

Pupil premium strategy statement – Review of 2019/2020

1. Summary information					
School	Northgate High School				
Academic Year	2019 /2020	Total PP budget	FSM/6 £183260.00 SRV £6000.00 LAC £16100.00 Total - £205360.00		
Total number of pupils	730	Number of pupils eligible for PP	FSM/6 196 SRV 20 LAC 7	Reviewed – August 2020 New PPG strategy completed – September 2020	

Context of this report

2019/2020 academic year was disrupted by the national lockdown situation and educational provision for many disadvantaged learners from March onwards was via remote learning. Tasks were set by teachers on our learning platform, Satchel one, and feedback was given via email communication. All disadvantaged learners were contacted to ensure they had access to software and reliable internet connection and initially technology was loaned out to students in their homes. Where issues became apparent later, students were given a printed version of the work to complete.

Many PPG programmes had started prior to lockdown but data is lacking due to the unfinished nature of some of the work and so this years' review has limited impact data as a result with unspent funds being rolled over into the 2020/2021 academic year.

2. Planned expenditure

Academic year

2019/2020

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.

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	Review of impact 2019/2020
A. Improve outcomes of KS4 pupils E. Improve Y7 literacy and numeracy	CPD Lessons learned system of monitoring quality of teaching Budgeted cost £6795	Sutton Trust research shows that quality of teaching is by far the biggest factor within schools that impacts on the achievement of children from poorer backgrounds. High quality CPD is essential in supporting the development of teachers skills in teaching all children, all will benefit but disadvantaged students stand to gain the most! CPD delivered as part of wider programme of performance management and whole school developmental need. Lessons learned provides a package for monitoring teaching and learning across the school and specific focus is on the progress made by disadvantaged pupils. https://www.suttontrust.com/wp-content/uploads/2015/01/DEVELOPING_TEACHERS-FINAL.pdf	CPD is organised and monitored by Heads of school and T+L associate leader through T+L weekly briefings. Lessons learned is monitored by Heads of school, assistant head and Heads of department (HODs)	ZG/DH Heads of school; LB (Assistant Head), CC (T+L) and HODs.	CPD was provided prior to lockdown. During lockdown all staff had access to online CPD and used time available to develop skills and knowledge. Lessons learned system developed to include a CPD logging module and new protocols for PM reviews. Will continue to fund in 2020/2021
A. Improve outcomes of KS4 pupils	Provision of access to GCSE pod (online revision resources) Budgeted cost £3888	Use of digital technologies is proven to enhance and support learning. The Sutton Trust research shows that access to digital technologies can enhance progress by 4 months and thus has a moderate impact on learning. GCSE pod allows students to access revision material directly through an app, impact is proven for regular usage.	Usage of GCSE pod is monitored by staff. All staff have access to usage records by year group, subject and individual. In Y11 usage is closely monitored by Heads of school, Assistant Head (PPG) and HOY and usage data fed back to HOY and tutors.	DH/ZG; LB (Assistant Head); AA (HOY)	GCSE pod used by students over the course of the year, although limited as students were not taking terminal examinations. Will continue to fund in 2020/2021
A. Improve outcomes of KS4 pupils	Show my homework online package Budgeted cost £2300	Homework is shown by Sutton Trust research to have a positive impact on disadvantaged students, provided it is within the students zone of proximal development. Regular homework develops and consolidates knowledge. Show my homework ensures access for resources for homework and is a portal for parents to monitor homework set.	Show my homework is monitored by HODs and associate SMHW coordinator.	HODs + CB (SMHK coordinator)	Satchel One (rebranded SMHW) was used extensively over the year as it became the portal for remote work to be set over lockdown. Will continue to fund in 2020/2021

