

## **Pupil Premium Strategy 2019/2020**

### **Introduction and Purpose**

At present, 15.4% of the Fernwood School's students are supported by Pupil Premium funding. This action plan sets out the school's intent and implementation in closing any achievement gaps between our disadvantaged and non-disadvantaged students. It also outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise attainment and achievement for all students. The Fernwood School has a diverse cohort of students, with 30% of its demographic coming from the top 10% in England and another 30% coming from the lowest 10%. We therefore place huge significance on ensuring all students, regardless of their background or circumstance, are provided with a purposeful, challenging and rich education of the highest quality. This will ensure that all our students are equipped with the knowledge, skills and inter-personal qualities that they will need to succeed in, and beyond, The Fernwood School. At Fernwood, strategies to close the achievement gaps between groups and individuals are an integral aspect of every lesson and evident in all aspects of the academic and pastoral curriculum. Within the classroom, the main priority for all staff is to implement well planned and differentiated lessons that challenge and stretch all students. Teaching and learning is at the heart of the school's ethos. Staff are involved in a structured programme of training through our half termly Teaching and Learning Communities (TLC) meetings as well as focused INSET to firmly establish the core principles of our intent.

We are building on a firm foundation. 2019 PP students secured an indicative Progress 8 score of 0. There does however remain a gap.

### **Strategy Aim and Objectives**

**Core Aim** – To significantly reduce the gap between the Progress 8 score of disadvantaged and non-disadvantaged students.

Objectives:

1. To develop a culture to diminish the 'gap' across all areas of the Fernwood school, especially Pupil Premium students.
2. To embed 'closing the gap, across all aspects of the academic and pastoral curriculum, utilising a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between Pupil Premium and non-Pupil Premium students.
4. To empower staff with the skills and knowledge of closing the gap interventions.
5. Develop a strong culture of sharing good practice of effective closing the gap strategies.

## **Success Criteria**

- All Pupil Premium students to achieve or exceed their expected levels of progress
- Learning within lessons enables all Pupil Premium students to make good or better progress
- Pupil Premium students will achieve a positive Progress 8 score
- The attendance of Pupil Premium students is on or above 96% (whole school target)

## **Strategies for Closing the Achievement Gap**

At The Fernwood School, we implement three distinct 'waves' of intervention.

**Wave 1** – the effective inclusion of all children in high quality teaching and learning

To include:

- In-class differentiation to meet the needs of individuals
- Students targeted with additional questioning in class
- Students given targeted questioning in marking
- Students given more regular/ more detailed feedback in marking
- Students regularly visited in lessons to check understanding ad work
- In class implementation of a PLC (Personalised Learning Checklist) to identify areas for improvement
- Student SEND/ Provision Plan/ Closing the Gap information used by staff to inform seating plans and lesson planning
- Communication with student's parents to set targets – phone, email, parents evenings.
- Students expected to attend lunchtime and after-school catch-up sessions
- Students provided with model answers
- Students provided with worksheets and resources
- Literacy support in class
- Small group work within the class
- Working with peers of a similar or higher ability
- TA in-class support
- Invitations to focused after school intervention sessions
- Revision guides given to PP students

## **Wave 2**

Additional provision in the form of small group intervention outside of the normal classroom. Wave 1 provisions are in place with Wave 2 interventions used for students below their expected levels of progress who are required to 'catch up'. These interventions include:

- Students referred to online resources and revision materials on a shared platform
- Students placed on faculty report card/ achievement card
- Students is given revision materials (revision guides and workbooks)
- Formal communication with student's parents to emphasise areas for improvement and strategies to support – meetings, letters, emails
- Curriculum based intervention sessions – tutor time and/ or after-school
- Targeted withdrawal sessions for English and maths during the school timetable
- Key Stage 4 – pathway 2 and 3 curriculum which provides additional support in core subjects and a more personalised learning pathway
- Key Stage 4 – student targeted with additional mock exams and walking talking mocks to ensure they are 'exam ready'

## **Wave 3**

If students require more targeted and focused support, away from their normal timetabled lessons, Wave 3 interventions can be implemented. Wave 3 provision includes:

- Student monitored on a pastoral report – tutor. Had of Year, SLT
- Student referred to compulsory homework club
- Student referred for handwriting intervention
- Student referred for literacy intervention
- Student referred for numeracy intervention
- Student referred for support from Pastoral Practitioners
- Student referred for support from the Well-Being Team.
- Student referred to SEND team to address specific learning needs
- Students referred to SEND team for consideration for access arrangements
- Implementation of a student RAP meeting
- Key Stage 4 – consideration of subject withdrawal to provide 'private study' to focus on key subject areas

- Key Stage 4 - student and/ or parent(s) required to attend induction evening
- Key Stage 4 - student and/ or parent(s) required to attend revision evening

## **What are the Main Barriers Faced by the Disadvantaged Students at The Fernwood School?**

### **1. Parental Engagement**

There are many factors that contribute to the performance of students in receipt of the Pupil Premium. Nationally, the 'gap' between the performance of students in receipt of the Pupil Premium and their peers remains a significant concern. Since the introduction of the Pupil Premium, significant progress has not been made in narrowing the gaps in attainment and progress between Pupil Premium students and their peers, who are not in receipt of the Pupil Premium.

A significant factor in the performance of Pupil Premium students is disengaged parents, who perhaps, did not have a positive experience of school themselves. As a result, some parents do not see attendance, punctuality and aspiration as important factors and do not support the school to ensure that their child is present, on time and fully engaged in the life of the school.

### **The response of the school to this 'barrier'**

In an attempt to combat this, The Fernwood School has employed an Assistant Head Teacher with responsibility for disadvantaged students in an attempt to engage with parents and raise the aspirations of these parents for their children. The role of this Assistant Head Teacher is to engage and work with some of the most disengaged families in our community and will be the lead link between home and school for some of our most vulnerable Pupil Premium students. The Assistant Head Teacher will utilise the expertise of key staff (Attendance Officer, Family Support Worker, Learning Mentor, Pupil Premium Champions) in order to provide a robust package of support for these hard to reach parents. This role will involve ensuring that additional invitations are sent out via email, text and phone calls to inform parents of students who are in receipt of the Pupil Premium that parents evenings are occurring. Attendance at parental events will be closely monitored by the Assistant Head Teacher with responsibility for Pupil Premium and they, along with the Pupil Premium Champions, will also act as a liaison between home and school, contacting parents of Pupil Premium students on a regular and strategic basis to inform them of their child's attitude to learning and progress in school.

### **2. Behaviour**

Statistically, some students in receipt of the Pupil Premium present particularly difficult challenges with regards to behaviour. They may accrue more behaviour points in the school than their non Pupil Premium peers and while this may be a generalisation, we are more likely to face

'challenging' situations later in the school-life of Pupil Premium students than their peers. Whilst we attempt, in as many situations as possible to avoid permanent exclusions and time in isolation (IER), there are times when the student needs firm sanctions and/or alternative provision in order to have an opportunity to succeed.

### **The Response of the School to this 'Barrier'**

For these reasons, the school has invested heavily on Restorative Justice Approaches which now underpins all of the policies, procedures and strategies for managing behaviour for every student. These approaches are vital for our most challenging and disadvantaged students in allowing them to engage with staff, to understand the impact of their actions on themselves and others and to modify their behaviour in the future.

Pupil Premium funding has been used to employ two 'Pastoral Practitioners' who are heavily involved in working directly with a number of our Pupil Premium students to ensure that they are displaying positive behaviour in all aspects of school life. These Pastoral Practitioners support some of the most challenging students in school to ensure that they are meeting the standards required of them. They will focus specifically on providing 1:1 intervention, engaging with disadvantaged students during lesson time, liaising with their parents and sharing information with the teaching staff to improve their academic progress.

Pupil Premium funding is also used, in the most extreme cases of poor behaviour, to support 'alternative provision' which gives students the opportunity to complete a vocational course and/ or GCSE subjects outside of school in a suitable environment in order to give them every chance to succeed. The Fernwood School will only permanently exclude students for severe breaches of the school code of conduct. The school will exhaust all options when managing student behaviour and engaging them in education. One way of ensuring that this takes place is through the use of Alternative Provision.

