

Pupil Premium Strategy Statement 2020 -2021

1. Summary information					
School	The Polesworth School				
Academic Year	2020-21	Total PP budget allocated by school (April – March) Received from ESFA - £221,083	£235,347	Date of most recent PP Review	June 2020
Total number of pupils Y7 - 13	1553	Number of pupils eligible for PP (Y7-11)	259(actual)	Date for next internal review of this strategy	Dec 2020

2. Current attainment (PP Results 2019)	
Measures	Pupils eligible for PP (our school) Oct 2020 (Centre Assessed grades)
Progress 8 score	0.05
Attainment 8 score	41.03

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Literacy skills in Pupil Premium students are, on average, lower than their peers.
B.	Numeracy skills in Pupil Premium students are, on average, lower than their peers.
C.	Aspiration among a small number of students, some of whom are eligible for Pupil Premium, affects their academic progress.
D.	Poor behaviour for learning among a very small number of students, some of whom are eligible for Pupil Premium, affects their academic progress.
External barriers (<i>issues which also require action outside school</i>)	
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. Some struggle financially, making school engagement more challenging.

3. Desired outcomes		Success criteria
A.	Improved literacy for Pupil Premium students, particularly in year 7 and year 8.	<ul style="list-style-type: none"> Literacy Skills monitored on the 'Accelerated Reading programme (Y8) for PP students are in line with those of other students. Termly tracked progress in English is as good for PP students as for others – in terms of proportions making expected and beyond expected progress. Y11 PP students make improved progress in English through small group tuition and other intervention strategies.
B.	Improved numeracy for Pupil Premium students	<ul style="list-style-type: none"> Tracked progress in Mathematics is as good for PP students as for others – in terms of proportions making expected and beyond expected progress. Y11 PP students make improved progress in Maths through small group tuition and other intervention strategies.
C.	Improved levels of aspiration amongst Pupil Premium students	<ul style="list-style-type: none"> Tracked Attitudes to Learning show improved engagement in lessons
D.	That Pupil Premium eligible students' behaviour is very good.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> That Pupil Premium eligible students' attendance overall is at least 95%. That the number of Persistent Absentees among Pupil Premium eligible students is reduced and in line with the school average.
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 That Pupil Premium students can engage with school such as by accessing visits, extra-curricular activities, uniform, breakfasts etc.	<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 praise and rewards from pastoral staff than they did in the previous academic year.</p> <p>Case studies of show PP students overcoming barriers to achievement with support</p>

Actions to address barriers:

Desired Outcomes A - Literacy	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
Improved literacy skills for Y7 & Y8 students including those eligible for PP	Y7&Y8 students to access the 'Accelerated Reading Scheme' throughout the year to improve reading skills allowing greater access to the curriculum.	Improved reading ability allows students to access the whole curriculum. Accelerated reading scheme is a recognised programme to support literacy and annual progress reports indicate overall progress of the year groups.	The programme is coordinated by the Library Resources Coordinator in conjunction with the English Department. It is delivered by the Library Resources Coordinator in the Study Centre. The library team has a track record of initiatives which successfully engage students.	English dept coordinator Head of English Library Resources Coordinator	Initial reading tests in English establish base lines followed by Star tests over the academic year as part of the Accelerated Reading programme. Results fed back to class teachers and HOD by Study centre/library.
Improved literacy skills for Y8 students including those eligible for PP.	Y8 students to access the PIXL code phonics course throughout the year to improve reading skills allowing greater access to the curriculum	Improved reading ability allows students to access the whole curriculum. The PIXL code programme will be targeted at students who have a reading age below 9.6 years. In Y7 this is targeted through Premium Catch up	The programme is coordinated and delivered by the Inclusion dept in liaison with the English Department. Results from the first use of PIXL code showed excellent gains in reading ages	Head of Inclusion Inclusion Managers TAs	Review through tests at key points over the year and a final reading age test at the end of the programme.
Improved levels of literacy and numeracy for students in Year 11 who are eligible for PP to facilitate progress in English and mathematics in line with their peers. Y 9/10 students involved in programme from Spring/Summer term to make increased progress	Small group Tutor Programme involving tuition in English and Mathematics. Focus on Y8, Y9, Y10 and Y11. Academic mentoring within sessions for Y11 to support all subjects.	Results from a 1:1 and 2:1 tutor system we have run in school over the last few years were very encouraging in terms of Literacy Skills for Learning measures and 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 A tried and trusted method. 1 to 1 tuition scores +5 in the EEF Toolkit	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 Organisation through liaison with Heads of maths and English	Head of Inclusion Head of English AHT Pupil Premium	Student Voice – discussions with students involved Use of English paper question analysis Tutor analysis of student improvements

