



# **Narrowing the Gap**

**Thamesview School**

**Pupil Premium Report for 2017 – 2018 and Strategy for 2018 – 2019**

## **1. BACKGROUND**

The Pupil Premium is a government initiative to target resources on those students deemed to be from a disadvantaged background. Specifically, the Pupil Premium funding is calculated for those students who have been entitled to Free School Meals (FSM) at any point over the past 6 years or those children who have been looked after for one day or more, are adopted or are under a special guardianship order or a residence order. For the financial year 2017/2018 funding for FSM is £935 per student of secondary school age and £900 for a looked after child who has been adopted from care. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment gap between the highest and lowest achieving students.

During our most recent OFSTED inspection, judged Good, it was observed that:

***“Most current pupils, including an increasing proportion of those who are disadvantaged, make good progress”  
(OFSTED June 2018).***

This comment captures the philosophy adopted at Thamesview School.

## 2. SUMMARY INFORMATION

<b>School</b>	Thamesview School						
<b>Academic Year</b>	2018-2019	<b>Total PP Budget</b>	<b>(Standard)£261,801 (VSK) £19,100</b>	<b>Date of most recent PP review</b>	n/a		
<b>Total number of pupils</b>	848	<b>Number of pupils eligible for PP</b>	281	<b>Date for next PP review</b>	January 2019		
<b>BREAKDOWN OF PUPIL PREMIUM STUDENTS 2018-2019</b>							
<b>Year group</b>	<b>Male</b>			<b>Female</b>			<b>Total</b>
<b>7</b>	31			35			66
<b>8</b>	39			27			66
<b>9</b>	35			21			56
<b>10</b>	21			27			48
<b>11</b>	23			22			45
<b>Total</b>	149			132			281
<b>2017 -18 ATTAINMENT</b>							
	<b>Cohort No.</b>	<b>English 4+</b>	<b>English 5+</b>	<b>Maths 4+</b>	<b>Maths 5+</b>	<b>EM 4+%</b>	<b>EM 5+%</b>
<b>Whole School</b>	145	62.07%	45.52%	59.31%	29.66%	46.9%	17.93%
<b>Non persistent absentees</b>	117	68.64%	50.00%	66.10%	33.05%	52.54%	28.81%
<b>PPG</b>	51	49.02%	27.45%	47.06%	23.53%	35.29%	17.65%

### 3. STRATEGIES FOR NARROWING THE GAP – A BRIEF OVERVIEW

Thamesview is a mixed 11-18 secondary High School and has a designated unit for Physically Disabled students. It is the only mixed non-selective School in a selective education area that contains two Grammar Schools and two Church Schools. 30% of the higher attaining students in the local area go to the Grammar Schools and another 30% go to the Church Schools. This means that Thamesview does not have a balanced, comprehensive intake and is well below the national average for attainment on entry. A high proportion of students arrive at Thamesview with low aspirations and low self-esteem – often as a result of failing to be entered for the Kent 11+ or from failing the Kent 11+.

There is an increasing number of students entering Year 7 in 2018 who are low attainers at Key Stage 2 in English and in Maths. This shows the importance of the School's catch up and intervention programmes and the need for the School's focus on improving literacy and numeracy in every lesson. 34% of students are eligible for the PPG, the vast majority being FSM students. (National Average 26.7%). Currently we have 9 CIC.

The key to narrowing the gap between the highest and lowest achieving students is careful and thorough monitoring/tracking of student attainment, progress and attendance. OFSTED stated that ***“The proportion of disadvantaged students is above average.”*** (OFSTED June 2018).

Monitoring is done via meetings involving subject leaders, DHT with the lead on attainment and outcomes and the Pupil Premium coordinator (plus AHT with the lead on Pupil Premium) through regular data collections that cover attainment and attendance. Class teachers are also expected to monitor and track their Pupil Premium students and intervene when needed. As of 2017 all teachers have been set a PPG target for their classes in order to narrow the gap further.

