

Pupil premium strategy statement

**All finance figures on this document are projections based on the 2017/18 year, until 2018/19 PP figures are confirmed.*

1. Summary information					
School	Murray Park School				
Academic Year	2018/19	Total PP budget Estimated	£271,750	Date of most recent PP Review	Sept 2018
Total number of pupils	920	Number of pupils eligible for PP	298	Date for next internal review of this strategy	Dec 2018

Current attainment:

- A continued closure of the gap between PP and non PP in current Year 11 results. The gap for Year 11 has reduced by 0.3. This is an improvement on 2017 when the gap between PP and non PP was 0.48 and demonstrates a significant improvement on the gap of 0.95 in 2016.
- English is closing the PP gap. The 2018 GCSE results show PP students at -0.2, with whole cohort +0.2, so a gap of 0.4. 2017 results showed English as -0.09 with non PP on 0.09 and PP -0.41 giving a gap of 0.5.
- Maths are also showing they are closing the gap. 2018 Year 11 results stand at -0.3 for PP, with whole cohort at -0.2 giving a minor gap of 0.1. 2017 Progress in Maths was -0.03 with non PP at 0.16 and PP -0.35 giving a gap of 0.52.

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	High quality Teaching and Learning, which meets the needs of all learners continues to be developed in order to further support the progress of disadvantaged pupils. Disadvantaged pupils are marginally behind other pupils in terms of progress.
B.	Those PP pupils with SEN K face additional challenges.
C.	PP use of advertised finance packages and support. Many of the PP cohort and their families are not making the most of the financial support that is in place to improve attendance and progress.
D.	Boys' progress - especially Pupil Premium boys - the culture of lethargy is improving as the culture of the School improves but more work is needed on this.
External barriers	
E.	Attendance, PP attendance is currently 92.36%.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Leadership and Management of disadvantaged pupils becomes more streamlined with named SLT for each key stage taking responsibility for PP. The School's use of the Pupil Premium funding is monitored more effectively. Tracking procedures are put in place for disadvantaged pupils and this is monitored at Senior Leadership level. There is direct reporting to Governors on the effective spending of Pupil Premium monies.</p> <p>Teaching and Learning supports the progress of disadvantaged pupils and the curriculum is set up to support different groups of pupils, leading to differentiated delivery of key learning objectives.</p>	<ul style="list-style-type: none"> • Staff clearly recognise the strategies and care required to ensure all disadvantaged pupils are a priority in all aspects of the school's work. • Pupil Premium reporting will regularly appear on Governor Meeting Agendas. • The Curriculum model will support high quality Teaching for disadvantaged pupils. • Progress 8 Scores continue to improve so that at the end of 2019 equals +0.2 (-0.2 Sept 2018)
B.	<p>Students with SEN K are given the access arrangements that they require to access the curriculum.</p> <p>Staff are given clear communication around the adaptations required for each child in their class.</p> <p>Using prior attainment data staff are able to plan lessons for SEN pupils more effectively. CPD is provided to share strategies for improving Teaching and Learning for specific groups of SEN pupils, leading to better delivery and progress of pupils in lessons.</p>	<ul style="list-style-type: none"> • There will be a strategic plan in place for access arrangements that is supported by Good/Outstanding teachers. • Accelerated reader is introduced to improve reading ages of pupils across the school. This is monitored to check impact at agreed intervals. • There is a significant reduction in the number of pupils not at their chronological reading age. There will be a focus on pupil premium pupils in these groups.
C.	<p>A clear provision plan for Pupil Premium pupils is clearly outlined to all stakeholders. Funding is allocated to maximise progress for these pupils and monitored rigorously and this will involve reporting to Governors.</p> <p>The funding model is shared with staff, parents and pupils by senior management to raise awareness and to encourage access to the fund. Funding to include but not limited to purchasing uniform, equipment and educational trips.</p> <p>Budgets are given to pupils to fully or part fund a variety of areas: trips, resources, uniform.</p>	<ul style="list-style-type: none"> • Teaching and Learning strategies devised for disadvantaged groups. These are then monitored for individual pupils in these identified groups at risk of underachievement. CPD is in place for supporting this work and the delivery by staff is closely monitored. • A significant proportion of the PP funding package is accessed and used by pupils and parents. • PP pupils are able to attend school in full uniform. • A larger number of PP pupils are involved in extra-curricular activities and trips.
D.	<p>Training to be delivered to give clear strategies to classroom practitioners on focusing on delivering to PP boys. When looking at designing the curriculum and specific schemes of work, there is an emphasis placed on design with boys in mind. Mentoring programmes at KS4 will make sure that they include pupil premium boys as a priority.</p>	<ul style="list-style-type: none"> • An INSET day is used to share specific strategies for working to improve the progress of Boys. • One of the action research 'Groups' focuses on strategies at a classroom level and this is monitored through the Teaching and Learning group.

