



St. George's School
A Church of England Academy

Pupil Premium Strategy
2018/9

Pupil premium strategy statement (secondary)

1. Summary information					
School	St George's Church of England School				
Academic Year	2018-19	Total PP budget	£ 329K	Date of most recent PP Review	Sept 2018
Total number of pupils	1019	Number of pupils eligible for PP	376	Date for next internal review of this strategy	Jan. 2019

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving standard (Grade 4+) pass English and maths	56%		
% achieving strong (Grade 5+) pass English and Maths	32%		
Progress 8 score average	43.56		
Attainment 8 score average	0.18		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.

Literacy Skills:

Ability profiles for 2018-19:

Number entering Yr7 below national expectation (>95 SAS in Reading)

Yr7: All 8% PP 5.4%

Yr8: All 13% PP 19%

Yr9: All 24% PP 29%

Number of pupils entering Yr7 below Level4

Yr10: All 14% PP 15%

Yr11: All 11% PP 16%

B.

Numeracy skills:

Ability profiles for 2018-19:

Number entering Yr7 below national expectation (>95 SAS)

Yr7: All 8% PP 5.4%

Yr8: All 9% PP 9%

Yr9: All 13% PP 15%

Number of pupils entering Yr7 below Level4

Yr10: All 13% PP 13%

Yr11: All 11% PP 16%

External barriers (issues which also require action outside school, such as low attendance rates)

C.	<p>Attendance: Attendance rates for pupils eligible for PP are below that of all pupils. This reduces their school hours and causes them to fall behind. Below are last year's attendance rates for PP (2017-18). The attendance for disadvantaged pupils, as a whole was 93.47%. The overall attendance rate for the school as a whole was 94.6%. Attendance for disadvantaged within each year group:</p> <p>Yr 7: 94.76% Yr 8: 93.45% Yr 9: 92.92% Yr 10: 92.27% Yr 11: 93.29%</p>
D.	<p>Emotional Wellbeing A number of our PP pupils are affected by poor emotional wellbeing creating anxiety and impacting on their self-esteem. This also has a detrimental impact on their attendance and performance in school.</p>
E.	<p>Low resilience A number of KS3 and 4 pupils, in particular, have either low levels of resilience.</p>
F.	<p>Lack of parental support / positive role models A number of our pupils have difficult home circumstances. A direct result of this can be a lack of engagement with school by parents / carers. Impact on pupils can include poor attendance, unwillingness to complete homework and a lack of effort in school.</p>
G.	<p>Lack of opportunities A number of pupils do not have the breadth of educational / cultural experiences to enhance their learning and develop their social skills. Narrow experience of life out of school.</p>
H.	<p>Transients A number of PP pupils join us part way through their secondary education and often have multiple barriers to their learning, including poor emotional wellbeing, gaps in prior learning and poor previous progress. Transient PP pupils: Yr8: 1 Yr9: 2 Yr10: 1 Year 11: 2 – Total – 6 pupils (Transient PP pupils 17-18 Yr7: 1 Yr8: 2, Yr9: 3, Yr10: 1 Year 11: 1 – Total – 8 pupils)</p>

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP	<p><i>Years 7-9:</i> All pupils eligible for PP make at least expected progress by achieving their progress targets in English. At least 25% exceed expected progress. This will be evidenced using Accelerated Reader assessments, Group Support and Accelerated Learning tests and English written assessments (at least 6 per year)</p> <p><i>Years 10 and 11: All pupils eligible for PP make at least expected progress in English towards their GCSE target, with at least 25% exceeding expectations.</i></p> <p><i>At KS4, this will be evidenced through assessments in English Study Plus, written assessments in English Language and Literature (at least 6 per year) and the final GCSE examinations.</i></p>

