

Bridgewater High School Pupil Premium Strategy Statement 2017-18

1. Summary information					
Academic Year	2017/18	Total PP budget	£180,115	Date of most recent PP Review	Nov 2016
Total number of pupils (y7-11)	1517	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Nov 2017

2. Current attainment (2016/17 only)		
	Bridgewater Pupil Premium	National Non Pupil Premium
% pupils achieving 9-4 in both English & maths	48	
% pupils achieving 9-5 in both English & maths	19	
% pupils achieving 9-4 in English	67	
% pupils achieving 9-5 in English	52	
% pupils achieving 9-4 in maths	52	
% pupils achieving 9-5 in maths	19	
% pupils achieving 2+A*-C in science (entries/cohort)	33/29	
% pupils achieving 1+A*-C in languages (entries/cohort)	67/19	
% pupils achieving the English Baccalaureate 9-4	5	
% pupils achieving the English Baccalaureate 9-5	5	
Progress 8 score average	tbc	
Progress English score	tbc	
Progress Maths score	tbc	
Progress Ebacc score	tbc	
Progress Open score	tbc	
Progress Science score	tbc	
Progress Languages score	tbc	
Progress Geography & History score	tbc	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Poor numeracy skills; homework completion; work rate in lessons; parental engagement (diminishing the difference in Maths)
B.	Poor Literacy; Lack of engagement with the subject including poor motivation; Students are unable to purchase the set texts. (diminishing the difference in English)
C.	Poor numeracy, literacy & language skills; homework completion; work rate in lessons; parental engagement (diminishing the difference in the Baccalaureate subjects)
D.	Involvement in enrichment activities (including stakeholder engagement)
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	FSM cohort have attendance lower than PP & all pupils
F.	The number of PP pupils who live in vulnerable circumstances and may require additional support from external agencies

4. Outcomes from 2016		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Diminished difference in Maths</p> <p>Improved numeracy skills – numeracy ninjas</p> <p>Improved homework completion rate – faculty detention records</p> <p>Improved understanding of classwork – test results</p> <p>Improved parental engagement – letters, email, phone call log</p>	<p>Pupils make progress through ‘ninja belts’ in line with their peers</p> <p>% of pp pupils on detention for homework to be in line with their peers</p> <p>Pupils test scores are in line with their peers</p>
B.	<p>Diminished difference in English</p> <p>Improve the standard of literacy.</p> <p>This will be measured through work scrutiny and assessment of PP students marks in Christmas mocks on the SSPV sections of the exam.</p> <p>Encourage high levels of motivation and engagement.</p> <p>This will be measured through students attendance to intervention sessions, lesson observations and student voice.</p> <p>Ensure all students have their own copies the set texts for English.</p> <p>Class teachers to check students have these and that they are using them in lessons and at home</p>	<p>The marks received by PP students will have improved from the Spring Y10 mock to the Christmas mock.</p> <p>Literacy within the books will be improved.</p> <p>Overall performance in the exam will improve.</p> <p>Students will be enthusiastic and confident when discussing the experiences in English. Their behaviour during lesson observations will also demonstrate this.</p> <p>Each students will have a copy and be using in on a regular basis to improve their knowledge.</p>

C.	Diminished difference in the Baccalaureate subjects Improved numeracy skills Improve the standard of literacy Improve the standard of language skills	Pupil progress is in line with that of their cohort in each Baccalaureate subject measured through external data (ASP) and internal progress meetings
D.	Continued involvement of pupils in the Oarsome project – new cohort from Y9 along with continuation from previous Y9 cohort. Summary document at the end will make clear the benefits to pupils. PISP conversations will highlight enrichment needs for PP pupils along with any barriers to their involvement (e.g. costs or transportation). Funding will support where cost is the primary issue. Use of SIMS Activities will provide the ability to track PP attendance to enrichment activities. Use of school app will ensure parents/carers are fully informed with enrichment activities (also including trips).	Weekly Y9 sessions delivered alongside Y10 fortnightly. 50% of PP pupils to undertake an enrichment activity for at least a term (this can include funded private music lessons). 50% of PP parents/carers to have registered with the school app by the end of the academic year.
E.	Increase in attendance of FSM pupils and diminishing of the gap in attendance with non FSM pupils	FSM pupils attendance is in line with non FSM pupils
F.	Strategic planning in place (PISPs) for all PP pupils to ensure child-centred coordinated support which is regularly updated based on need. PISPs will be reviewed and relevant information circulated to teaching/support staff	All PP pupils have PISP meetings on a termly basis with PAM/PAL which are formally recorded and which result in an updated PISP document being attached to pupil record. PISPs direct, and also reflect impact of, support/intervention being put in place in other areas (academic/pastoral)

