



## 1. Summary information

School	Stafford Manor High School				
Academic Year	2018/2019	Total PP budget	£134,640 (Based on 144 students at July 2018)	Date of most recent PP review	October 2018
Total number of pupils	326 (342 inc Y12/13)	Number of pupils eligible for PP	163 (September 2018)	Date of next internal review of strategy	April 2019

## 2. Current attainment and progress

	SMHS pupils eligible for PP (2018 – 18 pupils)	SMHS/National pupils not eligible for PP (2018 – 22 pupils)
Progress 8 score average	-0.55	SMHS -0.18
Attainment 8 score average	31.68	SMHS 39.64

## 3. Barriers to future attainment (for pupils eligible for PP)

A	Some Pupil Premium children have low prior attainment. Lower attainment on average in reading, writing and SPAG in KS2 results.
B	Specific additional needs including those being supported by SEN.
C	Weaknesses in learning behaviours e.g. lack of independence, lack of skills to prepare for exams, or lack of resilience when challenged.
D	Social, emotional and behavioural issues affecting wellbeing and progress.
E	Attendance and punctuality for Pupil Premium students is lower than for non-Pupil Premium students.
F	Some parents/carers and the school need to work more closely together to support their child.
G	Some Pupil Premium students are not fully prepared for the school day e.g. having access to a good breakfast.
H	Limited exposure to a range of occupations and careers resulting in lower aspirations for the future.

## 4. Outcomes

		<i>How will success be evaluated?</i>
A	Improved outcomes across all subjects and year groups	GCSE exam performance & GL assessment data Internal tracking data across all year groups from each assessment window Destination data, retention data and applications to Higher Education
B	Improved attendance and preparedness for learning	Attendance and punctuality data (including Breakfast Club, Interventions etc.) Behaviour and rewards data Homework data
C	Improved social skills, literacy skills and engagement in reading	Library use, reading awards & relevant literacy assessments (e.g. reading age or spelling age tests)

PiXL Edge completion rates  
Attendance with opportunities/visits beyond the school day

**5a. Planned expenditure: Quality teaching for all**

<b>Academic year</b>	2018/2019				
<b>Objective</b>	Improve quality first wave teaching across all curriculum subjects by taking advantage of the latest national developments and utilise expertise within school by sharing good practice from subjects and staff with a proven track record of success.				
<b>Intended 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>
Ensure the curriculum offer for PP pupils is relevant and appropriate whilst allowing them to make positive next steps in their education.	Lead Practitioners (T&L) investigate approaches to teaching the curriculum that encourages deep learning and embraces meta-cognition. Appointment of quality and experienced teachers when the need and opportunity arises.	The new Ofsted framework will focus on the quality of education to ensure schools are delivering an appropriate curriculum for its pupils. A review of whole school curriculum offer should focus on the needs of PP pupils along with how best to deliver the knowledge and skills within a subject curriculum. RADY meetings have advocated approaches to meta-cognition. <i>Supported by Sir Kevan Collins, CEO of the EEF.</i>	Thorough review of the new Ofsted framework once released. Analysis of curriculum needs of PP pupils through choices data and destinations data. Dedicate time through the year for HOF and subject teachers to review the curriculum they deliver. Evaluate the impact of any developments in teaching pedagogy that are introduced.	R Lycett/ A Regnaud	
Lessons in all subjects are highly personalised to increase the quality of education by sharing existing good practice on differentiation and feedback.	TLR responsibility for Lead Practitioner (L&T) to work with specific staff and develop effective practice. CPD tailored towards specific needs of staff. Focus on target groups: PP including boys and HPA students.	Reviews of the quality of teaching highlight the fact that when lessons are fully differentiated, students make good progress and outcomes are strong. When students also have precise, diagnostic feedback they make rapid gains. All subjects need to develop these practices to maximise impact on student learning and grades. <i>The Sutton Trust supports the importance of high quality teaching having a significant impact on progress.</i>	Internal and external reviews of the quality of teaching will monitor the impact of training and implemented techniques. Tracking of internal data will monitor the progress of groups and individuals in all year groups. Evaluation of CPD to assess impact on practice.	A Barnes	
Improve the quality of teaching in non-core subjects by widening attendance at relevant CPD	PiXL membership. Transport and fees associated with PiXL & RADY professional development events.	SMHS has been a member of PiXL for two years and strategies have had a significant impact on the success of the school.	Whole school calendar reviewed to ensure a full range of opportunities provided.	R Lycett/ K Delaney	

