



Pupil premium strategy statement – 2018-19

1. Summary information					
School	Stretford Grammar School				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review of Performance	Sept 2018
Total number of pupils	819	Number of pupils eligible for PP	147	Date for next internal review of this strategy	Sept 2019

2. Current attainment – 2017 GCSE Results			
	Pupils eligible for PP (SGS)	School (SGS)	GAP
Year 11 Pupil Numbers	21	129	NA
Progress 8 Score	+0.90	+0.57	+0.33
Progress 8 Element - English	+1.00	+0.64	+0.36
Progress 8 Element - Maths	+0.51	+0.30	+0.21
Progress 8 Element – Ebacc	+2.94	+2.65	+0.29
Progress 8 Element - Open	+0.85	+0.38	+0.47
Attainment 8 score per pupil	70.69	69.86	+0.83
Attainment 8 - English	14.86	14.52	+0.34
Attainment 8 - Maths	13.52	13.60	-0.08
Attainment 8 - Ebacc	21.19	21.18	+0.01
Attainment 8 - Open	21.12	20.56	+0.56



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3. Review of expenditure 2017-18				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved Literacy outcomes for PP students.	<p>2nd in English TLR post with specific responsibility in Literacy.</p> <p>Form Time Reading books provided for year groups in KS3 to improve range of reading genres and challenge.</p>	<ul style="list-style-type: none"> Smaller class sizes in KS4 has meant that the Progress 8 score for PP pupils exceeds whole school performance in English +1.00, with a +0.36 difference for PP pupils. Literacy focus has meant that the average Attainment 8 score in English is high (14.86 – that is an average of grade 7.4 for PP pupils compared to an average grade of 6.9 for whole school Attainment 8 score). TA support was used to target small groups – some PP students were part of these groups. 	<ul style="list-style-type: none"> Clear evidence of progress in the results. More specific targeted support through intervention sessions specific to KS3 and KS4 pupils. Utilise the Provision Mapping software for a more targeted approach to tracking of interventions. Continue to develop literacy material for use by KS3 and KS4 pupils – with a focus on expanding knowledge of different genres. Develop regular spelling tests throughout KS3 to reinforce literacy. 	



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<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Drop down days for all year groups to target well-being and provide additional cross curricular activities</p> <p>Providing students with the opportunity to access a variety of curriculum support through access to software packages and online learning platforms.</p>	<ul style="list-style-type: none"> • Collaborative learning proved to be successful in providing students with tasks that had a beneficial impact on well-being and attitude to learning. • Student surveys provided by progress leaders demonstrated that PP students felt that they benefitted from the activities. • PP student results demonstrate that they performed comparatively well compared to non-PP across all subjects. • Students were provided with the opportunity of accessing online learning via GCSEPOD. • Podcasts streamed to date – 16,450 with 4,840 during the last academic year. The highest number of podcasts was in English Literature – and results demonstrate that with +1.00 in English and +0.90 in Literature specifically that PP students and all students made significant gains. 	<ul style="list-style-type: none"> • Continue to focus specific activities on drop down days that raise expectations and aspirations. • Develop university visits to raise aspirations. • Ensure that GCSEPOD id marketed more to all KS4 students. • Ensure that teaching staff are utilising GCSEPOD more effectively as an additional resource by linking the podcasts as tasks that can be identified via ShowMyHomework. • Provide monthly usage reports to curriculum leaders. 	
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		<ul style="list-style-type: none">• Clickview Online Platform – allowed teachers and students to access a wide variety of media with the intention of supporting learning. No real evidence that the software was used effectively to support learning.• Provision Mapping software to be utilised to track and monitor the interventions for PP students; SEND students and all other students at risk of underachievement. Licencing purchased and roll out to staff due to tack place 2018-19. At present unable to assess the impact of the effectiveness of intervention tracking.• Adobe Creative Cloud – allows students to access professional software – specifically in art, design and technology. In Art PP students performed at 22% grades 7-9 compared to non-PP with 11% grades 7-9.	<ul style="list-style-type: none">• Clickview no longer used to support learning.• Provision Mapping Software to be rolled out September 2018. Roll out to target Pastoral Staff and then Curriculum Leaders. Focus will be on all interventions that take place for students at risk of underachievement. Reporting on effectiveness of interventions to be linked to DC points to ensure that progress is being monitored effectively and that interventions are targeted in a specific, timely and in a cost effective manner.• Creative Cloud to continue as it allows students the opportunity to develop the skills to use industry standard software and as a package most students will not have this opportunity in the home. In addition the use of the software in creative and design subjects will provide the platform for these	
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		<ul style="list-style-type: none">In KS3 Tech PP students achieve significantly well – Year 7 PP students with 26% of grades 2+ to 3, compared to 24% non-pp. Year 8 PP students with 28% of grades 3+ to 4-, compared to 20% non-PP.	Subjects to continue to develop in terms of numbers in KS4 and KS5.	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved Literacy outcomes for PP students	<p>Text books provided for PP students in KS4 in English</p> <p>Literacy support programmes provided by learning support and targeted towards those students identified with literacy needs</p>	<ul style="list-style-type: none"> English results for all students very positive with +0.64 in the English element and PP students achieving +1.00. Literacy knowledge of different genres of texts has helped students in their literary knowledge. Spellzone, Touch Type, Inspiration PlanningTool, Screener – all used in order to support literacy development of PP students. Positive results as evidenced by results at GCSE. 	<ul style="list-style-type: none"> To continue to provide all students with the opportunity to access a wider variety of text types and genres. Utilise Provision Mapping software for more accurate personalised intervention data. Ensure literacy focus remains high on the agenda of curriculum areas – use DC points to evidence progress of targeted students – including non-PP. 	