5. Action Planning							
Academic year	2017/18						
demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
Area (Barrier to pupil premium pupils)	Strands (Actions to be carried out)	Impact	Monitoring	date	Review	Led by	cost

September 2017

(A)diminish the difference of pupil performance in Maths: Improve numeracy skills, Improve homework completion rate KS3, Improve work rate in lessons, Improve homework completion rate KS4, Improve homework completion rate KS4, Improve parental engagement	Numeracy ninjas in lessons - intervention during the school day or after school if required	pp pupils to make progress in line with their peers	th cb	autumn 2017	spring 2018	cb / gm	-
	Class teacher to refer pupils to enrichment to complete outstanding homework and follow up with parental contact if necessary - CH to organise intervention during the school day if required	pp pupils to complete homework in line with their peers	th cb	autumn 2017	spring 2018	cb /ch	-
	Class teacher to contact parents regarding outstanding homework - AG to organise intervention during the school day if required	pp pupils to complete homework in line with their peers	th cb	autumn 2017	spring 2018	cb / ag	-
	Class teacher to refer pupils with poor exit tickets and/or test results to receive intervention either after school or during the school day if required	pp pupils to achieve test results in line with their peers	th cb	autumn 2017	spring 2018	ch/cb	-
	Class teacher to have regular parental contact for pupils causing concern; KS coordinator to inform parents of poor test results; HOF to contact and engage parents of most vulnerable	pp pupils to achieve test results in line with their peers	th cb	autumn 2017	spring 2018	cb	-
(B) diminish the difference of pupil performance in English	Identification of students to receive literacy based intervention in tutor/PSHE.	pupil premium gaps in all years groups are narrowed	kp pj	Oct-17	Feb-18	JZM	-
	Work scrutiny of Y11 PP books to check engagement and attainment.	pupil premium gaps in all years groups are narrowed	kp pj	Once a term	May-18	JZM	-
	Identification of cohort with the widest gap & consequent action	pupil premium gaps in all years groups are narrowed	kp pj	Sep-17	Dec-17	JZM	-
	Small group 1 to 1 support during the school day KS3	pupil premium gaps in all years groups are narrowed	kp pj	After each interim	Dec-17	ML	cover cost
	Purchasing literature text books	pupil premium gaps in all years groups are narrowed	kp pj	Sep-17	Dec-17	JZM	TBC
	CPD for cover supervisors and TAs	pupil premium gaps in all years groups are narrowed	kp pj	Feb-18	Dec-17	JZM	-
	TA deployment to support vulnerable pupils	pupil premium gaps in all years groups are narrowed	kp pj	Sep-17	Dec-17	JZM	-
	y11 intervention day	pupil premium gaps in all years groups are narrowed	kp pj	Apr-18	May-18	JZM	cover cost

	r67 & fresh start initiatives y7 pick up several pupil premium pupils	pupil premium gaps in all years groups are narrowed	kp pj	Sep-17	Dec-17	ML	-
	PP meetings to happen with ML on allocated support days.	pupil premium gaps in all years groups are narrowed	kp pj	Alternative curriculum weeks	Dec-17	ML	cover cost
	Y9 boys to read with weak Y7 boys, including PP, during form time.	pupil premium gaps in all years groups are narrowed	kp pj	Sep-17	Dec-17	ML	-
(C)diminish the difference of pupil performance in MFL	A+B2:B1audit use of Enrichment and participation in trips/exchange by pupil Premium	Pupil premium participation increases	RG	tbc	Half termly	rg / Trip Leaders	-
	2017 GCSE performance pp v non pp calculated and analysed	Pupil premium differences in all year groups are diminished	RG	Progress Meetings	Termly	rg / TL	-
	4matrix to provide break down of pp v non pp performance for ks4 & ks3	Pupil premium differences in all year groups are diminished	PJ/TL	Progress Meetings	Termly	rg	-
	Concept of Go 2 pupils embedded for all staff and a focus for lesson observations	Greater meeting of pupil need and diminishing of difference at classroom level	pj	Observation schedule dependent	Termly	rg	-
	Progress of Pupil Premium pupils in the lesson and over time to be a feature of all lesson observations	Greater meeting of pupil need and diminishing of difference at classroom level	pj	Observation schedule dependent	Termly	rg	-
	Identification of cohort with the widest gap & consequent action	Cohorts with greatest difference targetted for intervention	pj	termly	Termly	RG/PH	-
	Enrichment/intervention at KS4 to be timetabled into alternative curriculum weeks	Dedicated time for the pupils most in need	pj	Alternative Curriculum Weeks	Termly	RG/PH	-
	Purchase of textbooks and/or revision guides and workbooks to enable parity with non-PP pupils.	No pupil unable to have the resource required.	pj	Beginning of school year (and as appropriate thereafter)	As new resources are used.	RG	KS4 - £8.50 per pupil
	Route 67 groups taught literacy once per fortnight instead of MFL	Greater access to courses and SoWs in place	pj	ongoing	Termly	RG/PH	Possible resources to come
(C)diminish the difference of pupil premium performance in science	science support and enrichment to be timetabled into school day to support vulnerable pupils in KS3 and KS4	underperforming pupil premium students to receive one to one support either within lesson or PDC using free science staff	pj	autumn 17	Dec-17	adm	free hours to be used of staff under allocation

