



Pupil Premium Strategy 2021-2024

Plymstock School

SUMMARY INFORMATION			
CURRENT PUPIL INFORMATION [24/09/2021]			
Total number of pupils:	1645	Total pupil premium budget:	£302, 565
Number of pupils eligible for pupil premium:	307 (incl. 4 AFC)	Amount of pupil premium received per child:	£955 (Deprivation) £2,345 (Adopted From Care)

COHORT INFORMATION				
CHARACTERISTIC	NUMBER IN GROUP		PERCENTAGE OF GROUP	
Boys	Whole school = 825	PP = 164	Whole school = 50.2%	PP = 53.4%
Girls	Whole school = 820	PP = 143	Whole school = 49.8%	PP = 46.6%
SEN support	Whole school = 226	PP = 79	Whole school = 13.7%	PP = 25.9%
EHC plan	Whole school = 44	PP = 18	Whole school = 2.7%	PP = 5.1%
EAL	Whole school = 83	PP = 18	Whole school = 5.0%	PP = 5.1%

CURRENT ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17 (41 PP)	2017-18 (40 PP)	2018-19 (48 PP)
Progress 8 score average	Y11 = 0.57 PP = 0.31	Other/Not PP = 0.63		Y11 = 0.22 PP = -0.18	Y11 = 0.16 PP = -0.12	Y11 = 0.16 PP = -0.24
Attainment 8 score average	Y11 = 50.64 PP = 45.94	Other/Not PP = 51.63		Y11 = 49.20 PP = 40.32	Y11 = 48.26 PP = 43.36	Y11 = 46.04 PP = 37.05

OTHER DATA

Area:	Strengths	Weaknesses
Attendance data	<p>2020-2021 PP attendance was 89.37%. Already this year there is an increase on PP attendance by 2%</p> <p>Our current daily attendance is around 94% (Sept 21). This includes around 10 Covid positive students.</p> <p>The introduction of community detentions for lateness has deterred students from arriving late to school.</p> <p>The reopening of 'The Galley' catering facility is now available for PP students to access hot food throughout breaktimes and lunchtimes.</p> <p>Communication sent home to all parents outlining the schools attendance expectations for 2021/22</p>	<p>Disruptions and changes to bus timetables as a result of driver shortages at both CityBus and Stagecoach has impacted on punctuality. A large proportion of these students are PP students.</p> <p>Increased mental health crisis as a result of Covid 19 has impacted on attendance of the most vulnerable.</p> <p>Increased unauthorised holiday as a result of parents rearranging trips from the Covid-19 lockdown.</p> <p>New DfE guidance for coding Covid positive students causes an effect on overall school attendance. Prior to this new guidance Covid positive students were X coded which did not affect school or pupil attendance.</p> <p>As of September 2021 PP attendance is 91%, with 2.8% unauthorised absence and 5.3% of Lates.</p>
Behaviour data:	<p>Covid-19 restrictions impacted on culture within the school throughout 2020/21. To address this, we have introduced our new <i>Striving for Excellence</i> behaviour system that will focus on three areas:</p> <p>The first is to prevent misbehaviour happening. Such as the importance of knowing individual pupils well. Focusing on developing good relationships also ensures PP pupils feel valued and supported, meaning they are less likely to misbehave.</p> <p>The second focuses on how to deal with poor behaviour when it happens in a consistent, compassionate and personalised manner.</p> <p>The third focuses on the importance of consistency and coherence of the behaviour support system across the entire school.</p>	<p>Low level disruption has a major and far reaching impact in schools.</p> <p>Most Plymstock School pupils are very well-behaved (94% of Years 7 – 11, incurred no behaviour sanctions at all in 2020-21). Of the remaining 6%, certain trends were identified.</p> <p>Male students are three times more likely to fail RTL and be sent to IR than female students. Key Stage Three students (Year 8 & 9) account for over 60% of ALL RTL referrals in 2020-2021. RTL referrals increase throughout the day. Period 4 and 5 make up over 50% of all referrals (2020-2021). The main groups incurring RTL sanctions are Males, PP, and Males who are PP or SEND or both (2020-2021).</p>

