



Pupil Premium Spending Plan

2019 / 2020

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Section 1: Background

Pupil Premium: 'Diminishing the Difference'

The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

The Pupil Premium was introduced in April 2012. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012 – 2013 was extended to pupils who had been eligible for free school meals at any point in the previous 6 years (known as Ever 6 Free School Meals Measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and school performance tables include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Funding for 2019 to 2020

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils
- £300 for Service children
- **£935 for secondary-aged pupils**

Schools also receive £2,300 (PP+) for each pupil who:

- Has been looked after for 1 day or more
- Has been adopted from care
- has left care under:
 - A special guardianship order
 - A residence order
 - A child arrangement order

Section 2: School Context

Woodchurch High School is a mixed comprehensive with on average 1427 students in Keys Stages 3 and 4

% of pupils known to be eligible for Free School Meals (FSM)*					
	2015/16	2016/17	2017/18	2018/19	2019/20
School	22.4	20.4	20.9	22	22
National	14.7	14.4	13.9	Not Published	

% of pupils known to be eligible as Pupil Premium (Ever6)					
	2015/16	2016/17	2017/18	2018/19	2019/20
School	43.4	44.4	44.7	43.0	42.3
National	29.3	29.1	24.6	Not Published	
Wirral	33.8	32.7	30.1	Not Published	

Pupil Premium Team 2019/20:

Ms Phillips

Mr Canham, Mr Stead, Mr Cartledge, Miss Barney, Mrs Jones, Mrs Evans

Section 3: Areas of Spending

Please see our website for details.

Note:

Latest research carried out by **Sutton Trust** (Oct 2019) to identify which ways of spending time and money are likely to lead to the biggest possible increase in pupils' learning indicates:

- One to one – **potential gains of 5 months**
- Outdoor Adventure Learning – **Potential gains of 4 months**
- ICT – **potential gains of 4 months**
- Homework (Secondary) – **potential gains of 5 months**
- Phonics – **potential gains of 4 months**
- Collaborative Learning – **potential gains of 5 month**
- Smaller group sizes – **Potential gains of 5 months**
- Feedback – **Potential gains of 8 months**
- Meta cognition – **Potential gains of 7 months**
- Holiday courses – **Potential gains of 2 months**
- Mastery Learning – **Potential gains of 5 months**
- Reading comprehension Strategies – **Potential gains of 6 months**
- Peer Tutoring - **Potential gains of 6 months**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Woodchurch High School have embedded a strong mentoring focus for academic year 2019/20

Proposed spend of Pupil Premium - 2019/20

Remainder of funds available 2018/19: £0

New funds available 2019/20: £549,417

Total for 2019/20: **£549,417**

Proposed spend for 2019/20: **£549,417**

New funds available 2019/20 for PP+: **£62,550**

The key objectives:

1. **Attendance**: To implement strategies addressing the attendance gap for PP, CLA and non PP pupils.
2. **Parental engagement**: To engage parents in their children's education and within the Woodchurch High School community.
3. **Raising Attainment**: To continue providing additional support for PP and CLA pupils and ensure every effort is made to close the attainment gap across all year groups, with a focus on the different key groups of pupils.
4. **Enrichment / Pupil Wellbeing**: Developing and improving growth mind-sets, character education and mental wellbeing with all pupils and encouraging these pupils to contribute to the wider life of the School community.
5. **Behaviour for learning / Home study**: To monitor the new BFL strategy and analyse this data for trends between disadvantaged and other pupils, with a focus on successful home study habits.
6. **Teaching & Learning**: To maintain and further develop the progress of disadvantaged students within the structure of the Woodchurch lesson and the Essential Learning Principles.
7. **Tracking and Data**: To further embed the 'Blue Hills' tracking system and analyse the impact of interventions 'forensically'. Effectively track new headline data and the subsequent gaps that exist.
8. **Pupil Premium +**: To track and evaluate the effectiveness of all PP+ support strategies and ensure additional academic and pastoral opportunities are provided to further their post 16 options.

