

1. Summary information					
School	Blacon High School				
Academic Year	2018 - 2019	Total PP budget	£219,059	Date of most recent PP Review	Sept 2018
Total number of pupils	553	Number of pupils eligible for PP	281	Date for next internal review of this strategy	March 2019

Barriers to future attainment

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
Securing good progress	Attendance and/or punctuality	Engagement with learning	Emotional resilience	Homework completion	Suitable learning environment outside of school.

Pupil Premium Development Plan 2018 - 19

Actions / Development Points	Success criteria	Person	Completion Date	Cost	IMPACT EVALUATION OCTOBER 2019																								
<p>1. Accelerated Reader programme for Years 7 and 8.</p> <p>All students in Years 7 and 8 and a target group in Year 9 follow the AR course.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td>✓</td><td></td><td>✓</td><td></td><td></td><td></td> </tr> </table> <p>This scheme has clear and tested impact evidence for the improvement of reading ages amongst students and also for the improvement in attitudes towards reading. From the analysis of results, you can select individuals and groups for targeted intervention. NGRT reading tests will evidence improvement in reading and literacy skills.</p>	A	B	C	D	E	F	✓		✓				<p>A designated member of the English staff oversees this and this is also line managed by the Head of English</p>	<p>July 2019</p>	<p>£2,522</p>	<p>End Of Year 2017: 62% Yr7 improved Reading Ages 69% Yr8 improved Reading Ages Yr9 SEND (Special Educational Needs and Disabilities)/Nurture Group tested and 80% (10 students only) improved their Reading Ages</p> <p>End Of Year 2018: 60% Yr7 improved Reading Ages 53% Yr8 improved Reading Ages</p>												
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<p>2. 1:1 and Maths provision and targeted intervention.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td> </tr> </table> <p>Improving Maths outcomes for those identified students, therefore enabling them to aim higher and reach their targets – and also beyond.</p>	A	B	C	D	E	F	✓		✓		✓	✓	<p>Line managed by the Head Of Faculty</p>	<p>August 2019</p>	<p>£5,750</p>	<p>1:1 timetable is amended based on the most recent data catch. 1:1 supports lower ability classes and targeted intervention for all classes throughout KS3 to KS4. The students have been chosen based on data catch outcomes. Pupil Premium students receiving intervention as a %</p> <table style="margin-left: 20px;"> <tr> <td>Year group</td> <td>PP%</td> </tr> <tr> <td>7</td> <td>64</td> </tr> <tr> <td>8</td> <td>69</td> </tr> <tr> <td>9</td> <td>53</td> </tr> <tr> <td>10</td> <td>73</td> </tr> <tr> <td>11</td> <td>73</td> </tr> </table>	Year group	PP%	7	64	8	69	9	53	10	73	11	73
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<p>3. 1:1 English provision and targeted intervention</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td> </tr> </table> <p>Improving English outcomes for those identified students, therefore enabling them to aim higher and reach their targets – and also beyond</p>	A	B	C	D	E	F	✓		✓		✓	✓	<p>Line managed by the Head Of Faculty</p>	<p>August 2019</p>	<p>£5,750</p>	<p><u>KS4</u> Our English TA was scribe and provided 1:1 and group support for 8 students: From these 8 students, the TA enabled 6 to achieve their target grade or, in 1 student's case, they exceeded their target.</p> <p><u>KS3</u> TA has impacted on reading ages through using both, workbooks for grammar and has definitely been key to the improved Reading Ages:</p> <p>End Of Year 2017: 62% Yr7 improved Reading Ages 69% Yr8 improved Reading Ages Yr9 SEND (Special Educational Needs and Disabilities)/Nurture Group tested and 80% (10 students only) improved their Reading Ages</p> <p>End Of Year 2018: 60% Yr7 improved Reading Ages 53% Yr8 improved Reading Ages</p>												
