

+Pupil premium strategy statement

1. Summary information					
School	The Polesworth School				
Academic Year	2017-18	Total PP budget	£215,050	Date of most recent PP Review	Sept 2017
Total number of pupils	1558	Number of pupils eligible for PP (Y7-11)	230	Date for next internal review of this strategy	Jan 2018

2. Current attainment (2017)		
	Pupils eligible for PP (our school) Provisional data – Oct 2017	Pupils not eligible for PP (national average)
% achieving a strong pass 5+ in English and Maths (2016-17 only)	22.2%	39%
% achieving a standard pass 4+ in English / Maths (2016-17 only)	60%	63%
Progress 8 score average	-0.18	0
Attainment 8 score average	42.01	44.2

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.	On entry to Year 7, some students eligible for Pupil Premium have a Reading Age which is significantly lower than that of other Year 7 students. In addition, a number of PP students new to Year 7 have been identified as having Numeracy Ages which are significantly below their PP and non-PP peers. These are disadvantages which may seriously impede their progress.
B.	Literacy skills in Y8 - 11 students are on average, lower than their peers.
C.	The percentage of PP students entering Year 11 predicted to attain a strong pass grade in English and Mathematics is lower than the equivalent figure for non-PP students. This figure reflects slower progress rates among PP students when compared to their peers in these key subjects. This is of serious concern in terms of the potential destinations and life chances of PP students.
D.	Poor behaviour for learning among a very small number of students, some of whom are eligible for Pupil Premium, affects their academic progress. Behaviour for Learning and Attitude to Behaviour monitored through the school's tracker system indicates that some students eligible for PP do not score as highly as those who are non PP.

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

E.	Attendance rates for some Pupil Premium eligible students are below the school average. These students cannot access the curriculum if absent and therefore their learning is affected.
F.	Difficulties in their home lives are an issue for some of our Pupil Premium eligible students. Some struggle with a range of emotional and family issues, making it difficult for them to engage when in school.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved literacy and numeracy for Y7 students eligible for PP.	<ul style="list-style-type: none"> Reading age and numeracy age improvements ahead of chronological expectation as measured in RA and NA re-

		<p>tests.</p> <ul style="list-style-type: none"> • Termly tracked progress in English and Mathematics is as good for PP students as for others – in terms of proportions making expected and beyond expected progress.
B.	Improved literacy for Y8 students eligible for PP	<ul style="list-style-type: none"> • Literacy Skills monitored on the 'Accelerated Reading programme for PP students are in line with those of other students.
C.	Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	<ul style="list-style-type: none"> • Tracked rates of progress of PP students is better than that of other students in their cohort. Where it is not, department-level interventions take place (monitored by Heads of Departments and Raising Standards Leaders.)
D.	That Pupil Premium eligible students' behaviour is very good.	That Pupil Premium eligible students have positive 'Behaviour for Learning and Attitude to Learning percentages
E.	That Pupil Premium eligible students' attendance is in line with the school average.	<p>That Pupil Premium eligible students' attendance overall is at least 95%.</p> <p>That the number of Persistent Absentees among Pupil Premium eligible students, is reduced and in line with the school average.</p>
F.	That Pupil Premium eligible students have a positive support network in school via Student Services and the pastoral care team, and the AHT Pupil Premium	<p>That new optional intervention support systems are used regularly to support Pupil Premium eligible students.</p> <p>That Pupil Premium eligible students receive more Vivos from pastoral staff than they did in the previous academic year.</p>

