

Pupil Premium Action Plan 2023-2026

Leadership and management				
Objective	Actions	KPI	Who	When
To ensure all staff are aware of the school's PP strategy	<ol style="list-style-type: none"> 1. Share the PP Statement with all staff 2. Staff PD session which refers to the statement 	All staff can articulate the school's PP strategy and evidence how it informs their roles.	ROU	<p>Shared with HODS on the 27th Feb 2023. Asking them to review and reflect with dept. PP session offered as one of the sessions on the 20th Feb 2023.</p> <p>NEW updated plan shared with all staff Jan 2024</p>
To provide greater clarity and accuracy of PP spend, and impact against this spend	<ol style="list-style-type: none"> 1. Work with Trust Finance to clarify PP budget and accounting 2. Introduce system that allows PP spend to be accurately allocated to specific interventions. Spreadsheet creation for the spend developed in order to track 	PP interventions are accurately costed and a cost v impact analysis is undertaken.	ROU with Julie Chubb (Finance) and Janina (TSAT)	December 2023
To ensure the PP budget is allocated in response to individual need	<ol style="list-style-type: none"> 1. Review generic spend on uniform/travel etc 2. Share PP entitlement document on website 	The PP budget is allocated to those students most in need.	ROU	On going
To ensure the performance of all PP students is regularly monitored so that timely support may be introduced as required	<ol style="list-style-type: none"> 1. Schedule meetings with each pastoral leader following every data entry point from Jan 2024. 2. Produce individual needs-led interventions in response to this data, this will include the building of case studies on the interventions and their impact for PP students 	Underperforming PP students are identified in a timely manner, leading individual support where appropriate. The impact of this support is regularly evaluated and responded to.	ROU HOY HODS	On going

	3. Evaluate impact of interventions which resulted from previous meetings			
To ensure the PP governor fulfils the requirements of this role	1. Meet with PP Governor to detail the roles and responsibilities of this position 2. Produce schedule of activities so that the above can be achieved	The PP governor robustly challenges the school's PP spend and actively questions and documents impact of each aspect of this spend on the outcomes of students.	ROU UND Governor	On going

Teaching and Learning				
Objective	Actions	KPI	Who	When
To ensure teachers respond to the needs of PP students in their class, so that their performance is at least in line with their peers	1. Staff PD session focussed on how best to support PP students in the classroom 2. Seating plans are strategic to ensure <ul style="list-style-type: none"> that PP students are sat with peers who can best support their learning that PP students are sat where teachers have ready access to them 3. Assessment for Learning strategies are in place in terms of questioning and feedback in lessons to ensure that PP students make inline or better progress than their peers.	Teachers have an acute awareness of the barriers to learning of PP students in their classes, and can articulate the support that is in place to support these students. Observations evidence that the positioning of PP students in the classroom allows teachers to easily monitor their work and progress. The outcomes of PP students are at least in line with their peers.	All teaching staff	On going
To ensure Heads of Department have a clear vision and plan to support the progress of PP students in their subjects	1. Evaluate progress of PP students following each data point. 2. Schedule Learning Walks and Work Scrutiny which specifically target PP students 3. Undertake student voice of underperforming PP students to identify barriers to learning in their subject 4. Regular feedback to teams regarding the findings of the above	HoDs can articulate their vision and strategy for supporting PP students in their subject areas – aligned to the school's PP statement. HoDs can evidence the impact of this strategy in their subject areas.	HODS	On going
To ensure teachers regularly communicate with parents of PP students, as appropriate, to identify barriers to progress and support the needs of PP students in their class	1. If parents evening appointments are not made, data manager contacts them to remind about the event. 2. Follow up with phone-call home to students who are PP and underperforming, to address concerns and identify possible barriers	Teachers regularly communicate with parents/carers of PP students where there are performance concerns. Barriers to progress are identified and addressed.	All teaching staff	On going

Pastoral				
Objective	Actions	KPI	Who	When
To ensure pastoral leaders and teams understand the support that individual PP students require in their year groups	<ol style="list-style-type: none"> 1. Scheduled meetings with each HoY following every data point to review progress and attendance data of PP students. Ensure all accessible data is utilised e.g. CATs tests, and insights shared with all teachers 2. Undertake student voice of underperforming PP students to identify barriers to learning in their subject 3. Review BFL data. Track and support PP students where BFL is not as expected. 	<p>HoYs can articulate the specific barriers that individual PP students experience. This is shared with all staff and leads to appropriate support.</p> <p>The impact of this support is regularly evaluated and responded to.</p>	ROU PAY HOY	On going
To maximise PP parental engagement with the school	<ol style="list-style-type: none"> 1. HoYs to ensure that parents evening appointments are arranged with PP students where there is an aspect of underperformance 2. Data Manager to contact parents/carers of all PP students who have not made Parents' Evening appointments, to encourage appointments. (copying in the HoY) 	There is high engagement with parents of PP students, particularly those that are underperforming.	ROU HOY BAR	On going

Attendance				
Objective	Actions	KPI	Who	When
To improve the attendance of PP students so that it is at least in line with peers	<ol style="list-style-type: none"> 1. Confirm the stepped procedure for challenging attendance 2. Ensure all communication with parents re attendance, particularly by Attendance Officer, is documented 3. Regularly evaluate the impact of PP attendance interventions and respond as appropriate 4. Confirm the school's response to term-time holiday requests and what follow-up is 	<p>The attendance of PP students improves so that it is at least in line with their peers.</p> <p>There is a consistent, robust, stepped process in place to respond to PP absence, which results in improved attendance. Where improvements do not result, adjustments are made.</p>	ROU PAY AIC HOY All tutors	On going

	expected should holiday be taken by PP students			
To evidence the support for hard-to-impact PP students	1. HoYs to develop case students for hard-to-impact PP students, indicating successes, challenges and all attempts to support	There is a clear understanding and appreciation of those PP students who the school has not managed to satisfactorily support, with evidence of attempts to support	ROU PAY HOY	On going