

## Pupil Premium Action Plan 2019-2020

Allocation and Budget	
Amount allocated 2018-19	£78,410
Amount allocated 2019-20	£ 77,848

Actions, Strategies and Interventions 2019-20	
Description	Cost
<p><b>Improve the pupils literacy levels</b></p> <p><i>Purchase prizes</i> to support accelerated reading scheme, a powerful tool to monitor and manage independent reading practice while promoting reading for pleasure.</p> <p><i>Theatre visits and in school workshops</i> to support the KS3 and 4 curriculum</p> <p><i>Shakespeare Day</i></p> <p><i>Macbeth</i></p> <p><i>Talk the Talk</i></p> <p><i>Poetry Live</i></p> <p><i>Now&gt;press&gt;play</i> - an immersive audio resource that engages primary school children in the curriculum through emotion, imagination and movement.</p> <p>In a now&gt;press&gt;play every child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems.</p>	<p>£ 150</p> <p>£ 300</p> <p>£ 500</p> <p>£ 725</p> <p>£ 1,396</p>
<p><b>Improve the recording and analysis of pupil progress</b></p> <p>Continue to <i>purchase Go4Schools</i>, a sophisticated data assessment system to track pupil progress towards end of key stage expectations and through analysis indicate where pupils need intervention.</p>	<p>£ 1,566</p>
<p><b>Teaching Assistant</b></p> <p>Focussed intervention for low levels of literacy and numeracy at KS3. Mentoring support at KS4, focusing on social, communication and interaction.</p> <p><b>Mental Health and Well Being Lead</b></p> <p>Focussed intervention to promote healthy mental well-being.</p> <p>Mental Health Ambassador Awards</p> <p><b>Forest Schools Teacher</b></p> <p>Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning as pupils explore and experience the natural world for themselves. They learn communication, team working and responsibility.</p>	<p>£ 12,510</p> <p>£ 16,000</p> <p>£ 100</p> <p>£ 3,100</p>

<p><b>Parent and Pupil Support</b></p> <p>Continue to employ School and Family Liaison Officer to make positive links with and provide support for pupils, parents and carers. They establish and foster good relationships with parents/carers and their children, ensuring that the child reaches their full potential. They give advice and support on a range of issues affecting family life and offer learning opportunities to families.</p>	<p>£ 25,786</p>
<p><b>Counselling and Personal Support</b></p> <p><i>Counselling fees</i> for one member of staff to address social and emotional barriers to learning. £ 6,641</p> <p><i>Individual personal support</i> e.g. 1 :1 tuition, additional learning resources, books, IT equipment £ 6,500</p> <p>Whole school <i>Impact Days</i> to support pupils with healthy lifestyles and mental health and well-being. £ 500</p> <p><i>Educational Psychologist</i> support over 4 one hour sessions for pupils in KS4 in understanding their anxiety and finding strategies to help £1,000</p>	
<p><b>Curriculum Support</b></p> <p>External providers and school workshops to enhance the school curriculum and help pupils make at least expected progress from their individual starting points</p> <p><i>Maths/Science lessons</i> £ 500</p> <p><i>Post 16 Horticulture</i> £ 245</p>	
<p><b>Enrichment</b></p> <p><i>£ 50 grant</i> per eligible pupil towards the cost of residential visits. £ 550</p> <p><i>Transport</i> in order to access a variety of enrichment activities £ 500</p>	
<p style="text-align: right;"><b>Total :</b></p>	<p><b>£ 77,848</b></p>

