

# Disadvantaged Students Action Plan 2017 – 2018

Action	Sutton Trust EEF Research	Lead	Timescale	Cost	Success criteria	Monitoring
<p><b><u>Leadership</u></b></p> <p>Closing the Gap between students eligible for the Pupil Premium and other students is a <b>school-wide high priority</b>.</p> <p>All staff to be aware of which students are eligible for the Pupil Premium.</p> <p>All staff to have <b>high expectations</b> for eligible students in a <b>'no excuses' culture</b>.</p>	<p>Although the Sutton Trust has not conducted research in this area we feel that it is vital that 'closing the attainment and progress gap' is viewed as a high priority across the school.</p>	<p>RCP LDD</p>	<p>Sept 2017 to July 2018</p>	<p>£0</p>	<p>All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly in mark books.</p> <p>100% of disadvantaged students' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.</p> <p>All staff understand that being a disadvantaged student does not equate to 'lower ability'.</p>	<p>Staff surveys, Curriculum Leader Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published schedule – <b>LDD, SLT and HODs</b>.</p>

<p><b><u>Leadership</u></b></p> <p>Introduce a “Closing the Gap Strategic Lead” through the restructuring of Assistant Headteacher roles on the senior leadership team. The “Closing the Gap Strategic Lead” and in addition “Pupil Premium Coordinator” will have the leadership responsibility for implementing and monitoring aspects of the PP Action Plan.</p> <p>They will work alongside members of SLT who will have strategic leadership responsibility (progress and achievement), and HOY for the progress and achievement of all students in a year group, including those eligible for the Pupil Premium.</p>	<p>Again the Sutton Trust in this area has not conducted research but we believe that as the closing the gap agenda is a high priority for the school it must be reflected in the roles of the leadership team.</p>	<p>MAT RCP RFW HOY</p>	<p>Sept 2017 to July 2018</p>	<p>£ £6888</p>	<p>The progress and achievement of all students, including those eligible for the Pupil Premium is closely tracked, analysed and appropriate support/intervention is implemented to ensure that students meet or exceed expected levels of progress.</p> <p>Aspirational Goal - there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged.</p> <p>Disadvantaged students are performing at least in-line with their peers, if not above by August 2018.</p>	<p>Each <b>HOY</b> to produce a termly report to the SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes PP students – <b>RFW and HOY</b> Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – <b>HOY, HODs, RFW, RCP and MAT</b> Overall evaluation of success in the Exam Analysis document in the autumn of 2016 – <b>HODs, HOY, RFW, RCP and AMP</b></p>
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<p><b><u>Data tracking and analysis</u></b></p> <p>Implement <b>new homework package (Show My Homework) and associated seating plan package</b> to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that relevant up to date performance data is always available.</p> <p>We need to ensure that we have an effective system for frequent and regular tracking of achievement and progress, as this vital to identifying and then overcoming barriers to learning.</p>	<p>Homework (+5 months)</p> <p>Digital Technology (+4 months)</p>	<p>WMS LDD RFW</p>	<p>Sept 2017 until July 2018</p>	<p>£1800</p>	<p>The progress and achievement of all students, including disadvantaged students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students meet or exceed expected levels of progress.</p>	<p>Each <b>HOY</b> to produce a termly report to the SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes PP students – <b>RFW and HOY</b></p>
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<p><b><u>Challenge the Gap Project</u></b></p> <p>Through our engagement in the nationally recognised <b>Challenge the Gap Project (run by Challenge Partners)</b>, we along and with our workshop teams will develop crucial expertise in narrowing gaps between disadvantaged students and their peers. It will also enable us to benefit from a nation-wide support system of schools wanting to narrow their gaps.</p> <p>As a lead school (facilitating school) for national Challenge the Gap Project we will establish the Plymstock Cluster (Notre Dame RC School, All Saints Academy Plymouth, Dunstone Community Primary School and Plympton Academy). At Plymstock School our project will focus on a group of 15 disadvantaged students in Year 9 and an additional group in year 11.</p> <p>It will involve a team of six staff led by our Pupil Premium Coordinator. The team will include one teacher from each of the following departments – Maths, MFL, Science, Geog and two of our Assistant Heads of Year.</p>	<p>Collaborative learning (+5 months)</p> <p>Behaviour interventions (+4 months)</p> <p>Metacognition (+8 months)</p>	<p>RCP (Prog. Facil.)