



Pupil Premium is funding additional to the main school budget. The grant is allocated in three parts: 1) Pupils known to be eligible for free school meals in any of the previous six years. 2) Service children. 3) Looked after children.

Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

We aim to ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of pupils in receipt of Pupil Premium funding are adequately assessed and addressed.

In making provision for the Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, but as and when it is necessary to maximise the outcomes for these pupils.

Sir Kevan Collins, the EEF's chief executive, has written for TES explaining why he thinks it's a policy which merits sticking with. Here's an excerpt:

... The pupil premium's strength lies in both its purpose and its clarity. The idea of providing additional ring-fenced resources to meet the needs of the poorest pupils has gained support across the political spectrum, and has been used as a model for similar reforms across the world. ...

But, at a time when school budgets are under real stress, we need to know that the pupil premium is making the biggest possible difference in young people's lives. It is right to ask how we can do more to give the premium the best chance of achieving its ambitious goals.

I have three suggestions.

First, we must strengthen the link between the pupil premium and teaching. While the premium should remain a ring-fenced part of school budgets, this financial separation should not cause it to become isolated from the core business of schools. We can be obsessed with add-ons.

There is undoubtedly still a place for targeted support, but high-quality first teaching is the most powerful driver of educational equity.

Second, schools should regard it as absolutely legitimate to spend their pupil premium to get – and keep – the teachers they need to deliver that high-quality teaching. In 2015, [the NAO found](#) that fewer than 5 per cent of schools used the premium to support recruitment. But using the premium to tackle the recruitment and retention challenge – and evaluating new approaches as we innovate – must make sense at a time when it is schools' biggest worry.

Third, more should be done to encourage schools to share successful strategies. Increasing the level and quality of school-to-school support, as recommended this month by the [NAHT headteacher union's Accountability Commission](#), is crucial to creating a consistently excellent system.



1. Summary information					
Academic Year	2018/19	Total PP budget	£84660	Date of most recent PP Review	May 2018
Total number of pupils	397	Number of pupils eligible for PP	80	Date for next internal review of this strategy	March 2020
1a. Summary Information - LAC					
Academic Year	2018/19	Total LAC Funding	£8100	Date of most recent LAC funding review	March 2018
		Number of LAC pupils	4	Date of next internal review of this strategy	March 2020

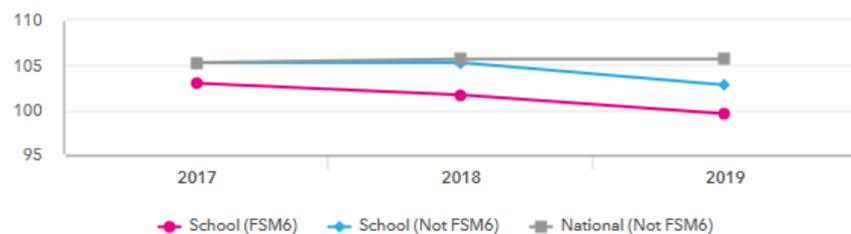
2. The PPG per pupil for 2017-2018 was as follows	
<ul style="list-style-type: none"> • Disadvantaged pupils Pupil Premium per pupil <ul style="list-style-type: none"> ○ Pupils in Year Groups R to 6 recorded as Ever 6 FSM ○ Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM ○ Looked After Children (LAC) ○ Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order • Service children - Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence. 	<p>£17,315</p> <p>£67345</p> <p>£1900</p> <p>£1900</p> <p>£300</p>



		Pupils			Comparative profile 2018 / 2019		
		School	School	National	School	National	
Pupil Premium	FSM (in last 6 years)	18	25%	30%			
	Not FSM (in last 6 years)	54	75%	70%			

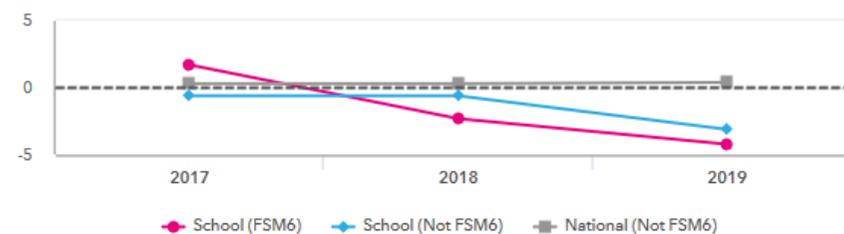
KS2 attainment for disadvantaged pupils 2019