	extensive enrichment Tues, Weds and Thursdays after school to support vulnerable pupils at KS3 and KS4	pupil premium differences in all years groups are diminished	pj	autumn 17	Jan-18	ess/lg	-
	Identification of cohort with the widest gap & consequent personalised approach follows	pupil premium differences in all years groups are diminished	pj	autumn 17	Feb-18	HODS/ESS/LG	-
	Source revision guides for KS3 and KS4 PP pupils	pupil premium differences in all years groups are diminished	pj	autumn 17	Mar-18	ess/lg	cost of guides
	all pupils to be directly invited (letter or phonecall) to and encouraged to attend KS3 or KS4 enrichment sessions	pupil premium differences in all years groups are diminished	pj	autumn 17	Apr-18	adm	postage
	y11 intervention day	pupil premium differences in all years groups are diminished	pj	tbc	May-18	adm/ess	-
	pupil premium students to be an 'agenda item' in faculty meetings	staff to develop dialogue on PP students sharing good practice ideas in supporting their progress	pj	autumn 17	Jun-18	adm	-
	Engaging parents and the community through science KS3 and KS4 workshops aimed at parental support for their child	pupil premium differences in all years groups are diminished	pj	autumn 17	Jul-18	adm	-
	Supporting high attainers through STEM activities	pupil premium differences in all years groups are diminished	pj	autumn 17	Aug-18	msh/me	-
	Helping vulnerable pupils through transition between and beyond schools by developing resources for KS2 into 3 and key stage 3 into 4.	pupil premium differences in all years groups are diminished	pj	autumn 17	Sep-18	adm/lg/ess	-
(C)diminish the difference of pupil premium performance in geography	Identify pupil premium students	Go 2 pupils identified early to ensure their needs are met	ks pj	sept	Lesson Observations	RGD - KS3 / KS - KS4	-
	4matrix to provide break down of pp v non pp performance for ks4 & ks3	Success of initiatives can be evaluated	ks pj	Sep-17	termly	RGD - KS3 / KS - KS4	-
	Encourage PP students to attend enrichment especially at KS4	Enrichment runs on Tues / Wed / Thurs on uPPER. Pupils can engage in smaller groups / interact with staff and be provided with the support required.	ks pj	Sep-17	Ongoing	KS / MK / RGD / PDG / CU	-
	Revision guides to be purchased for all PP students at KS4	pupil premium differences at ks4 are diminished	ks pj	Oct-17	Dec-17	KS	£3.50 per student