</p> <p>MAT (Prog. Facil.)</p> <p>LLG (Maths &amp; Lead)</p> <p>JED (MFL)</p> <p>ARL (Sc)</p> <p>JLW (Geog)</p> <p>AD (AHOY)</p> <p>SRH (AHOY)</p>	<p>Sept 2017 – July 2018</p>	<p>£0</p>	<p>At least 90% of disadvantaged students in the Year 9 target are performing at least in-line with their peers, if not above on their pathway for English and Maths.</p> <p>At least 90% of disadvantaged students in the Year 11 target group are Grade 4+ and at least 70% are Grade 5+ in both English and Maths.</p> <p>The overall attendance of all disadvantaged students in the target group is at least 94% for 2017-2018.</p> <p>No disadvantaged student in the target group is issued with a fixed term exclusion in 2017-2018.</p>	<p>Monitoring of the progress, attainment and attendance of targeted disadvantaged students is in-line with autumn, spring and summer data checks – <b>MAT, LLG</b></p> <p>Half termly monitoring of behaviour - <b>CTG team</b></p>
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<p><b>English</b></p> <p><b>Disadvantaged Student Support Fund</b> to provide small group and one-to-one tuition as well as additional resources for disadvantaged students in Years 7-11.</p> <p>Aspirational Goal - there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged. Disadvantaged students are performing at least in-line with their peers, if not above.</p> <p>The fund will allow a member of staff from within the English team to be the <b>Lead Professional</b> for the progress and attainment of disadvantaged students across the department.</p> <p><b>Literacy Support</b> through the Library peer based support programme and sixth form English Ambassadors for disadvantaged students in Years 7-9 to improve levels of literacy (including reading ages).</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (+4 months)</p> <p>One to one tuition (+ 5 months)</p> <p>Mastery learning (+ 5 months)</p> <p>Peer tutoring (+5 months)</p> <p>Reading comprehension strategies (+5 months)</p>	<p>DAB SAO MSR</p>	<p>September 2017 to July 2018</p>	<p>Disadvantaged Student Support Fund: £6600</p>	<p>The reading ages of all disadvantaged students meets or exceeds their chronological ages by the end of Year 8.</p> <p><b>Year 7</b> – Target to be set in September 2017 once data on entry confirmed. Using new KS2 assessment measures.</p> <p><b>Year 8</b> – At least 70% of disadvantaged students are MS+ in English</p> <p><b>Year 9</b> – At least 70% of disadvantaged students are MS+ in English</p> <p><b>Years 10 and 11</b> The attainment gap in English between disadvantaged and all other students is reduced to zero or above in English by 2018 for Year 11 and 2019 for Year 10</p> <p>The progress gap in English between disadvantaged and all other students is reduced to zero or above in English by 2018 for Year 11 and 2019 for Year 10</p>	<p>Termly monitoring of reading age / literacy improvements – <b>SAO</b></p> <p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – <b>MSR, DAB, RFW and HOYs</b></p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2018 – <b>DAB, RFW and AMP</b></p>
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<p><b><u>Mathematics</u></b></p> <p><b>Disadvantaged Student Support fund</b> to provide small group and one-to-one tuition as well as additional resources for students eligible for the Pupil Premium in Years 7-11.</p> <p>Aspirational Goal is there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged. Disadvantaged students are performing at least in-line with their peers, if not above</p> <p>The fund will allow a member of staff from within the Maths team to be the <b>Lead Professional</b> for the progress and attainment of disadvantaged students across the department.</p> <p><b>Numeracy Support</b> through the sixth form Maths Ambassadors for disadvantaged students in Years 7-11 to improve levels of numeracy.</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (+ 4 months)</p> <p>One to one tuition (+ 5 months)</p> <p>Peer tutoring (+5 months)</p>	<p>KAM SMP</p>	<p>Sept 2017 to July 2018</p>	<p>Disadvantaged Student Support Fund: £6000</p>	<p><b>Year 7</b> – Target to be set in September 2017 once data on entry confirmed. Using new KS2 assessment measures.</p> <p><b>Year 8</b> – At least 70% of disadvantaged students are MS+ in Maths</p> <p><b>Year 9</b> – At least 70% of disadvantaged students are MS+ in Maths</p> <p><b>Years 10 and 11</b> –</p> <p>The attainment gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2018 for Year 11 and 2019 for Year 10</p> <p>The progress gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2018 for Year 11 and 2019 for Year 10</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – <b>KAM, RFW and HOYs</b></p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2018 – <b>KAM, RFW and AMP</b></p>