<p>A. Improve outcomes of KS4 pupils C. Improve attitude to learning E. Improve Y7 literacy and numeracy</p>	<p>Easter revision school Summer school – ‘A flying start’ Budgeted cost £600</p>	<p>Easter revision school provides Y11 students with effective revision support in the run up to their exams. Summer school is provided to enhance transition, which although the EEF says is low impact, we have found beneficial in enhancing provision at transition from Y6/7.</p>	<p>Easter school is planned in advance, with departments allocated to days and students targeted. Summer school is led by the Literacy Librarian with a specific focus on literacy, numeracy and enrichment.</p>	<p>DH SL (Literacy Librarian)</p>	<p>Did not run due to lockdown Will continue to fund in 2020/2021</p>
<p>B. Improved attendance C Improved attitude to learning D. PP students inclusive role E. Improve Y7 literacy and numeracy.</p>	<p>3 day transition for Y6/7 Budgeted cost £2000</p>	<p>Research shows that the transition from primary to secondary education is stressful for children and their parents (Evangelou, 2008) and (Sutherland, 2010). A 3 day transition period in the summer term allows for students to become familiar with the school and its demands and for parents to meet key members of staff. Parents of PP students are invited to meet with assistant head (PPG) prior to September to begin triage process and vulnerable students will be getting an enhanced induction period, with extra support in the run up to the whole cohort transition.</p>	<p>HOY 7 is a fixed role and transition is monitored within this role. The HOY7 visits primaries to collect information and meet students and plans the transition period. This allows for information to be shared with staff prior to Y7's arrival. Transition days are monitored by HOY 7 and assistant head (pastoral) .</p>	<p>MG (HOY) AD (Assistant Head) DH/ZG; LB (Assistant Head)</p>	<p>Did not run due to lockdown Will continue to fund in 2020/2021</p>
<p>A. Improve outcomes of KS4 pupils E. Improve Y7 literacy and numeracy C. Improve attitude to learning</p>	<p>Development of learning hub No specific cost</p>	<p>The learning hub provides an extra facility for students to access support both during and out of hours. It is open until 5pm for 3 nights per week. The focus is on developing a greater learning ethos, nurture and the development of literacy and numeracy skills.</p>	<p>The learning hub is implemented by the Literacy Librarian and is monitored via the Head of literacy, Head of English and Heads of school.</p>	<p>SL (learning hub); CW (Head of literacy); BKW (Head of English) ZG (Head of school)</p>	<p>Utilised by students prior to lockdown. Continue to develop support in 2020/2021</p>
<p>A. Improve outcomes of KS4 pupils B. Improved attendance C Improved attitude to learning D. PP students inclusive role E. Improve Y7 literacy and numeracy.</p>	<p>PACE workshops (parents as co-educators) Parent support advisor No specific cost from PP budget</p>	<p>Parental involvement has been shown by the EEF as giving +3 months progress and having a moderate impact for a relatively low cost. The school is pursuing ways to involve parents in their childrens learning at school. This includes programmes focussed on general approaches to supporting reading and maths and workshops on revision skills.</p>	<p>Parental support events are put on the parent calendar in July. Attendance to events are monitored and personalised invitations are issued for PP parents, when their involvement is paramount.</p>	<p>LB (Assistant Head) JA (Assistant Head)</p>	<p>Did not run due to lockdown Looking to run online parental support sessions in 2020/2021</p>

E. Improve Y7 literacy and numeracy	Peer tutoring Budgeted cost £150	Peer tutoring is proven by EEF to have a moderate impact for a very low cost. Y12/13 students provided support for targeted Y7 students with low literacy skills last year and it had a positive impact on the development of Y7's reading ability. We are looking to widen the peer tutoring programme to include wider English skills, Science revision and numeracy. The primary focus remains improving the reading ability of our PP students.	The reading programme is monitored by the Literacy Librarian and Head of literacy and impact on PP students by Assistant Head. Wider peer tutoring is planned and monitored by the relevant HOD.	SL (Literacy Librarian); CW (Head of literacy) and LB (Assistant Head) + TA's in LSC	Reading programmes started in term 1 – this will be continued into 2020/2021 academic year Will continue to be funded in 2020/2021
E. Improve literacy and numeracy A. Improve outcomes of KS4 pupils	Numeracy e-learning support programme (My Maths and mathletics) Budgeted cost £1000 Literacy e-learning support programme (Power Up – Lexia)	My Maths is an interactive online teaching and homework tool which builds student engagement and consolidates maths knowledge. It provides bespoke support for learners. In house data shows that it has an impact on learner's achievement in Maths. Power Up – Lexia is being invested in across both Y7 catch up funding and PPG, with a priority being those PPG students in Y7 that have not made the expected progress in literacy development.	Use of My maths and mathletics is monitored by HOD – Maths and the Maths intervention coordinator. This year is being used to target weaker areas post mocks. HOD to set tasks for support in Y11. Literacy and numeracy intervention to be conducted across PART sessions and usage encouraged at home through parental engagement.	CC (HOD); KT (Maths intervention) LB + CC (HOD) + BKW (HOD) + SL (librarian) + CW (Head of Literacy)	Lexia had begun to have a positive impact on performance of students having been launched in Jan 2020. Where students continued to use throughout lockdown, positive benefits were seen, with significant improvements in reading ages. Less impact on KS4, so will focus on KS3 in 2020/2021 To be funded in 2020/2021 with a focus on parental engagement and a new model of delivery.
A. Improve outcomes of KS4 pupils	Provision of revision materials (Y11) and course materials for KS3/4 Budgeted cost £1500	All Y11 PP students provided with core and option subject revision materials including English revision guides, Maths workbooks, revision guides and Mathswatch DVD and Science revision guides to enable independent revision. All PP students given option to apply for support with the cost of course materials.	All PP (FSM+6) issued with core revision packs in October 2019 Mentors and form tutors review revision skills with PP students. HODs and teachers in E,M.S review the usage of revision guides in their subject areas. Exit questionnaires	Y11 form tutors + AA(HoY) and LB (Assistant Head)	Revision material was provided in Sept 2019. No outcome data to share.
Total budgeted cost					£18 233.00