B.	High levels of progress in numeracy for all pupils eligible for PP	<p><i>Years 7 – 9: The same or greater proportion of disadvantaged pupils to be secure on their pathway by the end of year exam compared to their peers in school. This will be evidenced using the results from PP3 and progress towards this will be measured using PP1 and PP2 as well as interim assessments by the class teacher.</i></p> <p><i>Years 10: Disadvantaged pupils to achieve in line with their peers nationally by achieving a P8 score of 0 or greater in their summer Statistics GCSE.</i></p> <p><i>Year 11: Narrow the gap between disadvantaged pupils at St Georges and their non-disadvantaged peers nationally achieving a 4+ in Maths in the summer GCSEs. This will be achieved if our disadvantaged pupils achieve greater than 65.4% 4+ in 2019.</i></p>
C.	High levels of progress in Science for all pupils eligible for PP	<p>Years 7-9:</p> <p>All pupils eligible for PP make at least expected progress by achieving their progress targets in science. At least 5% exceed expected progress. This will be evidenced using standardised tests, diagnostic tests (at least 3 per year)</p> <p>Years 10 and 11: All pupils eligible for PP make at least expected progress in science towards their GCSE target, with at least 5% exceeding expectations.</p> <p>At KS4, this will be evidenced through assessments in GCSE science lessons (at least 3 per year) and the final GCSE examination.</p>
D.	Increased attendance rates for pupils eligible for PP	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 14.% or below (2017-18: 15.1%) - National PA rate for all pupils 13.1%</p> <p>Overall attendance among pupils eligible for PP improves from 93.47% to 94.7% in line with 'other' pupils.</p>

<p>E.</p>	<p>Increased attendance rates and improved engagement with school. Increased rates of progress.</p>	<p>Overall attendance among pupils eligible for PP improves so that it is in line with 'other' pupils. Monitor reports and full reports demonstrate that there is a clear improvement in their attitude to learning and attainment grades.</p>
<p>F.</p>	<p>All KS4 pupils have identified clear post-16 progression routes. These are in line with expectations based on prior attainment data.</p>	<p>In years 10 and 11, PP pupils have identified their progression route and are aware of what GCSE grades / qualifications they will need to achieve this. All Yr11 pupils are able to progress to their chosen next stage as a result of achieving or exceeding their target grades. Evidence will be gathered from: -</p> <p>Application data Action plans following 1to1 guidance year 11 Group interviews year 10 Destination data Target shared with guidance provider.</p>

G.	Increased engagement with parents, leading to pupils having increased rates of progress and higher attendance.	<p><i>Increase in % of PP parents attending Parents' Evening – from an average of 70% to 80%.</i></p> <p><i>PSP / SEN reviews, attendance panels, mentor meetings, behaviour contracts to be well attended - above 90%.</i></p> <p><i>Other success criteria in relation to parents will be more qualitative.</i></p> <p>Attendance logged each consultation evening Follow up contact with PP parents who don't attend Use of previous year's data to engage parents who didn't attend last year prior to consultation evening to encourage attendance.</p>
H.	Increase in both the number of PP pupils achieving rewards in school and engagement with extra-curricular activities.	<p>% of PP achieving rewards to be tracked and monitored.</p> <p>% of PP pupils taking part in extra-curricular activities to be tracked and monitored.</p>
I.	Pupil Premium transients to perform in line with other pupils at St George's.	All transient pupils eligible for PP make at least expected progress.

Planned expenditure

1) Quality of Teaching for all

NFER research into the most effective ways to support disadvantaged pupils' achievement emphasises the importance of high quality teaching for all. School emphasis is 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

John Dunford's research on using the pupil premium effectively emphasises the importance of focussing relentlessly on the quality of teaching and learning. His research demonstrates that highly effective teaching disproportionately benefits disadvantaged pupils.

The Ofsted report of 2016 stated, 'The progress made by disadvantaged pupils is not good enough. The difference in the progress made between disadvantaged pupils and other pupils nationally is not diminishing quickly enough. Some most-able disadvantaged pupils also underachieve. This is especially the case in English, Mathematics and Science.'

