

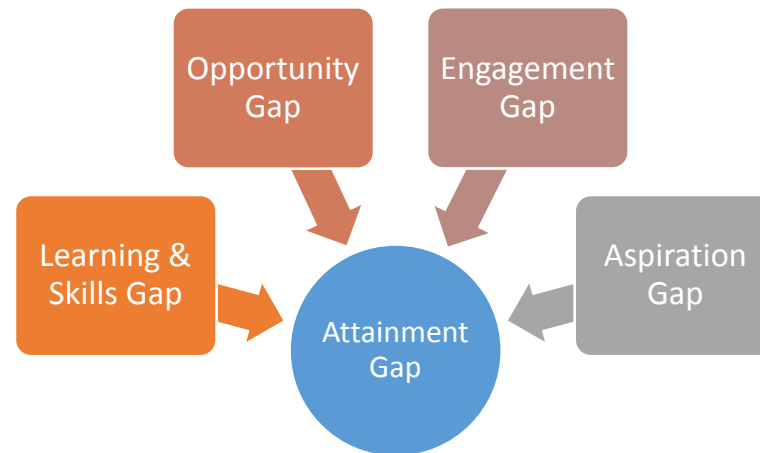
PUPIL PREMIUM PLAN 2017/18

Pupil Premium Funding for 2017/18 - £ 363 980

Since 2011 additional funding has been provided by the government through the Pupil Premium in order to help schools close the gap in attainment between deprived students and their counterparts. In schools the entitlement to free school meals (FSM) is used as an indicator for deprivation, along with students recorded as Ever 6 FSM, Looked After Children (LAC) and children who have ceased to be looked after by a local authority because of adoption, a special guardianship order or a residence order.

At Siddal Moor we acknowledge the need to close the gap in performance between our disadvantaged students and the performance nationally of students with no recognised disadvantage. We believe that the gap in attainment is a product of a gap in one or more of the following areas:

- Learning & Skills
- Opportunity
- Engagement
- Aspiration



It is true that not all disadvantaged students experience any of these gaps and by the same token it is also understood that it is not just disadvantaged students that may have experienced a gap(s) in these areas. It is with this in mind that the Pupil Premium funding will be used to address these gaps in all students at Siddal Moor but we will ensure that Pupil Premium students are targeted in order to maximise the support they receive.

Evaluation/Impact

The impact of PP spending is measured termly. A full evaluation of the impact of last year's funding is shown on the 2016/17 PP plan.

Area:	Learning & Skills Gap					
Objective:	A relentless focus on Quality First Teaching to ensure that all students are given the best possible learning experience in the classroom which is proven to have the most impact in the closing of the attainment gap between groups.					
DESCRIPTION		RATIONALE		£	WHO	EXPECTED IMPACT
<u>Bespoke CPD program</u> All staff participate in school focused CPD and personal career development. The development of staff takes place at a number of levels: individual, team, whole school and through wider networks.		To develop the knowledge, skills, understanding and attitudes of staff. Also to enable staff to have regular opportunities to discuss their development needs and professional aspirations.		23 000	MAR	Improved standards in/quality of teaching and learning
<u>Staff Support</u> Needs Toolkit established for staff to use to identify strategies they can use to support the achievement of disadvantaged students. Planning time provided to staff for planning to meet the needs of disadvantaged students. 'Classcharts' used by all staff for seating plans (pp students identified). Monitoring of CLs of planning to ensure staff are planning specifically for disadvantaged students using strategies in Needs Toolkit. Staff targets recorded in staff logs where necessary and CLs holding staff to account for meeting their targets. All class lists checked to ensure there is a balance of PP and NPP students.		Staff training undertaken in 2016/17. Need to ensure impact in 2016/17 is maintained and developed in the long term.		15 000	CLs LMs	Increased A8/P8 scores; Reduced gap between PP students at Siddal Moor and other students nationally.
<u>Intervention</u> Red lists identify underachievement of PP students as first priority, then boys, then other departmental priorities. Red lists reviewed at each data collection point, intervention strategies reconsidered where there is not good progress, and new red lists formed.				14 400	CLs LMs	Increased A8/P8 scores; Reduced gap between PP students at Siddal Moor and other students nationally.
<u>Curriculum</u> Increase in time allocation for English, mathematics and science at KS4; Core subjects blocked for years 7-11 to enable CLs to group students in a way that is most beneficial to students (Exception with year 7 science which is in 2 blocks);		Improve achievement in core subjects.		8 000	NJS and LMs	Increased A8/P8 scores in En, Ma, Sc.