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<p>C. PP students provided with wide variety of enrichment opportunities</p>	<p>Provision of One to One support for PP students in literacy through employing an external tutor</p> <p>Music Tuition provided for PP students</p> <p>Duke of Edinburgh Award offered to all students – PP students provided with financial assistance.</p>	<ul style="list-style-type: none"> • One to one provision provided to students in KS4 for Maths. Results indicate that PP students made +0.21 progress in comparison to non-PP. However, there is a gap of -0.08 in terms of A8. • PP students able to develop skills and abilities in Music. Barriers to access to additional lessons reduced. • At present 170 KS4 students accessing the award at Bronze level. The award has become a fixture of the enrichment offer. PP students are provided with funding towards the award. 	<ul style="list-style-type: none"> • Strengthen the focus of the support offered at KS3 and KS4 to PP and non-PP students in Maths. • Use Provision Mapping to target support more effectively and accurately. • Develop the academic mentoring of PP students in KS3 and KS4 via the employment and utilisation of support staff. • Provide PP passports for all PP students with identified support needs – linking these to targeted interventions that are tracked via provision mapping. • Continue to offer support to PP students to access additional tuition. • Continue to offer the award to all students and provide funding to PP students. • Utilise Provision Mapping to track enrichment opportunities for PP students and all students. 	
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<p>D. Careers guidance provided to PP students</p>	<p>Provide PP students with the opportunity to visit academic institutions to explore academic pathways.</p> <p>Careers guidance days to provide PP students with specific advice on career opportunities.</p>	<ul style="list-style-type: none">• Careers guidance offered in Year 9 and Year 10.• Work experience used to target PP students to encourage career progression.• PSHCE and form time activities used to provide information and guidance to all students.	<ul style="list-style-type: none">• Further developments to take place for PP students to visit Universities.	
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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>E. Individual students supported with specific individual progress and approach to learning barriers</p>	Uniform provided for students as requested so that barriers to inclusion reduced.	<ul style="list-style-type: none"> Uniform provided for PP students as required. LAC students provided with uniform. 	<ul style="list-style-type: none"> Increase the level of support for LAC students to include more targeted academic interventions. 	
<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	Teaching Assistants deployed by SEND department to support the needs of the students – including PP students	<ul style="list-style-type: none"> TAs utilised to support variety of students including SEND and PP. PP students' results positive. SEND student Passports in place and disseminated to teaching staff. Learning walks demonstrate that TAs are being utilised effectively in class to support students. 	<ul style="list-style-type: none"> Provision Mapping will assist in the tracking of interventions that have been established and put into place. TA team expansion will further develop PP Passports for dissemination to teaching staff. KS3 and KS4 specific academic support used to target PP students and other students' will have an impact on progress of targeted groups. 	