<p>events to take advantage of the latest developments in expertise in specific subjects.</p>	<p>Increase the amount of opportunities within school to share good practice and expertise from core subjects across the school. Ensure all PP pupils are accessing the core offer in all subjects and lessons.</p>	<p>PiXL have extended the range of support and training available and our non-core teachers would benefit from attending subject events to keep up to date with latest practice. Significant expertise and good practice exists within school and this must be shared more effectively.</p>	<p>Regular line management meetings with middle leaders to assess the quality of training. Modelling of good practice at Currency (HOF) meetings that can be undertaken with faculty teams. Minutes closely monitored. RSL meetings will focus on individual students and groups of students to identify intervention strategies and evaluate their success.</p>		
<p>Accurately utilise the full range of assessment data to ensure a precise knowledge of student's strengths and weaknesses.</p>	<p>Data analyst salary to support improved data tracking. Development of the use of GL assessment across KS3. Application of RADY uplift and monitoring strategies. Question Level analysis of KS2 data and ASP.</p>	<p>Where subjects have secured sustained improvements in student outcomes, assessment systems clearly diagnose students strengths and weaknesses and apply precise interventions to fill gaps in knowledge. Assessment should be regular but the information collected used to inform student progress. It is also crucial to be aware of the strengths and weaknesses of students who join the school so gains can be made from the start of year 7.</p>	<p>Scrutiny of exercise books and folders and conversations with pupils. Tracking of internal data will monitor the progress of PP pupils and individuals in all year groups. RSL meetings will focus on individual students and groups of students to identify intervention strategies and evaluate their success. Regular meetings between English and Maths leads will focus on the 'mismatch' pupils.</p>	<p>K Delaney/ A Barnes</p>	
<p>Accurate assessment at KS4 across all subjects with detailed question level analysis precisely informing DTT.</p>	<p>Engagement with PiXL Wave and exam boards. External moderation of GCSE PPEs in non-core subjects.</p>	<p>It is essential that PPEs are marked accurately so there is a clear understanding of areas that need to be improved. Moderation and standardisation practices are crucial in ensuring assessment is accurate particularly with the introduction of new GCSE specifications.</p>	<p>Staff with a proven level of accuracy in marking will complete moderation and, where possible, we will use professionals with exam board training – all verified by SLT. Faculty meetings, line management meetings and RSL meetings will be used to moderate assessments.</p>	<p>K Delaney</p>	
<p>Students complete homework that supplements their learning in school and have the support and resources to</p>	<p>Lead Practitioner salary to lead on homework. Show My Homework subscription. Folders and diaries for PP students as appropriate. Resources as required. Homework club.</p>	<p>With increased demand of GCSE specifications greater amounts of input are required and homework provides an opportunity to consolidate learning. PP students can sometimes lack resources to access or complete</p>	<p>Regular line management meetings and Character (ELT) meetings will monitor the implementation and success against success criteria and the SIP.</p>	<p>A Regnauld</p>	

complete it to the standard expected.	Information for parents on how to support with homework. Establish link with local library to provide access to IT outside school.	homework and do not always have the support at home. Investigate alternative approaches to homework at KS3 to encourage completion by PP pupils.	Regular tracking of PP student completion of homework will identify areas of need. Homework QA will evaluate the effectiveness of strategies (including pupil & parental voice).		
<b>Total Budgeted Cost</b>					<b>£50000</b>