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improved attainment / progress across the curriculum for PP pupils, narrowing the gap with other pupils focussing on English, Maths and Science initially.	Identify PP pupils across all subjects and RAG rate them into green (secure), amber and red. Provide intensive strategies for those within amber initially and then develop strategies with pupils in red category. Strategies across all PP pupils developed in Yr7/8/9. Refined strategies within Year 10/11. Continuation of INSET sessions on developing QofT as outlined within the StG 10. Involvement in Blackpool Literacy progress means all pupils in KS3 have completed baseline tests for English maths and	Whole school focus on raising aspirations / expectations. Examination results and internal data demonstrate a gap between disadvantaged and others. English across Blackpool poor especially for	Bespoke CPD on raising school expectation in line with the StG 10. INSET based on best practice. Routine monitoring. Particular focus on monitoring of teaching (SLT drop-ins and aPPraisal observations) / work scrutiny. Scrutiny of routine assessments / tracking data through line management system, with a focus on 'show me' – providing evidence to support current predictions. Fortnightly CPD, pastoral briefings and other staff meetings will be used to regularly discuss and	SLT RF	Termly reviews

	<p>science. GL to train staff on how to use data to inform planning with specific focus on PP.</p> <p>CWE and RF to attend PP training at St Mary's and use evidence from training to implement strategies whole school.</p> <p>QA to have PP focus – looking at barriers for disadvantaged pupils.</p> <p>English opportunity area money to buy in intervention for PP pupils.</p>	<p>disadvantaged. Recognised need to improve literacy across curriculum by DFE. Baseline tests give us comprehensive diagnoses of where our pupils are at. By January, intervention purchased and used with pupils. GL tests in summer will measure impact.</p> <p>HOS/LP to QA following cycle. All to focus on how SG10 impacts our most disadvantaged. Gather evidence of good practice across school and disseminate.</p> <p>In English, disadvantaged gap is widest across core subjects. Buying in SLE support to audit PP provision in English will help the HOS understand core priorities and track intervention and impact.</p>	<p>disseminate best practice on effective strategies within the classroom, including how to address specific barriers to learning and progress. A key focus will be effective feedback, which the EEF endorses as an effective way to improve attainment.</p>		
<p>Improved literacy and communication skills for Yrs7-11.</p>	<p>Dictionary and thesaurus policy implemented to raise awareness of the power of vocabulary with</p>	<p>All teachers are teachers of literacy and communication.</p>	<p>Bespoke CPD delivered by Lead Practitioner and former HMI.</p>	<p>SLT BT Senior Lead Practitioner HoD</p>	<p>Termly Review</p>

	<p>staff and pupils.</p> <p>Dictionary and thesaurus policy introduced to reinforce resilience and independent language investigation as well as the ability to develop the pupils' ability to use language in their everyday written and verbal communication.</p> <p>Key examination vocabulary word of the week promoted on the bulletin.</p> <p>Literacy focus promoted every week on the bulletin 'Pupils to answer in full and complete sentences using standard English.'</p> <p>Extended writing weeks calendared for year 7,8 and 9 for Humanities.</p> <p>Pre-teaching of specialist vocabulary to become embedded across the curriculum.</p> <p>SG fully immersed in the Blackpool OA KS3 Literacy Project</p>	<p>Competency in literacy and communication is required to access the wider curriculum.</p> <p>Key findings from Geoff Barton's 'Don't Call it Literacy'</p> <p>Key findings from Alex Quigley's 'Closing the Vocabulary Gap.'</p> <p>To promote oracy and standards of fluent communication across the curriculum and avoid 'The Matthew Effect.'</p> <p>To embed the use of connectives across the curriculum and build up writing stamina.</p> <p>To build proficiency in Tier 2 and Tier 3 vocabulary across the curriculum.</p> <p>Interventions funded by the OA project to commence after October half term and throughout 2018-19. Interventions to include Bedrock, Lexonik and Accelerated Reader.</p>	<p>All staff to read Alex Quigley's 'Closing The Vocabulary Gap.'</p> <p>SLT drop-ins to monitor dictionary and thesaurus policy.</p> <p>SLT drop-ins and appraisal observations. Routine monitoring of exercise books to ensure literacy is explicitly taught and literacy code is applied when marking.</p> <p>Evidence in drop ins and pupil voice.</p> <p>Evidence in drop ins, books, pupil voice.</p>		
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<p>Improved numeracy results Yrs7-11</p>	<p>Improve the quality of teaching taking place in all year groups, particularly KS3.</p> <p>Early identification of disadvantaged pupils who have 'dipped' since KS2. Ensure intervention is in place to allow them to catch up.</p> <p>Ensure disadvantaged year 11 pupils are as well or better prepared for the summer GCSE exam compared to their peers.</p>	<p>Sir John Dunford's research stating that effective teaching disproportionately benefits disadvantaged pupils.</p> <p>Disadvantaged pupils tend to 'dip' more between the end of KS2 and the start of KS3, this gap then tends to widen throughout KS3/4.</p> <p>Disadvantaged pupils generally receive less support at home in terms of exam preparation,</p>	<p>Lead Practitioner and Assistant HoS have appraisal targets to do regular 'drop ins' assessing the quality of teaching and learning. HoS will continue to do this also.</p> <p>Using GL assessments in the first instance and then PP1 to identify the disadvantaged pupils who have dipped since KS2. Introduce form time intervention with SG and DB as well as some off timetable support.</p> <p>The same or higher expectations for our disadvantaged pupils with the practice paper program. Results will be emailed to parents every 2 weeks to promote parental engagement. HoS to review results fortnightly and discuss with teacher's underperforming pupils with a focus on the disadvantaged.</p>	<p>Head of Maths SLT</p>	<p>Termly reviews</p>
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2) Targeted support

