



Pupil Premium and Year 7 Catch-Up Premium: 2018-19 Strategic Action Plan

October 2018

Abbreviations

SEND	Special Educational Needs and Disabilities
LSA	Learning Support Assistant (also known as TA, Teaching Assistant)
EHCP	Education, Health and Care Plan
LAC	Looked After Child (in care)
PP	Pupil Premium
FSM	Free School Meals
PPSF	Pupil Premium Service Family
SLT	Senior Leadership Team
PLC	Personalised Learning Centre
PA	Persistent Absence (attendance of 90% or below)
CPD	Staff Training
CtG	Closing the Gap
HAP	High attainment on entry pupil
MAP	Middle attainment on entry pupil
LAP	Low attainment on entry pupil
CEIAG	Careers Education, Information, Advice and Guidance

Pupil Premium Funding

[Pupil Premium funding](#) was introduced in April 2011 and is additional funding that the government gives to schools for each student on roll deemed to be disadvantaged. The funding is designed to raise the attainment of disadvantaged students and narrow any gaps that exist between them and their peers.

In the 2018-19 financial year, schools receive funding as follows for Disadvantaged students in years 7 to 11:

- £935 for every student that has been registered for Free School Meals (FSM) at any point in the last six years;
- £2,300 for every student that has been in Local Authority care continuously for sixth months or more (LAC) or who have been adopted from care (Post-LAC)
- £300 for every student who qualifies as having been from a Service Family at any point in the last six years (PPSF)

Pupil Premium at Ecclesfield School

At Ecclesfield School, we are committed to ensuring that every child considered to be 'disadvantaged'¹ is valued, respected and supported to exceed their full potential. As a school we will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives, with a key focus on improving academic outcomes through high quality teaching and learning.

Currently (October 2018) 29% of all students at Ecclesfield School are supported by Pupil Premium funding.

Ecclesfield Pupil Premium Funding for 2018-19:

Number of students eligible for PP funding ²	Total Funding Available
453	£450,522.5 (£424,022.50 & £26,500 Catch Up Premium ³)

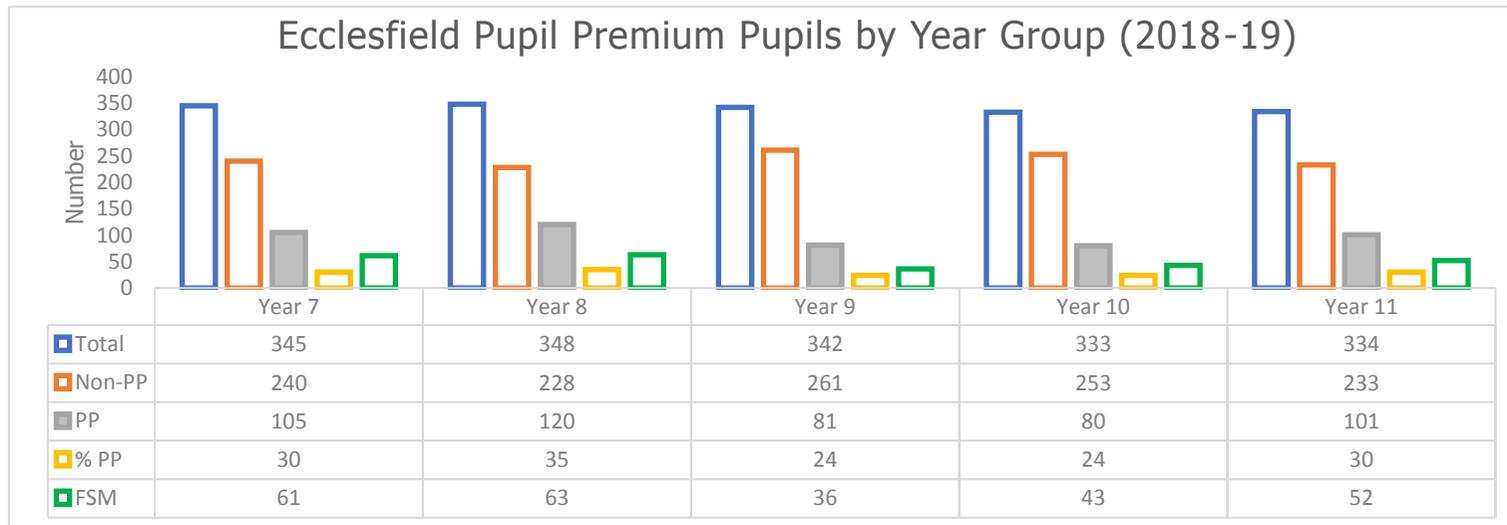
¹ PP, FSM, LAC, Post-LAC and PPSF children will be referred to collectively, using the Department for Education's term *disadvantaged*. In making provision for these pupils, we recognise that not all pupils who are eligible for Pupil Premium funding will be socially disadvantaged.