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	Review of impact 2019/2020
-----------------	--------------------------	---	---	------------	----------------------------

<p>E. Improve Y7 literacy and numeracy progress</p>	<p>Accelerated reader programme in Y7 for all students (+Y8 and 9 targeted students)</p> <p>ERIN – everyone reading in Northgate)</p> <p>Budgeted cost £6168</p>	<p>Current Y7 student reading scores on entry are lower for PP students than non-PP. Efficacy studies of the Accelerated reader programme by the EEF have found that it appears to be effective for weaker readers as a catch up intervention at the start of secondary school. All students in Y7 and 8 read for 20 minutes every day and progress is monitored via accelerated reader. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p>	<p>Head of literacy. Head of English and literacy librarian review the efficacy of the programme in school. The impact of the programme is reported back to the Assistant Head (PPG) and to the Heads of school.</p>	<p>CW (Head of literacy) and SL (Literacy Librarian)– monitored by ZG (Head of school) and LB (Assistant Head)</p>	<p>Accelerated reader showed impact in first term. Paused due to lockdown.</p> <p>Will continue to fund in 2020/2021</p>
<p>A. Improve outcomes of KS4 pupils</p>	<p>Intervention coordinator – English</p> <p>Intervention coordinator – Maths</p> <p>Budgeted cost £5400</p>	<p>Two experienced and qualified intervention coordinators are in post in English and Maths to ensure that students are targeted and supported through PART, in school and after school intervention. Focus is disadvantaged first, although intervention is provided for all students in need of grade boosters.</p>	<p>Head of Maths and Head of English track the impact of intervention in their respective areas. The impact of interventions is shared with Assistant Head (PPG) and Heads of school. Fortnightly meetings between Head of Maths and Head of KS4 English occur to track the progress of students and to allocate those students in need of support.</p>	<p>CC (Head of Maths), CW (Head of literacy), BKW (Head of English) – monitored by LB (Assistant Head), ZG/DH Heads of school</p>	<p>Intervention paused due to lockdown.</p> <p>No outcome data to share.</p> <p>Different model to be implemented in 2020/2021</p>
<p>E. Improve Y7 literacy and numeracy progress</p> <p>A. Improve outcomes of KS4 pupils</p>	<p>KS3 and 4 learning support programme</p> <p>Power up – lexia literacy intervention programme (3 year license)</p> <p>Budgeted cost £6800</p>	<p>Students who are both SEND and PP are particularly vulnerable to underperformance and evidence from our outcomes has shown this to be an area of concern. Timely and effective intervention is necessary to ensure that underperformance is tackled early. Provision needs to be mapped and reviewed. Learning support provides targeted intervention in key literacy, numeracy and communication skills.</p>	<p>Students are triaged post screening to ensure students receive the most appropriate interventions. This directs the interventions through learning support assistants.</p>	<p>LB – Assistant Head; monitored by ZG/DH (Heads of school)</p>	<p>See above for review of Lexia</p>
<p>A. Improving outcomes in KS4 – higher attainers</p>	<p>The Brilliant Club (scholastic programme for more able students)</p> <p>Budgeted cost £2500</p>	<p>The Brilliant Club is run through funding directly from the Sutton Trust and provides an opportunity for disadvantaged students to spend time in a Russell Group University. The project is designed to encourage more disadvantaged students into Russell Group Universities. Tutoring and research is led by Postgraduate students and awards ceremonies are held at Cambridge University.</p>	<p>Students are selected in Y9 and the selection process is targeted. It is only suitable for higher potential students. Students progress on the programme is carefully monitored and award ceremonies are held in June 2020, with classes of award being issued in line with degree awards.</p>	<p>Teacher in charge of AGT + LB – Assistant Head</p>	<p>Brilliant club was completed by students through their studies prior to lockdown and during lockdown with 8/12 students completing their final assessments independently.</p> <p>Will be funded in 2020/2021 with an extended programme to include Y8</p>

