Age	Progress 17-18
All	10y8m	11y6m	9m
PP	10y2m	10y11m	9m
NPP	11y0m	11y9m	9m

PP pupils in year 7 who have previously made significant less progress than their peers have this year made progress in line with Non P

Year 8

	Sept 16 SRS Reading Age	June 17 SRS Reading Age	June 18 SRS Reading Age	Progress 16-17	Progress 17-18
ALL	10y10m	11y8m	12y5m	11m	9m
PP	10y5m	11y5m	12y1m	1y0m	8m
NPP	11y3m	12y0m	13y	9m	1y

Although the progress of PP pupils has dropped below that of nonPP in 17-18, it is clear to see that since they joined the school these PP pupils have had progress in line with their peers (1y8m months for PP pupils and 1y9m for NPP).

*additional information for Y9 and 10

Year 9

	Oct 15 SRS Reading	June 16 SRS Reading	June 17 SRS Reading	June 18 SRS Reading	Progress 15-16	Progress 16-17	Progress 17-18
AL	11y0	11y6m	12y3m	12y11m	6m	9m	8m
PP	10y10	11y3m	12y2m	12y8m	5m	9m	8m

We will retain the use of Accelerated Reader because we have seen the impact that it has on our PP pupils as they progress through our school and become not only examination ready in KS4 but also have a richer vocabulary.

We have demonstrated that we can increase the progress of PP pupils so that they can 'keep up' but our challenge now is to accelerate this progress to allow them to 'catch-up'.

Therefore, in addition to the continuation of AR and in response to our research during 2017/18 we will be refining our approach to whole class reading. This includes ensuring the books we select contain challenging themes with links to our SMSC programme in order to build cultural capital.

We believe that this will help narrow the experience gap of our PP pupils and accelerate further the reading ages of pupils leading to them choosing more challenging texts to read for pleasure.

AR =
£11,560
BOOKS =
£16,000

A. High levels of progress in reading, writing and Mathematics for Year 7&8 pupils eligible for PP.

NP	11y1	11y9	12y6	13y3	9	9m	8m
P	m	m	m	m	m		

As in year 7 PP pupils who came to TMC with average reading ages below that of their Non PP peers have maintained progress in line with their peers.

Year 10

	Sept 15 Reading	June 16 Reading	June 17 Reading	June 18 Reading Age	Progress 15-16	Progress 16-17	Progress 17-18
ALL	11y2	11y6	12y8	13y3	5m	1y2	7m
PP	10y8	11y1	12y5	12y9	4m	1y0	9m
NP	11y8	12y2	13y6	13y1	6m	1y4	4m
P				0			

Year 10 reading progress naturally plateaus however interventions have ensured that our PP students continue to progress and in fact have narrowed the gap between PP and Non PP. This is the trend that we expect to see as other pupils progress through the school.

Implementation of the Skills Academy Reading Program

Skills Academy not only increased the progress of the students who attended, shown in the table below, it also encouraged pupils to see that reading is something that can be done for pleasure.

		Baseline	Endpoint	Progress
Y7	All	10y8m	11y6m	9m
	Skills A	9y3m	10y4m	1y1m
Y8	All	11y8m	13y4m	9m
	Skills A	10y9m	13y2m	11m

The impact of this intervention is something that we are keen to learn from and apply to other interventions. It highlighted the importance of developing strong relationships with pupils within a more relaxed social context. This allowed staff to utilise these relationships within a more formal learning environment later on.

We will apply this understanding not only to interventions but to all teaching and learning, ensuring that we are relentless in understanding our pupils and using this understanding to build effective relationships.

