

# Hall Green School Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	Hall Green School				
Academic Year	2018 - 2019	Total PP budget	£318 835	Date of most recent PP Review	Oct 2018
Total number of pupils	900	Number of pupils eligible for PP	365	Date for next internal review of this strategy	March 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% 9-4	58.1%	71.8%
Progress 8 score average	+0.08	+0.11
Attainment 8 score average	4.42	5.00

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Lower prior attainment than non-pupil premium pupils
B.	Weak numeracy, literacy and reading skills, particularly among lower PA pupils and pupils in the lower half of the middle ability band
C.	Lack of independent learning skills
D.	Insufficient attitudes to learning to enable more than expected progress to be made by the majority of pupil premium pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
F.	Insufficient independent learning skills and lack of resources at home to support
G.	Lower attendance rates
H.	Lower levels of aspiration, particularly amongst boys and HPA boys.

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Gap between our pupil premium pupils and national other reduced	Progress 8 gap of 0 or better
<b>B.</b>	Reduced in-school attainment gap	Pupil premium A8 of 4.60 or better 9-5 Basics of 37% or better
<b>C.</b>	Improved performance of pupil premium boys, particularly HPA pupil premium boys.	Pupil premium boys have a positive P8.
<b>D.</b>	Increased access to level 3 courses for pupil premium pupils	5 standard passes including English and maths rise to 60% for 2018
<b>E.</b>	Increased progress rates narrowing attainment gaps in KS3	Attainment gaps as measured by GCSE grades reducing in data returns and in GL assessments in core in Yr 7 and Yr 8.
<b>F.</b>	Continuation of low NEET figure for our pupil premium pupils	NEET figure remains at 1.5% or less for pupil premium pupils
<b>G.</b>	Improved attendance of pupil premium pupils	Pupil premium attendance of 95% or over

## 5. Planned expenditure

Academic year

2018-2019

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?
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Bespoke, high-quality T&L CPD provided internally with further external CPD where appropriate.	Identification by Sutton Trust of high quality teaching and quality of feedback as principal factors in improving outcomes for pupil premium pupils.	All T&L CPD evaluated for impact by T&L Deputy Head.	ASI	July 2019
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Continuation of RADY approach to target setting for the new Yr 7 pupil premium pupils, which aims to raise aspirations and close the gap that develops in KS1 and KS2.	Research provided by Challenging Education that demonstrates how lower targets for pupil premium pupils become embedded as they move through each key stage.	By working in partnership with Challenging Education and the RADY schools. Project led by Deputy Head with responsibility for the Pupil Premium.	MHD	October 2018
Increased levels of independent study	Development of Additional Needs Homework cohort to support those who struggle to complete independent study	In-school research showing inconsistency in the amounts of home work being completed and the lack of independent study being completed by a percentage of pupil premium pupils, with a particular focus on pupil premium boys and HPA pupil premium pupils boys.	Monitored and evaluated by T&L Deputy Head.	ASI	February 2019
Reduced low level disruption in class	Continued implementation of the school's behaviour policy supported by employment of two Behavioural Support Assistants.	Identification by OFSTED of lost learning through low level disruption and from internal identification of need.	Monitoring and evaluation of behaviour data by Pastoral Assistant Head.	PEV	Ongoing evaluation with reporting at key points through year.

Reduced low level disruption in class	Reduced size of middle band groups in Yr 7 and promotion of increased number of pupil premium pupils to upper band enabled as a result of restructuring.	Identification by OFSTED of lost learning through low level disruption and from internal identification of need.	Monitoring and evaluation of behaviour data by Pastoral Assistant Head.	PEV/MHD	Evaluation of impact in Spring 2019 before expected roll-out to whole of KS3
<b>Total budgeted cost</b>					£31 000
<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>
Improved attitudes to learning in KS3 for identified cohorts, particularly in Yr 9 and in Maths and English.	Employment of CityYear mentors to support the engagement and learning of identified KS3 pupils.	Internal evidence of the impact of sustained mentoring programmes and of first year of CityYear at HGS on pupil progress. Evaluation of CityYear operating in neighbouring secondary school.	CityYear provide an impact officer who will use whole school data to measure impact.	RSY	At KS3 data points and in July 2019
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Mentoring provided through Forward Thinking and internal mentoring programmes. MMA coordinator employed to focus on HPA PPI boys in 2018-2019 and motivational speaker employed.	External evidence provided by Forward Thinking provider. Internal evidence of impact from 2017 and 2018 results.	Programme managed by Deputy Head and Assistant Head with support of Careers Coordinator.	MHD/RSY/MMA Coordinator	At KS4 & KS3 data points and in July 2019
Improved outcomes for pupils in individual subjects via additional resources.	Supporting departments when additional resources are requested through internal bid process.	Previous bids evaluated for impact and subsequent bids considered in the light of that analysis. Sutton Trust evidence on the impact of high quality teaching on disadvantaged pupils' progress.	Bid process embedded and all funding signed off by Deputy Head with responsibility for the Pupil Premium.	MHD	Ongoing, but summative evaluation in October 2019

