

Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	King Alfred's Academy				
Academic Year	2018 - 2019	Total PP budget	£215,000	Date of most recent external PP Review	Oct' 2015 (OFSTED May 18)
Total number of pupils Y7 – Y11	1397	Number of pupils eligible for PP	243	Date for next internal review of this strategy	Jun' 2019

2. Current attainment		
	Pupils eligible for PP at King Alfred's (2017 in brackets)	Pupils not eligible for PP (national average)
% achieving 9 – 4 grade in English (2017-18 only)	67% (38%)	76.1%
% achieving 9 – 4 grade in Maths (2017-18 only)	45% (37%)	69.5%
Progress 8 score average	-0.57 (-0.92)	0.13
Attainment 8 score average	34.2 (31.3)	50.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Individual learning needs of Pupil Premium eligible students: Progress data shows that not all Pupil Premium eligible students make sufficient progress compared with national data and needs must be met within classroom.
B.	Pupil Premium Accountability: Improving progress made by Pupil Premium eligible students must be a whole Academy responsibility from year six transition to post sixteen transition. Every member of staff must take ownership and be accountable for the progress of Pupil Premium eligible students both inside and outside the classroom.
C.	Behaviour & Fixed Term Exclusion: There remains a disproportionate number of Pupil Premium eligible students receiving fixed term exclusions. There are small pockets of students, whose negative behaviour is having an adverse effect on the academic progress of themselves and their peers, this trend is seeing rapid improvement.

External barriers		
D.	Pupil Premium eligible student attendance: Overall attendance for the Academy's Pupil Premium eligible cohort remains lower than that of their non-eligible peers. This means that Pupil Premium eligible students are spending less time in the classroom than their non-eligible peers.	
E.	Parental Engagement: Pupil Premium eligible families' attendance to Academy events remains lower than that of non-eligible families.	
4. Desired outcomes		Success criteria
A.	Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.	Improvement in progress through tracking, monitoring and intervention in all year groups. Y11 Pupil Premium eligible cohort outcomes to be greater than national progress data during 2018/19 academic year. Y11 Pupil Premium students meet at least FFT Aspire 50 benchmark in E/M/Sc
B.	Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.	Improvement in progress through tracking, Monitoring and intervention in all year groups. 'Focus 5' students making expected levels of progress as defined by P8 and meeting FFT Aspire 50 benchmarks Y11 Pupil Premium eligible cohort outcomes to be greater than national progress data during 2018/19 academic year.
C.	A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students. A reduction in the percentage of Pupil Premium eligible students and those eligible for free school meals (FSM) receiving fixed term exclusions. To ensure that all students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.	Pupil Premium eligible students and those eligible for free school meals receive proportionately no more fixed term exclusions than non-eligible students. Clear case study evidence of 'interventions'
D.	An increase in the overall collective attendance of the Pupil Premium eligible cohort.	End of year Pupil Premium eligible cohort attendance to be above 94%.

	<p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p> <p>A reduction in the persistent absentee (PA) gap between PP and non PP students across the academy</p>	<p>Attendance percentage gap between Pupil Premium eligible cohort and their non-eligible peers to close below 3%.</p> <p>PA gap reduced to below national average</p>
E.	<p>An increase in Pupil Premium eligible families in attendance at Academy events including parents' evenings, information evenings, open evenings and pathways meetings.</p>	<p>60% of Pupil Premium eligible families attending all year group parents' evenings.</p>

King Alfred's Academy 'Pupil Premium Promise'

Here at King Alfred's we are committed to ensuring that every student receives the very best teaching and learning in the classroom through our 'Teaching and Learning blueprint' which focuses on the following areas; High expectations, challenge, explanation, questioning, modelling, marking and feedback and. **(1,3)**. Staff have selected their 'focus 5 students' in each class. These students are our priority when designing lessons, measuring progress and circulating within our classrooms. PP students will always be in the 'Focus 5' cohort of each class.

In addition to our core offer, King Alfred's '**Pupil Premium Promise**' will enable every Pupil Premium eligible student to fulfil their potential and achieve success, both inside and outside of the classroom. Staff will use data **(6)** to accurately understand the needs of eligible students, who will be given core offer priority (first feedback & marking, focused questioning) **(3)**, prioritised teaching and learning monitoring (lesson observations, learning walks) **(4)** and regular extended school opportunities to reinforce classroom learning (Breakfast and books, Y11 English Saturday club). **(4)**

At King Alfred's our Pupil Premium cohort have their own designated support team **(5)** to assist with any additional academic or pastoral needs **(2)**, whilst also providing enhanced communication and support to eligible families. Pupil Premium eligible families will be invited to two designated parent forums each year and have opportunities to share views and ideas about how to improve our future Pupil Premium practice. **(7)**

King Alfred's also guarantee that every Pupil premium eligible child will be able to take part in, and be actively encouraged to do so, the whole school experience **(1)** without financial discrimination. This journey begins with a place on our summer holiday transition project, before accessing a fully funded place on a Y7 residential trip (with further funding towards another trip between years 8 -11), followed by the chance to sign up to take part on a fully funded place on the Duke of Edinburgh award. We aim for all eligible students to have equal opportunity for participation, leadership and opportunity in all areas of life at King Alfred's. **(1)**

At King Alfred's we aim for our '**Pupil Premium Promise**' to provide the platform for every eligible child to have a fulfilling and successful school experience.