		<ul style="list-style-type: none"> Boys' progress (and more specifically pupil premium boys) shows on-going improvement and is monitored through reporting to Governors.
E.	<p>EXTERNAL BARRIERS</p> <p>Reduce the proportion of pupils, with a particular emphasis on the more vulnerable, that fail to regularly attend School. Extend the current monitoring systems to look in more detail at specific groups of pupils that fail to attend. The introduction of The Bridge to tackle the issue of pupils who had previously failed to attend due to anxiety is crucial to some students' reintegration.</p>	<ul style="list-style-type: none"> PP attendance figures to exceed the current national average. A significant reduction in the number of pupils who are persistent absentees. The percentage of pupil premium pupils who are persistently absent in the first instance significantly reduces and then reduces to be at least in line with national figures.

4. Planned expenditure					
Academic year		2018/19			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the leadership of the Pupil Premium Strategy.	Two members of the senior leadership team to be responsible for PP KS3 and KS4.	<p>To raise the profile of Pupil Premium pupils within the School.</p> <p>Support targeted work with specific groups of pupils.</p> <p>Improve accountability for the work undertaken with Pupil premium pupils, to check interventions are robust and provide good value for money.</p> <p>To help PP students manage the budgets they have been given and ensure they are being given equality of opportunity.</p>	Headteacher to QA PP strategy.	RC/PG Monitored by NC	Termly at SLT and Governors
Improve identification of specific issues for PP students with all staff in order to develop specific support/intervention strategies.	<p>PG/RC to collate barriers to learning via whole school email and line management meetings.</p> <p>Finance tracking sheet set up to monitor financial support for each PP student and the impact of the extra resources they have access to.</p>	<p>Evidence shows that PP pupils have less access to necessary provisions, such as finances for trips, revision guides or stationary.</p> <p>Different groups of pupils require different support.</p> <p>Improve tracking of intervention and its effectiveness evaluated.</p>	<p>Through line management for the specific Year groups.</p> <p>Through monitoring at each grade collection.</p>	RC/PG Monitored by NC	<p>Termly. Review Feb 2019</p> <p>PP Financial report (termly)</p>

<p>Develop quality first teaching to support specific strategies for groups within the Pupil Premium cohort.</p>	<p>INSET Days focused on Pupil Premium. The profile of a 'Boys' strategy needs to be raised.</p> <p>CPD delivered on Writing to explain strategy by the English department to other departments</p>	<p>Boys (especially pupil premium boys) were identified as a group that are not making enough progress.</p> <p>Through analysis of examination scripts it was apparent that across the curriculum pupils were struggling to access questions where the skill 'writing to explain' needed to be employed.</p>	<p>Review of any INSET/Group delivery at an SLT Meeting.</p> <p>Feedback from staff in terms of the CPD provided by the English Department. Further analysis of 'Writing to Explain' questions on examination scripts to check significantly improved access to questions and that improving in individual pupil scores.</p>	<p>NEW AHT T&L</p>	<p>Termly at SLT meetings.</p> <p>INSET evaluation at the end of November.</p>
<p>Raise the aspirations and engagement in lesson. With a clear link between lesson content and career opportunities.</p>	<p>Increase Industrial Links with Toyota and Jurys Inn.</p> <p>Gatsby Benchmark</p> <p>Aspiring Minds</p> <p>Resilience Training for ten PP students based on Accelerate programme results</p>	<p>Giving increase leadership opportunities to more vulnerable pupils increases confidence.</p> <p>Providing clear career guidance, increases aspirations and supports pupils in wanting to improve progress.</p> <p>Aspiring minds program will help to create a positive mindset.</p> <p>Pupils are taught to face difficulties and be persistent learners. This will help them to be more positive during examination periods.</p>	<p>A strategic plan with Industrial partners that is revisited every half term to check impact and value for money.</p> <p>Pupil voice to feedback impact of aspirational programmes delivered. Heads of subject to embed Gatsby Benchmark principles into curriculum.</p> <p>QA Programme through careers team.</p> <p>QA Programme</p>	<p>TT + JWO (monitored by PG)</p>	<p>Half termly at SLT. Full review Feb 2018</p> <p>PG Termly</p> <p>PG Termly</p> <p>Half termly PG</p>

