

Initiatives Aimed to Support Pupil Premium Pupils 2016-17

This document aims to give an outline of the initiatives we are implementing this year to support our disadvantaged¹ pupils. We choose intervention programmes that research has indicated are effective and have used the Education Endowment Foundation (EEF) Toolkit to help inform our decisions. We also frequently review the initiatives we have chosen to ensure they are having the desired impact.

For more information on the EEF please click the link to visit their [website](#).

Initiative	What we are doing and why	Cost
Small group Intervention.	<p>Research shows that small group intervention programmes have a positive effect on improving the progress of individuals as it allows for intensive teaching to address gaps or weakness in knowledge. It also allows for more targeted and individualised teacher feedback which helps to deal with any misconceptions more quickly. The model we have adopted also ensures that the intervention is delivered by subject specialists who have a detailed knowledge of both the curriculum and the needs of the individuals they are tutoring.</p> <p>In order to adopt this strategy and to maximise its impact we continue to employ two additional staff:</p> <ul style="list-style-type: none"> • An English and Maths technician who undertakes the administrative burden related to the organisation of the intervention programme. This, in turn, allows the teaching staff more time to work with pupils where their time has most impact. • An additional Maths teacher which allows for smaller groups and targeted intervention 	£15,110
	<p>This is the sixth year during which we have provided targeted intervention for Maths. Identification of pupils requiring intervention is firmly rooted in data and that intervention is dynamic and responds to the individual needs of the pupils. Intervention can take the form of targeted small group support, LSA support in class and 1:1 support for intense periods to work on specific skills.</p> <p>In addition to targeted support in Maths, this year we have begun a programme of targeted intervention in English. This has a specific focus on higher ability disadvantaged pupils and aims to support them to achieve their challenging targets. This takes the form of intensive sessions supported by the Head of English.</p>	£15,300

¹ Formally Pupil Premium

	<p>We have also recognised the necessity for all departments to take responsibility for promoting the progress of disadvantaged pupils and individual departments are responsible for organising initiatives to do this using departmental resources.</p> <p>We also employ a raising aspirations coordinator who is responsible for promoting high aspirations across school. Within this role, specific attention is paid to disadvantaged pupils to ensure they have access to these activities and benefit from them. For example where appropriate, disadvantaged pupils are specifically targeted for university trips and extra-curricular support such as involvement in the GRIT, raising aspirations programme.</p>	<p>£10,500</p> <p>£975</p>
<p>Pupil Monitoring and Intervention Management</p>	<p>We have recognised that there is a need for someone to have an overall view of the progress of our disadvantaged pupils, monitor their progress and intervene where necessary. We also continue to appreciate that in order to make this a school priority it is necessary for someone to develop strategies to both raise the profile of this group amongst staff, support staff in their provision for disadvantaged pupils and work with parents to promote their engagement. These responsibilities are undertaken by a dedicated Progress Coordinator. In addition, we also have allocated a dedicated SLT member to monitor all strategies that are used and who works with the Progress Coordinator to analyse progress data and implement appropriate interventions. The Progress Coordinator also has a budget with which to purchase resources for disadvantaged pupils on a need led basis.</p>	<p>£8606</p> <p>£13,818</p>
<p>Activities Vouchers</p>	<p>These have been devised to help promote equal opportunities between disadvantaged pupils and their peers by providing them with a means to fund their participation in extra-curricular activities. They are also a way to support them academically and enable them to purchase equipment such as Food Technology ingredients and revision guides. This has been the fourth year which these vouchers have been used and revisions continue to be made to ensure the best use of these vouchers is being made.</p>	<p>£14,425</p>
<p>Breakfast Club</p>	<p>The facilities offered in SU38 provide some of our most vulnerable boys with opportunities and support to strengthen their personal and social skills. The theory being that this will help them to feel more comfortable and perform better in classroom situations. Whilst the specific academic impact of this facility is difficult to quantify, last year's statistics proved that a high proportion of the boys who used SU38 last year were disadvantaged pupils. Their feedback about its value was also conclusive in demonstrating that it has been key in supporting many of our disadvantaged pupils.</p>	<p>£2100</p>

