



Ark Elvin Pupil Premium: Strategic Plan: 2018- 2019

Context of School

Ark Elvin opened as an academy in September 2014. In its first two years the previous leadership team stabilised the school and tackled a number of significant and entrenched HR issues. However, outcomes did not improve quickly enough, particularly in addressing the gap between pupil premium and non-pupil premium progress. The current Principal took over in January 2017 and took a series of decisive steps to significantly move the school forward – leading a restructure to create a staff organisation that better met the needs of the school’s pupils, revising the curriculum, the structure of the school day and implementing a new behaviour system to bring consistency across classrooms and minimise low level disruption.

Ark Elvin is a growing school – currently it is 7 form entry but we are planning to expand year on year to become an 8 form entry school. The Principal made the difficult decision to temporarily close the sixth form until KS3 and 4 progress was significantly improved and has worked closely with two outstanding Ark schools in the North London region to ensure that all Y11 pupils have outstanding provision to move onto post-16 education. The plan is to re-open the 6th form in September 2019.

The school received its first OFSTED inspection in June 2017 and came out of special measures and whilst the early signs of improvement were recognised the report agreed with the school’s own self-evaluation that provision required improvement. Following on from our OFSTED inspection in June 2017, Pupil Premium was highlighted as an area of concern for the school. We therefore put in place a strategic plan for the year and reviewed the impact of spending in this area. In February 2018, an independent review of pupil premium was carried out and found that there was now ‘Renewed vigour, a high level of commitment and clear strategy from the Principal and her senior leaders are driving the improvement for disadvantaged students across the academy’. This has resulted in improved outcomes for PP pupils in all year groups.

Overall, the progress of our pupil premium pupils has increased by +0.59 and is now positive. It is also above the national average for this group (national average is -0.4 for PP). Progress is improving across the majority of subjects and all year groups for our disadvantaged pupils with the notable exception of progress in English for our current Year 8 cohort which is a key priority for us to address this year.

Despite this improvement in progress, there is still a gap between the progress of our non-pupil premium pupils who are performing significantly above national average (+0.75- reflecting their low starting points) and we are determined to any underachievement particularly in KS3. We have a clear strategy for addressing underachievement of our PP pupils lead by our AP: raising achievement (see PP strategy).

Year	Sum 2 PP 16/17 Progress	Sum 2 PP 17/18 Progress
11	-0.56	0.1
10	-0.5	0.1
9	-0.6	0

8	-0.6	0
7		0
Average	-0.57	0.03
National average		-0.4
Improvement since previous year		+0.59

Attainment of our pupil premium pupils has also increased by +0.53 since the last academic year and is above that of our non-pupil premium pupils attainment (4.1 compared to 3.6). It is also above the national average for pupil premium student by +0.4 (national 3.7, Elvin 4.1).

Year	Average attainment on entry	Sum 2 PP 16/17 Attainment	Sum 2 PP 17/18 Attainment
11	3.2	3.4	4.0
10	4.2	3.7	4.6
9	3.9	3.2	3.9
8	4	3.8	4
7	3.9		3.9
Average	4.00	3.57	4.10
National average			3.7
Improvement since previous year			+0.53

Breakdown of areas of strength 2017-2018

- In Year 11 pupil premium progress was in line with national average (although 0.1 below non-PP). This an improvement of +0.6 compared to the previous year
- Attainment of our pupil premium pupils outperformed non-PP (Attainment 8 of PP pupils was 4.0 compared to 2.9 non-PP, 48% of our PP pupils achieved 9-4 compared 32% of our non-PP)
- In Year 10 pupil premium progress is above national average (0.1), including in maths (0.4), English (0.1) and science (0.7). However, despite our PP pupils performing in line with national averages, our non-PP pupils performed significantly above national (+1.2) and therefore must close the gap
- In Year 9 Pupil premium progress is above national average at 0.1 and has shown a consistent improvement since last year when PP progress for this year group was -1.0. Attainment for our PP pupils is also significant above that of our non-PP pupils and is showing a steady improvement each term.