			SISRA - £1500 Data Manager - £28,000 SLEUTH - £1700 PIXL - £4200 MY MATHS - £600 ROCKSTAR - £50 SAM LEARNING - £2400 EXAM PRO SCIENCE - £275 EDUSITES ENGLISH - £130 COOL GEOGRAPHY - £100 LUNCHTIME SUPERVISION COSTS - £21,009 CPD and STAFFING COSTS (some only percentages of staffing cost) - £82,000		
Total budgeted cost					£141,964
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support the progress of SEN and LAP PP students through improved literacy and numeracy intervention strategies.	A provision map in place for all pupils with reading ages below their chronological ages. Numeracy interventions identified and monitored.	There are a number of pupils with reading ages below their chronological ages. This results in problems accessing the curriculum. Various intervention strategies evidence improvements when introduced,	Tracking of which strategies are employed. Regular impact reporting and further intervention when no reported impact. A team of dedicated staff employed to rapidly improve levels – all good/outstanding teachers.	SH	January 2019 for implementation of a strategy, then every 4 weeks moving forward.

<p>Reduce the numbers of PP students with exclusions and / or repeated isolation in the IEU.</p>	<p>Use ITM (Inclusion team meeting) for identification of issues and timely and appropriate intervention. Behaviour and Attendance Mentor Use of strategic work with focus groups by the HoY Cognitive Behaviour Mentoring in place Increase supervision around the site at unstructured times. The Bridge (internal Alternative Provision) considered.</p>	<p>Exclusions have reduced year on year – there have been no exclusions since mid - June 2018.</p> <p>A move to The Bridge for assessment early before behaviour escalate ensures de-escalation.</p> <p>Increased supervision will stop potential issues at unstructured times and pupils will be better placed to access the curriculum on returning to lessons.</p>	<p>Exclusions for specific groups of pupils monitored weekly.</p> <p>Go4Schools data used to identify repeat offenders/specific issues weekly.</p> <p>Use of KPIs with HOYs weekly.</p> <p>Alternative Provision placements monitored on a weekly basis via reports and on a half termly basis via meetings with parents, providers and pupils.</p>	<p>Inclusion work PB. Behaviour work RS</p>	<p>SLT half termly. Full review Feb 2019.</p> <p>AP reviewed weekly and half termly as outlined.</p>
<p>Increase the engagement levels of PP students in extra-curricular and extra study clubs i.e. C26.</p>	<p>Funding available for staff to increase number and quality of clubs offered. C26 to secure DANCOP funding.</p>	<p>By having a clear vision of potential career opportunities, Pupil Premium pupils can make informed decisions about the route ahead.</p> <p>Aim to increase motivation and engagement in the curriculum through additional support to access area pupils are struggling with.</p>	<p>PG to monitor provision through the bi-weekly Yr10/11 team meeting. PG to carry out whole school extra curricular audit and student voice panel. Findings fed back to whole staff and Governors.</p>	<p>PG – KS4 RC – Ks3</p>	<p>Weekly via DANCOP registers.</p> <p>Audit to be repeated termly.</p>
<p>Increased numbers of PP students attending out of lesson opportunities eg educational/ aspirational trips</p>	<p>PP students offered 50% of each trip (up to £50/year). Raising the Grade visit. DANCOP funding meeting.</p>	<p>Aspiring students will perform better in the classroom as they will be able to see the opportunities that are out there for them. This in turn aids engagement in school.</p> <p>Whilst on trips pupils and staff can build more positive working relationships and increase collaborative efforts.</p>	<p>SLT to monitor and approve trips to ensure quality control.</p> <p>Out of lesson opportunities to be included on the extra-curricular report and student voice panel.</p>	<p>PG – KS4 RC – Ks3</p>	<p>Audit to be repeated termly.</p>