<p>Safeguarding referrals (Current)</p>	<p>We have implemented a new clear safeguarding referral process within the school ensuring that all staff members understand that safeguarding is everyone's responsibility and is a priority within the school culture.</p> <p>A full day of safeguarding training has been provided for every member of the school staff, promoting a strong culture of safeguarding within the school</p> <p>The designated safeguarding lead provides weekly training 'bites' through a video which can be watched by staff at any point. This ensures that staff are aware and understand how to respond to a multitude of safeguarding issues which could arise within the school.</p> <p>The DSL has fortnightly case management meetings with the head of year teams ensuring oversight and clear action plans for ongoing safeguarding cases.</p>	<p>Due to our proactive approach, encouraging pupils to come forward with concerns, there has been an increase in internal safeguarding referrals.</p> <p>Face to face external safeguarding training has been hampered by the Covid 19 pandemic. As much online training and staff updates have been offered as possible.</p> <p>The impact of the pandemic and multiple lockdowns have caused a surge in safeguarding concerns for young people, specifically mental health problems.</p>
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LONG-TERM PLAN (3-YEAR TIMESCALE):

High Quality Teaching for all Students

At Plymstock School we believe that the key to raising attainment is through quality first teaching, accessible to **all** students, rather than relying on intervention programmes aimed at closing attainment gaps. The core purpose of Plymstock School is to empower young people, through education, to have the knowledge and skills they need to succeed in life and make a positive contribution to society, and we are currently undertaking a complete curriculum review in order to meet our aim. Our curriculum planning will focus on providing all students with access to a rich and broad curriculum, whilst providing sufficient time and resources to enable all pupils to develop a breadth of knowledge of societal and cultural issues to enable them to succeed in the modern world. Departments have been provided additional time and resources to ensure our curriculum is well designed and sequenced to reduce cognitive load and to support long-term learning. The needs of disadvantaged/SEND students will be factored in during subject level planning, rather than a post-planning differentiation activity. Utilising evidence from educational research and the study of cognitive science, the delivery of our curriculum will focus around developing consistent learning routines and explicitly planned phases of **Spaced Retrieval Practice, Quality Teacher Instruction, Guided Practice and Independent Practice and Feedback**. These are supported by clear and consistent **Entry and Exit** routines alongside a robust but compassionate behaviour support system that facilitates a culture of exceptionally good behaviour. Reading is viewed by all staff as the gateway to the curriculum and is purposefully developed in all subject areas and integrated within curriculum planning.

Targeted Support and Interventions

We fully understand that no matter how well the curriculum is planned and delivered, there will be students who require additional support to overcome their specific barriers to learning. Student progress is closely monitored by teaching/pastoral staff, curriculum leaders and the Senior Leadership Team, who can identify the students who are most in need of targeted interventions. Our priorities are:

- To continue to provide personalised tutoring in English, Mathematics & Science. These interventions are led by Pupil Premium leads in each of these subjects, who monitor the progress of disadvantaged students through data analysis and communication with subject teachers before deciding on the most effective interventions. The relationship between the student and the tutor supports personal development and provides a positive adult role-model that many of these students may not otherwise have. We insist that the tutor models a positive work ethic and attitude to learning.
- To maintain counselling services for the most vulnerable amongst our PP cohort. These essential services are provided by outside agencies to professionally support these students to cope under extreme circumstances. Other adult support includes staffing the Reflection Room, providing Assistant Heads of Year to monitor the progress, behaviour and wellbeing of our disadvantaged students, an attendance officer and a Duke of Edinburgh's Award coordinator.
- To improve overall monitoring of Pupil Premium students through a central record on SIMS.

Wider Strategies

At Plymstock School we are always looking for ways to support students to overcome their barriers to learning. We want all our young people to have high aspirations and fully engage with every aspect of school life. We intend to provide students with opportunities to broaden their experiences and increase their cultural capital, no matter what their background or circumstances.

- The School Achievement Voucher and other pastoral strategies support the students to engage with daily school life and therefore enable access to the curriculum.
- Access to a daily breakfast club for all students – provided free of charge to our disadvantaged students
- Additional resources support is given to PP students by departments who provide revision books and other materials, including printed copies of past papers for students to practice their exam technique.
- Students eligible for PP funding are given priority for Advice and Guidance, and suitable candidates are given the opportunity to visit a Russell group university.
- Community sports intervention through Plymouth Argyle Football Club
- Opportunities to participate in the Duke of Edinburgh Award – financial support provided to disadvantaged students
- Priority booking for parent evenings and school events