5. 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					
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?
Improved levels of curriculum engagement for all Y7 students including those eligible for Pupil Premium.	Half-day <i>Learning4Life</i> event for Year 7 students to introduce them to study methods and revision techniques.	We are concerned that students should develop study habits quickly. Staff consultation identified particularly important strategies which we seek to pursue. Self-regulation rates highly (+8) in the EEF Toolkit.	Event to be planned and delivered by experienced teachers. The event has run annually and is amended following evaluations by staff and students. Evaluation will follow the event to inform potential improvements.	AHT Teaching School DHT Student Progress	October 2017, May 2018
Students in Year 11 who are eligible for PP are fully and equally prepared for the GCSE/KS4 exams	One-day Revision Conference for Year 11 students. Focus: aspects of revision and examination preparation.	We consider it important to reinforce, in a high profile way, the skills and strategies which we encourage students to use. The event is timed to give a boost to students' motivation to study hard in preparation for final examinations. Self-regulation rates highly (+8) in the EEF Toolkit. Materials are provided.	Event led and delivered by experienced and senior teachers. High profile is given to it to emphasize the importance of the message. Provision of conference-style facilities and resources are intended to add to this effect. Evaluation will follow the event to inform potential improvements.	DHT Teaching and Learning	April 2018
Improved levels of Quality First Teaching in the classroom for PP students / Increased engagement, progress and attainment of boys including boys eligible for PP	CPD on Teaching and Learning Toolkit throughout the year. CPD focus on Raising attainment and progress in boys delivered by Gary Wilson	These are priorities for the whole school in order to increase levels of progress, engagement and attainment at all key stages. The training specific to Boys' attainment was delivered by educational specialist, Gary Wilson. We devoted some PP money to this as an effective way of improving standards for all, including those students eligible for PP	Staff evaluations follow the training. Department action plans were produced to reflect upon practical ways of using techniques learned. Any lessons of value will be built into the current whole-school review of targets and assessment and used to inform SLT in strategic plans.	DHT Teaching School & AHT Teaching School Headteacher	July/Sept 2018
Total budgeted cost					5000

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?
Improved levels of literacy and numeracy for Y7 students eligible for PP.	PIXL Code programme for improving literacy. The Maths Numeracy Intervention programme in operation for selected Year 7 students	Base line tests in Readings and Mathematics indicate that small numbers of students are below national reading and maths averages and need intervention to support their access to the curriculum. The benefits of the synthetic phonics approach include students learning to blend sounds, segment words in order to spell them and to learn them systematically.	PIXL Code lessons follow a programme of resources. Students are placed according to skills tests to ensure appropriateness of provision in either comprehension or decoding or both. Reading and Numeracy tests measure before and after the intervention programmes to evaluate success	Head of Inclusion Department Head of Mathematics	December 2017 April 2018 July 2018
Improved levels of numeracy for Y7 and Y11 students eligible for PP/ Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	Small-group intervention and 1:1 interventions in Mathematics and English	A tried and trusted method, delivered by a teacher of mathematics and/or the specialist intervention teacher. Small group tuition scores +4 in the EEF Toolkit.	Lessons are delivered according to individual/small group need by a specialist assistant. Frequent assessments of student progress to inform tracking. Results of these students compared with peers for evaluation.	Heads of Mathematics and Inclusion Departments	January 2018 April 2018 August 2018
Improved literacy for Y8 students eligible for PP	Peer tutoring programme involving Year 12 and Year 8 students using the 'Accelerated Reading Scheme'	Peer tutoring scores highly in the EEF Toolkit (+5). The school has a strong tradition of giving older students opportunities for leadership, e.g. as prefects, bully-mentors, Voice members	The programme is coordinated by a member of the English dept team in conjunction with the Head of English Department. The dept has a track record of initiatives which successfully engage students. Evaluation will be by mentor feedback and retesting	English dept coordinator Head of English Department	April 2018 July 2018
Improved numeracy for Y7 students eligible for PP	Peer tutoring programme involving 'Most able' Year 10 students in Maths and Year 7 students	Peer tutoring scores highly in the EEF Toolkit (+5). The school has a strong tradition of giving older students opportunities for leadership, e.g. as prefects, bully-mentors, Voice members Y7 students also build positive relationships with older students.	The programme is run by the Maths dept coordinating with the AHT for PP and Inclusion Dept. The Maths dept have a track record of successful intervention programmes which utilise peer mentoring. Evaluation will be by mentor feedback and retesting.	Lead Practitioner in Maths AHT Pupil Premium	Jan 2018 onwards

