





Bishop Heber High School

Pupil Premium Strategy Statement 2019-20

Headteacher:	<i>Mr Curry</i>	Signature:	
Chair of Governors:	<i>Mrs Sue Anderson</i>	Signature:	

Summary information

School	Bishop Heber High School				
Academic Year	2019-20	Total PP budget	£118,135	Date of most recent PP Review	Feb 2016
Total number of pupils	1052	Number of pupils eligible for PP	124	Date for next internal review of this strategy	Jan 2020

Current attainment (2018/19 leavers)

	<i>Pupils eligible for PP (your school) 21/207</i>		<i>Pupils not eligible for PP (national average)</i>
	KS4 EXAMS (SISRA)	KS4 BEST (SISRA)	
Progress 8 score average	-0.07	-0.05	tbc
Attainment 8 score average	47.08	47.27	tbc
Progress 8 English	0.22	0.26	tbc
Progress 8 Maths	-0.30	-0.25	tbc

Total planned expenditure

Financial Year 2019-20	£118,135
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Barriers to future attainment (for students eligible for Pupil Premium)

In-school barriers

A.	The barrier to improving attainment is the number of PP students (54/129 -42%) with less than 95% attendance (2018/19), some of whom have complex needs/ multi-agency involvement.
B.	The barrier to improving attainment in some PP students is their current learning attitudes, low aspiration, the completion and quality of work, engagement with education and their ability to participate in wider learning opportunities.
C.	The barrier to improving attainment for PP students (particularly SEND), is the gap between their current levels of literacy and the requirements of the new GCSE specifications.
D.	The barrier to improving attainment for PP students (particularly SEND) is the gap between the current levels of numeracy and the requirements of the new GCSE specifications.
E.	Local Authority (CWaC) Priority 1: Close gap on PP exclusions
F.	Local Authority (CWaC) Priority 2:- Improve all transition points for PP students, including in to 6 th Form.

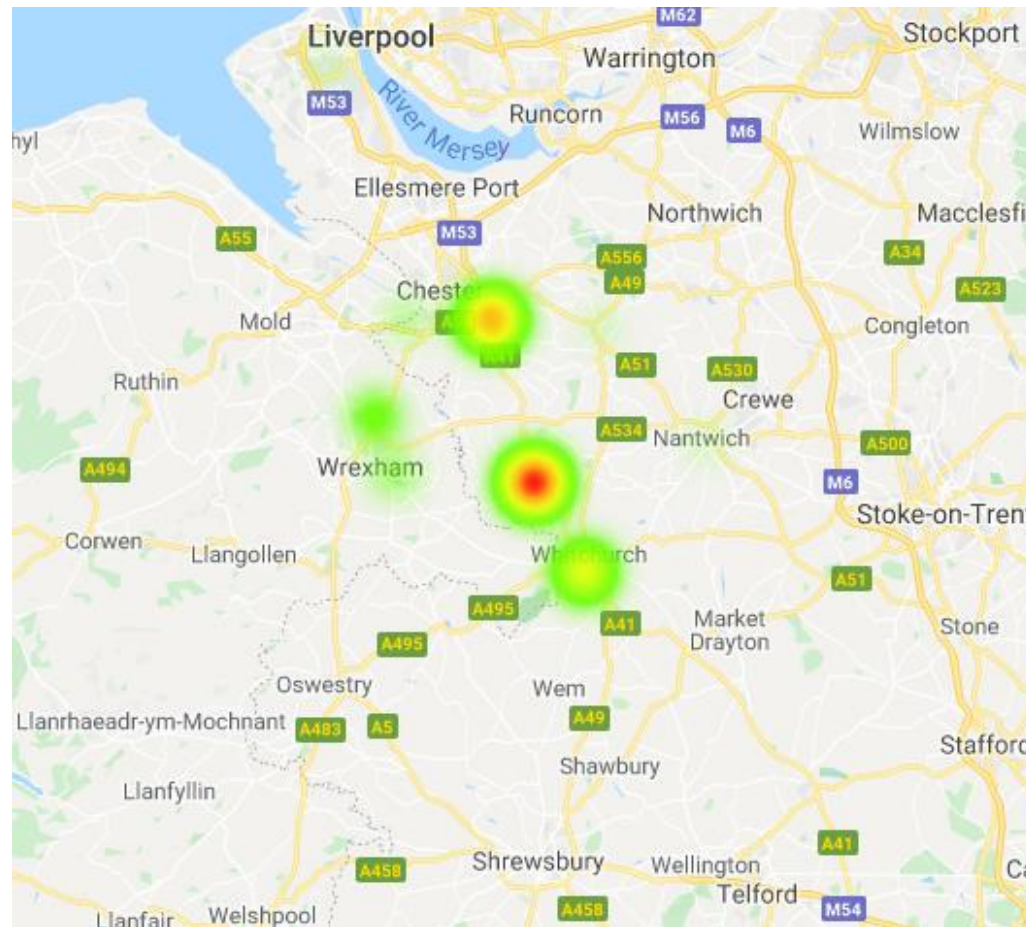
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	PP attendance is in line with non PP attendance.	Attendance data shows gap reduced to 0% (both above 95%) by July 2020. 2018/19 PP V Non PP gap was -3% PP Persistent Absence data continues to close below 5%
B.	Improved punctuality to lessons, completion of homework and reduced behaviour points, in particular with a PP cohort of Yr 9 boys.	Punctuality data shows reduced gap to 0%. PARS data shows improvements in behaviour and PP homework.
C.	The literacy levels of PP students and in particular, those PP who also have SEND, will improve. This will be evident in English as well as History, RS etc. Internal assessments in literacy based subjects will prepare students fully for linear GCSE examinations. IDL Programme will be utilised for Year 7 and 8 catch-up students PP students will have access to laptops	Accelerated Reader assessments will show closing of gap. SWRT to show impact of Accelerated Reader and extra literacy lessons at start / mid and end point of the year. Work Scrutiny will evidence literacy skills, including early assessment and feedback. Internal assessments will prepare students well for external exams.
D.	The numeracy levels of PP students will improve in Maths as well as, particularly in Science, Geography and other new GCSE's with increased numeracy content. Internal assessments in numeracy based subjects will prepare students fully for linear GCSE examinations.	Work Scrutiny will evidence new numeracy skills, including early assessment and feedback. Internal assessments will prepare students well for external exams.
E.	Reduce the no. of exclusions, Fixed Term and permanent, in line with Non- PP	Exclusion data shows gap reduced to 0%.

