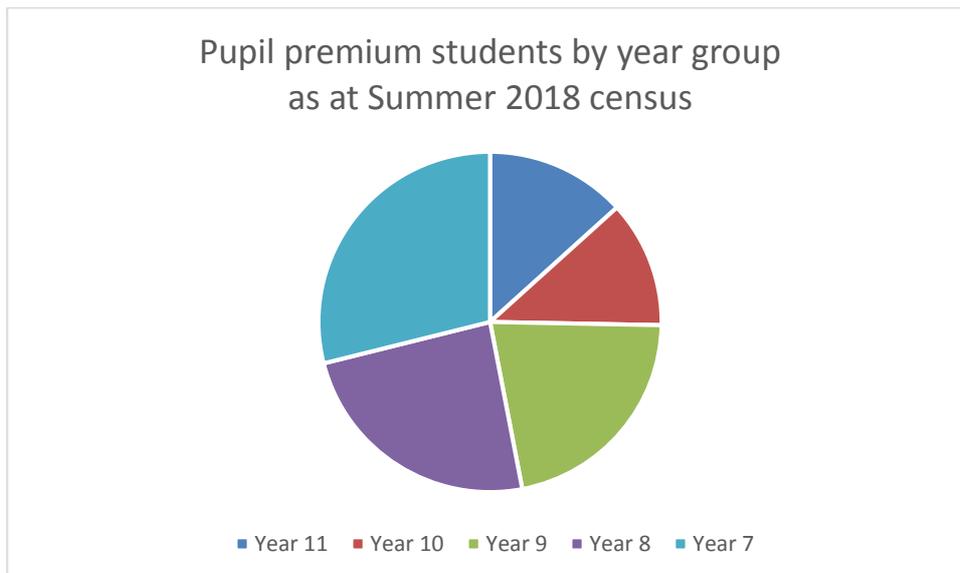
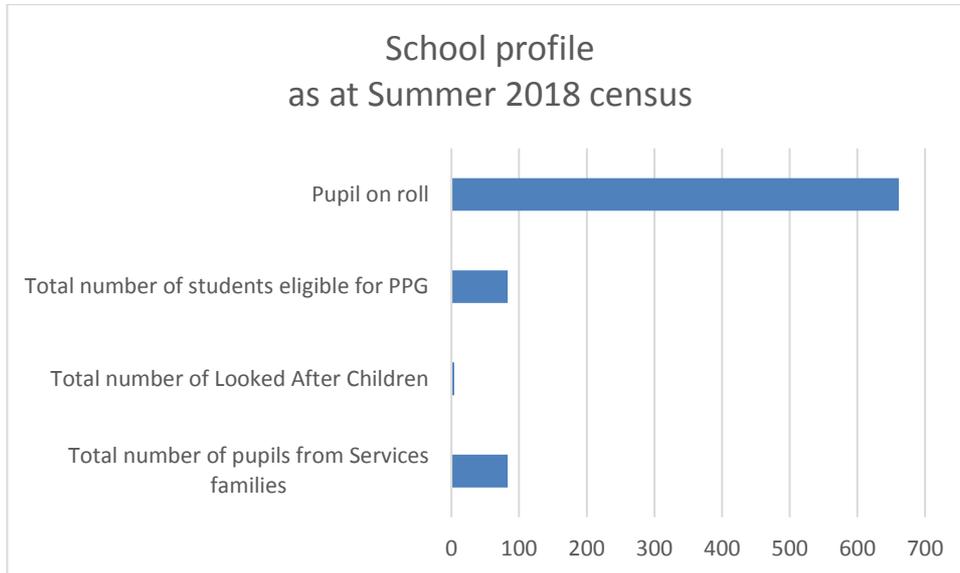




Overview of the School



Performance in 2017-18

- Performance data in KS3 shows that, whilst there is still a gap between PP and Non-PP, this gap is closing as students move through the school from Year 7 to Year 9. There is one anomaly in Year 8 Maths where the gap is larger.

Performance of Pupil premium students at KS3	2017-18			Gap
	All	Non PP	PP	
Y9 No. of students	126	109	17	
Y9 En 1-3 %	89	90.0	82.4	7.6
Y9 Ma 9-4 %	91.3	91.7	88.2	3.5
Y8 No. of students	143	122	21	
Y8 En 1-3 %	75.7	77.9	66.7	11.2
Y8 Ma 1-3 %	77.5	82.6	47.6	35
Y7 No. of students	165	142	23	
Y7 En 1-3 %	77.6	79.6	65.2	14.4
Y7 Ma 1-3 %	84.8	87.3	69.6	17.7

- In KS4, the gap in performance of PP students compared to non-PP students has closed in all areas compared to the previous year.