A. Improving outcomes in KS4 C. Improved attitude to learning F. Improve tracking of interventions/barriers to learning and provision across PP and SEND students	Provision of learning support materials for disadvantaged students with visual stress disorders and dyslexia types. Budgeted cost £100	Provision of materials including coloured exercise books for core subjects and overlays for all PPG students testing positive for visual stress or dyslexia. Coloured overlays and paper reduce the visual stress that students experience when reading on white backgrounds.	Following annual testing/review of students exhibiting visual stress exercise books and overlays will be issued to learners and learning profiles/seating plans updated.	LB Assistant head	Resources provided to support students as necessary. Will continue to fund in 2020/2021
C.Improved attitude to learning	Emotional literacy sessions with TA Anger management sessions with TA £3000	Time created for one to one and small group support of children with emotional literacy difficulties (self esteem, confidence etc.) by TA's trained in supportive techniques – disadvantaged students first.	Self referral and teacher/parent referral to sessions. Each lasts around 5 sessions with a TA, based on need.	TA's + LB – Assistant head	Students were supported in school by 2 specialist TA's in term 1 and remotely during lockdown. Will continue to fund in 2020/2021 with increased time allocated as anxieties are likely to be high.
Total budgeted cost					£23 968.00

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	Review of impact 2019/2020
C. Improving attitude to learning D. PP students inclusive role E. Improve Y7 literacy and numeracy progress	Appointment of Y9/10 'heroes' to be peer mentors and involved in peer reading programme with Y7 and 8 students Asdan peer mentoring training £250	The Y9/10 hero programme will be based around principles of improving student leadership in Y10 and Y10 disadvantaged students will be encouraged to take part. They will be paired with a younger student to mentor throughout the year. Effective peer mentoring has been proven to have positive impacts on both mentor and mentee.	Y9/10 heroes will be identified by their year head. Training will be through the ASDAN peer mentoring programme delivered by LB. They will be paired with a Y7/8 student, some as peer mentors and some as peer mentors and reading coaches. Mentoring will happen during PART sessions with frequent activities at lunchtime. Y9/10 heroes in 2019/2020 will train the new Y9 cohort in 2020/2021 if the programme is successful.	LB	Did not run in 2019/2020 as was planned for term 2. Decided to pause for 2020/2021 due to uncertainties around impact pandemic would have on students being able to mix year groups throughout the year. Not funded in 2020/2021

<p>B. Improved attendance C Improved attitude to learning D. PP students inclusive role</p>	<p>External learning facility (ELF) + partnership programmes Budgeted cost £35 250</p>	<p>The EEF shows that outdoor learning can have a real impact on students progress, achievement and well being in school. The ELF is an external learning environment where vulnerable disadvantaged students are supported in their development of social and emotional skills beyond the classroom. The ELF is also the base for our support programme at KS3 and 4, which gives time to students to develop confidence, literacy, numeracy, emotional health and life skills.</p>	<p>Targeting of students for ELF and partnership programmes is an ongoing process and there are short and long term programmes. Programmes are analysed separately for impact. Support in identifying and attaining work experience placements for Y10 PP students.</p>	<p>CM (AP coordinator) + AD (Assistant Head) + LB (Assistant Head)</p>	<p>ELF has not remained open to students during lockdown or in academic year 2020/2021. Is not being funded from PPG budget in 2020/2021</p>
<p>B. Improving attendance C. Improving attitude to learning</p>	<p>Student and family support Budgeted cost £32 600</p>	<p>Support for families and students through agencies such as CAMHS is becoming harder to access due to funding cuts. Interventions offered by our student and family support coordinator are invaluable in allowing us to offer intensive support to students and families who most require it, when they need it, thereby reducing a large barrier to learning in our most vulnerable students. Provision supports our most vulnerable students pastorally and through attendance and the coordinating of external support where appropriate.</p>	<p>Safeguarding records and attendance records are regularly scrutinised to ensure effectiveness. Students are targeted on basis of current need and progress is carefully monitored.</p>	<p>SC (SLO role) + ZG/DH heads of school + AD assistant head</p>	<p>Ongoing support has been provided to the most vulnerable students and their families throughout the year, including the holidays. The provision is being funded in 2020/2021</p>
<p>D. PP students play a full and inclusive role in the school</p>	<p>Peripatetic music lessons Budgeted cost £4000</p>	<p>Students are encouraged to participate in one to one and small group tuition to learn instruments or to develop their singing ability. This helps to develop confidence and self esteem and is something that without support, disadvantaged students would not have access to.</p>	<p>Students are identified at the start of each term by the HOD music and are offered music lessons. This is a short term course in the first instance, which can be extended.</p>	<p>CB (HOD) + DB (Assistant Head)</p>	<p>Music lessons were provided for all Looked after children and 10 PPG students in term 1. They were paused during lockdown and will be picked up again as soon as time allows. Will continue to fund in 2020/2021</p>
<p>A. Improving outcomes C. Improving attitude to learning D. PP students play a full and inclusive role in the school</p>	<p>Support for trips and educational visits + bespoke uniform support Budgeted cost £2000</p>	<p>The benefits of outdoor learning are identified by the EEF in their report and it is essential that disadvantaged students can access the same cultural experiences as their more advantaged peers. The visits and trips fund enables students to access beneficial visits, trips and enrichment activities that would be hindered by financial</p>	<p>Support provided is mapped to each child and impact is assessed at an individual level.</p>	<p>LB (Assistant Head)</p>	<p>30 students benefited from uniform support over the course of the year, which enabled them to attend school with full school uniform, including PE kits.</p>

