Projected Spend for 2016&17

The amount of money that the school receives for Pupil Premium in 2016-17 is expected to be approximately the same as the previous year.
Most of the strategies outlined above will continue into the 2016-17 academic year.
Additionally, curriculum development, in particular reformed GCSEs, will be supported to ensure that eligible pupils are best informed to achieve their potential.
Pupil Premium funding will be approximately £400,000.

Additional strategies to be implemented during 2016/17 Academic year

Strategy/Action Point	Outcomes/success criteria/measuring impact
• Behaviour Interventions including the use of the satellite centre.	Reduce exclusions and time away from lessons Reduction in the % of PP exclusions.
• Behaviour Modification sessions in success centre	Pupils develop better behaviour for learning, case studies to see impact of sessions.
• Attendance officer deployment	Reduction in overall absence of PP pupils.
• Fresh Start and Accelerated Reader • Numeracy Catch-up	Reading ages of PP increase rapidly. Progress towards baselines/flight paths and all pupils becoming 'green'.
• Afterschool activities and clubs	Creating a positive ethos towards the school and a desire to attend.
• Raise profile of FSM and PP groups across the school.	Redesign data tracking sheets to include both FSM and PP. Compare the FSM and PP sub-groups in all leadership talking children and national challenge meetings.

Strategy/Action Point	Outcomes/success criteria/measuring impact
• Robust monitoring system for support staff • High quality training of support staff • Performance management of support staff to be linked to PP outcomes	Support staff contributing more to the delivery of high quality support during lessons. Up skilling and supporting colleagues with gaps in knowledge.
• Appoint coaches for English and Science support • Ensure PP pupils are targeted with existing interventions and coaching in maths	Additional capacity sought to support the learning in core subjects. PP pupils are selected for year 11 interventions Progress over time of the targeted groups monitored by line managers.
• Effective Attendance officer deployment	Reduction in number of PP pupils in the PA category (<90%)

Strategy/Action Point	Outcomes/success criteria/measuring impact
• CPD programme to focus on vulnerable groups	Staff have better understanding of individual needs of pupils. Impact measured through whole school monitoring system.
• Middle leaders ensure all of their departments track groups of pupils in their own tracking systems • Analysis of groups in each subject • Talking children at department level	Development of departmental trackers. Middle leaders have a heightened awareness of the progress of the groups within their subject areas. Middle leaders put strategies in place to address issues in a department level.

Strategy/Action Point	Outcomes/success criteria/measuring impact
• All staff have PM target linked to closing the gap. • Promote the 'attainment for all' ethos • Introduce department reviews of AFL practices to improve areas of weakness.	Performance management review cycle to evidence individual teacher impact. Improving the outcomes of PP disproportionately through quality first teaching. All departments show improvements in AFL practices over time. Pupil progress in increased rapidly.
• Revision workshops on how to use the resources out of school for the purpose of revision • CPD for staff to use within subject areas – specifically on developing revision techniques.	Increased attainment in mock examinations Increased attendance to half termly revision sessions. Increase attainment in end of year examinations.
• Additional ICT facilities and access to internet based materials • Develop homework club before and after school to allow access to ICT facilities	Increased attendance to homework club.