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2019

Average Scaled Score (Re, Ma)





1. Attendance of Pupils Premium Pupils									
2014-15 Whole School	2014-15 PP	2015-16 Whole School	2015-16 PP ONLY	2016/17 Whole School	2016-17 PP ONLY	2017/18 Whole School	2017-18 PP ONLY	2018/19 Whole School	2018-19 PP ONLY
96%	91%	96.7%	92%	96.3%	93.7%	96%	93%	96%	KS4-92.76%
									KS2,3 – 94.91%

3. Key Spending of Pupil Premium Funding (allocation 2017/18)
The ethos at Ridgeway is “safe, enjoy, learn” as we strongly believe that if children feel safe in school and enjoy the relationships they build with staff and pupils that they will learn. This ethos is what we base our spending of the PPG on combined with our vision of “skills and experiences for



life". During the academic year 2018/19 Ridgeway Academy received just under £124915 for Pupil Premium and the monies were directed into the following activities:

- Pupil Engagement Officer employed at 30 hours per week. The main objectives are to support children outside of the classroom in social, emotional, behavioural and anger management activities. These activities are designed to equip the children to cope better in their educational environment, adopt appropriate learning strategies and engage with children and adults in school. All of this work results in improved results in the classroom for the children. (£27,215.51)
- Staff training for specific needs of 3 PP pupils has been funded by Pupil Premium, including autism and adopted children strategies. Particularly training on how to support autistic pupils. (£500.00)
- External agencies have been engaged via Pupil Premium to support learning outside of school for two pupils and to provide continuous learning throughout the school year including weekends and holidays. (£200)
- External agencies have been used to assess some pupils for dyslexia (£500)
- Outreach Services and Alternative Provision have provided off-site learning and behaviour management for occasion when PP children are in need of the support in order for them to be able to continue to access their learning. (All Total: £9225.52)
- Taxis in order for 3 pupils to attend the after school sports clubs. (£320)
- A free breakfast club was run for all PP children during the SATs week to ensure they had eaten breakfast prior to sitting their tests.
- A yearly subscription to 'Thrive' to continue to support pupils requiring building self-esteem, understanding themselves and others. (£540.00) ??
- The school animals have been maintained to support behaviour and engagement strategies: the goats and sheep are used to support the children in developing responsibilities in husbandry and thinking about others. A new addition of rabbits as well. The school dog has been used to engage children in reading and also to support them in times of emotional need. 35 pupil premium pupils attended sessions with the animals.
- The salary for our teacher of thrive and care for animals. (£17000)
- Extra-curricular activities including music lessons and summer clubs have been funded by Pupil Premium for 5 pupils. (£1380.16)
- Children eligible for Pupil Premium have had their educational trips funded by the school; 29 pupils were able to access their learning in a different context. 2 pupils were able to access an adventure residential for 5 days. A life- changing experience. (£1632.00)
- Free School Meal management services are funded by the grant. (£11381.70)
- Supported 7 pupils with bus fares for travel to and from school. (£216 per child - £1512)
- Supported families with school uniforms and PE kits through uniform grants. (£693.49)
- Equipment for lessons has been provided for PP pupils. This includes food for food technology lessons. (£500)
- Homework after school club to support a child in completing homework (£2000)
- Allocated additional teachers to maths sets in English and maths for years 5-10.Reducing the numbers in all sets and providing PP with more teacher time. (cost of 10 additional teachers for 4 lessons per week)

Key successes/ impact of actions have been: See detailed findings in APPENDIX 1



- Lower attaining PP pupils performed well in reading in comparison with non PP, with a progress score gap of +5
- SEN pupils attained well in reading in comparison with non PP, with an attainment gap of +0.8
- Lower Attaining PP pupils performed well in writing compared to non PP, with an attainment gap of +5.2 and a progress gap of +3.
- Middle attaining PP pupils attained well in Writing compared to non PP, with an attainment gap of +2.4 and progress gap of +2.4
- SEN PP pupils attained well in Writing in comparison to their peers with an attainment gap of +7.
- Average Attendance for pupils having support with bus passes increased from 91.5% in 2016/17 to 92% in 2017/18
-

Whole school current findings

1. Pupils having bus passes does have a positive impact on attendance for some pp pupils. Pupils improved attendance due to bus passes are: Y10-75%, Y9 – 60%, Y8 – 50%, Y7 – 60%. This is not ideal though and remains an area for impact.
2. There is no significant evidence that small groupings (Sets) has a positive impact on PP. Mixed success: in Y10 - 100% of pupils in small English and maths sets are either on target or above. Mixed results from other year groups. There is evidence that the teacher can have a positive impact on pp pupils.
- 3.
4. Significant pastoral support show positive results in impact for most pupils.
5. There is no significant data to show that paying for trips/uniform does have a positive impact but any experience out of school must have some impact on pupil aspirations. Pupil voice in PP may provide data for this.

