

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Ian Ramsey CE Academy				
Academic Year	2018/2019	Total PP budget	£236,555	Date of most recent PP Review	2016
Total no. of pupils	1165	Number of pupils eligible for PP	256	Date for next internal review of this strategy	2018/2019

2. Key Indicators (most recent Year 11)	Data Source:	Unvalidated	Validated
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Key Stage 2 Fine Point Level (Cohort size)	4.59	4.90	
% Attaining 9-7 in English (Best) and Maths	5.6%	10.4%	
% Attaining 9-5 in English (Best) and Maths	29.6%	48.9%	
% Attaining 9-4 in English (Best) and Maths	51.9%	70.3%	
Progress 8 score average	-0.213	0.032	
Progress 8 English	-0.249	0.058	
Progress 8 Maths	-0.357	-0.187	
Progress 8 English Bacculaureate Slots	-0.204	0.082	
Progress 8 Open Slots	-0.100	0.112	
Progress 8 score average for Higher Ability Pupils	-0.171	0.119	
Attainment 8 score average	38.90	49.22	
% Entering the English Bacculaureate	72.2%	87.9%	
% Attaining 9-5 in the English Bacculaureate	7.4%	17.0%	
% Attendance	91.44%	94.30%	
% Persistently Absent	28.14%	16.78%	
% Staying in education or entering employment after Key Stage 4	98.3%	98.7%	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Although there has been a closing of the gap in 2017/2018, (see impact section for details), literacy skills of pupils eligible for PP remains lower than their peers, which prevents them from making as good progress as Non-PP pupils in KS3 and beyond.	
<b>B.</b>	Gap at KS4 is significantly wider for PP boys compared to Non-PP boys	
<b>C.</b>	Low self-esteem and lack of aspiration presented in school tracking for pupils eligible for PP with reluctance to engage in debate / discussion	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance is lower for pupils eligible for PP, particularly for KS4 girls. This has had an impact on academic outcomes. Attendance is lower at intervention classes or in holidays.	
<b>E.</b>	Lack of parental involvement for PP pupils at school events, particularly parents' evenings and curriculum evenings	
<b>4. Desired outcomes</b> <i>(desired outcomes and how and when they will be measured)</i>		Success Criteria
<b>A.</b>	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP	Reading ages and spelling ages increase at a rapid rate, impacting on progress and narrowing the gap.
<b>B.</b>	Gap for PP boys against Non-PP boys narrows.	Regular monitoring of data and interventions as a result narrow the gap between PP and non-PP boys.
<b>C.</b>	PP pupils engage more readily in lessons and show increased aspiration to succeed.	A2L data for PP pupils shows clear improvement in the engagement of this group.
<b>D.</b>	Attendance increases for all PP pupils, particularly KS4 PP girls.	Attendance increases to at least national averages for pupils eligible for PP, particularly KS4 girls or gaps are closing rapidly over time.
<b>E.</b>	Parental involvement of PP pupils is increased at school events, particularly parents' evenings and curriculum evenings.	Evaluation of events where parents are invited into school shows an increase in the attendance of parents of PP pupils.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/2019 £ £207,506 (Funding)</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Focus on Marking and Assessment to improve outcomes for all pupils, leading to a thirst for learning and greater engagement.	Dialogue in marking with pupils	Research shows impact of pupil feedback and dialogue as having an impact on progress. Good practice shared.	<p>Middle Leaders to conduct book scrutinies and to share good practice at TLR meetings. Moderation across the Trust/LA.</p> <p>New T&amp;L working party to be set up to focus on quality of feedback to pupils.</p> <p>Greater focus on pupil work and feedback given to them in self-evaluation processes (see T&amp;L policy – September 2018).</p>	PS	Data collected from marking scrutinies each half term – see self-evaluation schedule.