		constraints in the family. Uniform support stops lack of uniform being a barrier to learning/attendance.			Support was given with trip requests during term 1. Will continue to be funded in 2020/2021
A. Improving outcomes	E-Learning Budgeted cost £750	E-learning is provided for those vulnerable students who cannot access school for medical or other reasons.	Monitored by School Liason officer.	SC (SLO)	2 students were provided e-learning during 2019/2020, which was above that provided during lockdown for the main cohort. E-Learning will continue to be budgeted for, but may be provided through alternative schemes which include 'live' online tutoring in addition to work books provided by the school.
C. Improving attitude to learning	Team building projects Budgeted cost £400	HOY can bid for financial support for projects in their year group that will benefit disadvantaged learners. This gives pastoral staff a facility for being able to run team building or confidence building activities linked to needs within their year groups.	Financial support can be applied for via an application system, within which success criteria and impact data are shared.	HOY; AD (Assistant Head) + LB (Assistant Head)	No team building projects were able to run at their planned times, so the money has been rolled over into the 2020/2021 budget for HOY to bid again.
C. Improving attitude to learning	Cookery club Budgeted cost £100	Vulnerable, disadvantaged KS3 students attend a lunchtime cookery club in small groups, which gives them time with a caring adult and develops their cookery skills. This has a direct impact on self esteem and confidence.	Students are identified through learning support and are allocated to the programme for half a term at a time.	VB – Teaching assistant + LB – Assistant head	8 disadvantaged students benefited from this intervention in term 1, which improved their attendance and self esteem. Will continue to be funded in 2020/2021
D PP students play a full and inclusive role in the school	Enrichment/wellbeing bursary position £1000	A bursary position has been created to promote access to enrichment activities and a tracking system to enable staff to track attendance and opportunity.	Students are tracked via online registers on pupil asset, to ensure inclusive access for all	KB (bursary holder) + ZG/DH (Heads of school)	Provision and access to enrichment activities was mapped over term 1 with additional opportunities planned. Will not be funded in same way in 2020/2021

Total budgeted cost	£76 350.00
Overall budget accounted for 2019/2020	£172 551.00

D. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Developing quality first teaching + quality feedback</p> <p>Improve outcomes</p>	<p>Lessons learned system</p> <p>CPD</p>	<p>Medium impact</p> <p>Ofsted judged the school as good in May 2017 and recognised the work that has been done in placing emphasis on how well teaching is helping different groups to make progress. Observations focus on whether differences can be seen between achievement of disadvantaged students and not and external reviews of the school consistently highlight quality teaching in which differences cannot be seen between sub groups. The lessons learned system of reviewing quality of teaching is accessible for all staff and provides leaders with a tool for quality assurance. CPD has been effective as teaching is judged both externally and internally as good.</p> <p>The 3 year trend shows progress and attainment of disadvantaged students is in line with average performance in our family of schools. In school gaps are closing (in school gap was 31% in A*-C English and Maths in 2016 – it is 12% in 2017 for a similar measure of grade 4+ and 23% at grade 5+; 28% at grade 5 and 14% at grade 4 in 2018 – In 2019 the gap is 9.9% 5+ and 6.1% 4+)</p> <p>Success criteria: Met</p>	<p>We will continue with the lessons learned system for monitoring the quality of teaching and learning, although the parameters for lessons observations are under review.</p> <p>Disadvantaged first policy will continue into 2019/2020 and will be monitored through book scrutinies, learning walks and lesson observations.</p>	<p>£3295</p>
<p>Improve outcomes at KS4</p> <p>Improve literacy and numeracy in Y7</p>	<p>Digital support:</p> <p>My maths GCSE pod Show my homework Accelerated reader</p>	<p>Medium impact</p> <p>My maths is one of the tools that has had an impact on performance of disadvantaged students in Maths, where attainment and progress gaps in KS4 are continuing to close. GCSE POD has had an impact on overall achievement, where students are using it well and its use has increased over this academic year for all students.</p> <p>Show My Homework was used more effectively in 2018/2019 and is allowing parents to track homework much more closely. See below for accelerated reader impact statement.</p> <p>Success criteria: met</p>	<p>All aspects of digital support are on an ongoing subscription basis and are being funded for this academic year. We need to ensure that usage across disadvantaged students are monitored across all methods and that where low usage is noted, we are following it up with students and parents as their support is key to the success.</p> <p>Show my homework is monitored by a teacher responsible for the system.</p>	<p>£13056</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Improve outcomes at KS4	<p>KS4 interventions: Intervention coordinators in English and Maths</p> <p>Out of hours exam revision opportunities including Easter revision school</p> <p>Mentoring</p>	<p>High impact Intervention coordinators in 2018/2019 planned and organised intervention for all Y11 students, with a focus on PP students. This targeted approach has led to improvements in results attained by PP students.</p> <p>Success criteria: Met</p>	Continued focus on targeted support with intervention being tracked and monitored.	£6000
Improve literacy and numeracy in Y7	<p>KS3 interventions: Learning support Specialist Maths TA training Accelerated reader Y6/7 transition week Peer tutoring</p>	<p>Medium impact Data from screening at the end of Y7 2018/2019, shows that there are minimal progress gaps between PP and non PP students in English, Maths and Science. The cohort showing the weakest progress are those who are both SEND and PP and this is where attention needs to continue to be focussed in the next academic year to lessen the impact of double disadvantage.</p> <p>Accelerated reader is showing impact on Y7 and 8 progress in reading, particularly among EAL students, where they are making an average of 8 months progress each term. Its impact on SEN and PP students is improving although avenues to engage parents in reading at home need to be explored further.</p> <p>Y12/13 peer tutoring had positive impact on reading ages of most vulnerable.</p> <p>Success criteria: partially met</p>	Accelerated reader will be continued with, although how it is used with SEND students for maximum impact, needs exploring. We will be investigating options for engaging with parents of PP and SEND students to develop reading programmes in partnership with home.	£29900
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improving attendance	School liason office Student support workers Financial support for uniform	Medium impact Attendance data for 2018/2019 shows that PPG students overall average attendance was 91.19%, this is an area to develop further as the gap widened on 2017/2018 figures. Financial support for uniform has removed the issue of uniform sanctions for disadvantaged students. Success criteria: Partially met	The school has had a complete review of our procedures for monitoring and challenging attendance issues and this is continuing to have an impact on disadvantaged students.	£32800
Improving attitude to learning	Student support workers Behaviour team ELF Work experience PASS Support for trips	High impact There has been a reduction in the number of disadvantaged students receiving the most serious in school sanctions, including a reduction in the number of students in our referral room and receiving fixed term exclusions. Improvements have been seen in proportion of disadvantaged students receiving merits and consequently accessing Northgate rewards. Trips funded have included enrichment and academic. Success criteria: met	We will be continuing with the approaches from 2018/2019, although triage of students will involve behaviour support teams and interventions in addition to learning support and PP teams. Work experience is of real value to our students and it is important that we continue to ensure that disadvantaged students are supported in finding their placements.	£57175
Improving cultural capital	Support for trips Peripatetic music lessons	Medium impact There has been an increase in the number of PP students accessing peripatetic music lessons and support with the cost of trips and visits to extend the curriculum including sporting activities and cultural visits to museums. Success criteria: partially met	Continue to monitor the new systems for identifying students for music lessons and for support with trips.	£6000

