

Pupil Premium: Priorities and Planned Expenditure 2019-20

Our Pupil Premium funding for 2019-20 is expected to be: £217,524 (additional and separately detailed LACs: £10,500)

We will continue to focus on those strategies which most clearly evidence impact in achievement and progress, personalised for each young person according to need and based on best practice research:

- Targeted support by teachers
- Mentoring support
- Financial support for basic needs, extra-curricular and enrichment activities
- Raising aspirations

Description	£	Expected impact	Additional information
Pupil Premium 2019-20	217,524		
Targeted additional support: English	56,082	Within school, gaps between the achievement of disadvantaged students and their peers in English are narrowed significantly.	The provision of additional support in English is based upon the ability levels and individual needs of disadvantaged students.
Learning Support Assistant (LSA)	13,857	Further tailored support for individuals contributes to accelerated progress across all subjects for identified students.	The LSA will be deployed to raise standards and help to increase the levels of engagement and achievement of students who are struggling across the curriculum.
Targeted additional support: Science	56,082	Within school, gaps between the achievement of disadvantaged students and their peers in science are narrowed significantly.	The provision of additional support in science is based upon the ability levels and individual needs of disadvantaged students.
After school sessions (Eng, Ma & Sci in years 7-9)	3,000	Disadvantaged students at risk of falling behind make accelerated progress in order to 'catch up' with their peers.	Weekly after school sessions are provided by teachers in order to accelerate the progress of disadvantaged students in years 7-9 at risk of falling behind.
Inclusion Officer	25,952	High quality support for disadvantaged students with behavioural issues ensures that any such difficulties are minimised/eliminated. As a result, these students are better able to progress in their learning and achieve to the best of their ability.	Evaluations of this support in previous years has shown that this strategy has a clear and positive impact on students' progress. Qualitative evidence to be gathered on the impact of this support.
Raising Aspirations Coordinator	4,656	Disadvantaged students in KS3 will be targeted to develop their employability skills and feel supported through their transition into KS4. The students will become more independent and proactive in their pursuit of an aspirational pathway appropriate to their potential.	Ensure that every year 8 student understands the importance of and demonstrates the LORIC employability skills. To include the organisation of a community based activity. Review the PiXL futures resources to cover each curriculum area ready for implementation during national Careers week 2020, ensuring that the impact is monitored and evaluated and developed next year. Work with the Assistant Headteacher (Raising aspirations) to ensure the successful implementation of the raising aspirations/employability skills sections of the whole school development plan.

PP Achievement mentor	2,755	<p>Highly personalised support will ensure that potential barriers to achievement for all disadvantaged students are identified and tackled, with additional strategies subsequently being implemented if appropriate. This will lead to improved attainment and progress for identified students.</p> <p>To raise the standards of student attainment and achievement within the identified cohort and to monitor and support student progress.</p>	<p>Will work with an identified cohort of 6-10 underachieving students across each of years 8-10 using their Individual Learning Plans to target support as appropriate in consultation with and under the direction of the Leader of Student Achievement KS3.</p> <p>Targeted students to get extra support through mentoring, focus in lessons and access to raising aspirations activities. This will be recorded on the Individual Learning Plan.</p>
-----------------------	-------	--	---

Resources for individuals – including specific strategies to support the achievement of the most able disadvantaged students	5,000	<p>The provision of resources and funding for a range of educational experiences ensures that disadvantaged students have equal access to all that the school has to offer. This must remove barriers and ensure a positive impact on their achievement.</p> <p>Strategies to support the most able disadvantaged students must be effective in raising the aspirations of these students so that they are motivated to fulfil their potential.</p>	<p>This may include funding for items such as Music lessons, trips and visits, ICT equipment, uniforms, etc. Decisions to deploy funding for these purposes will be made on the basis of referrals and recommendations of other staff, including achievement mentors and pastoral support staff.</p> <p>Specific details of the deployment of this funding, together with evaluation of the impact of the various strategies, will be documented separately and reviewed on an ongoing basis across the academic year.</p> <p>A range of strategies to support the most able disadvantaged students will be co-ordinated by the member of staff with allocated responsibility. Recommendations and suggestions should initially be directed to this member of staff.</p>
Pastoral Support Worker	28,002	<p>Tailored support for disadvantaged students and their families’ helps to ensure that any barriers to achievement related to personal circumstances can be dealt with effectively, leading to accelerated progress. High quality pastoral support provided to students when joining the school helps with the earlier identification and elimination of possible barriers to learning.</p>	<p>The Pastoral Support Worker maintains contact with students’ families, including parents who are ‘hard to reach’. Transition work is also an important element of this role, supporting students as they join the school.</p>
Relate counselling	6,000	<p>Specialised counselling provided to students requiring this type of support is effective in building resilience and confidence. In turn, this has a positive impact on students’ learning and progress.</p>	<p>Evidence to be gathered on the impact of this support.</p>
Leaders of Student Achievement (KS3 & KS4)	16,138	<p>KS3 - Monitoring and tracking the achievement of disadvantaged students enables the school to gather evidence on the impact of strategies so that the most effective support is provided for individual students, thus helping them to fulfil their potential.</p>	<p>The KS3 Leader of Student Achievement is responsible for tracking and monitoring the achievement of disadvantaged students so that the impact of strategies can be monitored, evaluated and, if necessary, modified, on an ongoing basis.</p>

		KS4 - Monitoring and tracking the achievement of disadvantaged students enables the school to gather evidence on the impact of strategies so that the most effective support is provided for individual students, thus helping them to fulfil their potential.	The KS4 Leader of Student Achievement is responsible for tracking and monitoring the achievement of disadvantaged students so that the impact of strategies can be monitored, evaluated and, if necessary, modified, on an ongoing basis.
--	--	--	---