<p>Core subjects able to start KS4 curriculum in year 9. Humanities subjects to be taught discretely to allow subject skills to be tracked back and taught from year 7. Take-up of Triple Science and EBACC subjects tracked to ensure the proportion of PP students opting to study these subjects at KS4 is directly proportional to the percentage of PP students in the population. CLs held to account for numbers of students opting for, and achieving well, in Triple Science and EBACC subjects.</p>				
<p>PE KS3 action plan focuses on year 9 PP gap; KS3 theory revision pack sent home to PP students.</p>	<p>Gap in achievement between PP and NPP students. Ensuring all students have access to revision materials.</p>	<p>3 200</p>	<p>GTO</p>	<p>Reduced gap at year 9 (<8%); Improved score on end of unit tests.</p>
<p>Geography Skills master classes for year 11 students; Spaced retrieval 'Do Nows' to support memory of factual knowledge.</p>	<p>Ensuring all students have access to revision support.</p>	<p>2 000</p>	<p>JMR</p>	<p>Improved progress in internal data collections; Improved P8 scores.</p>
<p>Mathematics Checking for work completion, directed questioning, scaffolded Do Nows to enable PP students to access and engage with lessons; Providing revision materials for PP students; Targeted P6 for underachieving PP students (parental letters sent)</p>	<p>Ensure gap between PP and NPP students is reduced and gap between PP and national figure is reduced.</p>	<p>3 000</p>	<p>DBL</p>	<p>Percentage of PP students on track or better; Attendance of PP students at p6.</p>
<p>English Key revision tasks sent home in holidays Spaced retrieval and interleaving to support PP students in Yr11 – Revision materials regularly sent home Target questioning in lessons Live marking in lessons Focus on all work being complete in books</p>	<p>Close the gap in achievement for PP students in year 9 Ensure access to quality revision materials in year 11</p>	<p>5 000</p>	<p>NFK</p>	<p>Student voice shows students are using HW tasks. TT results show improvement Learning walks show questions being targeted to PP students and live marking WS shows work completion</p>

Provide revision guides for PP students				
Science Teaching plans for all pupil groups; Weekly Mentoring for identified high ability Year 8 students who are underperforming by Year 10 students.	To ensure any gaps in attainment in Science are rapidly identified and addressed	3 000	JGR	Monitoring of books, lesson observation and drop-ins show PP students are being planned for. Analysis of SP data and end of unit assessments show reduced gaps between PP students and national.
Computing Incorporation of screen recordings of the software skills covered in KS3 to support revision.	Ensuring all students have access to quality revision.	1 200	PBO	Improved rates of progress in internal data collections; Student voice provides positive feedback on the inclusion of these materials.
French Target questions to PP students KS4 students provided with revision guides; KS4 provided with structures booklets for each module; Sheets encompassing vocabulary provided for all students	Ensuring all students have an equal chance of achieving good outcomes.	1 200	DVO	Improved P8 scores.
Technology PP students in years 8 and 9 identified on marksheets; progress at each rotation checked; progress and task completion checked of PP students during lessons. Room available at lunchtime for students to complete class or homework.	Ensuring all students have an equal chance of achieving good outcomes.	3 900	SHI	Attendance at lunchtimes to complete class and/or homework Improved SP data on progress over time of PP students.
History Embed essential elements and skills into medium term planning; Targeted questions in lessons to PP students; Check understanding of identified students as soon as a task is set.	Ensuring Quality First Teaching for PP students.	1 400	PBR	Medium term plans in place; Work scrutiny and learning walks show strategies are embedded in all History lessons.