The most effective ways of supporting disadvantaged pupils' achievement according to NFER research. These are:

- *Meeting individual learning needs – ‘schools provide individual support for specific learning needs and group support for pupils with similar needs’*
- *Deploying staff effectively by using best teachers to work with pupils who need most support and training assistants to support pupils' learning - using our best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning*

The process for identifying pupils for additional intervention is data driven and responsive to on-going evidence through robust assessment systems.

We will ensure that we use achievement data frequently to check whether interventions or techniques are working and will make adjustments accordingly. We will avoid using data retrospectively to see if something HAD worked.

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improved literacy results Yrs 7-8	Updated protocols for delivery of AR. All staff given processes sheet to follow and GH fully briefed as to English department expectations. Greater use of guided reading based on recently purchased group texts and much closer tracking of fortnightly data. GH supporting department by distributing data more regularly so that progress can be monitored through English lessons too. Tighter communication channels to inform parents being implemented so that	KS3 result data gap between disadvantaged and other.	Measure impact at key progress periods. Monitor use of class profiles for recognising and targeting underachieving pupils. HoD / Lead Practitioner drop ins, learning walks and observation cycles. Work scrutiny and moderation performed / organised by KS3 coordinator / HoS. HoD monitoring of DT records for non-completion of AR homework. HoD monitoring of AR data provided by GH.	HoD / Ks3 coordinator / Lead practitioner	Termly

	<p>communication is regular and beneficial to pupils. Time being built into department meetings to make positive phone calls home; any negative ones to be completed as necessary.</p> <p>KS3 lead providing greater opportunities for assessing progress at KS3, monitoring the use of the pathways and sharing advice on best practice for embedding the new feedback sheets. Literacy schemes created in collaboration with one another and success shared.</p> <p>Progress checks and regular use of feedback sheets will be used to monitor progress more effectively.</p>				
Improved literacy results Yrs 10-11	<p>All PP pupils accessing intervention regardless of Literature results at end of year 10.</p> <p>Use of data tracking sheets and regular assessments to target pupils for intervention.</p> <p>Regular requests made for form time intervention to ensure appropriate pupils' needs are being met.</p>	GCSE result data gap between disadvantaged and other.	<p>Monitor attendance records held by staff members for key sessions.</p> <p>Monitoring of communication home for pupils not attending key sessions (use of SIMs data) and increase levels of parental contact / engagement.</p> <p>Monitor progress through regular assessment</p>	HoD/SLT/Lead Practitioners	Termly (as a minimum)