Performance of Pupil premium students at KS4	2016-17		Gap	2017-18		Gap
	Non PP	PP		Non PP	PP	
Number of students	112	6		87	10	
9-5 En + Ma %	40.2	0.0	40.2	41.4	10	31.4
9-5 En %	65.2	16.7	48.5	63.2	40	23.2
9-5 Ma %	46.4	0.0	46.4	44.8	10	34.8
9-4 (A*-C) En + Ma %	72.3	16.7	55.6	57.5	30	27.5
9-4 (A*-C) En %	81.3	50.0	31.3	78.2	50	28.2
9-4 (A*-C) Ma %	78.6	33.3	45.3	65.5	40	25.5
Average KS2	4.7	4.2		4.8	4.3	
Attainment 8	49.42	26.08		48.11	34.65	
Progress 8	0.22	-1.07	1.29	*-0.08	-0.68	0.6

Review of Pupil Premium Grant Expenditure

Priority		Actions	Cost	Impact
1.	Ensure that all staff are aware of who our pupil premium students are and that they are contributing to individualised plans for them	<ul style="list-style-type: none"> Data manager to ensure that all pupil premium students are accurately identified on class lists and highlighted on class profiles Time to be set aside in INSET September to ensure that all staff have identified specific areas for development and interventions for all pupil premium students they teach SVP to have a weekly Pupil Premium entry in the staff bulletin to ensure that PP students are constantly high profile 	£0	<ul style="list-style-type: none"> Teachers' class profiles show detailed support and effective interventions are in place for all PP students. Time was given through INSET and staff training time to allow staff to think through interventions in faculties and share best practice with individual students.
2.	All staff trained to provide Quality First Teaching for all pupil premium students to improve their outcomes	<ul style="list-style-type: none"> All staff training sessions to have focus on pupil premium students 	£5,000	<ul style="list-style-type: none"> Staff feedback on INSET and in meetings tells us that staff are confident in their PP interventions Staff are positive in reviews on Bluesky about the quality and impact of training received.
3.	Robust leadership and management structures are in place to monitor and review the quality of planning and provision for pupil premium students	<ul style="list-style-type: none"> Exams Analysis process to ensure that any issues with pupil premium performance in 2016-17 is addressed in 2017-18 departmental school improvement plans Data Manager to produce high quality and bespoke data packs for Heads of Department, Leadership Team and Governors 4i models (interim action plans) quality assured by Leadership Team to ensure that mid-year planning is in place to address any issues with performance of pupil premium students SVP to attend Pupil Premium RAP (Raising Achievement Panel) meetings to quality assure class profile interventions and the impact of them SAM (Student Action Meetings) meetings (as well as RAP meetings above) are responsive to the individual needs of pupil premium students) 	£10,500 data manager time	<ul style="list-style-type: none"> Exams analysis meetings scrutinised results and the impact of planned interventions. This then informed School Improvement Plans ensuring that they included detailed and effective interventions to improve the outcomes of PP students. Teaching and Learning Reviews were used to ensure that these interventions were happening and were effective. Data packs produced for HOD and SAM/RAP meetings enabled close tracking of PP students so that interventions could be actioned in a timely manner. Many staff appraisal objectives included PP related targets. PP students were well represented in all student

		<ul style="list-style-type: none"> Teaching and Learning Reviews throughout the year have a pupil premium focus Staff actively encouraged to make appraisal objectives pupil premium related Ensure that pupil premium students are disproportionately represented in all student voice activities SVP to meet with all PP students individually over the course of the year 		<p>voice activities including longitudinal tracking groups ensuring that their voice was heard.</p> <ul style="list-style-type: none"> Teaching and Learning reviews indicate that PPs are being appropriately differentiated for in a variety of ways but primarily through differentiation, feedback methods and a personalised approach to planning.
4.	Improve the attendance of pupil premium students	<ul style="list-style-type: none"> See separate Attendance Action Plan for detailed actions SVP to report attendance of pupil premium students specifically to Governors 	£6,000 Attendance Manager Time	<ul style="list-style-type: none"> The gap in attendance of PP students and other students stayed the same for most year groups. It got bigger across the year for Year 10 and Year 9 due to a small number of students with chronic attendance issues despite many interventions being put into place. However, the gap this year is looking much reduced.
5.	Provide outstanding emotional well-being support for all pupil premium students	<ul style="list-style-type: none"> Learning Mentors to support all pupil premium students on a regular basis Student Welfare Officer to target support for pupil premium through weekly review at SAM (Student Action Meetings) Support from Student Welfare Office through TAC, CAF and other parental meetings 	£13,500 Learning Mentor Time £15,500 Student Welfare Manager/Counselor time	<ul style="list-style-type: none"> All parental feedback from SEN/PP Review meetings is positive from last year with many comments on how well supported students feel and that interventions are put into place quickly when needed.
6.	Raise aspirations of pupil premium students (where relevant)	<ul style="list-style-type: none"> Target Year 10 pupil premium students for University of Reading Scholars' Programme Leadership Team to mentor pupil premium students throughout Year 11 	LT/Senior Leaders time £9,000	<ul style="list-style-type: none"> PP students were targeted for the Reading Scholars' Programme and the programme has had a positive impact on the motivation and aspiration of most of them, though this is only evidenced through student and teacher feedback. Student and parent feedback on LT mentoring