² PP funding is based on Census figures from January 2018 and is not related to the number of disadvantaged students in the 2018-19 cohort.

³ Catch Up Premium funding is based the Year 7 cohort size. It is to support Year 7 pupils who scored less than 100 (Standard Scaled Score) in KS2 SATs. This is an estimated figure and will be updated in 2019.

Ecclesfield Pupil Premium Students by Year Group (2018-19):

Year Group	Total	Non-PP	PP	% PP	FSM	<p style="text-align: center;">Funding Available</p> <p style="text-align: center; font-size: 1.2em;">£450,522</p> <p style="text-align: center;"><i>This includes:</i> £424,022 Pupil Premium Grant plus £26,500 estimated Catch Up Premium</p>
Year 7	345	240	105	30%	61	
Year 8	348	228	120	35%	63	
Year 9	342	261	81	24%	36	
Year 10	333	253	80	24%	43	
Year 11	334	233	101	30%	52	
Whole School	1702	1205	487	29%	255 (15%)	



Year 8 has the highest % of disadvantaged students, whereas Year 7 and 8 have the largest number of students eligible for free school meals (FSM).
Spending needs to be carefully targeted to support all year groups, but especially where numbers are highest.

Core Principles

At Ecclesfield, we recognise that raising the **achievement** of disadvantaged students and promoting their **wider personal development** are inextricably linked. We therefore allocate funding to target key priorities linked to both academic achievement within the classroom and the wider development of students (e.g. raising aspirations, improved approaches to learning, enhanced wellbeing). Whilst each child will have his/her own set of barriers to learning and progress, effective provision to close gaps within these areas of achievement and personal development is essential if students are to succeed and thrive. Underpinning this approach is a robust system for monitoring and evaluating the impact of our actions to ensure its quality and effectiveness.

Vision

ACHIEVEMENT	PERSONAL DEVELOPMENT, ASPIRATIONS, APPROACH TO LEARNING AND WELLBEING
<p>Vision: To ensure all students make outstanding academic progress, regardless of starting point or background, and leave Ecclesfield School with the best possible qualifications.</p>	<p>Vision: To ensure all students leave Ecclesfield School with a sense of personal wellbeing, a bank of 'cultural capital' and high aspirations leading to future success and happiness.</p>
<p>Quality of Teaching and Learning:</p> <ul style="list-style-type: none"> • Access to quality first teaching that is literacy-rich and is personalised to meet their needs; • Access to a well-structured and suitable curriculum (including alternative provision where appropriate); • Access to high quality resources to support learning; • Access to high quality learning opportunities led by well-trained staff. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Access to a wide variety of opportunities that broaden students' experience, raise their aspirations and enhance their understanding of the world and their potential futures. • Access to opportunities to develop and practise existing and new skills in non-academic contexts.
<p>Additional Academic Provision:</p> <ul style="list-style-type: none"> • Access to KS3 additional provision to address gaps in basic literacy and numeracy; • Access to additional provision to target areas of underachievement for students falling behind (KS3 and KS4). 	<p>Guidance and Support (360° Care):</p> <ul style="list-style-type: none"> • Access to high quality advice to help guide students through school and towards their chosen futures. • Access to high quality pastoral support to help students address specific barriers to both wellbeing and learning (e.g. attendance, behaviour, social and emotional issues etc.)

Addressing Barriers to Learning

Quality First Teaching

At Ecclesfield School, we are aware that the most effective way to ensure all students are successful is through quality first teaching that meets the needs of each student on a daily basis. We therefore ensure that all our staff are highly trained through bespoke continual professional development (CPD) designed to constantly improve standards of teaching within every classroom, in order to meet the needs and accelerate the progress of all learners.