Improved levels of literacy for Y7 to Y11 incl students eligible for PP. Students who are eligible for PP make progress in English in line with their peers	Small-group intervention in English sometimes during lessons to target individual needs.	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/English staff. Frequent assessments of student progress to inform tracking. Results of these students compared with peers for evaluation.	Heads of English English tutor linked to dept Inclusion Department	Review of English interventions through use of PPEs/Walking Talking Mocks, end of year exams Calendared assessment points used to provide overall progress measures
Improved levels of Oracy and tier 2 vocabulary	Oracy session within tutor time within the School of Character programme to allow students to discuss topics and debate leading to increased vocal confidence and acquisition of cultural capital.	An area of focus with the curriculum is to increase students' use of tier 2 vocabulary and ability to express themselves vocally. The varied Oracy programme allows students to a diverse range of topics with increasing fluency and thought.	Prepared Oracy sessions once a week based on a variety of topics – Art, architecture, current events, politics etc	School of Character team AHT Pupil Premium (with responsibility for School of Character)	Review of School of Character programme through student voice, tutor evaluation, internal monitoring

Desired Outcomes	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
B - Numeracy					
Improved levels of numeracy for Y7 -11 students and those eligible for PP	Maths intervention tutor deployment in targeted maths lessons to support students most in need of numeracy support and intervention.	Increased staffing allows for small group interventions, 1:1 teaching and in-class, whole group support.	Maths intervention and support tutor deployed within key classes in Maths Monitoring by Maths staff	Head of Mathematics	Calendared assessment points to monitor progress Use of tests/ PPEs
Y8 students in Maths including students eligible for PP make improved progress in Maths	Additional teaching groups in Maths in Y8 to reduce class sizes	Y8 identified as a key year in KS3 – smaller class sizes will allow greater teacher/student interaction and intervention.	Curriculum changes to allow more classes in Y8.	DHT Curriculum	Calendared assessment points to monitor progress Review of curriculum at the end of the academic year.
Improved levels of literacy and numeracy for students in Year 11 who are eligible for PP to facilitate progress in English and mathematics in line with their peers.	Small group Tuition Programme involving tuition in English and Mathematics. Focus on Y8, Y9, Y10 and Y11. Academic mentoring within sessions for Y11 to support all subjects.	Results from a 1:1 and 2:1 tutor system we have run in school over the last few years were very encouraging in terms of Literacy Skills for Learning measures and 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 a qualified and highly experienced teacher who is contracted to the school explicitly for this purpose. Evaluation is by student feedback and increased levels of attainment Organisation through liaison with Heads of maths and English	Head of Inclusion Head of Maths AHT Pupil Premium	Student Voice – discussions with students involved Use of baseline test for Maths intervention Tutor analysis of student improvements
Improved levels of numeracy for Y7 to Y11 incl students eligible for PP/ Students who are eligible for PP make progress in mathematics in line with their peers	Small-group intervention in Mathematics as needed during lessons to target individual needs.	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/maths staff. Frequent assessments of student progress to inform tracking. Results of these students compared with peers for evaluation.	Head of Mathematics Maths Intervention teacher	Review of Maths interventions programme through re testing/use of PPEs/end of year exams Calendared assessment points used to provide overall progress measures