<p><u>Speech & Language Therapist</u> 2 days per week. Supporting students with identified social and learning difficulties. Training and guidance given to all staff to support these students.</p>	<p>Need to increase confidence of students in accessing the curriculum (speaking skills).</p>	<p>16 000</p>	<p>DBR</p>	<p>Increased confidence and participation within lessons of identified students; Increased rate of progress for identified students.</p>
<p><u>Mathematics Ninja</u> Weekly intervention during form time students complete 30 basic mathematical skills questions.</p>	<p>Increased demands of the new GCSE in mathematics and for further study/work.</p>	<p>10 300</p>	<p>DBL</p>	<p>Improved average mean scores of students in years 7, 8 and 9.</p>

<p>Area:</p>	<p>Opportunity & Aspiration Gaps</p>			
<p>Objective:</p>	<p>To ensure that students have full access to various educational experiences, developing life skills, and giving them opportunities that they would not necessarily experience in day to day life. Raising aspirations is believed to be an effective way to motivate pupils to work harder in order to achieve the steps necessary for later success.</p>			
<p>DESCRIPTION</p>	<p>RATIONALE</p>	<p>£</p>	<p>WHO</p>	<p>EXPECTED IMPACT</p>
<p><u>Swimming</u> Identified SEN KS3 students given small group swimming lessons off-site.</p>	<p>Some students have poor mobility and have not had access to swimming lessons previously.</p>	<p>3 100</p>	<p>DBR</p>	<p>Improved skills in swimming of targeted cohort.</p>

<p><u>SEN year 7 Homework Club</u> Students mostly identified through transition in year 6 PP students invited to attend</p>	<p>There is a need to offer students additional support with their homework when they may not have access to technology and/or academic support at home.</p>	<p>4 000</p>	<p>DBR</p>	<p>Attendance figures at homework club; Homework completion for targeted students.</p>
<p><u>Gaming Club</u> Students targeted who would benefit from improving social interaction skills and relationship building</p>	<p>Providing social communication opportunities and relationship building opportunities.</p>	<p>1 500</p>	<p>DBR</p>	<p>Registers show consistent attendance</p>
<p><u>School Trips</u></p>	<p>Ensuring all students have access to school trips and experiences such as the Duke of Edinburgh Award.</p>	<p>2 500</p>	<p>DCA</p>	
<p><u>Visits</u> Target PP students for visits to universities and colleges</p>	<p>Ensuring PP students consider aspirational post-16 choices.</p>	<p>1 800</p>	<p>IBA</p>	<p>Increased numbers of PP students taking part in visits to colleges and universities. Student voice regarding visits is positive. Increased numbers of PP students making aspirational post-16 choices.</p>
<p><u>Education Off Site</u></p>	<p>Ensuring all students have access to opportunities that will secure desired career paths eg., ACE Construction.</p>	<p>3 260</p>	<p>AMH</p>	
<p><u>Student Leadership</u> Student leadership booklet produced for all staff, students and parents/carers. Staff training on opportunities available and request to target PP students for these roles.</p>	<p>Ensuring the number of PP House Captains in school are directly proportional to the cohort size.</p>	<p>1 600</p>	<p>IBA</p>	<p>50% of form captains are PP. PP students prioritised for all other house roles.</p>