Improved levels of literacy and numeracy for students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers.	1 to 1 tuition in English and Mathematics. Academic mentoring to support all subjects. Y10 involvement in the Summer Term	Results from a 1 to 1 tutor system we have run in school over the last few years were very encouraging in terms of Literacy Skills for Learning measures and in terms of positive outcomes in English and mathematics for many students. Student feedback on Academic Mentoring is highly positive focusing on motivation and belief and approaches to revision	The programme is delivered by qualified and highly experienced teachers who are contracted to the school explicitly for this purpose. Evaluation is by student feedback and increased levels of attainment	Head of Inclusion Department AHT Pupil Premium	January 2018 April 2018 August 2018
Students in Year 11 who are eligible for PP make faster progress in English, mathematics and science than their peers	Daily 1 to 1 intervention sessions in English, Maths and Science	A tried and trusted method. 1 to 1 tuition scores +5 in the EEF Toolkit	The sessions will be delivered by qualified teachers of English and mathematics including the English and Science intervention tutors. Skills will be taught on a personalised basis, according to individual students' needs. Evaluation will be on the basis of tracked grades measured against rates of expected progress.	Heads of English, Mathematics and Science Lead practitioners in Maths and Science AHT Pupil Premium	April 2018 August 2018
Improving Y9 study skills and approaches to revision through note - taking	Workshop led by the Elevate team, an educational provider, for all Y9 students in October 2017	The Elevate Education Programme 'Kick Start to Study Skills' is a new initiative recommended to support students beginning KS4 courses in their approach to reading and note taking.	Two workshop sessions delivered to half of Y9 in each session. Students provided with work booklet. Evaluation based on student and staff feedback	AHT Pupil Premium	Jan 2018
Raising aspiration and motivation for boys in Y11 (Incl key PP students)	Workshop led by the Elevate team for 30 boys in Y11 in October 2017	This Elevate Education Programme was trialled last year with positive reviews from the students. The aim is to raise aspirations and belief in boys.	Workshop – 'Student Elevation' focuses on belief, goal setting and short term planning. Evaluation by student evaluation/feedback and increased engagement in lessons/subjects	AHT Pupil Premium	Jan 2018
Raising aspirations of boys by working with families of students in all years	Parents' presentation on 'Raising Boys' aspirations and achievements' delivered by educational professional, Gary Wilson.	An exciting presentation based on current good practice and educational thinking urging parents to embrace a positive, aspirational outlook in their interactions with boys regarding school and life.	Letters sent home to invite parents to the evening in October. This will be followed up by phone calls. Refreshments will be provided	AHT Teaching Schools	April 2018

Raising aspiration and motivation for KS3, PP students enabling increased levels of participation and progress	Creation of a KS3 'Buzz Board' in the staff room to celebrate students' achievements and wider interests allowing staff to build improved relationships and increased engagement in lessons	We want to ensure that students' achievements and interests are celebrated and shared to create a positive, aspirational outlook in their interactions with adults in school.	Display board situated in the staff room with key student photos to be changed each half term allowing staff to comment positively on them. Information is shared between staff.	AHT Pupil Premium	Dec 2017 on-going
Ensuring improved engagement with day to day curriculum through providing equipment	Basic stationery and equipment provided to PP students in lessons to ensure learning and equality of provision	Some students do not have the basic equipment to engage with the learning as they arrive at lessons. This can be disruptive at the start of lessons and demotivating to some students. Pencil cases will be provided with basic equipment to allow student engagement.	Basic stationery and pencil cases have been provided to staff for identified students in lessons.	AHT Pupil Premium	Oct 2017 on-going
Students make progress based on formative feedback on their work	The School's marking policy requires that ex books/work from students eligible for PP are marked before other books/work.	The marking policy requires staff to focus on students eligible for PP and to mark both positively and formatively with clear ACTs to develop their work. There is also a clear emphasis on literacy marking across all subject areas.	Teachers, Heads of Dept, Raising Standards Leaders and the Leadership team are all responsible for monitoring marking and policy throughout the school. Regular work trawls occur in depts and students' work and progress is monitored to allow necessary interventions to take place both in and out of class.	Heads of dept RSLs SLT	On-going
Ensuring that financially disadvantaged PP students are supported with academic visits/trips and revision materials	Financial support for PP students is allocated on a needs basis and prioritised to curriculum essential visits. Financial support for key revision guides: English, Maths and Science, Technology, Business St, RS, PE, History and Geography	Some student families need support in accessing all curriculum areas. We want to ensure that all students receive an inclusive education and that specific curriculum needs are met.	Extra financial support is negotiated with individual families when requested either directly or through the HOH.	AHT Pupil Premium	Annually /on-going