1. Whole-school ethos of attainment for all 

2. Addressing behaviour and attendance 

3. High quality teaching for all 

4. Meeting individual learning needs 

5. Deploying staff effectively 

6. Data driven and responding to evidence 

7. Clear, responsive leadership 

5. Planned expenditure

Academic year **2018/19**

All chosen actions and approaches have been informed by the following:
 - Sutton Trust Educational Endowment Foundation teaching and learning toolkit.
 - Department for Education - Supporting the attainment of disadvantaged pupils: Articulating success and good practice.
 - Ofsted - The Pupil Premium: An Update.

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?
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across</p>	<p>Pupil Premium funding to contribute towards key Pupil Premium strategic positions within the Academy.</p> <p>Head teacher</p>	<p>DFE ‘Supporting the Attainment of Disadvantaged Pupils’ paper states that schools having the most success with implementing Pupil Premium practice ‘have clear responsive leadership’.</p> <p>Essential to have Pupil Premium representation and strong leadership within the senior leadership team. Pupil Premium practice needs to remain at the</p>	<p>This will continue to place the needs of Pupil Premium students at the forefront of strategic planning and day to day practice.</p> <p>Robust staff appraisal, including regular support staff appraisal will ensure focus remains upon Pupil Premium progress.</p>	<p>Head teacher & Head of Pupil Premium & Alternative Provision</p>	<p>Jan’ 2019 – Head teacher & Head of Pupil & Alternative Provision will carry out a full review of term 1 & term 2 Pupil Premium progress.</p> <p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>

<p>all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families' in attendance at Academy events.</p>	<p>Head of Pupil Premium & Alternative Provision</p> <p>Year group Student managers/Attendance officer/Home school link worker/SOLL attendance tracker</p>	<p>forefront of the Academy strategic planning.</p> <p>Essential for there to be a lead member of staff to oversee the day-to-day management of Pupil Premium related practice. Head of Pupil Premium & Alternative Provision to continue to raise the profile of Pupil Premium with all stakeholders and to have an overview of the academic and social progress being made by this increasing Academy cohort.</p> <p>Currently, a disproportionate amount of pastoral staff time is taken supporting students with complex needs (Pupil Premium eligible). The reduction of local authority agencies, such as the youth engagement teams, County Places greater emphasis on schools to provide <i>in house</i> pastoral support.</p>	<p>Head of Pupil Premium & Alternative Provision to retain an overview of all Pupil Premium practice and to continue to work closely with all staff members with additional Pupil Premium Responsibilities.</p> <p>AHT Ethos and Engagement to implement and oversee a target group tracking process to ensure Pupil Premium PA students are identified and supported to improve their attendance</p>		
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Designated team of staff to work with and support Pupil Premium eligible students both academically and pastorally.</p> <p>2 x Full-time Pupil Premium Learning Mentor.</p> <p>2 x Part-time Pupil Premium Learning Mentors.</p>	<p>Continued increase in Academy Pupil Premium cohort makes having a designated support team essential to support academic, behaviour and attendance.</p> <p>Having a cohesive, professional and experienced support team benefits all Stakeholders- students, families, teaching staff and support staff.</p>	<p>Use attainment data to greater effect to identify Pupil Premium students not making expected progress across all year groups and key-stages.</p> <p>Closer monitoring and collation of data to demonstrate positive impact of Pupil Premium Learning Mentors on student attendance, behaviour, engagement and attainment.</p> <p>Regular supervision meetings with Head of Pupil Premium & Alternative Provision alongside</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>Continual staff supervision & yearly support staff appraisal cycle.</p>

<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families' in attendance at Academy events.</p>			<p>robust support staff appraisal cycle.</p> <p>Use of E-praise to analyse patterns (termly) of behaviour and subsequently log interventions and support for PP students.</p>		
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>To ensure that all students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.</p>	<p>Head of Pupil Premium & Alternative Provision to continue to manage the Link behaviour support provision.</p> <p>Head of Pupil Premium to manage WAVE 3 (non-mainstream) Student curriculums.</p> <p>Head of Pupil Premium & Alternative Provision to lead on the mainstream provision of students most at risk of fixed term and permanent exclusions.</p>	<p>Focused targeted behaviour and curriculum support for appropriate students to ensure outstanding academic and social outcomes and to ensure negative behaviour does not impact on the teaching and learning of other students (Pupil Premium & non-Pupil Premium) within the Academy.</p> <p>EEF toolkit suggests that 'targeted behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours'.</p>	<p>Continual monitoring of data to ensure behavioural incidents are reducing across the Academy.</p> <p>Data to be used to inform targeted behavioural support via the Link behaviour team.</p> <p>Termly monitoring and recording of data to ensure that Pupil Premium eligible students are not receiving a disproportionate number of fixed term exclusions.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>Weekly monitoring of behaviour data within the Academy.</p> <p>Jan' 2019 - Assistant Head teacher for Engagement & Ethos and Head of Pupil Premium & Alternative Provision will carry out a full review of term 1 & term 2 behaviour data and practice.</p> <p>x</p>