Improved engagement, aspiration and outcomes for all pupil premium pupils. Closing gaps in cultural capital between pupil premium pupils and non-pupil premiums.	Supporting trips and visits and the creation of cultural capital (including music lessons) for our pupil premium pupils. This includes part funding of the schools DoE programme for pupil premium pupils.	Evidence collated by Challenging Education that identifies a lack of cultural capital as a barrier to learning for pupil premium pupils. Additional evidence from Sutton Trust. Internal evidence of the benefit of enrichment activities for pupil premium pupils.	Bid process embedded and all funding signed off by Deputy Head with responsibility for the Pupil Premium.	MHD/TSM	July 2019
Raising awareness of career opportunities for pupil premium pupils and raising aspiration as a result.	Additional careers and WRL opportunities for targeted and 'at RISK' pupil premium pupils.	Internal evidence and evidence from Forward Thinking programme and Destinations Data. Previous pupil voice conducted by careers department.	Pupils identified by Careers Coordinator with support from Deputy Head and Assistant Head with responsibility for careers.	MHO/RSY/MHD	September 2019
Supporting identified Yr 11 pupils with small group tuition in Maths and History.	Additional tuition in Maths and History supported by reduced timetables to enable extended day intervention by experienced staff funded by pupil premium.	Evidence from Sutton Trust and internal evidence from exam results (Pupil Premium KS4 Report 2017 and 2018).	Pupils identified and tracked by Deputy Head with responsibility for Pupil Premium. Parents involved in process to ensure regular attendance and support at home. Heads of Maths and History involved in setting direction for interventions.	MHD/JHA/SWA/DSU	KS4 data points through year and August 2019 exam results.
Supporting identified Yr 11 pupils with small high quality in class support in maths.	Employment of High Quality Maths TA to support learning of pupils in key groups and help reduce class sizes	Internal evidence on the impact of High Quality TAs working in maths with specific pupils.	Progress monitored by HOD. TA continually updating skill set.	JHA/MHD	Maths KS3 and KS4 reports 2019
Supporting performance of low PA pupil premium pupils in KS3.	Reduction in size of N groups to support low PA pupil premium pupils.	Evidence from Sutton Trust and internal evidence from GCSE results and in-year data.	In school CPD on differentiation and dealing with specific behavioural needs. Evaluation of GCSE results, GL assessments and internal tracking data.	MHD/CMC/ASI	October 2019
<b>Total budgeted cost</b>					<b>£156 200</b>