	<p>In addition to this we have also begun a Maths Breakfast Club for pupils who have been identified as needing additional support in Maths. This is run by the Maths department and is supported by pupil, Maths Ambassadors. Pupils who are under achieving in Maths are identified through departmental data and then invited to come once a week for breakfast and some additional help in areas with which they struggle.</p>		
<p>Pupil Support, Behaviour interventions and Personalised Curriculums and Social and Emotional Learning (SEL)</p>	<p>Research tells us that interventions to help deal with challenging behaviour and poor attendance can result in improvements to attainment. We deploy a number of strategies to address this issue. For instance:</p> <ul style="list-style-type: none"> • Our partnership with the counselling service Mind gives us the facility to offer emotional support to pupils with specific issues. £5000 • We have dedicated attendance officer who manages attendance and highlights instances where it is cause for concern. They also then work with pupils, their parents and the SEN department to deal with barriers which may prevent pupils from attending school. £4543 • Our Behaviour Support Unit which includes our Behaviour Mentor and Behaviour Intervention Manager work with pupils to help deal with the causes of poor behaviour and develop strategies to improve behaviour patterns. £12,222 • In some cases where it is clear that an academic route is not working for a particular pupil, we will develop a tailored curriculum which will meet their individual needs and allow them to achieve. This can include the arrangement of work placements, college courses or other off site provision. We also offer an enrichment programme for our most vulnerable year 7 cohort. These pupils take part in additional activities to improve their social and academic skills. £6601 • Careers and guidance is also something which we place a high value on and all Pupils premium pupils receive support to ensure that they are fully prepared for their life after West Hill. £1458 		
	<p>Strategies which support social and emotional learning (SEL) are another initiative which, research shows us, promotes progress. SEL is something which is promoted on a whole school level via the work of the form tutor and through the general ethos of the school. However we also undertake SEL work with individual pupils through the behaviour mentors and the BSU. £5000</p>		
	<p>Research tells us that one to one support can have a huge impact on attainment. As such we have an arrangement which allows us to be</p>	£15,110	

Flexible deployment of LSAs	flexible in the deployment of our LSAs. This allows us to provide intensive support for individuals to help improve their progress in specific areas where progress may not be being made.	
Homework	<p>As a school we recognise the benefits to progress in pupil being involved in learning outside the hours of the school day and research shows us the very real benefits of this. Our whole school homework policy states that KS3 and KS4 students should be completing homework in every subject, each week. We are building in a number of strategies within school to ensure this is taking place and to ensure pupils are able to complete their homework. We operate homework clubs for all year groups to provide pupils the chance to complete homework using school facilities if necessary and to support pupils who find it difficult to keep up with the demands of their homework. We also provide the opportunity for boys use online resources such as My Maths to further their progress. We also provide pupils with access to a digital library to promote a love of reading and improve literacy skills. We have also purchased the online platform Doodle which provides pupils will additional means of accessing homework. Pupils have the opportunity to access these platforms in school as well as from home, if they do not have the technology at home to do so.</p>	<p>£525</p> <p>£1670</p>
Improving Teaching and Learning	There has been extensive research on the importance of good feedback to promote progress and this is an area which we have, as a school taken as a whole school focus. This has been part of a whole school drive to improve teaching and learning. During the course of this year we continue to provide training and develop strategies to ensure all staff are developing their use of effective feedback and other teaching and learning strategies within the classroom. This is in its second phase and staff are particularly concentrating on ensuring pupils have the opportunity to reflect and act on the feedback they have been given to help improve their understanding. Promoting high aspiration has also been a whole school focus for all members of staff.	<p>£16,481</p> <p>£4,200</p>
Mentoring	Mentoring provides pupils with an opportunity to reflect on their leaning and with the aid of staff intervention set themselves targets for improvement. This is being undertaken on a need led basis, with pupils who are not making expected progress being identified for a period of intensive assertive mentoring. We also, as part of our year 7 transition programme, undertake a peer mentoring programme in which younger pupils are paired with a year 10 pupil who supports them. This is an initiative which has proven to help some of our more vulnerable pupils	No costs involved

	to settle into school more easily. They also use this time to undertake activities which support their literacy and numeracy skills.	
Parental Involvement	There is extensive evidence that demonstrates that the engagement and involvement of parents in school life is key to promoting successful outcomes for pupils. For this reason we are aiming to continue with our strategies aimed to involve parents more by continuing to promote involvement at parent's consultation. We have also launched the parent gateway app which provides a fast and efficient means for parents to access information about their son's progress and communicate with school.	£504
Laptops and e-readers	This year we have allocated a portion of our pupil funding to purchasing laptops for disadvantaged pupils to use in the LSU, and a number of e-readers for them to access there. This is to enable them to complete work in school requiring computer access which they might not have at home, and in response to data which demonstrates that our disadvantaged pupils access the digital library twice as much as non-disadvantaged pupils. We aim to roll this scheme out across KS3 during this academic year.	£6500
Total Funding: £168, 300		Total spent: £171,148