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?
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 tutor time Maths intervention groups.</p> <p>Ensure Y11 Pupil Premium eligible students are making required progress in maths.</p> <p>Ensure that structured targeted maths revision is taking place in addition to classroom learning.</p>	<p>Three small tutor time maths groups facilitated by a maths tutor. Each group to have one sessions per week from beginning of term 1. Targeted intervention topics to be identified through continual (DTT) fortnightly assessments carried out by the maths faculty.</p> <p>DFE - ‘Supporting the Attainment of Disadvantaged pupils’ paper states that schools should ‘make decisions based on data and respond to evidence, using frequent assessment and decision points’.</p> <p>EEF toolkit states that ‘small group tuition is effective. Studies suggest that greater feedback, more sustained engagement and work more closely matching needs explains the impact’.</p>	<p>Continued DTT assessments a carried out by maths faculty who will monitor overall student progress and impact of targeted group intervention.</p>	<p>Head of Pupil Premium & Alternative Provision & Head of Y11 Maths</p>	<p>Continual review based upon DTT assessment data.</p> <p>Jan’ 2019 - Head teacher & Head of Pupil Premium & Alternative Provision will carry out a full review of term 1 & term 2 Pupil Premium progress.</p>
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability</p>	<p>Y11 Easter and half-term revision programme.</p> <p>Core curriculum revision sessions led by senior faculty staff who display excellent Pupil Premium led classroom practice.</p>	<p>Using staff with existing relationships with Pupil Premium eligible students is key to effective and successfully attended holiday programmes.</p> <p>DFE - ‘Supporting the Attainment of Disadvantaged pupils’ paper states that schools should ‘deploy the best staff to support disadvantaged pupils’.</p>	<p>Collaborative planning between Head of Y11, Head of Pupil Premium and Head of Facilities.</p> <p>Ensure plan is finalised early to allow Pupil Premium team enough time to contact students/parents and make additional arrangements to ensure high participation.</p>	<p>Head of key-stage 4 & Heads of Faculties</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>

<p>across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>					
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 Saturday pre-exam English revision sessions.</p> <p>Ensure high quality pre-exam revision is taking place led by senior English faculty staff.</p>	<p>Four separate (9:00–12:00) Saturday sessions prior to the first English GCSE exam. Each session to be focused upon a particular area of the English language exam.</p> <p>The success of this targeted intervention is based upon the already existing positive relationships between the English faculty and their Pupil Premium eligible students.</p> <p>EEF toolkit states that 'evidence suggests that disadvantaged pupils benefit disproportionately from extending school time'.</p>	<p>Collaborative planning between Head of Y11 English, Head of Pupil Premium.</p> <p>Ensure plan is finalised early to allow Pupil Premium team enough time to contact students/parents and make additional arrangements.</p> <p>Close collaboration between the English faculty and the Pupil Premium team has enabled Saturday sessions to become embedded in Y11 planning. Students now appreciate that teachers are going <i>above and beyond</i> to support them.</p>	<p>Head of Y11 English & Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y7 & Y8 breakfast and books before school and tutor time group.</p> <p>Individual reading comprehension intervention for targeted Y7 & Y8 students.</p>	<p>8:00 - 9:10 every Friday. Targeted group based upon reading ages. Use of accelerated reader programme as well as 1-1 adult/student reading.</p> <p>EEF toolkit states that 'reading comprehension approaches improve learning significantly over the course of a year, and is particularly effective for older learners (aged 8 or above) who are not making expected progress'</p>	<p>Close collaboration between Literacy lead, primary English liaison and Head of Pupil Premium & Alternative Provision.</p> <p>Close monitoring of student progress and attendance to intervention.</p>	<p>Literacy Lead & Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>

<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>PP Intervention contingency fund – Funding to support faculty based intervention.</p> <p>To ensure extended school activities can be offered when needed by each faculty.</p>	<p>EEF toolkit states that ‘evidence suggests that disadvantaged pupils benefit disproportionately from extending school time’.</p>	<p>Close collaboration between heads of faculty, key-stage leaders and Head of Pupil Premium and Alternative Provision.</p> <p>Ensure any plans are finalised with plenty of time for Pupil Premium team to ensure student and parental engagement and attendance.</p>	<p>Heads’ of Faculties/key-stage leads & Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p>	<p>1-1 Tuition:</p> <p>Additional 1-1 sessions in core curriculum subjects in Y11.</p> <p>Tuition available to form part of tier 3 (non-mainstream) student timetables.</p> <p>Ensure additional targeted support is available for students not making expected progress.</p> <p>To enable students not currently in mainstream classrooms to access the core curriculum alongside alternative provision placements.</p>	<p>Use of consistent and experienced private 1-1 tutors to deliver additional core curriculum learning to students not making expected progress. These sessions are in addition to (not instead of) mainstream lessons.</p> <p>EEF toolkit states that ‘evidence indicates that 1-1 tuition can be highly effective in accelerating learning and that short regular sessions appear to result in optimum impact’.</p>	<p>Close collaboration between faculty heads/key-stage leaders in English, maths and science and Head of Pupil Premium and Alternative Provision to ensure the correct students are being targeted through close analysis of assessment data.</p>	<p>Heads’ of Faculties/key-stage leads & Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>

