

Pupil premium strategy statement (Saltash)

1. Summary information					
School	Saltash Community School				
Academic Year	2019/20	Total PP budget	£311 211	Date of most recent PP Review	Sept 2019
Total number of pupils	1159 (Y7-11)	Number of pupils eligible for PP	360	Date for next internal review of this strategy	Apr 2020

2. Current attainment		
	Pupils eligible for PP your school (national PP)	Pupils not eligible for PP (national average)
Progress 8	-0.64 (-0.44)	0.13
Attainment 8	37.0 (36.7)	50.3
English and Maths at grade 5 or above	28.1% (24.6)	49.8
English and Maths at grade 4 or above	51.6% (44.7)	71.8
Achieving Ebacc at grade 5 or above	3.1% (7.3)	20.5
Achieving Ebacc at grade 4 or above	10.9% (12.4)	29.3
Entering Ebacc	20.3% (27.3)	44.4
Staying in education or employment for at least 2 terms after key stage 4	96%	96%
Progress 8 English	-0.36 (-0.44)	0.11
Progress 8 Maths	-0.61 (-0.39)	0.12
Progress 8 Ebacc Subjects	-0.73 (-0.49)	0.14
Progress 8 Open Subjects	-0.76 (-0.47)	0.12

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Underachievement in Core Subject	
B.	Underachievement in Ebacc subjects	
C.	Low level disruption	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve progress in Core subjects	PP P8 for Core Subjects moves closer to 0 in 2020 (half way English -0.18, Maths -0.30)
B.	Improve progress (Value Added) in EBacc subjects	PP VA for Science moves to close to 0 in 2020 (half way -0.24) PP VA for Humanities moves to 0 in 2020 (half way -0.40) PP VA for Languages moves to 0 in 2020 (half way -0.53)
C.	Eliminate low level disruption from classrooms	The number of PP students accessing RR will decrease across the year
D.	Improve attendance	Overall school attendance is in line with or better than national average for Disadvantaged students Rates of persistent absence in line with national average for Disadvantaged students

5. Planned expenditure

Academic year

2019-20

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	When will you review implementation?
Improved teaching and learning across all subjects	Appointment of AH as Raising Standards Lead to work alongside Deputy Head (Quality of Education)	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on pupil outcomes	Learning and Teaching Packs in place Classroom non-negotiables in place Curriculum Peer Reviews to build Middle Leadership capacity across the school CAL role – coaching and positive drop ins	SS/OS HZ	Termly reviews following data drops 20% DH salary
Pupils with additional needs are supported to access the curriculum and overcome barriers to learning	Study Plus STAR centre	EEF Toolkit suggests an average of 3 months additional progress for pupils who participate in individualised instruction and 4 months additional progress for pupils participating in small group tuition.	Regular monitoring checks Data used to monitor progress to include HOY input.	XPH/OS CH	RAP meetings following each data drop £20 000
Pupils who find it difficult to meet their homework commitments are supported by a member of staff to do so, so that they can benefit from the same learning gains as others	Homework Club Support Show My Homework	EEF Toolkit suggests an average of 5 months additional progress for pupils who complete homework at secondary school.	Attendance at homework club monitored Use of SMH by staff monitored through termly reports. Completion of homework monitored through classcharts	XDP SS BD	£6 058 Staffing cost £4 700 Resources + food SMH cost £2 000

Provision for all pupils is informed by most recent thinking and research	Leadership training on improving outcomes for disadvantaged pupils	Prof. Becky Allen ResearchEd talk on Pupil Premium Evidence-based debate suggests that schools should move away from an intervention model, towards more general approaches that benefit all pupils e.g. knowledge rich curriculum/vocab. focus.	PP strategy lead will undertake professional reading. Appropriate CPD will be undertaken	GN	July 2020 CPD and conferences £3 500 (inc PiXL) Achievement For All Programme £2 500
Pupils with gaps in knowledge at GCSE are supported to revisit and understand ready for their exams	Subject Staff training on diagnosis-therapy-testing model of intervention	EEF Toolkit suggests an average of 3 months additional progress for pupils who participate in individualised instruction and 4 months additional progress for pupils participating in small group tuition.	Half termly meetings with PIXL Associate who acts as School Improvement Partner, meeting with DH(Quality of Education), AH (Raising Standards Lead). CAL (PiXL classrooms) provides CPD. All staff to use strategy with at least one class I the Autumn Term.	SS/OS HC	RAP meetings following each data drop August 2020 GCSE results PIXL £3,200 Conferences £3 200 (inc. above)