Areas for development:

- PP progress in Year 8 is below national average -0.2, and in English -0.4
- In Year 7 Pupil premium pupils are performing below national average at -0.2, and -0.4 in English
- Exclusions of pupil premium pupils is over double that of non PP pupils (15.3% compared to 5.9%)
- Attendance of pupil premium pupils is over 3% less than that of non PP pupils and over 4% under the whole school attendance target of 97%

School summary for 2018 - 2019

Total number of pupils on roll	915
Pupils eligible for PPG	Percentage: 32% Number of pupils: 294
Total amount of PPG expected	£260,000

Current attainment (2017/2018 results)		
	<u>Pupils eligible for PP</u>	<u>Pupils not eligible for PP</u>
%achieving 9-4 Eng. & Math	48%	34.00%
% achieving 9-5 Eng. & Maths	22%	20.00%
Progress 8 score average	-0.20	0.24
Attainment 8 score average	4.00	3.00

Key plans for further improvements of PP pupils progress

1. Provide sufficient stretch and challenge for our mid and high attaining pupils.
2. Improve the quality of teaching and learning to at least 80% good or better
3. Tackle low attendance of our PP pupils (92.6% compared to 95.7%).
4. Address behaviour issues amongst of PP pupils (exclusions 15.3% compared to 5.9%).
5. Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options through the raising aspiration and enrichment programme.
6. Support PP pupils to develop the habits of success and feel positive about school through engagement in a range of enrichment activities.

4. Desired outcomes

(desired outcomes and how they will be measured)

Success criteria

<p>A.</p>	<p>In a wide range of subjects, including maths and English, the progress of disadvantaged pupils is close to or is improving towards that of other pupils with the same starting points.</p>	<p>To ensure that all groups meet a minimum of +1 expected progress by the end of the year: Year 7 +0.2, Year 8 +0.4, Year 9 +0.6, Year 10 + 0.8, Year 11 +1.</p> <p>To ensure that the progress of our PP mid and high attainers is in line with our non PP mid and high attainers in KS3 and that this continues to improve.</p> <p>To ensure that the progress and attainment in year 9 English improves (minimum of 0.6 of pupils expected progress).</p> <p>To improve the progress and attainment in year 7 and 8 English (minimum of 0.2 and 0.4 expected progress).</p>
<p>B.</p>	<p>Improve the quality of teaching and learning to at least 80% good or better.</p>	<p>Learning walks to demonstrate high ratio activities.</p> <p>Marking and feedback that stretches and challenges mid and high attaining pupils.</p> <p>Next steps that are implemented to meet the needs of our target pupils and close the gaps and improve progress.</p> <p>To improve the quality of co-planning.</p> <p>To ensure we continue to provide whole school training on ratio, check for understanding and stretch & challenge.</p>

<p>C.</p>	<p>Attendance of our PP pupils improves to be in line with non PP.</p>	<p>Attendance of PP pupils to be in line with whole school target of 96%. PA to be less than 12%. Tracked closely through the weekly pastoral reviews. Evaluate impact of interventions at termly pastoral reviews. To continue to work closely with EWO. To increase the threshold for EWO intervention for PP pupils from 80% to 90% attendance to support early intervention of poor attendance.</p>
<p>D.</p>	<p>Improve behaviour of our PP pupils resulting in a fall in exclusions and corrections.</p>	<p>Exclusions for our PP pupils to be less than 5%. Weekly pastoral data reviews track closely the behaviour of PP pupils. Termly pastoral reviews process tracks the interventions for our PP pupils. Evaluate the impact of GRIT, our RAISE programme, Place2Be and Place2Talk.</p>
<p>E.</p>	<p>Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options through the raising aspiration and</p>	<p>All pupils in year 7-10 to have had one university visit and had guest speaker in assembly. For a minimum of 97% of our Year 11 pupils to go to a good or better post 16 provider. All Year 11 pupils to have had a one to one career interview with prospects.</p>

	enrichment programme.	
F.	Support PP pupils to develop the habits of success and feel positive about school through engagement in a range of enrichment activities.	All PP pupils participate in at least 3 enrichment activities for 12 weeks each over the course of the academic year. Impact on motivation and therefore achievement (PP pupils make expected or above expected progress across all subject areas of +0.2 each academic year. There is no gap between PP and non PP academic progress across the subject range). Track and monitor the attendance to enrichment activities.