<p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p>					
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Supplied catering ingredients to all students eligible for free school meals.</p> <p>To ensure that all students eligible for free school meals are always able to participate in practical Catering & Hospitality lessons.</p>	<p>In recognition that a high proportion of Pupil Premium eligible students choose to take Hospitality and Catering as a GCSE option. In previous years too many disadvantaged students were unable to provide ingredients to take a full part in practical lessons.</p>	<p>Continual feedback from faculty leader and hospitality support team.</p>	<p>Head of Hospitality & Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Revision guides and learning resources for eligible students – including access to GCSE Pod</p> <p>Ensure that every disadvantaged student has the same opportunities to access additional revision material as their peers.</p>	<p>Y11 Pupil Premium students to be supplied with key revision texts and resources as directed by faculty heads and key-stage leaders.</p> <p>Faculties to ensure students are able to use resources effectively to supplement classroom learning.</p>	<p>Close collaboration between heads of faculty, key-stage leaders and Head of Pupil Premium and Alternative Provision.</p>	<p>Heads' of Faculties/key-stage leads & Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>

<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students</p>	<p>Focus 5 strategy implemented across all Year groups</p>	<p>All teachers in the Academy to prioritise PP and SEND students for specific support and 'in class intervention as part of delivering the T&L blueprint</p>	<p>Progress of 'Focus 5' students to be tracked at each data point</p>	<p>DHT curriculum, Heads' of Faculties/key-stage leads & Head of Pupil Premium & Alternative Provision</p>	
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students</p>	<p>Targets literacy and vocabulary development support for KS3 and KS4 PP students. Strategies to include: Lexia Accelerated reader Bedrock learning 1:1 Reading</p>	<p>Vocabulary acquisition and improved literacy and development of a 'love of reading' referenced in many pieces of research including EEF and OFSTED as central to supporting good outcomes</p>	<p>Literacy co-ordinator to work closely with Head of Pupil premium to set up target groups across KS3 and KS4 and monitor progress using AR and other data throughout academic year</p>	<p>Literacy Co-ordinator</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p> <p>Interim benchmarks using AR data from target intervention groups</p>
Total budgeted cost					£27,000
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?

<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families' in attendance at Academy events.</p>	<p>Subsidised educational and residential trips.</p> <p>To ensure that Pupil Premium eligible students can have the same Academy opportunities and experiences as their non-eligible peers.</p>	<p>The Pupil Premium trip funding policy plays a key part in ensuring that every student has the same opportunities and positive Academy experience.</p> <p>The whole ethos of the Academy would be undermined if it returned to the low Pupil Premium participation on trips seen in previous years.</p> <p>EEF toolkit states 'outdoor studies and adventure learning consistently show positive benefits on academic learning. There is also evidence that this impacts positively on self-esteem and self-confidence.</p>	<p>Pupil Premium Learning Mentors will actively encourage and support students and families to access allocated trip funding.</p> <p>Close monitoring of students who access trip funding and the longer term impact on attendance, behaviour and attainment will be recorded.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p>	<p>Duke of Edinburgh Award.</p> <p>To encourage Pupil Premium eligible students to participate in the Duke of Edinburgh Award.</p> <p>To increase leadership opportunities, self-esteem, confidence and resilience.</p>	<p>Targeted Pupil Premium eligible Y9 & Y10 DofE tutor group that meet one morning per week.</p> <p>Pupil Premium funding allocated to ensure all participating students have the correct equipment and the same opportunities as their non-eligible peers.</p>	<p>Pupil Premium Learning Mentors to support teacher led DofE tutor groups.</p> <p>Closely monitor the impact on participating students in relation to their own attainment, attendance and behaviour.</p>	<p>DofE co-ordinator</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the</p>	<p>Access to music tuition service.</p> <p>Ensure that any Pupil Premium eligible student that wishes to continue with additional music tuition can do so.</p>	<p>Students eligible for free school meals can access music tuition for free. This will enable Pupil Premium students to continue with music tuition even if family financial circumstances improve.</p>	<p>Ensure that Pupil Premium learning mentors track students currently receiving music tuition and work closely with the providers to ensure those that wish to continue do so.</p> <p>Closely monitor the impact on participating students in relation to their own attainment, attendance and behaviour.</p>	<p>Pupil Premium Learning Mentors & Head of music</p>	<p>July 2019 - Full end of year review of Pupil Premium practice and progress.</p>