<p><u>Visits to Colleges and Universities</u> Target PP students for visits to universities and colleges</p>	<p>Ensuring PP students consider aspirational post-16 choices.</p>	<p>2 800</p>	<p>IBA</p>	<p>Increased numbers of PP students taking part in visits to colleges and universities. Student voice regarding visits is positive. Increased numbers of PP students making aspirational post-16 choices.</p>
<p><u>Additional support in CEIAG</u> On-site part time IAG advisor and dedicated careers and information room.</p>	<p>Supports college applications, organises work experience, college and university visits, apprenticeships , mock interviews etc.</p>	<p>10 000</p>	<p>IBA</p>	<p>Increase in numbers of students taking on post 16 courses and increase in retention</p>
<p><u>Miscellaneous Consultancy for IAG</u> Transport to IAG events. Funding for Future Foundations and other careers events in school.</p>	<p>Ensuring disadvantaged students have access to IAG that is in-line with, or better than, what students are getting nationally.</p>	<p>10 000</p>	<p>IBA</p>	
<p><u>English</u> Writing competition in each year group in KS3 – after school support for PP students</p>	<p>Ensure PP students participate in writing competition.</p>	<p>600</p>	<p>NFK</p>	
<p><u>PE</u> Sports Prefects to reflect PP cohort in school; Careers IAG visit to Edge Hill University for fitness testing and physiology work.</p>	<p>Ensuring numbers of Sports Prefects that are PP is directly proportional to the cohort size.</p>	<p>1 200</p>	<p>CJF</p>	<p>Increased numbers of Sports Prefects that are PP students; Increased uptake of GCSE PE by PP students.</p>
<p><u>Geography</u> Specific PP trip to Ingleton; Careers links in lessons.</p>	<p>Ensuring all have access to field work and case studies; Access to IAG on careers using Geography.</p>	<p>1 800</p>	<p>JMR</p>	<p>Targeted PP students participate in trip; Student voice feedback; Increased numbers of PP students studying Geography at KS4 and post-16.</p>

<p><u>Expressive Arts</u> Develop extra-curricular links eg., M6 Theatre, Rochdale Literature Festival, Singing Showcase; Exploiting career opportunities in Expressive Arts through the curriculum.</p>	<p>Ensure all students have access to extra-curricular Expressive Arts groups through establishing links in school.</p>	<p>1 400</p>	<p>TRA</p>	<p>Increased numbers of PP students studying Expressive Arts post-16 and as a leisure activity.</p>
<p><u>History</u> Revision guides available free of charge for PP students; Targeted revision sessions for year 11 PP students.</p>	<p>Ensuring PP students have access to quality revision.</p>	<p>3 500</p>	<p>PBR</p>	<p>Improved P8 scores.</p>
<p><u>College and Post-16 Applicatons</u> After school support for college applications; Additional careers guidance from Careers Advisor.</p>	<p>Ensuring college applications appropriate, aspirational, are well written, and have an equal chance of a successful outcome as a NPP student's application.</p>	<p>1 800</p>	<p>AMH</p>	<p>PP students accessing support; PP students gaining a place at their first choice of college/course.</p>
<p><u>Peer Reading Scheme</u> Year 9 undertaking reading mentoring with year 7 students.</p>	<p>Year 9 PP boys targeted as positive role models.</p>	<p>3 000</p>	<p>KPE</p>	<p>Improved reading ages of targeted year 7 students; Positive feedback regarding the opportunity from year 9 students.</p>
<p><u>Miscellaneous Consultancy for IAG</u></p>	<p>Ensuring disadvantaged students have access to IAG that is in-line with, or better than, what students are getting nationally.</p>	<p>6 000</p>	<p>IBA</p>	

Area:	Engagement Gap			
Objectives:	i. To increase family engagement allowing parents the opportunity to support their child in succeeding at school ii. To remove barriers to school, learning and progress through meeting the personalised needs of all students in order to close attainment gaps and/or to reduce the possibility of exclusion			
DESCRIPTION	RATIONALE	£	WHO	EXPECTED IMPACT
CPD for Engagement All staff participate in school focused CPD and personal career development. The development of staff takes place at a number of levels: individual, team, whole school and through wider networks.	Professional responsibility for Continued Professional Development for all staff, deploying strategies in lessons that engage and motivate students.	23 000	MAR	Improved standards in the quality of teaching and learning; CL/LM monitoring shows well structured planning of lessons, variety in types of activities given to students.
PE Extra curricular registers taken to monitor PP students' involvement; PP students sent KKS and letter to invite them to extra-curricular clubs.	Ensuring PP students are taking part in the wider elements of school life.	6 240	CJF	Increased numbers of PP students taking part in extra-curricular clubs.
Expressive Arts Use pupil voice to identify gaps in curriculum; Develop curricular opportunities to encourage greater engagement eg., using commercial companies within school eg., male role models within Dance.	Ensuring PP students have access to an engaging curriculum.	1 400	TRA	Pupil voice feedback positive about opportunities offered within the curriculum.
History Encourage participation in lessons; Tailoring teaching to meet the needs of PP students.	Ensuring active engagement in learning.	800	PBR	Student voice, learning walks show strategies being deployed by staff Improved AtL scores for targeted students.