Interventions come in a variety of forms but must be specific to the needs of the student/group of students. Examples of such strategies at Thamesview School include:

- Maths – Peer tutoring; 1:1 tutoring, after school interventions.
- English – Yr11 Theatre trips; revision guides and work books; small group interventions; after school interventions.
- Science – subject specific workshops; after school interventions.

- Vocational – Construction workshops off site; after school interventions; targeted pupils off timetable to improve work.
- PE – after school support sessions for written work; day visits (Shorne Country Park), revision guides and work books.
- Business – revision guides, work books and after school interventions.
- Yr 11 PP mentors; subject specific interventions during form time with subject specialists.
- KAMCOP for selected Yr11, 12 and 13 students to support entry to university.
- Achievement for All – PP initiative focusing on Yr8 and Yr11.

A Pupil Premium Lead, on the leadership scale, oversees specific monitoring and interventions with a focus on ensuring that Pupil Premium students meet their expected progress targets.

We are aware that for students to succeed attendance is critical and as such improving attendance is a fundamental part of improving standards at Thamesview School. As of September 2018, we have employed a PP attendance officer whose purpose is to improve the attendance of targeted PP students, mainly the lowest PPG attenders in each year group. TVS uses the ‘Rapid Response’ programme to target absentees promptly.

#### 4. DESIRED OUTCOMES

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
i	Ensure PP pupils outcomes in English and Maths are in line or better than non-PP outcomes	Exam results and 4Matrix data show rates of progress in Maths and English at KS4 for PP pupils are in line or better with non-PPG or that the gap is closing rapidly.
ii	Increased attendance rates for PP students	Attendance data shows reduced number of absences on a termly basis. Overall attendance among PP students is improved from 91.2% (2017-2018) to 94% (school’s non-PP attendance average)
iii	Narrow the attainment gap at the end of KS4 between PP and non-PP students	The gap is narrowed in 2018-19 from a P8 score of -1.06 in 2017-18

## 5. PUPIL PREMIUM FUNDING AND SPENDING 2017 - 18

The total funding received by Thamesview School for 2017 – 18 academic year was £258,796.

The Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the PP students and non-PP students. This has included investment in both academic and pastoral initiatives as outlined below:

<b>IMPROVEMENT INITIATIVE</b>	<b>AMOUNT 2017-18</b>	<b>DESCRIPTION</b>
<b>PP Projects</b>	£6,377.00	Throughout the academic year analysis of progress took place within each department. Funding was provided to departments with clear interventions and clear success criteria attached.
<b>Breakfast Club</b>	£974.00	Breakfast was provided free of charge for all FSM students.
<b>Enrichment</b>	£2,748.00	Financial support was provided to allow PP students to access enrichment activities such as school trips.
<b>PPG Mentoring</b>	£3,701.00	Support was provided for underachieving Yr11 PP students in order to raise their attainment at GCSE.
<b>School Uniform and Equipment</b>	£392.00	Support was provided for PP students who were unable to meet their uniform and equipment needs.
<b>TVS Staffing</b>	£223,773.00	Staffing with a PP priority. Academic mentoring provided for Y11 PP students to support attainment.
<b>Rewards</b>	£500.00	Academic success lead to prizes to boost engagement and motivate further effort and success
<b>Lap top and software Provision</b>	£14,233.00	To provide lap tops and appropriate software for disadvantaged students to support their study

## 6.1 IMPACT OF SPENDING – ATTENDANCE

Attendance Figures for 2017 - 2018							
	Year 7	Year 8	Year 9	Year 10	Year 11	Sch. Ave	Nat. Ave
<b>All</b>	94.6	91.3	93.3	93.5	92.5	93.04	94.25
<b>Non-PP</b>	96.66	94.59	95.07	94.44	95.22	95.2	95.8
<b>PP</b>	92.63	85.77	90.45	91.93	87.74	89.7	92.7
<b>Gap</b>	4.03	8.82	4.62	2.51	7.48	5.5	3.1

## 6.2 IMPACT OF SPENDING – ATTAINMENT AND PROGRESS

%	English 4+ 2017	English 4+ 2018	Maths 4+ 2017	Maths 4+ 2018	EM 4+% 2017	EM 4+% 2018	English 5+ 2018	Maths 5+ 2018	EM 5+% 2018
<b>National Average</b>	72	70	68	60	62	65			
<b>Whole School</b>	65	62	63	59	52	47	45	30	18
<b>PPG</b>	44	49	51	47	36	35	28	23	18
<b>GAP</b>	21	13	12	12	16	12	17	7	0
		4+ PPG improved by 5%				With new, more challenging specifications, PP performance holds steady.			