<p>Focus on developing literacy with each subject area and developing independent writing skills</p>	<p>Staff planning shows a focus on language roots and meaning so that pupils develop a wider range of vocabulary. i.e. In science lessons pupils write and speak like a scientist.</p> <p>Pupils work shows a greater understanding and resilience for independent writing in depth.</p>	<p>Reading ages and CAT scores show a limited vocabulary range is hindering pupils in examination conditions.</p> <p>Examination results in some subjects show extended writing, including use of vocabulary in extended writing is an issue for some pupils.</p>	<p>Departmental CPD time with a focus on shared planning.</p>	<p>ACJ</p>	<p>Termly through development plan reviews, pupil voice and staff CPD evaluation analysis.</p>
<p>Focus on developing greater links across the curriculum to strengthen problem solving and application of mathematics.</p>	<p>Department-to-Department working and support for new curriculum demands.</p> <p>Support to be provided to standardise the approach across the academy for specific mathematical techniques.</p>	<p>Increased emphasis on problem solving in the national curriculum at both KS3 and KS4.</p> <p>Greater mathematics content across the curriculum.</p>	<p>Through CPD records, minutes of planning and development meetings and through observation of Teaching &amp; Learning</p>	<p>ABO</p>	<p>Termly through development plan reviews, pupil voice and staff CPD evaluation analysis.</p>
<p>Improve provision for completion of homework outside of school hours for all pupils, including pupil premium pupils.</p>	<p>Homework club facilitated and staffed with HLTA to support the needs of the PP and SEND pupils in particular.</p>	<p>Space/time/resources to complete homework for some pupils, particularly pupil premium pupils, may be an issue.</p>	<p>Review homework completion provision for all pupils – A2L grades used to track homework.</p> <p>Pupil voice to evaluate provision and adapt as necessary.</p>	<p>MMC</p>	<p>Half termly and ongoing throughout year.</p>

<p>Increase awareness of revision opportunities and strategies in preparation for the final GCSE exams.</p>	<p>Revision planners bought for all Year 11 pupils, which include resources and revision strategy information.</p> <p>Year 11 revision skills taught in first half term of PD lessons for Year 11.</p> <p>Year 11 revision booklet to be produced and disseminated to all.</p> <p>Year 10 revision booklet to be produced and disseminated to all.</p> <p>Revision focus for Year 10 across all subjects to be implemented using above revision booklets.</p> <p>Parent revision sessions to continue after school hours – phone-calls to be made to parents of PP pupils.</p>	<p>Through pupil voice, it has been identified that they sometimes do not feel confident in <b>how</b> they should revise for important exams.</p> <p>Parents have expressed concerns through feedback from parent's evenings that they do not always feel able to fully support their children with their revision.</p>	<p>Monitored by SLT &amp; HOY</p> <p>Pupil voice</p> <p>Staff voice</p> <p>Parental voice</p>	<p>MMC/JC</p>	<p>Through KS4 data collections e.g. mock exam data, which identify areas of underperformance.</p> <p>Observations of departments regarding areas, which KS4 pupils need, further development.</p>
<b>Total budgeted cost</b>					<b>164,193</b>

<b>ii. Targeted support (PP Specific)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
T&L focus on pupils eligible for PP with targeted support by HLTAs and TAs in	One to one and small group reading programme with literacy teacher	Successful 3 year trend within school.	Regular monitoring by AHT SENDCo and English leads.	HL	Half termly and in departmental data collections.
Identified and targeted PP pupils have one to one support regarding both academic and pastoral issues.	Pupils assigned to mentor to support their daily study and any ongoing issues.	Evidence of one-to-one support working well with identified pupils.  Greater ability to respond to individual need.	Regular monitoring by AHT – Data.	MN	Half termly and ongoing throughout year.
Drive for increased achievement for PP pupils is implemented in all areas of the school so helping PP pupil achievement.	All department development plans to include focus on strategies to improve PP achievement (where appropriate).	Whole school approach required to ensure all areas of the curriculum are considering needs of PP pupils in every element of curriculum delivery.	Regular monitoring by AHT –T&L & HT.	MMC/BJ	Half termly and ongoing throughout year.
Progress of all PP pupils monitored in individual subjects monitored regularly and intervention put in place.  HOA/SLT.	Half termly meetings between HOA/HOD/SLT to analyse performance data of PP pupils; identify barriers to learning and intervention needed.	Greater focus on PP progress will allow barriers to learning to be identified quickly and effectively, allowing swift and targeted intervention to be put in place.	Monitoring meetings attended by MMC/MN who will schedule.  Minutes available for records.	MM/MN	Half termly and ongoing throughout year.