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

Key Objectives 1-7

Attendance

1. Key Objective: Attendance – To implement strategies addressing the attendance gap between PP / CLA and non PP pupils.			
Action 1a: To liaise with hard to reach families outside of school in collaboration with key staff.			
Rationale: Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 97% and above attendance levels.			
Success Criteria:			
<ul style="list-style-type: none"> Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole Case studies reflecting successful interventions within the community 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2019 onwards. Review - Dec 2019	MCA RST RPH EJO Pastoral Teams	<ul style="list-style-type: none"> Through Blue Hills and Simms Evaluations on improved attendance levels EJO tracking data 	£30,000
<u>Impact 2019/20</u>			

Action 1b: Employment of a home-school attendance officer to work with key 'at risk' pupils from years 7-11.			
Rationale: Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 97% and above attendance levels.			
Success Criteria:			
<ul style="list-style-type: none"> Improved attendance within the key groups of at-risk pupils and within the pupil premium cohort as a whole Successful internal Panel meeting reviews Case studies reflecting successful interventions within the community Positive parent / school relationships with key families 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2018 onwards. Review – Each term	EJO MCA RST RPH Pastoral Teams	<ul style="list-style-type: none"> Through Blue Hills and Simms Evaluations on improved attendance levels EJO tracking data 	£25,000
<u>Impact 2019/20</u>			

Action 1c: To provide our most at risk pupil premium students with a term time bus pass.			
Rationale: This would remove some of the financial barriers of home to school travel. This would also give pupils more independence and improve levels of attendance.			
Success Criteria :			
<ul style="list-style-type: none"> • An improved attendance record in key group of pupils • Analysis of attendance, late and persistent absences data • Reviewed each term • Termly meetings with pupils 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2019 onwards Review: Each Term	RST MCA CEV EJO Pastoral Teams	<ul style="list-style-type: none"> • Regular focus groups • 1:1 meetings • Blue Hills evaluation 	£15,000
<u>Impact 2019/20</u>			

Parental Engagement

2. Key Objective: Parental engagement - To engage parents in their children's education and within the Woodchurch School community			
Action 2a: To further develop the Premium parents evening, 'Bring an Adult sessions', the Woodchurch Parent Academy, School Comms, and Youth connect 5 courses and family matters.			
Rationale: Evidence suggests parental involvement in a Child's education at any stage has a significant impact in progress and attainment.			
Success Criteria:			
<ul style="list-style-type: none"> • 60% of parents target audience attending the evening(s) • Positive parental feedback • School Comms to be further developed to utilise text messages to key families • 'Youth Connect 5' – 4 per year 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Throughout the Academic year	JCA SBA ASM RST MCA EJO	<ul style="list-style-type: none"> • Blue Hills • Parental questionnaire and voice • Evidence of School Comms usage 	£40,000
<u>Impact 2019/20</u>			

Attainment

3. Key Objective: Attainment - To continue providing additional support for Disadvantaged, other and CLA pupils and ensure every effort is made to diminish the difference.			
Action 3a: Targeted interventions for pupils in English, Maths and Science. Additional staff to support the reduction of class sizes.			
Rationale: To target at risk pupils and accelerate levels of progress. Planned and well-structured interventions led by experienced members of staff will have a dramatic effect on levels of progress in any subject area, in particular English, Maths and Science. DTT will be a fundamental area for analysis in year 11, as with academic residential, Saturday College and the Maths PP project.			
Success Criteria:			
<ul style="list-style-type: none"> • Diminishing the difference between disadvantaged pupils and other • Year 11 preparation for GCSE examinations through attendance at DTT signposted sessions • Implementation of 'Walking Talking' Mock exam preparation • Additional staff in maths used to ensure class sizes remain as close to 17 as possible • Successful outcomes from the Year 11 Maths project 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2019 onwards Review: Every term	MCA SBA/KGR Director of Maths IPH RST	<ul style="list-style-type: none"> • Blue Hills • English, Maths and Science departmental trackers • Pastoral team tracking and interventions 	£160,000
<u>Impact 2019/20</u>			