## 7.1 SCHOOL TARGETS AND PROGRESS TOWARDS TARGETS 2018 – 2019 (Academic Progress)

TARGET	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	2018 RESULTS
PPG EN 4+ 50+%	34%	45%					
PPG EN 5+ 28+%	12%	15%					
PPG MATHS 4+ 48+%	41%	38%					
PPG MATHS 5+ 24+%	12%	20%					
PPG 5+EM = 38%	20%	28%					
PPG GRADE x5 4+ 51+%	34%	34%					

## 7.2 SCHOOL TARGETS AND MILESTONES 2018 – 2019 (Attendance)

TARGET	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
PPG	89.5%	90%	90%	89.4%	90.5%	%	91.5%		92%		92.7%	
Non PPG	94%	95%	94%	95.4%	94%	%	94%		94+%		94+%	
GAP	4.5%	5%	4%	6%	3.5%	%	2.5%		2%		1.3%	

## 8. 2018 – 2019 PP STRATEGY and Action Plan 2018-19.

Improvement Focus	Action	Lead	Resources	Timescale	Success Criteria	Monitoring	Evaluation
<b>Quality First Teaching</b>							
Raise status of PP students` progress with all teaching staff.	All teachers, SLs and Directors to be given PP targets as part of Performance Management 2018-19.	GR	Time	Term 1	All teaching staff value the importance of improving the progress of PP students.	Line management meetings.	Performance management review demonstrates PP progress.
Raise staff awareness of PP students and their needs	Provide CPD on PP issues and strategies to address their needs e.g. explicit teaching, metacognition, feedback, differentiation and pre/over learning. ASD, ADHD, attachment etc.	LL IC ERT	Time  External providers?	Term 1 and ongoing	Class teachers employ effective strategies to enable PP students to make progress.	Lesson observations, learning walks, data analysis.	Class data demonstrates PP students make progress and gap is narrowing.

Track progress of PP students and map provision.	Introduce Edukey software systems to enable Directors, SLs and teachers to map and track provision for PP and vulnerable students. (SIMs until Edukey introduced)	ERT LL	£895 Y1 Time for training and data input	Term 2 and ongoing	Class teachers map all targeted interventions in central database. SLs track and evaluate impact.	Data analysis, lesson observations and learning walks.	Provision mapping and reports demonstrate impact for PP.
Identify issues to inform planning for Y11 curriculum.	Undertake exam analysis of 2018 exam results and Y10 mock results to compare PP and non-PP to enable Directors, SLs and teachers to plan curriculum to address learning gaps.	SLs	4Matrix Time	Term 1	Learning targets for PP and non-PP identified – used to inform action planning to address gaps.	RISE and Line management meetings.	Exam analysis demonstrates learning targets for PP and non-PP.
Raise attainment of targeted Y11 students.	Analyse progress data to identify underachieving Y11 students. Identify learning needs through structured conversations. Specific subject staff address learning needs through planned interventions. Focus on 15-20 students to track progress and compare against others with similar starting points	LL HP SLs	4 Matrix Time	Term 1	Strategies implemented to address learning needs – students improve attainment.	Learning walks, work and data scrutiny.	Attainment data demonstrates progress of targeted students.
Engage MLs with action planning for PPG...							
Address learning targets for PP and vulnerable students.	Directors and SLs produce action plans to address learning targets to include revision of	BSt SLs	Time	Term 2	Curriculum plans revised and intervention strategies in place.	RISE and Line management meetings.	Curriculum plans, intervention plans and monitoring