Ensure PP pupils have appropriate resources for revision and home study.	Every PP pupil given a revision guide for English and Maths (and other subjects where appropriate).	Evidence shows revision and equipment for revision less likely to be a priority at home for PP pupils.	Revision materials bought and disseminated for PP pupils.	MMC	Half termly and ongoing throughout year.
Ensure pupil experience of the school day is 'poverty proofed'.	Review all areas of the pupil school day in the light of ensuring fair access to all aspects of school life to all pupils.	Equality of access is the cornerstone to raising aspirations/opportunities for all pupils, include PP.	AHT-T&L lead – to monitor and evaluate.  Recommendations to be agreed by SLT with potential to being disseminated.	MM/PS	Ongoing throughout year
Receive external evaluation and guidance on provision for disadvantaged pupils in the academy.	Carry out a 'Higher Achievement Review' with Transforming Tees to identify areas of strength and areas to develop in relation to provision for disadvantaged pupils.  Facilitate and carry out a PP review with EDS, Durham.	Evidence from other schools shows that review is worthwhile and helps improve long term provision for PP pupils.  External review may show areas for improvement previously not identified.	AHT-T&L lead	MM	Ongoing and throughout the year.
Improve attendance in all PP pupils, especially PP girls.	Attendance intervention activities to be put in place to address issue. See development plan. "Always" campaign to ensure girls are not absent due to Period poverty.	The link between attendance and attainment is well documented.	CT, SW & Pastoral team	CT Monitored by DHT JC	Ongoing and throughout the year through attendance reports and resulting intervention evaluation.
<b>Total budgeted cost</b>					<b>44,641</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve well-being	Trust wellbeing project/working party to focus on wellbeing of both staff and pupils.	Opportunity to improve wellbeing for all members of the trust, including pupils, well documented that mental wellbeing contributes to both performance and attitude.	Trust wellbeing initiative/group (led by EHT and 2 Directors)  Wellbeing pastoral approaches  Work towards well-being award for the Trust.  Whole staff training on attachment disorders.	EHT & 2 Directors	Half termly meetings and through CPD evaluation questionnaires.
<b>Total budgeted cost</b>					<b>27,721</b>

6. Review of expenditure							
Previous Academic Year (2017/2018)		2017/18 Total: £247,775 (Funding)					
i. Quality of teaching for all							
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost				
Focus on Marking and Assessment to improve outcomes for all pupils, leading to a thirst for learning and greater engagement.	Dialogue in marking with pupils	<p>Quality of marking and feedback is a continuous focus for the Academy. In 2017/2018 a new marking policy was implemented designed to concentrate on quality of feedback rather than compliance. Policy requires teacher response to pupil improvement to stimulate dialogue and progress. Policy has been monitored by SLT through work scrutiny walkthroughs. The Academy recognises the impact of quality first teaching on all pupils, including those in receipt of the pupil premium.</p> <p>In 2018/2019 the Trust will develop this further and will be implemented across both IR and VB. Working party to be set up in the academy to further develop marking and feedback.</p> <p>Evidence: Ofsted September 2017 stated there was 'no discernible difference between progress of Non/Disadvantaged pupils in lessons'.</p> <p><b>PP/Non-PP Gaps</b></p> <table border="0"> <tr> <td><b>Basics 9-4 E&amp;M</b> The gap closed from -10.52 to -10.32</td> <td><b>Average Att 8 score</b> The gap closed from -27.5% in 2017 to 18.4%</td> </tr> <tr> <td><b>Estimated P8 score</b> The gap closed from -0.45 to -0.25</td> <td><b>Ebacc (Strong Pass)</b> Gap closed from -10.3% to -9.6%</td> </tr> </table>	<b>Basics 9-4 E&amp;M</b> The gap closed from -10.52 to -10.32	<b>Average Att 8 score</b> The gap closed from -27.5% in 2017 to 18.4%	<b>Estimated P8 score</b> The gap closed from -0.45 to -0.25	<b>Ebacc (Strong Pass)</b> Gap closed from -10.3% to -9.6%	£84, 542 (HLTA plus other staffing)
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<p>Focus on developing vocabulary (following on from shared trust INSET) and developing independent writing skills</p>	<p>Staff planning shows a focus on language roots and meaning so that pupils develop a wider range of vocabulary.</p>	<p>Whole staff literacy training has taken place in 2017/2018. A carousel approach meant that staff could focus on areas of their own development to improve their classroom practice (key areas: KS2 changes and impact on the secondary classroom, punctuation and sentence structure). Impact on all pupils will be visible in 2018/2019 lesson observations within the academy.</p> <p>Word mats have been shared with all departments with a view to subject specific mats being developed, aiding the literacy development of all pupils.</p> <p>Reference books regarding punctuation and grammar have been issued to all departments for reference to enhance first teaching.</p> <p>Common 'grammar monsters' have been displayed around the Academy to support the standard of English and vocabulary in all pupils.</p> <p>New marking and feedback policy implemented 2017/2018 ensures marking for literacy is a key focus – policy monitored regularly by SLT.</p> <p>To continue to be a focus in 2018/2019.</p>	<p>£5000</p>
<p>Focus on developing greater links across the curriculum to strengthen problem solving and application of mathematics.</p>	<p>Audit of current cross-curricular opportunities. Department-to-Department working and support for new curriculum demands.</p>	<p>Whole staff numeracy / problem solving training took place in the Summer term.</p> <p>Practical ways of including numeracy and problem activities were shared, along with various websites for those staff who were less confident with their own ability.</p> <p>Meetings have taken place with some departments (Humanities / Science) to discuss particular topics and share questions and examples. These can be used in Maths lessons to show students real-life uses of the content, which often raises engagement with pupils. Maths staff to act as Numeracy Support for departments in 2018/19</p> <p>Impact on all pupils to be measured in 2018/2019 – see confidential T&amp;L records.</p> <p>To be continued in 2018/2019</p>	<p>£2500</p>