## Impact report 2018-19

Major Impacts and Outcomes 2018-19																
Impact	Evidence															
<p><b>Improve the recording and analysis of pupil progress</b></p> <p>Teachers have the information they need to monitor pupils' progress and identify where intervention is required.</p>	<p>Data analysis is a complex process at Exhall Grange. The nature of individual cohorts varies enormously in terms of academic strengths, special educational needs, disability, medical needs and personal circumstances.</p> <p><b>KS3</b> Pupils in receipt of pupil premium have made at least expected progress in the majority of their subjects as follows:</p> <table border="0"> <tr> <td>In Year 7</td> <td>English 100%</td> <td>Maths 100%</td> <td>100%</td> <td>All others</td> </tr> <tr> <td>In Year 8</td> <td>English 100%</td> <td>Maths 100%</td> <td>95%</td> <td>All others</td> </tr> <tr> <td>In Year 9</td> <td>English 100%</td> <td>Maths 70%</td> <td>70%</td> <td>All others</td> </tr> </table> <p>The English, Maths and other subjects have all improved on last year especially English who have introduced a new marking policy. The traditional dip in Year 9 has reduced significantly in English and other subjects with a 1% fall in Maths. This year group had slightly less students with pupil premium so individual students would carry a larger percentage. A great deal of extra intervention work has gone into both English and Maths which has yielded positive results. There was intervention and additional support in form time activities from English and Maths which were led by the Form Tutor.</p> <p><b>KS4</b></p> <p>In Year 11 eleven pupils received the pupil premium grant. Eleven of the pupils took English GCSE and 45% of the pupils made expected progress. Five of the pupils took Maths GCSE and 40% of the pupils made expected progress. The % of pupil premium pupils making expected progress in all subjects shows no discernible gap in 2019 with all pupils achieving equally.</p> <p>This remains a focus for in school intervention and we are determined to close this gap further.</p>	In Year 7	English 100%	Maths 100%	100%	All others	In Year 8	English 100%	Maths 100%	95%	All others	In Year 9	English 100%	Maths 70%	70%	All others
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<p><b>Teaching Assistants</b></p> <p>Focussed intervention for low levels of literacy and numeracy at KS3.</p> <p>Mentoring support at KS3 and KS4.</p>	<p>A teaching assistant had weekly intervention with identified pupil premium KS3 pupils to improve literacy levels.</p> <p>Pupil reading ages were circulated to Form Tutors who monitored reading in form time and oversaw accelerated reader quizzes on the books the pupils have read. The data was circulated to staff to inform their teaching of pupils and to enable them to differentiate their curriculum to make it accessible to all pupils of all reading ages.</p> <p>Accelerated reader data is used as an indicator of those pupils who require literacy intervention. The data is also used to identify pupils who might benefit from attending 'Paired Reading' sessions.</p> <p>In academic year 2018-2019 60% of Pupil Premium pupils increased their reading ages by at least three months. 40% of Pupil Premium pupils made in excess of three months progress over the course of the academic year.</p>															

	<p>In the Summer Term the AR programme was extended to Year 5 and Year 6 pupils; 70% of which increased their reading ages in one term by over 3 months.</p>
<p><b>Parent and Pupil Support</b></p> <p>School and Family liaison officers has made positive links with and provided support for pupils, parents and carers. The families' holistic needs are met.</p>	<p>There have been 39 families receiving support. Some examples of intervention/impact are: 8 families given Early Help support enabling them to access social care support, strategies to support their children 30 families on a Child in Need plan where staff have liaised with professionals and ensured all actions are completed 12 pupils referred to a variety of agencies eg CAMHS, MIND, ROSA Sign posted families to relevant agencies for financial and/or emotional support School and Family liaison officers have attended mental health training and completed direct work with pupils</p> <p>As a result, families have received quality support and intervention which has impacted positively on the family as a whole and the wellbeing and self-esteem of the pupil.</p>
<p><b>Counselling and Personal Support</b></p>	<p>11 pupils received at least a 6 weekly block of one hour counselling sessions. They are coping better and have learnt strategies to manage their anxieties and peer relationships. The pupils self-worth and esteem has improved, which in turn has enabled them to be more focussed in school.</p>
<p><b>Enrichment</b></p> <p>Pupils in Year 8 and 9 attended a residential. Attending a residential gives the pupils opportunity to attempt new challenges, both academically and socially, and learn new skills. They become more confident and their social and emotional well-being improves.</p>	<p>All the pupils and their parents/ carers spoke positively about the experience.</p> <p>All the pupils in Year 8 last academic year attended the Year 9 residential. In Year 8 the majority of them had not stayed away from home for that length of time before.</p> <p>A wide variety of other educational experiences; for example theatre visits and workshops, sporting visits, historical visits, field trips, musical experiences; were supported for pupils, ensuring that all pupils have a well-balanced and enhanced curriculum.</p>

<b>2019 Attainment and Progress</b>	<b>Number of Pupils Entered</b>	<b>Number achieving</b>	<b>% achieving</b>	<b>Comparison to 2018</b>
<b>Maths &amp; English Grade 4 and above</b>				
Overall	8	2	25	12
Boys	6	2	33	0
Girls	2	0	0	0
Pupil Premium	3	0	0	0
<b>Maths Grade 4 and above</b>				
Overall	9	2	22	18
Boys	6	2	33	15
Girls	3	0	0	25
Pupil Premium	5	0	0	0
<b>Maths at least expected progress</b>				
Overall	9	4	44	53
Boys	6	4	67	46
Girls	3	0	0	75
Pupil Premium	5	2	40	33
<b>English Grade 4 and above</b>				
Overall	18	4	22	58
Boys	13	4	31	54
Girls	5	0	0	67
Pupil Premium	11	2	18	50
<b>English at least expected progress</b>				
Overall	18	12	67	74
Boys	13	10	78	77
Girls	5	2	40	67
Pupil Premium	11	5	45	60
<b>Science Grade 4 and above</b>				
Overall	19	2	11	28
Boys	15	2	13	31
Girls	4	0	0	20
Pupil Premium	11	0	0	20
<b>Science at least expected progress</b>				
Overall	19	3	16	56
Boys	15	3	20	54
Girls	4	0	0	60
Pupil Premium	11	1	11	40