School Nurse/Educational Psychologist (external staffing) £11,574 Cost of intervention packages £36,967 Trips (some funding from DANCOP) £500 Staffing costs (some only percentages of salaries) £57,000 Total budgeted cost £106,041
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance levels improve so that both overall attendance and persistent absence (with particular emphasis on pupil premium pupils) improves to be at least in line with the National Average.	First day absence calls. EWO strategic focus on crucial students HoY mentoring and tutor support, plus parental meetings Introduce Truancy call. Attendance support groups in Y7-11 to share good practice and student strategies. Role for a liaison officer developed.	Improved attendance for any groups of pupils but with a particular emphasis on vulnerable groups, will improve outcomes	Monitored weekly by KPIs (Key Performance Indicators). Reported regularly to Governors through to PD,B&W committee	PB (After handover from RS)	Full review in Feb 2019
Improved PP attendance to examinations.	Resilience Training for PP students deemed at risk of non-attendance during examinations. Potential students selected from Mock 1 attendance and Accelerate Programme.	Pupils are taught to face difficulties and be persistent learners. This will help them to be more positive during examination periods.	Strategy planned by School and Edward Maxwell. QA in place to ensure delivery meets the needs of the students. Student voice after first two sessions.	TT+JWO (overseen by PG)	Feb 2019

<p>Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment</p>	<p>Students and parents are fully aware of financial support they are entitled to via assemblies and outreach to parents.</p> <p>Up to £40 for uniform. Stationary, memory sticks (ESPO) and revision guides (CGP).</p> <p>Fully funded breakfast club open to all PP students.</p>	<p>Equipment checks carried out by tutors highlighted some PP students were not fully prepared.</p> <p>Teaching staff highlighted the need for encrypted memory sticks to allow PP students to improve coursework.</p> <p>By providing these resources PP students are able to complete work to a higher level and have more pride in their personal presentation. Previous years have seen pupils stay off school until uniform issues (money) have been solved.</p> <p>Evidence shows that pupils who attend school having had a healthy breakfast have higher levels of concentration in class.</p>	<p>KS3/4 Leads to monitor finance tracking and facilitate the resource programme.</p> <p>CHECK FUNDING!!!! DISCUSS FURTHER</p>	<p>RC/PG</p>	<p>Half-termly</p>
<p>Staffing costs (some only percentages of salaries)</p> <p>Truancy call, ongoing costs</p> <p>Resilience Training (funded by DANCOP)</p> <p>Total budgeted cost</p>				<p>£21,745</p> <p>£2,000</p> <p>£10,000</p> <p>£23,745</p>	

Additional Detail:

Writing to Explain

Whole school INSET and a cohesive strategy to support students in all subject areas to be able to write more effectively when giving explanations. This will be rolled out for all year groups.

Reciprocal Reader

Reciprocal Reading is an effective approach to developing reading and comprehension. It is particularly effective with students who can decode but do not fully understand or comprehend what they read. Reciprocal Reading strategies are being trialled in some English lessons with a view to rolling them out across the whole school as part of literacy across the curriculum to better prepare students for the increased challenge of a new curriculum and linear exams.

Inclusion Team

Our Inclusion Team established previously will continue to work with students and external agencies. We are joined by Sheila and Jasvir who are MAT managers for two of the localities where many of our pupils live. (E.g. Support is then provided in terms of additional sessions of time for boys (or girls), or access to the school nurse to provide specific intervention and support strategies depending on individual need).