The Assistant Head Teacher with responsibility for Pupil Premium students will monitor the behaviour of all Pupil Premium students, particularly focussing on Pupil Premium students in Key Stage 4. The Assistant Head Teacher with responsibility for Pupil Premium will also mentor a group of disadvantaged students who are working below their expected levels of progress, to help and support them with their attitude to learning to improve their attainment in all subjects.

The Assistant Head Teacher will work alongside the Head of Year to support Pupil Premium students who have been issued with an internal exclusion or fixed term exclusion and offer them strategies to improve their behaviour when they return to lessons. The school will also be looking to utilise Year 11 prefects to act as peer mentors, supporting Pupil Premium students who have displayed poor behaviour in lessons, and working with those Pupil Premium students who require a positive role model in school.

### **3. Low Aspiration**

Some students at The Fernwood School may have low aspirations which we are keen to address. Many may not believe that they will go on to further study or to university. They may not believe that education is important and that it is to be valued. They may come from families where no one has been to university or studied A-levels before and as result, they do not aspire to be successful in the education field. As a result, they may not feel that they are capable of going to university or that it is their 'destiny.' This is a real challenge for any school and in this respect, Fernwood is no different to any other education setting.

#### **The Response of the School to this 'Barrier'**

We believe that meaningful Information, Advice and Guidance is vital in ensuring that students are given the information they need to be aware of the opportunities that education gives them. In an attempt to ensure that as few students as possible leave school 'NEET' (Not in Education, Employment or Training), Pupil Premium students are given additional careers advice, funded by the Pupil Premium, to ensure that their needs are met and that they leave Year 11 with the right information and an awareness of 'where they are going' next in life.

Working Life Week has been established during the 2019-2020 academic year which aims to give all students inspiration regarding their career aspirations. This includes purposeful work experience placements for Year 10 students, with Pupil Premium students given additional support in securing a placement, as well as curriculum based activities for Years 7-9 during lessons which are linked specifically to work in the particular subject. Furthermore, as early as Year 8 during PD lessons and tutor time, students are encouraged to think about their future, about their aspirations, about where they are going in life and the qualifications and skills they will need in order to achieve their dreams.

The Assistant Head Teacher with responsibility for Pupil Premium will also mentor a group of Pupil Premium students who have the ability to attend further education but who may need to heighten their aspirations. This support will include future visits to Universities as well as experiences with higher level apprenticeships and local businesses.

### **4. Lack of Equipment and Resources**

In some cases, the parents of Pupil Premium students do not have the financial means to equip their child with the equipment and resources they need to be successful. This immediately places them at a significant disadvantage to their peers. Lack of IT equipment, mathematical equipment, revision guides, revision resources and other school equipment hampers the progress of these students and prevents them from achieving in-line with other students, who are not in receipt of Pupil Premium funding.

### **The Response of the School to this 'Barrier'**

The Fernwood School places a proportion of Pupil Premium funding into equipment and resources in an attempt to narrow the 'attainment gap.' In previous years, iPads and laptops have been provided to students requiring IT equipment to benefit their education. We also have provided 'Maths packs' containing all of the necessary Maths equipment (including a scientific calculator) and all Pupil Premium students receive a free revision guide for all subjects where they are required. This ensures that they are not at risk of lacking the necessary equipment that their non-disadvantaged peers may have. We also provide Pupil Premium students with a £25 donation towards their uniform costs, as well as having a stock of shoes and uniform on site for students to access if they are not dressed correctly when they attend school. Students in Year 11 will also be given a revision pack containing highlighters, flashcards, pens and other equipment required to revise appropriately.

#### **5. Poor Attendance**

In some cases, Pupil Premium students have lower levels of attendance than their peers. Poor attendance has a significant impact on a student's learning and we aim to ensure that our students attend school every day.