	curriculum plans and provision of intervention. Plans shared with teachers and interventions implemented.					Learning walks and Lesson observations.	demonstrate progress of PP students.
Address learning targets for PP and vulnerable students within Wave 1 teaching.	All subject teachers employ appropriate strategies to meet the needs of PP students as identified through exam analysis, action planning and learning audit.	All staff	Time CPD	Term 2	PP and vulnerable students engaged in lessons and learning needs met through appropriate strategies employed in Wave 1 teaching.	Lesson observations and learning walks.	Lesson monitoring data demonstrates engagement and progress of PP students.
Track progress of PP and non-PP students termly.	Directors and SLs produce and present Y11 and Y10 (+Y9?) Bucket reports to SLT tracking PP progress.	Dtrs SLs	Edukey 4Matrix Time	Termly	Bucket reports identify improved progress and positive impact of intervention strategies.	SLT and Line management meetings.	Data analysis demonstrates PP/non-PP gap narrowing each term.
Clarify learning targets for PP students.	Assessment policies revised such that Teachers prioritise PP students in assessments and provide detailed and specific feedback using AfL.	ERT	CPD Time	Ongoing	All teachers prioritise PP assessment and PP books show detailed and specific feedback.	Marking scrutinies.	Assessment data demonstrates PP progress and gap closing.
Raise status of PP progress in monitoring.	PPG achievement made a designated focus for lesson observations and marking scrutinies.	ERT	Time	Obs. & Marking Reviews	Progress issues with PP identified – used to inform Next Steps actions and intervention planning.	Analysis of Wave Obs and Marking Scrutinies.	Analysis of progress shows attainment gap narrowing.
Raise status of PP with governors	Governor monitoring visits set up and PP Progress Report presented to governors.	LL ERT	Time Edukey Data	Calendared Governor meetings	Increased accountability for attainment and	Strategies and impact reviewed and revised.	Minutes of meetings and feedback from monitoring visits

					achievements of PP students.		endorses impact of PP strategy.
<b>Targeted Academic and Pastoral Support</b>							
Identify learning needs of PP and vulnerable students.	Undertake audit of learning needs using quantitative and qualitative data including student voice.	LL HoYs Dtrs SLs	Time Data Edukey	Term 1 and ongoing	Barriers to learning identified (academic and pastoral) and recorded in Edukey software.	Analysis of Edukey student profiles.	Learning targets set for PP and vulnerable students and used to inform action and intervention plans.
Raise attainment of PP and vulnerable students in KS3.	Early identification of needs using prior attainment and baseline data in Y7 and Y8. Review and revise transition arrangements to include Summer School next year. Literacy and numeracy issues highlighted and intervention provided for targeted students. Core subject teachers observe good practice in Primary Schools and share with colleagues. Develop idea of PP Passport to highlight needs. Pastoral support provided through NASA and Y7/8 FTs. Homework Club at lunch and after school for Y7 and Y8.	LL HOY 7 CL CMC NC	Time Data  £? Cover  £?	Term 1 and ongoing	Barriers to learning identified pastoral and academic and a range of bespoke support provided.	Analysis of quantitative and qualitative data.	PP and vulnerable students demonstrate good progress and gap closing.

	Drop in workshop sessions for PP students in Core subjects.						
Raise levels of literacy for PP and vulnerable students.	Provide targeted literacy intervention in Y7 and Y8 through Read/Write Inc, Reciprocal Reading, reading Recovery, Accelerated Reader etc.	CMC	CPD Software Time	Term 2 and ongoing	PP and vulnerable students make progress in reading and writing skills.	Lesson observations and book scrutiny.	Gap between PP students and their peers in literacy closing.
Raise levels of numeracy for PP and vulnerable students.	Provide targeted numeracy intervention in Y7 and Y8 through specific staff training on strategies used in Yr6	MSE NC	CPD Software Time	Term 2 and ongoing	PP and vulnerable students make progress in numeracy skills.	Lesson observations and book scrutiny.	Gap between PP students and their peers in numeracy closing.
Raise attainment of PP and vulnerable students at KS4.	Learning mentors for vulnerable students in Y10 and 11 TVS staff, KaMCOP and liaison with local Football club for WWB. Designated after school Wave 2 intervention programmes for targeted PP and vulnerable students in core subjects. Easter revision programmes for vulnerable students. Vocational programmes/alternative provision for PP and vulnerable students at FE college (NWKAP). Provide free study guides and revision materials for GCSE subjects.	LL JG BSt	External providers	Term 2 and ongoing	Barriers to learning identified pastoral and academic and a range of bespoke support provided.	Analysis of quantitative and qualitative data.	PP and vulnerable students demonstrate good progress and gap closing.