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?
Disadvantaged pupils can access resources and extra-curricular activities alongside peers	Requests to Deputy Head i/c PP	EEF relates that out of the classroom and metacognitive learning are good markers	Review of trips/activities to ensure no Disadvantaged student is 'missing out'	GN	July 2020 £1 800 (inc. CEW)
Attendance of FSM students improves	Achievement For All structured conversations approach	Reaching out to the parents through positive conversations will enable us to really understand the barriers to coming to school	Attendance figures monitored for the target Year 8 and Year 10 students	GN	July 2020 £2 500 (inc. above)

Improve progress in all subjects	Achievement For All Programme to build the capacity of Middle Leaders	The programme has a good record of improving outcomes and gives us an opportunity to provide external support for Middle Leaders	DH i/c PP (Achievement for All Champion) to work with Achievement for All Coach. Progress of target students to be monitored at each data drop. Achievement for All Coach working with Middle Leaders (EBacc Subjects Nov 19, Element 3 Subjects Jan 20)	GN	Termly £2 500 (inc. above)
Disadvantaged pupils meet their targets in English, Maths and Science	Tutor Group Boosters	EEF Toolkit- Small Group Tuition and One to One Tuition analysis suggests an average of 4-5 months of additional progress.	Mock exams and other in class assessments used to check for progress and identify need.	GN/OS	AT2 and Aug 2020 Revision Guides for Science, Photocopying for English and Maths £1 000
Disadvantaged pupils meet their targets in English, Maths and Science	Mytutor subscription	EEF Toolkit- Small Group Tuition and One to One Tuition analysis suggests an average of 4-5 months of additional progress. 'Pupils using MyTutor make, on average, double the progress of their peers. And 80% say it's improved their confidence in school. Which means they're more likely to raise their hand when they know the answer – or ask for help if they don't.'	Monitor students undertake tuition GCSE outcomes	GN/OS	£6 700
Disadvantaged pupils meet their targets in Maths, improving the P8 score	Subject Specialist TA	EEF Toolkit- Small Group Tuition and One to One Tuition analysis suggests an average of 4-5 months of additional progress.	In class assessments to be used to check progress. Formative assessments used to track progress.	GN/HA	Termly £7 550

Attendance of Disadvantaged students improves	Transport Assistance	If they're not here they can't learn and this removes one of the barriers	Monitoring attendance	GN/BD/HOYs	Half Termly £2 000
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	When will you review implementation?
Provide psychological support for disadvantaged students	Counsellor on-site 3 days a week and access to other professionals for 20 days in the year	Well documented need to support MH in young people. Very difficult to access external services.	Allocations to the service through one central person. Impact forms completed.	GN	July 2020 £38 850
Continue to improve rates of attendance	Attendance AH Attendance Champion (Y7)	Strategies from last year saw an improvement in attendance so continued focus this year.	Attendance AH, DH i/c PP and HT meet fortnightly Attendance AH meet half termly with HOYs to implement Attendance Strategy Attendance data reported termly in HT report to governors Attendance target in all Pastoral appraisals	GN/BD	Fortnightly in HOY line management meetings July 2020 for strategy review £89 500 (Attendance Champion + 20% Pastoral Team)
To ensure that all students but especially the PP cohort have a meal to start the day – thus improving concentration and outcomes.	Breakfast Club	This provides a facility for the students in need of breakfast, whether PP or otherwise	PP Champion to monitor attendance of students and to sign-post breakfast club as an intervention where need is identified	GN/XDP	July 2020 £18 200
Eliminate low level disruption in classrooms	New Behaviour Policy monitored through Classcharts	EEF Toolkit – Behaviour Interventions analysis suggests that improving behaviour management can result in	Classcharts data monitored by groups	BD/GN	July 2020 Costs included already

