

Area of Focus	Strategies and Interventions	Desired Impact
Staffing £275,000	Smaller groups in English and Maths lessons in Key stage 3 and Key stage 4	<ul style="list-style-type: none"> <li>• Increase in progress and attainment in core subjects at GCSE</li> <li>• Increased percentage of pupil premium students making better than expected progress</li> </ul>
	Additional English and Maths lessons offered within option block E in year 10 and year 11	<ul style="list-style-type: none"> <li>• Increase in progress and attainment in core subjects at GCSE</li> <li>• Increased percentage of pupil premium students making better than expected progress</li> </ul>
	Higher Level Teaching Assistants (HLTA) employed to deliver to small intervention and support groups in Key Stage 3	<ul style="list-style-type: none"> <li>• Improvement of reading age towards whole school target of all students meeting chronological reading age by the end of year 7</li> <li>• Identified students make 2 sub levels progress in transition subjects</li> </ul>
	Specialist Literacy staff employed to support reading	<ul style="list-style-type: none"> <li>• Range of reading support and development strategies to improve reading in Key Stage 3 and Key Stage 4</li> <li>• Reading for pleasure promoted</li> <li>• Improvement of reading age towards whole school target of all students meeting chronological reading age by the end of year 7</li> </ul>
Student support and Inclusion £145,000	Student services office to provide administrative support to students in Key Stage 3 and 4	<ul style="list-style-type: none"> <li>• Named staff to provide support to students via student services</li> <li>• Clear links between home and school through clarity of communication</li> <li>• Increased parental involvement and attendance at school events</li> </ul>
	Alternative curriculum provision  Inclusion support and home schooling provided for students working in offsite provisions	<ul style="list-style-type: none"> <li>• Reduction in students classified as 'not in education, employment or training' (NEET)</li> <li>• Reduction in FTE</li> <li>• Improved attendance Improved Attitude to Learning</li> </ul>
	Attendance monitoring and support	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Contact made with home on first day of absence</li> <li>• Reduce PA</li> </ul>

	Educational psychologist	<ul style="list-style-type: none"> <li>Assessment of student needs and support strategies put in place</li> </ul>
Pastoral support £60,000	Rewards and incentives	<ul style="list-style-type: none"> <li>Increase in student engagement and love of learning</li> <li>Increased uptake of enrichment activities</li> <li>Increased uptake of additional study support opportunities</li> </ul>
	School uniform and PE kits	<ul style="list-style-type: none"> <li>All students able to access all parts of the curriculum</li> </ul>
	School trips and visits	<ul style="list-style-type: none"> <li>Increase in student engagement and love of learning</li> <li>Increased uptake of enrichment activities</li> </ul>
	Additional support for looked after children	<ul style="list-style-type: none"> <li>Additional resources made available to students</li> <li>Increased aspiration</li> <li>Offer specific academic and emotional support as required</li> </ul>
	Engagement support	<ul style="list-style-type: none"> <li>Increase in student engagement and love of learning</li> <li>Increased uptake of enrichment activities</li> </ul>
Additional Interventions £20,000	Mentoring and coaching	<ul style="list-style-type: none"> <li>Increase in student attainment and progress</li> <li>Improved attendance of mentored students</li> </ul>
	Breakfast club	<ul style="list-style-type: none"> <li>Increase in attendance and punctuality</li> </ul>
	External consultants and additional moderator visits	<ul style="list-style-type: none"> <li>Increase in progress and attainment in core subjects at GCSE</li> <li>Increased percentage of pupil premium students making better than expected progress</li> <li>Close attainment gaps between PP students and their peers</li> </ul>
	Key Stage 2-3 Transition	<ul style="list-style-type: none"> <li>Build relationships with students moving from Key Stage 2 to Key Stage 3</li> <li>Improved progress and attainment at the end of year 7</li> </ul>

	Revision guides, external visitors and speakers	<ul style="list-style-type: none"><li>• Increased attainment and progress at Key Stage 4</li><li>• Increase in student engagement and love of learning</li><li>• Increased uptake of enrichment activities</li></ul>
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