

Pupil Premium Objectives and Actions 2020-2021

Objective	Actions
<p>Students eligible for Pupil Premium funding have an average attendance of 96% or above.</p>	<ul style="list-style-type: none"> * Recruitment and retention of a full- time attendance officer. * Provision of uniform and equipment where needed * Promotion of free sanitary products in school *Calendar of praise and reward to incentivise attendance *AMS Inclusion Team led half-termly meeting with HOH to evaluate and adapt barriers to attendance more widely * Fortnightly attendance meeting to monitor and track attendance of PP eligible students *Relentlessly challenging situational bias of parents around low attendance * Close alignment with Surrey CC Inclusion Service protocols for persistent absentees *Attendance peer mentoring across KS3 and KS4 *Quality First teaching * ‘While you were away’ initiative to issue students with key concepts missed in order to reduce barriers to future lessons * Promotion of engagement in extra-curricular offer to raise engagement in school * Engagement in careers and futures planning during pastoral curriculum
<p>Students eligible for Pupil Premium funding have an average P8 score of 0.5 or better.</p>	<ul style="list-style-type: none"> * Quality first teaching including timely and effective feedback * Insightful and up to date SEND strategies to support students in lesson * Robust and effective attendance support * Learning and Teaching CPD focus on subject specific development * Whole school Learning and Teaching focus on pedagogy to support progress in lessons * Personal Development Days to support study and revision skills, careers and aspirations * Revision materials provided for Y11 * Curriculum focus to stretch and challenge the most able * Promotion of engagement in extra-curricular offer to raise engagement in

	<p><i>school</i></p> <ul style="list-style-type: none"> <i>* Enrichment opportunities to raise cultural capital such as Classic Book Club, University of Cambridge widening participation activities</i> <i>* Additional groups in Y7 in Maths and English to ameliorate the disadvantage gap</i> <i>* Subject specialists - including specialist TAs in core subjects – delivering the curriculum</i> <i>* Mentoring delivered by both internal and external mentors</i> <i>* Reading for pleasure during tutor time as well as for 100 minutes per fortnight in English lessons in Y7-9</i> <i>* Cohesive CIAG provision that motivates and engages</i>
<p>Students eligible for Pupil Premium funding are adept communicators who read, write and speak to a high standard.</p>	<p>READING</p> <ul style="list-style-type: none"> <i>* All engage with the full, knowledge led curriculum in English, built around high quality, culturally significant literature</i> <i>* All students experience 100 minutes of reading for pleasure per fortnight in Y7-9</i> <i>* Whole texts studied across the full age and ability range</i> <i>* Tutor time reading programme provides a super-curriculum to engage students in reading for pleasure</i> <i>* Classic Book Club</i> <i>* Fully stocked library with a dedicated librarian</i> <i>* Peer reading programme</i> <p>WRITING</p> <ul style="list-style-type: none"> <i>* Use of modelling across the curriculum – making the conventions of the full range of text types required explicit</i> <i>* Consistent expectation of high levels of literacy expected of students and demonstrated by staff</i> <i>* Use of shared marking scheme to provide feedback on literacy</i> <p>SPEAKING</p> <ul style="list-style-type: none"> <i>* Thorough reading programme affords students vocabulary depth</i> <i>* Whole school focus on speaking in full sentence</i> <i>* Clear expectation that staff expect and demonstrate high levels of oracy</i> <i>* Regular opportunities for students to speak in public including competitions</i>

	<p><i>*ELSA and Learning Mentor support develops students' use of language to articulate their feelings and experiences effectively.</i></p>
<p>Students eligible for Pupil Premium funding exhibit attitudes and behaviours that indicate a strong, positive work ethic.</p>	<ul style="list-style-type: none"> <i>* Quality first teaching including timely and effective feedback</i> <i>* Insightful and up to date SEND strategies to support students in lesson</i> <i>* Robust and effective attendance support</i> <i>* A coherent and structured pastoral curriculum</i> <i>* Relevant and well-delivered Personal Development days</i> <i>* A coherent PSHE curriculum</i> <i>*Regular staff CPD on the barriers to achievement including the impact of trauma on behaviour</i> <i>*The implementation of a trauma informed approach, championed by the Inclusion team with support from external stakeholders including the Surrey CC EP service</i> <i>* Consistent implementation of the AMS Behaviour for Learning policy</i> <i>* Learning Mentor support – both internal and external</i> <i>* ELSA support</i> <i>* Bespoke Therapeutic interventions – including art therapy</i> <i>* High profile rewards programme</i> <i>* Students leaders drawn from across the school community as high profile role models</i> <i>*A clear and coherent CIAG programme</i> <i>* Supported college visits</i> <i>* University awareness outreach activities</i> <i>* Robust tracking and monitoring of sanctions and rewards of PP students</i> <i>* Parental engagement of harder to reach families championed through direct engagement, creche facilities, language support and any other support as needed</i> <i>* A community learning offer to engage parents and carers in achieving GCSEs in Maths and English as adult learners</i>
<p>Students eligible for Pupil Premium funding in Year 11 have and sustain their post-16 destinations.</p>	<ul style="list-style-type: none"> <i>* A broad and balanced 5 year curriculum</i> <i>* Quality first teaching including timely and effective feedback</i> <i>* Insightful and up to date SEND strategies to support students in lesson</i>

- * Robust and effective attendance support*
- * Robust tracking and monitoring to identify underachievement and support for teaching staff to intervene in the classroom*
- * Supported college visits*
- * College Information Evening - parental engagement of harder to reach families championed through direct engagement, creche facilities, language support and any other support as needed*
- * In school support with college applications*
- * Liaison with local Post-16 providers including through their attendance at Parents' Evenings*
- * One to one careers interviews to give advice about the right courses for future plans*
- * Dedicated CIAG space in the Library within the KS4 study area*
- * Active participation in Widening Participation activities with University of Surrey and Churchill College, Cambridge*
- * Early identification, support and family liaison for students at risk of becoming NEET.*