£8423 (Cost of program plus 1 hour of AHOY time in Y7 and Y8)

<p>A. High levels of progress in reading, writing and Mathematics for Year 7&8 pupils eligible for PP.</p>	<p>Introduction of additional teachers to support with pupils who do not grasp the concept within a lesson <i>(EF) Small group / 1 to 1 tuition</i></p>	<table border="1" data-bbox="757 225 1357 491"> <thead> <tr> <th></th> <th>sLOP DC1-DC2</th> <th>sLOP DC3-DC4</th> <th>sLOP DC1-4</th> </tr> </thead> <tbody> <tr> <td>Intervention Pupils</td> <td>0.71</td> <td>0.81</td> <td>1.84</td> </tr> <tr> <td>Non-intervention Pupils</td> <td>1.12</td> <td>0.84</td> <td>2.34</td> </tr> <tr> <td>All Pupils</td> <td>1.07</td> <td>0.83</td> <td>2.30</td> </tr> </tbody> </table> <p>Intervention in Maths saw pupils who made little progress between DC1 and DC2 make similar progress to their peers between DC3 and DC4. This shows that interventions throughout the year have allowed the pupils to start to 'keep up'.</p>		sLOP DC1-DC2	sLOP DC3-DC4	sLOP DC1-4	Intervention Pupils	0.71	0.81	1.84	Non-intervention Pupils	1.12	0.84	2.34	All Pupils	1.07	0.83	2.30	<p>We believe that intervention when pupils are identified as having either knowledge gaps or progress gaps is vital in our context. We will not settle for our pupils to simply 'keep-up' and strive for them to 'catch-up'.</p> <p>Therefore, our aim is to not only narrow the progress gap (as shown in the table to the left) but to accelerate this progress to narrow the attainment gap. One thing we learnt in 2017-18 was that external tutors were not able to quickly develop the relationships required with our complex children. In order to improve on this in 2018-19, interventions will be ran by teaching staff were possible and any external tutors will deliver lessons alongside our staff to ensure that delivery is focused, effective and comes from/with a face known to the pupils.</p>	<p><i>£30,000 Including a proportion of staffing cost</i></p>
	sLOP DC1-DC2	sLOP DC3-DC4	sLOP DC1-4																	
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	<p>Implementation of Numeracy Ninjas and Word Warriors</p>	<p>The success of Word Warriors is reflected not only in the improvements of pupils reading ages but also in its impact on tutor time. Both Word Warriors and Numeracy Ninjas provided a structure to tutor time that ensured pupils had a calm and focused start to the day. This was reflected in learning walk data which showed that these tutor time activities made this period more purposeful. We strongly believe that this calm start to the day prepares pupils for the day ahead and supports progress across the curriculum.</p> <p>The use of Numeracy Ninjas as both a starter in maths lessons and as a weekly tutor time task allowed for the importance of basic numeracy to be emphasised across the school.</p> <p>The percentages of PP students who made at least 1 belt progress (max 4 belts) and therefore improved their numeracy skills are shown overleaf:</p> <table data-bbox="779 1310 1357 1367"> <tbody> <tr> <td>YEAR 7:</td> <td>68%</td> <td>YEAR 9:</td> <td>87%</td> </tr> <tr> <td>YEAR 8:</td> <td>83%</td> <td>YEAR 10:</td> <td>75%</td> </tr> </tbody> </table>	YEAR 7:	68%	YEAR 9:	87%	YEAR 8:	83%	YEAR 10:	75%	<p>The use of Word Warriors will be continued within tutor time. In order to further increase the positive impact of these sessions they will be redesigned to support the whole school priorities. In particular, the development of key vocabulary to ensure that our pupils are vocabulary rich, understand meaning and can developing their writing skills. Further to this, we wish to develop ways to track progress of pupils scores to help us identify where academic impact is highest.</p> <p>The success of NN means that it will continue into 2018-19. Quality assurance/discussions with Maths teachers suggested that greater impact for PP pupils were seen when the teacher ensured that priority was given to addressing individual PP misconceptions. Therefore to further improve the impact on PP students Maths teachers utilising NN will prioritise misconceptions of PP students.</p>	<p><i>£4000</i></p>								
YEAR 7:	68%	YEAR 9:	87%																	
YEAR 8:	83%	YEAR 10:	75%																	