### iii. Other approaches

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?
Improved independent study skills.	Extended study skills through Elevate and Study Skills Zone. Extended day programme provides Silent Study opportunities.	Evidence from Sutton Trust to support development of independent study skills and meta cognition. Pupil voice and internal evaluation.	Have assessed quality of service providers – visiting neighbouring school to observe in action. Follow up in T&L group to ensure consistency of message across departments. Resources shared with mentors and regular feedback to RSL.	MHD	December 2018/August 2019
Better identification of underachieving pupils with earlier intervention in place.	Increased use of SISRA Analytics and additional time and calendared meetings for HODs to implement interventions and feedback to seniors via timetabled line management meetings. GCSE targets for Yr 7 and Yr 8, based on FFT top 20% with RADY uplift for pupil premium pupils.	Challenging Education's RADY evidence of attainment gaps developing from targeting gaps in KS1, 2 and 3. Internal evidence from underachieving pupil premium pupils in previous cohorts.	Data manager applying consistent approach to all year groups. Regular reviews in SMT of data from all 5 year groups. Action plans regularly reviewed and updated. Departmental data review meetings introduced with subsequent calendared LM meetings. Appointment of AHT with responsibility for KS3.	MHD/RSY/BDU	Ongoing
Better identification of underachieving pupils with earlier intervention in place.	Introduction of GL Assessments in Science to compliment those in English and Maths in Yr 7 and Yr 8. Results fed back to parents with advice on how to support pupils at home with their learning in English and Maths.	Internal evidence that demonstrated a gap in the progress projected by teacher assessments in KS3 and final outcomes at the end of KS4.	Exams marked externally. KS3 AHT analysing results and setting future strategy and intervention.	MHD/RSY/RDH	July 2019
Improved welfare of vulnerable pupils.	Employment of school Welfare Officer and school inclusion manager.	Internal evidence of the needs of a cohort of our pupils.	Regular SMT reviews of pastoral data led by AHT Pastoral.	KHA/PEV/RMO	Ongoing

Improved attendance of pupil premium pupils.	Employment of second attendance officer and introduction of penalties for unauthorised absences.	Internal evidence of attendance %s.	Regular SMT reviews of attendance data led by AHT Pastoral.	HLO/PEV	Ongoing
Improved attendance, engagement and behaviour of targeted pupil premium pupils.	In school boxing club led by Pat Benson Boxing.	Internal evidence of attendance and behaviour of specific group of disengaged pupils.	Regular SMT reviews of attendance and behavioural data led by AHT Pastoral.	AAL/PEV	Ongoing
Improved outcomes for Pupil Premium pupils.	Deputy Headteacher retains overall responsibility for pupil premium pupils. RADY focus has closing the gap in attainment is the school's first priority.	Evidence from OFSTED of the importance of having a member of SMT act as 'pupil premium champion' with overall responsibility for pupil premium pupils and their outcomes.	Regular meetings with Headteacher focusing on pupil premium. Deputy Head leads south area network pupil premium group and works closely with Challenging Education. DHT has spoken nationally about HGS successes in securing better outcomes for pupil premium pupils.	MHD	October 2017.
<b>Total budgeted cost</b>					<b>£127 000</b>

1. Desired outcomes 2017-2018 (desired outcomes and how they will be measured)		Success criteria		
Gap between our pupil premium pupils and national other reduced		Progress 8 measure of 0 or better		
Reduced in-school attainment gap		Pupil premium A8 of 4.5 or better 9-5 Basics of 37% or better		
Increased access to level 3 courses for pupil premium pupils		5 standard passes including English and maths rise to 60% for 2018		
Increased progress rates narrowing attainment gaps in KS3		Attainment gaps as measured by GCSE grades reducing in data returns and in GL assessments in core in Yr 7 and Yr 8.		
Continuation of low NEET figure for our pupil premium pupils		NEET figure remains at 1.5% or less for pupil premium pupils		
Improved attendance of pupil premium pupils		Pupil premium attendance of 95% or over		
2. Review of expenditure				
Previous Academic Year		2017-2018		
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
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Bespoke, high-quality T&L CPD provided internally with further external CPD where appropriate.	<b>Success criteria met.</b> CPD programmes supporting Pupil premium pupils (PPI) outcomes in all 5 year groups. Progress targets for Yr 11 leavers exceeded and attainment targets either exceeded or very close to being met in 2018. Yr 11 leavers PPI +0.08 based on DfE estimates. PPI 9-5% 39.2%, 9-4% 58.1%, A8 4.42. GL assessments and internal tracking show reduced gaps in lower year groups (Pupil Premium Impact Report).	The exam boards continue to provide an excellent source of CPD which departments will look to take advantage of in 2018-19. Pupil premium funds also supported external CPD looking in to boys achievement. PIXL had provided middle leader CPD opportunities, but as that partnership ends we are looking to provide in an house CPD programme to develop the capacity of middle leaders. SPA is looking to utilise external CPD opportunities with Birmingham University and we continue to strengthen our partnerships with Challenging Education and BEP. In school T&L task group CPD will be department based in 2018-2019 and projects will be completed in twilight time. The school's lead practitioner will be leading the T&L group.	£10 000