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<p><b>Science</b></p> <p><b>Disadvantaged Student Support fund</b> to provide small group and one-to-one tuition as well as additional resources for students eligible for the Pupil Premium in Years 7-11.</p> <p>Aspirational Goal is there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged. Disadvantaged students are performing at least in-line with their peers, if not above</p> <p>The fund will allow a member of staff from within the Science team to be the <b>Lead Professional</b> for the progress and attainment of disadvantaged students across the department.</p> <p><b>Science Support</b> through the sixth form Science Ambassadors in lessons at the “Science Café” for disadvantaged students in Years 7-11 to improve levels of scientific knowledge and understanding .</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (+ 4 months)</p> <p>One to one tuition (+ 5 months)</p> <p>Peer tutoring (+5 months)</p>	<p>BJE JSB GHJ</p>	<p>Sept 2017 to July 2018</p>	<p>Disadvantaged Student Support Fund: £4500</p>	<p><b>Year 7</b> – Target to be set in September 2017 once data on entry confirmed. Using new KS2 assessment measures.</p> <p><b>Year 8</b> – At least 70% of disadvantaged students are MS+ in Science</p> <p><b>Year 9</b> – At least 70% of disadvantaged students are MS+ in Science</p> <p><b>Years 10 and 11</b> –</p> <p>The attainment gap in Science between disadvantaged and all other students is reduced to zero or above in Science by 2018 for Year 11 and 2019 for Year 10</p> <p>The progress gap in Science between disadvantaged and all other students is reduced to zero or above in Science by 2018 for Year 11 and 2019 for Year 10</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – <b>BJE, JSB, CHJ, RFW and HOYs</b></p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2018 – <b>BJE, CHJ, RFW and AMP</b></p>
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<p><b><u>Home Tutoring Programme</u></b></p> <p>A team of <b>private English, Maths and Science Tutors</b> will provide personalised one to one tuition at home for targeted disadvantaged students in Years 9-11 to remove specific barriers to learning in English and Maths, to ensure that the students meet or exceed expected levels of progress.</p>	<p>One to one tuition (+ 5 months)</p> <p>Mastery learning (+ 5 months)</p>	<p>MAT MSR SMP CHJ</p>	<p>Sept 2017 to July 2018</p>	<p>£40 000</p>	<p>Year 9 – At least 90% of disadvantaged students are performing at least in-line with their peers, if not above on their pathway for English and Maths.</p> <p>Years 10 and 11 – For at Least 80% of disadvantaged students:</p> <p>The attainment gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2018 for Year 11 and 2019 for Year 10</p> <p>The progress gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2018 for Year 11 and 2019 for Year 10</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – <b>DAB, KAM, RFW and HOYs</b></p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2018 – <b>DAB, KAM and AMP</b></p>
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<p><b><u>Professional Development of Teaching</u></b></p> <p>Teachers and students are provided with high quality CPD to further develop pedagogy, to allow all students, especially disadvantaged students to meet or exceed expected levels of progress.</p> <p>Develop and embed the use of Kagan Cooperative learning techniques to maximise engagement and learning opportunities for disadvantaged students.</p> <p>Develop and embed meta-cognitive strategies to help learners think about their own learning more explicitly.</p> <p>Introduce a new approach to ensure disadvantaged students consistently receive high quality marking and feedback that moves learning forward using <b>laCT</b> (Improvement and Correction Time).</p>	<p>Feedback (+ 8 months)</p> <p>Metacognition (+8 months)</p> <p>Cooperative Learning (+5 months)</p>	<p>DAB LDD</p>	<p>Sept 2017 to July 2018</p>	<p>£40 000</p>	<p>All disadvantaged students' exercise books and assessed work show detailed high quality marking that clearly identifies how to improve, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.</p> <p>Teachers plan all lessons using Kagan Cooperative Learning and metacognition techniques to maximise engagement and learning opportunities for disadvantaged students, including the most able.</p> <p>All disadvantaged students are taught specific strategies to set goals, and monitor and evaluate their own academic development.</p> <p>The progress gap in Year 11 Maths and English between disadvantaged students and all other students is reduced to 10% or less by July 2018.</p>	<p>Staff surveys, Curriculum Leader Files and Matrix meeting minutes monitored in line with published schedule – <b>LDD, DAB, SLT and HODs.</b></p>