<p>Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families' in attendance at Academy events.</p>					
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families' in attendance at Academy events.</p>	<p>Pupil Premium Y6 transition summer school project.</p> <p>To enhance the transition for all Y6 Pupil Premium eligible students.</p> <p>To reduce any anxiety or concerns that students may have prior to joining the Academy.</p>	<p>The summer transition programme has become a key part of Y6 into Y7 transition process. Government funding per participating child, in addition to the Academy's allocated Pupil Premium funding has now ceased.</p> <p>Most recent transition programme placed greater emphasis on enhancing the literacy and numeracy content as well as maintaining the focus of vulnerable student engagement.</p> <p>EEF toolkit states that summer schools will have a greater impact when they incorporate 'intensive, well-resourced small group tuition'.</p>	<p>Robust early planning of event. Pupil Premium Learning Mentors to make contact with and encourage Y6 Pupil Premium eligible families to accept a place on the project.</p> <p>Utilise the prior relationships between primary schools and families to facilitate information and invitations.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>Sep' 2018 - As part of Y6 transition review.</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p>	<p>Skillforce – Prince William Award – Y8 behaviour intervention.</p> <p>To provide targeted small group early intervention behaviour support at key-stage 3.</p>	<p>Half day programme every week for Y8 group of students consistently displaying challenging behaviour in the classroom. This will give students the opportunity to succeed in school through working together as a team to complete various problem solving tasks.</p> <p>EEF toolkit states 'behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours'.</p>	<p>Close monitoring of attainment, attendance and behaviour data of those targeted students.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>July 2018 - Full end of year review of Pupil Premium practice and progress.</p>

<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E An increase in Pupil Premium eligible families' in attendance at Academy events.</p>	<p>Uniform & Equipment.</p> <p>To ensure that all practical barriers to learning are removed and that every Pupil Premium eligible student is in the classroom learning.</p>	<p>Financial help towards these physical barriers will ensure that Pupil Premium eligible students are in the classroom learning and never isolated for having the wrong uniform or lack of equipment.</p>	<p>Closer monitoring of attendance data, behaviour data, event participation in relation to eligible students who have accessed this financial support.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>July 2018 - Full end of year review of Pupil Premium practice and progress.</p>
Total budgeted cost					£23,000

6. Review of expenditure 2017/18 Dfe allocation £212,245				
Previous Academic Year		2017/18		
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional</p>	<p>Pupil Premium funding to contribute towards key Pupil Premium strategic positions within the Academy.</p>	<p>Continued embedment of Pupil Premium practice (see National Schools Council review).</p> <p>Y11 Headline data:</p>	<p>Changes in exam accountability meaning the progress of every student, no matter their key-stage 3 starting</p>	<p>£84,023</p>

<p>learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families' in attendance at Academy events.</p>	<p>Head of Pupil Premium & Alternative Provision</p> <p>Year group Student managers/Attendance officer/Home school link worker</p>	<p>67% of Pupil Premium eligible students achieved 9-4 in English GCSE.</p> <p>45% of Pupil Premium eligible students achieved 9-4 in maths GCSE.</p> <p>Pupil Premium collective cohort Progress 8 average score of -0.57.</p> <p>Pupil Premium collective cohort attainment 8 score of 34.2.</p> <p>Y10:</p> <p>Term 6 assessment collective Pupil Premium cohort Progress 8 score of -0.4.</p> <p>67% currently achieving 9-4 in English attainment.</p> <p>30% currently achieving 9-4 in maths attainment.</p>	<p>point, being of equal importance places great emphasis on every member of staff across all key-stages. Ensuring that every member of staff are equally accountable remains an ongoing area of improvement.</p> <p>The strategic approach used by the English Faculty of a 'Focus 5' students in each class group (Focus 5 to always prioritise PP) was highly effective and should be used across the Academy in 18/19</p> <p>Lessons learnt from the second year of changes to curriculum specification in core subjects and first year in many other subjects (inc EBACC) will be built into this year's teaching and learning as well as faculty based interventions.</p> <p>Continued reduction of local authority agencies, such as the Oxfordshire hubs, Youth engagement teams, County attendance and engagement teams make the need for effective <i>in house</i> pastoral support essential.</p>	
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Designated team of staff to work with and support Pupil Premium eligible students both academically and pastorally.</p> <p>1 x Full-time Pupil Premium Learning Mentor.</p> <p>2 x Part-time Pupil Premium Learning Mentors.</p>	<p>Continued embedment of Pupil Premium practice (see National Schools Council review).</p> <p>Y11 Headline data:</p> <p>67% of Pupil Premium eligible students achieved 9-4 in English GCSE.</p> <p>45% of Pupil Premium eligible students achieved 9-4 in maths GCSE.</p> <p>Pupil Premium collective cohort Progress 8 average score of -0.57.</p>	<p>Continued reduction of local authority agencies, such as the Oxfordshire hubs, Youth engagement teams, County attendance and engagement teams make the need for effective <i>in house</i> pastoral support essential.</p> <p>Essential to continue to monitor and highlight concerns within the Pupil Premium cohort attendance. After three years of continued success and raising attendance through closer</p>	<p>£86,622 (inc £7592 for other professional services)</p>