### **The Response of the School to this 'Barrier'**

The Assistant Head Teacher with responsibility for Pupil Premium will monitor the attendance of Pupil Premium students and liaise with pastoral staff to ensure that students and parents are supported should their attendance levels drop below 96%. The School's attendance Officer will work closely with Heads of Year to ensure that intervention is implemented for Pupil Premium students whose attendance is below 90%. This will include home visits, attendance meetings and attendance contracts. Any barriers that are preventing a student from attending will be addressed in a caring and supportive manner. If these barriers include financial difficulties (eg. Funding a bus pass) then the Assistant Head Teacher with responsibility for Pupil Premium can offer financial support so that all Pupil Premium student's attendance is at least in line with non-Pupil Premium students and the school's attendance target of 96% and above.

#### **6. Independent Learning**

In some cases, Pupil Premium students are less likely to complete their homework as they may not have the resources available to them at home, in order to complete it. It may also be the case that Pupil Premium students do not enjoy working at home and therefore do not complete homework. This can lead to students not making the same level of progress as their non-Pupil Premium peers as the work does not get completed.

### **The Response of the School to this 'Barrier'**

The Fernwood School places a portion of its Pupil Premium funding into running an after school homework club in the school library. This takes place on a Tuesday – Thursday from 3.10pm – 4.10pm. Pupil Premium students are invited to attend the homework club and this is led by a middle leader (Head of year, Head of Department/ Faculty) and two or three members of the study support team. The staff at homework club work hard to create a positive and purposeful working environment and will constantly offer support and advice to attending students. During these sessions, students will have access to the library facilities, which includes ICT equipment, the internet and printers where required.

### **7. Educational Visits**

In some cases, the parents of some Pupil Premium students do not have the financial means to allow their child to attend educational visits and trips which can benefit a pupil's self-esteem, aspirations and understanding of the society that we live in. This immediately places them at a significant disadvantage to their peers. These educational visits are often related to the course that they are studying, and not attending the course can lead to students falling behind with their knowledge and understanding of specific topics that are vital elements of the course.

### **The Response of the School to this 'Barrier'**

The Fernwood School places a portion of its Pupil Premium funding on making a donation to the cost of educational trips and visits for Pupil Premium students. Each specific visit must develop the educational understanding of the student or improve the aspirations or self-esteem of each student attending. The Assistant Head Teacher with responsibility for Pupil Premium funding will liaise with the Head Teacher to decide on whether funding will be granted for each educational visit.

### **8. Extraordinary Personal Circumstances**

It is often the case the Pupil Premium students experience extraordinary personal circumstances during their school life which cannot be accounted or planned for. These incidents often have a negative impact on the learning process and prevent Pupil Premium students from focussing on their studies, thus affecting the sole aim of this strategy.

### **The Response of the School to this 'Barrier'**

We have employed two Pastoral Practitioners whose primary focus it to engage and work with some of the most vulnerable, disengaged families in our community to create a close relationship between our school and the home life of our Pupil Premium students. This will help to break down any potential misconceptions of school life and help to emphasise the importance of education to parents/carers. The school's Well-Being Team

works with many of our Pupil Premium students to raise their self-esteem as well as to offer support and guidance for students who may require further support both in and out of school. The Assistant Head Teacher with responsibility for Pupil Premium is a Designated Safeguarding Lead (DSL) as is are the two Pastoral Practitioners and all members of the Well-Being Team. This will ensure that Pupil Premium students gain the correct support when they are in school, as both will have a thorough understanding of the situation that each student faces and adapt the curriculum support accordingly.

### **9. Below Expected Levels**

Although this may be a generalisation, it may be the case that Pupil Premium students become disengaged with school life from a young age. This may cause these students to fall behind their peers in relation to their expected levels of progress at the end of Key Stage 2 and hamper their progress for the remainder of their time at secondary school.