<p>Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.</p>	<p>Adopting RADY approach to target setting for pupil premium pupils, which aims to raise aspirations and close the gap that develops in KS1 and KS2.</p>	<p><b>Success criteria met.</b> RADY uplift implemented and in Yr 7 GL assessments 54% of PPI pupils attained a 9-5 in both English and Maths (and no gap to other pupils) and 73% gained 9-4 in English and Maths, 1% greater than other pupils.</p> <p>Adopting RADY has also strengthened the Pupil Premium First ethos of the school and contributed to falling gaps in other year groups and strong final outcomes for 2018 PPI leavers.</p>	<p>To support PPI pupils further, we have reduced the size of middle band groups, increasing the number of upper band groups to produce more mixed ability teaching in line with Sutton Trust evidence and space for more PPI pupils to be placed in upper band following the RADY uplift.</p> <p>Work on RADY has also led school to focus on Poverty Proofing the School Day following seminar run by Challenging Education and on providing additional time for department data meetings to ensure medium term planning for teachers responds to the needs of underperforming PPI pupils.</p>	<p><b>No cost</b></p>
<p>Increased levels of independent study</p>	<p>Class charts introduced allowing for home work records to be viewed at home by pupils and parents.</p>	<p><b>Success criteria mainly met</b> Class Charts is becoming embedded across the school and the proportion of parents using class charts has increased. The T&amp;L survey in September 2017 showed increased hours per week spent on homework per week.</p>	<p>An Additional Needs Homework cohort is being added as an extra layer of intervention to ensure boys are completing all homework tasks to the required standard.</p>	<p><b>£2900</b></p>
<p>Reduced low level disruption in class</p>	<p>Changes to the behaviour policy supported by employment of two Behavioural Support Assistants.</p>	<p><b>Success criteria mainly met</b> Both Behavioural Support Assistants helped reduce low level disruption in lessons and reduce relationship conflict. Across the school, the number of FTE fell from 91 in 2016-2017 to 59 in 2017-2018 and internal isolations were reduced from 224 in 2016-2017 to 186 in 2017-2018. As a result, an even better learning environment was secured for all pupils.</p>	<p>In response to increased focus on reducing low level disruption in classes, we have restructured the Yr 7 curriculum to enable smaller middle band groups that is already reducing the amount of low level disruption in that year group. To be implemented across KS3 in 2019.</p>	<p><b>£11 737</b></p>

## ii. Targeted support

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
Improved attitudes to learning in KS3 and KS4 for identified cohorts	Employment of CityYear mentors to support the engagement and learning of identified KS3 and Yr 11 pupils. (£57 000)	<b>Success criteria mainly met</b> In our first year working with CityYear, we were pleased that there was a 24% drop in AtL 3s by the end of the academic year for the target cohort. In addition, over 60% of the Yr 8 target cohort improved their English grade in the 2018 GL assessment. However, the targeted cohort made less than expected progress in the GL assessments in Maths and this will become a key focus for the CityYear team in 2019. (See CityYear Impact Report for further detail).	Following the evaluation of RSY, CityYear mentors will be used in Yr 9 in 2018-2019 and focus on the basics in the light of 2018 Yr 8 GL assessments.	£57 000
Improved attitude to learning, engagement in school and raised aspiration for identified cohort	Mentoring provided through Forward Thinking, Aim Higher and Internal mentoring programmes	<b>Success criteria partially met</b> As documented in the 2018 Pupil Premium KS4 Report, 75% of those pupils who completed the Forward Thinking programme achieved P8 scores ranging from +1.0 to +2.5. Pupil voice further supported the value of the Forward Thinking Scheme. Internal mentoring was a contributory factor to increased progress for around 40% of the pupils who took part in the scheme. The Aim Higher scheme had little discernable impact and there were problems with the delivery of this external programme.	In response to the limited impact of internal mentoring, we have made changes to the programme for 2018-2019 which will include more subject specific tutoring and weekly meetings with mentees that set short term revision targets (to be monitored at the next meeting).	No cost
Improved outcomes for pupils in individual subjects via additional resources.	Supporting departments when additional resources are requested through internal bid process.	<b>Success criteria mainly met</b> Teacher and pupil feedback supports the continued provision of these resources. The majority of departments that invested in pupil premium resources had positive PPI SPIs in the 2018 results and these resources were a contributory factor that supported independent study and helped pupils revise effectively for exams.	Making sure that departments monitor usage of independent study resources – where this is done most effectively impact is increased.	£6 366

