

<p><b>Key Priority:</b> Development of our inclusive education and provision programmes in order to support and narrow the disadvantage gap of students in low-income families, whilst supporting and raising attainment.</p> <p><b>Leader:</b> Various</p> <p><b>Report to Governing Body/IEB:</b> B. Coley / W. Small</p>	<p><b>What do we expect to see:</b> Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:</p> <ul style="list-style-type: none"> <li>• Improve their levels of attainment and progress</li> <li>• Close attainment gaps relative to school averages</li> <li>• Have full access to our curriculum, with support as required</li> <li>• Access our extra-curricular provision</li> <li>• Access our targeted 1-2-1/group provision</li> </ul>
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**Evaluation of 2012-2013 Autumn Action Plan, to date:**  
The government has allocated a specific pupil premium grant to every school, which will grow to four times the initial amount by 2014/15. Qualifying students in 2012-13 resulted in a grant of £125,303 for this academic year. Year 11 – 33, Year 10 – 29, Year 9 – 26, Year 8 – 24, Year 7 – 14; plus, CiC x 3 (Total 129). Expenditure for the Autumn term was as below, and then projected for Spring and Summer:

Item	Number of FSM students involved	Cost (£)
Flexible Learning Centre (FLC)	129	73700 (of which 25000 is a one-off set-up cost)
FLC resourcing	129	4200
Zone 7 teaching base	14	1000
Year 7 Summer School (July 2012)	14	5000
Subsidised trips/uniform (ie: Pre-Neets)	10	1000
HART education provision / Work placement	3	22000
Homework Club	20-30	2000
Music support/1-2-1 lessons		
Literacy Programme, reading in tutor		
Year 10/11 Academic Mentoring Programme		
Many students have participated in the Accelerread/Accelerwrite programmes, progress has been made		
<b>Autumn, Total:</b>		<b>108900</b>

**Legend:**

IAG – Information, Advice and Guidance; CiC – Children in Care

SoW – Scheme of Work, a subject based plan for the delivery of curriculum content

Zone 7 – An identified group of students following a primary style curriculum designed to accelerate levels of literacy and numeracy in order that they can more readily access the secondary curriculum

**Pupil Premium – Action/Planning 2012-2013**

**Action Plan, Spring & Summer 2012-2013**

For the remainder of this academic year the following actions are in support of the above Key Priority and expectations:

Item:	By Whom:	By When:	Development Costs:	
			Training (days)	Resources (£)
<p><b>Year 7 Summer School</b>  <i>7 day summer school with a Literacy, Numeracy and Science emphasis and team skill development through physical activity, taught each day through project work. Summer School provision is very much achievement focused including celebrations shared with parents and other family members. Impact: Students settle in Year 7 more quickly and begin making accelerated progress. Students requiring provision have already been identified and a personalised approach is put in place for them. Additionally, students understand context, expectations, etc of the school and anxiety/uncertainty on the part of the students is reduced.</i></p>	Head of Year 7	July 2013	0	5000
<p><b>KS4 Easter Revision School</b>  <i>Targeted sessions in support of raising attainment, for all students, but direct communication with identified vulnerable students to ensure at least 90% attend (30 out of 33). Impact: All students achieve at least 1/3/5 GCSE passes as appropriate</i></p>	Heads of Faculty & Assistant Headteacher	April 2013	0	5200
<p><b>Transition Visits: KS2-3, KS3-4, KS4-5</b>  <i>Targeted sessions for all students ensuring that their progress and progression along their next education path is smooth, focused, informed and guided. Additional visits in place to support KS2-3 identified students through our FLC and Transition Learning Manager; IAG for all students as they progress from KS3-4, with GCSE mentoring sessions in place; support opportunities available to visit Post-16 providers (Year 11, prior to leaving July 2013, and Year 10 in support of their choices). Impact: KS2-3 – Students settle in Year 7 more quickly, students who require additional support have already been identified and in place for Sept 2013, students understand expectations of the school and anxiety/uncertainty is reduced; Zone 7 students identified, parents information evening in place, student visits arranged. KS3-4 – tutors and students have focused sessions around GCSE Choices, dedicated assembly to inform and guide, 1-2-1s for targeted students in order to support and guide Choices, Information Evening/Year 8 Parents Evening in place. KS4-5 – visits arranged, 1-2-1 sessions available and utilised, planning of Careers Fair (October 2013) in place, out-going Year 11 Tutor References completed.</i></p>	<p><b>KS2-3:</b>                      Head of Year 7, FLC Manager, Family Support Advisor, Assistant Headteacher</p> <p><b>KS3-4:</b>                      Deputy Headteacher &amp; Assistant Headteacher</p> <p><b>KS4-5:</b>                      FLC Manager, Learning Mentors</p>	July 2013   April 2013   Summer 2013	1-2	700
<p><b>Table Tennis tables (outside)</b>  <i>THIS RESOURCE IS CURRENTLY UNDER DISCUSSION. Benefits would be to further enhance the experience of all students during social times, supporting extra-curricular opportunities outside the more structured sessions on offer. Impact: Improve social cohesion in particular within KS3.</i></p>	School Sports Coordinator, Finance Manager, Assistant Headteacher	April 2013	0	2000
<p><b>Library Resources</b>  <i>Continue to provide a wide variety of reading materials for our students to engage with language and to develop a confidence with, and interest in, reading to support lifelong learning; further support the morning Reading Programme (fiction and literally non-fiction), within the tutor period. Impact: All students read at least one book each half term. An increase in the English Language results at KS4 and improved English language levels and Reading Scores (Ages) at KS3.</i></p>	Head of English, Assistant Headteacher, Learning Mentors	Summer 2013	0	2000
<p><b>Primary / Secondary Curriculum Collaboration and Moderation</b>  <i>Focused opportunities for teaching staff to work collaboratively in order to strengthen each other's understanding of curriculum levels (KS2 vs KS3 in each subject area, as appropriate – what does a level 'x' in 'subject' look like in our Primary Feeder schools?). In order to align KS3 (Year 7) SoW to progress and challenge Year 7/8 students earlier and more appropriately. Impact: KS3 (Year 7) students on entry will be more engaged in work and make accelerated progress, as it shows challenge, pace and motivation; Progress data will show increased and accelerated progress for all students during the Autumn term.</i></p>	Head of Year 7, Assistant Headteacher, Subject Primary links, School Sports Coordinator	Summer 2013	2-4	1200
<b>Spring / Summer, Total:</b>				<b>16100</b>
<b>Autumn, Total:</b>				<b>108900</b>
<b>Aut/Spr/Sum 2012-13, Overall Spend, Total:</b>				<b>125000</b>