PRIORITY 1: HIGH QUALITY TEACHING FOR ALL STUDENTS

Member of staff responsible: SLT Curriculum Team

Objectives	Actions to be taken (link to EEF research)	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Whole-school focus on achieving excellence within the curriculum	<p>Curriculum review launched in September 2021/22</p> <p>Curriculum discussions and debate are ongoing. More time is allocated to departments to discuss their curriculum</p> <p>Subject development plans are created following a full review of the curriculum. Training is provided for SLT in line management through the curriculum lens and line management meetings drive curriculum improvement</p> <p>SEND is carefully factored in during subject level planning, rather than ‘bolted-on’ afterwards</p> <p>Curriculum expertise is developed across the school. Line managers develop a deep understanding of the curriculum they support, and line management is focused through the curriculum lens</p> <p>The curriculum is well sequenced to reduce cognitive load and to support new learning by exposing the relationship to prior learning</p> <p>The curriculum builds on KS2 and exceeds KS3 expectations</p>	LLD	Ongoing 2021 - 2024	Supportive documents and resources, provided by SLT	<p>All teachers gain a greater understanding of how a curriculum is designed and sequenced</p> <p>Vision statements and core aims agreed and understood</p> <p>The purposeful integration of teaching, learning and assessment as part of the curriculum – these will no longer be seen as separate entities</p> <p>The school’s curriculum has sufficient depth and coverage of knowledge, including a well- thought-out model of progression and sequencing – which is understood by both subject leaders and teachers</p> <p>Subject development plans are frequently reviewed</p>	<p>All pupils have access to a broad and rich curriculum that enables every pupil to discover their strengths</p> <p>All pupils make at least expected progress and the challenge provided within the curriculum enables pupils to make above expected progress</p> <p>A well sequenced curriculum enables pupils to access deeper understanding and achieve ambitious end points</p> <p>Outcomes are improved and variation in outcomes between subjects and between teachers in the same curriculum area has narrowed</p> <p>The curriculum addresses disadvantage and provides equality of opportunity for all pupils</p> <p>Reduced gaps in attainment and progress between PP and non-PP students</p>

2. Quality first teaching for all PP students	<p>Principles of Curriculum Delivery</p> <p>A consistent approach to classroom practice, underpinned by research and WeST Principles of Curriculum Delivery. A structured model of what we believe high quality teaching looks like, using evidence to determine our 'best bets' that make the greatest impact for all pupils</p>	KMC	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>		<p>All teaching staff apply the <i>Principles of Curriculum Delivery</i> by default using their bespoke department versions of the document, supported within their allocated Curriculum Development time</p> <p>Most teaching staff have a deeper sense of what they are doing and why, supported by relevant cognitive/educational research; they feel that the principles are having a lasting impact on pupil outcome</p>	<p>Strong curriculum and delivery will result in a reduction of Pupil Premium funding allocated to short-term interventions/tutoring, increasing the amount spent on reducing barriers to learning for all PP students</p>
3. Re-establishing predictable and secure learning environments	<p>Establish and maintain a clear and consistent approach to whole-school entry and exit routines, with the intention of:</p> <ul style="list-style-type: none"> • reducing pupil distractions • creating a more predictable and secure learning environment • reducing pupil misbehaviours • developing pupils' emotional self-regulation • building stronger relationships with our pupils 	KMC, MAT	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>		<p>Daily monitoring of student expectations on SLT walkabouts and lesson drop-ins</p> <p>Weekly monitoring of SFE data</p> <p>Weekly attendance data</p> <p>Student voice feedback</p>	<p>Reduction of disadvantaged and SEND/K pupils receiving sanctions for incidents of poor behaviour in class.</p> <p>Increase in school attendance for disadvantaged and SEND/K pupils.</p> <p>Reduced gaps in attainment and progress between PP and non-PP students</p>
4. Learning Support staff Development	<p>Delivery of a professional development programme for teaching assistants to deliver structured interventions</p> <p>CPD on the science of learning and high-impact classroom strategies using <i>Teaching Walkthrus</i> training package</p> <p>Teaching Assistant Interventions: EEF +4 months</p>	KMC, NJW	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p><i>Teaching Walkthrus</i> online CPD package (already purchased through CPD budget)</p>	<p>Most support staff have a deeper sense of what they are doing and why, supported by relevant cognitive/educational research</p>	<p>Support staff will have a thorough understanding of the science of learning and will be able to implement/adapt high impact teaching strategies to support student needs, leading to improved student outcomes</p>