#### **The Response of the School to this 'Barrier'**

We recognise that some Pupil Premium students will arrive at The Fernwood School in Year 7 with below expected levels of progress in English and/or Maths. With that in mind, we have an early intervention programme aimed at Key Stage 3 students to allow them to experience faster progress in Literacy by reading more regularly during tutor time and in their timetabled library lessons. During these library lessons, staff make use of the accelerated reader programme which allows students to be tested on each piece of text that they read. We also employ English and Maths intervention specialists who will work with small groups of students, which include a high proportion of Pupil Premium students, to ensure pupils are making expected levels of progress in Maths and English, especially focussing on students who achieved below expected levels at the end of Key Stage 2. The school's SENCO will ensure that the Learning Support Assistants deployed during lesson time provide targeted support for Pupil Premium students who are working below expected levels, to improve their academic progress.

The school has a robust data tracking package (APRI) which allows middle and senior leaders to effectively identify under-performing students, both attitudinally and academically. The Assistant Head Teacher with responsibility for Pupil Premium students will devote a significant amount of time after each data drop to scrutinise the information. Working alongside Heads of Year and Heads of Faculty, the Assistant Head Teacher will ensure that a robust package of support is implemented for all Pupil Premium students who are identified as under-performing. Indeed, the school's meeting calendar is specifically designed to allow Faculty Teams and Pastoral Teams to analyse a data drop in order to target students below expected levels of progress and those who are presenting concerns attitudinally.

**Pupil Premium Spending Plan** The Pupil Premium Spending Plan outlines how The Fernwood School will use the Pupil Premium funding to achieve the main aim of the strategy and alleviate the barriers outlined above.

<b><u>Strategy Employed</u></b>	<b><u>Estimated Cost (2019-2020)</u></b>	<b><u>Relevant Barrier</u></b>	<b><u>Specific aims and outcomes</u></b>	<b><u>How will we know if it has been effective?</u></b>	<b><u>Impact</u></b>
Employment of an Assistant Head Teacher with responsibility for Pupil Premium	50K	1,2,3,4,5,7,8	<ul style="list-style-type: none"> <li>To have a Senior Leader of the school who leads the strategic direction of Pupil Premium expenditure across the school</li> <li>To have a Senior Leader with the designated responsibility of leading the direction of the school with regard to the Pupil Premium</li> <li>To make families of Pupil Premium students aware of the support available to them</li> </ul>	<ul style="list-style-type: none"> <li>There is a coherent and strategic direction for Pupil Premium expenditure, where the impact of each strategy employed is monitored and evaluated</li> <li>APRI data will be regularly monitored as per the Assessment, Recording and Reporting calendar</li> <li>Barriers to learning will be analysed and addressed by the Senior Leadership Team</li> <li>Student Voice will indicate that students feel supported and valued</li> </ul>	
Employment of two Pastoral Practitioners	18K	1,3,5,8	<ul style="list-style-type: none"> <li>To engage with the most vulnerable and disengaged Pupil Premium students and their parents</li> <li>To provide a link between home and school for families of Pupil Premium students</li> <li>To promote intervention and attendance at parent's evenings for families of Pupil Premium students</li> <li>To improve the attendance of Pupil Premium students</li> <li>To reduce the persistent absenteeism among Pupil Premium students</li> <li>To improve levels of engagement in school to have a positive impact on attitudinal and academic progress</li> <li>To mentor individual students where poor behaviour is a barrier to learning</li> <li>To educate students if they have behaved in an unacceptable manner as they reintegrate back into school – applying restorative practise</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance of Pupil Premium students at intervention sessions</li> <li>Greater engagement of our most vulnerable and disengaged families of Pupil Premium students</li> <li>Improved attendance of Pupil Premium students</li> <li>Reduction in the Persistent Absenteeism of Pupil Premium students</li> <li>Reduction in behaviour points, internal and fixed term exclusions for our Pupil Premium students</li> <li>Reduction in the numbers of PP students attending Alternative Provision</li> </ul>	