<p>Improved attendance rates</p>	<p>Tutor time withdrawals for Pupil Premium eligible students to discuss attendance, address worries, provide support and set targets. All students who attend and engage receive Vivos.</p> <p>Structured interventions planned for when attendance dips to key levels – At 95%, 92%, 90% or below. Series of interventions including phone calls, meetings and targets, ultimately leading to prosecutions if necessary. ACE team meetings with students to discuss attendance targets</p> <p>Celebration lunch invitations will be given to all Pupil Premium eligible students whose attendance improves.</p> <p>Positive attendance rewards will be given to students who engage with improved attendance.</p>	<p>We need students to attend to keep them safe and to ensure they achieve their potential.</p>	<p>Intervention Plan agreed at a full pastoral leaders' meeting which included all necessary support staff.</p> <p>Fortnightly meetings between HOHs and SLT link to have a standing item agenda on PP eligible students, where data is analysed and actions agreed.</p> <p>Regular monitoring by the Deputy Head to ensure agreed systems and interventions are being followed.</p> <p>Rewards might be vouchers, Music lessons, vivos etc</p>	<p>DHT Relationships AHT Student Welfare</p>	<p>Half termly</p>
<p>Targeted mentoring builds stronger support networks and builds confidence and security</p>	<p>Morning drop-ins before school for tea and toast, providing time to relax, receive support for organisational issues and to engage in informal chat with Pastoral Support Managers/Youth</p>	<p>We need students to feel that if they have concerns about homework, or having the correct equipment for example, they have people they can turn to before school starts to help them solve those problems. Students who feel worried about school are less likely to attend and if they do, are less able to engage. This removes that</p>	<p>As above, the Intervention Plan was agreed at a full pastoral leaders' meeting which included all necessary support staff.</p> <p>Fortnightly meetings between HOHs and SLT link will regularly look at the progress of Pupil Premium</p>	<p>DHT Relationships AHT Student Welfare</p>	<p>Half termly</p>

	Worker and Attendance Clerk.	barrier.	eligible students in terms of their general well-being, attitude, behaviour and attendance.		
Improved decision making for Y8 PP students when choosing KS4 courses	Y8 PP students will be involved in 1:1 interview discussions to better inform their KS4 course choices/pathways	We want students to feel that they can make informed and appropriate KS4 course decisions which will suit their needs and allow them to achieve their potential in Y11.	Students will meet with four key staff to discuss KS4 choices, career plans etc to support their decisions. This will take place during tutor times.	AHT Pupil Premium DHT Student Progress Head of Inclusion dept Inclusion manager	April 2018
Total budgeted cost					122, 600

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?
Behaviour is improved	<p>The school's Behaviour Response System is followed for all Pupil Premium eligible students. This ensures that they know exactly what consequences follow for misbehaviour and can see that it is fair.</p> <p>Students are mentored by their tutors or co-tutors when they have received detentions, thus providing the opportunity for Pupil Premium eligible</p>	As Ofsted have identified, relationships are 'a strength' in the school and this strategy capitalises on these relationships, taking a positive approach to intervention, at every opportunity, while still maintaining high standards via consistent application of the Behaviour Response System.	<p>As above, the Intervention Plan was agreed at a full pastoral leaders' meeting which included all necessary support staff.</p> <p>Fortnightly meetings between HOHs and SLT link will regularly look at the data for Pupil Premium eligible students, analysing detention, internal exclusion and fixed term exclusion data. Skills for Learning data such a behaviour and motivation will also be analysed..</p>	DHT Relationships AHT Student Welfare	Half termly

	<p>students to receive personalised support and to agree strategies to manage potential misbehaviour.</p> <p>Pastoral Support Managers and Youth Worker to provide bespoke counselling and mentoring for Pupil Premium eligible students who are struggling to manage their behaviour.</p> <p>All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.</p>				
All (A-F)	AHT with specific remit regarding students eligible for PP. Provision of support from Learning Support Manager and Inclusion Department Administration.	Provision for students eligible for PP has been historically organised and delivered across the school by a number of different department and house teams. Provision is now under one lead in order to provide ever greater focus for our work.	The post has been filled by an existing senior leader in the school who has a strong track record for raising standards of progress and attainment. Evaluation will be by means of Performance Management systems and student outcomes.	Headteacher AHT Pupil Premium	September 2017
Total budgeted cost					10, 000