Attendance:

The School maintains a relentless focus on improving attendance for all pupils, particularly for those eligible for pupil premium funding. Rigorous tracking, monitoring and intervention procedures are in place to support all students in meeting the minimum requirement of 95%. Truancy call will be a new tool to support the Attendance Officer. A new role of Family Liaison Officer will also be in place to work with the families of vulnerable students where there is persistent absence in an effort to ensure students are in school and learning.

Revision Guides:

Guides will be provided free of charge for PP Y11 students in Maths, English and Science (possibly other subjects – funding permitting) to assist with exam preparation.

PiXL Edge and LORIC:

The introduction of PiXL Edge and LORIC to all Y10 students has been devised to encourage wider participation in the use of key employability skills such as showing initiative, communication, leadership, resilience and organisation. The development of tasks and evaluation of these by the students themselves, supported by the PSHE and Tutor Team will further develop skilled students capable of making the transition to education and employment post 16. Some PP funding will be used to support the attendance at a PiXL event held in Birmingham for students who are falling behind in Maths and English

Careers and World Skills

Visit to the World Skills show, (free of charge) for all Y10 students to support aspirations and careers guidance. Aspiring Minds programme for up to 50 KS4 students (most at risk of becoming NEET) to work with educators and mentors from industry for a series of four sessions across the year. There is a planned programme of events across the year to specifically support students with links to employers and careers guidance.

University Visits

All Year 7 will visit the University of Derby to investigate courses, student life and find out about student views in order to raise aspirations. This will build on the programme currently in place to support older students to regularly visit and work in the local universities.

Accelerate

Year 9 pupils tracked and mentored by HOY. Discussions about the concept of “effort” are agreed and targets set. Effort descriptors are standardised by pupils and teaching staff to ensure continuity.

Resilience Training

A 5-day (once per half term) training package focused on developing the skills that are needed for resilience and living a successful life.

Shortly after each training day all participants will have an individual coach-mentoring session where they will be encouraged to establish and work towards

September 2018

their personal goals. They will have the opportunity to discuss their barriers to success and challenges. The programme would finish with a celebration in the final half term, including certificates and awards that the participants can add to their record of achievement.

DANCOP

A collaborative network between universities and colleges across Derbyshire and Nottinghamshire that exists to provide targeted higher education outreach programmes to secondary schools and colleges across the two counties.

Gatsby Benchmark

Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them. In 2013 we commissioned Sir John Holman to research what pragmatic actions could improve career guidance in England and subsequently he developed the Good Career Guidance Benchmarks.

The Bridge

An on-site alternative provision unit.

Use of the Pupil Premium Grant in 2018/2019

Murray Park School was allocated £260,985 for the academic year 2017/18. *We are currently awaiting finalised figures for 2018/19.* We received this money in regular instalments and these funds are in addition to the main school budget (the general annual grant).

Pupil Premium is an additional grant given to students who:

- have been eligible for free school meals (FSM) at any time in the last six years (£935)
- have been in care for more than six months (£1900)
- have parents/carers in the armed services, who face particular challenges (£300)

At Murray Park School we have developed several intervention strategies over a number of years, all of which are designed to support each individual student to achieve their full potential. We are proud that we have 'narrowed the gap' between different groups of students and aim to raise standards for all students by sustaining and enhancing performance and to develop the whole child.

Below is a list of strategies that we use to support students, the Pupil Premium contributes to them all.

Quality Teaching, Learning and Assessment:

Curriculum Support:

- Use of seating plans with tracking information and identification of all PP students for all staff to plan appropriate activities to support learning in lessons.
- Whole school feedback strategy to focus on detailed and level one feedback and marking across all subjects.
- Planned curriculum and specified differentiation to support the progress of students of all abilities.
- Coaching of staff identified in need of additional support re: reducing barriers to learning in the classroom.
- Review and develop in-school careers lessons for Y8 to link with departments and embed aspiration for a successful career.
- Use of TAs and support staff strategies in subjects across the curriculum to support students in all lesson areas.
- Investment in the PiXL Club and specifically PiXL Wave (including PPE – Pre Public Examinations and Low stakes testing to develop a process of a '3 Mock' KS4) as well as introducing Walking Talking Mocks and Personal Learning Checklists for all KS4 students.
- GCSE examinations were timed to start as late as possible to ensure punctual attendance of all students for the exam and a pre-examination briefing, for the paper which included breakfast / food and water to help focus and concentration.