5. Planned expenditure

Academic year	2018-2019
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The 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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all groups	High quality CPD: Monday staff training, HQT briefings,	Please see PP data review- not all groups are making +1 expected progress- in	Through department analysis sheets, class next steps sheets, learning walk feedback, PA observations, rigorous LM.	CCL	Whole school data analysis after each assessment point. Department reviews to be tracked and impact to be seen after each

<p>make a minimum +1.0 expected progress by the end of the year: Year 7 +0.2, Year 8 +0.4, Year 9 +0.6, Year 10 +0.8, Year 11 +1.0.</p>	<p>Good2Great programme, ALT Development Workshops, ITT/NQT programme. £94,000 staff salaries</p>	<p>particular are high and mid attaining PP pupils in KS3.</p>			<p>assessment point (3 times a year) with RCU/CCL. Class next step sheets to be reviewed after each hinge point with line manager.</p>
<p>To improve the quality of teaching to ensure that 80% of lessons are effective/good or better</p>	<p>High quality teaching and learning CPD weekly (please see training calendar)</p>	<p>High levels of trainee teachers in the school.</p>	<p>Training, learning walks, formal observations, book-looks, rigorous LM.</p>	<p>SDO</p>	<p>Termly through teaching and learning data reviews.</p>
<p>To improve</p>	<p>English mastery (staff training &</p>	<p>Please see PP data review- not all groups are making +1</p>	<p>Through rigorous tracking of the department data review action plan,</p>	<p>RCU/ASH</p>	<p>After each assessment point - whole school data review, department data</p>

<p>the progress and attainment of PP pupils in KS3 in English to be in line with minimum whole school target of +0.6 by the end of Year 9- particularly of the high and mid attainers in year 7 and 8 English.</p>	<p>development) PP KS3 Reading Group £6,900 English Mastery £1,000 PP reading groups</p>	<p>expected progress- in particular are high and mid attaining PP pupils in KS3.</p>	<p>tracking of key target pupils on class next steps, book-looks, learning walks, assessment point data.</p>		<p>review and impact review from class next steps sheets.</p>
<p>To improve the progress and attainment of PP pupils in Year 9 in Maths to be in line with school target of</p>	<p>Maths mastery (staff development & training) £4,000</p>	<p>Please see PP data review- not all groups are making +1 expected progress- in particular are high and mid attaining PP pupils in KS3.</p>	<p>Through rigorous tracking of the department data review action plan, tracking of key target pupils on class next steps, book-looks, learning walks, assessment point data.</p>	<p>CCL/ SCH</p>	<p>After each assessment point - whole school data review, department data review and impact review from class next steps sheets.</p>

+0.6 by the end of Year 9 - particularly of the high and mid attainers.					
To ensure that progress, particularly in Maths and English, is expected or above expected.	Maths and English interventions in KS4. Year 11 Residential for English and Maths. £5,000	Progress in all subjects requires pupils to have good numeracy and literacy skills. Some pupils will have additional English and Maths in small groups in order to develop a secure footing in these foundation skills.	Through rigorous tracking of the department data review action plan, tracking of key target pupils on class next steps, book-looks, learning walks, assessment point data.	CCL/ RZA/ ASH/ SCH	After each assessment point - whole school data review, department data review and impact review from class next steps sheets.
To stretch our high and mid attaining	Week of revision skill assemblies three weeks prior to each assessment	High and mid prior attaining pupils still remain as a whole school priority (please see data review)	Through progress and attainment data after each assessment point. Through pupil feedback on assemblies and workshops.	PCO/ GBA	PCO/GBA to track the impact of all pupils in KS3&4 target groups through progress data review after 3 assessment points.