Action 3b: The Reader in Residence			
Rationale: Creating a culture of reading for pleasure within Woodchurch High School that sits outside the National Curriculum but helps to enhance it. Pupils that have above average levels of literacy are able to access the entire curriculum.			
Success Criteria:			
<ul style="list-style-type: none"> • An increase in reading level scores • Developing a positive relationship with literacy (pupil voice) • 100% attendance 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2019 for 35 weeks. Review: Each term	External member of staff MCA EHO/CGO	<ul style="list-style-type: none"> • log books (PV) • Blue Hills • Project worker notes • Baseline data – end of course data 	£13,000
<u>Impact 2019/20</u>			

Action 3c: To further develop the use of Pupil Premium ‘Individual Learning Programmes’. Focus on high achieving PP pupils, with a particular focus on the Year 11 top 20 cohort.			
Rationale: Teachers that have a more detailed knowledge of the pupils they teach allows them to create stronger relationships with hard to reach students. The ILPs suggest specific strategies and teaching techniques to differentiate lessons in accordance with students likes and dislikes.			
Success Criteria :			
<ul style="list-style-type: none"> • Positive feedback from pupils and staff • ILPs evident in compulsory teacher class files • Being used every lesson and evidence produced during observations 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2018 onwards Review: Dec 2018	JCA MCA RST Pastoral Leaders	<ul style="list-style-type: none"> • Individual pupil data analysis every term • 1:1 interviews • Focus groups • Blue Hills 	£2,500
<u>Impact 2018/19</u>			

Action 3d: Identify pupils, organise and support the implementation of the Catch-up Fund			
Rationale: This intervention is provided for pupils with the lowest reading ages. Often, these pupils are Pupil Premium.			
Success Criteria :			
<ul style="list-style-type: none"> • An improvement in reading ages • MFL extractions • Active 8+ 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2019 – July 2020	English staff Maths staff SBA	<ul style="list-style-type: none"> • Blue Hills • Excel tracking document • Meetings with delivery staff • Website reporting 	£37,000 Separate Pot
<u>Impact 2019/20</u>			

Action 3e: Identify pupils, organise and support the delivery of Catch Up Literacy and Numeracy intervention for low ability pupils. Review progress of pupils over the academic year.			
Rationale: This intervention is provided for pupils with the lowest reading and numeracy ages. Often, these pupils are Pupil Premium. To enable pupils to better access the whole school curriculum they are taken out for two fifteen minute sessions per week for the whole academic			

year. Their initial numeracy and literacy age is recorded so staff and pupils can see their progress rise over the year.

Success Criteria :

- Improvement in numeracy or literacy age recorded by mid-point review (March) and further progress by July 2020.
- Improved confidence with Maths and English (pupil voice).
- Expected progress made in English and Maths.

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2019 – July 2020	SBA / EHO / CGO	<ul style="list-style-type: none"> • Blue Hills • Excel tracking document • Meetings with delivery staff 	£6,000
<u>Impact 2019/20</u>			

Action 3f: Disadvantaged Top 20 pupils in Year 7, 8, 9, 10 and 11 focus

Rationale: Using data effectively to identify the key pupils who are at risk of under achievement. The lowest performing PP pupils in years 7-11 will have a focus and structured interventions used to maximise learning potential.

Success Criteria :

- Progress of Top 20 pupils
- Evaluation of the adventure learning programme (EEF / Sutton Trust Tool Kit)
- JCA to meet with full cohort of parents
- Attendance at planned interventions that focus on increased self-study and raising aspirations.