<p>5. Improved literacy for all students</p>	<p>All staff have a clear understanding of DEAR Time and its importance in terms of nurturing pupils' independent reading skills</p> <p>All pupils in Years 7, 8 and 9 (EBacc subjects only) participate in DEAR Time</p> <p>NGRT data used to diagnose concerns. Appropriate intervention is identified</p> <p>Pupils identified as having a 'borderline' SAS score are supported by peer intervention during DEAR Time</p> <p>All teachers and pupils to be taught key practical reading strategies for promoting reading fluency to support pupils during DEAR Time</p> <p>Reading Comprehension strategies: EEF +6 months</p>	<p>DAB</p>	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>		<p>All staff are aware of what is expected of them during DEAR Time and are informed about the pupils who will be receiving intervention during DEAR Time and what form the support will take</p> <p>A led DEAR time guided reading groups for pupils with the lowest SAS scores. Pupils' needs are identified, such as decoding or reading comprehension development. Vocabulary teaching will be guided by the principles of SEEC: Select, Explain, Explore, Consolidate</p> <p>The Library team utilise data and conduct interviews with pupils who are weaker readers and demotivated to allocate appropriate books to challenge, inspire and develop their reading skills during DEAR Time</p> <p>The Library team will make all staff and pupils aware of suitable books that will engage pupils – pupils will be informed during DEAR Time sessions of recommended reads according to pupils' age/genre preferences</p>	<p>Targeted support of weaker readers; these pupils making increased progress</p> <p>Increased staff engagement with and ownership of reading as a school priority</p> <p>Pupils are more capable readers; pupils are more equipped to engage across the curriculum</p> <p>Increased progress in reading for pupils in Years 7-9</p>
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	<p>The NGRT is used to identify students' reading strengths and weaknesses so that our intervention is carefully targeted and appropriate. This is particularly important due to the lack of KS2 SATs' data</p> <p>We will dig deeper when diagnosing students' reading difficulties; the NGRT data will identify students who require a further assessment using YARC (testing for fluency, comprehension, phonics' gaps, inference)</p> <p>Teaching staff and Teaching Assistants will have a clearer understanding of students' reading skills and attainment. NGRT data will be used to inform planning and to adapt teaching</p> <p>Reading Comprehension strategies: EEF +6 months</p>	DAB			<p>A flow chart will be in place that clearly outlines processes and key responsibilities with regard to NGRT and YARC testing, analysis, monitoring and evaluation</p> <p>Data analysed for patterns, trends and progress (in relation to vision). Students identified for further testing (YARC) and intervention</p> <p>Staff have a clear understanding of the NGRT data and how it supports students' reading progress. Staff recognise the need to adapt planning and teaching as appropriate</p> <p>Headline data shared with SLT, reading implementation team, MLs, whole staff</p> <p>NGRT headline data established as a measure of consequence (parity with GCSE outcomes)</p> <p>Testing data made easily accessible to all. Systems set up to facilitate this such as the colour coding of data in SIMs</p> <p>NGRT data used to diagnose concerns and to begin the process of digging deeper. Appropriate intervention is identified such as decoding or reading comprehension development</p> <p>NGRT data used to evaluate the impact of interventions</p> <p>Testing data used to adapt teaching</p>	<p>Knowledge of Year 7 and Year 8 reading ability compared to national data</p> <p>Students in Year 7 and Year 8 targeted for intervention and are making progress</p> <p>Staff have a better understanding of the NGRT data (and its limitations)</p> <p>Ability to evaluate reading data for Years 7, 8 and 9 and to evaluate progress against other schools within the trust and national data</p> <p>Ability to evaluate impact of Y7 and Year 8 (and Year 9) reading interventions. Curriculum adjustments and targeted support of weaker readers leading to increased progress for targeted students</p> <p>Staff have more ownership of reading and understanding of it as a priority and are adapting teaching in response to the reading data</p> <p>Increased progress in reading for Year 7, 8 and 9 students</p>
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PRIORITY 2: TARGETED SUPPORT