	In class support for teachers under allocation	teachers directed to support classes with PP pupil need	ks pj	Sep-17	Ongoing	KS	-
	Move to Mixed ability teaching in year 10	Smaller class sizes should allow more time to be allocated to each PP student	ks pj	Sep-17	Ongoing	class teachers / 4 matrix	-
	Use of a geography dictionary at back of exercise books for pupils to build up required vocabulary	Key vocabulary will become familiar to all PP students	ks	Sep-17	Ongoing	class teachers	-
	A teaching and learning focus at department meetings to discuss strategies for raising the attainment of PP students and the effectiveness of such approaches	pupil premium differences in all year groups are diminished	ks	Sep-17	Ongoing	MK	-
	Costs of the compulsory fieldwork day trips to be covered by PP cohort who do not return the voluntary contribution	Will enable all PP pupils to attend and therefore complete the GCSE course	KS	Oct	Before Salford Quays fieldwork	KS	£18 per student
	Support to R67 staff to deliver yr 7 entitlement	Better prepare yr 7 students for transition to yr 8	ks pj	Sep-17	termly	RGD / KS	-
	Geography to be given control of PP budget	Will ensure that full entitlement is spent on PP pupils for Geography	ks pj	autumn 17	termly	KS	tbc
	Strategies for supporting PP students in mixed ability classes	Resource of ideas built in to Lesson plans	KS	autumn 17	termly	MK	Time
	Look into providing "geography pencil cases" to PP students who regularly do not have the basic resources	Remove time wasting barriers to learning / improve quality of notes and work for PP pupils	Class teachers	autumn 17	Only really possible if Geography given control of its PP budget	KS	tbc
(C) Diminish the difference of pupil performance in History	Identify where pupil premium students are placed and analyse the gap in performance between PP and non-PP students	The difference between pupil premium cohorts and their peers are diminished in all year groups	pj	autumn 17	Sep-17	ts /jh /amm	-
	A teaching and learning focus at department meetings to discuss strategies for raising the attainment of PP students and the effectiveness of such		pj	autumn 17	before october and review in Jan	ts	-
	Meetings with department teachers after each interim cycle to review progress of pp cohorts and strategies to be put in place to deal with underachievement		pj	autumn 17	after each interim cycle	ts /jh / amm	-
	Encourage pp students to attend enrichment at both KS3 and KS4		pj	autumn 17	ongoing	ts /jh /amm	-

	PP students who are underachieving at KS4 to attend intervention and catch-up sessions		pj	autumn 17	ongoing	ts	-
	Greater emphasis on literacy within History lessons at Key Stage 3 and 4		pj	autumn 17	routinely	ts	-
	Revision guides to be purchased for PP students at KS4		pj	autumn 17	Autumn term	ts/jh	tbc
	Use of 6th form students to provide support for vulnerable or less able PP students in GCSE lessons		pj	autumn 17	half-termly	ts	-
	History teachers under allocation to provide support for PP students as needed either on a 1 to 1 or small cohort basis		pj	autumn 17	half-termly	ts	-
	Closer work with Route 67 to ensure transition of PP students from R67 to mainstream Year 8 is smooth		pj	autumn 17	half-termly	amm	-
	Perhaps the use of a Year 11 intervention day to work with the PP cohort during an alternative curriculum week.		pj	autumn 17	feb	jh	-
	All classes at key stage 4 are to be mixed ability to support, challenge and inspire low ability PP students.		pj	autumn 17	termly	TS/jh	-
(C) Diminish the difference of pupil performance in ICT	Audit use of Enrichment and participation in trips for Pupil Premium	Pupil premium participation increases	cb pj	autumn 17	Termly	ap	-
	Target enrichment opportunities through class tutors for PP pupils		cb pj	autumn 17	Termly	ap + all teachers	-
	Faculty Staff to provide enrichment opportunities after school to support vulnerable pupils at KS3		cb pj	autumn 17	Termly	ap + all teachers	-
	Faculty Staff to provide enrichment opportunities after school to support vulnerable pupils at KS4		cb pj	autumn 17	Termly	ap + all teachers	-
	Faculty Staff to provide enrichment opportunities in the form of a residential experience for KS3 pupils (Y9)		cb pj	tbc	Termly	ap + all teachers	tbc
	Faculty Staff to provide enrichment opportunities in the form of a day trip experience for KS3 pupils (Y8)		cb pj	tbc	Termly	ap + all teachers	tbc
	Teacher / Key Stage co-ordinator & HOF to use 4matrix to provide breakdown of pp v non pp performance for all subjects KS3 & KS4	Pupil premium differences in all year groups are diminished	cb pj	Sep-17	Termly	ap af	-
	Teachers to fully understand the concept of Go 2 pupils and this to be embedded for all staff and a focus for lesson observations	Greater meeting of pupil need and diminishing of	cb pj	autumn 17	Termly	ap + all teachers	-