		increased attainment at whole school level, however evidence is lacking on expected effects of reducing low level disruption.			
Improve attendance of persistent absentees Ensure that pupils are safe from the risky behaviours of others	Recovery Room, Internal Exclusion and Study Plus	We want to keep students in school where learning can take place. A daily routine will help to build 'habit'	Learning programmes monitored in Study Plus	GN OS/XLP	July 2020 Costs included already (Study Plus staffing, Attendance Champion)
To increase the number of students able to access the music curriculum	Music and Singing lessons	<i>Cognitive skills developed from music lessons appear to transfer to unrelated subjects, leading to improved academic performance</i> - By Freya Wilson Published in <i>Frontiers in Neuroscience</i> , the research is the first large-scale, longitudinal study to be adapted into the regular school curriculum	Student numbers studying Music at GCSE and A Level to increase (particularly Disadvantaged students) Progress to improve for those students receiving funded music lessons	OY	July 2019 £3 200
Improve attendance	Provision of Uniform	Removing a barrier to not attending school and not 'feeling different'.	Attendance data	XDP	July 2020 £1 150
Improve rates of attendance Improve progress in Core subjects and the Ebacc subjects	Careers advice and guidance via PD and external services	Personal Guidance is the 8 th Gatsby benchmark for the DfE careers strategy When pupils have clear future plans they are more motivated to be in school and work for good outcomes	Careers provision map	EG	July 2020
PP Champion	Provide 1 to 1 support and parental liaison for the most vulnerable.	EEF toolkit suggests social and emotional learning and parental engagement increases progress by 3 to 4 months.	XDP line managed by DH i/c PP	GN/XDP	Regular monitoring Review July 2020 £22 160
Improve attendance of persistent absentees	Education Welfare Officer services	The EWO can support families in several ways: offer advice, support parents in meetings with the school, attend school on behalf of parent, signpost other agencies, provide information on free	Regular meetings held between EWO, Attendance officer and HOYs	XSM/BD	

		school meals, uniform grants and transport.			
Improve progress for disadvantaged students in all subjects	Photocopying of resources Providing resources for students	When students return from absence they may need different resources giving photocopying costs to the departments. Also, it is sometimes necessary to provide Disadvantaged students with extra paper resources if they do not have access to resources at home.	Monitoring of outcomes at each data drop	GN	External data August 2020 Internal data July 2020 £10 101
Improve progress for disadvantaged students in all subjects	PP Department Champions		Monitoring of outcomes at each data drop	GN	July 2020 £21 560