Desired Outcomes C - Aspiration	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
Increased engagement, progress and attainment of students including those eligible for PP	Staff CPD focus on 'Rosenshine's Principles of Instruction' within the classroom to support learning and retrieval practices and the 'Restorative' Behaviour system'	2019 -2020 School attainment and progress data indicate gaps in key groups such as boys and PP; narrowing these gaps is part of the school's action plan. The CPD continues discussion of a knowledge curriculum, Metacognition and retrieval practices. We will devote some PP money to this as an effective way of improving standards for all, including those students eligible for PP.	Staff evaluation following events. Department action plans produced to reflect upon practical ways of using techniques learned. This is used to inform SLT in strategic plans.	DHT Teaching School AHT Teaching School AHT Behaviour	Calendared assessment points Review to use progress data, behaviour to learning and attitudes to learning
Students in Year 11 who are eligible for PP are fully and equally prepared for the GCSE/KS4 exams	Exam preparation and Revision strategies delivered through School of Character programme:	We consider it important to reinforce, in a high-profile manner, the skills and strategies which we encourage students to use. The session are timed to coincide with PPEs and 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.	Sessions provided for staff through the School of Character programme by experienced member of staff. Evaluation will follow sessions to inform potential improvements.	AHT (Pupil Progress) DHT (Curriculum) SoC Corrdinator	Student Voice following revision programmes Tutor evaluations of the material
Encouraging students eligible for PP to engage in the student leadership roles within the school to promote pride and ownership	Opportunities for student leadership roles through Y11 Prefects, Peer Mentoring, Student Council, Sports Leaders etc	We want students to feel that they can make a difference in the life of the school engaging with other students and processes which will instil character values.	Teachers, tutors, pastoral staff to actively encourage students to engage with leadership roles. Cross – year group work unable to continue under Covid 19 restrictions for the present.	AHT PP AHT Welfare Pastoral staff	Monitor the number of disadvantaged students engaging in student leadership roles/ Sharing of information with pastoral teams and tutors.

Raising aspiration and motivation for KS3, PP students enabling increased levels of participation and progress.	Use of the 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	Feedback to HOH following each half term display.
Raising aspiration and understanding for future success through the Careers programme	All students able to access careers programme. Y11 students eligible for PP interviewed at the start of Y11 with individual plans and re- interviewed later in the year. Future Pathways morning to provide post 16 guidance for Y11 students	We want to ensure that the quality of careers information, education, advice and guidance allows disadvantaged students to make good choices and be aspirational.	Implementation through School of Character programme and the Future Pathways morning in October. Individual interviews arranged throughout year and individual plans completed. Assemblies used to deliver information throughout the year.	Careers Education Officer HOY 11 AHT PP	Monitor programme Y7 – 11 Destinations Post 16 and post 18 Student evaluations of meetings/advice/opportunities Individual Careers plans
Raising aspiration and understanding for future success through work experience	Y10 students to access work experience This event may not happen under Covid 19 restrictions.	We want to ensure that the quality of careers information, education, advice and guidance allows disadvantaged students to make good choices and be aspirational.	Support and guidance through Y10 leading up to the work experience placement. Assemblies used to deliver information throughout the year. This event may not happen under Covid 19 restrictions.	Careers Education Officer HOY 10	Monitoring of placements Employers' assessments Student evaluations
Raising individual motivation through the school's Rewards system	Rewards system: Recognition Boards in all classrooms Merits, cards, postcards, texts, phone calls, Meet the Head	We want to ensure that students feel valued, respected and rewarded for excellent work and attitudes	Staff training on the new systems and expectations Monitoring of rewards	AHT Behaviour	Staff and student voice Monitoring Rewards allocated to students and evaluation of systems based on results Evidencing the use of Recognition Boards