Investment in support from Achievement for All	4K	1,2,3,5,9	<ul style="list-style-type: none"> <li>The Fernwood School has bought in to the expertise and support from the Achievement for All charity which supports schools to help raise achievement for disadvantaged students.</li> <li>Achievement for All Coordinator to visit the school and present to staff.</li> <li>Assistant Head Teacher with responsibility for Pupil premium to work alongside the Achievement for all coordinator to identify the school's main priorities and to implement initiatives across the school.</li> </ul>	<ul style="list-style-type: none"> <li>The achievement of disadvantaged students across the school becomes an even greater priority.</li> <li>The school has a clear vision for supporting Pupil Premium students.</li> <li>The school has effective initiatives and intervention which as a direct impact on the engagement and progress of Pupil premium Students.</li> </ul>	
Pupil Premium Champions	3k (cover)	2,9	<ul style="list-style-type: none"> <li>Introduce a team of faculty-based PP Champions who are allocated curriculum time to raise the profile of disadvantaged students within their faculty and across the school</li> <li>To provide academic support for Pupil Premium students across curriculum subjects</li> <li>Provide regular communication with parents from the targeted cohort of students in Year 8 and 9 to inform them of their child's progress</li> <li>To give some of our hard to reach parents the opportunity to feel part of the school community with termly meetings – parent and child have a voice</li> <li>To liaise with teaching staff to provide relevant and challenging teaching strategies for Pupil Premium students</li> </ul>	<ul style="list-style-type: none"> <li>PP students and strategies to support them made more high profile within Faculty's and across the school</li> <li>Improve the academic performance of Pupil Premium students that are targeted as part of the PP Champions project</li> <li>Improve the engagement of parents, especially those 'hard to reach' with their child's education</li> <li>Improve the attendance of the PP Champion students</li> <li>Increase the engagement of parents at important school events (eg. Parents evenings)</li> </ul>	
RAP programme	3K (cover)	1,2,3,5	<ul style="list-style-type: none"> <li>Pupils in receipt of the Pupil Premium are given priority status as part of the RAP calendar</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium students in KS4 will feel more confident and supported as they approach their GCSE examinations</li> <li>Pupil Premium students will be supported in creating a revision timetable and will be provided with important revision materials</li> </ul>	

				<ul style="list-style-type: none"> <li>• Heads of Year will liaise with parents on a regular basis regarding provision for their student</li> <li>• Student Voice will indicate that students have been well-supported by those involved in the programme</li> </ul>	
Peer Mentoring	Free	2,3,5,8	<ul style="list-style-type: none"> <li>• Students in Year 11 to mentor targeted Pupil Premium students during tutor time</li> <li>• Mentors provide support to ensure that Pupil Premium students are happy in school and that their needs are met</li> <li>• Mentors provide practical advice on revision techniques and organisation in the build up to exams</li> <li>• To discuss post 16 provision and promote high aspirations among Pupil Premium students</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced amount of behaviour points linked to levels of engagement given to Pupil Premium students</li> <li>• Increased aspirations of Pupil Premium students to aim for further education</li> <li>• Increased number of Pupil Premium students who attend college/sixth form/apprenticeships/ further education</li> </ul>	
Residential Visits	3.4K	3,7	<ul style="list-style-type: none"> <li>• Students who otherwise would not be able to attend residential experiences have access to funds to allow them to do so</li> </ul>	<ul style="list-style-type: none"> <li>• Attending a residential offers a Pupil Premium student the opportunity to 'get away' from daily routine and reenergise</li> <li>• Student confidence will increase and Pupil Premium students will have the same opportunities as their peers to attend residential visits</li> <li>• Pupil Premium students will have greater aspirations because of these trips and will undertake new life experiences which they may not usually have access too</li> </ul>	
Additional Careers Guidance	1K	3	<ul style="list-style-type: none"> <li>• PP students are given additional careers guidance and advice during PD lessons in an attempt to prevent them becoming NEET the following year</li> <li>• PP students are well supported by the pastoral structure regarding their post 16 destinations</li> <li>• PP students given targeted support to prepare for college interviews – Interview Skills Day</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to make an informed decision about their future</li> <li>• Pupil Premium students will receive professional advice and guidance on decisions, which need to be made about their future</li> <li>• There will be a reduction in the number of NEET Pupil Premium Students</li> <li>• Student Voice will indicate that's students are well-prepared for their future</li> </ul>	