<p>Increase provision for completion of homework outside of school hours for all pupils, including pupil premium pupils.</p>	<p>Homework club launched and staffed for all pupils if required.</p>	<p>Homework club runs every night after school in the LRC with printer access.</p> <p>SEND homework club on Tuesday evenings available for support for pupils who require support.</p> <p>Homework policy development is ongoing to be finalised in 2018/2019.</p> <p>To be continued in 2018/2019.</p> <p>ATL Criteria – The closer to 1 these scores are the stronger the ATL</p> <table border="1" data-bbox="795 399 1870 890"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">ATL</th> <th colspan="5">Homework</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>2017/18 Gap</th> <th>2016/17 Gap</th> <th>Diff</th> <th>PP</th> <th>Non PP</th> <th>2017/18 Gap</th> <th>2016/17 Gap</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Year 7</b></td> <td>1.73</td> <td>1.59</td> <td>-0.14</td> <td>-0.21</td> <td>0.07</td> <td>1.49</td> <td>1.39</td> <td>-0.10</td> <td>-0.27</td> <td>0.17</td> </tr> <tr> <td><b>Year 8</b></td> <td>1.79</td> <td>1.54</td> <td>-0.24</td> <td>-0.07</td> <td>-0.17</td> <td>1.70</td> <td>1.46</td> <td>-0.25</td> <td>-0.11</td> <td>-0.14</td> </tr> <tr> <td><b>Year 9</b></td> <td>1.82</td> <td>1.68</td> <td>-0.14</td> <td>0.00</td> <td>-0.14</td> <td>1.76</td> <td>1.57</td> <td>-0.19</td> <td>0.02</td> <td>-0.21</td> </tr> <tr> <td><b>Year 10</b></td> <td>1.82</td> <td>1.76</td> <td>-0.06</td> <td>-0.24</td> <td>0.18</td> <td>1.73</td> <td>1.62</td> <td>-0.11</td> <td>-0.23</td> <td>0.12</td> </tr> <tr> <td><b>Year 11</b></td> <td>1.96</td> <td>1.75</td> <td>-0.20</td> <td>-0.19</td> <td>-0.01</td> <td>1.96</td> <td>1.74</td> <td>-0.22</td> <td>-0.23</td> <td>0.01</td> </tr> </tbody> </table> <p>Year 7 – gaps for ATL and Homework between PP and Non-PP pupils have narrowed since 2016/17</p> <p>Year 8 – gaps for ATL and Homework between PP and Non-PP pupils have widened slightly since 2016/17</p> <p>Year 9 – gap for ATL has remained constant and gap for homework has widened slightly</p> <p>Year 10 – gap for ATL and Homework between PP and Non-PP pupils has narrowed since 2016/17</p> <p>Year 11 – gap for ATL has widened but gap for Homework has narrowed since 2017/17</p>		ATL					Homework					PP	Non PP	2017/18 Gap	2016/17 Gap	Diff	PP	Non PP	2017/18 Gap	2016/17 Gap	Diff	<b>Year 7</b>	1.73	1.59	-0.14	-0.21	0.07	1.49	1.39	-0.10	-0.27	0.17	<b>Year 8</b>	1.79	1.54	-0.24	-0.07	-0.17	1.70	1.46	-0.25	-0.11	-0.14	<b>Year 9</b>	1.82	1.68	-0.14	0.00	-0.14	1.76	1.57	-0.19	0.02	-0.21	<b>Year 10</b>	1.82	1.76	-0.06	-0.24	0.18	1.73	1.62	-0.11	-0.23	0.12	<b>Year 11</b>	1.96	1.75	-0.20	-0.19	-0.01	1.96	1.74	-0.22	-0.23	0.01	<p>£15,000 (TA)</p>
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No PP pupil in Y7 or 8 will have a reading age lower than their chronological age.