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<p><b><u>Removing barriers to learning</u></b></p> <p>The <b>Plymstock School Achievement Voucher</b> to be made available to support students in Years 7-11 who are currently eligible for Pupil Premium with uniform, equipment, transport and extra-curricular costs.</p>	<p>Parental engagement (+ 3 months)</p>	<p>AHOY HOY</p>	<p>September 2017 to July 2018</p>	<p>£16 785</p>	<p>No disadvantaged student is issued with a sanction for a uniform infringement or equipment fault over the 2017-2018 academic year.</p> <p>100% of disadvantaged students in Years 10 and 11 are provided with a full set of appropriate revision guides and study support materials.</p> <p>At least 100% of disadvantaged students in Years 7-9 participate in at least one extra-curricular activity by July 2018.</p>	<p>Termly monitoring of school sanction data (autumn, spring and summer) – <b>HOYs and KPD</b></p> <p>Weekly monitoring and logging of Pupil Premium Support Fund spend, including tracking of participation rates in extra-curricular activities – <b>AHOYs</b></p>
<p>The <b>Plymstock widening participation fund</b> to be made available to support students in Years 7-11 who currently eligible for Pupil Premium with residential or extra-curricular trips/visits to widened participation and increase access to cultural experiences. With intention to raise aspirations to attend university and address “academic self-concept”.</p>	<p>Parental engagement (+ 3 months)</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>HOD, HOY, AHOY</p>	<p>September 2017 to July 2018</p>	<p>£5225</p>	<p>At least 100% of disadvantaged students in Years 7-9 participate in at least one extra-curricular activity by July 2018.</p>	<p>Termly monitoring and logging of Plymstock widening participation fund spend, including tracking of participation rates in extra-curricular activities – <b>MAT &amp; AHOYs</b></p>

<p><b><u>Removing barriers to learning</u></b></p> <p>All disadvantaged students receive high quality <b>individual academic, social and emotional mentoring</b> through the House System, including improved parental engagement.</p> <p>Improve the attendance, behaviour and attitude to learning of all Pupil Premium students in Years 10 and 11 through an Ready To Learn behaviour system.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Behaviour interventions (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>AHOY HOY</p>	<p>Sept 2017 to July 2018</p>	<p>£28 916 (Equivalent to 2 AHOY Posts)</p> <p>£18,300 (RTL Staff costs)</p> <p>£3000 (Relate Counselling fund)</p>	<p>All parents of disadvantaged students have had at least two mentoring sessions with the AHOYs about attendance and progress.</p> <p>At least 85%+ of parents of disadvantaged parents attend their child's parents' evening.</p> <p>The overall attendance of all disadvantaged students is at least 94% for 2017-2018.</p> <p>The number of exclusions (in comparison to 2016/17) issued to disadvantaged students reduces by at least 25% by July 2018.</p>	<p>Weekly monitoring of attendance, behaviour and parental contact – <b>KPD, AHOYs and HOYs</b></p> <p>Half termly reports by House group produced by <b>AHOYs - KPD</b></p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – <b>HOYs and KPD</b></p>
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<p><b><u>Raising aspirations</u></b></p> <p>Ensure that all Pupil Premium students across Years 7-11 have access to <b>high quality careers advice and guidance</b>.</p> <p>All suitable disadvantaged students, especially the most able, in Years 9-11 experience at least one <b>visit to a Russell Group university</b>.</p>	<p>Although the Sutton Trust have very limited evidence of the impact in this area – we believe that high quality CIAG is vital to raising aspirations of Pupil Premium students.</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>RCP MAT LHD TL</p>	<p>Sept 2017 to July 2018</p>	<p>£18 330 (Careers Advisor 2 days per week)</p> <p>£1500</p>	<p>All disadvantaged students in Years 9-11 will have at least on 'one-to-one' careers interview by May 2018.</p> <p>There will be 0% NEETs for disadvantaged students in 2017-2018.</p> <p>100% of more able disadvantaged students in Years 9-11 will have visited at least one Russell Group university by February 2018.</p>	<p>Disadvantaged students data to be monitored by reviewed termly – <b>LHD</b></p> <p>Careers interview records to be kept and monitored and a summary report produced by May 2018 - <b>TL</b></p>
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<p><b><u>Raising aspirations</u></b></p> <p>Ensure that all Pupil Premium students across Years 9-11 have access to <b>high quality extra-curricular activities</b>.</p> <p><b>The Duke of Edinburgh's Award (DofE)</b>, will be re-introduced with a leadership role.</p> <p>Structures teach pupils social skills; interaction with other pupils, turn taking, listening to the views of others and sharing information.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Behaviour interventions (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>MAT KJT</p>	<p>Sept 2017 to July 2018</p>	<p>£3590</p>	<p>The overall attendance of PP students against non-PP students will be the same.</p> <p>80% of disadvantaged students starting DofE in Years 9-11 will completed at least bronze by June 2018</p> <p>The parents of all participating disadvantaged students attend at least one event related to the engagement programme.</p> <p>The overall attendance of the targeted disadvantaged students is at least 95% for 2017-2018</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p> <p>There are no exclusions issued to disadvantaged students involved in the programme during the 2017-18 academic year.</p>	<p>Weekly monitoring of attendance, progress - <b>KJT</b></p> <p>Termly monitoring of attendance and progress – <b>KJT</b></p>