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															
B. Improved rates of progress across the whole curriculum for lower attaining pupils eligible for PP.	Specific training at the start of the school term for all teaching and support staff on specific developmental and social issues related to PP pupils that impact on their learning	<p>The table below shows the number of pupils in each year group identified as being both eligible for PP funding and having low prior attainment (LPA PP). It also identifies the number of subjects where more than 60% of these LPA PPs are making expected progress.</p> <table border="1" data-bbox="770 475 1357 683"> <thead> <tr> <th></th> <th>No. of LPA PP</th> <th>60%+ Expected progress by DC4</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>53</td> <td>11 out of 12 subjects</td> </tr> <tr> <td>Year 8</td> <td>31</td> <td>11 out of 13 subjects</td> </tr> <tr> <td>Year 9</td> <td>22 (total)</td> <td>12 out of 18 subjects</td> </tr> <tr> <td>Year 10</td> <td>20 (total)</td> <td>10 out of 18 subjects</td> </tr> </tbody> </table>		No. of LPA PP	60%+ Expected progress by DC4	Year 7	53	11 out of 12 subjects	Year 8	31	11 out of 13 subjects	Year 9	22 (total)	12 out of 18 subjects	Year 10	20 (total)	10 out of 18 subjects	<p>We recognise that it is essential in our context that we continue to develop a deeper and more nuanced understanding of the compound nature of 'disadvantage', not only in general but also the specific needs of our students. This will remain an integral part of our mandatory Marvell training.</p> <p>To further increase the impact of this training we have proposed to altered all TA contracts. Our aim is that they are now contracted to work an extra hour each week and term time only plus 5 days. This will ensure that we can provide them with weekly CPD and include them in whole school training throughout the year in order to support the accelerated progress of PP pupils.</p>	ACADEMY COST
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Year 7	53	11 out of 12 subjects																	
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Year 10	20 (total)	10 out of 18 subjects																	
	Specific training for those teaching the lowest ability PP pupils. (Ruth Miskin training and Lexia training)	<p>The training provided ensured that interventions could continue to be used with our nurture cohort. The combination of the nurture provision and these interventions saw some off the biggest impact on reading progress in the college. As can be seen in the tables below, these pupils joined the college with reading ages significantly below their peers. The combination of the strategies used here and our nurture provision not only allowed these pupils to 'keep-up' but their progress was accelerated so that they have now started to 'catch-up'.</p> <p>Year 7</p> <table border="1" data-bbox="757 1107 1303 1343"> <thead> <tr> <th></th> <th>Sept 2017 Reading Age in months</th> <th>June SRS Reading Age Months</th> <th>progress 17-18</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>10y8m</td> <td>11y6m</td> <td>9m</td> </tr> <tr> <td>Nurture</td> <td>7y10m</td> <td>8y8m</td> <td>10m</td> </tr> </tbody> </table>		Sept 2017 Reading Age in months	June SRS Reading Age Months	progress 17-18	All	10y8m	11y6m	9m	Nurture	7y10m	8y8m	10m	<p>Ensuring that we have the capacity to deliver interventions to some of our most vulnerable pupils will always be a key feature of our PP and SEND offer. The impact in these areas have taught us the importance of having a nuanced understanding of he pupils we teach and how meeting their specific needs is the only way to have true impact. This will become a key part of our leadership approach towards disadvantaged pupils; we hope to remove all barriers to learning allowing our pupils to progress socially and academically.</p>	£5000			
	Sept 2017 Reading Age in months	June SRS Reading Age Months	progress 17-18																
All	10y8m	11y6m	9m																
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<p>B. Improved rates of progress across the whole curriculum for lower attaining pupils eligible for PP.</p>		<p><u>Year 8</u></p> <table border="1"> <thead> <tr> <th></th> <th>Sept 2016 SRS Reading Age</th> <th>June 2016 SRS Reading Age</th> <th>June 2017 SRS Reading Age</th> <th>Progress 15-16</th> <th>Progress 16-17</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>10y10</td> <td>11y8</td> <td>12y5</td> <td>11m</td> <td>9m</td> </tr> <tr> <td>Nurture</td> <td>8y</td> <td>8y10</td> <td>9y9</td> <td>10m</td> <td>10m</td> </tr> </tbody> </table>		Sept 2016 SRS Reading Age	June 2016 SRS Reading Age	June 2017 SRS Reading Age	Progress 15-16	Progress 16-17	ALL	10y10	11y8	12y5	11m	9m	Nurture	8y	8y10	9y9	10m	10m		
	Sept 2016 SRS Reading Age	June 2016 SRS Reading Age	June 2017 SRS Reading Age	Progress 15-16	Progress 16-17																	
ALL	10y10	11y8	12y5	11m	9m																	
Nurture	8y	8y10	9y9	10m	10m																	
	<p>Reducing class sizes in KS3 through the appointment of additional teachers has enabled us to create additional sets in English, Mathematics and Art, Design and Technology. <i>(EF) Reducing class sizes</i></p>	<table border="1"> <thead> <tr> <th></th> <th></th> <th>English/ Maths</th> <th>ADT</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 7</td> <td>Before</td> <td>28.8</td> <td>32</td> </tr> <tr> <td>After</td> <td>21.6</td> <td>26</td> </tr> <tr> <td rowspan="2">Year 8</td> <td>Before</td> <td>25</td> <td>25</td> </tr> <tr> <td>After</td> <td>20</td> <td>25</td> </tr> </tbody> </table> <p>This table shows the class sizes before and after the appointment of staff</p> <p>These reduced set sizes resulted in high proportions of LPA PP students making expected progress in English (y7 83%, y8 77%), Art (y7 96.4%, y8 96.8%) and Technology (y7 77.4%, y8 90.4%).</p>			English/ Maths	ADT	Year 7	Before	28.8	32	After	21.6	26	Year 8	Before	25	25	After	20	25	<p>We are convinced that small sets for pupils with lowest prior attainment will continue to enable us to personalise learning and better meet their needs. Maths saw the impact of a high proportion of NQTs on the progress of pupils in KS3 and will be addressing this through allocation of experienced teachers in 2018/19, specific CPD for staff and the implementation of some mixed ability teaching.</p>	<p><i>£86,055</i></p>
		English/ Maths	ADT																			
Year 7	Before	28.8	32																			
	After	21.6	26																			
Year 8	Before	25	25																			
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	<p>Academic Nurture Provision in KS3. <i>(EF) Small group tuition / Social and Emotional learning</i></p>	<p>The academic nurture provision gives us the capacity to have small class sizes for our most vulnerable pupils with lowest prior attainment in the school, many of these are PP and SEND. This in turn enables their teachers to personalise learning and better meet their individual needs.</p> <p>This provision consistently received good judgements for observations, learning walks and work samples. The work samples in particular identify that the set up of the nurture provision allowed pupils to work independently</p>	<p>The impact this provision has on the quality of work our nurture pupils produce and the progress they make means we will be continuing this into 2018/19.</p> <p>The appointment of a new SENCo who will be 'classroom facing' will allow us to support the teaching and learning of all teachers but particularly those teaching PP/SEND pupils.</p> <p>Considering the impact of 2017/18 and our conclusion that this impact was due to the skilled</p>	<p><i>£40,000</i></p>																		