4a. Key Spending of Looked After Children Funding (allocation 2017/18)

- Additional adult support after school for LAC pupils (£800)
- Resources, staffing and meeting time (£1502.00)
- Dyslexia Tuition for one child (£300)
- Extra curricular interests group – Drama (£200)
- Scan pen for learning support (£500)

5. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers to be addressed – we need to:



A.	Oral language skills in reading are lower for pupils eligible for PP than for other pupils. This slows reading and maths progress in subsequent years. Pupils eligible for PP and SEND have large progress gap in reading and Maths .
B.	High ability pupils who are eligible for PP are making less progress in reading and Maths than other high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 3.
C.	There is a greater gap in reading progress scores for Boys who are eligible for PP (-3.1) and girls eligible (-0.9)
D.	Some pupils in ability to access their learning due to social needs in school. This hinders their ability to cope and have resilience in their learning. 100% of PP pupils visited our pastoral area in the last 12 months. This impact must be greater this year.
E.	Further support maths and English language skills to allow lower attaining pupils to access higher level mastery questions.
F.	The gap in maths progress scores is greater for girls (-2.2) than boys (-1.6) for pupils eligible for PP in KS 2.
G.	Further support Non-white ethnic PP Pupils in maths and reading. The gap progress scores for maths are for white ethnic are less than non-white ethnic PP Pupils.
External barriers	
H.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
I.	Records of homework completion are lower in PP pupils. This effects their progress and attainment in all areas.
J.	Rates of parent attendance for parents evening are low.

Key priorities are now:

The school plans to continue to support Pupil Premium children as we have done during 2017/18 and we will continue to identify new opportunities to make good use of these funds during the year. We will be in receipt of £116,380 for this during the academic year of 2018-19 We will be:

- Ensure that all PP pupils attend additional support in KS2 for English and maths after school in the build up to SATs. Individually plan for and invite more able PP pupils to targeted additional support after school. Offering transport for those pupils who without it would not be able to attend.
- Pastoral Managers for KS2 and KS3/4 continue to be embedded into the school structure to support Pupil Premium children first. Termly meeting with the pastoral team will further enhance the support provision provided. We will be better placed to identify earlier interventions at a more individual level.
- New pastoral middle leaders - staff responsible for the pastoral welfare of pupils in their year group. Monthly pastoral meeting with PP pupils as the focus.
- To ensure that there are strategies in place to further enhance parental engagement in their child's learning.



- Provide opportunities for PP to access the fee paying after school homework club so that pupils can complete their homework in an environment with a school adult to support.
- Provide opportunities for PP pupils in year 8 and 9 to attend sea cadets/army cadets after school.
- Support pupil premium pupils in leadership roles in the school. E.g playleaders, ambassadors, prefects.
- Create an evaluative tool for impact on ‘soft skills’ with the additional experiences and opportunities provided.
- Support PP pupils in work experience and careers opportunities.
- Support PP pupils in post 16 provision.
- Provide able PP pupils with opportunities for enjoyment of reading. Set up a reading club at lunchtimes for pupils to attend.
- Provide interventions in English and Maths for pp pupils in school time.
- Ensure that non-white ethnic PP Pupils are supported in reading and maths.
- Provide small groupings for GCSE option lessons.

Target 1: Support pupil self-esteem, attitude to learning and address social and emotional barriers to learning by increasing participation in the life of the school.

Target 2: Close the gap” – by supporting vulnerable pupils so that there is a higher number of such pupils who achieve the expected level of attainment in Maths and English.

Target 3: Support more able pupils to ensure they reach expected or exceed expected standard.

Target 4: Pupil premium pupils to meet expected 96% attendance

Target 5 – Parental engagement at evenings increases to 68% attending parent’s evenings.

Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
Trips and visits with an educational purpose.	£2000	From Sept 2019	To allow children from disadvantaged groups to access a range of learning environments and experiences other than those	Evidence in books will show that pupils utilised the trip and it reflected in their learning. Pupils will make good progress in all aspects of their curriculum. The gap between PP and non	AH	In KS2: All PP pupils accessed all educational trips last year and made good progress in line with non-PP pupils. In KS3/4 - All PP pupils accessed all educational trips last year and made good progress in line with non-PP pupils.	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
			available in the school context.	PP in all subjects is reduced to less than 12% or has a positive gap score.			
Residential trips (no specific curriculum purpose) To further enhance the life experiences of PP pupils. (Childs carers have some financial commitment but school will add additional money.)	Llanrug 2X £80	From Sept 2019	For pupils to gain life skills experiences not available in the school context.	PP pupils attending residential visits will have reduced incidents of poor behaviour due to greater self-knowledge and self-esteem.	AH/JW	EEF research into outdoor adventure learning has positive influences upon academic achievement. Particularly for pupils who are more vulnerable and older learners.	
Champion treat trips	£2000	From Sept 2019	For pupils to take reward for good behaviour/attendance.	PP pupils attending champion visits will have reduced incidents of poor behaviour leading to greater self-knowledge and self-esteem.	TC	In previous years , we have identified a increase in the number of PP achieving enough champion points to attend the treat.	
School Uniform and equipment for lessons	£1000	From Sept 2019	To support eligible pupils in keeping uniform up to date.	Pupils eligible are apply for the uniform grant are equipped for learning in school. Pupils will have all required resources for lessons- from pens, pencils to food for food technology.	AH	EEF research indicates no specific improvements. However findings suggest: - Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
						includes the development of a school ethos and the improvement of behaviour and discipline.	
Musical instrument/coaching subsidies	£1500	From Sept 2019	To support eligible pupils in areas of the curriculum.	The progress of eligible pupils will be in line with non-eligible pupils. Self-esteem of eligible pupils will be enhanced.	AH/CM	No pupils required financial support for music. However previously, 80% pupils who were supported are now at ARE.	
Transport from sports clubs	£700	From Sept 2019	To enable pupils to have equal opportunity to attend after school clubs	Pupils who would normally be forced to take the bus home can stay later and benefit from attending sporting clubs and ultimately represent the school in fixtures.	JW/KE	EEF funding research states: 1. Being involved in extra-curricular sporting activities may increase attendance and retention. 2. Impact varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. The impact would need to be regularly checked.	
Pupil leadership opportunities	£0	From Sept 2019	To provide pupils with roles of responsibility within the school.	PP pupils are targeted to apply for these roles. Prefects who make accelerated progress in maths and English	HOKS	In previous years, pupil leadership has shown that confidence in all aspects of learning and attendance has improved. Three PP pupils who took on leadership roles	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
			To require pupils to work with peers and younger pupils in their role as prefects in the corridors.	The gap between PP and non-PP in all subjects is reduced to less than 12% or has a positive gap score.		achieved EXS in all areas in their KS2 SATs. By targeting pp pupils, we expect this to impact both progress and attendance.	
Maths and English Small group support in maths lessons using teachers. During lesson time, TA support is deployed. TAs will be specifically trained for non-white ethnic groups.	£6000	From Sept 2019	To improve the progress of PP pupils through small group tuition led by teachers. To reduce the gap between non-PP and PP pupils to less than 12% (specific objectives are set and monitored for each group of pupils) To improve the oral skills in reading of PP pupils.	The progress, attainment and attendance for disadvantaged groups in all year groups. The gap between PP and non-PP in all maths is reduced to less than 12% or has a positive gap score.	NN/ HOD /MG B	The EEF research finds that small group tuition can affect progress and attainment of pupils in Maths and English by +5 months.	
During lesson time, TA support is deployed. TAs will be specifically trained for	£6000	From Sept 2019	To improve the progress of PP pupils through small group tuition led by	The progress of eligible pupils will be in line with non-eligible pupils. The progress, attainment and	ST/ MGB / HOD	The EEF research finds that use of teaching assistant can positively affect progress and attainment of pupils in Maths and English by +1 months.	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
supporting lower attaining groups outside of maths lessons. TAs will be specifically trained for supporting higher attaining groups outside of English lessons.			Teaching assistants. To reduce the gap between non-PP and PP pupils to less than 12% (specific objectives are set and monitored for each group of pupils) To improve the oral skills in reading of PP pupils.	attendance for disadvantaged groups in all year groups. The gap between PP and non-PP in all maths is reduced to less than 12% or has a positive gap score.			