DRAFT

## 5b. Planned expenditure: Targeted support

<b>Academic year</b>	2018/2019				
<b>Objective</b>	Use systems and resources to clearly diagnose individual barriers to progress and attempt to remove these by targeting support and interventions at specific students and groups of students.				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will your ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved learning environment in the core subjects for students who are completing their KS4 courses.	Salary support for an additional teaching group in Y11. Investigate the possibility of creating an additional class in 2019/20 Y10 to facilitate a range of courses being offered.	Y11 (47 pupils) have been taught in 3 groups through their GCSE courses. Creating 3 classes in 2019/20 Y10 (54 students currently taught in two classes) not only reduces student to teacher ratio, but also reduces the range of ability in each group. This also allows increased focus on the highest grades in new GCSE specifications.	Scrutiny of exercise books and folders, student surveys and conversations with students. Tracking of internal data will monitor the progress of groups and individuals in all year groups. Internal and external reviews of the quality of teaching will monitor the impact of strategies facilitating increased interventions. Decisions around student choices will be based on preference data.	R Lycett/ K Delaney	
Improved outcomes for specific groups and individuals in English and maths	Closer tracking of performance in English and Maths to identify learning gaps. Support for new English teachers and returning Head of English. Funding for Maths university graduates/interventions. Access PiXL pupil workshops to support exam preparation.	The value of English and maths qualifications to PP pupils when choosing future pathways are significant. English is a key area for development. Additional investment and time in the English department with specialists, will build on strategies that have previously had an impact on outcomes. This includes the accurate moderation of work and small group interventions. With new staff in the English team, this will also ensure whole school systems are embedded quickly through additional monitoring and support.	Scrutiny of exercise books and folders and conversations with students through LM. Tracking of internal data will monitor the progress of groups and individuals in all year groups. Internal and external reviews of the quality of teaching will monitor the impact of strategies facilitating increased interventions. Regular meetings between the Head of Maths and English allows the sharing of good practice and expertise.	K Delaney/ M Taylor/ F Gurmin	
Improved outcomes for target groups of students in identified subjects.	Staff salary to support PP & SEN interventions. Staff training for literacy and numeracy development.	A high proportion of PP pupils are on the SEN register and therefore provision and interventions can support the progress of both groups.	Tracking of internal data will monitor the progress of SEN/PP students in all year groups. Scrutiny of exercise books and folders and conversations with appropriate students. Regular review of support plans and intervention strategies to evaluate their success.	A Klosowski	

			LM meetings and Culture (HOF & ELT) meetings will ensure communication and tracking is strong.		
Reduced occurrence of the social and emotional issues that can affect well-being and progress.	Staff salary to support the work of the behaviour and support teams. Continue to pursue opportunities for organisations who can operate in the MAC at school. Keep up to date with available services and direct pupils and families where appropriate.	PP pupils tend to have lower attendance, higher proportion of behaviour incidents and greater potential to suffer from social and emotional issues. Government changes to GCSE assessment place greater pressures on PP pupils. Maintaining the increased capacity of the behaviour/support team would allow improved communication to support parents/carers and direct them to appropriate services. <i>Supported by EPI Policy Recommendations in their July 2018 Annual Report</i>	Weekly SLT meetings to track behaviour and attendance data as well as targets against the SIP. Monitor systems and data to track the needs of PP pupils. Review curriculum input to ensure appropriate education is being provided to support pupil mindfulness and well-being. Impact will be monitored through regular LM meetings.	P Manfredi	
Increased parental engagement with school to target relevant support for students and families.	Meeting time with individual families. Ensure communication with parents is possible via email/text. Target parents of PP pupils earlier and with follow up for events such as Coffee mornings, Celebration evenings, Parents evenings After school 'social activities' for families to engage with'.	Data shows that parents of PP pupils have lower engagement rates with school when it comes to parent's evenings and events. Further work could be done to increase opportunities for parents and carers to build relationships with school, access school to gain advice on how to support their child and celebrate achievements and improve chances for students.	Monitor attendance to parent's evenings and other school events to ensure PP students are well represented. Discuss strategies for alternative events with PP parents that are already well engaged with school. Adopt RADY principles for engagement by inviting parents and carers of PP students to events earlier than non PP parents and carers to allow follow up time.	R Lycett/ K Delaney	
Improved clarity over individual barriers to progress so that intervention strategies can be implemented swiftly and precisely.	Introduce regular communication with staff to provide clear information and guidance on supporting priority PP pupils.	Barriers for individual PP pupils can vary significantly and are often very personal. Through the RADY project, strategies have been adopted by different schools to raise staff awareness of these barriers (e.g. staff link, poverty proofing your school). <i>Supported by EEF research and Professor Rebecca Allen on building relationships with teachers.</i>	Tracking of internal data will identify priority pupils to share information. Scrutiny of exercise books and folders and conversations with appropriate students can evaluate impact. Regular review of support plans and intervention strategies to evaluate their success.	R Lycett/ A Klosowski	