Targeted support:

- Revision and enrichment sessions for students are held at weekly throughout the year. Sessions are provided within the school day, evenings, Saturdays and during the holidays.
- All students have access to the Sam Learning to support homework and revision.
- Additional maths and English focused support sessions during tutor period.
- Additional Learning – Commit Two Six - an additional hour of teacher input (twice a week) for identified students for core and option subjects (Y11). These taught sessions are delivered by subject specialists after the school day has officially ended.
- All students have access to MyMaths, an online resource used to set homework, review lesson outcomes and guide students through activities.

- External consultants and examiners from the awarding bodies are engaged in core subjects to support raising student attainment.
- Specialist literacy and numeracy support in Key Stage 3 and Key Stage 4 is provided by Mentors.
- Jigsaw mentoring for identified target students by senior staff to support development of aspiration and student accountability.
- Year 11 team including input from a governor at a weekly meeting with senior staff to track and monitor students and the impact of intervention.
- Run and Read led by our Aspirations, Careers and Employability (ACE) Co-ordinator and Behaviour Mentor supports some of our most vulnerable students by providing them with breakfast after an opportunity to run and increase their heart rate and adrenaline before reading and word games with opportunities for fun with literacy. This is focused within Y7 & Y8.
- Lexia Reading Programme and Accelerated Reading is used by the school to encourage students to improve their reading and literacy. Lexia Reading's interactive, educational software is helping students learn to read, and increase academic performance. The packages will initially be used with Key Stage 3 to support lifelong literacy.

Additional schemes running throughout the year:

Uniform and Offsite Visits

Items of uniform have been provided for any Year 6 students, or new starters in any year group, who are awarded a place at Murray Park School, in the academic year but cannot afford the school jumper and tie, so that all students have an equal starting point. This will continue in the future.

The School offers financial assistance for families and students wishing to attend school trips and excursions, this ensures that all students benefit from a variety of experiences designed to enhance life chances and removes what could be a financial barrier.

University and Careers Visits

Students across all year groups are involved in off-site visits to local universities and business contacts. Students have benefitted from joining the Cadet Programme at Toyota, visits to the Royal Derby Hospital and Bombardier in the last 12 months. The D2N2 Programme of support has ensured that all students in Y10 were able to be interviewed by an industrialist and had support from them in writing CVs. Individual student mentoring was also available for around 15 Y10/11 vulnerable students.

Attendance

The appointment of our attendance officer to ensure first day calls are all made early in the day and to support the Head of Year (HoY) with identifying students requiring attendance support across each year group. 3 non-teaching HoY are now in place allowing an increased focus on parental contact through telephone calls and arranged meetings.

Inclusion

Our Inclusion Team are specialists in areas of Safeguarding, SEND, attendance and pastoral support, working tirelessly to support our students maintaining strong links with external agency support services.

Behaviour Mentor

The work of the Behaviour Mentor focuses on individual and small group packages of support for students with BESD – These support packages focus on getting students back on track and understanding why they are behaving in a way that is a cause for concern. Withdrawal time from the classroom and support in returning to difficult situations are also planned for

September 2018

- Self-esteem group work – working with students who need to build personal confidence.
- Study support – working with students to create a culture of organisation, preparing for their future.

Transition Co-ordinator

Our Y6/7 Transition Co-ordinator spends some time in each of our main 'feeder primaries' from March each year working with vulnerable students to ensure they gain confidence and trust her, in order to ease their transition to the school in the autumn term. This support continues with a Summer School and then into Year 7 with time for support for individuals and small groups. An additional focussed transition series of days – for vulnerable, Pupil Premium and SEND students helps to assist the move into Year 7.