<p>PP pupils in KS3&4 by providing study skill sessions, revision skill sessions and motivation workshops.</p>	<p>point. 30 minute workshops for target pupils on revision skills and motivation two weeks prior to each assessment point. All pupils taught how to create a successful revision timetable and given the materials in order to do so.</p>		<p>Through attendance to assemblies and workshops.</p>		
<p>To ensure that our PP pupils have all the revision materials, books and equipment they require to enable their progress.</p>	<p>All KS4 pupils have revision guides in every subject. Revision guides printed before each assessment point. Revision packs of stationary resources provided for all PP pupils. £1,000 (revision stationary resources) £17,000 (revision guides, books)</p>	<p>Our PP pupils often lack the material resources they need to be successful in their assessments. This has been brought up at our school council and by the JLT.</p> <p>Feedback from PP interviews show that pupils do not know how to create an effective revision timetable and schedule their time appropriately.</p>	<p>Revision guides to be given to all pupils before each assessment point. KS4 to receive all revision guides by the end of Autumn 1 in all subject areas. Revision guides and materials to be uploaded to the website.</p>	<p>GBA</p>	<p>GBA to review resourcing with HOD at the end of Autumn 1 and Spring 1 to ensure all pupils have all revision materials required.</p>

PP target groups	<p>Top 5 underachieving PP pupils in Year 7-10 and 10 in Year 11 to be identified at the beginning of the academic year and reviewed after each AP. One to one interviews to take place and personalised pupil profiles to be created and shared with subject teachers. Attendance and behaviour to be closely monitored.</p>	<p>Please see PP data review- not all groups are making +1 expected progress- in particular are high and mid attaining PP pupils in KS3.</p> <p>High and mid prior attaining pupils still remain as a whole school priority (please see data review)</p>	<p>One to one interviews with target pupils at the start of every term. Pupil profiles created and shared with teachers to support progress and eliminate barriers to learning. Weekly pupil learning walks. Twice a term book looks of PP target groups.</p>	GBA	<p>Pastoral reviews, pupil profiles, teacher feedback, half-termly monitoring of behaviour and attendance, data review after each assessment point.</p>
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Total budgeted cost of Targeted Support:	£128,900
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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?
To improve	EWO & DHOY Attendance	Attendance for our PP pupils is currently 93.1 compared to	Preventative methods -breakfast club, before school enrichment and KS4	TOI	Weekly attendance meeting with EWO. Every half term at pastoral review

<p>the attendance of our PP pupils to be in line with our school target of 96%</p>	<p>awards and celebrations £40,000 EWO & DHOYs £2,000 Attendance Rewards</p>	<p>96.1 for our non PP pupils. In order to make rapid progress pupils must have high attendance. The mastery curriculum requires pupils to master content before moving on and therefore any time missed has a damaging effect on their overall understanding of the subject.</p>	<p>intervention. Through daily phone calls made by DHOYs, weekly pastoral meetings will highlight any concerns and this will be passed on to our EWO. Weekly attendance report of target pupils sent by DPA to GBA and GBA acts accordingly. Catch up work provided by DHOY for all PP pupils who are absent either due to illness or exclusion. Threshold of EWO involvement raised for PP pupils from 80% to 90% so non-attendance of PP pupils is detected earlier and acted upon. Student service informed of target pupils and notify GBA/HOY re pupils trying to go home.</p>		<p>meetings. This will also be seen in our weekly pastoral data reviews. Target group attendance reviewed each week by GBA. Year 11 target pupils attendance reviewed at SLT each fortnight.</p>
<p>To improve the behaviour of our PP pupils to see a reduction in the number of corrections & exclusions of our PP pupils</p>	<p>Seclusion Manager £10,000 GRIT £4,000 RAISE £1,000 Place2Be (funded) Place2Talk (funded)</p>	<p>The percentage of PP pupils with one fixed term exclusion or more is currently 10.5% compared to our non PP which is 2.1%</p>	<p>There will be lots more preventative methods through Place2be, Place2Talk, RAISE and GRIT. Pupils at risk of exclusion will also be highlighted at the pastoral review meetings.</p>	<p>TOI</p>	<p>Every half term at our pastoral reviews. This will also be seen in our weekly pastoral data reviews.</p>