Improved attainment for PP boys in all subjects across the school.	Staff salary to support boys achievement programme in KS4 and KS3. Rewards for projects.	Boys are an identified group in school and a successful achievement programmes have been run in previous years focussing on attitude and effort (e.g. PiXL approaches). Extending this project to all year groups could increase the benefits and tackle underachievement earlier.	Increased engagement, effort and ultimately improved outcomes for boys in all year groups. Tracking of A2L scores would provide an initial indication of the impact of any strategies.	K Delaney	
<b>Total budgeted cost</b>					<b>£56000</b>

DRAFT

### 5c. Planned expenditure: Other approaches

<b>Academic year</b>	2018/2019				
<b>Objective</b>	To provide a wide range of extra-curricular opportunities that enrich the education of students, widen their cultural experiences and raise aspirations for the future.				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will your ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students have healthy meals through the day to support their learning during and after school.	Salary to support breakfast club provision. Review purchase of food for breakfast club to ensure healthy options. Support provision of food for pupils attending after school interventions. Provide information via the school website, text and email around healthy eating and the importance of diet to sustain performance.	Breakfast Club has now run successfully in the morning for over 2 years. This has impacted significantly on student attendance and encourages all students, but particularly PP students, to have a healthy breakfast before school starts. PiXL have work with professionals to produce menus that encourage students and families to prepare meals that contain ingredients that could boost learning (Power to Perform).	Track attendance of students to breakfast club and monitor attendance and behaviour data for PP students. Work with Y11 tutor team to implement healthy eating strategies. Review the impact of strategies through LM and ELT meetings. Track attendance to revision classes and ensure appropriate food is provided to improve learning. Discuss with students their thoughts and views.	P Manfredi/ K Delaney/ A Regnault	
Maintain access to school library at lunch time so that an increased proportion of students are reading for pleasure and accessing computers to complete homework.	Salary costs associated with the employment of a part time librarian. Review the impact of the AR scheme and reading materials. Increase the number of competitions and awards associated with reading.	Communication with parents highlights some students have difficulty accessing homework. Access to ICT facilities at lunch time to complete homework and reading facilities. Competitions and quizzes also help to promote the reading culture across the school.	Monitor student use of the library during lunchtime and reading levels through appropriate assessments. English team to monitor the impact of newly introduced reading schemes. Gain PP pupil views on the availability of facilities and materials.	K Delaney/ F Gurmin	
Students have increased knowledge of potential future pathways and increased aspiration so that a greater proportion remain in EET and apply to HE.	Careers advisor to work with KS4 & 5 students. Salary costs associated with leading the careers strategy and improving the quality of CIAG to gain the quality mark. Salary costs associated with liaison with HE (and FE) to increase retention and support at Post 16 for UCAS applications.	The Careers Strategy identifies the significance of working towards the Gatsby Benchmarks. PP students require the trident approach of raising awareness, aspirations and expectations. Increased opportunities for employer engagement will improve career knowledge and raise aspirations. All PP students receive an enhanced offer with the careers advisor during	Regular LM meetings with careers lead to review improved IAG input across the school. Compass tool & Careers Hub help monitor this. Improved Post 16 transition programme monitored through fewer students moving courses at the start of Y12 and improved retention figures. Increased success of applications to FE & HE along with reduced numbers changing or leaving courses.	K Burns/ M Keeling (R Lycett)	