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Actions / Development Points	Success criteria						Person	Completion Date	Cost	IMPACT EVALUATION OCTOBER 2019												
4. 1:1 Science provision and targeted intervention	<table border="1"> <tr><td>A</td></tr> <tr><td>✓</td></tr> </table>	A	✓	<table border="1"> <tr><td>B</td></tr> <tr><td></td></tr> </table>	B		<table border="1"> <tr><td>C</td></tr> <tr><td>✓</td></tr> </table>	C	✓	<table border="1"> <tr><td>D</td></tr> <tr><td></td></tr> </table>	D		<table border="1"> <tr><td>E</td></tr> <tr><td>✓</td></tr> </table>	E	✓	<table border="1"> <tr><td>F</td></tr> <tr><td>✓</td></tr> </table>	F	✓	Line managed by the Head Of Faculty	August 2019	£5,750	1:1 continues to support a range of students across the department. Targeted Yr 11 pupil exceeded their target of 22 and achieved 32. 1:1 also supported higher level students and all of the triple students achieved grade 5 or above.
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5. The Nurture Base and SEN faculty <ul style="list-style-type: none"> • The Sanctuary • Family Support Worker 	<table border="1"> <tr><td>A</td></tr> <tr><td>✓</td></tr> </table>	A	✓	<table border="1"> <tr><td>B</td></tr> <tr><td>✓</td></tr> </table>	B	✓	<table border="1"> <tr><td>C</td></tr> <tr><td>✓</td></tr> </table>	C	✓	<table border="1"> <tr><td>D</td></tr> <tr><td>✓</td></tr> </table>	D	✓	<table border="1"> <tr><td>E</td></tr> <tr><td>✓</td></tr> </table>	E	✓	<table border="1"> <tr><td>F</td></tr> <tr><td>✓</td></tr> </table>	F	✓	<ul style="list-style-type: none"> • Line managed by SENDCO (Special Educational Needs and Disabilities Co-Ordinator) 	July 2019	£91,762	Sanctuary model working well with support from Dorin Park. Identified students have been successful in accessing mainstream with 1-1 Teaching Assistant and also a further group of identified students are access mainstream lessons A member of the SEND team has completed ELSA (Emotional Literacy Support Assistant) training and is now mentoring and the SEND department have agreed to fund an additional day of Platform for Life to extend our counselling support to the most vulnerable students. 27 students have additionally been mentored by our Family Support Worker.
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6. Curriculum workshops during school holidays	A ✓	B	C ✓	D ✓	E ✓	F ✓	All staff	June 2019	£3,350	Sessions ran for all students during the Easter break and also during May half term for all curriculum subjects. Extra lessons for students to improve their progress, catch up on any work missed due to attendance issues, engage further with the subject or to refine their skills in a specific area/subject to lead to improved outcomes.
7. CEIAG for Years 7 -11 (Careers Education, Information, Advice and Guidance)	A	B	C ✓	D	E	F	<ul style="list-style-type: none"> Curriculum staff 	July 2019	£14,021	4 of the 8 Gatsby benchmarks have improved against a) the beginning of the academic year and b) national data. Students across all year groups have taken part in a variety of CEIAG events ranging from CV workshops, building skills and taking part in Airbus and Tata Steel competitions to every students in Year 11 having had at least one individual Careers meeting and follow ups where necessary. 94% of the Year 11 leavers had named destination data
8. Attendance officer and Attendance Lead.	A ✓	B ✓	C ✓	D	E	F	<ul style="list-style-type: none"> Line managed by the Headteacher 	July 2019	£27,816	<u>Pupil Premium</u> An improvement of 0.8% can be seen for the year 2018 – 2019 2018/19 Sept - May = 91.5% 2017/19 Sept - May = 90.7% <u>Non Pupil Premium</u> An improvement of 0.7% can be seen for the year 2018 – 2019 2018-19 Sept - May = 93.2% 2017/19 Sept - May = 92.5%