We value the uniqueness of every student and understand that some students need more targeted support than others to fulfil their potential. Where support is needed outside the classroom, the school allocates appropriately trained staff to teach intervention groups. All teaching staff are aware who is eligible for the Pupil Premium and this informs their planning. The school is committed to making sure that support and intervention (including adjustments where necessary) are made in a timely fashion. This is to be achieved through regular monitoring, and the use of robust assessments, which allow teachers to give students effective and timely feedback.

The Pupil Premium and Year 7 catch-up funding are always used strategically in response to the barriers to learning faced by eligible Ecclesfield students. Planned actions are outlined in detail in the Action Plan later in this document; however, the table below shows how potential barriers to learning for Ecclesfield students are linked to strategic objectives and priorities for 2018-19.

Barriers (and Risks) to Learning	Closing the Gap 2018-19 Objectives
Achievement	
<p>Disadvantaged students enter Ecclesfield school with lower attainment on average than their non-disadvantaged peers. Many of our disadvantaged students have low literacy and/or numeracy levels.</p>	<ul style="list-style-type: none"> • Utilise KS3 interventions to close Numeracy and Literacy gaps and increase average reading age by at least 12 months for each KS3 year group over the academic year (9 months). • To increase reading age comprehension by at least 12 months. • Provide robust and strategic additional provision and intervention to raise KS4 Maths and English attainment and progress. • To reduce the gap for overall A8 for Ecclesfield PP v National Non-PP • To reduce the gap for overall P8 for Ecclesfield PP v National Non-PP • To reduce the P8 gap for all sub-groups for Ecclesfield PP v National Non-PP • Reduce gap in P8 English for Ecclesfield PP v Non-PP nationally • Reduce gap in P8 Maths for Ecclesfield PP v Non-PP nationally

Personal Development, Aspirations, Approach to Learning and Wellbeing	
<p>Gaps in vocabulary and comprehension can lead to low confidence, engagement and aspiration. Low educational aspirations and social and emotional issues could lead to poor attendance, poor behaviour for learning and low resilience in the face of challenges. Students are less likely to seek challenges and experiences to widen their cultural capital. Wellbeing can be affected.</p>	<ul style="list-style-type: none"> • Improve attendance levels for FSM target students to 93% • Improve attendance levels for PP target students to 94% • Reduce persistent absence for PP students to <15% • Significantly reduce the number of exclusions for PP students between HT1-6 (new behaviour system therefore difficult to compare to 2017-18) • Close the gap between attendance for FSM and Non-FSM to less than 3% • Increase % of 2+ approach to learning (AtL) scores for PP students by 10% • Reduce gap between behaviour points for PP and Non-PP students
Quality Assurance: Monitoring and Evaluating	
<p>If student progress is not tracked and monitored carefully, underachievement and support needs are not picked up early enough. Intervention must be carefully tracked to ensure any actions are having a positive impact on the targeted students.</p>	<ul style="list-style-type: none"> • Further develop the use of internal tracking to ensure gaps are identified early and swift action is taken. • Develop effective provision mapping to monitor the impact of all additional provision for disadvantaged students and link it directly to funding.

The proceeding Action Plan outlines key actions to be taken throughout the 2018-19 academic year to achieve these priorities.

To ensure impact accountability, we will regularly monitor and evaluate in the following ways:

1. Data analysis (3 times per year / 4 times for Year 11), including attendance data.
2. Pupil progress meetings (RAP).
3. Parent/Carer progress meetings with mentors and Senior Leadership Team.
4. Regular moderated assessment and standardisation across Departments.
5. Every Lessons (including 'book looks') by SLT, every lesson of the week.
6. Learning discussions with pupils in lessons and beyond.
7. Support and challenge for individual teachers and Curriculum Leaders.
8. Regular, rigorous Senior Leadership Team (SLT) meetings to assess impact of actions
9. Department Development Plans – regular, formal monitoring reports to SLT during link meetings.
10. School Development Plan – regular monitoring reports to Governing Body (PP Link Governor in place).
11. Annual School Development Plan targets inform teacher performance management targets.
12. Listening to the views of all children to hear about their learning and experiences of school.
13. Regular external review (School Improvement Partner, Kevin Maloney)
14. As a school, we provide regular professional development opportunities that focus on the learning needs of pupils, particularly those from disadvantaged backgrounds.