	Celebration assemblies				
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Desired Outcomes D - Behaviour	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
Behaviour is improved so that students can make improved academic progress	<p>The school's Restorative Behaviour System is followed for all students including those eligible for Pupil Premium. This ensures that they know exactly what consequences follow for poor behaviour and can see that it is fair. Students are involved in a Restorative process which allows them to self-reflect before detentions are received.</p> <p>Students are mentored by tutors and, if necessary, the Behaviour Managers when they have received detentions, thus providing the opportunity for Pupil Premium eligible students to receive personalised support and to agree strategies to manage potential misbehaviour.</p> <p>Educational behaviour workshops with targeted groups led by the Behaviour Managers</p> <p>Pastoral Support Managers and Restorative Practice Coordinator to provide bespoke counselling and mentoring for Pupil</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 Restorative Behaviour System.	<p>Intervention Plan agreed at a full pastoral leaders' meeting which included all necessary support staff. Staff training in September followed by student information regarding new systems.</p> <p>Fortnightly meetings between HOY and SLT link regularly look at the data for Pupil Premium eligible students, analysing detention, internal exclusion and fixed term exclusion data. Attitude to Learning and behaviour for Learning data analysed.</p>	AHT Behaviour Head teacher Behaviour Managers Restorative Practice Coordinator	<p>Regular monitoring of behaviour/detentions and interventions by the AHT (Behaviour)</p> <p>Behaviour records continually updated with actions/outcomes</p> <p>Behaviour for learning monitored through the tracker</p> <p>Fixed term and permanent exclusions monitored by the AHT</p>

	<p>Premium eligible students who are struggling to manage their behaviour. Counselling through agencies also accessed for targeted individuals.</p> <p>All exclusions result in a reintegration meeting followed by a bespoke 1 to 1 reintegration session with the Restorative Practice Coordinator to focus on modifying behaviour and addressing students' key trigger issues if appropriate.</p> <p>Alternative provision provided as required</p>				
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Desired Outcomes E - Attendance	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
Improved attendance rates	<p>Possible 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 merits.</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.</p> <p>ACE team meetings with students to discuss attendance targets</p> <p>Rewards: reward points, postcards, phonecalls, texts etc 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/behaviours</p>	<p>We need students to attend to keep them safe and to ensure they achieve their potential. DfE attendance research also indicates that there is very clear evidence which links increased absence to lower attainment. (DfE Report – Feb 2015)</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>Fortnightly meetings between AHT Pupil Premium and Attendance officer</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, merit points etc. Students will be given a rewards card which is signed as attendance/behaviour targets are met.</p>	<p>DHT Welfare HOY</p> <p>AHT Pupil Premium</p>	<p>Regular monitoring of attendance and interventions by the Deputy Head and AHT (Student Welfare)</p> <p>Attendance records continually updated</p> <p>Attendance progress evidenced on tracker</p> <p>Records of meetings maintained with intervention actions arising from concerns</p>

Desired Outcomes F – External barriers	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
Ensuring that financially disadvantaged PP students are supported with aspects key to their attendance at The Polesworth School - uniform, transport costs, counselling etc to ensure equality of opportunity and well-being.	Financial support for PP students is allocated on a needs basis.	Some student families need support in attending the school. We want to ensure that all students receive an inclusive and supported education.	Extra financial support is negotiated with individual families when requested either directly to the AHT (PP) or through the HOY/Student support Managers.	AHT Pupil Premium AHT Student Welfare HOY	Spending is monitored through regular budget updates. Evaluation through staff feedback Records of opportunities/provision maintained
Ensuring that financially disadvantaged PP students are supported with academic visits/trips and revision materials to ensure equality of provision and opportunity	Financial support for PP students is allocated on a needs basis and prioritised to curriculum essential visits such as the Geography field trip. Financial support is provided for key revision guides: English, Maths, 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. Visits also allow students to develop cultural capital.	Extra financial support is negotiated with individual families when requested either directly to the AHT (PP) or through the HOH/finance office. Departments request support with revision guides as required.	AHT Pupil Premium	Spending is monitored through regular budget updates. Evaluation through staff feedback and monitoring of progress on tracker at calendared assessment points Records of opportunities/provision maintained
Targeted mentoring builds stronger support networks and builds confidence and security Note: This will take place once Covid 19 restrictions are lifted	Support group created for students involving games, social interactions within safe environment. 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	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 barrier.	Intervention Plan agreed at a full pastoral leaders' meeting which included all necessary support staff. Fortnightly meetings between HOY and SLT link will regularly look at the progress of Pupil Premium eligible students in terms of their general well-being, attitude, behaviour and attendance.	AHT Behaviour Student Support managers Behaviour Managers	Regular monitoring of mentoring by the AHT (Behaviour) Staff/student feedback Attitudes to behaviour and learning for key students

	Managers and Behaviour Managers.				
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Other Strategies (Some specific to Covid 19 requirements):