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9. Dedicated SLT post to Teaching and Learning	A ✓	B ✓	C ✓	D ✓	E ✓	F 	All staff. Line managed by Heads Of Faculty	July 2019	£14,603	Staff completed the cycle of cross-curricular sessions and outcomes were shared via the Middle Leader Forum and disseminated through departmental meetings. The sharing of both best practice and new ideas led to several initiatives being trialled and/or adopted in several subject areas. Additionally, significant developments in improved parental engagement, which will ultimately impact positively on outcomes across the whole school, have been among the most improving factors of the work this year.																														
<p>Focus groups across key areas will take place this year with all staff attending.</p> <ol style="list-style-type: none"> 1. Homework 2. Revision 3. Talk 4. Independence and resilience 5. Most able and differentiation 6. SEN/ Autism 7. Integrated Curriculum <p>Staff will share resources and ideas around these key areas in order to refine our Teaching and Learning and, in turn, to improve outcomes.</p>																																								
10. Peripatetic music lessons	A 	B 	C ✓	D 	E 	F 	Line managed by the Senior Leadership Team	July 2019	£6,229	<p>3 Attendance at peripatetic lessons and band continued to remain high throughout the year, with over 60 pupils continuing on their instrument. Many of those pupils performed with the school band, representing the school at a variety of events in the community. 3 pupils passed ABRSM graded-examinations in the summer term (NQF level 1 equivalent). 8 other pupils prepared for their next exam and aim to take it during the Autumn term. 1 pupil is fast tracking to grade 5 and will therefore gain NQF level 2 equivalent and either 25/40/45 UCAS points for himself and points for school. School has now funded more instruments and more peripatetic hours (plus the addition of a piano tutor). Peripatetic provision supported outstanding results for the year 11 BTEC class. Specialist 1:1 tuition for the KS4 pupils in their performance unit supports the fantastic results. There are many benefits for both KS3 and KS4 pupils who attend peripatetic lessons. The pupils develop language and reasoning, memorisation, learn to independently improve and make changes, increases coordination and builds self-confidence.</p> <table border="1" data-bbox="1487 1278 2018 1426"> <thead> <tr> <th></th> <th>Brass</th> <th>Woodwind</th> <th>Drums</th> <th>Guitar</th> <th>Piano</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>10</td> <td>6</td> <td>8</td> <td>10</td> <td>0</td> </tr> <tr> <td>2017-2018</td> <td>12</td> <td>7</td> <td>8</td> <td>13</td> <td>0</td> </tr> <tr> <td>2018-2019</td> <td>18</td> <td>13</td> <td>13</td> <td>26</td> <td>0</td> </tr> <tr> <td>2019-2020</td> <td>33</td> <td>24</td> <td>14</td> <td>33</td> <td>10</td> </tr> </tbody> </table>		Brass	Woodwind	Drums	Guitar	Piano	2016-2017	10	6	8	10	0	2017-2018	12	7	8	13	0	2018-2019	18	13	13	26	0	2019-2020	33	24	14	33	10
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<p>To enhance students' experience of a broader curriculum through the provision of quality music tuition.</p>																																								