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
2019 - 2020	JCA Pupil Premium Team	<ul style="list-style-type: none"> • Top 20 data • Blue Hills 	£20,000
<u>Impact 2019/20</u>			

Action 3g: Maths Year 11 Pupil Premium project

Rationale: To create a range of Year 11 interventions to support the progress of Year 11 students from disadvantaged backgrounds in Maths. This will involve the following Implementation activities: DTT for PP students, Maths Plus, Maths Forms every morning, Low ability sets Success portfolio's, Maths Residential, Homework Support group, Timetabled collaborative planning time, and pupil voice to inform Disadvantaged students ILP's.			
Success Criteria :			
<ul style="list-style-type: none"> Progress 8 and Attainment 8 scores of Disadvantaged students in Maths improves from current figures of -0.63 and 3.7. Engagement in Maths for Disadvantaged students improves 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
2019 - 2020	MCA Maths department Pupil Premium Team	<ul style="list-style-type: none"> Maths data drops analysed Blue Hills 	£25,000
<u>Impact 2019/20</u>			

Enrichment / Pupil Wellbeing

4. Key Objective: Enrichment - Developing a growth mind set within Disadvantaged pupils and encouraging these pupils to contribute to the wider school life.			
Action 4a: Whole school CPD on strategies to promote growth mind sets. Growth mind sets focused during teaching and learning meetings. Pastoral leaders to ensure that the promotion of growth mind-sets is part of assemblies and whole year activities. Encourage pupils to attend after school clubs, Saturday College / School and audit attendance.			
Rationale: Previous research suggests that a praising effort rather than just attainment leads to higher levels of engagement and student success. This also links to our school priorities (No.2).			
Success Criteria:			
<ul style="list-style-type: none"> Positive feedback from pupils Bids completed by MOS used to promote the opportunity of enrichment Pastoral interventions recorded on Blue Hills Growth days / weeks Effort in lessons – Analysis of BFL levels Attendance to Extra Curricular activities 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2019	MCA RST Pastoral staff	<ul style="list-style-type: none"> Assembly rota for pastoral staff 2 CPD sessions and staff feedback Blue Hills English skills within the classroom Year 10 / 11 Session trackers 	£15,000
<u>Impact 2019/20</u>			

Action 4b: To raise pupil aspirations through visits to universities and higher education establishments			
<p>Rationale: Visits to universities provide pupils with the opportunity to engage in degree taster sessions, raising aspirations and creating a positive mind-set regarding higher education. Pupils are provided with information on potential routes into university, and the career paths they can follow. Engagement in university lecture theatres and working alongside current degree students in an authentic higher education environment 'demystifies' the options available to pupils beyond secondary education</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Positive feedback from pupils through 'Pupil Voice' surveys • A positive mind-set created regarding higher education • Pupils to gain an understanding of further education and the career paths available through 1:1 meetings with careers advisor 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2019 onwards	JCA Pupil Premium Team JMU, LJMU, Chester, hope University	<ul style="list-style-type: none"> • Pupil voice analysis • Blue Hills • Numbers of pupils attending 	£25,000 Some costs supported by Universities.
<u>Impact 2019/20</u>			

Action 4c: Active 8 Summer / Easter and Active8+ Saturday sessions			
<p>Rationale: During holiday periods and weekends, some of the progress that has been made during the previous year is lost. Keeping children's brains engaged will make the transition into secondary school smoother and offering weekend academic opportunities will enhance academic retention.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • 50% of invited pupils attending both the summer and Easter Active 8. • Outstanding feedback from pupils and parents • High levels of engagement 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Planning Sept 2019 onwards. Easter (3 days) and Summer (3 days) Holiday 12 Weekends during year 19/20	RST and Team and invited staff.	<ul style="list-style-type: none"> • Through Blue Hills and Simms • Pupil and Parent Voice • Analysis of pupil's data that attended against proportion of pupils that did not attend. 	£20,000

Impact 2019/20

Action 4d: English department Year 11 Residential

Rationale: To provide 1 intensive revision weekend for 30 pupils whose predicted grade data is below target

Success Criteria :

- Pupils demonstrate more confidence with examination technique, improved predicted grades from further data drops, improved BFL grades and their results in summer 2020 examinations are at or above grade 4.

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
April 2020	English Staff	<ul style="list-style-type: none">• Selected pupils using current data levels• Attendance• Analysis of work completed and testing results• GCSE 2020 grades• Monitor PG changes	£4,000

Impact 2019/20

Action 4e: WHS mental Health Agenda

Rationale: According to the DFE, schools state that this is a difficult area and it is essential to support pupils who display the signs of mental health disorders. One in ten young people has a clinically diagnosed mental health concerns and one in seven has less severe problems.