				was very positive in all cases.
7.	Provide targeted academic support for pupil premium students in literacy and numeracy	<ul style="list-style-type: none"> RAP and SAM meetings to identify students requiring additional support to bring them in line with their peers (reading age, spelling age and maths) 	Higher Level Teaching Assistant/ Teacher Time £7,000	<ul style="list-style-type: none"> RAP and SAM meetings resulted in detailed plans for each student and ensured communication across the school was effective. 5 PP students were given targeted support in Year 7 literacy last year, some improving their reading age by 18 months in one year.
8.	Provide high quality Information Advice and Guidance (IAG) for all pupil premium students	<ul style="list-style-type: none"> Students targeted and, where relevant, funded, for all IAG events (e.g. Further and Higher Education Fair, CareersFest) Pupil premium students prioritised for support from Adviza (Careers) All pupil premium students receive 1:1 advice and guidance as part of the Guided Choices programme 	£4,460 AHT time	<ul style="list-style-type: none"> All PP students received 1 to 1 meetings through the Guided Choices process to ensure that they made the correct course choices in KS4. All PP students had early and 1 to 1 Careers Appointments with some having several follow-up appointments throughout the year. All PP students attended CareersFest
9.	Ensure a highly effective transition programme for pupil premium students from Year 6 into Year 7	<ul style="list-style-type: none"> SVP to meet with all primary partnership Headteachers prior to transfer to receive individualised pupil premium plans and gather any other intelligence about these students. Discuss this intelligence at an extraordinary SAM meeting MPC to monitor pupil premium students specifically through all monitoring activities MPC to carry out "I wish my teacher knew" activity with all Year 7 students to pick up additional information about pupil premium students 	£0	<ul style="list-style-type: none"> Transition activities have had overwhelmingly positive feedback from parents and students. Plans from Primary Schools are improving each year. This is something we plan to continue to improve next year by working more closely with Partner Primary Schools.
10.	Effective alternative provision arrangements and qualifications are in place for relevant KS4 students	<ul style="list-style-type: none"> Relevant students to be in a smaller group for GCSE Geography and follow Hospitality and Catering Course rather than GCSE Food Preparation and Nutrition 	£3800 teacher planning time for new qualification	<ul style="list-style-type: none"> The small group on alternative provision has been successful this year and has been further developed to include more work experience and small group teaching in core

				<p>subjects as well as Geography and Hospitality and Catering.</p> <ul style="list-style-type: none"> Some students have also had PDP sessions to support their learning in other subjects and offer support in other areas.
11.	Students receive appropriate financial assistance to remove barriers to learning	<ul style="list-style-type: none"> SVP to write to all pupil premium students in advance of Educational Visits offered by the school to advertise concessionary rates (or, in some cases, full costs of trips paid for) Financial assistance given for uniform where required Additional resources provided for students (Revision Guides, etc) where required Financial Assistance given for Music Lessons and instruments SVP to run incentive scheme for certain students where appropriate Free School Meals paid for (5 meals a week @ £2.70 per students) Add a top-up to enable students to purchase breakfast at breaktime and other food at lunch. 	<p>£2400</p> <p>£400</p> <p>£500</p> <p>£500</p> <p>£200</p> <p>£11000</p>	<ul style="list-style-type: none"> PP students' attendance on educational visits at least as good as their peers PP students are appropriately resourced for school, homework and revision £589 was spent assisting PP students with curriculum trips and £1046.50 for CLD trips. All students who requested support received it. Support for uniform and revision guides came in under allocation, however, this was brought up by support with Music lessons which we have now allocated funding for on the plan for next year. Incentive scheme was used but underspent. Need to look for alternative incentives to engage different students and possibly use the Kudos system to do this £11041 was spent on FSM.
12.	LAC (Looked After Children) have discrete and bespoke plans	<ul style="list-style-type: none"> Bespoke Plans put in place through PEP (Pupil Educational Plans) meetings for each of our 4 LAC children 	£7200	<ul style="list-style-type: none"> Bespoke plans produced and appropriate funding allocated through the PEP process.
13.	Provide transport and other appropriate support to all Services Children	<ul style="list-style-type: none"> IM to coordinate provision for services children (including attending meetings at the RAF Base, tracking students' performance, liaising with Progress Managers re: potential barriers to learning, etc) IM to coordinate taxi provision back to the RAF base at 4.45 Tuesday-Thursday to enable 	<p>£1,500</p> <p>£3,500</p>	<ul style="list-style-type: none"> The Services students in Year 7, 8 and 10 have done better than the rest of the cohort and Year 9 and 11 have done slightly less well. The small numbers (particularly in Year 11) are the reason for this as two students pulled the

		services children to attend after school clubs		<p>progress of the group down.</p> <ul style="list-style-type: none">• Taxis are at least 80% full throughout the year• The RAF bus was used on Tuesday, Wednesday and Thursday. Its use varied over the year from 3 or 4 students to full at 16, depending on clubs and PE events. Last year had the smallest number of RAF students in Year 11 so not as full as previous years. Indications this year is that it will be used more. After Christmas, the number of year 11 students increases as they go to more revision sessions. This year we may need to have more than one bus on Wednesday, as we are already at full capacity and only a couple are Year 11.
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