	<p>Close liaison between AHT/HoD and Top Class tuition to ensure pupils are making progress during intervention.</p> <p>Regular discussion at department meetings of pupil achievement.</p> <p>Use of class profiles as working documents rather than reflective logs based solely on the progress periods.</p> <p>Book checks, work scrutiny and regular moderation of work timetabled to ensure progress is being made as well as ensuring consistency / accuracy across the department.</p> <p>Purchase of revision guides as a homework resource.</p>		<p>opportunities, implemented after specialist master classes / intervention sessions.</p> <p>Rigorous data tracking and discussion of all data at Red departmental Thursdays.</p> <p>Monitoring of effective use of class profiles to track classroom level intervention of key underperforming pupils.</p>		
Improved numeracy results Yrs 7-8	<p>Early identification of the disadvantaged pupils who need to catch up.</p> <p>Small group work with DB and SG during form time and off timetable focussed on weak areas identified in QLA spreadsheets and feedback from the GL assessments.</p>	<p>The gap between disadvantaged pupils and their peer's narrows from the GL assessments to the end of year exams.</p> <p>Disadvantaged pupils tend to dip between KS2 and the start of KS3 more than other pupils, these pupils need to catch up quickly.</p>	<p>Using GL assessments in the first instance and then PP1 to identify the disadvantaged pupils who have dipped since KS2.</p> <p>Introduce form time intervention with SG and DB as well as some off timetable support.</p> <p>Question level analysis after each exam to identify areas of weakness for each pupil, teaching adapted to focus on weaknesses of those pupils.</p>		

<p>Improved numeracy results Yrs10-11</p>	<p>Identified pupils selected for additional GCSE intervention based on findings from the fortnightly past paper program and PPEs throughout the year prioritising disadvantaged pupils. These pupils will work with DB after school in small groups on topics identified in QLA.</p> <p>Increase parental engagement to support in completion of fortnightly past papers to a high standard.</p> <p>Ensure disadvantaged year 11 pupils are as well or better prepared for the summer GCSE exam compared to their peers</p> <p>Period 6 sessions starting in week 2 of HT1. A big push for attendance of disadvantaged pupils.</p>	<p>GCSE result data gap between disadvantaged and other.</p> <p>Disadvantaged pupils generally receive less support at home in terms of exam preparation.</p> <p>Disadvantaged pupils are less likely to have a calm and clear working environment at home. We provide that in period 6.</p>	<p>After each PPE pupils will receive a detailed colour coded list of topics they have done well with and ones they have been unsuccessful with. This will be useful in ensuring the intervention is specific to the pupils' needs and filling the gaps.</p> <p>Results of fortnightly practice paper work will be emailed home to all parents. Letters sent home in week 3 of HT1 highlighting the importance of the work being completed to a high standard. All parents will be able to see the whole year groups' results (anonymously) as well to give perspective and create a 'competitive' culture.</p> <p>The same or higher expectations for our disadvantaged pupils with the practice paper program. Results will be emailed to parents every 2 weeks to promote parental engagement. HoS to review results fortnightly and discuss with teacher's underperforming pupils</p>	<p>HoD/SLT</p>	<p>Half Termly monitoring</p>
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			<p>with a focus on the disadvantaged.</p> <p>Ensure disadvantaged pupils are attending period 6 sessions, calling home non-attenders. The sessions are non-compulsory until HT3 but push hard for all PP pupils to attend.</p>		
	Form time numeracy programme	Activities designed to ensure mastery of the basics required to access GCSE courses. EEF endorses mastery techniques – moderate impact for very low cost. Particularly effective in very small groups of lower attaining pupils.	<p>Regular and detailed monitoring following attendance at specialist sessions.</p> <p>Devise a before and after mini-assessment task to assess form time numeracy skills based on the topics delivered every half term.</p> <p>Analyse these tasks to monitor success and impact.</p>	HoD	Half Termly monitoring
Improved Science results Yrs 7-8	High challenge homework program based on GCSE specification. With regular tracking and monitoring through exams, in class testing and teacher assessment. This will lead to a bespoke intervention program for underachieving PP pupils.	GCSE result data gap between disadvantaged and other.	Regular tracking and monitoring of homework and analysis of data input.	HoD	After each assessment.
Improved Science results Yrs 9-11	Form time Science programme.	GCSE result data gap between disadvantaged	Regular tracking, communication with staff	HoD	Regular tracking, communication with staff