<p>Brent Educational Psychology Service</p>	<p>Educational Psychologist External counselling services (CAMHS) £8,500</p>	<p>Identifying social, emotional and mental health difficulties within school. Ensures that consultations with parents/guardians, teachers and other support staff takes place in order to get a holistic view of the pupils' difficulties at home and at school. To ensure that pupils are observed and assessed and actions for these pupils are put in place. Compulsory for Education Health and care Plan applications to have an Educational Psychology report as part of the battery of evidence needed during panel decisions. Bespoke training for staff regarding social, emotional and mental interventions to better support the needs of specific pupils.</p>	<p>Pupils will be chosen based on the pastoral reviews which look at both attainment and behaviour. Creation of pupil profiles for these selected pupils.</p>	<p>RTH</p>	<p>Pastoral reviews, pupil profiles, teacher feedback, half-termly monitoring of behaviour and attendance. All interventions tracked on PP trackers for each year group.</p>
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<p>Additional support to our SEN PP pupils</p>	<p>Speech Language Therapist - Sarah Bunch (Wednesdays) £13,000</p>	<p>Early intervention is important to ensure that all pupils overcome SaLT needs, communicated effectively and make the expected progress socially and academically. To ensure that pupils who are identified as having a communication and language difficulty are given specialist support and intervention to ensure language gaps continue to reduce as they move through the academy. To identify underlying difficulties in literacy that might have an ongoing impact on progress and attainment.</p>	<p>Pupils will be chosen based on the pastoral reviews which look at both attainment and behaviour. Creation of pupil profiles for these selected pupils.</p>	<p>RTH</p>	<p>Every half term at our pastoral reviews. This will also be seen in our weekly pastoral data reviews. All interventions tracked on PP trackers for each year group.</p>
<p>Alternative provision</p>	<p>Ashley College Jubilee Academy CNWL £21,900</p>	<p>To ensure that all pupils who are in alternative provision (due to exclusion (fixed term or on a permanent basis), illness or other reasons) still receive the highest quality education and that barriers to learning and progress for these pupils remain to be addressed.</p>	<p>Every half term pupil in alternative provision to be visited by a member of academy LT to check on progress and assess needs. Attendance report of pupils in alternative provision to be sent to DPA weekly who notifies relevant staff about their attendance. Actions to be taken as a consequence of this.</p>	<p>CLU</p>	<p>Every half term at our pastoral reviews. This will also be seen in our weekly pastoral data reviews. All interventions tracked on PP trackers for each year group.</p>

<p>KS3 and KS4 Breakfast Club and Homework Club</p>	<p>Breakfast Club Homework Club £10,000</p>	<p>To ensure pupils who receive PP funding receive a healthy free breakfast every day to set them up for learning.</p>	<p>Form tutors to be updated each term with the list of their PP tutees eligible for free breakfast.</p> <p>All PP pupils to have £2.10 added to their biometrics to enable them to have a free breakfast each day.</p>	<p>GBA</p>	<p>GBA to review weekly PP attendance to breakfast club and track and monitor.</p> <p>GBA to review PP attendance to breakfast club at the end of each half- term and encourage uptake at the start of each half-term through whole school assemblies.</p>
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<p>Total budgeted cost of Quality Teaching for All:</p>	<p>£110,400</p>
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<p>iii. Enrichment</p>

<p>To raise the aspirations of our PP pupils to ensure that 100% of PP pupils get into good or better colleges.</p>	<p>Raising aspirations and Enrichment Offer: ALSTOM Careers University trips Careers Talks (Founder4School, Speakers4Schools) Target Careers Guidance (Pastoral Review Process) Careers Week Universities Week</p>	<p>Destinations data in the school shows that pupils are not progressing to appropriate or aspirational destinations.</p> <p>To ensure all pupils are provided with a wealth of information, advice and guidance on subject choices, further education, universities and careers.</p>	<p>Raising Aspirations focuses on providing pupils with information, advice and guidance on subject choices, further education, universities and careers. Through the raising aspirations programme: Each child will have one university visit and a guest speaker in assembly once a half term. The Careers curriculum provides an opportunity for pupils to have important cultural experiences and to attend workshops by professionals from a number of careers.</p>	<p>AEL</p>	<p>Annual review against targets- minimum of 97% of year 11 pupils going to a good or better post-16 provider (destinations data).</p> <p>Pupils are better prepared for what university is, the demands and the benefits with the aim of supporting higher retention rates.</p> <p>Pupils are culturally literate and have a broad range of experiences of a number of careers.</p>
<p>Enrichment Opportunities</p>	<p>School Trips KS3&4 Residential Activities Day Inter-form competition (PE Department) The Outward Bound programme £7,000</p>	<p>To ensure all pupils have access to enrichment that enhances cultural literacy, enriches their curriculum and raises aspirations, Including trips and visitors, clubs and tuition.</p>	<p>The enrichment programme is built into the school day (Thursday period 6) and enables pupils to widen horizons and develop passions and interests.</p>	<p>TOI/AEL</p>	<p>All PP pupils participate in at least 3 enrichment activities for 12 weeks each over the course of the academic year. Impact on motivation and therefore achievement (80% of PP pupils make expected or above expected progress across all subject areas. There is no gap between PP and non PP academic progress across the subject range).</p>
<p>Music lessons</p>	<p>Music lessons £8,000</p>	<p>Free music lessons for PP pupils. Pupils are provided with instruments to ensure they can practise at home as well as in school. Provide free music clubs and enrichment activities.</p>	<p>PP Pupils have access to peripatetic teaching. Pupils practice their instruments at home to achieve mastery. Pupils have access to a variety of music clubs and groups free of charge.</p>	<p>FGR</p>	<p>Termly review of the impact of music lessons on pupil motivation and therefore achievement in Music.</p> <p>Pupil feedback.</p> <p>Involvement of PP pupils is academy concerts/music recitals/plays.</p>