		<p>with confidence and this resulted in work of the highest standards.</p> <p>There are 22 year 7 pupils who access this nurture provision and 14 (64%) are PP. They study a range of subjects, including literacy and numeracy skills, but are formally assessed on Geography, History and RE. In these three subjects the average number of sublevels progress for all pupils was 3, this is equivalent to a full level. 12 of the 22 pupils made at least a full levels progress in all three subjects. It is important to note that this progress is in excess of the rates of progress on our flight path, this shows that their progress is accelerated.</p> <p>There are 15 year 8 pupils who access this nurture provision and 10 (66.7%) are PP. In the three subjects studied the average number of sublevels progress for all pupils was 2.5. This is in line with the rates of progress on our flight path.</p>	<p>development of personalised lessons, it is our aim to up skill our staff in this area. Therefore, generous staffing allocation allows us to timetable subject specialists to teach in the nurture provision supported by/alongside the SENCo. This will build nurture capacity over time but also improve teaching and learning across the school.</p>	
	<p>Specific bids each department to support the progress of PP pupils within their curriculum or pastoral area. Bids must be based on EEF Toolkit evidence.</p>	<p>Departments used these bids not only to fund academic intervention but also to purchase food/drink for sessions that otherwise had no additional cost to the academy and for enrichment activities such as educational visits. Some examples of this are below:</p> <p>Business bid for money which was used to take y10 students on trips. These trips were designed to give pupils an experience of business/companies to aid with their extended writing, with the belief that PP pupils will benefit more from these experiences due to the experience gap they have as identified in our research. We are now predicting that 78.6% of PP pupils will make expected progress compared to 58.8% of NonPP.. With 4/5 LPA PP making expected progress.</p> <p>Y8 Computing analysed the needs of specific PP pupils in their subject and made a bid to address their pedagogical needs. They bought headsets to use during tutorials for programming to help PP students in particular concentrate on their individual work. This resulted in the PP attainment gap reducing from Gap 6.1% to 3.3% from DC1 to 4.</p>	<p>We have seen the success of PP bids across the curriculum and we will continue to support them. We will ensure that any bids that are approved will be underpinned by research or evidence that supports the impact that we expect to see.</p>	<p>£16,000</p>