Improved engagement, aspiration and outcomes for all pupil premium pupils. Closing gaps in cultural capital between pupil premium pupils and non-pupil premiums.	Supporting trips and visits and the creation of cultural capital (including music lessons) for our pupil premium pupils. This includes part funding of the schools DoE programme for pupil premium pupils.	<b>Success criteria met</b> Although impact is at times intangible, we are determined to poverty proof the school day and make sure that all pupils have access to trips and visits in order to increase their cultural capital. Additional extra-curricular were targeted at PPI only cohorts as part	Additional CPD on Poverty Proofing the School day planned for January 2019. GJA is also introducing a Yr 8 Leadership residential, partly funded by the pupils own fund raising activities.	£5 199
Raising awareness of career opportunities for pupil premium pupils and raising aspiration as a result.	Additional careers and WRL opportunities for targeted and 'at RISK' pupil premium pupils.	<b>Success criteria mainly met</b> Our NEET rate for pupil premium pupils has been around 1% or less for the last five years. Our careers department continues to ensure pupil premium pupils have support securing work experience and MFL and Maths provide pupil premium only enrichment opportunities such as the Business Languages Competition.	We have had very low numbers of pupil premium pupils not progressing to meaningful destinations for the last 5 years and our NEET% is well below the national and City averages. In 2018-2019 we are adding an additional Yr 7 Industry day to ensure we meet the Gatsby Benchmarks.	£6 000
Supporting identified Yr 11 pupils with small group tuition in maths and English.	Additional tuition in maths and English through Progress Mentors.	<b>Success criteria met</b> We did not employ an additional English mentor, but the tuition in Maths delivered through the extended day programme did support PPI pupils at risk in Maths and of the cohort of 13 just over a third made an additional one grade of progress during Yr 11, whilst all but one either moved forward a grade or secured an at risk grade. The Maths Progress Mentor also enabled the reduction on size of key Maths groups.	Following evaluation, most impact occurs when groups do not exceed 4 pupils in size, which is in keeping with Sutton Trust Research. The initial groups for 2018-2019 will be capped at 3 pupils. Groups will also be split between a grade 4 into 5 HPA group and a grade 2 into 3 LPA group.	£12 954
Supporting identified Yr 11 pupils with high quality in class support in maths.	Employment of High Quality Maths TA to support learning of pupils in key groups (£10 000)	<b>Success criteria met</b> The employment of the High Quality TA is increasing the capacity of the maths department, permitting small groups and more targeted intervention. Maths P8 for PPI was +0.08 in 2018 results and PPI pupils achieved 0.15 points more progress than other pupils. PPI pupils progress in 2017-2018 in Maths in Yr 7, 9 and 10 in line with that of other pupils.	PPI progress and attainment in Maths is a concern in Yr 9 (following 2018 Yr 8 GL assessments and internal data). Department have action plan in place to tackle under performance and CityYear supporting PPI pupils in Yr 9 with support in Maths and English.	£11 000
Supporting performance of low PA pupil premium pupils in KS3.	Reduction in size of N groups to support low PA pupil premium pupils.	<b>Success criteria met</b> LPA PPI pupils had a positive P8 in 2018, with English LPA P8 +0.45 and EBacc LPA P8 +0.291. LPA PPI P8 was 0 in 2017 and is projected +0.11 in 2019 and +0.195 in 2020.	Continue with strengths of current N group programme, but continue to work to improve LPA P8 in Maths and Open bucket. New vocational courses have been added, although we still ensure all pupils take meaningful qualifications that lead to appropriate pathways post-16. Lexia programme funded from PP.	£90 506