	<p>Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1 / small group support during form time and after school. These sessions focus on mastery of key skills. EEF states that mastery learning has moderate impact for very low cost based on moderate evidence. Lower attaining pupils may gain more from this strategy than high attaining pupils by as much as one or two months' progress.</p> <p>Introduction of a high challenge intervention schedule which includes after school gap fill lessons and high quality revision materials timetable for independent study.</p>	and other.	and communication with parents / guardians.		and communication with parents / guardians.
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3) Other approaches

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
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Improved attendance rates	PWO employed to monitor pupils and follow up PA. Specific time allocated to monitoring of PP pupils. Implement new systems to reduce broken weeks. Attendance rewards system.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	All staff / pupils / parents /carers are made aware of the casual link between attendance and achievement. Attendance levels for all disadvantage pupils are prioritised along with CP/SEND, checked and acted upon. Systems are in place to make early identification of issue & need.	TH	Weekly/Half termly/Termly
	Attendance monitoring – a system of letters established to challenge attendance. Continued poor attendance to be challenged at a Governor's attendance panel.	Rationale – To raise the importance of attendance. The main purpose of the exercise is to have a 'challenging conversation' to ensure pupils understand the impact of regular absence.	HoY team to closely monitor attendance following letters and panel meeting.	TH	Weekly
Inclusion	Inclusion learning support established. 3 fulltime specialist members of staff to support the inclusion facility.	Rationale – A support facility created to better support pupils who have behavioural, social, and emotional needs. Focus learning around English, Mathematics and Science. Bespoke resilience lessons taught by trained staff.	Inclusion tracker spreadsheet	TH	Weekly/Termly Governors' meetings
	Inclusion for those close	Where pupils are at risk	St George's has	TH	Weekly SLT update

	to exclusion or alternative provision placement.	of permanent exclusion or are jeopardising the education of their peers, alternative arrangements will be made for their education within inclusion or off-site. Equally, alternative educational provision will be made for pupils whose health prevents them from attending the school. Evidence from the DfE regarding the destinations of pupils post-16 clearly indicates that those accessing alternative provision are statistically most likely to be a future NEET.	established close working relationships with main providers of alternative provision: Educational Diversity Alternative Centre TAZ Visits are carried out in addition to requesting termly progress reports.		Half termly reports.
Pastoral Support Structure	New posts created (HoY/AHoY)	Rationale – Posts created to reflect the growing complexities of pupil lifestyles and the increasing frequency of emotional wellbeing concerns amongst young people and the impact this can have on attendance / engagement with learning.	Appraisal targets focused on attendance and attainment. Feedback from staff, pupils and parents.	TH	Review of performance management targets. Governor's reports SLT reports on pupil engagement and attendance.
	External agencies	Personalised support for PP pupils can enhance	Only use accredited provider.	TH	Reviews completed after intervention. Behaviour

		self-esteem and resilience.	Evaluate the impact of initiatives with pupils and parents. Monitoring of attainment / attendance data. PSP Reviews.		and attendance data. Progress data.
	MyConcern	Coordinating a network of support through this system ensures all PP pupils have appropriate support from internal and external agencies.	Reports from MyConcern will show the impact of the safeguarding of PP pupils. This can then be linked to attainment using 4Matrix.	TH	Behaviour and attendance data. Progress data. Termly report from DSL. Governors report.
Raised aspirations that are well-informed and realistic, leading to further education and employment.	Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews.	EEF has very limited evidence on evidence of impact. Critically, they state that first evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills required to achieve them. Therefore, it is important for schools to focus on raising attainment.	Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. Pupils also receive a wide range of preparation activities for future life, including work-related learning activities, careers fairs, post-16 information sessions and outside careers events. This ensures disadvantaged pupils can make informed decision about their courses and choices and be very well prepared for their future lives beyond 16.	TM	Summer Term once year 11 guidance is completed Activities mapped in relation to Gatsby benchmarks of good practice using Compass Tracker. PP pupils prioritised as a matter of course. Wide range of careers activities to ensure all have 5 WRL encounters across school. Work experience additional funding to support additional placement support for disadvantaged.
	Enterprise activities: work experience, apprenticeship fairs, mock interviews)	The Gatsby Foundation's report, entitled 'Good Career Guidance' (2014) states that 'good careers guidance is important for social mobility' and provides extensive evidence that	Enterprise Programme will be advertised and communicated to all pupils and parents, with specific events being targeted at the disadvantaged cohort e.g. apprenticeship fairs	TM	Data regarding aspirations and future plans e.g. apprenticeship applications and college applications will be reviewed half-termly.