Homework Club lunchtime and after school. PP pupils are invited to attend the club.	£ 2000	From Sept 2019	To support pupils who struggle to organise their homework or do not have a place at home conducive to working at. To teach skills for independence, organisation and research skills.	PP pupils will have 100% record in return of homework. PP pupils requiring support will attend the homework club. The progress of eligible pupils will be in line with non-eligible pupils. The progress, attainment and attendance for disadvantaged groups in all year groups. The gap between PP and non-PP in all maths is	SD/T C	The EEF research finds that homework can significantly support progress and attainment in all pupils and can positively affect progress by +5 months or more. (+8months – where work is tailored to individuals needs)	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
				reduced to less than 12% or has a positive gap score.			
Staff training – effective support of PP pupils - Strategies for support and provision.	£500	18/10 /18	To improve the teacher’s ability to support PP pupils through quality first teaching.	The specific strategies of : bums on seats: Seating plans indicating PP Books: PP books given priority over others Beeline: Adults make a beeline for PP when supporting pupils in class.	MGB /TC	The EEF Research indicates that there is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.	
1:1 tuition outside of the school day	£2500	From Sept 2019	To reduce the gap in attainment in English and Maths in Year 6, between non-PP and PP pupils to less than -12%	The progress of eligible pupils will be in line with non-eligible pupils.	AH/S T/TC	The EEF research finds that 1:1 tuition with a teacher can affect progress and attainment of pupils in Maths and English by +5 months.	
Additional maths and English Support after school for Year 6 pupils. 6 weeks of English and 6 weeks of maths.	£1500	Jan 2019	To reduce the gap in attainment in English and Maths in Year 6, between non-PP and PP pupils to less than -12%	The progress of eligible pupils will be in line with non-eligible pupils. Data drops demonstrate that age related expected progress or more is being made. The gap	MGB /TC	The EEF research finds that small group tuition can affect progress and attainment of pupils in Maths and English by +5 months.	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
Transport is offered for PP pupils only to enable their full participation.			(specific objectives are set and monitored for each group of pupils)	between PP and non-PP in all maths is reduced to less than 12% or has a positive gap score.			
Additional support for able PP pupils in reading. (Boys specifically)	£3000	Jan 2019	To provide a book club for Able PP pupils.	The gap for higher attainers in reading will be less than -25%	MGB	This is the first year of using this intervention to aid progress in more able PP pupils.	
Identified PP attend sea cadets/ army cadets in a weekly basis.	£2000	From Sept 2019	To provide aspirational life skills. To give PP a view into a possible positive future. To provide positive adult role models for some PP pupils.	The two pupils involved will exceed progress in their English and Maths, reducing the gap.	HOK S	EEF research into outdoor adventure learning has positive influences upon academic achievement. Particularly for pupils who are more vulnerable and older learners.	
Evaluate the procedures in the attendance policy involving home visits/contracts/ meetings.	£1000	From Sept 2019	To reduce gap in attendance between PP and non-PP pupils will be reduced to 0% To provide support for parents whose pupils are considered as	The attendance of PP pupils will be in line with other pupils in the school.	TC	The gap between PP and non-PP attendance for: 2015/2016 was -4.7% 2016-2017 was -2.6% 2017-2018 was -3% 2018-2019 was – 1% in KS2/3 3% in KS4	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
			risk of poor attendance.				
Maintenance of Pastoral Provision.	£30000	From Sept 2019	To maintain strategies for pupils requiring extra support in pupil engagement or in accessing their learning.	PP pupils requiring support in unstructured time or with pupil engagement needs are fully supported. There is a higher chance of those pupils returning to their lessons and accessing their learning.	TC/ Pastoral Leaders	As a result of having this facility, no PP pupils have been permanently excluded in recent years. Research from EEF identifies that pupils need to be present in the classroom as much as possible. Research in using additional behavioural interventions, shows some impact on improving academic achievement, attendance and pupil engagement.	
Mentoring of PP pupils by an adult	£1000 termly	From Sept 2019	To provide academic support for some PP pupils. To provide opportunities for personalised strategy to support individuals.	Pupils will feel supported through attendance of 1:1 termly meetings. Pupils will feel that any concerns or worries can be shared and a solution found.	LT	The EEF findings are that mentoring programmes for pupils do not always provide excellent results in achievement. We feel that more able PP pupils would benefit from having a peer or adult to discuss their overall progress in their learning and their route through to GCSEs.	
Improvement in clarity in the pupil engagement and behaviour sanctions and rewards for pupils in the school.	£500	From Sept 2019		The overall gap between PP pupils and non-PP pupils will be reduced to less than 12% or has a positive gap score.		PSP meetings are showing us that pupils are far less likely to be permanently excluded as a result of new robust behaviour management.	