					End of year review of uptake to KS4 GCSE music.
KS4 Careers	Prospects Coach Bright SLT Careers & destination Interview DofE Careers curriculum (PSHE and subject curriculum) Brilliant Club Careers Accelerator Taster Days £5,700	Destinations data in the school shows that pupils are not progressing to appropriate or aspirational destinations. To ensure all pupils are provided with a wealth of information, advice and guidance on subject choices, further education, universities and careers.	Pupils in year 11 will all be interviewed by our careers advisors. The is also being monitored by the post-16 destinations tracker.	AEL	Annual review against targets- minimum of 97% of year 11 pupils going to a good or better post-16 provider (destinations data). Pupils are better prepared for what university is, the demands and the benefits with the aim of supporting higher retention rates. Pupils are culturally literate and have a broad range of experiences of a number of careers.
Total budgeted cost of Enrichment:			£20,700		
Total budgeted cost of PP for academic year 18/19:			£260,000		

Review of impact 2017-2018

<i>Desired outcome</i>	<i>Cost</i>	<i>Estimated impact</i>	<i>Will you continue with this approach this year?</i>
Stretch our high and mid attaining PP pupils in year KS4 by providing weekly study skills sessions.	TalentEd Programme - £7,495	<p>At the end of 16/17 we identified our mid attaining pupils are an area of concern across the school as they were currently performing -0.67. This year this group has been a focus for the school, resulting in a +0.5 improvement in this group. Progress in year 9 and 10 was particularly strong, however, we will be focusing on improving this group further at KS3 this year. Attainment of this group has also significantly improved by +0.5 over the last year. We will now continue to stretch and challenge this group, with a focus on grade 5 and above.</p> <p>Our high prior attainment pupils, who are primarily PP and black pupils, was a major concern for us at the end of 16/17. As seen below, this group's performance at the end of 16/17 was -1.21 and has therefore been a focus for the school this year. The progress of this group has improved by +0.79, however, will remain a focus for the school this year as performance is below nation average at -0.43. Attainment of this group has also improved by nearly a grade in the last year from 4.80 to 5.75. We will continue to have a stretch on this group- pushing for 7's and above.</p>	Not continuing approach. Using Coach Bright, U-explore programme in its place- please see raising aspirations plan.
To improve the progress and attainment of PP pupils in KS3 in English to be in line with minimal whole school target of 70% expected or better than expected progress- particularly of the high and mid attainer's in year 7 and 8 English.	English mastery (staff training & development)- £4,200	<p>Progress is improving across all year groups and progress is above the school minimum expectation of 70% in Years 8-11 and at a high of 84% in Year 9. The gaps between PP are beginning to diminish. Progress from sum2 17/18: Yr 11 +0.79, yr10 +0.92. yr 9: +0.12, Yr8 -0.38, yr 7 -0.4. We will be focusing on improving the progress of PP pupils in KS3 this year. Despite it being negative in YR7 and 8, it we have reduced gaps and it is inline or with national averages for this group at -0.4.</p>	Continuing approach.