	<i>(See Careers Development Plan)</i>	Y11 to ensure Post 16 choices are appropriate.	Achievement of CIAG quality mark. Track progression data and student views on quality of careers advice.		
Improved social skills of students including resilience and independence.	Salary costs associated with implementation and delivery of PiXL Edge. Costs associated with accreditation through the programme.	PiXL Edge has been used in schools to develop student skills at coping with different situations. Developing the 'Character' of PP pupils through the programme, potentially adds further capacity to students meeting higher expectations.	Review PiXL Edge delivery through the PE curriculum. Focus on Y7 & 8 initially and then stage implementation – monitor success through student voice and LM meetings. Review accreditation data and students achieving different levels of award.	J Thorley (R Lycett)	
All students have equal access to a wide range of enrichment opportunities (curriculum and extra-curricular) that enhance the cultural experiences of students.	Support for students on theatre visits, museum visits, Y7 Dyffryn residential etc. Support for wider curriculum enrichment opportunities club sustainability (e.g. Science and DT). Purchase of resources and/or support for students to access curriculum sessions after school.	With around half of the school population on average in each year group eligible for PP funding, the cost of school visits can be challenging for families. However, cultural and social experiences are valuable and we ensure PP students have equality of opportunity by subsidising transport and providing individual support as appropriate. Adopting the RADY principle of at least 'proportional representation' of PP pupils on visits ensures representation. <i>Supported by EPI Policy Recommendations in their July 2018 Annual Report</i>	Student attendance on each visit will be scrutinised prior to it taking place to ensure PP students have equality of opportunity. Monitor use of ParentPay and introduction of visits so PP pupils have equal access. Business Manager will keep a track on funding and use to support PP students in enrichment activities across the school.	D Pope	
Students are proud of their achievements and aspire to do even better.	Reward systems to incentivise learning. Involve parents in acknowledging achievements and awards for PP pupils. Funding for awards.	The 'Rewards' culture has developed significantly over the last 2 years and students are keen to be rewarded for positive behaviour. Success breeds success.	Regular rewards assemblies on whole school calendar that include PP students as appropriate. Actively recognise achievements of PP students and monitor success of PP pupils. Pupil and parent surveys.	G Mainwaring (R Lycett)	
<b>Total budgeted cost</b>					<b>£28640</b>