Intervention	Proposed cost	Start date	Objective/Key focus	Success Criteria	Lead staff	Information we already have/ Rationale	Monitoring of Outcomes
Improve the parent engagement in the learning of PP children	£1000	From Sept 2019	To introduce an online booking system for parents evenings To develop strategies to encourage parents to come to the school. To allow parents to view our online data systems.	Parents will be well informed in order to support their child in their learning. Parents support pupils in their learning more. Parental involvement for PP pupils at parents evening will increase to 68%.		Parent attendance to parents evening for PP pupils is currently 46%. EEF findings that Schools should therefore monitor their parental engagement activities carefully, and first consider alternative strategies that have a stronger evidence base – might be prioritised before embarking on a new parental engagement programme. Parents being able to see live data on their child will support engagement.	

APPENDIX 1

Pupil Premium findings for 2018-2019



Reg grc	English: End of KS (yr 11) Target (FFT 50)	English: Current (FFT 50)	Maths: End of KS (yr 11) Target (FFT 50)	Maths: Current (FFT 50)	Percentage attendance 2016-17	Percentage Attendance 2017-18	2019: P	Points to Consider	Bus Pass To Improve attendance	Uniform Voucher	English Intervention: Small Sets/1:1	Maths Intervention Small sets/1:1	Educational Visit	Significant pastoral support
10WE	3+	1+	3	2	NA	NA	Yes				on target	Above Target		yes
10WE	2+	1-	2-	U	95.26	99.18	Yes		YES	yes	on target YES	Working towards YES	Paid	yes
10WE	3+	1+	2+	1-	81.05	48.36	Yes		YES		on target YES	on target YES		yes
10AS	3+	1-	4-	2	75	79.78	Yes		YES		on target YES	Working towards		yes
10CP	3	1-	3-	1-	95.26	89.07	Yes				Working towards YES	Above Target YES	Paid	yes
10WE	6+	4	6	5	92.08	94.81	Yes					on target		yes
10AS	3	1	3-	1	88.68	85.52	Yes		YES		On Target	On Target		
10AS	5	4-	5+	4	95.26	89.62	Yes				Above Target	On Target		
10CP	6-		6+	4+	87.89	84.43	Yes	Contract for Att			no data	on target		yes
10CP	3-	2+	1	1	98.95	95.08	Yes				Above Target	Sig Ab Target YES		yes
10CP	5-	4	5+	3+	98.16	95.63	Yes				On Target	On Target		
10WE	3+	2-	3	2	95	98.91	Yes				On Target YES	Above Target		
10CP	6+	7	5+	4+	91.26	98.09	Yes				Above Target	Above Target		
10AS	4-	2+	2+	1-	90.26	89.89	Yes				Above Target YES	On Target YES		yes
10AS	3+	1+	2	U	90.79	94.54	Yes				On Target YES	On Target YES		yes

Yr 10 findings

<p>Attendance: 75% of pupils in Y10 having bus passes improved their attendance. There are still 47% of pupils below 90% attendance however.</p>	<p>Small sets: 100% of pupils in small English and maths sets are either on target or above. 34% of pupils in maths in small sets are above or significantly above their target.</p>
<p>Pastoral support: 70% of pupils who receive significant pastoral support are either at or above target in English. 80% of pupils who receive significant pastoral support are either at or above target in Maths. 50% pupils who receive significant pastoral support are either at or above target in English and Maths</p>	<p>Uniform vouchers and trips: No significant data trends for these.</p>