<p>B. Improved rates of progress across the whole curriculum for lower attaining pupils eligible for PP.</p>		<p>PE hired a Table Tennis coach to develop the skills of PP students on this aspect of their physical assessment. This allowed current PE staff to learn from an expert and all PP who used table tennis improved their assessment grade. Approaches such as this led PE to receive an average practical mark of 82% compared to 77% nationally.</p>														
	<p>Targeted support at KS4 in Mathematics. (EF) Small group / one to one tuition</p>	<p>Small group intervention in Maths was seen as very successful. Pupils reported high levels of engagement in these sessions through pupil voice surveys and both PP and LA PP average attainment scores improved from 2016/17 to 2017/18 results.</p> <table border="1" data-bbox="757 627 1379 715"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Maths PP A8</td> <td>6.24</td> <td>7.49</td> <td>+1.25</td> </tr> <tr> <td>Maths LA PP A8</td> <td>3.04</td> <td>4.13</td> <td>+1.09</td> </tr> </tbody> </table>		2016/17	2017/18	Diff	Maths PP A8	6.24	7.49	+1.25	Maths LA PP A8	3.04	4.13	+1.09	<p>With the appointment of a new HOD and KS4 coordinator in Maths the responsibility for organising and monitoring intervention sessions becomes the key focus of one person. The intention of this is to increase the opportunities to perform QA on these sessions and ensure that training in whole school CPD can be transferred to these sessions.</p>	<p>£40,000 Inc. proportion of staffing cost</p>
	2016/17	2017/18	Diff													
Maths PP A8	6.24	7.49	+1.25													
Maths LA PP A8	3.04	4.13	+1.09													
	<p>KS4 Progress support through resources and intervention:</p> <p>-Provide Y11 PP pupils with free revision guides / resources</p>	<table border="1" data-bbox="757 775 1337 863"> <thead> <tr> <th></th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>PP A8</td> <td>37.61</td> <td>38.29</td> <td>38.15</td> </tr> <tr> <td>LA PP A8</td> <td>25.37</td> <td>25.14</td> <td>23.3</td> </tr> </tbody> </table> <p>PP students A8 scores this year stayed broadly in line with 2016/17 despite the pupils being faced with the rigors of the new GCSEs and removal of coursework in the majority of subjects.</p>		2015/16	2016/17	2017/18	PP A8	37.61	38.29	38.15	LA PP A8	25.37	25.14	23.3	<p>We recognise the need to continue to provide our disadvantaged pupils with the resources that they might otherwise not be able to purchase. PP pupils remain a priority for the school and are identified in the school improvement plan.</p>	<p>£5500</p>
	2015/16	2016/17	2017/18													
PP A8	37.61	38.29	38.15													
LA PP A8	25.37	25.14	23.3													