6. Review of expenditure

Previous Academic Year

2018-19

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																																																												
Improved teaching and learning across all subjects	Appointment of Deputy Head (T+L) and subsequent restructure of Leadership Group	<p>Outcomes:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2017-18</th> <th colspan="2">2018-19</th> </tr> <tr> <th></th> <th>PP</th> <th>GAP</th> <th>PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.96</td> <td>0.66</td> <td>-0.64</td> <td>0.35</td> </tr> <tr> <td>EM 9-5</td> <td>19.0</td> <td>18.7</td> <td>28.1</td> <td>10.2</td> </tr> <tr> <td>EM 9-4</td> <td>38.1</td> <td>28.8</td> <td>51.6</td> <td>16.1</td> </tr> <tr> <td>5 standard passes</td> <td>34.9</td> <td>26.7</td> <td>43.8</td> <td>14.8</td> </tr> <tr> <td>5 strong passes</td> <td>17.5</td> <td>19.6</td> <td>25.0</td> <td>9.6</td> </tr> <tr> <td>Ebacc 9-4</td> <td>4.8</td> <td>9.8</td> <td>10.9</td> <td>1.9</td> </tr> <tr> <td>EBacc 9-5</td> <td>1.6</td> <td>3.7</td> <td>3.1</td> <td>2.2</td> </tr> <tr> <td>English P8</td> <td>-0.91</td> <td>0.64</td> <td>-0.36</td> <td>0.24</td> </tr> <tr> <td>Maths P8</td> <td>-0.91</td> <td>0.48</td> <td>-0.61</td> <td>0.35</td> </tr> <tr> <td>Ebacc P8</td> <td>-1.02</td> <td>0.69</td> <td>-0.73</td> <td>0.49</td> </tr> </tbody> </table>		2017-18		2018-19			PP	GAP	PP	GAP	P8	-0.96	0.66	-0.64	0.35	EM 9-5	19.0	18.7	28.1	10.2	EM 9-4	38.1	28.8	51.6	16.1	5 standard passes	34.9	26.7	43.8	14.8	5 strong passes	17.5	19.6	25.0	9.6	Ebacc 9-4	4.8	9.8	10.9	1.9	EBacc 9-5	1.6	3.7	3.1	2.2	English P8	-0.91	0.64	-0.36	0.24	Maths P8	-0.91	0.48	-0.61	0.35	Ebacc P8	-1.02	0.69	-0.73	0.49	<p>High Quality Inclusive Teaching benefits all students but as the data shows, it is benefitting the PP students at a higher rate.</p> <p>All teachers have been provided with a Teaching and Learning Handbook outlining strategies that are expected to be seen in every classroom.</p> <p>Restructuring of the Leadership Group continues with the introduction of an extended senior leadership team consisting of Curriculum and Pastoral Associate Leaders. Long term, permanent Assistant Headteachers will be appointed.</p>	£38 000
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Pupils with additional needs are supported to access the curriculum and overcome barriers to learning	LRC (Study Plus) STAR centre	77% of the PP students who accessed Study Plus improved their grades in their focus subjects from AT1 to the actual grade.	Study Plus needs to be used earlier. Students need to focus on maths and English if this is an area of need for the 4+/5+ achievement. Folder checks will continue to monitor progress towards target.	£19 900																				
Pupils who find it difficult to meet their homework commitments are supported by a member of staff to do so, so that they can benefit from the same learning gains as others	Homework Club Support Show My Homework Purchased	<p>Around 50% of the homework club users are PP students.</p> <p>Show my Homework is being used across the school. Staff absence meant that monitoring was not as effective as it might have been.</p> <p>43% of missed deadline sanctions have been issued to PP students.</p>	<p>Homework club needs promoting with PP students.</p> <p>Show my Homework use needs to be monitored.</p>	£11 200																				
Provision for all pupils is informed by most recent thinking and research	Leadership training on improving outcomes for disadvantaged pupils	<p>Achievement For All Coach visited the school regularly. Provided support for Middle Leaders in certain areas. Carried out a Deep Dive in Maths.</p> <p>PiXL conferences were attended across the year.</p> <p>Online reading and research undertaken by DH.</p> <p>Outcomes (see above) would suggest the strategy is working, but now needs to accelerate the improvement.</p>	Achievement For All work needs to be more forensic on the improvement of PP students.	£5 900																				

Pupils with gaps in knowledge at GCSE are supported to revisit and understand ready for their exams	Subject Staff training on diagnosis-therapy-testing model of intervention	Half termly meetings with PIXL Associate, who acts as School Improvement Partner, meeting with DH, AH (RSL) took place. RAP meetings then followed, with actions requested from subject teachers. Outcomes (see above) would suggest the strategy is working, but now needs to accelerate the improvement.	Wider staff training is needed for the DTT model. RAG sheets following formal assessments need to be used more widely across the school.	Inc. above
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ii. Targeted support

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						
Disadvantaged pupils can access resources and extra-curricular activities alongside peers	Requests to Deputy Head i/c PP	All requests were met to ensure no students missed out on an activity due to financial constraints. Priority was given to PP students for some trips (Oxford University, Careers trips) and some PP only trips were organised (Plymouth University – geography) No students were disadvantaged from Curriculum Enrichment Week activities by financial constraint.	Access to trips and events needs to be monitored across the school. Are all students accessing the wider curriculum?	£1 500						
Attendance of FSM students improves	Achievement For All structured conversations approach	FSM attendance = 90.93% which was not an improvement. (91.4%)	Structured conversations did not happen as intended. Format altered for use in 2019-20. Attendance Strategy document has been written and will be implemented in 2019-20. DH (Behaviour and Attitudes) and HOYs will have Attendance as an appraisal target.	Inc. above						
Improve progress in all subjects	Achievement For All Programme to build the capacity of Middle Leaders	Progress improved in all but 3 subjects: <table border="1" data-bbox="669 1262 1180 1460"> <thead> <tr> <th></th> <th>Progress improvement</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>0.24</td> </tr> <tr> <td>Biology</td> <td>0.27</td> </tr> </tbody> </table>		Progress improvement	Art	0.24	Biology	0.27	Although the Achievement For All programme supported some Middle Leaders, it was identified that Middle Leader Training was needed across the piste. An in-house training programme is being developed for 2019-20.	Inc. above
	Progress improvement									
Art	0.24									
Biology	0.27									