PUPIL PREMIUM ACTION PLAN 2018-19

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
1. Improve Literacy skills and close gaps				
Develop academic language through WoW (Word of the Week). Taught every Mon p1 Year 7 to 11 and used in context across each subject area.	Sep-18	SMC	£100 (Resources)	Lesson observations / Every Lesson records Work Scrutiny CPD records Attainment records / ARTi and STAR scores
Incorporate the teaching of VCR (Vocabulary, Comprehension and Reading) focus into morning Tutor time.	Sep-18	SMC/RSE/RJ	£500 (Resources)	Every Lesson records Resources Student Voice
Develop a programme of CPD to support staff to develop VCR in every curriculum area, including strategies for reading, extended writing and Oracy.	Feb-19	SMC/CF/LM (Lindy)	£500 (Resources)	T&L Briefing records Lesson observations / Every Lesson records Work Scrutiny
Appoint a VCR (Literacy) Co-ordinator	Jan-19	BM/RWK/SMC	£7,327	In post
Identify target students in Year 8 for additional literacy interventions; especially those below expected progress in English and below chronological reading age.	Jan-19	SMC/KDY/SB/BM	£3,000	Observations of interventions Every Lesson records Student voice Attainment records
Identify target students in Year 9 for additional literacy interventions; especially those below expected progress in English and below chronological reading age.	Jan-19	SMC/KDY/SB/BM	£3,000	Observations of interventions Every Lesson records Student voice Attainment records
Set up reading interventions for targeted Y8 and Y9 students	Jan-19	SMC/RB/MB/KDY /SB	£1500 (Resources) £14,108 (Salary)	Observations of interventions Every Lesson records Student voice Attainment records / Impact Analysis
1to1 reading support: established and running	Jan-19	RB	£500	STAR data analysis
Identify and train literacy ambassadors in KS3 & KS4	Feb-19	RB	£100	English STAR data analysis Student voice
Complete reading tests to establish reading ages of all students (KS3); test 3 times per year.	Oct-18 to Jun-19	SMC/RB/EM	£4,500 (ARTi)	RA records on SIMS CtG tracker
Train Y10 HAP students with high reading ages to act as reading mentors for Y7/8/9 students in Tutor Time	Feb-19	RB/English Staff	£200	Student voice Impact Analysis

Train ITT students, LSA and recruited volunteers to support reading comprehension interventions	Feb-19	RB/English Staff	£500	English attainment scores RA (ARTi/STAR) improvements Student voice Impact Analysis
Coordinate a programme of KS3 reading opportunities during curriculum time through the launch of Drop Everything and Read (DEAR) to ensure all KS3 students are reading for at least 20 minutes a day.	Feb-19	SMC/RB	£1000	Library usage records English attainment scores RA (ARTi/STAR) improvements Student voice
Increase Lexia usage with Lexia 'Passport' initiative	Feb-19	MB/NA/RSE	£3000	Student voice Attainment records Lexia usage records Impact Analysis
Deliver creative writing workshops targeting PP students (Grimm Tales)	Jun-19	EM/	£2500	Student attendance records Student voice
Remove Accelerated Reader from English time and deliver in Tutor time to maximise English learning time and accelerate progress.	Jan-19	SMC/RB	£6,000	Library usage records English attainment scores RA (ARTi/STAR) improvements Student voice Impact Analysis
Utilise the range of PiXL resources, QLA (KS3/4) to support teaching and learning and interventions.	Ongoing	CJN/KDY	£10,000	Lesson observations / Every Lesson records Work Scrutiny CPD records Student voice
Investigate and trial Let's Think English as a method to develop Oracy, spoken language and metacognitive learning at KS3. Evaluation and impact analysis.	Apr-19	KDY/SB/SMC	£1,000	CPD Records Lesson observations Every Lesson records SoL incorporating LTE
ALP (Alternative Learning Pathway) – curriculum provision to support KS3 literacy and numeracy. Recruit staff as required.	Sep-19	BM/SMC/EM	N/A	TBC
Integrate a 'Mastery' lesson in the curriculum for all Y7 and 8 students to focus on reading, literacy, numeracy and reading skills,	May-19	BM/SMC/EM	N/A	TBC

