**DRAFT (WORKING) STRATEGY**

**All HALLOWS**

**PUPIL PREMIUM POTENTIAL ACTIONS**

**Barriers to future attainment (for learners eligible for PP)**

* Lower starting point in literacy and numeracy for PP pupils– gaps which need filling.
* High attaining PP learners who are making less progress than non PP high attainers.
* White PP middle ability learners who are making less progress than their peers throughout KS3 and 4.
* Poor home learning environment for some PP learners which prevents good quality study, homework and revision.
* Group of Year 7 learners with a significantly lower starting point than national average in Maths and English.

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

* Lack of aspiration of some PP learners and parents. Neither value education and parents have very little interest in school – not attending parent’s
* Lower attendance rates for learners eligible for PP.

**DESIRED OUTCOMES AND SUCCESS CRITERIA**

1. **Desired outcomes** *(desired outcomes and how they will be measured)*

* Narrowing of gaps between PP and non PP learners in Year 7 and 8 in numeracy and literacy

**Success criteria**

* To remove all learners in Year 7 from urgent need in AR scores (reading age <7.5 years). To remove all learners in Year 8 from intervention needed category <8.11 years.
* To move both year groups rapidly towards their chronological reading age.
1. **Desired outcomes** *(desired outcomes and how they will be measured)*
* More rapid progress across KS3 for all PP learners and high ability learners to ensure that are ready for the challenge of a more robust KS4.

**Success criteria**

* Progress scores for PP learners to be in line with nPP learners in all year groups in all subject areas.
1. **Desired outcomes** *(desired outcomes and how they will be measured)*

Improved aspirations of learners re careers, university and achieving outstanding results.

**Success criteria**

* All disadvantaged learners to be in education, employment or training post- 16.
1. **Desired outcomes** *(desired outcomes and how they will be measured)*
* Improved attendance rates and reduced behaviour points for PP learners.

**Success criteria**

* To increase PP attendance . To reduce behaviour points for PP learners. To reduce exclusions for PP learners.
1. **Desired outcomes** *(desired outcomes and how they will be measured)*
* Reduced progress gap between PP and nPP learners at KS4.

**Success criteria**

* To reduce attainment gap for current Year 11 cohort and ensure that all future cohorts have equal entry.

**POSSIBLE EXPENDITURE**

**Quality of teaching for all, targeted support and other initiatives:**

* Accelerated reader to be used with the students whose reading age lies below their chronological reading age – small group and one to one sessions. After school reading club to target weakest PP learners who will read with adults where possible.
* Form time reading club – peer tutoring.
* Numeracy form time sessions for learners with below average numeracy test scores from KS2 SATS – peer tutoring.
* Use of TAs to support learning in and out of the classroom in MFL, Humanities, Science.
* High quality feedback drive for all teaching staff to be followed up through robust QA programme.
* University visits.
* Positive steps careers advice - All Year 11 PP learners to have a minimum of 2 careers advice sessions starting in Year 10.
* Careers advice through assemblies, form time, visits from past learners to share their experiences of the world of work/university.
* Career possibilities advocated through individual subject areas – built into SOL.
* Careers day – HE providers, application form filling, working life presentations, CV and personal statements.
* Breakfast for PP learners.
* Behaviour support team – to reduce fixed term and internal exclusions – including new behaviour policies.
* Counselling service for PP learners who need additional support to attend school and make good progress.
* CPD for staff in need of behaviour management training.
* Quality first teaching which will be scrutinised by new QA process.
* Use of TAs in Science, MFL, Humanities to underpin gaps at the earliest point within class and in targeted intervention classes.
* Access to visits and trips to increase cultural capital to be bid for by departments and PPLs.