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Disadvantaged pupils meet their targets in English, Maths and Science	Tutor Group Boosters	<p>Maths: 50% of students increased from AT1 to actual outcome. 42% achieved their AT1 prediction.</p> <p>English: 36% of students increased from AT1 to actual outcome. 38% achieved their AT1 prediction.</p> <p>Science: 69% of students increased from AT1 to actual outcome. 8% achieved their AT1 prediction.</p>	<p>The use of targeted topics used in Maths and Science was most successful.</p> <p>When this starts needs to be considered this year.</p>	No cost																																						

Disadvantaged pupils meet their targets in Maths	Subject Specialist TA	<p>Only 26% of PP students achieved or exceeded their target grade.</p> <p>Staffing issues meant that there was no full time Maths specialist TA for the majority of the year.</p>	A Maths specialist TA has been appointed for 2019-20 as it is still felt to be a beneficial strategy. (53% of PP students met or exceeded their target in English).	£120 000 (inc. STAR centre)
Attendance of Disadvantaged students improves	Transport Assistance	<p>Overall attendance has not improved for PP students.</p> <p>Individual attendance has improved for students for whom transport assistance was given. (eg: KT (Year 11) improved from 74% to 82%)</p>	Closer monitoring of students benefiting from transport assistance is needed, but this is a small expenditure and will continue.	£1 900

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
Provide psychological support for disadvantaged students	Counsellor on-site 3 days a week and access to other professionals for 20 days in the year	Allocations Panel meeting ensured a bigger team around the child when making referrals. PP students were given priority for access to the service.	This service will continue with the Allocations Panel being led by SENDCo. Improvement is still needed with improving impact and evaluation measures.	£38 000
Continue to improve rates of attendance	Attendance AH Attendance Champion (Y7)	Attendance strategy was written and implemented in an ad-hoc fashion. Staffing changes will allow for monitoring and focus moving forward.	AH (Attendance) to continue to meet with HOYs half termly DH (Attendance) to lead the strategy AH, DH and HOYs to have Attendance as a PM target.	£100 000
To ensure that all students but especially the PP cohort have a	Breakfast Club	Approx. 35% of Breakfast Club attendees are PP students. XDP is signposting the service when appropriate.	This service will continue. Better monitoring of attendance is needed	£15 000