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
2. Improve Numeracy skills and close gaps				
Appoint a Numeracy Co-ordinator	Jan-19	BM/RWK/SMC	£7,327	In post
Work with Maths CL and Numeracy Co establish a Mastery SoL and pilot / set up termly Mastery focused numeracy lesson for Years 7 and 8	Feb-19	KDY/LO/SMC	N/A	Data analysis (PiXL / QLA) Teacher half termly data tracking Student voice
Identify target students in Year 8 and 9 for additional numeracy provision; especially those below expected progress in Maths.	Feb-19	KDY/LO/SMC	N/A	Data analysis (PiXL / QLA) Teacher half termly data tracking Student voice
Identify new Y7 cohort for numeracy ALP in Y8 (2019)	May-19	KDY/LO/SMC/EM	N/A	Teacher feedback
Introduce Maths Mastery in Years 7 & 8	Sep-19	KDY/LO/SMC/EM	(Sept 2019)	Lesson obs Learning walks Data analysis (PiXL / QLA) Teacher half termly data tracking
Incorporate the teaching of numeracy into morning Tutor time.	Sep-18	SMC/RSE/AD	£500 (Resources)	Every Lesson records Resources Student Voice

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
3. Further improve behaviour and attendance				
EWO / attendance support and intervention / family liaison	Ongoing	PB	£27,994	Attendance Reports Attendance tracking records
Develop robust attendance tracking systems to identify target students.	Dec-19	RSE/SMC/PB	£150	Attendance Reports Attendance tracking records
Identify & review case load for attendance team to improve attendance and decrease PA of target students.	Sep-19	RSE/SMC/PB	£0	Attendance Reports Attendance tracking records
Develop a range of robust interventions to improve attendance of identified pupils.	Jan-19	RSE/SMC/PB	£1000	Attendance Intervention records Attendance tracking data
Evaluate current Inclusion/SEND and Aspects provision and merge resources to ensure effective support for more vulnerable pupils who are not attending, behaving and achieving (The Hub)	Apr-19 onwards	RSE/BM/SMC/EM/NA	£48,000 (Staffing and resources)	Improved Attendance, AtL and Behaviour points at DC points
Target interventions to re-engage hotspot students in their learning and review their curriculum offer through external provision.	Jan-19	RSE/BM/SMC	£3,000	Improved Attendance, AtL and Behaviour points at DC points
Improve attendance of SEND and PP students through early morning phone calls and pick-ups for target students	Jan-19	PB/NA/HoY	£250	Attendance Report
Deliver specific assemblies on growth mindset, resilience and GRIT to all students	Sep-18	SLT/CF	£0	Assembly records Assembly materials Student voice
Link AtL to home-learning to whole school rewards system	Feb-19	CF/RSE	£200	DC AtL reporting
Identify potential peer mentors in Y9 and Y10.	Jan-19	RSE/SM/HoY	£150	Cohort records
Train Y9 and Y10 students to act as peer mentors for targeted students.	Feb-19	RSE/SM/HoY	£300	Attendance and session registers Student voice
Provide high quality counselling and mental health support for targeted PP students through the Safeguarding/Wellbeing Manager.	Ongoing	PBooth	£15,867	Records from Wellbeing/Safeguarding

Establish a system of targeted behavioural interventions to close the Approach to Learning gap between PP students and non-PP students.	Ongoing	RSE/ HOYs	£1000	Intervention records Student event summary Parental engagement records Student voice
Develop the breakfast club provision to ensure disadvantaged students have access to affordable nutrition each day.	Jan-19	SMC/NA/LSA/ volunteers	£1000	Breakfast club records Bid to Sunshine Breakfast
Establish a system of homework support sessions for KS3 students (especially PP students)	Jan-19	CLs/KDY	£0	Attendance records
Provide free uniform, equipment and resources to targeted PP students.	Ongoing	SMC/FT/HOYs	£2000	Financial records
Fully utilise the HoY/Pastoral team to support behaviour and attendance of PP students by ensuring they have a caseload of target pupils to mentor and work with	Ongoing	RSE/SM/HoY	£55,052	Behaviour Data Attendance Data
Ensure there are opportunities for PP pupil engagement in Cultural Capital and experiences beyond the school gates	Ongoing	SMC/SHH/SLT CLs/HoY	£20,000	Participation data Trips and events logs Student voice Music / DofE / etc
Develop a Cultural Passport Award for pupils (KS3)	April-19	SHH/SMC	£1000	Participation Data Awards of Pass/Merit/Distinction