Member of staff responsible: SLT Curriculum Team

Objectives	Actions to be taken (link to EEF research)	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To provide personalised tutoring in English, Mathematics & Science.	<p>PP coordinators in English, Maths and Science will facilitate one-to-one and small group tutoring in English and Maths from adult tutors and sixth form students.</p> <p>One-to-one tuition: EEF +5 months Individualised instruction: EEF +3 months Small group tuition: EEF +4 months Peer tutoring: EEF +5 months</p>	ICJ, KTP, SJF	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p>PP coordinators in English, Maths and Science (£2 560 x3)</p> <p>Tutors (£65 142)</p> <p>Additional tutors (£10 626)</p>	<p>Progress Checks each term indicate that the progress and attainment of disadvantaged students is in-line with Other</p> <p>PP coordinators to regularly monitor progress alongside class teacher</p>	<p>Tutors are sourced, tutoring is organised and students engage with the tutoring.</p> <p>Our aspirational goal every year is that there should be no difference in achievement and progress between Disadvantaged students and Other</p> <p>Examination results, August 2022</p>
2. To provide counselling services for the most vulnerable	<p>HoYs to liaise with outside agencies to professionally support students with counselling and anger management sessions</p> <p>Social and emotional learning: EEF +4 months Behaviour interventions: EEF +3 months</p>	HoYs	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	Counselling and anger management (£13 080)	Counselling and anger management sessions are arranged on an individual needs basis during Tuesday – Friday	<p>PP students attend counselling and anger management sessions as appropriate</p> <p>Improved mental health and wellbeing amongst students, resulting in improved attendance</p>

<p>3. Other adult support</p>	<p>To improve the behaviour and attitude to learning of PP students through the Striving for Excellence (SFE) and (Reflection Room) behaviour support system.</p> <p>Behaviour interventions: EEF +3 months</p>	<p>MAT</p>	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p>Reflection Room staffing (£39 709)</p>	<p>Simplification of the behaviour support system</p> <p>Consistency of the use of behaviour support system across all curriculum areas</p> <p>Consistent and personalised approach to restorative practice established</p> <p>Targeted and early subject and student intervention</p> <p>Academic and pastoral after care</p>	<p>Reduced numbers of PP students in Reflection Room & reduction of fixed term exclusions.</p> <p>Increased school attendance</p>
	<p>To improve the attendance, behaviour and attitude to learning of PP students through consistent support and parental engagement</p> <p>Improve communication with students and parents through a whole school monitoring system. Half termly meetings with PP students who require medium to high level of intervention</p> <p>Social and emotional learning: EEF +4 months</p> <p>Behaviour interventions: EEF +3 months</p> <p>Parental engagement: EEF +3 months</p>	<p>ADY, FT, AHOYs ICJ, KTP, SJF</p>	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p>AHOYs, 25 days per week (£104 750)</p>	<p>Supportive measures to improve engagement with learning to include meetings with students, parents and other agencies</p> <p>Consistent monitoring of attendance, behaviour, and parental contact</p> <p>Central record on SIMS to monitor pastoral and academic barriers to learning. Data on progress, behaviour and attendance will identify level of need for PP students, as well as wider factors such as SEND, EAL, LAC, or social care</p>	<p>Improved monitoring and early identification of student needs</p> <p>Improved data trends for attendance, behaviour and parental contact</p>

	Advanced notice of parents evenings and school events Parental engagement: EEF +3 months	AHoY, KMC,	Throughout the academic year 2021-22 Review for 2022-23	Postage costs	Letters sent home a week in advance of Parents Evening booking opening. This will allow parents/carers more time to book allocated slots to engage with teachers.	Improved communication between parents and staff to support students' academic progress.
4. Duke of Edinburgh Award	To ensure that PP students in Years 9-11 have access to high quality extra-curricular activities by providing The Duke of Edinburgh's Award (DoE). Structures teach pupils social skills, interaction with other pupils, turn taking, listening to the views of others and sharing information, in addition to outdoor learning skills. Social and emotional learning: EEF +4 months Outdoor adventure learning: EEF +4 months Sports participation: EEF +2 months	PR	Throughout the academic year 2021-22 Review for 2022-23	DoE coordinator (£1 920)	Students are provided the opportunity to participate in DofE scheme	Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications

PRIORITY 3: WIDER STRATEGIES

Member of staff responsible: KMC

Objectives	Actions to be taken (link to EEF research)	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Pastoral care	School Achievement Voucher to be distributed by HoYs to support students in Years 7-11 with uniform, equipment, transport and extra-curricular costs Parental engagement: EEF +3 months	HoYs	Throughout the academic year 2021-22 Review for 2022-23	School Achievement Voucher (£15 900, £50 per student)	SIMS mark sheet completed to show funds allocated	Funds distributed to individual families to support the PP students' education and/or engagement