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all and 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
Improved levels of curriculum engagement for all Y7 students including those eligible for Pupil Premium.	Learning 4 Life workshops	Excellent engagement by Y7 students which provided a clear start to academic techniques which students will encounter at secondary school eg note taking techniques, mind-maps, flash cards, memory and reading techniques	We intend to repeat the programme in 2017	Staff time Materials
Students in Year 11 who are eligible for PP are fully and equally prepared for the GCSE/KS4 exams	Y11 Revision Conference	Again, excellent engagement by students in the lead up to their exams teaching a variety of revision methods	We intend to repeat this highly successful programme but it will be timetabled earlier in 2018 to 'kick start' the focus on exams.	Staff time Materials
CPD focus on 'Growth Mindset'	Full day workshop for all staff on theories of Growth Mindset and teaching techniques	Excellent engagement by all staff and techniques used by staff in lessons with students. Assemblies also had Growth Mindset focus	Focus on Quality First Teaching CPD in 2017 – 2018 aimed at raising the quality of teaching and learning in the classroom in our on-going focus on excellence at The Polesworth School.	£440
Improved levels of literacy and numeracy for Y7 students eligible for PP.	Corrective Reading and Corrective Numeracy schemes in operation for selected Year 7 students	The average Reading Age gain for students on the two month Reading scheme was 8.5 months over an 8 week intensive course. The Corrective Numeracy scheme didn't run because of staff resignation. Given the low starting points of these cohorts, the schemes can be considered to have been successful.	The additional impact of the Reading scheme was supported by a home-reading programme operated by the English Department. In 2017 -2018, we intend to adopt the PIXL code phonics scheme as a more forensic response to developing reading competency. This will be a slower, more process but will create less disruption to lessons. The Maths dept will adopt a different approach to increasing numeracy – see planned interventions.	Staff time Materials
Improved levels of literacy and numeracy for Y8-Y11 students eligible for PP.	2 to 1 tuition	Positive impacts were obtained in terms of Literacy Skills for Learning in-school measures and in terms of positive outcomes in English and mathematics for many students.	Those students who attended most often were the students who gained most. Timing was an issue for many – the sessions included withdrawal from some other lessons, which was not desirable, particularly for Year 11 students. We will continue with this approach but supplement it for Year 11 students with a more concentrated 1 to 1 scheme which will rotate through the	

<p>Improving engagement of PP eligible students</p>	<p>Academic mentoring from teachers and a dedicated Learning Support Manager</p>	<p>Positive impacts for all but the most persistent absentees. Some attitudinal and behavioural improvements for some students. Increased parental attendance at Parents' Consultation Evenings.</p>	<p>timetable.</p> <p>The issue with this was that those students who benefited most were those who were not the worst attenders. More focus this year on boosting the attendance of the most persistent absentees will increase the impact of this initiative.</p>	<p>Staff time Materials</p>
<p>Improving the attendance of PP eligible students</p>	<p>Fortnightly meeting with Attendance Officer</p> <p>Letters, phone calls, parent meetings as appropriate for low attendance</p> <p>Vivos for improved attendance to be used against Prom tickets, year book</p> <p>Postcards home for improved attendance</p> <p>Tutor intervention for students between 92-95%.</p> <p>Regular updates at Welfare meetings.</p> <p>Tutor intervention and update of details to be an agenda item in welfare meeting on a termly basis.</p>	<p>The success criteria of 'The attendance of Pupil Premium eligible students is to be at least in line with whole school average', was not met. However, this was in part due to a very small group of high needs students who, despite considerable intervention, we could not consistently get into school.</p> <p>There is evidence to suggest that had the listed interventions not taken place, the gap between Pupil Premium eligible students and non- Pupil Premium eligible students would have been wider.</p>	<p>There was some inconsistency in the application of the actions and therefore the revised strategy builds in increased consistency by having a strict timeline of when interventions occur. For example, every student will receive a letter home in the second week of term if their attendance is below 95% as opposed to just selected students receiving the said letter.</p>	<p>Staff time Materials</p>