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
4. Accelerate KS4 Progress and further close gaps				
Utilise additional and overstaffing in English and Maths to provide catch-up provision for targeted students.	Jan-19	KDY/SB/NA/LO	£49,190	Teacher records Lesson observations Student cohort attainment and progress records
Develop and deliver a strategic plan to integrate and develop study skills and revision skills with students in all year groups	April-19	SM/ CF/T&L Team	£600	Student voice Revision session attendance Summer outcomes
Distribute resources for students to engage in reflection and goal setting during SODA time (e.g. learning journal).	Mar-19	SM/Tutors	£500	Reflection diaries Tutor voice / Student voice SODA LWs
Launch and embed the use of PiXL Apps – provide students with additional revision material outside of school time in all subjects (Y9-11)	Feb-19	CJN	£8,000	Summer exam (Y10-11) attainment Y11 outcomes
Establish targeted Y11 mentoring and allocate key students to SLT and HoY mentor. Regular contact with parents.	Feb-19	SM/HoY	£400	Records for identified mentors
Walking / Talking Mocks delivered for Yr 11 E/Ma/Sc (investigate MAT speakers)	Mar-19	CLs/KDY	£0	Student voice
Calendar and deliver targeted revision planning with Y11s (with PP students prioritised).	Jan-19	CF/T&L Team	£0	Student voice Revision session attendance Summer outcomes
Provide Y11 students with free revision planners to support their revision planning.	Mar-19	LR	£1000	Purchase records
Programme of KS4 after school P6 and holiday interventions organised	Nov-18	CJN	£7,000	P6 registers Attendance records
Review how students are targeted for P6 intervention, and monitor its attendance and impact (especially by PP students)	Half termly	KDY/CJN	£300	P6 registers Changes made to programmes

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
5. Improve outcomes for SEND				
Refine the SEND register to enable more targeted support for those underachieving by creating a shadow / monitoring register (SSG coding?). SIMS/MINT updated.	Jan-19	RSE/NA/MB	£0	Register in place Staff aware of coding Line Management Meeting Records
Complete SEND handbooks to script all processes and expectations. Issue and bring to life through staff briefings.	Jan-19 Ongoing	NA/RSE/CF	£500	Handbook in use Data analysis Student voice Line Management Meeting Records
Make the needs of students (especially those identified as SEND10) more explicit to teachers through briefings and Staff CPD sessions	Feb-19 Ongoing	NA/CF	£500	Data analysis Student voice Routines/T&L Briefing records Staff feedback LW & lesson observation feedback
Investigate MINT to identify more clearly Disadvantaged (PP, FSM) and SEND students by code (E K)	Jan-19	SMC	£350	Staff feedback LW & lesson observation feedback
Review how LSAs and PLC staff support students in lessons.	Jan-19	NA/MB/CF/T&L Team/RSE	£0	Watch list monitoring Lesson observations Student voice
Ensure SEND transition processes are started earlier. Attend Y6 reviews and implement extended transition and support for targeted students.	Jun-19	NA	£15,000	Transition data records
After refining the SEND register, create a SEND Watchlist of SEND students and issue to staff, outlining levels of need/priority students.	Jan-19	NA		Watch list monitoring Lesson observations Student voice
Identify a priority SEND 10 in every year group and issue to staff, with strategies to support teachers to personalise learning.	After each DC	NA		Watch list monitoring Lesson observations Student voice
Support Curriculum Leaders to improve SEND provision by visiting curriculum meetings, conducting learning walks and book looks of SEND students.	Ongoing	NA		Watch list monitoring / Curriculum Minutes Lesson observations / Book looks Student voice / Staff feedback
Staff from various Curriculum Teams recruited as SEND Pupil Champions	Oct-18	CJN/CLs	£0	DDPs PMRs

SEND Pupil Champions to collaborate and share T&L strategies to support underperforming PP-SEND pupils.	Ongoing	NA/CLs	£0	DDPs PMRs Data analysis Student voice
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Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
6. Raise aspirations				
Develop systems to track students at risk of being NEET across all year groups and ensure effective CEIAG in place.	Dec-18	PB/RSE/Careers/ HoY	£22,352 (Staffing)	NEET tracking systems
Ensure targeted and early CEIAG for KS3 students; especially Y9	Jan-18	RSE/Careers/ HoY		Website records Student attendance records Student voice
Ensure all PP students have a careers interview at KS3 and are guided towards appropriate Post 16 pathways.	Jan-18	RSE/Careers/ HoY/		Career guidance record keeping NEET figures
Provide an Options interview for all PP students with relevant member of the senior team.	Mar-18	SLT		Career guidance record keeping NEET figures

