

**Pupil Premium Strategy**  
**2018-2019**

**Key Information**

Executive Principal - Sarah Howells  
Assistant Principal (Pupil Premium Coordinator) - Laura Phillips  
Pupil Premium Link Governor -

**Student Summary**

Number of eligible students: 18  
Percentage of students on roll: 15%

	<b>FSM and FSM 6</b>	<b>LAC and Post LAC</b>	<b>Service and Service Ever 6</b>	<b>Total Disadvant aged</b>	<b>Total Non PP</b>	<b>PP%</b>
<b>Year 7</b>	18	0	0	18	102	15%

As a brand new school opening in September 2018, we do not have any historical Pupil Premium data to report on.

**Identified Barriers to Learning**

- Reading comprehension.
- Reading inference.
- Vocabulary - students, particularly those from disadvantaged backgrounds are limited in their vocabulary and language skills which reduces their ability to be able to access a range of texts across the curriculum.
- Oracy - students do not have the spoken skills to be able to communicate effectively in order to meet the demands of the GCSE curriculum.
- Social, Emotional and Mental Health Issues - student well-being.
- Lack of independent study skills.

**Pupil Premium Grant Spend Forecast 2018 - 2019**

<b>Approach</b>	<b>Rationale</b>	<b>Implementation</b>	<b>Staff Lead</b>	<b>Review Date</b>
Introduction of PiXL Unlock vocabulary	'The language gap is one of the biggest causes of	Staff will receive training after the release of the	LPh	September 2019

programme - January 2019 release date. All students in Year 7.	underachievement in later life, especially for disadvantaged learners. The now famous Hart/Risley study was published on the impact of language on young children, revealing that low-income children are exposed to 30 million fewer words than their higher-income peers before age three.' Marc Rowland (2015)	programme in January. Students will access resources in tutor time once per week and will be taught vocabulary across the curriculum using the PiXL Unlock resources, App and method of teaching.		
PDP - targeted and early intervention programme.	Focused short-term interventions based on areas of need identified initially through KS2 data, PiXL microwave and Reading and Spelling Age tests.	Students work on a half-termly intervention based on a specific area of need that they have. These sessions are taught by Heads of Faculty for English and Maths, SENCO and Learning Support Assistants in small groups for three hours per fortnight.	LPh	Half-termly
Transition	Additional Transition will be offered for students identified as most vulnerable prior to joining	Transition preparation will start as soon as our list of students is received through close liaison with Primary schools	LPh	September 2019
Family Support Advisor	One day per week of Family Support to work with students to support their emotional wellbeing, engaging with families and liaising with external agencies.	The Family Support Advisor sees students on a 1-1 basis or in small groups and meets with parents and	LPh	April 2019

		families to support and guide them.		
French language withdrawal - Fresh Start.	Students with the most significant Language and Literacy needs based on their KS2 data, PiXL microwave and Reading and Spelling Age tests are withdrawn from French for two hours per fortnight to receive targeted English phonics based intervention through Read Write Inc Fresh Start. "Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school" (EEF July 2015)	An LSA who has QTS delivers this intervention to students in either a small group setting or on a 1-1 basis	LPh	½ termly
Quality First Teaching and internal interventions	Regular opportunities for Continuous Professional Development for staff with an effective and targeted twilight programme for staff. Compulsory Period 7 for students until 4:00pm for students to target any areas of difficulty or underachievement.	Students having difficulty or underachieving are identified through regular feedback, marking and assessment and targeted for intervention promptly. Open door policy to share good practice.	SHo/ LPh	Termly
Oracy 21 Programme	In 2014 supported by the Education Endowment Fund, the School 21 Trust worked with Cambridge University to	The Head of Faculty for Communication and the Executive	SLe	Termly

	<p>develop an oracy curriculum and assessment tools to be shared with schools across the country. They are confident that prioritising oracy has a transformational effect on students. It is a further emphasis on language and vocabulary through a focus on improving oracy across the curriculum.</p>	<p>Principal have attended Oracy 21 training. The Head of Faculty is now rolling this training out to other members of staff.</p>		
<p>Financial Support for curriculum trips, residential trips, resources and uniform.</p>	<p>Students will be given access to attend trips and have access to appropriate uniform or resources they would otherwise have difficulty in accessing due to financial difficulties</p>	<p>Financial support is agreed on case by case basis as agreed with the PP coordinator and is not guaranteed. This is to ensure that funds are being used appropriately.</p>	LPh	September 2019
<p>Additional Curriculum resources</p>	<p>To ensure that all students including disadvantaged students have access to high quality equipment and resources that they need.</p>	<p>Faculties are able to request additional resources where they are felt to be beneficial to the learning of disadvantaged students.</p>	LPh	September 2019
<p>Staff Continuous Professional Learning (PP specific)</p>	<p>To ensure that we are up to date with the best practice and guidelines regarding Pupil Premium.</p>	<p>Staff to attend networking events and training that is specific to Pupil Premium</p>	LPh	September 2019
<p>Extra-curricular activities</p>	<p>Students from a disadvantaged background have access to a range of extra-curricular</p>	<p>Berkshire Maestros music lessons can be funded for disadvantaged</p>	LPh	Termly

	activities.	students, this will be assessed on a case by case basis.		
Staffed Homework support	LSAs run a homework support group 3 nights per week.	Attendance and behaviour is monitored. Students will be invited to compulsory homework support if it is required.	LPh	Termly