	<p>Provide drop in Q &amp; A sessions for core subjects in run up to exams.</p> <p>Liase with NS and CIEAG to provide careers guidance and opportunities for work experience.</p>						
Raise attainment of PP and vulnerable students at KS5.	<p>Engage more able PP and vulnerable students in KaMCOP and Greenwich University mentoring schemes.</p> <p>Liase with external agencies to arrange trips and visits to colleges, apprenticeship schemes and Universities.</p> <p>Liase with NS and CIEAG to provide careers guidance and opportunities for work experience.</p>	LL	External Providers Time from NS		Barriers to learning identified pastoral and academic and a range of bespoke support provided.	Analysis of quantitative and qualitative data.	PP and vulnerable students demonstrate good progress and gap closing.
EEF Access Promising Projects...							
Promote well-being and readiness to learn in PP and vulnerable students.	<p>Liase with HOYS and external agencies to identify emotional needs and provide targeted strategies and support.</p> <p>Provide counselling for PP and vulnerable students.</p> <p>Breakfast club available for PP and vulnerable students.</p>	LL HOY IC	Time External agencies  Counsellor £5800	Term 2 and ongoing	PP and vulnerable students show they are secure and ready to learn.	Analysis of student voice and class charts.	PP and vulnerable students demonstrate good progress and gap closing.

	<p>Provide a quiet place for PP and vulnerable students to receive respite and complete homework.</p> <p>Provide advice and guidance in social skills and academic study for PP students through AfA mentoring programme in Y8.</p> <p>Subsidise Irlens testing and sight tests for PP students.</p>						
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**Engagement and Aspiration**

<p>Promote engagement in learning for PP and vulnerable students.</p>	<p>Prioritise and fund PP and vulnerable students for school enrichment trips and visits including residential.</p> <p>Encourage and subsidise PP involvement in school clubs and extra-curricular activities.</p> <p>Reward achievements through celebration evening for PP students with concrete rewards.</p> <p>Subsidise curriculum enrichment and equipment e.g. ICT, music, singing, dance, drama and art lessons.</p> <p>Provide School Uniform.</p> <p>Encourage and fund Yr 7 Residential Trip to build problem solving skills, confidence and resilience.</p>	<p>LL HOY SLs</p>	<p>Time External agencies £5000</p> <p>£1000</p> <p>£3,500</p>	<p>Term 2 and ongoing</p>	<p>PP and vulnerable students demonstrate positive engagement with learning and involvement in extracurricular activities.</p>	<p>Analysis of data quantitative and qualitative e.g. Edukey and student voice.</p>	<p>PP and vulnerable students demonstrate good progress and gap closing.</p>
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	<p>Provide motivational strategies for PP and vulnerable students through regular assemblies. Use student voice to identify motivational factors and provide incentives to learn.</p> <p>Support PP and vulnerable students with academic and pastoral needs through in house mentoring scheme.</p>						
Promote parental engagement with parents of PP and vulnerable students.	<p>Develop links with parents through designated pastoral liaison key contacts and year focused `tea parties` for PP and vulnerable students.</p> <p>Focus on incoming vulnerable Y7 students through transition to build self-esteem, manage a timetable and manage change</p>	LL JM	Time £500	Term 6 and ongoing	Positive relationships developed with parents of PP and vulnerable students.	Analysis of attendance at parents evening and phone records.	Parents of PP and vulnerable demonstrate improved engagement and gap closing.
Promote academic aspiration among the most able PP.	<p>Engage more able PP and vulnerable students in KaMCOP and Greenwich University mentoring schemes.</p> <p>Liaise with external agencies to arrange trips and visits to colleges, apprenticeship schemes and Universities.</p> <p>Liaise with CIEAG to provide careers guidance and</p>	LL NS	Time	Term 1 and ongoing.	More able PP engage positively in mentoring schemes demonstrates improved academic aspirations.	Analysis of quantitative and qualitative data.	Increase in Further and Higher education places among PP and vulnerable students.