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
7. Improve the quality of teaching and learning				
Coordinate a programme of professional development for staff with a half termly focus on key priorities	Sep-18	CF/T&L Team	£4000	CPD records Teacher evaluations
Make strategic links with MAT/other schools to provide additional direction and collaboration.	Sep-18	CF/T&L Team/ CLs	£1000	dSEFs & DDPs
Relevant staff to attend awarding body training and marking training	Ongoing	CLs	£800	Data analysis
Establish a programme of in-class observations and coaching support for teachers of targeted SEND students to accelerate SEND students' progress	Feb-19	NA / CF / T&L Team	£250	Coaching session records Watch list records Data analysis
MITAS – CPD programme to increase quality and impact of LSA support	Feb-19	BM/RSE/NA	£2500	Data analysis Training records
Review the range of additional provision for PP pupils provided by LSA/PLC and ensure appropriate staff training to ensure high quality delivery.	Jan-19	SMC/RSE/CF T&L Team	£500	Intervention session observation record Every Lesson records Impact Analysis Reports Student voice
Continue to develop Magpies Programme to network and share T&L with other colleagues	Ongoing	CP/CF	£1000	Data analysis
Staff from various Curriculum Teams recruited as PP Champions	Oct-18	CJN/SMC/CLs	£0	DDPs PMRs
PP Champions to collaborate and share T&L strategies to support underperforming pupils.	Ongoing	CJN/CP/CLs	£0	DDPs PMRs Data analysis Student voice
PP 'Funding Pot' system for staff to submit a bid which meets School, Curriculum Team and PP Action Plan priorities. All bids are subject to SLT approval.	Ongoing	SMC / All Staff	£5,000	Bid form / Evaluation Form Data / Impact Analysis
Additional budget for each Curriculum area to support teaching and learning for all, including PP students	Sept 2018	FT / CLs	£14,985	Data / Impact Analysis

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
8. Improve outcomes for High Ability students				
PP HAP students targeted for Brilliant Club Scholars programme at KS3 and 4.	Ongoing	CP	£500	Scholars programme registers Session records
Create a 7 year (including Year 5/6 transition activities) "Ecclesfield Experience" Pathway for different year groups and cohorts to ensure students access opportunities that promote high aspirations for all.	Mar -19	CP	£0	Pathway report
Staff from various Curriculum Teams recruited as More Able Pupil Champions	Oct-18	CJN/CLs	£0	DDPs PMRs
MA Pupil Champions to collaborate and share T&L strategies to support underperforming MA/PP/SEND pupils.	Ongoing	CJN/CP/CLs	£0	DDPs PMRs Data analysis Student voice

Key Actions (How)	Time (When by)	SLT Lead Person & Key Staff (Who)	Cost (£)	Impact Monitoring
9. Improve the quality and impact of Leadership & Management				
Timetable additional KS4 Maths and English for targeted students.	After DC1	KDY/BM	£40000 (Overstaffing)	Data analysis
Identify barriers to learning for key PP students and share information with teaching staff to inform planning.	Jan-19	SMC / RSE/ PB T&L Team	£100	Data analysis Behaviour report Attendance report
Create PP Watchlist to highlight key students and PP strategies. Update with priority after each DC (Behaviour / Attendance / Achievement).	Dec-19	SMC SMC /RSE / PB	£500	Closing the gap booklet Staff voice LW monitoring Student voice
Issue PP20 list after each data collection; highlight students, barriers and areas of need.	After DCs	CJN/SMC	£100	Data analysis
Re-evaluate target students for intervention at both key stages after each data collection and ensure targeted provision is in place for students falling behind	After DCs	KDY /RSE /SMC	N/A	Attendance records Changes made to programmes Data analysis Impact Analysis Reports
Hold regular Closing the Gap Team meetings to ensure focus on the individual needs of target students.	Jan-19	SMC / PB / RSE	N/A	Staff feedback Meeting minutes and outcomes
Utilise internal data systems to identify students at KS3 and 4 who would benefit from alternative or different provision after each data collection	After DCs	KDY / RSE / SMC	N/A	Watch list collation
Watch List students identified on SIMs / teacher's mark-sheets (MINT?)	Jan-19	KDY/ RSE/SMC	N/A	SIMS records LW data tracking
Develop and embed the use of consistent tracking systems for behaviour and attendance across HOY team.	Ongoing / After DCs	RSE/HoY	£200	HOY tracking systems Behaviour and attendance reports
Closing the Gap team interventions reviewed and groups/students amended.	Half termly	RSE/SMC/NA/EM	N/A	Records of ALP Data analysis Provision Mapper
Closing the Gap tracker updated with interventions.	Half termly	SMC/RSE/PB/NA /SP	N/A	Provision mapper