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11. School minibus	<table border="1" data-bbox="465 180 869 236"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </table> <p data-bbox="465 272 869 411">A minibus is driven each morning to collect students who are persistently late or absent. This will impact positively on both the attendance and late figures in school of a specific group of students.</p>	A	B	C	D	E	F	✓	✓	✓				Line managed by the Headteacher	July 2019	£2,785	The percentage of students who increased their attendance was 46.2%. Out of those students who increased their attendance, the average impact was +10.0%.
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✓	✓	✓															
12. SLT post to monitor and evaluate homework across the curriculum	<table border="1" data-bbox="465 419 869 475"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> </table> <p data-bbox="465 512 869 624">Students will be more successful with their completion of homework due to the close monitoring of this across all departments.</p>	A	B	C	D	E	F	✓		✓		✓		Line managed by the Headteacher	July 2019	£14,603	The Homework Student Improvement Group group was launched after the Easter break and data from 1 st May until July 19 th indicates clear successes <i>within</i> the cohort. The group was comprised of key Year 7 (7 pupils) and Year 8 (3 pupils) and students were met with daily to discuss homework demands and deadlines. This has been a successful piece of work.
A	B	C	D	E	F												
✓		✓		✓													
13. Rewards <ul style="list-style-type: none"> • Full range of reward activities stretching across whole school • Prom tickets paid for attending session 6. • Reward trips each term by PL 	<table border="1" data-bbox="465 632 869 687"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </table> <p data-bbox="465 724 869 895">All students getting opportunity for reward trip linked to progress, A2L or attendance Students gaining experiences they otherwise wouldn't reach out of school</p>	A	B	C	D	E	F	✓	✓	✓				Pastoral team. Line managed by the Senior Leadership Team	July 2019	£5,000	Pastoral year group reward assemblies have taken place in year 7/8/9/10. Parents were invited in and the attendance was very positive. Students in these year groups have been on reward trips in the summer term and rewards trip were evaluated by progress leads.
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✓	✓	✓															
14. Financial support <ul style="list-style-type: none"> • Uniform • Enrichment activities • Prom 	<table border="1" data-bbox="465 903 869 959"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p data-bbox="465 995 869 1104">This allows to students to engage fully with all aspects of school life and not to experience any barriers to their learning due to financial situations.</p>	A	B	C	D	E	F	✓						Line managed by the Headteacher	July 2019	£5,000	The total amount spent supporting children and families has been closer to £15,000 rather than the £5,000 allocated.
A	B	C	D	E	F												
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15. Curriculum enrichment activities	<table border="1" data-bbox="465 177 869 236"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> </table> <p data-bbox="465 272 869 909">Enrichment activities benefit students in a variety of ways depending on the activity. They allow students to experience life after school if it is a college or uni activity, they allow students to gain an insight into HE/FE, they can allow students to further engage with subjects and understand their relevance in the workplace if the enrichment is subject specific, they can allow students to make informed decisions about what career path they want to follow and they can also allow students to enjoy and appreciate and new life experience to engage them and possibly even open up a whole new area of study which they had previously not thought of. They also improve a student's Cultural Capital which is defined as all students enjoying and benefitting from experiences about life and the world around them.</p>	A	B	C	D	E	F	✓	✓	✓		✓		All staff. Line managed by Heads Of Faculty	July 2019	£5,265	<p data-bbox="1487 177 2036 288">A Culture Capital document has been created on which we can document all enrichment activities and map these against all students. <u>2018 – 2019</u></p> <ul data-bbox="1532 300 1973 592" style="list-style-type: none"> • 100% of Year 7 experienced at least one Culture Capital activity • 100% of Year 8 experienced at least one Culture Capital activity • 100% of Year 9 experienced at least one Culture Capital activity • 49% of Year 10 experienced at least one Culture Capital activity • 16% of Year 11 experienced at least one Culture Capital activity
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✓	✓	✓		✓													
16. PSHE week during the summer term	<table border="1" data-bbox="465 919 869 978"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> </table> <p data-bbox="465 1015 869 1359">Students take part in a wide range of activities to support them with issues outside of their lessons. Topics such as resilience, politics, media and self awareness, drugs and alcohol awareness, safe relationships, positive relationships and attending employer lead careers sessions will be available across relevant year groups allow students to engage with relevant issues in their lives and to understand ways to overcome issues they may be experiencing.</p>	A	B	C	D	E	F			✓	✓			Line managed by the Headteacher	July 2019	£8,853	<p data-bbox="1487 919 2036 1094">PSHE days ran successfully with students in each year group participating in sessions covering politics, RE, positive relationships, body image, media distortion, alcohol and drug awareness, LGBTQ+, health and fitness, political systems, 10 steps to genocide, resilience and positive thinking.</p>
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		✓	✓														