meal to start the day – thus improving concentration and outcomes.																								
Eliminate low level disruption in classrooms	New Behaviour Policy monitored through Classcharts	<table border="1"> <thead> <tr> <th></th> <th>Whole School</th> <th>PP</th> <th>Non-PP</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>House Points</td> <td>95552</td> <td>27222</td> <td>67830</td> <td>28%</td> </tr> <tr> <td>Negative Points</td> <td>17106</td> <td>7465</td> <td>9641</td> <td>44%</td> </tr> <tr> <td>RR</td> <td>3523</td> <td>1934</td> <td>1589</td> <td>55%</td> </tr> </tbody> </table> <p>The percentage of house points being awarded is roughly inline with the percentage of PP students across the school. However, this is not the case for negative points or RR.</p>		Whole School	PP	Non-PP	%PP	House Points	95552	27222	67830	28%	Negative Points	17106	7465	9641	44%	RR	3523	1934	1589	55%	Continued monitoring and adaptation of the Behaviour Policy to better support the disadvantaged students.	Inc. above
	Whole School	PP	Non-PP	%PP																				
House Points	95552	27222	67830	28%																				
Negative Points	17106	7465	9641	44%																				
RR	3523	1934	1589	55%																				
Improve attendance of persistent absentees Ensure that pupils are safe from the risky behaviours of others	Recovery Room, Internal Exclusion and LRC	<p>Study programmes are in place for students in Study Plus and the STAR centre. (outcome data given above).</p> <p>Focussed learning programmes are monitored regularly.</p> <p>Attendance improvements seen for many students who access these facilities as safe places (eg. JH, HK, TB)</p>	Continue with these interventions and increase the use of them for students with attendance issues.	Inc. above																				
To increase the number of students able to access the music curriculum	Music and Singing lessons	<p>4 PP students studied GCSE in 2018/19</p> <p>6 PP students studying GCSE in 2019/20</p>	We will continue to support music lessons for PP students	£3 000																				
Improve attendance	Provision of Uniform	Attendance figures do not provide conclusive evidence of success. Most uniform is bought at the start of the academic year so we can only assume that this enables the students to attend without feeling self-conscious.	We will continue to provide uniform assistance for PP students	£1 100																				
Improved rates of attendance Improved progress in Core subjects and the Ebacc subjects	Careers advice and guidance via PD and external services	<p>The Careers Provision map is available on the website.</p> <p>All PP students receive a careers interview with CSW.</p>	<p>Careers interviews will continue.</p> <p>Careers events will be more bespoke ensuring that the students access the correct information regarding progression.</p>																					

		Only 2 of the PP students are recorded as NEET.	Careers events will be available for earlier years, for example careers event for the whole of Year 9 at the Royal Cornwall Showground, Year 7 'love my job, Year 8 'World of Work' event.																																													
Improve attendance of persistent absentees	Education Welfare Officer services	Attendance Officer and EWO meet weekly SENCo and EWO meet fortnightly AH (Attendance) and HOYs meet when necessary.	Attendance of PP students continues to concern but will be monitored more closely this year through implementation of the Attendance Strategy.																																													
Improve progress for disadvantaged students in all subjects	Photocopying of resources Providing resources for students	RAP meetings took place following each data drop. Interventions, such as Study Plus, Tutor Boosters, introduced. Outcomes: <table border="1"> <thead> <tr> <th></th> <th>AT1</th> <th>AT2</th> <th>Exams</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.93</td> <td>-1.32</td> <td>-0.64</td> </tr> <tr> <td>EM9-5</td> <td>19</td> <td>16</td> <td>28.1</td> </tr> <tr> <td>EM9-4</td> <td>38</td> <td>41</td> <td>52</td> </tr> <tr> <td>English P8</td> <td>-0.59</td> <td>-2.8</td> <td>-0.36</td> </tr> <tr> <td>Maths P8</td> <td>-1.0</td> <td>-1.0</td> <td>-0.61</td> </tr> <tr> <td>Ebacc P8</td> <td>-1.1</td> <td>-0.8</td> <td>-0.73</td> </tr> <tr> <td>Open P8</td> <td>-1.0</td> <td>-1.1</td> <td>-0.76</td> </tr> <tr> <td>Science VA</td> <td>-1.1</td> <td>-0.8</td> <td>-0.49</td> </tr> <tr> <td>Languages VA</td> <td>-0.9</td> <td>-1.1</td> <td>-1.05</td> </tr> <tr> <td>Humanities P8</td> <td>-1.0</td> <td>-0.29</td> <td>-0.79</td> </tr> </tbody> </table>		AT1	AT2	Exams	P8	-0.93	-1.32	-0.64	EM9-5	19	16	28.1	EM9-4	38	41	52	English P8	-0.59	-2.8	-0.36	Maths P8	-1.0	-1.0	-0.61	Ebacc P8	-1.1	-0.8	-0.73	Open P8	-1.0	-1.1	-0.76	Science VA	-1.1	-0.8	-0.49	Languages VA	-0.9	-1.1	-1.05	Humanities P8	-1.0	-0.29	-0.79	RAP meeting following AT1 needs to be more forensic in identifying needs. Horsforth quadrants will be used and HOYs will be involved.	£10 000
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Expenditure that covers multiple desired outcomes and strategies from above		PP Champion Department PP champions (SIG group members)	These will continue as they are key staff that support the overall PP strategy	£42 000																																												