SLT to report to governors on PP students' progress and PP spending	Termly	SMC / NS	£100	Governor reports
Update Pupil Premium Report for website making explicit the spend and impact of PP and Year 7 catch-up funding.	Nov-18	SMC	N/A	Website report fit for purpose
Closing the Gap Provision Map launched and used to target and monitor provision and impact of additional provision. Students allocated to intervention bands and range of interventions set up	Jan-19	SMC/RSE/FT	£1,500	Intervention records Student voice Teacher feedback Provision Mapper
Ensure internal data tracker tracks performance table PP measures.	Dec-19	BM/KDY	N/A	Data analysis
Establish regular work scrutiny reviews of all departments to monitor the impact of marking and feedback on PP students' progress and to identify and share good practice.	Each Term	SMC/CF/ T&L Team	£0	Watch list book monitoring records Feedback to staff records
Develop QA process for Watchlist Feedback to staff – ensure staff are deploying strategies in lessons	Jan-19	SMC	NA	Every Lesson feedback Data analysis
Ensure PP is a standing agenda item on all departmental and line management meetings.	Oct-18	BM	N/A	Meeting minutes
Ensure systems are in place to link PP spending to impact on student outcomes	Jan-19	SMC/RSE/FT	N/A	Provision mapper
Monitor and evaluate the impact of all additional provision on progress and attainment using the Provision Mapper / Tracker	Termly	SMC/RSE/SLT	N/A	Tracker impact evidence
Further develop links and relationships with partner Primary Schools to identify and support underachieving PP students early.	Jun-19	EM	£100	Primary school initiative records Student numbers



Year 7 Catch-Up Premium Action Plan 2018-19

Year 7 Literacy and Numeracy Catch-Up Premium Funding

[The Literacy and Numeracy Catch-up Premium](#) gives schools additional funding to support year 7 students who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2. The funding is designed to raise the attainment of these students and to narrow the gaps that exist between them and their peers.

Ecclesfield Catch-Up Funding:

In the 2018-19 financial year, schools will receive the same overall amount of Year 7 catch-up premium funding as in 2017-18, but will be adjusted slightly to reflect the number of all pupils in Year 7:

Criteria	No. of students	Estimated Catch-Up Funding (£)
Total	51	26,500

Year 7 Catch-Up Premium at Ecclesfield School

At Ecclesfield School we recognise the importance of early identification of gaps in student learning and the need to act quickly and decisively to address these. Our aim is to ensure that wherever possible, all students meet age-related expectations and have full access to the range of subjects within the School's curriculum. The additional grant is used to support targeted intervention for the relevant groups.

CATCH UP PREMIUM				
Key Actions (How)	Time (When by)	SLT Lead Person and Key Staff (Who)	Cost (£)	Impact Monitoring
Literacy				
Identify new Y7 cohort and run literacy interventions and reading support.	Sep-18	MB/NA/RB/SMC	£18,000 (Staffing and Resources)	Intervention records Data and Impact Analysis Reports Teacher half termly data tracking Student voice
Numeracy				
Work with the Maths dept to set up a numeracy support curriculum intervention (ALP).	Sep-18	KDY/LO/NA/SMC	£8,500	Intervention records Data and Impact Analysis Reports Teacher half termly data tracking Student voice
Total			£26,500	

Pupil Premium and Catch Up Premium Spending Summary 2018-19 (Estimated)

Key Actions to raise the achievement of disadvantaged students and promote their wider personal development	Estimated Expenditure (£)
1. Improve Literacy skills and close gaps	£59,335
2. Improve Numeracy skills and close gaps	£7,827
3. Further improve behaviour and attendance	£176,963
4. Accelerate KS4 Progress and further close gaps	£66,990
5. Improve outcomes for SEND	£16,350
6. Raise aspirations	£22,352
7. Improve the quality of teaching and learning	£30,035
8. Improve outcomes for High Ability students	£500
9. Improve the quality and impact of Leadership & Management	£43,100
10. Catch Up Interventions and provision	£26,500
Total Expenditure (Estimated)	£449,952
Income Total (PP and Catch Up grants)	£450,522
Balance	£570