Registr	2018 Summer term	2018 Writing: EoY	Reading: Summer term	2018 ENGLISH: Reading	Attendance July 20	Attendance July 2018	bus pas	Small intervention sets/1:1 maths	intervention sets/1:1 English Lang	intervention sets 1:1 English Lit	Educatio nal visits paid	bought for GCSE	nt pastoral support
9GL	3	2=	3	2=	100	97.8		on target	working towards				
9CL	3	2=	4	2=	100	98.9		above target	on target yes	on target YES	yes		YES
9CL	4	1=	3	<1=	78.57	89.34	yes	above target YES	on target YES	on target YES	yes		YES
9CL	1	2=	1	3=	85.71	89.94		above target	on target	on target			
9GL	2	1=	3	<1=	67.86	76.1		on target YES	on target YES	on target YES	yes		YES
9NH	3	5=	3	5=	NA	92.08		on target	sig above target	on target			
9NH	3	4=	3	5=	100	94.51		sig above target	on target	on target			
9NH	4	1=	2	1=	100	98.9		on target YES	working towards	working towards	YES		YES
9CL	2	1=	3	1=	71.43	84.34	yes	on target	on target YES	on target YES	yes	yes	YES
9CL	4	1=	2	<1=	100	88.91	yes	on Target YES	on target YES	on target YES	yes	yes	YES
9GL					NA			on target	on target	on target	yes		
9GL	4	1=	4	1=	57.14	59.84	yes	above target YES	on target	on target	yes	yes	YES
9GL	2	2=	3	2=	82.14	85.71		above target	sig above target	on target			YES
9GL	2	1=	3	2=	96.43	77.32		on target	above target	on target			YES
9NH	3	1=	3	1=	100	86.81		sig above target	sig above target	on target			
9CL	2	2=	2	2=	100	95.6		working towards	sig above target	on target			
9NH	3	1=	3	1=	100	90.93		above Target YES	above target	on target			
9GL	3	3=	3	3=	100	95.33		working towards	below target	on target			
9CL	3	1=	4	1=	100	97.25	yes	above target	sig above target	on target	yes	yes	

Yr 9 findings

<p>Attendance: 60% of pupils in Y9 having bus passes improved their attendance. There are still 48% of pupils below 90% attendance however.</p>	<p>Small sets: 86% of pupils in small English sets are either on target or above. 0% of pupils in maths in small sets are above or significantly above their target.</p>
<p>Pastoral support: 77% of pupils who receive significant pastoral support are either at or above target in English. 100% of pupils who receive significant pastoral support are either at or above target in Maths.</p>	<p>Uniform vouchers and trips: 89% of pupils receiving financial support for uniform, trips of food are on or above target.</p>



100% pupils who receive significant pastoral support are either at or above target in English and Maths.	
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Pupil Premium	ENGLISH: Reading: EoY Target July 2018	ENGLISH: Reading: Current July 2018	ENGLISH: Writing: EoY Target July 20	ENGLISH: Writing: July 20	MATHS: EoY Target July 20	MATHS: Current July 20	Percentage Present marks 2016-1	Percentage present marks 2017-1	Small sets Intervention English Write	Small sets Intervention. English Read	Small sets intervention Maths	bus pass	Educational visits	Uniform & other funds	Significant pastoral Support
Yes	1=	<1=	<1=	1=	1=	2=	95.26	95.6	on target YES	on target YES	on target				YES
Yes	3=	2=	3=	3=	2=	2=	81.05	87.36	on target	working towards	working towards Y	YES			YES
Yes	<1=	1=	<1=	1=	1=	<1=	95.53	93.41	working towards	working towards Y	working towards Y	YES			YES
Yes	1=	2=	<1=	2=	2=	1=	97.63	96.98	on target	on target	on target		YES	YES	YES
Yes	3=	3=	3=	3=	4=	3=	97.63	95.33	on target	on target	on target				YES
Yes	3=	3=	3=	4=	3=	2=	92.89	89.29	on target	on target	above target				
Yes	2=	3=	2=	3=	2=	1=	98.16	95.6	on target	working towards	above target		YES		
Yes	1=	2=	1=	2=	1=	1=	98.16	93.41	on target	on target	on target				
Yes	1=	2=	1=	2=	1=	1=	89.21	83.14	above target	working towards	on target				YES
Yes	2=	3=	2=	3=	4=	5=	92.63	98.9	on target	on target	above target				
Yes	<1=	2=	<1=	1=	1=	1=	86.04	92.31	above target	working towards	above target		YES		YES
Yes	3=	3=	3=	3=	3=	3=	97.93	96.15	on target	working towards	above target				
Yes	3=	3=	3=	3=	4=	5=	99.47	96.7	on target	working towards	sig above target				
Yes	2=	3=	2=	3=	2=	3=	95.79	97.53	working towards	working towards	above target			YES	YES
Yes	1=	1=	1=	2=	1=	<1=	86.85	84.62							
Yes	2=	2=	2=	2=	1=	1=	96.05	91.21	on target	on target	above target				
Yes	3=	3=	3=	3=	4=	4=	87.89	72.53	working towards	on target	above target	YES	YES		YES
AC	1=	1=	1=	1=	1=	<1=	82.67	97.53	above target	working towards Y	on target	YES	YES	YES	YES