<p>To improve the progress and attainment of PP pupils in year 9 in Maths to be in line with minimal whole school target of 70% expected or better than expected progress-particularly of the high and mid attainers</p>	<p>Maths Mastery (Staff development and training)- £4,000</p>	<p>Progress was positive for our PP pupils in all year groups and above national expected progress. It was also significantly above national expected progress for this group (-0.4). Yr 11- 0, yr 10 +0.38, yr 9 +0.29, yr 8 +0.04 and yr 7 +0.27.</p>	<p>Continuing approach.</p>
<p>To ensure that progress, particularly in maths and English, is expected or above expected</p>	<p>Additional maths and English in KS4- £4,000</p> <p>Year 11 residential for English & Maths- £7,000</p>	<p>Please see above</p>	<p>Continuing approach.</p>
<p>To ensure there is no significant difference between PP and non-PP attendance and there is an improvement of the attendance of</p>	<p>EWO & PSL- £35,000</p> <p>Attendance awards and celebrations - £3,000</p>	<p>IMPACT: In 16/17 our attendance was 91.8% and our PA was 27.7%. In 17/18 our attendance was 92.6% and our PA was 24.2%.</p>	<p>Continuing approach.</p>

our PP pupils to be in line with our school target of 96%			
Address behaviour issues amongst of PP pupils	<p>GRIT & Place2be- £10,000</p> <p>PSL's- £18,000</p> <p>Jubilee Academy- £18,000</p> <p>Seclusion manager- £10,000</p>	IMPACT: Exclusions in 16/17 of PP pupils was 20% in compared to 15.3% in 17/18.	Continuing approach.
Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options	<p>University trips- £5,000</p> <p>Prospectus careers advisor one day a week- £7,500</p>	We are currently finalising our Year 11 destinations data and have secure information about 93% of the cohort. More pupils this year are on course appropriate qualifications and more are attending good and outstanding provision. Finalised data will be available from November.	Continuing approach.
For pupils to develop the habits of success through the character development	Character development £5,000	Impact evident in	Not continuing approach. Newly planned for time

programme			
To increase the number of pupils who are attending enrichment opportunities.	<p>School trips £3,000</p> <p>Music tuition: £1,265</p> <p>Additional salary for TA's to run after school clubs £16,000</p> <p>Work Experience (summer term- year 10) £10,000</p>	<p>Last year, all PP pupils were given free school trips. Some PP pupils took music lessons. Unfortunately the attendance of enrichment and afterschool clubs was not tracked and therefore it is difficult to review impact- we will be tracking it this year.</p>	<p>Continuing approach- please see enrichment timetable.</p>
Financial hardship	<p>Uniform expenses- £5,000</p> <p>After school homework/ computer club for KS3 and KS4 staffing- £10,000</p>	<p>PP pupils all received uniform when requested. We spent an additional £3,000 on uniform which was loaned out to pupils when required.</p> <p>Homework club ran after school- although attendance was not tracked. This will be tracked this year.</p>	<p>Continuing approach.</p>
Breakfast club	<p>Staffing – £4,290</p> <p>Resources- £3,000</p>	<p>Reduced anxiety and stress as all SEN pupils were met by an LSA each morning for breakfast. It also promoted inclusion and social skills.</p>	<p>This strategy last year was limited to our SEN pupil premium pupils who all received a free breakfast. This year we are expanding this to all</p>

			pupils, where PP pupils will receive this for free.
To ensure that our PP pupils have all the revision materials they require to enable their progress	All year 11 PP pupils have revision guide in every subject- £8,000 Revision guides printed before each assessment point- £3,000	All PP pupils were given revision guides before each assessment- the impact is evident in our improving outcomes.	Continuing approach.
Brent Educational Psychology Service	£3,000		Continuing approach.
Additional support to our SEN PP pupils	United Colleges Group- £17,040 London North West Healthcare- £6,862	Pupils who attending these colleges have done extremely well. We are the only school in Brent not to have excluded a SEN pupil, which shows that we are meeting their needs through the curriculum.	Continuing approach.