		young people from disadvantaged backgrounds are most likely to benefit from enterprise-related activities that raise their aspirations, especially those from families where there are low aspirations and a lack of positive role models.	and university tasters. Alumni from disadvantaged backgrounds who have had academic and career success will be invited into school to speak to pupils. Disadvantaged pupils will be targeted for additional support sessions offered by the local post-16 providers e.g. college application drop-in and advice sessions.		Destinations data will be analysed for this cohort in September each year.
Raised levels of parental support and increased exposure to positive role models.	Parents' information evenings Positive role models delivering their experiences during form time and collapsed time.	EEF: Moderate impact for moderate cost. Based on moderate evidence. Parental involvement is consistently associated with pupils' success at school.	Events will be calendared and advertised in a variety of formats. Review the use of home visits for attendance and behaviour issues. Parents of pupils in the disadvantaged cohort will be specifically targeted to ensure participation.	TM	Termly review of provision and engagement levels. Attendance at Parents' Evening. Parent questionnaires and surveys to ascertain suitability and quality of provision.
	Monitoring of attendance at Parents' evenings. Attempts made to arrange alternative visits with absent parents.			HoY	
Increased participation in enrichment activities and wider cultural opportunities in order to raise aspirations that are well-informed and realistic, leading to further education and employment.	Increase opportunity and participation in school / curriculum related visits and trips for PP pupils. Provide financial assistance to individual pupils where there is considerable hardship within the family to	The authors of the Effective Pre-school, Primary and Secondary Education (3-16) project report (2014) commissioned by the DfE, concluded that 'the current	Monitor termly participation of PP pupils and target those currently with the lowest rates to ensure fairness and parity of opportunity. Insist all pupils participated in trips are recorded on	TM	Termly reports Evolve system training required.

	<p>improve rates of participation.</p> <p>Track and measure participation rates over time of disadvantaged pupils in educational visits and extra-curricular activities, reporting termly to SLT and PP Coordinator.</p> <p>Encourage greater participation of disadvantaged pupils in educational visits, through the use of agreed School protocols regarding visits e.g.</p> <ol style="list-style-type: none"> 1. Advertising visits long in advance wherever possible, allowing parents to spread the cost and pay in instalments via ParentPay. 2. Ensuring that the parents of disadvantaged pupils are made aware of educational visits, by making phone calls home or personalised mailings. 	<p>capacity of pupils' families to support academic 'enrichment activities' had significant effects on total GCSE scores and on social- behavioural outcomes. Enrichment activities such as independent reading or being taken on educational visits outside the school predicted better mental well-being and 'improvements' from KS3 to KS4 for self-regulation. To promote pro-social behaviour, reductions in hyperactivity and anti-social behaviour, and higher academic attainment and progress.</p> <p>Tracking of disadvantaged pupils.</p>	<p>Evolve system</p> <p>Raise awareness of staff to PP pupils involved in trips.</p> <p>Form template for tracking PP involvement.</p>		
<p>Pupil Premium transients to perform in line with other pupils at St George's School.</p>	<p>Track and monitor the performance / attendance of transient PP pupils.</p>	<p>Tracking of transient pupils.</p>	<p>SIMs used to track and intervention placed into support PP transient pupils.</p>	<p>NK/TH</p>	<p>Attendance of transient PP cohort. SIMS intervention records. Progress data – termly</p>

					monitoring.
Action Independent review of PP	NLE to conduct internal review of PP expenditure using evidence and impact. Poverty Proofing to conduct a school wide review.	GCSE examination results demonstrate a gap between disadvantaged and other groups. Ofsted report, 2016	Key actions from the reviews used to reflect upon the school strategic plan.	CWE	GCSE results KS3 progress Attendance Behaviour Punctuality