

Pupil premium strategy and self-evaluation 2018 - 2019

1. Summary information					
School	Cansfield High School				
Academic Year	18-19	Total PP budget	£265935	Date of most recent internal PP Review	Sept 18
Total number of students	961	Number of students eligible for PP	309	Date for next internal review of this strategy	July 19
		Number of LAC students	11		

2. Current attainment		
Data measures from 2017 - 2018	Students eligible for PP	Students not eligible for PP (national average)
Progress 8 score average	-0.8	Not yet published
Attainment 8 score average	35.28	Not yet published
% achieving basics at 4+	31.9%	Not yet published
% achieving basics at 5+	17%	Not yet published

3. Barriers to future attainment (for students eligible for PP)	
Academic barriers	
A.	Male PP students make significantly less progress than females PP students Males KS2 PA 4.44/P8 -0.926/Basics at 4+ 18.2%/Basics at 5+ 4.5% Females KS2 PA 4.77/P8 -0.53/Basics at 4+ 44%/Basics at 5+ 28%
B.	Middle ability PP students make the least progress compared with high and low ability PP students High P8 -0.54/Basics at 4+ 69.2%/Basics at 5+ 46.2% Middle P8 -0.912/Basics at 4+ 24%/Basics at 5+ 8% Low P8 -0.28/Basics at 4+ 0%/Basics at 5+ 0%
C.	SEND and PP students are not making progress in line with their peers (9 students) KS2 PA 4.25/P8 -0.876/Basics at 4+ 0%/Basics at 5+ 0%

D.	LAC students are not making progress in line with their peers (1 student) KS2 PA 4.30/P8 -0.621/Basics at 4+ 0%/Basics at 5+ 0%	
E.	Roughly similar KS2 PA with massively different outcomes at the end of KS4 PP KS2 PA 4.81/A8 35.23 Non-PP KS2 PA 4.94/A8 43.50	
F.	Behaviour and engagement issues for small group of Y10 and Y11 males, which is having a detrimental impact on their academic progress	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
G.	Gaps in attendance between PP and all other students 16-17 PP 91.62%/Non-PP 96.50%/Gap -4.88% 17-18 PP 91.55%/Non-PP 96.33%/Gap -4.78%	
H.	Parents of disadvantaged students are not represented at school events in proportion to other parents	
4. Intended outcomes		Success criteria
A.	Diminishing the difference with regard to attainment in English and Mathematics	Attainment for PP students in line with or better than National figures. Evidenced through public examinations at the end of KS4 and internal tracking data and interventions.
B.	Improved rates of progress across all year groups for male PP students	% of PP males WA/WB at least matches that of female PP students. Evidence from data entry points termly.
C.	Improved rates of progress across all year groups for middle attaining PP students	% of PP students WA/WB at least matches that of other students. Evidence from data entry points termly.
D.	Increase attendance rates for PP students across all year groups	Reduce the attendance gap between PP and other students. Evidenced through attendance figures captured on sims monthly.
E.	Behaviour and engagement issues addressed with small group of males in Y10 and 11	Fewer FTE and behaviour points of these students. Evidenced through data on sims.
F.	Increase attendance of parents at school events for PP students	% of PP parents attending parents evening at least matches that of other students. Evidenced through data captured at parent evenings.

5. Planned expenditure

Academic year 2018-2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcome	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 attainment for all PP students, with particular emphasis on males, middle attainers, SEND and LAC through quality first teaching.	Whole staff CPD i. All meetings to start with a quiz relating to a specific disadvantaged student. ii. Ensure staff buy-in to the pupil premium agenda, with emphasis on conveying high aspirations and expectations of all students. iii. Providing staff with a pupil premium handbook exploring all aspects including teaching and learning strategies. iv. Ensure the most vulnerable students connect with at least one member of staff. v. Feeding back on external CPD when appropriate vi. Faculty time exploring data, interventions and impact through passports.	EEF Toolkit – Quality first teaching for all.	Learning walks (internal/external). Assessment data. Staff voice. Pupil premium passports evident. SLT and closing the gap coordinators will engage in conversations with any student who does not connect with an adult at Cansfield, which will they add information to passports. Staff engaging with pupil premium passports during faculty time.	SL / DN CTG Coordinators / Data team / HOF	Half termly. Termly.
	Groups of learners document provided to staff with hard copy and easily accessible spreadsheet on all computer desktops.	Dr John Dunford – Teachers knowing which students are eligible for pupil premium.	SLT line management.	SL / IT Technician	October.
	Generic seating plan template for all staff to engage with, showing disadvantaged students as blue.	Dr John Dunford – Teachers knowing which students are eligible for pupil premium.	Central folder for all seating plans updated after each data collection point.	SL / HOF	Each data collection point.

	Produce a war board for pupil premium students to track the progress, behaviour, attendance and welfare of all students.	Dr John Dunford – Frequently monitoring the progress of disadvantaged students.	SLT line management. War board up to date. PP Task Force, Y11 Task Force and HOY will interact with the war board.	GB / SL / CTG Coordinators / HOY ACA	Fortnightly.
	Establish a PP Task Force to meet fortnightly discussing the pupil premium action plan and the war board.	Dr John Dunford – Frequently monitoring the progress of disadvantaged students.	SLT line management. War board kept up to date. PM target relating to closing the gap.	SL / CTG Coordinators	Fortnightly.
	Internal and external study skills workshops delivered to pupil premium students, supporting students to better manage their time and prepare for assessments.	EEF Toolkit – Self regulation and homework.	Student voice. Assessment data.	TR / Positively mad	Half termly.
	Provide students with resources including revision aids to prepare for academic success through subject bidding process.	EEF Toolkit – Homework.	Student voice. Assessment data.	TR / HOF	Each data collection point.
Improved Y7 literacy progress (link to Y7 catch up).	Targeted support from samlearning utilising targeted intervention materials specifically for Y7 catch up students.	EEF Toolkit – Oral language intervention and reading comprehension strategies. Dr John Dunford – When a students progress slows, putting intervention in place rapidly.	Assessment data.	HOF English	Each data collection point.
Literacy lead.	Teacher to lead with whole school literacy.	EEF Toolkit – Oral language intervention and reading comprehension strategies.	Assistant Headteacher to oversee literacy strategy.	DN	Termly.
Improved Y7 numeracy progress (link to Y7 catch up).	i. Additional hour of small group tuition with HLTA. ii. CGP resources utilised to ensure full coverage of skills and address gaps in knowledge. iii. Targeted support from HLTA the week before high stake assessments.	EEF Toolkit – Small group tuition. Dr John Dunford – When a students progress slows, putting intervention in place rapidly.	Assessment data.	HOF Mathematics	Each data collection point.

Numeracy lead.	Teacher to lead with whole school numeracy.	EEF Toolkit – Consistent approach to numeracy.	Assistant Headteacher to oversee numeracy strategy.	DN	Termly.
AMA Coordinator.	Teacher to lead on academically more able students, develop teaching and learning and raising aspirations.	EET Toolkit – Aspiration interventions. Dr John Dunford – An unerring focus on high quality teaching.	SLT line management with fortnightly meeting. PM target relating to AMA students.	LO	Fortnightly.
Improved aspirations.	Promote and celebrate rewards for progress, attendance, POC, blue and black tie status.	Dr John Dunford – An ethos of attainment for all, with high aspirations and expectations for all students.	Lead practitioner to oversee rewards. Closing the gap coordinator with direct responsibility for rewards and aspirations.	AI / CM HOY PAS	Half termly.

ii. Targeted support

Intended outcome	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 attainment through focused support.	SLT intervention strategy meetings with targeted Y11 students and parents 3 times a year.	EEF Toolkit – Teaching and learning strategies and behaviour interventions.	SLT reviews targeted Y11 students in intervention meeting, discussing barriers to learning and target interventions.	SL / All SLT / Data team	Targeted student evening in November, February and April.
	Fully utilise samlearning targeted intervention package to support subject specific interventions.	EEF Toolkit – Homework, feedback and self-regulation.	CTG coordinator to identify groups for targeted intervention, provide students with the resources to complete the tasks, whilst ensuring students are engaging with the intervention and showing impact through assessment data.	TR / HOF	Each data collection point.
	Targeted additional specialist subject support for PP students.	EEF Toolkit – Small group / 1 to 1 tuition.	HOF to identify groups / individuals for targeted intervention, provide students with resources and showing impact through assessment data.	SL / HOF	Each data collection point.

	HOY Academic intervention strategy meetings with targeted students, when necessary.	EEF Toolkit - Teaching and learning strategies.	HOY reviews targeted students in intervention meeting, discussing barriers to learning and target interventions. SLT line management with fortnightly meeting.	BE / HOY ACA	Fortnightly.
Diminishing the difference in relation to progress in English	Targeted English intervention sessions.	EEF Toolkit – Small group / 1 to 1 tuition.	Assessment data. Monthly meeting with SLT with a focus on progress in English and Mathematics.	HOF English	Each data collection point.
Diminishing the difference in relation to progress in Mathematics	Targeted Mathematics intervention sessions.	EEF Toolkit – Small group / 1 to 1 tuition.	Assessment data. Monthly meeting with SLT with a focus on progress in English and Mathematics.	HOF Mathematics	Each data collection point.
Improve confidence and attainment in English, Mathematics and Science for more able students.	Sports Leaders UK course.	EEF Toolkit – Peer tutoring.	Completion of the Sports Leaders UK course.	LO	April and review termly.
Improved aspirations of more able PP students.	Participation in the Brilliant Club, working with PhD students on a thesis relating to anti-social behaviour.	EET Toolkit – Aspiration interventions.	Led by CM and fed back to the PP Task Force fortnightly. Completion of university visits, in school tutorials, assignment and graduation.	CM	Fortnightly.
Improved behaviour and engagement in the curriculum (links to a small group of males in Y9, 10 and 11)	Three wave approach to challenging behaviour with internal isolation, internal exclusion and reduced timetable with 1 to 1 curriculum support from the alternative provision coordinator.	EEF Toolkit – Behaviour interventions.	SLT line management. Monitored through FTE data.	SP	Half termly.
	Participation in ‘Commando Joe’s’	EEF Toolkit – Behaviour interventions.	SLT line management. Monitored through FTE data.	SP	Half termly.

Increased attendance rates for students eligible for PP.	Full time attendance officer improving the attendance outcomes for disadvantaged students, including home visits.	Students need to be present for us to improve their attainment.	SLT line management. Monitored through attendance data.	JJ / KR	Daily as part of attendance officer role and expectations.
Promote student wellbeing.	In-school life coach supporting the wellbeing and welfare of disaffected students.	EEF Toolkit – Behaviour and aspiration interventions.	SLT line management. Monitored through attendance and FTE data.	JJ / YH	Daily as part of life coach role and expectations.

iii. Other approaches

Intended outcome	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 outcomes for PP students.	Commission an external review.	The external review will validate current practice and identify action points moving forward.	SLT line management.	GB / SL	July.
Improved aspirations of PP students.	Target funding to support aspirational visits to colleges and universities.	EEF Toolkit – Aspiration interventions. Providing opportunities for students to experience academic and social activities in a broader sense than they would normally have access to.	Student voice.	CM / LO / HOY	Half termly.
	Target funding to support subject trips.	EEF Toolkit – Aspiration interventions. Providing activities outside the classroom to further engage students in the curriculum.	Student voice.	HOF	Half termly.
	Target funding to end of term trips.	Providing disadvantaged students with social experiences to motivate them and to broaden their horizons.	Student voice.	TR / AI	Termly.
Increase parental engagement	Provide parents will information relating to the PPG and introduce new leadership staff involved.	EEF Toolkit – Parental engagement.	Letter sent out in October.	CM / Admin staff	October.

	Guidance for parents i. How to support the learning of my child ii. The importance of attendance and punctuality	EEF Toolkit – Parental engagement. Supporting parents to help their child to progress as best they can, and highlight the importance of attendance and punctuality.	Post booklets to parents and give details on how to access the website.	CM / Admin staff	October.
	Programme of support for parents, with particular emphasis on those where nobody has gone to university, including social events and providing academic support.	EEF Toolkit – Parental engagement.	Event delivered with parent voice completed.	CM / SLT	Half termly.
	Provide an overall summary for parents who fail to attend parents evening.	EEF Toolkit – Parental engagement.	Identify parents who did not attend, collate a brief summary from class teachers and post to parents.	CM / Class teachers / Admin staff	Half termly.
Increase the expertise of Governors	Named Governor with specific responsibility linked to pupil premium.	Dr John Dunford – Governor training.	Meeting with PP Task Force.	SL / CTG Coordinators	Half termly.
	Ensure Governors are kept up to date with the pupil premium agenda.	Dr John Dunford – Governor training.	Present updates to Governors termly on progress, behaviour, attendance and spend.	SL / CTG Coordinators	Each data collection point.
Ensure the impact of the PPG	Review the PPG spend regularly.	Dr John Dunford – A senior leader in charge of the spend and impact.	Meeting dedicated to the spend and impact of spend.	SL / SD	Half termly.
Total budgeted cost					£265935

6. Review of expenditure																	
Previous Academic Year		2017 - 2018															
i. Quality of teaching for all																	
Intended outcome	Action/Approach	Estimated impact:	Lessons learned	Cost													
Improved Pupil Progress and attainment for all PP especially middle band and specifically boys across all subjects with a sharp focus on E&M.	Formal and interim subject review with all departmental areas each term and an interim halfway with Bv (Teaching and Learning deputy head) and Pupil Premium students being a priority focus, data, classroom and learning walks.	Results have dipped in summer 2018 in comparison with summer 2017, with middle attainers and males across subject areas continuing to be a specific area of focus.	Subject reviews were too lengthy and lacked a sharp focus on key issues, intervention and demonstrating impact. Learnings walks did not ensure quality first teaching for all students in all classrooms. The management structure failed to empower leaders or hold them to account.	N/A													
	Summer Review of Results 2017 with all Heads of Subject provided an opportunity to promote and isolate the PP agenda and also important to identify key areas to develop.		Faculty areas need dedicated time to explore the PP agenda not for it to be an add on during a subject review meeting. Staff need to immerse themselves in the information available to ensure teaching and learning leads to improved outcomes for disadvantaged students. Faculty leaders did not always feel they could be honest about data with senior leadership, as the leadership approach tended to be rigid in far too many occasions, and decisions made about subject areas without consultation with the faculty leader. The new senior leadership team is moving towards a culture of openness and honesty where faculty leaders are the experts of their subjects.	N/A													
	An intervention group completed TLM IT user skills certificate during the Autumn term of Y11.	Qualifications achieved:	This qualification provided students with an IT qualification to utilise skills within other areas of the curriculum. This qualification was used in the P8 open basket for the majority of students in this small cohort.	£20 000													
		<table border="1"> <thead> <tr> <th></th> <th>Level 1</th> <th></th> <th>Level 2</th> </tr> </thead> <tbody> <tr> <td>Distinction</td> <td>25%</td> <td>A</td> <td>4.8%</td> </tr> <tr> <td>Merit</td> <td>75%</td> <td>B</td> <td>19%</td> </tr> <tr> <td></td> <td></td> <td>C</td> <td>76.2%</td> </tr> </tbody> </table>				Level 1		Level 2	Distinction	25%	A	4.8%	Merit	75%	B	19%	
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Assigned leadership and reformed structure to ensure continued progress for 316 PP students 2017 – 2018. Newly formed QA process now has		Y7 and Y8 Impact - The percentage of subjects working at or beyond are shown in the table below:	Calendared learning walks did not raise the standards and attainment for disadvantaged students, these need to be a routine duty for SLT for all lessons.	£20 000													

	<p>additional layers to ensure accountability and more expertise with such a large cohort. This PP Leadership Team to be represented in all key areas of school namely; <i>Learning Walks, Subject Reviews, CPD, Data, assessment, TLR/ISG Team, Attendance, behaviour to ensure PP agenda is as high priority as possible.</i></p>	<table border="1" data-bbox="976 169 1458 288"> <thead> <tr> <th></th> <th>PP</th> <th>NON-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>76.1%</td> <td>87%</td> <td>-10.9%</td> </tr> <tr> <td>Y8</td> <td>73.3%</td> <td>83.5%</td> <td>-10.2%</td> </tr> <tr> <td>Y9</td> <td>71.0%</td> <td>83.1%</td> <td>-12.1%</td> </tr> </tbody> </table> <p>Attendance impact: 16-17 PP 91.62%/Non-PP 96.50%/Gap -4.88% 17-18 PP 91.55%/Non-PP 96.33%/Gap -4.78%</p>		PP	NON-PP	Gap	Y7	76.1%	87%	-10.9%	Y8	73.3%	83.5%	-10.2%	Y9	71.0%	83.1%	-12.1%		
	PP	NON-PP	Gap																	
Y7	76.1%	87%	-10.9%																	
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	<p>CPD of leadership including launch of National Qualification of Senior and Middle leaders course 2017-18 for 10 managers, aspiring senior leaders and middle managers. Voluntary CPD for staff on key areas of teaching and Learning form part of this CPD drive, assessment, marking, differentiation, behaviour management, PP, SEND (this list is not exhaustive) Also, incorporating CPD of pastoral leaders.</p>		<p>The focus for assignments on the majority of courses did not specifically link to the provision of pupil premium students, and therefore had limited impact on the progress of disadvantaged students. PP CPD must be part of whole staff CPD and not voluntary to ensure consistency and all staff are fully training to deliver quality first teaching.</p>	<p>£24 000</p>																
	<p>Departments can form a bid for additional and targeted funding in order to focus on PP students within their subject area.</p>		<p>Monitoring of impact in most cases was too far away, and interim impact reviews would have secured greater impact, especially when this was for Y11 students and the impact to be demonstrated in GCSE examinations. Impact of resources will need to be reviewed at each data collection point when appropriate and further layers of intervention incorporated to ensure progress is made.</p>	<p>£15 000</p>																
	<p>English and Maths Pupil Premium Agenda 2017-18 - Both subject areas must prioritise outcomes for the disadvantaged.</p>	<p>Y8 English and Mathematics impact - The percentage of students working at or beyond are shown in the table below:</p>	<p>The subject areas worked in isolation, which needs to be addressed. HOF English and Mathematics will meet at least every month to discuss the PP students in their subject area, intervention and the impact.</p>	<p>£5 000</p>																

Learning mentor support within classes with focus on English and Mathematics.		PP	NON-PP	Gap	The impact of the intervention was not robustly monitored during the year, and would often be utilised for behaviour support of other students rather than in class support, and moving the progress of disadvantaged students on.	£49 635
	English	66.7%	74.8%	-8.1%		
	Mathematics	50%	60.6%	-10.6%		
Y9 English and Mathematics impact - The percentage of students working at or beyond are shown in the table below:						
		PP	NON-PP	Gap		
	English	79%	85.4%	-6.4%		
	Mathematics	54.7%	61.8%	-7.1%		

ii. Targeted support

Intended outcome	Action/Approach	Estimated impact:	Lessons learned	Cost															
Launch of Brilliant Club 2017-18 – university course delivered by PhD staff.	High level entry PP students years 9 & 10 identified from internal assessment data, enrolled on the Arts/Hums/Literacy strand of this initiative.	Raised student aspirations evident in student voice. The assignments produced by students were of the quality of undergraduate students, and some being beyond this standard. Eight students across Y9 and 10 graduated from the programme.	Crucial experience for students to experience a flavour of university life including what is expected academically, which did broaden student horizons.	£2 000															
Improved behaviour amongst PP groups across all year groups. 'Alternative approach' to FTE and new management team to benefit PP Students.	Re-structure of ISG team (Pastoral) increasing pastoral leader support and leadership, and the addition of ISG learning mentor to work alongside team to provide in-class support to identified students who have behaviour as a barrier. Re-model internal respite provision, increasing capacity to 8-10 students and additional layer of leadership and management each day. Launch of new FTE model in order to positively reduce FTE and ensure students who are disadvantaged do not become disaffected. 'One day' maximum fixed term, ISG management decision only and each case fully	FTE impact – Although the figures show an increase in 2017 – 2018, it clearly demonstrates the impact of a new senior leadership structure that came into place in the summer term of 2018: <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>16-17</td> <td>6</td> <td>9</td> <td>12</td> <td>27</td> </tr> <tr> <td>17-18</td> <td>12</td> <td>16</td> <td>6</td> <td>34</td> </tr> </tbody> </table>		Term 1	Term 2	Term 3	Total	16-17	6	9	12	27	17-18	12	16	6	34	HOY Pastoral have a wealth of expertise in dealing with disaffected students, and this should be utilised increasing their capacity for impact with HOY doing safeguarding duties and supporting students and teachers during lesson time. The inconsistency with expectations from staff whilst providing respite provision caused an issue with the environment with graffiti, the general behaviour of students and the work ethic and progress made. Moving forward the internal provision will be supervised by HOY pastoral, isolation room teacher and internal exclusion manager.	£50 572 £20 000
	Term 1	Term 2	Term 3	Total															
16-17	6	9	12	27															
17-18	12	16	6	34															

	Empathy 3 days a week to supplement in school life coach service to ensure vulnerable PP students benefit from expertise and support but also via empathy those most disaffected can reflect on deep rooted reasons for this barrier and work towards successful outcomes that positively impact progress.	Of the 27 who completed the evaluation 23 found Empathy beneficial, 4 didn't, which equates to approx. 50% of those who attended. A further 22 attended but didn't complete an evaluation.	This was introduced during the year and earlier intervention for some students would have had more impact, as some students failed to engage with the opportunity.	£6 600
Improving attendance rates for PP students.	Appointment of in-school, full time attendance officer to work with a member of ISG leadership and improve attendance outcomes for PP students carrying out; Home visits, meetings, daily data sharing, FPN, many other proven attendance strategies.	Attendance impact: 16-17 PP 91.62%/Non-PP 96.50%/Gap -4.88% 17-18 PP 91.55%/Non-PP 96.33%/Gap -4.78%	Continue day to day work by attendance officer and include half termly reviews with SLT identifying areas for additional support.	£17 453
	Lead practitioner leading whole school attendance agenda, rewards, recognition (100% program etc)		Intervention and recognition is key to make small gains in attendance that add up.	£15 000

iii. Other approaches

Intended outcome	Action/Approach	Estimated impact:	Lessons learned	Cost
Evidence of student recognition, self-regard and value of learning/progress increased – part of praise agenda.	Whole school pastoral rewards system to recognise 'those that do' and therefore gain additional status and privilege across school through the qualification of POC / blue tie / black tie	Y7 POC: 43.9% of PP students in Y7 achieved the Pride of Cansfield status in the final block of the year. Y8 POC: 36.8% of PP students in Y8 achieved the Pride of Cansfield status in the final block of the year. Y9 Blue ties: 11.5% of PP students in Y9 achieved blue tie status in September 2018. Y10 Black ties: 4.3% of PP students in Y10 have achieved senior prefect status in September 2018 and 40.4% of PP	The majority of students come to Cansfield and do what is expected of them day in and day out, these rewards realise this for students and will be built of further in 18 – 19 with the introduction of lion points linked to the Headteacher Award.	£2 000

<p>Increase levels of aspiration outside of school and relevant role models/diversity.</p>	<p>Four members of the teaching staff allocated PP 'booster' groups as an additional point of contact for Y7-10 PP students. Also have responsibility of PP fund £1000 as part of this role, with Y11 covered via current lead practitioner role.</p>	<p>students in Y11 have achieved prefect status in September 2018 Y11 Black ties: 2.1% of PP students in Y11 achieved senior leader prefect status by the final block of the year, 42.6% of PP students achieved senior prefect status and 29.8% achieved prefect status.</p>	<p>Staff had limited capacity to have a significant impact with students (two form periods a week). It is crucial that staff have sufficient capacity to not only deliver quality first teaching in their class rooms but also deliver on areas of leadership. At times the PP champions felt that impact was limited as there was a significant amount of admin required when producing passports.</p>	<p>£12 740</p>
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7. Additional detail

Y11 Outcomes 2017 – 2018:

Cohort Summary	Summer 2017 Results					Summer 2018 Results				
	PP Students		Non-PP Students		In school gap	PP Students		Non-PP Students		In school gap
Measure	Total	%	Total	%		Total	%	Total	%	
Cohort	38	100	136	100		47	100	125	100	
Attainment/Progress 8 Summary										
Measure	Total	%	Total	%		Total	%	Total	%	
Average Total Attainment 8	40.84		46.6		-5.76	35.28		43.64		-8.36
Average Attainment 8 Grade	4.08		4.66		-0.58	3.53		4.36		-0.83
Average KS2 Prior Attainment	4.73		4.87		-0.14	4.62		4.84		-0.22
Average Estimated A8	46.27		48.9		-2.63	43.31		47.8		-4.49
Average Total Progress 8	-0.543		-0.23		-0.313	-0.727		-0.39		-0.337
P8 Upper Confidence Interval	-0.152		-0.023		-0.129	-0.357		-0.169		-0.188
P8 Lower Confidence Interval	-0.934		-0.437		-0.497	-1.096		-0.612		-0.484
Positive Progress 8										
Measure	Total	%	Total	%		Total	%	Total	%	
Pupils achieving a Positive Overall Progress 8 score	15	39.5	59	43.4		14	31.1	47	37.6	
Pupils achieving a Positive Progress 8 score in ALL 4 baskets	0	0	0	0		5	11.1	20	16	
Pupils achieving a Positive Progress 8 score in English	0	0	0	0		11	24.4	59	47.2	
Pupils achieving a Positive Progress 8 score in Maths	0	0	0	0		14	31.1	54	43.2	
Pupils achieving a Positive Progress 8 score in EBacc	0	0	0	0		11	24.4	47	37.6	
Pupils achieving a Positive Progress 8 score in Open	0	0	0	0		15	33.3	43	34.4	

Basics 9-7										
Measure	Total	%	Total	%		Total	%	Total	%	
Students Achieving 9-7 in English and Maths	2	5.3	11	8.1	-2.8	3	6.4	8	6.4	0
Students Achieving 9-7 in English	3	7.9	27	19.9	-12	6	12.8	21	16.8	-4
Students Achieving 9-7 in Maths	4	10.5	14	10.3	0.2	3	6.4	13	10.4	-4
Basics 9-5										
Measure	Total	%	Total	%		Total	%	Total	%	
Students Achieving 9-5 in English and Maths	8	21.1	55	40.4	-19.3	8	17	48	38.4	-21.4
Students Achieving 9-5 in English	15	39.5	92	67.6	-28.1	15	31.9	77	61.6	-29.7
Students Achieving 9-5 in Maths	11	28.9	57	41.9	-13	10	21.3	56	44.8	-23.5
Basics 9-4										
Measure	Total	%	Total	%		Total	%	Total	%	
Students Achieving 9-4 in English and Maths	20	52.6	95	69.9	-17.3	15	31.9	81	64.8	-32.9
Students Achieving 9-4 in English	27	71.1	113	83.1	-12	21	44.7	102	81.6	-36.9
Students Achieving 9-4 in Maths	23	60.5	98	72.1	-11.6	21	44.7	87	69.6	-24.9
Attainment/Progress 8 - English										
Measure	Total	%	Total	%		Total	%	Total	%	
Average English Attainment 8	8.47		10.38		-1.91	7.79		9.84		-2.05
Average English Attainment 8 Grade	4.24		5.19		-0.95	3.89		4.92		-1.03
Average English Estimated Attainment 8	9.98		10.47		-0.49	9.44		10.25		-0.81
Average English Progress 8	-0.752		-0.043		-0.709	-0.744		-0.203		-0.541
English Progress 8 Upper Confidence Limit	-0.261		0.216		-0.477	-0.302		0.063		-0.365
English Progress 8 Lower Confidence Limit	-1.242		-0.302		-0.94	-1.186		-0.468		-0.718

Attainment/Progress 8 - Maths										
Measure	Total	%	Total	%		Total	%	Total	%	
Average Maths Attainment 8	7.58		8.66		-1.08	6.68		8.66		-1.98
Average Maths Attainment 8 Grade	3.79		4.33		-0.54	3.34		4.33		-0.99
Average Maths Estimated Attainment 8	8.89		9.5		-0.61	8.28		9.3		-1.02
Average Maths Progress 8	-0.654		-0.419		-0.235	-0.717		-0.324		-0.393
Maths Progress 8 Upper Confidence Limit	-0.21		-0.184		-0.026	-0.267		-0.054		-0.213
Maths Progress 8 Lower Confidence Limit	-1.099		-0.653		-0.446	-1.167		-0.594		-0.573

8. PPG Proposed Spend 2018 - 2019

Student Numbers as of 7th January 2019:

Year Group	Number of students	Percentage of students
Year 7	76	39.2%
Year 8	62	30.5%
Year 9	67	34.2%
Year 10	61	31.6%
Year 11	43	24.6%
Whole school	309	32.2%

Funding Allocation:

Approach	Provision	Approximate cost
Staffing		
Contribution towards Deputy Headteacher for pastoral and student welfare	Oversee pastoral provision for PP students including behaviour safeguarding and attendance.	£56 215
Contribution towards Assistant Headteacher for Outcomes	Oversee all PP students in school to reduce barriers to learning and raise attainment.	£39 642
Contribution towards Assistant Headteacher for Behaviour	To monitor and improve student behaviour with particular focus on and monitoring of PP students.	£26 428
Contribution towards two Closing the Gaps Coordinators	Focus on improving parental engagement, aspiration and harnessing the power of student voice.	£3 870
Contribution towards five Academic HOY	To oversee PP students in year group, working closely with students and staff to improve attainment and reduce barriers to learning.	£5 440
Contribution towards five Pastoral HOY	To oversee PP students in year group, working closely with students and staff to improve behaviour, attendance and promote student wellbeing.	£58 259
Contribution towards Attendance Officer	To monitor and improve student attendance with particular focus on and monitoring of PP students, including meeting with students, parents and making home visits.	£18 735
Contribution towards Attendance Officer/Admin	Day to day correspondence with parents relating to attendance.	£4 502
Contribution towards Internal exclusion manager	Focus on improving behaviour, self-reflection and taking responsibility for choices/actions.	£9 076

Contribution towards isolation room teacher	Focus on improving attainment for students who may be struggling in the classroom with behaviour.	£15 829
Contribution towards life coach	Personalised individual support to boost student wellbeing and self-esteem.	£9 972
Contribution to Safeguarding admin officer	Supporting deputy headteacher with safeguarding and pastoral aspects relating to PP students.	£7 967
		Total £255 935
		Curriculum
Pupil Premium Training Day	National conference for newly appointed closing the gap coordinators x 2 with Sec Ed	£600
Specialist English Intervention	1 to 1/small group work to support borderline students across all grades	£1 000
Specialist Maths Intervention	1 to 1/small group work to support borderline students across all grades	£1 000
Revision materials	Provision of revision books and funding for revision to raise attainment	£2 000
Study skills sessions	To promote strategies for revision and study to raise attainment.	£1 500
Whole school rewards % allocation	To promote attendance, punctuality and progress in formal assessments.	£1 000
Contribution towards commissioned school review – PP focus	To verify, challenge and evaluate current PP practice to narrow the attainment gap.	£400
Contingency fund for subject trips	Allowing PP students to access experiences not available to them, promoting engagement and progression within a particular subject.	£1 000
College/University trips	To raise aspirations of students, engage them further in the curriculum and provide experiences for students to make informed decisions about their journey after Cansfield.	£500
Careers guidance mentor	To raise aspirations of students, engage them further in the curriculum and provide quality guidance for students to make informed decisions about their journey after Cansfield.	£400
		Total £9 400
		Other Aspects
Uniform	Assistance with uniform costs to promote inclusion by raising attainment, attendance and social capital	£300
Equipment	To provide students with equipment generally not accessible to them including stationary, ingredients	£300
		Total £600
		Total Expenditure £265 935