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<p>C. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p> <p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Appointment of pastoral Deputy Headteacher and allocation of AHT KS3 and AHT KS4 to lead Y7 and Y11 respectively</p> <p>Appointment of Assistant Heads of Year (AHOYs)</p>	<p>The appointment of both the Deputy Headteacher and Assistant heads of year has seen drastic improvements in pastoral outcomes. PP pupils are attending school more often and engaging with learning better when they are in school.</p> <p>The table below show that attendance has improved across all cohorts including for PP. All cohorts in 2017/18 had attendance better than national averages representing a strong upward trend in attendance.</p> <table border="1" data-bbox="779 571 1211 887"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Sessions absence</th> </tr> <tr> <th>NA</th> <th>TMC 16/17</th> <th>TMC 17/18</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.40%</td> <td>6.40%</td> <td>5.10%</td> </tr> <tr> <td>PP</td> <td>7.80%</td> <td>8.60%</td> <td>7.10%</td> </tr> <tr> <td>Non PP</td> <td>4.40%</td> <td>5%</td> <td>3.90%</td> </tr> <tr> <td>SEN K</td> <td>7.80%</td> <td>8.20%</td> <td>6.80%</td> </tr> <tr> <td>SEN E</td> <td>7.70%</td> <td>5.70%</td> <td>5.60%</td> </tr> <tr> <td>Non SEN</td> <td>5.00%</td> <td>6.00%</td> <td>5.10%</td> </tr> </tbody> </table> <p>The table below show that we have reduced the percentage of persistent absentees across all cohorts, particularly PP, again falling below national averages.</p> <table border="1" data-bbox="779 999 1211 1315"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">PA</th> </tr> <tr> <th>NA</th> <th>TMC 16/17</th> <th>TMC 17/18</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>13.60%</td> <td>19.10%</td> <td>13.00%</td> </tr> <tr> <td>PP</td> <td>24.10%</td> <td>28.70%</td> <td>19.70%</td> </tr> <tr> <td>Non PP</td> <td>9.00%</td> <td>7.80%</td> <td>7.40%</td> </tr> <tr> <td>SEN K</td> <td>23.10%</td> <td>27.80%</td> <td>19.60%</td> </tr> <tr> <td>SEN E</td> <td>22.00%</td> <td>8.30%</td> <td>7.70%</td> </tr> <tr> <td>Non SEN</td> <td>11.90%</td> <td>16.40%</td> <td>11.70%</td> </tr> </tbody> </table>		Sessions absence			NA	TMC 16/17	TMC 17/18	All	5.40%	6.40%	5.10%	PP	7.80%	8.60%	7.10%	Non PP	4.40%	5%	3.90%	SEN K	7.80%	8.20%	6.80%	SEN E	7.70%	5.70%	5.60%	Non SEN	5.00%	6.00%	5.10%		PA			NA	TMC 16/17	TMC 17/18	All	13.60%	19.10%	13.00%	PP	24.10%	28.70%	19.70%	Non PP	9.00%	7.80%	7.40%	SEN K	23.10%	27.80%	19.60%	SEN E	22.00%	8.30%	7.70%	Non SEN	11.90%	16.40%	11.70%	<p>The strategy to add further capacity to senior pastoral leadership has had a significant positive impact on attendance and behaviour outcomes for PP pupils.</p> <p>The organisation of pastoral leadership has been refined for 2018/19 to grow further capacity and succession plan. This includes the appointment of new HOYs to enable AHTs to relinquish responsibility for year leadership and enable them to be more strategic across each key stage. We believe this will have further impact on accelerated outcomes for PP pupils.</p> <p>We plan to continue and build upon our carefully planned strategies to improve attendance and engagement , including:</p> <ul style="list-style-type: none"> • Treat Friday • Challenge 100 • Attendance Champions League • End of half term reward experiences 	<p><i>Proportion of Academy staffing cost: £39,650</i></p> <p><i>£13,000</i></p>
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C. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.