Development of Junior Leadership

The election of students to the Junior Leadership Team stems from the process of form representative elections to go forward to year councils, this and other opportunities for student leadership such as Prefects and Sports Leaders as well as Buddy Readers engages students in a short training programme for leadership roles. This is to try to increase the levels of aspiration.

Peer Listening Counsellors (PLC) Mentoring Programme:

PLCs are positive role models working closely with year 7 and 8 students, supporting them with a variety of issues. The student mentors are trained by Murray Park staff to listen, provide non-judgmental advice and support wherever possible.

Homework Club

The homework Club now operates before and after school as well as at lunchtime when the library is fully staffed by our Homework Mentor and non-teaching staff, to encourage more students to complete homework and use the school resources in the library and IT suite in order to do so.

Lunchtime supervision

Increased levels of staffing at lunchtime to engage students in activities both formal and informal.

Resilience Training

10 Year ten pupils are selected to attend the programme ran by LEAD. This programme encourages them to self-evaluate their learning and builds confidence and key employability skills. This is fully funded by DANCOP (£1000 / Child)

E4E

10 year eleven pupils are selected to attend the programme. This programme assigns each pupil with a mentor who comes from an external source (usually from a local employer).

5. Planned expenditure

Academic year

2017/18

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.

iv. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the leadership of the Pupil Premium Strategy.	A member of the leadership team takes clear ownership for the pupil premium plan and strategy.	To raise the profile of Pupil Premium pupils within the School. Support targeted work with specific groups of pupils. Improve accountability for the work undertaken with Pupil premium pupils, to check interventions are robust and provide good value for money.	Pupil Premium pupils are clearly identified in all aspects of teachers work. E.g. seating plans and specific strategies identified in Schemes of work. In staff questionnaires/feedback, pupil premium pupils are clearly identified as a priority.	RS	Termly at SLT and at each PD,B&W Governors meeting.
1. Improve identification of specific issues for PP student with all staff in order to develop specific support/intervention strategies.	Identification of barriers to learning (Y9-11) – excel spreadsheets set up To have plans for all PP cohorts with highlighted issues that are regularly revisited Develop waves of Intervention. Track impact of intervention strategies.	Until barriers to learning are identified then work to address the issues cannot be started. Different groups of pupils require different intervention. Intervention at all levels needs to be tracked and its effectiveness evaluated.	Through line management for the specific Year groups. Through monitoring at each grade collection.	ACA/ RC/PG Monitored by RW	Termly. Review Feb 2018

<p>Develop quality first teaching to support specific strategies for groups within the pupil premium cohort.</p>	<p>INSET Days focused on Pupil Premium. The profile of a 'Boys' Strategy needs to be raised. CPD delivered on Writing to explain strategy by the English department to other departments</p>	<p>Boys (especially pupil premium boys) were identified as a group that are not making enough progress. Through analysis of examination scripts it was apparent that across the curriculum pupils were struggling to access questions where the skill 'writing to explain' needed to be employed.</p>	<p>Review of any inset delivery at an SLT Meeting. Feedback from staff in terms of the CPD provided by the English Department. Further analysis of 'Writing to Explain' questions on examination scripts to check significantly improved access to questions and that improving in individual pupil scores.</p>	<p>HB</p>	<p>Termly at SLT meetings Inset evaluation at the end of November.</p>
<p>Raise the aspirations and engagement in wider opportunities of individual PP students through employability strategies and PSHE programmes</p>	<p>PiXL Edge and LORIC introduced. Particular emphasis with LORIC with the new Yr10 (identified as a particularly difficult Yr group) On-going Industrial Links with Toyota sustained Student Voice opportunities available Aspiring Minds and Student Leadership participation supported</p>	<p>Giving increase leadership opportunities to more vulnerable pupils increases confidence. Providing clear career guidance, increases aspirations and supports pupils in wanting to improve progress. Some of our more vulnerable pupils need to access support from different areas and not just access support from teachers.</p>	<p>Regular review of PIXL strategies at SLT level. Different strands revisited on a rolling programme of review. A strategic plan with Industrial partners that is revisited every half term to check impact and value for money. Pupil voice to feedback impact of aspirational programmes delivered.</p>	<p>PB</p>	<p>Half termly at SLT. Full review Feb 2018</p>