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<p>E. Individual students supported with specific individual progress and approach to learning barriers</p>	<p>Provision of hardware to assist students – specifically the use of laptops</p>	<ul style="list-style-type: none">• Hardware provided as needed and managed by SEND department.• Increase in use of hardware has been due to increase of awareness of need. This has included PP and non-PP students.• Access to hardware has assisted in day to day and exam access.	<ul style="list-style-type: none">• Continue to expand provision as required.	
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Ensure safeguarding procedures and record keeping is thorough in order to ensure appropriate support mechanisms are followed	Train staff in use of CPOMS software and provide regular updates to teaching staff on monitored students	<ul style="list-style-type: none">CPOMS is a highly effective software programme – it provides staff with a transparent platform to log incidents, take appropriate actions and to be more strategic in providing support to all groups of students	<ul style="list-style-type: none">Explore how the software can be used to track all students and vulnerable groupsTrain all staff on using it to log incidents and actionsProvide detailed reports that specifically target PP pupils through provision mapping support interventions that take place	£1,250
Provide enrichment opportunities for PP students to engage with extra-curricular	Provide funding for enrichment trips; sports coaches; music lessons; revision guides; uniform; Duke of Edinburgh Award; access to Adobe Creative Suite; access to GCSEPOD	<ul style="list-style-type: none">PP pupils have benefited from attending enrichment opportunities	<ul style="list-style-type: none">Develop provision mapping of pupils' specific access to enrichment opportunities through detailed logging of registrationUse funding to target those PP pupils who are not currently accessing any additional opportunities in school – develop range of activities	£14,000



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4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Literacy – support literacy of PP students in order to strengthen skills that will assist with progress in the open element.	
B.	Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.	
C.	Enrichment opportunities – provide PP students with the ability to enhance personal skills through a wide variety of enrichment opportunities.	
D.	Careers Guidance – specific guidance targeted towards PP students in order to raise aspirations.	
External barriers		
E.	Barriers pertaining to individual students such as access to behaviour support, equipment, uniform, counselling.	
1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria	
A.	<p>Improved Literacy outcomes for PP students</p> <ul style="list-style-type: none"> • Gap between PP students and other students reduced / exceeding in English Language and English Literature. • Open element Gap reduced between PP students and all other. • Subjects that involve high degree of literacy (History, RE and Geography) see reduction of Gaps in progress. • ATT8 scores of PP students in line with all other students. 	<ul style="list-style-type: none"> • English element remains in line with all other students • Open element gap reduced • Literacy support programmes in place • Diagnostic testing used for early identification and intervention
B.	<p>Ensure that PP students are accessing support throughout the curriculum</p> <ul style="list-style-type: none"> • PP students provided with support materials and PP accounts demonstrate that this is taking place. 	<ul style="list-style-type: none"> • Provision of support materials in place (including access to revision materials, text books, study support sessions) • Hardware provided to PP students who require it • PP profiles in place with barriers to learning identified • Provision mapping of interventions in place



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	<ul style="list-style-type: none"> • PP profiles in use in the classroom – shown through learning walks and QA. • Provision Mapping software purchased and in use by all staff – especially key Pastoral staff. 	<ul style="list-style-type: none"> • Data Capture analysis in place with focus of PP intervention • Analysis of Open Element conducted at each DC point and interventions in place
C.	<p>PP students provided with wide variety of enrichment opportunities – educational trips, sport and DofE</p> <ul style="list-style-type: none"> • PP accounts demonstrate that PP students have been provided with financial support. 	<ul style="list-style-type: none"> • PP students provided with funding to access trips • DofE offered to all – and PP students supported with provision of funding and access to equipment • Music lessons funded for PP students
D.	<p>Careers guidance provided to PP students</p> <ul style="list-style-type: none"> • KS4 tracking of progress in options choices – open bucket element to show reduction of Gaps in progress. 	<ul style="list-style-type: none"> • Year 9 options evenings used to raise awareness of pathways • Careers fare used to target PP students • PP students taken to external events to raise aspirations • Interviews held with PP students – exploring options and career paths
E.	<p>Individual students supported with specific individual progress and approach to learning barriers</p> <ul style="list-style-type: none"> • Data Captures demonstrate reduction in Gaps for targeted students – Progress Leader Interventions in place and evidenced through support plans. 	<ul style="list-style-type: none"> • PP profiles established and disseminated to teaching staff • Data captures used to identify interventions • Support Plans in place for PP students where Gaps have been identified

2. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all



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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?
A. Improved Literacy outcomes for PP students	2 nd in English TLR post with specific responsibility in Literacy.	Literacy focus has continued to improve the outcomes with specific English classes. Teaching and Learning Forums have been used to identify key students and there is a shared understanding of the need to target feedback to those students identified as requiring additional literacy support (EEF – Feedback – rated as +8 (high impact for low cost))	QA process with learning walks and Departmental reviews of progress at Data Capture points.	S. Howell	Ongoing COSTS: £5,000



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<p>A. Improved Literacy outcomes for PP students</p>	<p>Form Time Reading books provided for year groups in KS3 to improve range of reading genres and challenge.</p>	<p>EEF Reading Comprehension Approaches +5</p> <p>Reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary and secondary pupils, both in terms of short-term and long-term impact. The challenges of the texts that students encounter at KS4 English means that exposure to a wider variety of texts should assist students in their comprehension.</p>	<p>Progress Leaders to ensure that the texts are being read.</p> <p>Evidence of improvements in spelling tests and scores in English classes.</p>	<p>Progress Leaders</p> <p>English staff</p>	<p>Ongoing during the year</p> <p>At each spelling test data capture on SIMS</p> <p>COSTS:</p> <p>£500</p>
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<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Drop down days for all year groups to target well-being and provide additional cross curricular activities</p>	<p>EEF Collaborative Learning Tasks +5</p> <p>Collaborative Learning Tasks which promote talk and interaction between learners tend to result in the best gains.</p> <p>Drop down days will provide PP students with the opportunity to engage in a variety of tasks with all students that will have a beneficial impact on their well-being and attitude to learning in general.</p>	<p>Student voice questionnaires used to assess the quality of the experiences and outcomes from the students' perspective.</p> <p>Pastoral team to put together activity plans and pastoral lead to quality assure the activities through meetings</p>	<p>Progress Leaders</p> <p>Pastoral lead</p>	<p>Post drop down day events</p> <p>Termly</p> <p>COSTS:</p> <p>£2,000</p>
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<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Providing students with the opportunity to access a variety of curriculum support through access to software packages and online learning platforms.</p>	<p>EEF – Digital Technology – rated+4.</p> <p>The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ol style="list-style-type: none"> 1. Programmes for students, where learners use technology in problem solving or more open-ended learning, and 2. Technology for teachers such as interactive whiteboards or learning platforms. <p>KS4 students provided with access to GCSEPOD – online podcast digital learning platform that covers all aspects of the curriculum.</p> <p>Clickview Online Platform – allows teachers and students access to a wide variety of media that supports learning through all of the curriculum areas.</p> <p>Provision Mapping software – this allows staff to track and monitor the effectiveness of interventions that have been put in place and also identifies those students that have received targeted interventions.</p>	<p>Track the use of GCSEPOD – provide teaching staff with data on the use of this platform.</p> <p>Keep teaching staff up to date on the new resources available through Clickview.</p> <p>Train staff on Provision Mapping software – monitor the provisions and interventions that take place during the year and link these provisions to Data Captures.</p>	<p>DPU</p>	<p>Ongoing</p> <p>COSTS:</p> <p>£10,000</p>
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		Adobe Creative Cloud – allows all students including PP students with the opportunity to use professional software – art, design, technology.	Students use of Adobe in evidence in those lessons – through learning walks and departmental QA.		
Total budgeted cost					£17,500
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?
A. Improved Literacy outcomes for PP students	Text books provided for PP students in KS4 in English	Ensures that PP students have the same access to texts as all students – removes the barrier of cost.	Accounts show all PP students have been provided with the texts.	Head of English	Yearly COSTS: £500