	<p>Attendance Officer to work with all families, including those eligible for PP funding, to improve attendance</p> <p>Behaviour interventions: EEF +3 months Parental engagement: EEF +3 months</p>	HoYs	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p>Attendance officer 5 days per week (£21 275)</p>	<p>The overall attendance and late marks of PP students in Year 7 - 11 should be similar to non-PP students</p>	<p>Regularly produced and monitored attendance figures show PP similar to non-PP</p>
2. To provide high quality careers advice and guidance.	<p>PP students to be given priority when they need careers advice and guidance</p>	LHD	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p>Careers Advisor 3 days per week (£18 330)</p>	<p>PP students in Years 9-11 will have had at least one 'one-to-one' careers interview by May 2022</p>	<p>Careers interview records to be kept and monitored</p>
	<p>All suitable disadvantaged students, especially the most able, in Years 9-11 experience at least one visit to a university</p>	LHD	<p>July 2022</p>	<p>Contribution to costs (£500)</p>	<p>Trip organised to a Russell group university</p>	<p>Most able PP students to have had the opportunity to visit a Russell Group university.</p>
3. Support for Year 11 & Year 13 for their external examinations	<p>To provide additional revision resources, printed papers, rewards, equipment, etc</p> <p>Although there is no EEF impact level given for providing resources for students, we have found this to be very helpful to them as they prepare for their examinations</p> <p>Our PP students are also keen to be recognised when they have worked well and find the rewards a positive motivation</p>	ICJ, KTP, SJF	<p>Throughout the academic year 2021-22</p> <p>Review for 2022-23</p>	<p>Additional funding in English (£2 100)</p> <p>Additional funding in Maths and Science (£450 x2)</p>	<p>PP co-ordinators regularly review the progress of PP students and allocate funding as they deem appropriate</p>	<p>PP students have the resources and equipment needed to succeed in English, Maths and Science, and extrinsic motivation is provided to encourage them</p>
	<p>"Eat, Meet, Revise, Repeat" sessions will include free refreshments for 6 Wednesdays to improve participation and attendance of PP students</p> <p>Extending School time: EEF +3 months</p>	HoY11	<p>Easter 2022</p>	<p>Refreshments (£1921)</p>	<p>"Eat, Meet, Revise, Repeat" sessions will include free refreshments for 6 Wednesdays to improve participation and attendance of PP students</p> <p>Attendance to be monitored weekly</p>	<p>Reduced gaps in attainment and progress between PP and non-PP students</p> <p>Increased student participation in revision sessions</p>

4. Support attendance, student wellbeing and attainment through a daily breakfast club	<p>All students have access to a breakfast meal deal from 8.00 – 8.35 every school day. Our PP students will be provided a breakfast free of charge, without having to disclose PP status through the use of facial recognition.</p> <p>It may be that school breakfasts are more nutritious than what pupils would otherwise have, leading to an improvement in pupil behaviour (EEF)</p>	KMC, JDC	<p>From October – 2021</p> <p>Review for 2022-23</p>	Staffing (£1121)	<p>The Galley will become a social area for students to gather before lessons begin, leading to a reduction in students arriving late to school.</p> <p>Daily attendance in the Galley from 8.00am – 8.35am</p> <p>Student voice/parental feedback</p> <p>Purchase data to evaluate student uptake</p>	<p>Increased attendance for PP students. Reduction in students arriving late to school</p> <p>Improvement in PP students' attainment and behaviour</p> <p>Increase student wellbeing</p>
5. Plymouth Argyle Football Club Early Morning Scheme	<p>Morning sports club run directly through PAFC (£5 per child per week)</p> <p>Extra coach to work with up to 16 KS3 PP students</p> <p>Sports participation: EEF +2 months</p>	TJW		Extra PAFC Coach (£20 per week for the duration of the scheme)	<p>Students will partake in daily football coaching with PAFC from 8.00am – 8.45am</p> <p>PAFC coaches act in the capacity of positive role models and feedback student concerns to the pastoral team</p> <p>Targeted support for 16 KS3 PP students will be monitored through behaviour and attendance data</p>	<p>Increased attendance for PP students. Decrease in late marks</p> <p>Improvement in PP students' attainment and behaviour through regular engagement with positive role models</p>

PUPIL PREMIUM PLUS

Designated Lead Teacher: ADY

Review 2021-22

PRIORITY 1:

PRIORITY 2:

PRIORITY 3:

Review 2022-23

PRIORITY 1:

PRIORITY 2:

PRIORITY 3:

Review 2023-24

PRIORITY 1:

PRIORITY 2:

PRIORITY 3: