

## Pupil Premium Funding Strategy (including LAC funding and Year 7 'Catch Up')

1. Summary information					
<b>School</b>	The Sir John Colfox Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£136,510	<b>Date of most recent PP Review</b>	Sept 2018
		<b>Additional LAC funding</b>	£4600		
		<b>Year 7 Catch Up funding</b>	£10,600		
		<b>Total</b>	<b>£152910</b>		
<b>Total number of pupils</b>	879 (incl 148 in Post 16).	<b>Number of pupils eligible for PP</b>	19.98% 146 plus 17 in Sixth Form	<b>Date for next internal review of this strategy</b>	Sept 2018 Nov 2018

2. Current attainment (GCSE results from summer 2018)			
	Pupils eligible for PP at Colfox	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	-0.09 (0.72 last Year)	-0.33	0.03
<b>Attainment 8 score average</b>	42.35 (34.72 last Year)	40.83	45
<b>% achieving Grade C in BASICS</b>	45.8 (26.1 last Year)	43%	58.5
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
<b>A.</b>	Literacy Levels of the Disadvantaged low ability group		
<b>B.</b>	Middle Ability Disadvantaged Achievement in Years 8, and 11		
<b>C.</b>	Social and Emotional Skills		
<b>D.</b>	Home Learning Completion		
<b>E.</b>	Accessing greater participation and extra-curricular opportunities		

<b>F.</b>	Transition – Nurture schools recognise that periods of transition/change are difficult for many children	
<b>External barriers</b>		
<b>F</b>	Attendance – particularly persistent absence	
<b>G</b>	Economic Hardship	
<b>H</b>	Low Aspiration	
<b>J</b>	Lack of cultural, academic and early-educational experience at home	
<b>K</b>	Mental health issues including anxiety, depression and self-harm	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Literacy and Numeracy skills of low ability Disadvantaged students in Key Stage 3 are improved.	Improving standardised scores for Reading, Writing and Spelling of this group for 50% of students.  One to one /small group intervention in Maths will ensure 85% students are meeting their attainment band targets
<b>B.</b>	Disadvantaged achievement in Year 11 improves upon the end of Year 10 score	Current progress 8 score will be decreased by 50% in Year 11- currently -0.6. Disadvantaged middle ability is currently 0.79.
<b>C.</b>	Reduction in Persistent Absence of Disadvantaged students in Year 10-11	Current PA will decrease from 16% to 12%
<b>D.</b>	Home learning completion by Disadvantaged group will increase.	HNC reports will show 25% reduction in this group.
<b>E.</b>	Disadvantaged student participation in school events will increase.	Increased numbers of PP students achieving graduate and apprentice level 25% will achieve the new House Points Level 3 award.  All Disadvantaged students will be engaged in at least one extracurricular activity.  Number of Disadvantaged students participating in DofE award will increase.
<b>F.</b>	Targeted use of funding will enable Disadvantaged students to access learning support as appropriate.	All PP students in Year 11 are actively using resources and materials provided by school as part of their individual study.

		Year 11 under-achieving Disadvantaged students will be mentored. Additional tutor group in Year 11 to enhance mentoring, support and guidance.
<b>G.</b>	Motivation of Disadvantaged students to rise so that more of this group will see education and further education as a key part of their personal plans.	80% of PP students interviewed will identify education as being a key part of their personal plans  95% of Year 10 Disadvantaged students to engage with a positive work experience placement. Zero NEET numbers from target group
<b>H.</b>	Ensure that Disadvantaged Sixth Form students are encouraged in their aspiration to attend university and follow academic programmes into HEI.	65% of PP students in Year 13 move into HEI.
<b>I.</b>	Enhanced Transition will see a decrease in pastoral referrals (Y7 and Y11) as well as a decrease in NEET figures (y11).	Increased engagement of parents in parent's evenings and meetings regarding pastoral care and academic progress. Decrease in the number NEET (Not in Education and Employment) in Year 12 (2019)

## 5. Planned expenditure

<b>Academic Year</b>	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen 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?
Home Learning completion by PP group will improve.	Completion rates to be analysed half-terminly and communication with home and support from homework club guaranteed.	Our evidence informs us that students who complete regular and quality homework make better progress in school.	CD/TRN will share with SLT the results from HNC reports and targeting of students who are persistently not completing HWK and will ensure that follow up actions take place.	CD/TRN, ED and all HOF	Termly.

For all staff to be aware of our Disadvantaged students and consider all aspects of their progress.	Class Profiles will be compulsory with the identification of Disadvantaged students, alongside other key groups.	Best practice reports show this to be one of the most important aspects of an inclusive teaching and learning approach.	HOF will receive copies and one must be left in each teaching room.	MH/DMH	On-going.
For the learning of Disadvantaged students to be carefully considered.	Lesson plans will discreetly identify specific strategies and resources for Disadvantaged	Again, evidence from national reports suggests that planning for the learning and progress of this key group is integral to their success.	Lesson plans and observations will be monitored by HOF and SLT teaching/learning lead.	HOF/MH/DMH	On-going.
To raise literacy levels of low ability Disadvantaged students in Year 7 and 8.	Extra literacy teaching groups in Key Stage 3 for low ability groups instead of a second MFL.	We have experienced great success with this alternative curriculum for our lower ability cohort. This is also supported by our Year 7 Catch up money and this figure is not released until March 2019 and expected to be approx. £9-10,000.	Principal TA oversees quality and progress.	CD/JBG/CB	Termly review.
Increased literacy levels of the very weakest students with Disadvantaged status.	Intervention in SEN dept. with Learning Support including 1:1 dyslexia support, 1:1 SALT, small group teaching groups.	Evidence based research highlights these interventions to be a significant factor in raising levels of attainment in literacy.	Overseen by SENCO/Assistant SENCO	JBG/CB	Termly review.
Raise maths achievement of Disadvantaged students who are falling behind targets levels.	1:1 and small group intervention from specialist maths TA.	The impact of small group and 1:1 intervention has been significant when it has been well targeted.	Overseen by Head of mats, SENCO and specialist TA.	JP, JBG with RP/AA	Weekly report by AA and termly progress review by HOD.

Staff are better informed about students' needs and can plan more effectively for their learning	SENS assessment to identify areas of strength and weakness in terms of a learning profile.	It is essential that all staff are fully informed of students learning needs and preferred styles.	A detailed report to be shared with staff on learning needs will help planning for all and SENCO will ensure these are shared with staff via BROMCOM. These will be reviewed with parents twice annually.	JBG	Bi annual review of effectiveness.
<b>Total budgeted cost</b>					<b>£40,500</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Effective personal academic support for Disadvantaged students.	Personal Academic Mentoring for those Disadvantaged who are under-achieving (Key Stage).	1:1 support is a highly effective tool for students in supporting learning and aspirations.	MH will lead this for all KS4 students in school and review progress and data with KS4 RAT.	MH	End of term and Year review.
Effective guidance for staff and students regarding learning and personal support strategies.	Educational Psychologist intervention.	Evidence based research on the effectiveness of EP involvement.	SENCO will monitor strategies and review success and liaise with all teaching staff.	JBG	Termly SEN review and end of Year.
Raised attainment at Key Stage 4 for Disadvantaged students.	Holiday school teaching.	This has proved effective in our experience when targeted appropriately.	HOF to oversee student's selection and revision approaches.	TRN and HOF	End of Year review.

Disadvantaged students with specific SEMH needs have personal support.	Inclusion Centre programmes including ELSA and Nurture Group.	Inclusion Centre programmes and nurturing programmes are successful in supporting students with emotional needs.	Inclusion Lead for the school will be monitoring the quality of delivery and reporting to Pastoral Forum chaired by the Head.	NP/MH	End of Year review.
Disadvantaged students in need of high tier support will have more immediate access.	Project Aspire Mentor School Counsellor	The CAMHS waiting list is over 6 months long and there is always an issue for students in need of higher tier work.	Heads of School via Pastoral Forum will have their recommendations for this support reviewed and agreed.	MH/SLC/NFB	End of Year review.
Targeted careers and post 16 guidance provided for Disadvantaged group	Project Aspire will be delivering 9 sessions of targeted careers and post 16 education support to the chosen group in Year 11	Reducing NEETs amongst the Disadvantaged group is important for those in transition to post 16 education.	NP to oversee FF from Project Aspire	FF/NP/MH	End of nine week review
SixthForm Disadvantaged students are able to attend university open days and become inspired to apply.	Funding travel and accommodation as required for all approved open day visits.	It is important Disadvantaged students are able to experience the universities they might be considering and raise their awareness.	Head of Sixth and Deputy Head of Sixth will help identify opportunities for Disadvantaged students.	AT/TS	End of Year review
SixthForm Disadvantaged students can choose and study the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged Sixth-Formers. All key texts, revision guides and study materials to be	Funding travel to appropriate learning centres is essential to enable an appropriate study programme.	Vocational leader, connexions and Head of Sixth will all ensure the scheme is advertised and there is take up from Disadvantaged students.	GF/AT/TS/MT	End of Year review

Enhanced Transition package implemented for students in Year 7	Specific transition meetings with Y6 staff to target what have been successful learning and intervention strategies. Progress/Pastoral review followed by meeting with parents	It is good practice to continue with already working strategies. In addition inclusion staff will work with Year 6 and 7 pupils on a one to one basis to ensure smooth transition.	CD will monitor this in Key Stage 3 learning reviews.	CD/GF/NP	End of term data reviews.
Specialist tutor group created in Year 11 to assist with intervention. SEMH and transition to Year 12.	Inclusion team have been redirected to manage a small group of underachieving students to support in Year 11.	Small group intensive support will reduce progress gap and support a decrease in Disadvantaged NEET numbers	Monitoring of attendance, progress and behaviour every 4 weeks	MH/NP and NFB	End of Year GCSE data review
Sixth-Form Disadvantaged students are able to access curriculum trips to help support their learning.	Funding for all necessary curriculum trips e.g. Biology/Geography Field Trip.	It is essential to access the course.	Head of Sixth to oversee with HOF	AT	End of Year review
<b>Total budgeted cost</b>					<b>£57,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Better enrichment for Disadvantaged students.	Access to trips, STEM activities and visits that support learning and aspiration.	Feedback from students who have had access to trips and visits.	House Coordinators will review termly at SLT meetings.	MH/AT/NT	Termly Review.

Disadvantaged students participate more in school events including teams and arts productions.	Positive discrimination - House Coordinators to half-track termly participation and share with SLT.	We believe that participation in school events, including DofE, teams and the Edge is a vital part of the sense of belonging we aim for.	SLT will review termly as House coordinators bring their progress to termly SLT.	JCM, EH, ROH, and NT (MH)	Half - Termly review.
The performance of Disadvantaged students in all key stages is mapped and monitored in progress and attainment terms.	KS4 RAT teams and MH will review and present data on this entire group. MH and CD (KS3) will identify wave 1, wave 2 and wave 3 strategies as appropriate and implement.	National research shows the impact of the having 'Pupil Premium Champion' and the benefits of specifically tracking the performance of this Disadvantaged group.	MH will present Disadvantaged data at SLT and to the trust board/governing body, including the governor responsible for the Disadvantaged.	MH/SLT/	Termly review.
All Disadvantaged students have access to required additional resources.	Purchase recommended texts and revision guides for all Disadvantaged students.	It is essential that Disadvantaged students have access to necessary learning resources.	Emma Dixon will liaise with faculties in ensuring the desired resources are provided and updated annually.	TRN/ED	End of Year review.
All Disadvantaged students have access to compulsory and optional uniform to feel part of school.	Guaranteed Uniform Support.	It is essential to school life to be clean and have high self-esteem in full uniform and new optional PE kit.	Head of PE will monitor groups and target Disadvantaged who might benefit from 'team' kit. Tutors and Heads of School will monitor general uniform needs.	MH	End of Year.
Better attendance for Disadvantaged group.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	Target group monitoring on attendance has worked with other 'groups' e.g. PA and this can be applied to Disadvantaged students.	Pastoral Forum is chaired by the Deputy Head teacher who will report to trust board on the attendance of the group.	MH	End of each term as census figures are confirmed.
Improved contact with Hard to Reach Disadvantaged students	Parents evening/Success evening repeat calls	Personal invites from school over the phone, combined with follow up with parents who do not attend	MH/TRN/CD to check list and direct calls	MH/TRN/CD	End of Year parents evening attendance data
Tightening of Behaviour for Learning Sanctions will improve the learning	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	Target group monitoring on behaviour has worked with other 'groups' e.g. SEN Support and this can be applied to all Disadvantaged .	Pastoral Forum is chaired by the Deputy Head teacher who will report to Trust Board on the attendance of the group.	MH/HOS	End of term review of overall data at SLT.

from our Disadvantaged students.					
Provide appropriate curriculum support for persistently absent or disaffected Disadvantaged students.	Use funding to assist inclusion support or dual registration support from DLC.	We have a record of success with inclusion and dual registering; working with students and enabling successful reintegration back into main school life.	Heads of school work with DLC staff to discuss programmes and phased reintegration to school.	MH/HOS	On-going.
Ensure progress of LAC group	LAC lead teacher to report to MLT and DCC on the use of LAC funding to support progress.	It is a statutory and necessary part of our support for children in care.	LAC lead teacher will meet with carers and manage the programmes of support and feedback to Head. Currently 2 in upper school and two in sixth form.	MH/TS/AT	On-going.
A greater range of education and services for students with mental health problems is made available	Increased capacity in school for students to see ELSA, counselling, advisory and Inclusion staff.	Access to mental health services externally are limited due to the high demand on health and social services	Pastoral staff to triage need appropriately to a range of services and provision to be mapped and evaluated	MH/HOS/NP/EW Aspire	Provision mapping ongoing and Yearly review
<b>Total budgeted cost</b>					<b>£55,410</b>

6. Review of expenditure 2017-18				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Specific Provision for Disadvantaged students will be explicit and the progress gap will be narrowed	Quality of work monitoring, lesson and seating plans will discreetly identify specific strategies for the raising the achievement of Disadvantaged students.	The progress gap is set to narrow considerably. The current data shows that this group made equal of near to equal progress when compared to the non-Disadvantaged group. Effective 'Wave 1' teaching for the Disadvantaged was highlighted by OFTSED as a strength in the school. A 'positive' gap in the EBACC was particularly pleasing, compared to the non-Disadvantaged (- 0.55 vs 0.45)..	Planning for the Disadvantaged will continue to be both effective and explicit. Lesson observation will maintain its focus on active engagement and progress of this group. Progress in the open bucket subjects needs additional focus going forward.	£500
Halve the progress gap between Disadvantaged and Non Disadvantaged , by preparing students more thoroughly for new style exams.	Action research projects in History, MfL and Science, for example, will address the 'recall gap' between exams and lessons, through the development of memory and metacognitive skills.	A longer, well planned intervention and revision period in school contributed to a decrease in the 'Disadvantaged ' progress gap, which was more than halved.	A focus on the 'memory' aspects of the new curriculum, for example the new research projects and effective wave 1 teaching will continue.	Nil cost.

To raise literacy and mathematics levels of low ability Disadvantaged students in Years 7-11.	Additional set put in place for English in Year 9, 10 and 11. Extra literacy and numeracy teaching groups in for low ability in 7, 8 and 9.	As with the EBACC, Disadvantaged made more progress in English than non-Disadvantaged. Maths recorded a positive progress score of the group, whilst English outcomes were in line with national averages, with stronger attainment. Over 70% of the Year 7 and 8 met their attainment targets in maths, with Year 7 Disadvantaged making more progress than their non-Disadvantaged counterparts. Catch up progress data was also very strong.	Additional teaching of English and Maths remain in the curriculum for those in Year 7 and 8 with the weakest literacy and numeracy. The school will continue with one to one and small group teaching after school with our external tutor.	Nil cost
Increased literacy levels of the very weakest students with Disadvantaged status.	Intervention in SEN dept. with Learning Support including 1:1 dyslexia support, 1:1 SALT, small group teaching groups.	English progress scores for the GCSE Disadvantaged group were strong. Over 85% in Year 7 and 8 met their attainment targets in English.	This is a very important part of our school strategy to support the literacy of low ability Disadvantaged students, it will continue. However the lower ability groups are larger as there is no longer sufficient teaching availability to split the lower groups.	£15,000
Raise maths achievement by Disadvantaged students who are falling behind targets levels.	1; 1 and small group intervention from specialist maths TA.	The Y7 Maths data was particularly impressive because more progress was made by the Disadvantaged group than the non-Disadvantaged.	This is a very important part of our school strategy to support the numeracy of low ability Disadvantaged students and will continue.	£15,000
Raise numeracy levels of all Disadvantaged students using more visual techniques in Maths.	The Singapore Bar Modelling pictorial approach is applicable across a large number of topics and will help Disadvantaged fill any gaps from KS2.	There was less than a 10% gap between Disadvantaged and non-Disadvantaged in the amount of students meeting their attainment profile target in Year 8. Learning review and observation feedback from KDJ indicated effective progress from Singapore model based teaching. The Disadvantaged group in Year 7 made more progress than the non-Disadvantaged group.	This was very important in raising the performance of this sub group. Where the sessions were small group or 1:1 based, the biggest impact was made, and this is where we need to focus our efforts for the group.	Nil cost

Recognise the positive impact of Disadvantaged in school and the community.	Specifically reward the improved attendance, behaviour and effort of Disadvantaged students during prize giving and celebration of achievement at the end of each half	Over 22% of the awards at senior prize giving went to Disadvantaged students. Tracking shows that participation by Disadvantaged students increased in all of the houses. School council and RRS more than represent the schools Disadvantaged population.	There are still some inconsistencies across the houses and some school activities. All activities must actively pursue participation by the Disadvantaged students. Closer monitoring of the EDGE's Disadvantaged group is needed.	£990
Lessen the impact of unsupported home study by extending the GCSE final school Year	To provide additional revision lessons, PPEs and teaching time for Year 11 Disadvantaged students during the build up to the final exams	Evidence shows that Year 11 made some late gains, with almost 0.5 grades of progress made post-mock examinations. Effective Wave 2 intervention helped the Disadvantaged group close the gap on their non-Disadvantaged peers.	A full review of the results in exams pre and post half term will indicate how much impact the extended Year would have had on the Disadvantaged. Early indications are that this will continue. Strategies like the walking talking mocks and personalised intervention plans, worked well, certainly before half term. After this attendance to these sessions dropped.	Nil cost
To develop further the long-term whole-school strategy that improves the performance, attendance and behaviour of Disadvantaged students	Two "Disadvantaged Learning Reviews" will enable governors, school leaders and the pastoral team to measure the impact of school strategy and plan for 2018-19.	Learning review 1 indicated that attendance and behaviour of the Disadvantaged group in Year 11 was strong. However a focus on the PA in Year's 9 and 10 was needed. The second learning review concluded that there was no correlation between attendance and progress in the Year 11 mocks. However further analysis, post results showed a stronger relationship between the two.	A continued focus on the attendance of the Disadvantaged group in upper school is needed. This included earlier intervention from the head of school, attendance officer the creation of a high needs tutor group, all vulnerable both to further absence and underachievement.	Nil cost
<b>Total budgeted cost</b>				<b>51,000</b>
<b>Total spent</b>				<b>£31,490</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Effective personal academic support for under-achieving Disadvantaged students.	Personal Academic Mentoring guarantee for Year 9-11.	Of the students in Year 11 who were mentored only 2 failed to make improved progress between mock and final examinations.	Mentoring worked but the match-up between teacher and students need to be considered carefully. Students with poor attendance or habitual lateness have less access to mentoring. A 'mentoring' group has been established to overcome this barrier.	Nil (staff time)

Effective guidance for staff and students regarding learning and personal support strategies.	Educational Psychologist intervention.	Appropriate staff were contacted following EP involvement with students. Reports are available to all staff via Bromcom.	Employing our own MLT EP has been a significant step forward as the ability to direct the specificity of the intervention means the outcomes have been more personalised. We will continue this approach.	£5,000
To address the cultural deficit and narrow the progress gap in KS3 Art and Drama	Specific Action Research project on self-image, self-regulation and meta-cognition for Disadvantaged students	A gap in the progress between the Disadvantaged and the non-Disadvantaged remains in Art, and in a lesser extent Drama. However this gap did get smaller throughout the Year.	In the new academic Year action research focussing on shortfalls in vocabulary experienced by genuinely Disadvantaged students is the focus for one of the groups.	£600
Raised attainment at Key Stage 4 for Disadvantaged students.	Holiday school teaching.	Successful wave 2 intervention meant that attainment at 5 x Grade 5 was APS 41 (non dis was 44). For 5x level 5 the including English and Maths the Disadvantaged scores the same score as non-Disadvantaged with APS of 38.	Uptake by students in the Disadvantaged group was high although this may be less likely in the academic Year 2018-19. Proactive recruitment of these students is needed. This could be incentivised using prom points and other rewards.	£5041.43
Disadvantaged students with specific SEMH needs have personal support	Inclusion Centre programmes including Boxhall profiling. Youth Counselling ELSA and Nurture Group.	The improved new location and staffing of the centre made a real difference for all users, especially the Disadvantaged. 41 Disadvantaged students were part of the discrete support groups, which were integral to supporting SEMH need and raising attendance. 18 were targeted by ELSA and Nurture Support.	This is a key reason the facility exists and why and how we are able to fund staff to deliver important programmes. We have learned that the earlier students are brought into the more formal SEMH support, the better. Year 7 students receive a more focussed 'Enhanced Transition' and this will continue, with the inclusion Youth Support Worker being used as outreach in the primary schools in 2019-19.	£34,000
Disadvantaged students in need of high tier support will have more immediate access.	Project Aspire Mentor, School Counsellor and Youth Support worker to support students.	Between the ELSA workers, the school counsellor, ASPIRE, inclusion lead and youth worker 140 students had access to 1:1. Over 37% of these were Disadvantaged. Within normal counselling and CAHMS referral times we would estimate that 30% of this cohort would have received 1:1 support before the end of the Year. This was a significant intervention and for many students almost certainly meant they were able to stay in school.	We have learned that with the significant reduction in social services support and the even longer CAHMS list, our own solutions to higher tier support are even more important. For 2018-19 Project Aspire will also work on a new transition project to help vulnerable Year eleven students make informed decision about post 16 education.	£4,000

Raise the self-esteem of Disadvantaged students who are disengaged with school.	Boxhall Profiling for under-achieving Disadvantaged students will provide each student and their teachers with an Action Plan to support social and emotional needs.	A small range of students were Boxhall profiled although the target group (Year 10 and 11 only) meant that the usefulness of the support plan was limited.	After consultation with NurtureUK it was recognised that Year 7 is a more appropriate starting point for Boxhall profiling. The profiling will now take place for Year 7 students identified to be part of the Enhanced Transition Mentoring Programme.	Nil cost
Improve numeracy of under-achieving Disadvantaged and LAC	1:1 maths catch up identified for underachieving Disadvantaged students in KS3 and LAC in Year 10 and 11.	Despite intensive wave 2 and 3, the maths progress score for the LAC group was -0.9. This was, however, over one grade better than the English score, where students were not allocated a separate subject tutor.	The LAC group GCSE maths 1:1 will start in Year 10 not 11 in 2018/19.	£3296
Sixth Form Disadvantaged students are able to attend university open days and become inspired to apply.	Funding travel and accommodation as required for all approved open day visits.	50% of Year 13 Disadvantaged students applied to university. All students successfully entered higher education in 2018. One student is the first in her family to successfully go to university	The same policy remains in place. Disadvantaged students will be encouraged to use the Sixth Form bursary to access open days and other visits to HEI	Nil cost
Sixth Form Disadvantaged students can choose the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged Sixth Formers.	13 students received funding in total for materials, texts transport to Yeovil, photography equipment and trips (see below)	The success of the Partnership has been a driver for record Post 16 participation at school. The marketing of the success will be very important and it is clear that free travel in this rural area is necessary for our Disadvantaged group. Funding for travel to Yeovil is to be arranged for Disadvantaged students (through	£2,000
Sixth Form Disadvantaged students are able to access curriculum trips to help support their learning.	Funding for all necessary curriculum trips e.g. Biology/Geography Field Trip.	6 students access funding for curriculum trips in Biology, Government and Politics and funding for the Model United Nations project.	This is an important part of our Pupil Premium Funding guarantee for all 11-19 students and will continue into 2018-19. Funding for curriculum trips arranged for Disadvantaged students (through bursary).	£82.50
<b>Total budgeted cost</b>				<b>£49,000</b>
<b>Total spent</b>				<b>£54,019</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improved awareness and provision for Disadvantaged from all staff	Training programme for Disadvantaged agenda delivered by the SLT Disadvantaged Champion.	CPD was delivered throughout the Year by MH. Including aspects of positive discrimination, planning for Disadvantaged groups and new staff training on the Disadvantaged cohort.	OFSTED noted that staff provided effective wave 1, 2 and 3 support for the Disadvantaged. All lessons observations, bar one, saw effective planning for this group. We aim to have EVERY lesson planned effectively.	Nil cost
Improve the attendance of Disadvantaged students	Monitor and contact students with PA directly. Organise home visits through HOS and external	Overall attendance of the Disadvantaged group was 94.3, only 0.5 below the school average. PA rates were lower than the national average at 8.3% vs 12%	Continued intervention through parental meetings, county attendance services, inclusion services and attendance panels will aim to reduce PA in the upper school Disadvantaged group.	Nil cost
Improved attendance for Disadvantaged group at parents evening.	Contact parents prior to parents evening to make appointments over the phone.	Over the Year 17 hard to reach parents who would not have attended came to parents evening – this was achieved through 2 <sup>nd</sup> and 3 <sup>rd</sup> phase direct contact from school staff.	This will also happen in 2018-19 but not just for parents evening. A target list will be put together for events such as the ‘Year 11 Path to Success’ presentation.	Nil cost
Better behaviour for learning from our Disadvantaged students.	Monthly monitoring of this group and report to Pastoral board by Heads of School. Reward Disadvantaged students for ‘no consequences’.	This was a very productive part of the standing agenda of a meeting between Heads of School, Deputy Head, SENCO and Inclusion Lead. Consequences for the Disadvantaged group were proportionately higher in C2 and C3 and permanent exclusion but lower for fixed term isolations and exclusions.	A strengthening of the Behaviour for Learning Policy should cause a decrease in the level of in-class consequences received by this group. This should mean a decrease in the number of Disadvantaged students causing low level disruption. It should lead to a decrease in the amount of learning hours lost by the group to low level disruption, generally.	Nil cost
Provide appropriate curriculum support for disaffected Disadvantaged students.	Use funding to assist Dual registration.	Disadvantaged students continued to access alternative provision at the learning centres, In 2017-18.	Referring students to alternative provision providers is becoming more difficult as thresholds increase and availability decreases. Staff need to work even more closely with CAMHs and other medical professionals to ensure appropriate provision for those Disadvantaged students in need of alternative curricular support.	£36,924.26

Ensure progress of LAC group at GCSE	LAC lead teacher to report to SLT on the use of LAC funding to support progress. All PP strategy will be considered for this most vulnerable group.	Both LAC students in Year 11 have moved onto appropriate courses provided by the Yeovil Partnership scheme. Outcomes at GCSE in one case were not strong. LAC students made less progress than their non LAC counterparts. LAC attendance and for academic Year 2017-18 was strong.	Despite a detailed and enhanced package of provision for LAC students it is clear that earlier intervention for LAC students is needed. However, this is not always possible as increasingly students can enter and leave the care system during their education at the school.	£1250
Better enrichment and resources for Disadvantaged students.	Access to uniform, PE kit, meal, trips and visits that support learning and aspiration.	In total there were 80 successful requests for additional resources and enrichment opportunities. On top of this, all students in Year 11 received a complete package of revision materials.	This is an important part of the school's expenditure and will continue to be so in 2018-19. Changes to the uniform policy will mean greater provision for Disadvantaged girls will be required.	8,000
Disadvantaged students participate more in school events including the Edge, teams and arts productions.	House Coordinators to track termly participation and share with SLT/MH.	This was a significant success last Year and tracked as key target by HC's. 92%% of Disadvantaged students took part in at least one school event. Proportionately less students achieved the graduate award in the EDGE.	Tracking of the Disadvantaged group in house events and the EDGE will be completed every half term and targeted lists of students not participating/completing the EDGE will go back to AD/HC's.	Nil cost
<b>Total budgeted cost</b>				<b>£36,000</b>
<b>Total spent</b>				<b>£54,000</b>

Total Budgeted: £136,000

Total Expenditure: £139,509



## 7. Additional comments

As a school, we are committed to raising the achievement levels of this vulnerable group. We review our strategies regularly and are mindful to observe national research and debate on the most effective ways to support students who are 'Disadvantaged'.

As a result of the school's significant success in 2015 at GCSE we were invited to contribute to this via the Social Mobility Commission on Low-income pupils' progress at secondary school (February 2017).

Outcomes at Keys Stage Four and Five in the academic Year 2017-18 were also very strong, and our provision for the Disadvantaged was praised in what was a very strong Ofsted report, in March of the same Year.

We have a designated teacher in charge of overseeing the progress of Disadvantaged students and we report to the local Board of Governors and the Trust Board termly on their performance. We have a governor who assumes responsibility for this aspect of our work.

Our School Improvement Plan sets specific targets relating to the performance of this group and we are striving to close the gaps for all Ability Groups compared to their 'national non Disadvantaged' groups as well as comparing them to a like for like 'Disadvantaged' comparison.

This planning format provided by the national college for the use of our 'Pupil Premium' funding and we are attempting to be as specific and targeted as possible in our support for this group. However, we know that despite initial plans changes will occur 'in Year' that may mean we decide to adapt our planning and divert more resources to a different area.

Our school business manager is responsible for tracking the specific spending of Pupil Premium funding and our Pupil Premium Champion. In addition, House Coordinators, Heads of School and Inclusion staff are responsible for ensuring that individuals get the support they need.