D. Increased attendance rates for pupils eligible for PP.

The table below shows that there was a 5% reduction in the proportion of PP students receiving yellow cards (which would result in missing lesson time). Furthermore, the number of yellow cards received from PP students in 2017/18 was 30% lower than in 2016/17

Yellow Card Analysis	2016/17	2017/18
Non PP cohort	423	530
PP cohort	445	437
PP students receiving YC	214 (48.1%)	192 (43.9% of cohort)
Non PP students receiving YC	184 (43.5%)	162 (30.6%)
Number of YC awarded PP	3203	2235 (30.22% reduction)
Number of YC awarded Non PP	1861	1503 (19.23% reduction)

<p>C. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p> <p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Continued implementation of the PRIDE points reward system.</p>	<table border="1" data-bbox="757 229 1366 517"> <thead> <tr> <th rowspan="3">No. of Pride points</th> <th colspan="4">Percentage of pupils</th> </tr> <tr> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NP P</th> </tr> </thead> <tbody> <tr> <td>2500+</td> <td>7%</td> <td>15%</td> <td>10%</td> <td>17%</td> </tr> <tr> <td>2000+</td> <td>32%</td> <td>55%</td> <td>45%</td> <td>60%</td> </tr> <tr> <td>1500+</td> <td>53%</td> <td>78%</td> <td>68%</td> <td>82%</td> </tr> </tbody> </table> <p>The table above shows that although the proportion of PP pupils receiving the highest numbers of yellow cards was lower than for NonPP pupils, the gap present in 2016/17 was reduced in 2017/18. This is not only a consequence of better attendance but also shows that more PP pupils are consistently engaging with lessons across all subjects.</p>	No. of Pride points	Percentage of pupils				2016/17		2017/18		PP	NPP	PP	NP P	2500+	7%	15%	10%	17%	2000+	32%	55%	45%	60%	1500+	53%	78%	68%	82%	<p>To further improve the engagement of all pupils but particularly PP we will ensure that rewards are valued by students and are age specific. Pupil voice suggests that the most high value rewards took place within school such as film opportunities and activity afternoons. We believe these positive shared experiences allow us as a college to build a sense of community and belonging.</p> <p>An important lesson learned in 17/18 was to implement initiatives and challenges linked to rewards at the most appropriate time. For example, we know that attendance levels are higher at the start of a half term so learned to wait and implement challenges towards the end of a half term where they had most impact. Also different initiatives for different groups of pupils led to the most impact. E.G Challenge 100 and Attendance Champions League.</p> <p>From Spring 2018 we focused greater attention on FSM pupils with specific strategies and challenges linked to rewards. This will continue in 2018/19.</p>	<p>£18500</p>																						
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	<p>Introduction of PP Pupil Support Leaders. (EF) Peer Tutoring</p>	<p>Pupils from year 11 mentored pupils from year 8, the result was both groups of pupils received significantly fewer yellow cards and 4 out of the 8 improved their attendance.</p> <table border="1" data-bbox="757 971 1384 1385"> <thead> <tr> <th></th> <th>Att. 10</th> <th>Att. 11</th> <th>Y/C 10</th> <th>Y/C 11</th> </tr> </thead> <tbody> <tr> <td>Y11 - 1</td> <td>82%</td> <td>95%</td> <td>59</td> <td>10</td> </tr> <tr> <td>Y11 - 2</td> <td>97%</td> <td>100%</td> <td>35</td> <td>7</td> </tr> <tr> <td>Y11 - 3</td> <td>97%</td> <td>95%</td> <td>10</td> <td>2</td> </tr> <tr> <td>Y11 - 4</td> <td>93%</td> <td>99%</td> <td>6</td> <td>0</td> </tr> <tr> <th></th> <th>Att. 8</th> <th>Att. 9</th> <th>Y/C 8</th> <th>Y/C 9</th> </tr> <tr> <td>Y8 - 1</td> <td>96%</td> <td>96%</td> <td>56</td> <td>18</td> </tr> <tr> <td>Y8 - 2</td> <td>100%</td> <td>99%</td> <td>6</td> <td>0</td> </tr> <tr> <td>Y8 - 3</td> <td>86%</td> <td>89%</td> <td>64</td> <td>13</td> </tr> <tr> <td>Y8 - 4</td> <td>100%</td> <td>96%</td> <td>25</td> <td>2</td> </tr> </tbody> </table>		Att. 10	Att. 11	Y/C 10	Y/C 11	Y11 - 1	82%	95%	59	10	Y11 - 2	97%	100%	35	7	Y11 - 3	97%	95%	10	2	Y11 - 4	93%	99%	6	0		Att. 8	Att. 9	Y/C 8	Y/C 9	Y8 - 1	96%	96%	56	18	Y8 - 2	100%	99%	6	0	Y8 - 3	86%	89%	64	13	Y8 - 4	100%	96%	25	2	<p>Giving older pupils leadership responsibilities to older students can have a positive impact on the confidence, achievement, and well-being of younger students, whilst also increasing the confidence and leadership skills of the older students.</p>	<p>No Cost</p>
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<p>C. Improving trends in the behaviour and engagement of identified Pupil Premium pupils.</p> <p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>PP pupil led coffee morning for local elderly residents.</p> <p>PP parents' coffee morning.</p>	<p>We postponed these initiatives until 2018/19 and the first coffee morning is scheduled for 18th September.</p>	<p>To be implemented in 2018/19</p>	<p>£1000</p>
	<p>Social and Emotional Nurture Provision in KS3.</p> <p><i>(EF) Social and Emotional Learning</i></p>	<p>We maintained a focus on the strategies that were working and further refined them at the expense of this initiative. This funding was allocated to rewards experiences and the inaugural end of year rewards evenings for Y7-10.</p>		<p>Academy staffing cost</p>
	<p>Weekly draw for £20 shopping vouchers in each year group for PP families.</p>	<p>We reviewed this strategy as we felt that it would lose its impact if it happened too often. Therefore, we implemented this linked to specific challenges such as 'Challenge 100' and this had a significant impact on a greater number of pupils.</p> <p>Challenge 100 involved 86 PP pupils with 59 of these improving their attendance during the initiative. At the start of the intervention 27pupils were PA and this was reduced to 20 by the end (an improvement of 26%).</p> <p>Overall, interventions such as this resulted in the percentage of PP students who were persistently absent dropping from 28.7%in 16/17 to 19.7% in 17/18.</p>	<p>We plan to continue and build upon our carefully planned strategies to improve attendance and engagement , including:</p> <ul style="list-style-type: none"> • Treat Friday • Challenge 100 • Attendance Champions League • End of half term reward experiences 	<p>£3900</p>