Revision Guides	0.5K	4	<ul style="list-style-type: none"> <li>Pupil Premium students are issued with revision guides for each of the subjects they study</li> <li>School strategy in place to re-cycle revision guides to be given to the most in need PP students</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium students will be more prepared for exams and will be better equipped at revising more effectively</li> <li>Pupil Premium students will be better equipped to face their exams</li> <li>Pupil Premium students will have the same opportunity as their peers who may have revision guides</li> <li>Student Voice will indicate that the revision guides are of benefit and are used effectively</li> </ul>	
Uniform and Bus Passes	0.5K	4,5	<ul style="list-style-type: none"> <li>Students who otherwise may not have access to the correct uniform do so</li> <li>Fernwood keeps a stock of uniform items to assist in this issue when necessary</li> <li>Fernwood has a system to re-cycle uniform for PP students most in need</li> <li>Students are able to arrive to school safely and on time</li> </ul>	<ul style="list-style-type: none"> <li>Students will not be concerned with 'not being like their peers,' having the correct uniform at all times</li> <li>Pupil Premium students will have the correct uniform, which will prevent them from being punished</li> <li>Pupil Premium students will arrive in school on time and do not miss any learning/lesson time</li> <li>Students will feel at home and comfortable in school in the correct uniform</li> <li>Improved punctuality for some Pupil Premium students</li> <li>Student voice will indicate that students are well supported</li> </ul>	
After School Homework Club	10k (Salary)	6	<ul style="list-style-type: none"> <li>Homework club to run Tuesday – Thursday 3:10-4:10pm in the library, staffed by a middle manager and two to three members of the study support team</li> <li>Specific Pupil Premium students to be invited to these after school sessions (compulsory/ non-compulsory)</li> </ul>	<ul style="list-style-type: none"> <li>Reduced number of behaviour points that Pupil Premium students receive for a lack of homework</li> <li>Increased attendance of Pupil Premium students at homework club</li> </ul>	
The Well-Being Team and School Counsellor	56K	2,3,8	<ul style="list-style-type: none"> <li>Well-being mentors to provide targeted support for PP students who require support</li> <li>School Councillor to engage with the most vulnerable and disengaged Pupil Premium students</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance of Pupil Premium students</li> <li>Improved emotional health and well-being of Pupil Premium students</li> </ul>	

			<ul style="list-style-type: none"> <li>To improve the self-esteem of Pupil Premium students who require support</li> </ul>		
Employment of Learning Support Workers for Literacy	4.5k	9	<ul style="list-style-type: none"> <li>To provide specialist 1:1 and small group mentoring for underperforming Pupil Premium students in literacy</li> </ul>	<ul style="list-style-type: none"> <li>The number of Pupil Premium students exceeding and making expected levels of progress in English will increase and the 'gap' in attainment will be significantly reduced</li> </ul>	
Employment of Learning Support Worker for Numeracy	4.5K	9	<ul style="list-style-type: none"> <li>To provide specialist 1:1 and small group mentoring for underperforming Pupil Premium students in numeracy</li> <li>To offer additional Maths lessons to Pupil Premium students in need of them, as well as support with homework and areas of concern</li> </ul>	<ul style="list-style-type: none"> <li>The number of Pupil Premium students exceeding and making expected levels of progress in Maths will increase and the 'gap' in attainment will be significantly reduced</li> </ul>	
Personalised Learning Pathways (Key Stage 4)	Within curriculum budget	2,5,6,9	<ul style="list-style-type: none"> <li>Students are given bespoke timetables, depending on academic ability, to meet their learning needs – pathway 1, 2, 3</li> <li>Students in Year 11 considered for subject withdrawal and the implantation of 'private study' time to meet the student's needs</li> </ul>	<ul style="list-style-type: none"> <li>Improved behaviour, engagement and progress of Pupil Premium students due to a fully accessible, engaging and challenging curriculum for all</li> <li>Pupil Premium students make good progress at KS4 and 'the gap' is reduced</li> <li>Improved rates of attendance and attitudinal grades due to a curriculum design that meets the needs of all Pupil Premium students</li> </ul>	