Success Criteria:

- Learning mentors: 41 cases, based on 6 week rotations
- HSIS (5 cases)
- Hospitality sessions
- Successful well-being week
- WHS well-being 'waves of support'

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	JSC GMB SWA ASM PP team	<ul style="list-style-type: none">• Entry and exit evaluations• Blue Hills	£50,000

Impact 2019/20

Action 4f: Premium Mentoring			
<p>Rational: Pupils have the right to feel valued and part of our school community. Teachers will get the best out of a pupil if they are supported and given the opportunities to achieve their potential. 4 appointed mentors each have 4 pupils each, who have been identified as being vulnerable and in need of additional support.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Engagement from all 20 pupils • Successful implementation of the log books • Progress throughout the year 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2019 Reviews: Each term	RST PP mentors	<ul style="list-style-type: none"> • Academic data • Blue Hills • Engagement with families 	£4,000
<u>Impact 2019/20</u>			

Action 4g: Music Provision			
<p>Rational: Evidence suggests that learning how to play a musical instrument not only contributes to social and academic success but gives the opportunity to show the joy of making and sharing music. Children in previous studies showed improved language-based reasoning, the ability to plan and complete tasks, as well as improved academic results.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Full engagement and successful pupil voice • Pupils used to showcase music talents during internal and external events • Academic progress 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
SEP 2019 Reviews: Each term	GGR External Music staff	<ul style="list-style-type: none"> • Blue Hills 	£12,000
<u>Impact 2019/20</u>			

Action 4h: Breakfast Provision			
<p>Rational: As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry child cannot concentrate and is less likely to achieve academic success (Magic Breakfast). Children only have one chance at childhood, and one chance at education.</p>			

Education is going to be their best way out of poverty.			
Success Criteria: <ul style="list-style-type: none"> Between 70-100 pupils accessing a complimentary breakfast each morning with at least 60% of these pupils being Pupil Premium. Positive pupil voice and programme review each term 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
SEP 2019 Reviews: Each term	RST Bagel support staff	<ul style="list-style-type: none"> Blue Hills Bagel consumption per day Pupil Voice 	£6,000 + Funding through magic breakfasts
<u>Impact 2019/20</u>			

Behaviour for Learning

5. Key Objective: Behaviour for learning - To monitor the WHS BFL strategy and analyse this data for trends between PP/CLA and non PP			
Action 5a: Every half term this data will be analysed and structured interventions put in place. Pastoral staff will be leading year group strategies.			
Rationale: Pupils who are more engaged in lessons and focused make more progress. The new successful learning behaviour structure will give the school staff and pupils a common language in which to promote this.			
Success Criteria: <ul style="list-style-type: none"> BFL data analysed and pupil groups identified Structured and targeted interventions put in place Improvement in BFL levels each term Intervention spreadsheet produced by pastoral leaders 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
BFL data analysed 3 times per year	MCA RST Pastoral staff	<ul style="list-style-type: none"> Blue Hills BFL data DTT attendance 	£15,000
<u>Impact 2019/20</u>			

Teaching & Learning

6. Key Objective: Teaching & Learning - To maintain and further develop the achievements from last academic year within pupil premium groups			
Action 6a:			
<ul style="list-style-type: none"> • All staff to have pupil information documents highlighting groups and current information and ILP'S. • Pupil premium strategies being the focus on departmental inspections. • Staff to plan for Growth Mind Set as part of Longer Term Planning and progress of disadvantaged pupils within the Woodchurch lesson. • For Staff to adhere to Quality First Teaching and apply as a non-negotiable approach. • Saturday College • Pupil premium representatives from each department 			
<p>Rationale: Quality first teaching ensures the classroom practitioner is the first and most effective form of intervention. Expert knowledge and understanding of pupil's strengths and weaknesses from the teacher will inform further DTT sessions.</p> <p>High quality teaching and learning can have a substantial impact on a student's level of progress. Teachers that use effective feedback, know their groups, use target data effectively, have a positive relationship with pupils, differentiate accordingly will see in excess of 8+ months of additional progress (Sutton Trust).</p> <p>It has also been found that effective teaching has a radical impact on the progress, particularly of pupil premium pupils and conversely poor teaching has an equally radical but negative effect on this key group.</p>			
Success Criteria:			
<ul style="list-style-type: none"> • Teacher files that contain pupil groups, data, interventions, lesson plans, lesson resources, and pupil photographs • Improved GAP Data • Use Of Pixl Strategies and evidence of DTT system • Minutes of meetings • Faculty Reviews/SLT Inspections/External Inspections • Book scrutiny evidence • Lesson observations with a pupil premium focus 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2019 onwards Review: Dec 2019	MCA RST ABO KGR All staff	<ul style="list-style-type: none"> • SLT observation timetable • Faculty Reviews 	£25,000
<u>Impact 2019/20</u>			

Tracking and Accountability

7. Key Objective: Accountability - 'Blue Hills' embedded to track and analyse the impact of interventions 'forensically'. All interventions are now added to Bluehills, whether PP or not. LAC Funding tracked separately within Bluehills			
Action 7a: The system is used to record, monitor and evaluate impact of all Pupil Premium interventions and the spending. This also takes into account the staff involved and any resources used.			
Rationale: We are accountable for the pupil premium grant and we must ensure it reaches the pupils that need it most. This detailed tracking system allows the school to keep a record of all interventions, pupils involved, amount that it costs, and impact.			
Success Criteria:			
<ul style="list-style-type: none"> • All staff trained in the use of Blue Hills and regularly reminded during staff meetings • All interventions recorded • Department representatives fully trained • Blue Hills used for impact measures on all interventions • Funding accounted • All staff using Blue Hills to report on impact made 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
September 2019 Review: Each term with SRO, JMA and CEV	CEV / PMO SRO AKI RST SBA	<ul style="list-style-type: none"> • CEV / SRO to ensure this system is effectively monitored • Ensure all PP bids are accounted for • Ensure all interventions are evaluated effectively. • Report to be produced at the end of each academic term. 	£37,000
<u>Impact 2019/2020</u>			

Action 8: Pupil Premium +			
Rationale: Commitment to working in collaboration with carers, other agencies and staff to ensure each individual child receives his/her entitlement to the full amount. It is fundamental that each LAC child receives additional targeted support to achieve their potential and further their post 16 options.			
Success Criteria :			
<ul style="list-style-type: none"> • 100% completion of PEPs and data supplied to Local Authorities to ensure all funding is received • Additional funding applied for where necessary • CLA pupils supported with wide ranging interventions targeted appropriately for each individual, matching academic and social/emotional needs as identified through data analysis, PEP meetings and school monitoring • Monitoring of progress shows closing of gap between actual and targeted progress for all CLA pupils • All interventions recorded and tracked through bluehills. 			

<ul style="list-style-type: none"> Positive feedback from carers and social care. 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	PJO PP team	<ul style="list-style-type: none"> Blue Hills LAC tracking system 	£62,550 Sep funding
<u>Impact 2019/20</u>			

Further strategies 2019/20*

<p>In addition to the above strategies, the following successful programmes will also continue:</p> <ul style="list-style-type: none"> • Staff bidding system: £35,000 	<u>Total proposed spend 2019/2020</u>	
	Total for Action 1	70,000
	Total for Action 2	40,000
	Total for Action 3	226,500
	Total for Action 4	136,000
	Total for Action 5	15,000
	Total for Action 6	25,000
	Total for Action 7	37,000
	PPG	549,500
	Additional Strategies Catch Up	37,000
	PP+ (Action 8)	62,550
	Estimated + On costs / Resources	<u>649,050</u>
<p>*Actual costs will be recorded and reviewed at the end of each term. This estimated budget is correct at the time of publication.</p>		

*See Blue Hills for further impact