	<p>opportunities for work experience.</p> <p>Peer mentoring for Y10 and 11 PP students with Y12 and 13.</p>						
<p>Promote positive behaviour for learning among PP and vulnerable students.</p>	<p>Enable staff to manage behaviour of challenging students more effectively through:-</p> <p>CPD for key staff on positive behavioural management, emotional intelligence – case conferences/group hugs.</p> <p>Early identification of needs and response.</p> <p>Reporting/tracking system of behaviours regularly reviewed.</p> <p>Rewards for positive behaviour.</p> <p>Alternative provision/small group tuition.</p> <p>Literacy support.</p> <p>Provide students at risk of negative behaviour with strategies to manage their behaviours more positively by:-</p> <p>Bespoke behavioural plans negotiated with parents and students.</p> <p>High risk students allocated mentor.</p> <p>Time out safe place/person.</p>	<p>JW HOY WSA LL</p>	<p>Time External agencies</p>	<p>Term 1 and ongoing.</p>	<p>Staff demonstrate capacity to manage challenging students effectively.</p> <p>High risk students show ability to manage negative impulses positively.</p>	<p>Analysis of class charts and exclusion data.</p>	<p>Class charts and Exclusion data indicates improvement in negative behaviour of PP and vulnerable students.</p>

	Counselling. Metacognition and self-regulation sessions.						
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**(PROPOSED) Attendance**

Improvement Focus	Action	Lead	Resources	Time Scale	Success Criteria	Monitoring	Evaluation
Improve the overall attendance of PP students.	JGr to design colour coded report to track attendance of all PP students in year 9 and 11.	JGr	Time	Report to be completed/ updated every Monday	Overall PP student attendance of 90% or above.	Report to be created/updated and sent to HOYs, MS and ERT on a weekly basis. Data analysis.	SIMS shows an increase in the attendance of PP students.
Implement stage 1 monitoring report for PP students who fall between 94.9 and 90% attendance in year 9 and 11.	JGr identifies students and gives report to form tutors of identified students.  Each day form tutor signs report as well as period 5 teacher.  Form tutor to set WSD for lost/forgotten report.	JGr HOY Form Tutor P5 teachers	Time Paper Printing Credits	Reports issued every Monday in briefing.	Attendance of identified students will improve to 95% or above.	Report cards Tracking report created by JGr. Data analysis.	SIMS shows increased attendance for the identified students.
Implement stage 2 monitoring report for PP students who fall between 89.9% and 85% attendance in year 9 and 11.	JGr identifies students and gives report to HOY of identified students.  Each day HOY signs report as well as period 5 teacher.	JGr HOY P5 teachers	Time Paper Printing Credits	Reports issued every Monday in briefing.	Attendance of identified students will improve to 90% or above.	Report cards Tracking report created by JGr. Data analysis.	SIMS shows increased attendance for the identified students.