## 6a. Review of expenditure: Quality teaching for all

Previous academic year	2018/2019	
Objective	Improve quality first wave teaching across all curriculum subjects by taking advantage of the latest national developments and utilise expertise within school by sharing good practice from subjects and staff with a proven track record of success.	
Intended outcome	Chosen action / approach	Estimated Impact: Were success criteria met? Including impact on pupils not eligible for PP if appropriate. Lessons learned (and whether we will continue this approach)
Ensure the curriculum offer for PP pupils is relevant and appropriate whilst allowing them to make positive next steps in their education.	Lead Practitioners (T&L) investigate approaches to teaching the curriculum that encourages deep learning and embraces meta-cognition. Appointment of quality and experienced teachers when the need and opportunity arises.	Quality practitioners have been retained by the school and further appointments have been made to improve the quality of provision for all. For example, this includes the appointment of Head of Humanities and additional teaching assistant.
Lessons in all subjects are highly personalised to increase the quality of education by sharing existing good practice on differentiation and feedback.	TLR responsibility for Lead Practitioner (L&T) to work with specific staff and develop effective practice. CPD tailored towards specific needs of staff. Focus on target groups: PP including boys and HPA students.	CPD workshops were delivered by Lead Practitioners during 2018/2019. These were tailored to individual staff needs and targeted at improving pedagogy in the classroom. Strong practice exists in the core subjects and this has been shared amongst other curriculum areas. Improvements in Humanities and other areas still require further development and they remain under the strong leadership within the faculty structure.
Improve the quality of teaching in non-core subjects by widening attendance at relevant CPD events to take advantage of the latest developments in expertise in specific subjects.	PiXL membership. Transport and fees associated with PiXL & RADY professional development events. Increase the amount of opportunities within school to share good practice and expertise from core subjects across the school. Ensure all PP pupils are accessing the core offer in all subjects and lessons.	The school remains part of PiXL and involvement in the RADY strategy has continued. The meeting structure within school has developed further to increase the amount of time that faculties can share good practice to disseminate strengths from the core subjects. The 'core offer' continues to be delivered across the school whilst further efforts could go to ensuring this is consistent across the school.
Accurately utilise the full range of assessment data to ensure a precise knowledge of student's strengths and weaknesses.	Data analyst salary to support improved data tracking. Development of the use of GL assessment across KS3. Application of RADY uplift and monitoring strategies. Question Level analysis of KS2 data and ASP.	GL data is now used at KS3 and combined with KS2 Standardised scores to track progress. The RADY uplift has been applied to all students at KS3 to raise aspirations. FFT purchased to establish accurate individual targets, initially with Y10 but then with KS3. The process of Diagnosis, Therapy, Test is an increasingly strong feature of the school and ensures the accuracy of staff predictions.
Accurate assessment at KS4 across all subjects with detailed question level analysis precisely informing DTT.	Engagement with PiXL Wave and exam boards. External moderation of GCSE PPEs in non-core subjects.	GCSE outcomes accurately predicted in the majority of subjects. This has result from an improved use of assessment across the school to inform student next steps and how to improve. External moderation used across all subjects either through PiXL, exam boards or other subject professionals. As a result students are clearly informed of their strengths and areas for development.

Students complete homework that supplements their learning in school and have the support and resources to complete it to the standard expected.	Lead Practitioner salary to lead on homework. Show My Homework subscription. Folders and diaries for PP students as appropriate. Resources as required. Homework club. Information for parents on how to support with homework. Establish link with local library to provide access to IT outside school.	The school continues to use Show My Homework and data from the platform shows that homework setting and completion rates continue to improve. Students now see the importance of completing homework including the skills developed (e.g. independence and resilience). Culture is now that homework is expected. QA reveals that relevant homework is received best by students when it is relevant and has a clear purpose. Homework club could still be established as more regular fixture as well as a link with local library.
--------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 6b. Review of expenditure: Targeted support

Previous academic year	2018/2019	
Objective	Use systems and resources to clearly diagnose individual barriers to progress and attempt to remove these by targeting support and interventions at specific students and groups of students.	
Intended outcome	Chosen action / approach	Estimated Impact: Were success criteria met? Including impact on pupils not eligible for PP if appropriate. Lessons learned (and whether we will continue this approach)
Improved learning environment in the core subjects for students who are completing their KS4 courses.	Salary support for an additional teaching group in Y11. Investigate the possibility of creating an additional class in 2019/20 Y10 to facilitate a range of courses being offered.	Curriculum continues to be supported at KS4 to maintain groups sizes that allow effective personalisation of learning: 3 groups in Y11 (2018/2019) with 48 students. 3 groups in Y11 (2019/2020) maintained with 58 students (average class size 19.3) 3 subjects in each option block provided to Year 10.
Improved outcomes for specific groups and individuals in English and maths	Closer tracking of performance in English and Maths to identify learning gaps. Support for new English teachers and returning Head of English. Funding for Maths university graduates/ interventions. Access PiXL pupil workshops to support exam preparation.	Continued support is provided for the English faculty as the new team embeds practice. Regular meetings between Maths and English HOF to track student performance and identify where additional support is required for students to achieve both English and Maths. The number of 'mismatch' students reduced in 2019. PiXL workshops continue to be utilised (as well as other resources) to provide the best opportunities for English and Maths.
Improved outcomes for target groups of students in identified subjects.	Staff salary to support PP & SEN interventions. Staff training for literacy and numeracy development.	TAs worked closely with Y11 students to provide targeted interventions. 2019 outcomes saw significantly positive progress for students with EHCP. Continued training on literacy and numeracy development is required.
Reduced occurrence of the social and emotional issues that can affect well-being and progress.	Staff salary to support the work of the behaviour and support teams. Continue to pursue opportunities for organisations who can operate in the MAC at school.	Behaviour support provided so that more proactive work is being undertaken with students. Work also carried out to support well-being of students with updates to the PSHE and RSE programmes in