	TA's deployment to support vulnerable pupils in ICT & C/S Classes	difference at classroom level	cb pj	autumn 17	Termly	ap + all teachers	-
	Monitor progress of Pupil Premium pupils in the lesson and over time to be a feature of all lesson observations		cb pj	autumn 17	Termly	ap af	-
	4matrix progress matrices used by class teachers to summarise expected performance per class			autumn 17	Termly	ap + all teachers	-
	Specific TA timetabled to support vulnerable pupils		cb pj	autumn 17	Termly	ap af	-
	Provision of some laptops (KS3/4) and revision guides (KS4)			autumn 17	Termly	ap af	
	Y11 - GCSE ICT & C/S Intervention Sessions		cb pj	autumn 17	Termly	ap + all teachers	-
(D) Access to enrichment activities and parental engagement in terms of supporting this.	Oarsome project to continue - new Y9 cohort along with continuation of previous Y9 group	Broader curriculum offer, increase in team skills, confidence, determination, positive attitude for these pupils	ar	ongoing	Jul-18	ar	-
	PISP conversations to take place which allow pupils to outline enrichment needs (inc. time/cost/transportation)	Increase in PP attendance to enrichment activities, and improved monitoring via SIMS Activities	te	ongoing	Jul-18	te	cover costs for PISPs
	Use of school app to communicate with parents with regard to enrichment inc. trips	Parents more informed regarding variety of enrichment activities	te	ongoing	Jul-18	te	n/a
(E) diminish the difference in attendnace between FSM and non FSM cohorts	PAM/PALS accountable on a weekly basis for driving on attendance	increased attendance for FSM pupils	th	Sep-17	Termly	dm	-
	Increased budget for incentivised attendance activity. Possible PTA funding and external support. An extensive coordinated approach to education and promotion of good importance with all stakeholders		th	autumn 17	Dec-17	dm	tbc

	provision of sick bay in lower school		th	autumn term	Dec-17	dm	tbc
	contact all primary schools with transitioning students to develop good intelligence on any potential attendance problems. The families of these students, would if necessary be contacted and pretransfer meetings arranged to place a marker and inform of our standards on good attendance		th	summer 18	Jul-18	dm	-
(F) The number of PP Pupils who live in vulnerable circumstances and may require support from external agencies	All PP pupils to be scheduled a PISP meeting with a member of pastoral staff once per term.	Support needs (academic/pastoral) are accurately identified and inform other action areas.	CU/MM	Termly	Termly	PAMs	Cover costs for staff - variable depending on timetable

6. Review of expenditure		
Previous Academic Year		
Area	Strands	Impact
(C) Analysis of gaps and consequent action	4matrix to provide break down of pp v non pp performance for all subjects ks4 & ks3	2017 GCSE performance shows 48% of pupils achieving 4+ in En&Ma and 26% achieving 5+ in En&Ma. 33% of Pupil Premium pupils achieved 2+A*-C in Science. 15% achieved an A*-C in Languages & 30% achieved an A*-C in Humanities (%s of whole year group and options dependant) Key Stage 3 & 4 progress meetings now compare performance of pupil premium pupils as part of the cohort analysis for all subjects. From this Go 2 Cohorts are identified as priority for each subject in each year group.
	2016 GCSE performance pp v non pp calculated for all departments	
	termly pupil premium strategy meetings for each year group	

	Permanent line management agenda item to discuss progress & expected performance	
(A B & C)greater use of resource to meet individual pupil need	concept of Go 2 pupils embedded for all staff and a focus for lesson observations	Y11 Go 2 Pupil list provided for all staff January 2017. Progress of pupil premium pupils is referred to in some lesson observations - this to be more consistently applied in 2017-18. Key Stage Progress Meetings Cohort analysis of pupil premium now includes analysis by high, mid or lower ability. (see progress meeting data). This to be included for AWoL 2017-18
(A B & C)greater accountability at class level for pupil premium performance	Progress of Pupil Premium pupils in the lesson and over time to be a feature of all lesson observations 4matrix progress matrices used by class teachers to summarise expected performance per class	
(A to E)greater support and challenge of governance	Pupil premium report presented to curriculum and scrutiny and finance committees	Curriculum Governors provided with CPD on Diminshing the Difference. Provisional exam analysis for Pupil premium performance to be given in September. A fuller analysis, review of Pupil Premium Action Plan and Pupil Strategy Statement to take place at the November Meeting
	Pupil premium to be regular item for curriculum governors => exam analysis : September 2016 Full Governing Body and Curriculum Governors. Action plan and outcomes : November 2016 Curriculum Governors	
	cpd on diminshing the difference for curriculum governors to be provided	
(D) diminish the difference between pupil premium and non pupil premium attendance	Follow the Pupil Premium Attendance Strategy	whole school absence fell from 5.1%(2016) to 4.7%(2017). PP absence fell from 10.2% to 9%. PP persistent absence fell from 35% to 20.5%
	Pupil Premium attendance discussed at Pastoral Line Management.	
	Continued use of PISPS to ensure engagement.	