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
E. Increased exposure to a range of aspirational futures.	<p>Specific CIAG activities and experienced for PP pupils.</p> <p>Ensure minimum of 50% of PP pupils are represented on enrichment/CIAG activities.</p>	<p>Extra Curricular Clubs Whole school – 32.05% of PP pupils regularly attend clubs compared to 29.08% of non-PP.</p> <p>Trips 54% of pupils attending trips were PP.</p>	Ensure that data analysis and tracking of enrichment and extra curricular uptake to develop in order to ensure we are able to track individual PP pupils rather than the more general measure of the proportion of pupils attending at trip who are PP v non PP.	£4200
	Welfare fund to overcome financial barriers some PP pupils face.	<p>The impact of this funding is very personal to the individual PP pupils that we use it for. We have numerous case studies were both long term and short term issues have been resolved by heads of year accessing this fund.</p> <p>Examples of this are:</p> <p>Pupil A, refusing to participate in PE even though his head of year knew he enjoyed the subject. This was resolved by purchasing a new PE kit so the pupil felt like he was able to participate.</p> <p>Pupil B, was constantly arriving to lessons without equipment and forgetting homework/PE kit. This was resolved by purchasing them a bag to use for school.</p> <p>In addition to the examples above the fund has been used to purchase uniform, school shoes, equipment and to help towards the payment of trips.</p>	The pupils who benefited from this fund are a clear example of why in our context it is vital that we work together to remove any barrier to learning that our pupils face. The first step to achieving this is to have a forensic understanding of their needs and then be able to address them. We found that deprivation causes many of the issues within our school so having this fund ready to reduce its impact on pupils is vital.	£5000
Total Spend				405,566