	Keep up to date with available services and direct pupils and families where appropriate.	line with new guidance. The fixed term exclusion rate has reduced during 2019/2020. Links with local agencies continued and referrals made for L2 support. Active member of the local DIP and access to voluntary services utilised wherever possible.
Increased parental engagement with school to target relevant support for students and families.	Meeting time with individual families. Ensure communication with parents is possible via email/text. Target parents of PP pupils earlier and with follow up for events such as Coffee mornings, Celebration evenings, Parents evenings After school 'social activities' for families to engage with'.	Earlier communication prior to open evenings has maintained attendance rates. Regular use of text/email service has encouraged parents of PP students to attend. Further work could be done. Easter revision package have been modified to help support families prior to exams. Practical strategies give parents the power to help regardless of their school experience. Rewards trips covering a wider range of students with PP students proportionally represented reflecting school figures. Parents invited in for the new Celebration Assembly during the summer term. Further events targeted at encouraging PP families to attend could be developed further.
Improved clarity over individual barriers to progress so that intervention strategies can be implemented swiftly and precisely.	Introduce regular communication with staff to provide clear information and guidance on supporting priority PP pupils.	Close communication with staff through whole staff meetings and CPD sessions on strategies to support priority students. Further structures could be introduced to formalise this approach and target advice more effectively.
Improved attainment for PP boys in all subjects across the school.	Staff salary to support boys achievement programme in KS4 and KS3. Rewards for projects.	The gap between boys and girls achievement measured by P8 has improved in 2019 on previous years. Specific projects could have been utilised more though the profile on catering for boys in class teaching was much higher.

### 6a. Review of expenditure: Other approaches

Previous academic year	2018/2019	
Objective	To provide a wide range of extra-curricular opportunities that enrich the education of students, widen their cultural experiences and raise aspirations for the future.	
Intended outcome	Chosen action / approach	Estimated Impact: Were success criteria met? Including impact on pupils not eligible for PP if appropriate. Lessons learned (and whether we will continue this approach)
Students have healthy meals through the day to support their learning during and after school.	Salary to support breakfast club provision. Review purchase of food for breakfast club to ensure healthy options. Support provision of food for pupils attending after school interventions. Provide information via the school website, text and email around healthy eating and the importance of diet to sustain performance.	Breakfast Club provision has been maintained and continues to be popular. Funding supports a member of staff to run Breakfast Club as well as the purchase of food to ensure it is a free service for all and provide PP students with the best start possible. A review of the food purchased ensures this is healthy and alternatives have been looked at.