	HOY to set WSD for lost/forgotten report.						
Implement stage 3 monitoring report for PP students who fall between 84.9% and 80% attendance in year 9 and 11.	JGr identifies students.  Each day JGr signs report as well as period 5 teacher.  JGr to set WSD for lost/forgotten report.	JGr P5 teachers	Time Paper Printing Credits	Reports set up every Monday.	Attendance of identified students will improve to 85% or above.	Report cards Tracking report created by JGr. Data analysis.	SIMS shows increased attendance for the identified students.
Implement stage 4 monitoring report for PP students who fall below 79.9% attendance in year 9 and 11.	JGr identifies students and gives report to linked SLT member for identified students.  Each day linked SLT member signs report as well as period 5 teacher.  Linked SLT to set WSD for lost/forgotten report.	JGr SLT P5 teachers	Time Paper Printing Credits	Reports issued every Monday in briefing.	Attendance of identified students will improve to 80% or above.	Report cards Tracking report created by JGr. Data analysis.	SIMS shows increased attendance for the identified students.
Implement 'rapid response' for students on stage 4 reports.	Linked SLT for identified students inform MS and JGr that student is not in school  2 allocated staff members for that day complete a house visit.	JGr SLT MS	Time Cover Travel	Each day	Students with an attendance of below 79.9% are prevented from a further drop in attendance.	Rapid response call outs tracker.  Data analysis.	SIMS shows increased attendance for the identified students.
Improve parental engagement of year 9 and 11 PP students in regards to attendance.	Set up two coffee afternoons (one for year 9 and one for year 11) which all year 9 and 11 PP parents are invited to attend.	JGr MS	Time Meeting space Hot drink facilities Biscuits Leaflets	February 2019	50%+ parents/carers of year 9 and 11 PP students to attend.  Parent voice.	Parent voice completed forms.	Parent voice identifies coffee afternoon as useful and informative.

			Information sheet			Register of parental attendance.  Data analysis.	Improved PP attendance.
Explore the possibility of text reminders for PP parents.	<p>JGr to set up automated text message system to be sent to parents/carers of students on stage 2 – 4 reports if they are not in school.</p> <p>MS to send list of students to office on a daily basis.</p> <p>Office send text message to parents of identified students.</p>	JGr MS Office staff	Time Text service	Daily basis	Text reminders implemented for year 9 and 11 PP students.	% attendance report.  Automated text tracker.  Data analysis.	Length of student absences/ student absence reduced.

## 9. PP INITIATIVES FOR 2018 – 2019 (Ongoing)

Initiatives	Costs	Impact
<ul style="list-style-type: none"> <li>Subsidise Yr7 Residential Trip places for PPG students.</li> </ul>	£3,500	
<ul style="list-style-type: none"> <li>Purchase revision guides for students in KS4 in option subjects</li> </ul>	£2,700	
<ul style="list-style-type: none"> <li>Continue Breakfast Club offer for PPG students and report termly to Lynn Lawes on use of club.</li> </ul>	Breakfast Club supervision £1,150 / Breakfast Club Catering £6,080	
<ul style="list-style-type: none"> <li>Ensure PPG students are surveyed about laptop and wireless provision, and a report to be compiled of the findings and provisions.</li> </ul>		
<ul style="list-style-type: none"> <li>Subsidise instrument lessons for PPG students.</li> </ul>	£2,601	
<ul style="list-style-type: none"> <li>Ensure PPG students are the targets of the Rapid Response Attendance initiative.</li> </ul>		
<ul style="list-style-type: none"> <li>Fund cultural excursions (eg: Theatre Trips) for all PPG students. (Inspector Calls trip; Tate Modern - Art; National Theatre - Drama; Shakespeare workshop KS3; Chocolate making workshop)</li> </ul>	£870	
<ul style="list-style-type: none"> <li>Provide uniform replacements (school uniform and PE uniform) for PPG students when needed.)</li> </ul>	£1,800	
<ul style="list-style-type: none"> <li>PPG Project - coordinate projects across all departments and oversee the bidding process.</li> </ul>	£10,500	
<ul style="list-style-type: none"> <li>Counselling service available for PPG students.</li> </ul>	Counselling £5,520	
<ul style="list-style-type: none"> <li>Subsidised transport passes for PPG students.</li> </ul>	Transport £200	

<ul style="list-style-type: none"><li>• 'Read Write Inc' for functionally illiterate Yr7 and 8 PP students</li><li>• Alternative provision placements (NWKAP) subsidised for PPG pupils.</li><li>• Subsidised Irlens tests for PPG students when requested.</li></ul>	£5000  Alternative provision £14,000  Irlens testing £30 per test	
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