(.C)Ensure Pupil Premium students are taught employability skills	50 pupils across Key Stage Three participate in 'Built for Business' with Manchester City.	Improvement in attendance in y8
(C)Ensure Pupil Premium engage in extra-curricular and Enrichment programme	Audit use of Enrichment and participation in trips by pupil Premium	7 Y9 pupils participated in the project during the Autumn, Spring and Summer terms culminating in competing in rowing regatta. Pupils were felt to have developed and improved confidence, fitness, decision making and teamwork
	Target enrichment opportunities through tutors	Y11 pupil received drum lessons throughout her GCSE study. Her drum teacher particularly helped with composing coursework for which Y11 pupil received a grade far above target
(B)diminish the difference of pupil performance in english	Y11 support up to 8 hours per week	67% of pp pupils achieving grade 4+ in 2017 and 56% of pp pupils achieved a grade 5+. Pupils benefited from Quality First Teaching as this was the first run-through of new specification and we felt that TA support was not appropriate.
	enrichment to be timetabled into school day to support vulnerable pupils	N/A
	Identification of cohort with the widest gap & consequent action	11 students worked with. Summer interims indicate that 82% are now On or Borderline.
	small group 1 to 1 support during the school day ks3	2 identified pupil pupils achieved their target level of 5 by the end of KS3.
	Purchasing literature text books	Pupils equipped for lessons.
	Cpd for cover supervisors and TAs	SEN K pupils gnerally achieved though issues remained with SEN E. However, the 3 pupils in the SEN E cohort not making expected progress had considerable pastoral needs so a pass was actually an achievement for those students.
	TA deployment to support vulnerable pupils	SEN K pupils generally achieved well.
	y11 day st elphins revision day targetting predominnatly pp	N/A
	y11 intervention day	JZM ran a revision day for PP Literature. Progress gap diminished to less than 10%.

	buying books for romeo & juliet transition 9to10 gcse	All pupils now have set texts.
	r67 & fresh start initiatives y7 pick up several pupil premium pupils	Fresh Start cohort all showed good effort on summer interims. 38% were Exceeding and 38 were Mastering their attainment descriptors with 23% Securing. All had moved on from Developing.
(.C)provision of PEP for pupil premium plus pupils	Writing of PEP for pupil premium + pupils	2 x LAC in 2016-17 Y11-Pupil A supported with additional 1:1 sessions in core subjects over Easter. Laptop to support revision purchased. Pupil B received 1:1 support in core and option subjects in place of 4th option. Both received set of revision materials. Both attended intervention sessions.
	Meeting between PAM and social worker	
(C&D)greater use of resource to meet individual pupil need	PAMs to meet with all Pupil Premium pupils to complete proforma monitoring progress and interventions	PISP meetings identified areas where additional support would be beneficial. In conjunction with faculties PP students directed to attend intervention classes. Designated budget used to support some PP students through PDC, and within lessons. Warrington Wolves 'Wolfies' programme played a part in motivating a group of PP students. Attendance= Y11 Non PP 06/09/16 - 07/04/17= 95.18% Y11 PP (same period)= 91.5%
	AH to hold designated budget	
	PAMs to monitor and act on absence rates of pupil premium pupils	
(A)diminish the difference of pupil performance in maths	AG enrichment to be timetabled into school day to support vulnerable pupils in PDC at KS4	3 identified pupils achieved a grade in GCSE Maths
	CH enrichment on Thursday after school to support vulnerable pupils at KS3	
	Identification of cohort with the widest gap & consequent action	52% of pp pupils achieved grade C+ in 2016; this has remained steady with 52% of pp pupils achieving grade 4+ in 2017
	Deployment of sixth form mentors and 'additional staff' to support vulnerable pupils in lessons	

specific TA timetabled to support vulnerable pupils	provisional analysis shows performance in line with expectations
Provision of scientific calculators (KS3/4) and revision guides (ks4)	
pupils to be invited to and encouraged to attend enrichment	Awaiting national % for pp to calculate figures for 'diminishing the difference'