Desired Outcomes	Chosen action/ approach	Evidence and rationale for this choice	Ensuring implementation	Staff lead	Review method
Students in Year 7 - 13 including those who are eligible for PP to make progress in their subjects in line with their peers following the Covid 19 lockdown March – July 2020.	Adapted curriculum plans for all depts to ensure knowledge and subject skill gaps are targeted	Work has been missed through a prolonged school absence. Many students engaged with the work provided over lockdown but not all.	Adapted curriculum plans created by all depts Gaps in skills/knowledge to be identified and addressed	DHT Curriculum DHT Teaching and Learning HOD	Reports and teacher assessment SLT and HOD monitoring Use of retrieval practices, homework, PPE and short tests etc
Y7 to Y11 Free School Meal students are supported during partial/Year group lockdowns	Food parcels are delivered to homes of FSM students if they are self-isolating due to family or Year group lockdowns	Response to Gov guidelines for FSM provision	Canteen to provide food parcels which will cover a week and which meet Government guidelines; these are delivered as soon as possible	AHT Pupil Premium School Business Manager Catering Manager	Family/carers response Numbers delivered etc On going monitoring of situation
Y7 to Y11 Free School Meal/disadvantaged students are supported with Remote Learning during partial/Year group lockdowns	Laptops availability to disadvantaged students to support remote learning as needed	Response to Gov guidelines for Remote Learning provision	HOY and support managers consulted regarding family situations. Short term loans of laptops allocated to students self-isolating due to family or Year group lockdowns	DHT Curriculum HOY AHT Pupil Premium	Family/carer responses Students engaged with remote learning and completing the work Student numbers accessing remote learning platforms
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 the lessons and demotivating to some students. Equipment provision allows improved student engagement.	Basic stationery and pencil cases provided to staff for identified students in lessons when requested.	AHT Pupil Premium	Student Voice and Staff evaluation of effectiveness.
Improved decision making for Y9 PP students when choosing KS4 courses	All Y9 PP students and SEND students involved in 1:1 interview discussions to better	We want students to feel that they can make informed and appropriate KS4 course decisions which will suit their	Students meet with key staff to discuss KS4 choices, career plans etc to support their decisions	AHT Pupil Premium Head of Inclusion	Improved decision making for Y9 PP students when choosing KS4 courses

	inform their KS4 course choices/pathways.	needs and allow them to achieve their potential in Y11.	during tutor times. Follow up meetings arranged if needed.		
Improved levels of Quality First Teaching in the classroom for PP students	CPD on Rosenshine's Principles of Instruction and Teaching and Learning Toolkit throughout the year.	These are priorities for the whole school in order to increase levels of progress, engagement and attainment at all key stages.	Staff evaluations follow the training. Department action plans 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	Performance Management to monitor teaching effectiveness.
All disadvantaged students to 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 and the Leadership team are all responsible for monitoring marking and policy throughout the school.	Heads of dept SLT	Regular work trawl monitoring throughout the year with feedback to depts and staff to allow necessary interventions to occur
Disadvantaged students are supported in their personal development through effective PSHEE and School of Character strategies	A detailed PSHEE programme delivered through the School of Character programme in tutor groups and assemblies. Additional morning/half day programmes as needed to meet statutory requirements for SRE and Careers.	Tutor sessions mapped/planned to cover PSHEE statutory requirements and local area needs	Teachers and tutors will deliver the School of Character programme. Outside agencies such as 'Prison Me No Way' deliver intensive courses to key year groups as required.	Headteacher AHT Pupil Premium/School of Character AHT Behaviour PSHEE coordinator SoC team HOY & AHOY	Monitoring of programme to ensure all statutory elements are met and delivered well. Staff and student voice
All A – F sections	AHT with specific remit regarding students eligible for PP. Provision of support from Learning Support Manager and	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	Provision overseen by 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	Headteacher DHT (Progress and Curriculum) AHT Pupil Premium	Performance Management and regular meetings with the DHT (Progress and Curriculum) Pupil Premium policy reviews Pupil Premium strategy reviews

	Inclusion Department Administration.	one lead in order to provide greater focus for our work.	Management systems and student outcomes.		
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