T&L focus on pupils eligible for PP with targeted support by HLTAs and TAs in reading and spelling One to one and small group reading programme with literacy teacher

The Academy employed a highly experienced literacy teacher for one day per week to teach pupils in year 7 (current year 8) in reading, spelling and comprehension. TAs worked with pre-identified pupils to improve their reading, spelling and comprehension on a regular basis (see SEN records). Despite clear improvements in both reading and spelling ages, the Academy continues to have some pupils who remain at a reading age below their chronological reading age and for this reason this remains a priority for the academy as it moves forward.

£2000

#### Reading ages

	On Entry		Latest Assessment		Average gain	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>Year 7</b>	11.31	13.17	12.48	14.07	1.17	0.9
<b>Year 8</b>	10.98	13.04	13.16	14.84	2.18	1.8
<b>Year 9</b>	11.41	12.69	14.22	15.31	2.81	2.62

PP pupils have made greater gains than Non PP pupils in all year groups.

#### Spelling ages

	On Entry		Latest Assessment		Average gain	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>Year 7</b>	13.07	14.03	13.36	14.4	0.29	0.37
<b>Year 8</b>	12.77	13.73	14.08	14.7	1.31	0.97
<b>Year 9</b>	12.19	12.81	14.71	14.98	2.52	2.17

PP pupils have made greater gains than Non PP in Year 8 and 9

<p>Increase awareness of revision opportunities and strategies in preparation for the final GCSE exams.</p>	<p>Revision planners bought for all Year 11 pupils which include resources and revision strategy information.</p>	<p>Revision planners bought and disseminated to all Year 11 pupils.</p> <p>Website links to revision resources published on website.</p> <p>All students in years 9-11 have an individual Active Teach account where they can access course materials online. The resource is linked directly to the course material where students can complete and receive instant feedback on both short answer and extended answer exercises. Teachers can log in and check progress.</p> <p>Revision guides bought and distributed across all areas – free to PP pupils.</p> <p>Parental sessions to support parents to work with young people in their revision planned and executed.</p> <p>100% of attending parents found this of use and stated that they would recommend a similar session to another parent. 71% of attending parents stated that the sessions were 'very useful'. Further evidence relating to differences in attendance between PP and non-PP pupils/parents to be monitored in 2018/2019.</p> <p>(See page 1 – Outcomes)</p>	<p>£12,500</p>
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<b>ii. Targeted support (PP Specific)</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Cost</b>
Year 11 PP pupils have one to one support regarding both academic and pastoral issues.	Each PP pupil assigned to a mentor who will meet on average once per week to discuss any areas of need or guidance.	All pupil premium pupils have a designated mentor in Year 11 for support, guidance and revision help on an ongoing basis.  For impact see data on page 1.	£500 (resources)
Drive for increased achievement for PP pupils is implemented in all areas of the school so helping PP pupil achievement.	All department development plans to include focus on strategies to improve PP achievement (where appropriate).	PP data challenge meetings have taken place with AHT and HOAs throughout the year to identify under performance and address barriers causing this. See individual subject's performance for details. Any gaps to be addressed in department development plans for 2018/2019.  The Academy has been regularly represented at the Stockton 'closing the gap' cluster meetings, information disseminated to SLT and strategies investigated where appropriate.	£1,500 (cover)
Progress of all PP pupils monitored in individual subjects monitored regularly and intervention put in place by HOA/SLT.	Half termly meetings between HOA/HOD/SLT to analyse performance data of PP pupils; identify barriers to learning and intervention needed.	See above – PP data challenge meetings have taken place and actions to address barriers to learning put in place.	£3000 (staffing)
Ensure PP pupils have appropriate resources for revision and home study.	Every PP pupil given a revision guide for English and Maths (and other subjects where appropriate).	Revision/study resources bought and disseminated to all pupils allocated a mentor. Copies of texts given to all disadvantaged pupils in English and Corbett maths revision guides and flashcards in maths.  Revision guides have been bought for all disadvantaged pupils in all departments.	£1000

Ensure attendance of PP pupils is monitored and, where required, swift and robust action is taken to ensure attendance improves.