<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families in attendance at Academy events.</p>		<p>Pupil Premium collective cohort attainment 8 score of 34.2.</p> <p>Attendance:</p> <p>Pupil Premium collective attendance: 92.01% (90.85% 2017) Pupil Premium/Non-Pupil Premium gap: 2.99% (3.96% in 2017)</p> <p>Behaviour:</p> <p>Pupil Premium fixed term exclusions: 2017/18 – 25 (out of 44 in total) 56% 2016/17 – 17 (out of 45 in total) 38% 2015/16 – 30 (out of 91 in total) 33% 2014/15 – 34 (out of 83 in total) 41% 2013/14 – 48 (out of 127 in total) 38%</p> <p>Free school meals eligible student fixed term exclusions: 2017/18 6 (out of 44 in total) 14% 2016/17 – 2 (out of 45 in total) 4.40% 2015/16 – 5 (out of 91 in total) 5.49% 2014/15 – 17 (out of 83 in total) 20.48% 2013/14 – 27 (out of 127 in total) 21.26%</p>	<p>monitoring, sharing information with staff, early intervention to tackle persistent non-attendees, this year there has been a step back. Attendance (in particular that of Pupil Premium eligible students) needs to once again become a whole school issue. May's OFTED section 5 visit also highlighted the importance of persistent absentees and in particular the PP V Non PP PA gap. This must be a priority</p> <p>Closer monitoring and collation of data to demonstrate positive impact of Pupil Premium Learning Mentors on student attendance, behaviour, engagement and attainment. Use of the Academy's attendance tracker will be an important tool in this</p> <p>Post OFSTED focus on improving behaviour did mean that there was a 'spike' in FTE in term 5 and 6. This impacted on PP FTE numbers for 2017/18</p>	
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p>	<p>Head of Pupil Premium & Alternative Provision to continue to manage the Link behaviour support provision.</p> <p>Head of Pupil Premium to manage WAVE 3 (non-mainstream) Student curriculums.</p>	<p>Pupil Premium fixed term exclusions: 2017/18 – 25 (out of 44 in total) 56% 2016/17 – 17 (out of 45 in total) 38% 2015/16 – 30 (out of 91 in total) 33% 2014/15 – 34 (out of 83 in total) 41% 2013/14 – 48 (out of 127 in total) 38%</p>	<p>Having bespoke education packages for students displaying the most consistently challenging behaviour has had a significant positive impact upon the individual students, helping to avoid permanent exclusion, as well as their peers in mainstream classroom.</p>	<p>N/A</p>

<p>To ensure that all students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.</p>	<p>Head of Pupil Premium & Alternative Provision to lead on the mainstream provision of students most at risk of fixed term and permanent exclusions.</p>	<p>Free school meals eligible student fixed term exclusions: 2017/18 6 (out of 44 in total) 14% 2016/17 – 2 (out of 45 in total) 4.40% 2015/16 – 5 (out of 91 in total) 5.49% 2014/15 – 17 (out of 83 in total) 20.48% 2013/14 – 27 (out of 127 in total) 21.26%</p> <p>Permanent School Exclusions: 2017/18 - 0 2016/17 – 2 (1 Pupil Premium) 2015/16 – 1 (1 Pupil Premium) 2014/15 – 1 (0 Pupil Premium)</p> <p>King Alfred’s Link behaviour support team continue to contribute greatly to the school bucking the trend in Oxfordshire for increased permanent and fixed term exclusions.</p>	<p>Centralising the management of these tier 3 (non-mainstream) students has allowed closer monitoring of attendance, engagement and attainment both at school and in various alternative provisions. This has also had a positive impact on the reduction in the amount of time members of the senior leadership team now have to spend focusing on behaviour.</p>	
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 tutor time Maths intervention groups.</p> <p>Ensure that structured targeted maths revision is taking place in addition to classroom learning.</p>	<p>45% of Pupil Premium eligible students achieved 9-4 in maths GCSE. This was an 8% increase on the previous academic year</p> <p>Targeted intervention topics identified through continual (DTT) fortnightly assessments carried out by the maths faculty.</p>	<p>key to the success of this intervention is the collaboration between the maths faculty and the Pupil Premium team to ensure the correct students are in the correct intervention groups, that the correct topics/gaps in learning are being identified and delivered and that the students are attending and making best use of this extended curriculum time.</p>	<p>£1,500</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p>	<p>Y11 Easter and half term Revision programme.</p> <p>Core curriculum revision sessions led by senior</p>	<p>Y11 Headline data:</p> <p>67% of Pupil Premium eligible students achieved 9-4 in English GCSE.</p>	<p>Successful faculties carefully planned sessions and targeted students that they really needed to attend. Using staff with existing relationships with the students was key to the successful</p>	<p>£4,000</p>