Year 8 Findings

<p>Attendance: 50% of pupils in Y8 having bus passes improved their attendance. There are still 27% of pupils below 90% attendance however.</p>	<p>Small sets: No pupils in small English sets are either on target or above. No pupils in maths in small sets are above or significantly above their target.</p>
<p>Pastoral support: 100% of pupils who receive significant pastoral support are either at or above target in English writing. 50% of pupils who receive significant pastoral support are either at or above target in English reading.</p>	<p>Uniform vouchers and trips: 2 out of 5 of pupils receiving financial support for uniform, trips of food are on or above target.</p>



80% of pupils who receive significant pastoral support are either at or above target in Maths.
 30% pupils who receive significant pastoral support are either at or above target in English **and** Maths.

Percentage Att 2017 - 18	Percentage Att 2018-19	ENGLISH: READING : EoY Target2018	ENGLISH: READING : EoY Target July 2018	ENGLISH: WRITING: EoY Target 2018	ENGLISH: WRITING: EoY Target July 2018	MATHS : EoY Target 2018	MATHS : EoY Target July 2018	Pupil Premium	Small maths sets intervention	small English sets -read	Small English sets - Write	Bus passes	Educational visits	Uniform vouchers	Significant Pastoral support
93.42	96.15	6S=	6S=	5S=	5D=	5S=	5S=	Yes	sig above target	above target	on target				
95.93	99.73	5S=	6S=	5S=	5D=	6	5S=	Yes	above target YES	working towards YES	working towards YES	YES	YES		YES
97.89	92.86	4S=	5S=	5E=	5E=	5S=	5S=	Yes	above target	on target	working towards YES				
98.16	96.43	5S=	5D=	5S=	5S=	5S=	5D=	Yes	on target YES	on target YES	working towards YES				YES
81.58	79	5S=	5S=	5S=	5E=	5S=	5S=	Yes	on target	working towards YES	working towards YES				YES
97.63	99.18	5S=	5M=	5S=	5S=	5S=	5D=	Yes	on target	on target	working towards		YES		YES
96.84	94.23	5S=	5D=	5S=	5S=	5S=	5S=	Yes	on target	working towards YES	working towards YES		YES	YES	
94.74	92.03	5S=	4D=	5S=	5S=	5S=	5S=	Yes	above target	working towards YES	working towards YES	YES	YES		
90.26	89.84	5S=	U	5S=	5S=	5S=	5M=	Yes	on target	working towards YES	working towards YES				YES
90	85.16	5S=	4S=	5S=	5S=	5S=	5M=	Yes	above target	on target	working towards	YES	YES		YES
93.95	96.43	5S=	5E=	5S=	5S=	5S=	5M=	Yes	above target	on target	on target				

Year 7 Findings

<p>Attendance: 1 out of 3 pupils in Y7 having bus passes improved their attendance. There are still 27% of pupils below 90% attendance however.</p>	<p>Small sets: No pupils in small English sets are either on target or above. 100% of pupils in maths in small sets are above or significantly above their target.</p>
<p>Pastoral support: No pupils who receive significant pastoral support are either at or above target in English.*</p>	<p>Uniform vouchers and trips: No pupils receiving financial support for uniform or trips are on or above target in both English and Maths.</p>



<p>100 % of pupils who receive significant pastoral support are either at or above target in Maths. No pupils who receive significant pastoral support are either at or above target in English and Maths.</p>	
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Whole school current findings

6. Pupils having bus passes does have a positive impact on attendance for some pp pupil.
7. There is no significant evidence that small groupings (Sets) has a positive impact on PP. There is evidence that the teacher can have a positive impact on pp pupils.
8. PP pupils on the whole are more successful in maths than reading.
9. Significant pastoral support show positive results in impact for most pupils.
10. There is no significant data to show that paying for trips/uniform does have a positive impact but any experience out of school must have some impact on pupil aspirations. Pupil voice in PP may provide data for this.