New attendance tracking to provide weekly updates to HOYs to identify issues with PP pupil attendance.  
  
HOY to contact home using new attendance intervention strategy (see Academy documents).

The improved tracking system and more informative meetings with HOY has resulted in the attendance gap narrowing from 3.8 in 2016/17 to 3.3 in 2017/18. (See data below).

Further intervention at the end of the year included attendance meeting specifically targeted at Year 9 and 10 PP girls, these are to be reviewed in September 2018, through pupil voice.

Additional intervention included allowing Year 10 to leave the site for lunch if they had 95% attendance in the previous 2 weeks. The introduction of an attendance success criterion for the Academy Prom should continue to further positively impact on the Year 11 girls.

£64,000

16 - 17	PP ALL	PP BOYS	PP GIRLS	NON-PP All	NON-PP BOYS	NON-PP GIRLS	ALL	BOYS	GIRLS
Y7	93.9	93.4	94.3	96.1	96.1	96	95.5	95.5	95.6
Y8	92.8	95.9	90.3	95.4	94.8	96.1	94.6	95	94.2
Y9	92.5	93.4	91.8	95.3	95	95.7	94.6	94.6	94.7
Y10	90.6	91	90.3	94.1	94.7	93.6	93.1	93.7	92.6
Y11	82.6	78.9	85.2	90.2	91.3	89.2	88.2	88.3	88.1
TOTAL	90.5	90.7	90.2	94.3	94.5	94.1	93.3	93.6	93

17 - 18	PP ALL	PP BOYS	PP GIRLS	NON PP	BOYS	GIRLS	ALL	BOYS	GIRLS
Y7	94.2	94.1	94.3	96.8	87	96.6	96.2	96.3	96
Y8	93.2	93.2	93.2	95.7	96.2	95.2	95.2	95.6	94.7
Y9	93.2	95.2	91.9	95.7	95.6	95.8	95	95.5	94.4
Y10	89.6	92.2	87.3	95	95.4	94.7	94.1	94.8	93.5
Y11	82.7	84.1	81.7	87.4	88.1	86.8	86.3	87.2	85.6
TOTAL	90.9	92	90	94.2	94.7	93.8	93.5	94.1	92.8

Moving into 2018/19. The attendance of Year 10 and 11 PP girls remains the focus, we have applied to the "Always" campaign to ensure girls are being absent due to Period poverty. The use of attendance as a criteria for being able to be invited to the Prom will be reviewed half termly and pupils will be RAG rated. The senior head of year, with a proven

		track record of attaining good attendance in her year group, is now responsible for whole school attendance and punctuality.	
Ensure pupil experience of the school day is 'poverty proofed'.	Review all areas of the pupil school day in the light of ensuring fair access to all aspects of school life to all pupils.	<p>This was raised at SHPG through speakers and best practice. The Academy has considered poverty proofing in all decision making with the result of:</p> <ul style="list-style-type: none"> <li>- Discounts and vouchers available for new uniform</li> <li>- Price limits discussed and set on residential trips</li> <li>- Upcycled online uniform shop planned for 2018 2019</li> </ul> <p>Further poverty proofing strategies will be developed for 2018/2019.</p>	£25, 000
Receive external evaluation and guidance on provision for disadvantaged pupils in the academy.	Carry out a 'Higher Achievement Review' with Transforming Tees to identify areas of strength and areas to develop in relation to provision for disadvantaged pupils.	To be completed in 2018/2019.	

iii. Other approaches			
Desired Outcome	Chosen action/approach	Impact	Cost
Improve well-being	Future in Mind project with Stockton LA	Directors have set up a Trust working party to consider wellbeing of all members of the Trust, including pupils. Group launched on 11/06/18 by Executive Headteacher. To continue into 2018/2019/.	
Focused GCSE support for subjects with heavier financial needs	Financial support for pupils who are studying in creative subjects or where fieldtrips are required.	Geography field trips funded for PP pupils.  Private music tuition funded.	£18000  £14,250
Continue to improve focus on PP progress in all lessons and subjects across the	Use of class charts 'war boards' to identify and monitor progress of PP pupils.	'War board' training completed to support T&L/progress of all pupils in all lessons across the academy e.g. questioning etc. Impact - see T&L records.	£3000
Provide one to one pastoral support for identified PP pupils.	Counselling available for all pupils when needed/required.	Evidence in confidential pupil records.	£15,000