<p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>faculty staff who display excellent Pupil Premium led classroom practice.</p>	<p>45% of Pupil Premium eligible students achieved 9-4 in maths GCSE. Pupil Premium collective cohort Progress 8 average score of -0.57. Pupil Premium collective cohort attainment 8 score of 34.2.</p>	<p>sessions during the holiday programme.</p>	
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 Saturday pre-exam English revision sessions.</p> <p>High quality pre-exam revision led by senior English faculty staff.</p>	<p>67% of Pupil Premium eligible students achieved 9-4 in English GCSE. This was significantly above national performance and in line with FFT Aspire 5 performance for this cohort</p> <p>Well attended sessions by targeted cohort ensured that structured revision was taking place prior to GCSE exam. 65% of Year 11 PP eligible students attended at least 1 session and 50% attended 2 or more.</p> <p>Additional 'walking talking' mock exam added the weekend before final exam.</p>	<p>The success of this targeted intervention is based upon the already existing positive relationships between the English faculty and their Pupil Premium eligible students.</p> <p>Close collaboration between the English faculty and the Pupil Premium team has enabled Saturday sessions to become embedded in Y11 planning. Students now appreciate that teachers are going <i>above and beyond</i> to support them.</p>	<p>£3,500</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Supplied catering ingredients to all students eligible for free school meals – Years 7-11.</p> <p>To ensure that all students eligible for free school meals always participate in practical Catering & Hospitality lessons.</p>	<p>Supplied ingredients has significantly improved the participation of Pupil Premium students in practical Hospitality and Catering lessons.</p> <p>50% of PP students achieved grade 4 or higher in GCSE Food and Nutrition with the qualification counting in P8 measure for 85% of those entered.</p>	<p>Supplied ingredients has significantly improved the participation of Pupil Premium students in practical Hospitality and Catering lessons. It has added significant work to the catering support team to ensure all ingredients are ordered and ready for each lesson. This balance need to be addressed.</p>	<p>£2,000</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional</p>	<p>Y7 and Y8 breakfast and books before school and tutor time</p>	<p>We worked with 16 PP students at Breakfast and Books last year.</p> <p>Average reading age in November 2017 = 08:07</p>	<p>Need to expand this program so that it has even greater impact.</p> <p>KS2/3 Transition TLR post to be focused on this role and the use of</p>	<p>£3000</p>

<p>identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students</p>		<p>Average reading age in July 2018 = 09:07 Progress = 12 months over 8 months Considering these were students with significantly lower reading ages than their peers / on the SEN register, this progress is particularly encouraging.</p>	<p>community and 6th form volunteers to be developed in order to expand the support base for this intervention program</p>	
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students</p>	<p>1:1 Tuition (additional sessions in core subjects in Y11)</p>	<p>Y11 Headline data:</p> <p>67% of Pupil Premium eligible students achieved 9-4 in English GCSE. 45% of Pupil Premium eligible students achieved 9-4 in maths GCSE. Pupil Premium collective cohort Progress 8 average score of -0.57. Pupil Premium collective cohort attainment 8 score of 34.2.</p> <p>Maths particularly used 1:1 tuition as an intervention.</p> <p>14 total students; 2 higher and 12 foundation received regular 1:1 tuition. All were projected to achieve significantly below grade 4 at the outset</p> <p>Overall Results for this specific cohort: %9-4 = 14.3% (2 students, one higher and one foundation) % achieved FFT Aspire 20 target grade = 7.14% (1 student- foundation)</p>	<p>Ensuring that additional 1:1 support in well targeted and that there is close co-ordination between intervention staff, classroom teacher of the DTT cycle is key to this support working</p> <p>Using staff with existing relationships with the students was key to the successful sessions d</p>	<p>£5,146</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p>	<p>Revision guides and learning resources for eligible students</p>	<p>Pupil Premium collective cohort Progress 8 average score of -0.57 (-0.92 in 2017) Pupil Premium collective cohort attainment 8 score of 34.2 (31.3 in 2017)</p>	<p>This worked most effectively (PE/English/Art and Geography) where the revision materials were built into the teaching cycle so that teachers were able to ensure their effective use by PP students.</p>	<p>£1029</p>

<p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students</p>		<p>PE, English, Art and Geography (GCSE) all had strong subject progress outcomes close to 0.</p>	<p>This to be made explicit to HoF and TLR holders</p>	
<p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p>	<p>Subsidised educational and residential trips.</p> <p>To ensure that Pupil Premium eligible students can have the same Academy opportunities and experiences as their non-eligible peers.</p>	<p>King Alfred's academy places great emphasis on the extended wider curriculum opportunities available for students to take part in. Previously only a small minority of Pupil Premium eligible students were taking part in residential trips and allocated Pupil Premium funding has improved this significantly.</p> <p>83 Pupil Premium eligible student took part on a residential trip in 2017/18, compared to 55 in 2016/17, 59 in 2014/15, 40 in 2013/14 and 17 in 2011/12.</p>	<p>The Pupil Premium trip funding policy plays a key part in ensuring that every student has the same positive Academy experience. The whole ethos of the Academy would be undermined if we returned to the low Pupil Premium participation on trips seen in previous years.</p> <p>Closer monitoring of students who access trip funding and the longer term impact on attendance, behaviour and attainment is needed.</p>	<p>£13,139</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p>	<p>Duke of Edinburgh Award.</p> <p>To encourage Pupil Premium eligible students to participate in the Duke of Edinburgh Award.</p> <p>To increase leadership opportunities, self-esteem and confidence.</p>	<p>11 Pupil Premium eligible students took part in the Silver award in 2015/16 (6 in 16/17, 2 in 2015/16, 0 in 2014/15).</p> <p>8 Pupil Premium eligible students took part in the Bronze award in 2016/17 (9 in 16/17, 7 in 2015/16, 2 in 2014/15).</p>	<p>Creating structured time within the Academy timetable (allocated tutor time) and matching this group with an Inspirational member of staff has been the key components in creating a successful Pupil Premium focused DofE group.</p> <p>Closer monitoring and collation of data to demonstrate positive impact of Pupil Premium Learning Mentors on student attendance, behaviour, engagement and attainment.</p>	<p>£2,000</p>