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<p>A. Improved Literacy outcomes for PP students</p>	<p>Literacy support programmes provided by learning support and targeted towards those students identified with literacy needs</p>	<p>Spellzone, Touch Type, Inspiration PlannningTool, Screener – all used in order to support literacy development of PP students.</p> <p>EEF – Reading Comprehension Strategies +5.</p>	<p>Provision Mapping tool to be used to track that interventions are taking place.</p> <p>Data Capture evidence of reducing gaps in subjects with high levels of literacy requirements</p>	<p>DPU/DN</p>	<p>Yearly and Ongoing</p> <p>COSTS:</p> <p>£2,000</p>
<p>A. Improved Literacy outcomes for PP students</p>	<p>Provision of One to One support for PP students in literacy through employing an external tutor</p>	<p>EEF One to One Tuition +5.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>As Above</p>	<p>DPU/DN</p>	<p>Yearly and Ongoing</p> <p>COSTS:</p> <p>£3,000</p>
<p>C. PP students provided with wide variety of enrichment opportunities</p>	<p>Music Tuition provided for PP students</p>	<p>EEF Individualised Instruction +3</p> <p>Individualised instruction has a positive effect, on average, for learners.</p>	<p>Students make positive progress in music – data captures for PP students show no gaps or they exceed in progress</p>	<p>K.Swales</p>	<p>Termly</p> <p>COSTS:</p> <p>£1,000</p>



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<p>C. PP students provided with wide variety of enrichment opportunities</p>	<p>Duke of Edinburgh Award offered to all students – PP students provided with financial assistance.</p>	<p>EEF Outdoor Adventure Learning +4</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Provision mapping shows levels of participation on the award</p>	<p>DPU</p>	<p>Yearly</p> <p>COSTS:</p> <p>£1,500</p>
<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>One to one and small group tuition offered in Maths</p>	<p>EEF One to One Tuition +5.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>Provision Mapping tool to be used to track that interventions are taking place.</p> <p>Data Capture evidence of reducing gaps in those PP students in Maths</p>	<p>DPU/MC</p>	<p>Termly</p> <p>COSTS:</p> <p>£TBC</p>



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<p>D. Careers guidance provided to PP students</p>	<p>Provide PP students with the opportunity to visit academic institutions to explore academic pathways.</p> <p>Careers guidance days to provide PP students with specific advice on career opportunities.</p>	<p>EEF Aspiration Interventions 0.</p> <p>Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.</p> <p>At SGS raising the aspirations of PP students means that the students follow a pathway that they will feel is accessible to them.</p>	<p>KS4 and KS5 options choices reflect the students' aspirations</p> <p>Student voice questionnaires</p> <p>Careers trips target PP students</p>	<p>NC/DPU</p>	<p>Termly and Yearly</p> <p>£5,000</p>
Total budgeted cost					£13,000
iii. Other approaches					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>E. Individual students supported with specific individual</p>	<p>Uniform provided for students as requested so that</p>	<p>EEF School Uniform 0</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be</p>	<p>Accounts show that PP students and LAC students have accessed</p>	<p>DPU</p>	<p>Ongoing</p> <p>COSTS:</p>



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<p>progress and approach to learning barriers</p>	<p>barriers to inclusion reduced.</p>	<p>successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Providing some uniform will allow some students to feel part of the school community – LAC students are provided with most items of SGS badged items.</p>	<p>the provision of uniform items.</p>		<p>£500</p>
<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Teaching Assistants deployed by SEND department to support the needs of the students – including PP students</p>	<p>EEF Teaching Assistants +1</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement.</p> <p>Teaching Assistants will be used in order to provide support to groups and individuals – PP students who are also SEN will be provided with specific targeted support plans.</p>	<p>SEND Pupil Profiles distributed to teaching staff and include specific teaching strategies.</p> <p>Data Capture results used to track progress of PP students who are subject to a Profile.</p>	<p>DN/DPU</p>	<p>Termly</p> <p>COSTS:</p> <p>10,000</p>



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			Provision Mapping used to assess the impact and cost of support		
E. Individual students supported with specific individual progress and approach to learning barriers	Provision of hardware to assist students – specifically the use of laptops	EEF Digital Technology +4 Studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Students that require the use of laptops in order to support their written work will be able to participate in lessons.	As above	DN/DPU	Ongoing COSTS: 1,000
B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.	SLT Lead to co-ordinate strategies in the delivery of provision for PP students	A strategic lead will ensure that PP students are provided with a range of interventions. PP Profiles to be implemented and Data Tracking Analysis will ensure that PP students receive academic and wider interventions in order to reduce gaps in performance	PP strategy in place. Co-ordination of the implementation of the Provision mapping disseminated at all levels including teaching staff, pastoral staff, SLT and governors.	DPU	Termly COSTS: £25,000



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	Total budgeted cost - TBC £36,500
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