		<p>Food provided for revision after school to encourage attendance and ensure PP students are fuelled for the longer day. Information (PiXL Power to Perform recipe booklet) added to website about meals/food that can help learning and revision. These links need to be refreshed along with food provided through school to ensure healthy options and 'brain food' are provided to effectively 'fuel' students.</p>
<p>Maintain access to school library at lunch time so that an increased proportion of students are reading for pleasure and accessing computers to complete homework.</p>	<p>Salary costs associated with the employment of a part time librarian. Review the impact of the AR scheme and reading materials. Increase the number of competitions and awards associated with reading.</p>	<p>Following a comprehensive review of library provision within the school, there was a need to re-establish its status within the school. This was also following the advertisement for a part time librarian where no applicant was appointed. As a result the AR scheme reviewed and put on hold. During 2018/2019 the English Faculty took ownership of the library and refocused its purpose. From September 2019 the ICT apprentice has previous experience working in libraries and has supported the English team in revamping the library. Staff are now allocated on the duty rota to open the library at break/lunch. Moving forward reading materials need to be refreshed and access after school for Homework access could be improved (other rooms available). The English team are introducing competitions and activities that take place in the library to increase the profile of reading.</p>
<p>Students have increased knowledge of potential future pathways and increased aspiration so that a greater proportion remain in EET and apply to HE.</p>	<p>Careers advisor to work with KS4 &amp; 5 students. Salary costs associated with leading the careers strategy and improving the quality of CIAG to gain the quality mark. Salary costs associated with liaison with HE (and FE) to increase retention and support at Post 16 for UCAS applications. (See <i>Careers Development Plan</i>)</p>	<p>The school continues to employ an independent careers advisor with access maintained for all Y11 students. Any PP students is offered additional follow up meetings should they be required. The appointment of a Careers Lead has increased the amount of related activities through the year (e.g. careers fair, University visits and Future Pathways Weeks) The school has sought accreditation for the Quality in Careers Mark and has been recognised for its strong work. Full accreditation will be pursued in 2019/2020. The newly appointed Post 16 lead has assisted in applications to University, resulting in an increased proportion of Post 16 learners going to University. 100% of students who left in 2018 have positive destinations and are in education, employment or training.</p>
<p>Improved social skills of students including resilience and independence.</p>	<p>Salary costs associated with implementation and delivery of PiXL Edge. Costs associated with accreditation through the programme.</p>	<p>A lead member of staff continues to successfully deliver the PiXL Edge programme to all of KS3 through PE. The LORIC principles are having a positive impact on student's skills and supporting their learning – this is particularly evident for PP students.</p>

		<p>Accreditation systems are being developed to ensure students have a record of skills completed. This includes internal recording as well as PiXL accreditation.</p>
<p>All students have equal access to a wide range of enrichment opportunities (curriculum and extra-curricular) that enhance the cultural experiences of students.</p>	<p>Support for students on theatre visits, museum visits, Y7 Dyffryn residential etc.  Support for wider curriculum enrichment opportunities club sustainability (e.g. Science and DT).  Purchase of resources and/or support for students to access curriculum sessions after school.</p>	<p>The school continues to adopt the RADY principle of 'proportional representation' on visits. Numbers of students taken on the Dyffryn residential doubled to accommodate the demand from students (and increased the proportion of PP students able to attend).  Increased range of visits and trips introduced during the summer term of 2019. Wider enrichment opportunities continue to be supported by appropriate staffing (e.g. Science Club).  The use of ParentPay has been refined to ensure PP students are not at a disadvantage when trips and activities are advertised to students.  A coherent plan of visits to be established for 2019/2020 to cover all subjects/year groups and enhance contributions to a student's cultural capital.</p>
<p>Students are proud of their achievements and aspire to do even better.</p>	<p>Reward systems to incentivise learning.  Involve parents in acknowledging achievements and awards for PP pupils.  Funding for awards.</p>	<p>There continues to be a significant increase in the number of achievement points allocated as the positive rewards culture continues to be developed with well-established systems and assemblies. Through 2018/19 rewards trips covering a wider range of students (including PP students) and were fully funded by school. New initiatives such as Headteacher Awards were introduced to recognise positive contributions.  The end of year Celebration Afternoon was introduced where parents were invited to distribute rewards. Subject shields were introduced and awarded to recognise strong contributions across the school.</p>