### iii. Other approaches

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
Improved independent study skills.	Extended study skills through Elevate and Study Skills Zone. Extended day programme provides Silent Study opportunities.	<b>Success criteria mainly met</b> There was a closing in the gap in progress between PPI and other pupils through Yr 11 and P8 for PPI pupils went from around 0.05 of grade less than other pupils at the start of the year to 0.01 more than other pupils in the final exams. PPI girls seem to benefit particularly from the Study Skills programme and were more effective at incorporating strategies into their independent study (P8 of +0.54 and HPA PPI girls P8 of +0.77).	Will continue, but need to supplement with programme to boost motivation of boys, particularly HPA boys. MHD to look at viability of employing a motivational speaker to be delivered to Yr 11 and Yr 10 boys.  MMA coordinator employed on TLR structure to focus on HPA PPI boys in 2018-2019.	£3 366
Better identification of underachieving pupils with earlier intervention in place.	Increased use of SISRA Analytics and additional time and calendared meetings for HODs to implement interventions. GCSE targets for Yr 7 and Yr 8, based on FFT top 20%. RADY uplift for pupil premium pupils.	<b>Success criteria met</b> Outcomes outlined above for Yr 11 leavers and 3 of the 4 in-school year groups evidence the success of this strategy (Pupil Premium Report and Impact Report).	Adding additional calendared meeting time for Department Data Reviews to enable even sharper identification of underperformance and agree on strategies to reduce gaps. Calendared line manager meetings to ensure actions agreed are implemented.	£33 100
Better identification of underachieving pupils with earlier intervention in place.	Introduction of GL Assessments in English and maths in Yr 7 and Yr 8.	<b>Success criteria met</b> Outcomes for GL assessments showed strength of pupil premium performance in both Maths and English in Yr 7 and evidenced progress by Yr 8 compared to their performance a year earlier. Year 8 results also showed where gaps persist allowing KS3 Assistant Headteacher to implement whole school action plan in September 2018.	Keeping GL assessments and adding Science GL assessments for 2019.	£3 412
Improved attainment and progress.	Application of appropriate PIXL strategies in school, including WTM, PIXL Wave, PPE and calibrated grades.	<b>Success criteria mainly met</b> Calibrated grades continued to lead to targeted interventions and WTM window introduced with second wave of PPEs. Pupils very well prepared for final exams. PIXL strategies also employed by Maths department in moving pupils forward late into Yr 11 and help cover staff absence.	Not continuing at present – believe that more effective, lower cost avenues for collaboration exist through BEP and Challenging Education network.	£3 100

Improved welfare of vulnerable pupils.	Employment of school Welfare Officer and school inclusion manager.	<b>Success criteria met</b> We have a number of vulnerable pupils who have been able to reach the end of Yr 11 and achieve exam success as a result of the work of our Welfare team. Due to the sensitive nature of this work, more details are available on request from the DSL.	We now run a fortnightly meeting to monitor the progress of vulnerable pupils and ensure they are able to continue with appropriate academic studies.	£36 750
Improved attendance of pupil premium pupils.	Employment of attendance officer	<b>Success criteria partially met</b> Although pupil premium attendance was below 95%, there 5 pupil premium pupils with 0% attendance who significantly reduced this figure. 18% of our children are vulnerable and those with particular complex family issues that lead to lower attendance are pupil premium. With the support of the pupil premium we are able to work with outside agencies to help them back to school, although this is a long term process.	As a result of not meeting this target, our attendance officer has visited two local schools and attended external CPD. The pupil premium will fund a second attendance officer for 2018-2019. We have also decided to introduce fixed penalties for extended unauthorised absence during term time.	£12 448
Improved attendance, engagement and behaviour of targeted pupil premium pupils.	In school boxing club led by Pat Benson Boxing.	<b>Success criteria met</b> There has been a notable improvement in behaviour for the boys selected for this programme and they have achieved a Level 1 Boxing qualification.	The programme is being continued for a second year for this cohort to enable them to complete their additional qualification.	£1 800
Improved outcomes for Pupil Premium pupils.	Deputy Headteacher retains overall responsibility for pupil premium pupils. RADY focus has closing the gap in attainment is the school's first priority.	<b>Success criteria met</b> Data already identified above and in Pupil Premium KS4 Report and Impact Report.	Continue to close attainment gaps and improve PPI boys progress in 2019.	£25 000

### 3. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