<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p> <p>E. An increase in Pupil Premium eligible families in attendance at Academy events.</p>	<p>Pupil Premium Y6 transition summer school project.</p> <p>To enhance the transition of all Y6 Pupil Premium eligible students. To reduce any anxiety or concerns that students may have prior to joining the Academy.</p>	<p>A week long programme, which is becoming increasingly popular and successful each year. For those Pupil Premium eligible students (and families) who attend, it enables them to have a fully positive first experience of the Academy.</p> <p>This year there was a vastly increased literacy element with small group sessions focusing on this daily.</p> <p>28 eligible students attend the week long programme in 2017/18. 52 Pupil Premium eligible students attended in 2016/17, compared to 46 students in 2015/16, 28 students in 2014/15 and 17 students in 2013/14. There was an issue with logistics in 17/18 which meant numbers were lower than planned but high quality work was undertaken with those who did attend.</p>	<p>The summer transition programme has become a key part of Y6 into Y7 transition process. Government funding per participating child, in addition to the Academy's allocated Pupil Premium funding has now ceased, however the benefits of this continuing have been recognised.</p> <p>Using key King Alfred's staff to help support the week has enabled vulnerable students make a better transition into secondary school.</p>	<p>£4,500</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p>	<p>Uniform/ Equipment/ Transport</p> <p>To ensure that all practical barriers to learning are removed and that every Pupil Premium eligible student is in the classroom learning.</p>	<p>Attendance: Pupil Premium collective attendance: 92.01% (90.85% 2017) Pupil Premium/Non-Pupil Premium gap: 2.99% (3.96% in 2017)</p> <p>Behaviour: Pupil Premium fixed term exclusions: 2017/18 – 25 (out of 44 in total) 56% 2016/17 – 17 (out of 45 in total) 2015/16 – 30 (out of 91 in total) 2014/15 – 34 (out of 83 in total) 2013/14 – 48 (out of 127 in total)</p> <p>Free school meals eligible student fixed term exclusions:</p>	<p>Financial help towards these physical barriers have helped ensure that Pupil Premium eligible students are in the classroom learning and not isolated for having the wrong uniform or lack of equipment.</p> <p>Closer monitoring and collation of data to demonstrate positive impact of Pupil Premium Learning Mentors on student attendance, behaviour, engagement and attainment.</p>	<p>£1,763</p>

<p>E. An increase in Pupil Premium eligible families in attendance at Academy events.</p>		<p>2017/18 6 (out of 44 in total) 14% 2016/17 – 2 (out of 45 in total) 4.40% 2015/16 – 5 (out of 91 in total) 5.49% 2014/15 – 17 (out of 83 in total) 20.48% 2013/14 – 27 (out of 127 in total) 21.26%</p>		
			Total Cost	£212,222

Additional detail:

- Education Endowment Foundation Teaching & Learning toolkit - <https://educationendowmentfoundation.org.uk/resources/teachinglearning-Toolkit>
- DFE - Supporting the attainment of disadvantaged pupils: Articulating success and good practice - https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm
- Ofsted - Pupil Premium: an update. <https://www.gov.uk/government/publications/the-pupil-premium-an-update>
- Teacher Development Trust: Lessons from the International Reviews into Effective Professional Development - <http://tdtrust.org/about/dgt>
- DFE: School and College-Level Strategies to Raise Aspirations of High-achieving Disadvantage Pupils to Pursue Higher Education Investigation - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_Collegelevel_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf
- Joseph Rowntree Foundation: Poverty and Social Exclusion - <https://www.jrf.org.uk/report/monitoring-poverty-and-social-exclusion-2014>
- Social Mobility & Child Poverty Commission: A Qualitative evaluation of non-educational barriers to the elite professions - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434791/A_qualitative_evaluation_of_noneducational_barriers_to_the_elite_professions.pdf
- Education Endowment Foundation: Making Best Use of Teaching Assistants - <https://educationendowmentfoundation.org.uk/ourwork/campaigns/making-best-use-of-teaching-assistants>
- National College for Teaching and Leadership – Effective Pupil Premium Reviews - Education Endowment Foundation: Making Best Use of Teaching Assistants - <https://educationendowmentfoundation.org.uk/ourwork/campaigns/making-best-use-of-teaching-assistants>