<p>RE Improved SoW with content focused on engaging PP boys.</p>	<p>Ensuring all students are engaged and actively partaking in RE.</p>	<p>1 400</p>	<p>SCO</p>	<p>Improved AtL</p>
<p>Mathematics PP students targeted for perfect learner points, positive postcards, phone calls</p>	<p>Ensuring all students are engaged and actively partaking in mathematics.</p>	<p>400</p>	<p>DBL</p>	<p>PP student rewards in-line with NPP students</p>
<p>Home School Liaison Home visits, building relationships with families</p>	<p>Attendance poorer for PP students.</p>	<p>5 400</p>	<p>PDR</p>	<p>Improved attendance of PP students.</p>
<p>External agencies and providers Wild Crew.</p>	<p>Disengaged students are targeted in order to improve their attendance , behaviour and attitude to learning</p>	<p>5 400</p>	<p>MAS</p>	<p>Increase in % attendance Measurable reduction in negative behaviours. Improved attitude to learning and school</p>
<p>Breakfast Club 8.00-8.30am EVERY day there will be FREE breakfast offered to ALL students with disadvantaged students targeted.</p>	<p>Ensures that students are well fed at the start of the school day and they are ready to learn Also makes sure that they are in school early</p>	<p>4 800</p>	<p>PDR</p>	<p>Increase in % attendance and punctuality of students</p>
<p>CLA coordinator role Appointment of staff to work with challenging and vulnerable families to improve parenting and increase achievement, attendance and behaviour.</p>	<p>Many families have a negative experience of schooling and won't attend meetings or do NOT have the necessary skills to support their children's learning and attendance</p>	<p>24 500</p>	<p>MCA</p>	<p>Positive increase in students' attendance, achievement and positive behaviour</p>

<p><u>Increased Pastoral Involvement in yr7</u> Tightened provision for year 7 students with a combined head of year 7 and transition role. Member of staff to be trained in all aspects of SEAL. Member of staff to enhance links with primary schools / outside agencies and families prior to the arrival of new intake.</p>	<p>There is a need to prepare our students for the demands of secondary school. Investment in the student's ability to cope with the rigour of school will ensure better outcomes.</p>	2 000	SHE	<p>Reduction in poor behaviours in KS3 Increased rated of progress in Year 7 to catch up from Year 6</p>
<p><u>Non-Teaching Year Managers</u> In order to be available to meet the complex needs of the students, structural changes will ensure more access to support staff</p>	<p>To ensure that high expectations are maintained around school, but also that all students benefit from strong behaviour and support system</p>	80 000	MAS	<p>Improved behaviour and AtL scores, fewer referrals to isolation room</p>
<p><u>Miscellaneous</u> Funds set aside for uniform/equipment and/or transport requests/ breakfast before examinations.</p>	<p>Many families experience financial pressures at some point. The availability of funds allocated on a case by case basis ensures financial barriers to attending school are removed.</p>	16 500	DCA	
<p><u>Leadership of PP Funding</u></p>	<p>Ensuring funding received is having a positive impact on the removing the learning and skills gaps, aspirations and opportunities gaps and engagement gaps between PP and other students.</p>	22 000	MAR	<p>Staff measuring the impact of their work with PP students and amending actions accordingly.</p>