			SISRA - £1500 Data Manager - £28,000 SLEUTH - £1700 PIXL - £4200 MY MATHS - £600 ROCKSTAR - £50 SAM LEARNING - £2400 EXAM PRO SCIENCE - £275 EDUSITES ENGLISH - £130 COOL GEOGRAPHY - £100 LUNCHTIME SUPERVISION COSTS - £21,009 CPD and STAFFING COSTS (some only percentages of staffing cost) - £82,000		
Total budgeted cost					£141,964
v. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support the progress of SEN and LAP PP students through improved literacy and numeracy intervention strategies.	A provision map in place for all pupils with reading ages below their chronological ages. Numeracy interventions identified and monitored.	There are a number of pupils with reading ages below their chronological ages. This results in problems accessing the curriculum. Various intervention strategies evidence improvements when introduced,	Tracking of which strategies are employed. Regular impact reporting and further intervention when no reported impact. A team of dedicated staff employed to rapidly improve levels – all good/outstanding teachers.	DHA (with SHU SENCo)	January 2018 for implementation of a strategy, then every 4 weeks moving forward.

Reduce the numbers of PP students with exclusions and / or repeated isolation in the IEU.	Use ITM (Inclusion team meeting) for identification of issues and timely and appropriate intervention. Behaviour and Attendance Mentor Use of strategic work with focus groups by the HoY Cognitive Behaviour Mentoring in place Increase supervision around the site at unstructured times. Alternative Provision considered.	Exclusions have reduced year on year but pupil premium pupils and SEN pupils are over-represented in terms of both excluded pupils and repeat exclusions. If pupils are in the Internal exclusion unit or excluded then they are not accessing the curriculum as well as if they were present in class. There needs to be a focus on quality behaviour mentoring to provide a support mechanism to pupils who struggle. Increased supervision will stop potential issues at unstructured times and pupils will be better placed to access the curriculum on returning to lessons.	Exclusions for specific groups of pupils monitored weekly. Sleuth data used to identify repeat offenders/specific issues weekly. Use of KPIs with HOYs weekly. Alternative provision placements monitored on a weekly basis via reports and on a half termly basis via meetings with parents, providers and pupils.	Inclusion work PB. Behaviour work RS	SLT half termly. Full review Feb 2018. AP reviewed weekly and half termly as outlined
Increase the engagement levels of PP students in extra-curricular and extra study clubs i.e. C26.	Central funding for some cultural trips/ visits deemed essential. Transport costs for trips and visits Targeted University taster days Uniform / equipment	By having a clear vision of potential career opportunities, pupil premium pupils can make informed decisions about the route ahead. Aim to increase motivation and engagement in the curriculum through additional support to access area pupils are struggling with.	Raising Aspirations coordinator to feedback to SLT half termly. RW to monitor provision through the weekly Yr11 team meeting.	PG (RW to have an overview)	KS4 reviewed weekly. Fed back to SLT every half term
School Nurse/Educational Psychologist (external staffing) £11,574 Cost of intervention packages £36,967 Trips (some funding from DANCOP) £500 Staffing costs (some only percentages of salaries) £57,000 Total budgeted cost £106,041					
vi. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance levels improve so that both overall attendance and persistent absence (with particular emphasis on pupil premium pupils) improves to be at least in line with the National Average.	First Day absence calls. EWO strategic focus on crucial students HoY mentoring and tutor support, plus parental meetings Introduce Truancy call. Attendance support groups in Y7-11 to share good practice and student strategies. Role for a liaison officer developed	Improved attendance for any groups of pupils but with a particular emphasis on vulnerable groups, will improve outcomes	Monitored weekly by KPIs (Key Performance Indicators. Reported regularly to Governors through to PD,B&W committee	PB (After handover from RS)	Full review in Feb 2018
Staffing costs (some only percentages of salaries) Truancy call, ongoing costs Total budgeted cost					£21,745 £2,000 £23,745