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<p><b><u>Removing barriers to learning</u></b></p> <p><b>Improve the attendance, behaviour and attitude</b> to learning of all Pupil Premium students in Years 7 - 11 by employing an Attendance Officer (AO) two days per week to specifically work with disadvantaged students and their families. This enhanced role will involve family liaison and home visits alongside our EWO.</p> <p>The Plymstock AO will fully implement the <b>“Project 30 programme”</b>, to motivate, support and enhance students’ academic success at Plymstock School through raising attendance levels. To strengthen bonds and working relationships between parents and staff.</p>	<p>Behaviour interventions (+4 months)</p> <p>Parental involvement (+3 months)</p>	<p>KPD SS (AO) HOY AHOY</p>	<p>Sept 2017 to July 2018</p>	<p>£6786 (Attendance Officer 2 days per week)</p>	<p>The overall attendance of PP students in Year 7 - 11 rises to be in-line with non-PP students 2017 - 18</p> <p>The number of late marks accumulated by PP students in Year 7 - 11 is 50% lower than non-PP students.</p>	<p>Weekly monitoring of attendance, behaviour – <b>AHOY, HOY &amp; SS (AO)</b></p> <p>Half termly reports by House group produced by <b>AHOY, HOY, SS (AO) - KPD</b></p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – <b>HOY, SS (AO) and KPD</b></p>
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<p><b><u>Removing barriers to learning</u></b></p> <p>Develop and embed <b>Individual Learning Plans (ILP's)</b> to ensure that underperforming Pupil Premium students (Years 7 – 11) who are persistently in more than 2 years under achieving in core subjects to receive high quality <b>individual academic, social and emotional mentoring</b> through the Pastoral system and Departmental interventions.</p> <p><b>15 students maximum per year group.</b></p> <p>Including improved parental engagement.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>KPD MAT HOY AHOY</p>	<p>Sept 2017 to July 2018</p>	<p>£0</p>	<p>The parents of all participating disadvantaged students attend at least one event related to the engagement programme.</p> <p>The overall attendance of the targeted disadvantaged students is at least 95% for 2017-2018</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p> <p>There are no exclusions issued to disadvantaged students involved in the programme during the 2017-18 academic year.</p>	<p>Weekly monitoring of attendance, behaviour and parental contact - <b>AHOYs</b></p> <p>Monitoring of in-class effort is in-line with autumn, spring and summer data checks - <b>HOY and AHOYs</b></p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – <b>HOYs and KPD</b></p>
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<p><b><u>Removing barriers to learning additional after-hours support</u></b></p> <p>All students eligible for the Pupil Premium in Year 11 to be provided with free access to <b>additional after-hours support (Easter School, weekend sessions etc....)</b> in key subjects such as English, Maths, Science and other areas.</p> <p><b>“Eat, Meet, Revise, Repeat”</b> will include a free meal from 3pm to 3:30pm on Wednesdays to improve participation and attendance of PP students.</p> <p>Introduction of a compulsory Period 6 for all disadvantaged students below target to ensure they re-engage with learning and can access support and guidance with independent study outside of lessons.</p>	<p>After school programmes (+ 2 months)</p> <p>Parental engagement (+ 3 months)</p> <p>Behaviour (+3 months)</p> <p>Homework (+5 months)</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>RCP MAT DMW AHOY 11 HODs</p>	<p>February – May 2018</p>	<p>£3000</p>	<p>All Pupil Premium students in KS4 have free access to structured GCSE subject specific support to ensure that expected progress is met or exceeded.</p> <p>The overall attendance of the targeted disadvantaged students is at least 95% for 2017-2018</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p>	<p>Weekly monitoring of attendance, behaviour and parental contact – <b>MAT, HOY and AOY 11</b></p> <p>Monitoring of in-class effort is in-line with autumn, spring and summer data checks - <b>MAT, HOY and AOY 11</b></p>
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**Income (2017-2018)**

**Pupil Premium income (FSM and FSM Ever 6): £211,310**

**Expenditure (2017-2018)**

**Total committed (as of September 2017): £211,310**