<p>Improving engagement of the families of PP eligible students</p>	<p>Tutor/HoH/AHoH to contact parents of PP students to highlight positive issues, resulting in relationship building with families, leading to easier and more beneficial 'learning-centred conversations' if and when the time comes.</p> <p>'Growth Mindset' workshop led by Robin Lander</p>	<p>The success criteria of 'Families of Pupil Premium eligible students to be contacted by the school for 'learning-centred conversation' at least once a term', was partially met.</p> <p>Evaluations from the workshop were very positive and students said they felt positive benefits at home</p>	<p>Again some inconsistencies in that while many parents of Pupil Premium eligible students spent a considerable amount of time in school working with the pastoral team to engage their child(ren), there were others who were not seen or not seen as regularly as planned, partly due to the investment of time in the higher needs students. The revised strategy will ensure conversations take place about all Pupil Premium eligible students over the year and not just focusing on the highest need students</p> <p>'Growth Mindset' workshop for parents was fairly well – attended. However, for the planned workshop on 'Raising Boys' attainment' in Oct 2017, we will invite families from all year groups.</p>	<p>See above</p>
<p>Creating an equality of opportunity for students eligible for PP</p>	<p>Providing basic classroom equipment/ financial support for curriculum essential trips/ revision guides/ pastoral requests for uniform / music lessons</p>	<p>The provision of basic equipment was positively received by both staff and students and will be implemented again next academic year.</p> <p>In 2016 – 2017, there were approx 23 incidents of financial support for curriculum visits; support was also provided for travel assistance, school uniform and PE kit. Revision Guides were provided in Science and other subject areas where requested.</p> <p>A small number of students were supported with Music lessons.</p> <p>One student was supported with English language tuition to support access to the curriculum and exam papers</p> <p>A few students received counselling for traumatic events</p>	<p>The provision of basic equipment and support for PP families will continue on an individual needs basis.</p>	<p>£9,591.42</p>

i. 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
Improving the behaviour of PP eligible students	<p>Issue tutors with latest Pupil Premium eligible student details to use in mentoring sessions and tutor periods</p> <p>Liaison with Pupil Premium co-ordinator to agree strategies</p> <p>Moderation of Pupil Premium eligible student target setting through HoH/AHoH drop-ins with a focus on study skills and social skills</p> <p>Tutor intervention and update of details to be an agenda item in welfare meeting on a termly basis.</p> <p>Reminder about Vivos during termly Pupil Premium agenda items.</p>	<p>The target of 'The numbers of detentions and exclusions per Pupil Premium eligible student to be in line with or lower than whole school rate' was met in term of exclusions and not met in terms of detentions. However, the gap was not significant.</p> <p>The second target of the number of Vivos awarded to Pupil Premium eligible students to be in line with or higher than whole school average was also not met but the gap was again very slight.</p>	Again, the revised strategy tightens up on the good ideas in the previous strategy by setting clearer actions. Rather than stating that Pupil Premium eligible students will receive more Vivos, the revised strategy states that every Pupil Premium eligible student who attends an attendance discussion or a before school drop-in will automatically receive Vivos.	Staff time Materials

<p>Reducing exclusions among PP eligible students</p>	<p>Use of tutor and HoH Report if behaviour deteriorates</p> <p>Email teaching staff for update on behaviour issues</p> <p>Speak to 'at risk' students weekly and during mentoring time about detentions and reasons</p> <p>Monitor detentions and reasons weekly and intervene where required</p> <p>Tutor intervention and update of details to be an agenda item in welfare meeting on a termly basis.</p>	<p>The success criteria of 'The number of exclusions per Pupil Premium eligible student to be in line with or lower than whole school rate', was met. 14 Pupil Premium eligible students were excluded and 46 non- Pupil Premium eligible students were excluded in 2016 – 2017.</p>	<p>This approach will continue but inconsistencies will be tightened up.</p>	<p>Staff time Admin/ Materials</p>
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7. Additional detail

In 2016 – 2017, the schools' P8 figure for students eligible for Pupil Premium was affected by some poor attendance of 3 students who had a range of significant needs. In all cases, the school put interventions in place.

A further 3 HA students disengaged in Y11 despite interventions, individual meetings and 1:1 support and under-performed affecting the overall P8 total for PP students; they did, however, achieve good passes at GCSE.