F.	<p>Improve transition for PP students at 3 key points: Year 6/7 into GCSE into post-16.</p>	<p>Year 6-7- attendance and attainment data shows no gap with Non-PP. Into GCSE- attendance and attainment data shows no gap with Non-PP. Into post-16- attendance and attainment data shows no gap with Non-EMA/Bursary. 100% sustained education, employment or training (0% NEET) Students are following appropriately challenging pathways to success. The curriculum offer continues to be reviewed to ensure right child, right course.</p>
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External barriers

G.	<p>The barrier to improving attainment is the rural location of the school and the accessibility to the school because:</p> <ul style="list-style-type: none"> • Low number of local high-quality employment opportunities, including post-16 apprenticeships. • Students have to use school transport to get to and from school. <ul style="list-style-type: none"> - Under 1 mile= 31.7% Over 1 mile= 68.3% Over 5 miles= 56.1% Over 10 miles= 8.1%
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Map of Catchment Area of Pupil Premium Students Year 7-1



<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
G.	Attendance in line with Non PP- 0% gap- Priority A Engagement with families (triangle of support)	Priority A Attendance at Parents Evenings/ whole school events matches that of Non-PP families

PP ACTION PLAN

Quality of Teaching for all					
Desired Outcomes A-G	Actions	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review Date
A	<ul style="list-style-type: none"> ➤ Focus on high expectations for all, including student punctuality to school. ➤ Embed a culture of high expectations- every lesson counts ➤ Develop more consistent practice in the role of the tutor in improving PP attendance through close monitoring and following policy regarding making contact with parents 	<ul style="list-style-type: none"> ➤ SSDP priority to include improving consistency across subjects in approaches to behaviour for learning ➤ SSDP priority to ensure high expectations are the norm and evident in all lessons ➤ Response to actions from previous Attendance SAR 2018 ➤ Correlation between attendance and attainment- avoid gaps in knowledge through absence 	<ul style="list-style-type: none"> ➤ Use of 'walk throughs' in lesson and form time ➤ 121s SLT and Subject Leader Meetings ➤ Use of Middle Leader Meetings ➤ Continued Professional Development and training ➤ External SAR ➤ Rigorous monitoring of PP attendance 	<ul style="list-style-type: none"> ➤ SLT ➤ EWO ➤ Teachers ➤ Subject Leaders ➤ Form Tutors 	
B	<ul style="list-style-type: none"> ➤ High expectations for all students in the classroom, including quality of homework. ➤ Use of PARS to reward (merits) improved and excellent class/homework ➤ Pyramids of Inclusion (Pol) used by all teachers. Include soft data around attendance, aspiration if appropriate and in-class strategies to address ➤ Review work scrutiny in light of SARS ➤ NQT/RQT programme to include 'closing the gap' training and what it means specifically at Bishop Heber. 	<ul style="list-style-type: none"> ➤ 'Boys Don't Try'- Matthew Pinkett and Mark Roberts "knowing the context of each student is paramount..." ➤ SSDP focus on High Ability Boys- high expectations for all including HAPPs. To address current gender gap ➤ SEND/ PP outcomes remain a school priority for all ➤ Ensure NQTs understand expectation in terms of how to support PP students and the support they can proactively request/ access 	<ul style="list-style-type: none"> ➤ Performance Review- observations and lesson 'visits' ➤ PLPs- sharing of good (peer to peer) practice ➤ Use of INSIGHT to monitor the setting of homework ➤ Review of Reports to parents- homework. PP v Non PP gaps? ➤ Improved behaviour and attitudes for some PP- use of PARS reports ➤ Use of weekly Tutor a.m briefings to discuss any PP issues with tutors ➤ CPD ➤ CPD NQT/RQT programme 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders ➤ YIs ➤ AYLS ➤ HCo 	

C	<ul style="list-style-type: none"> ➤ Consistent application of school learning and teaching Policy (literacy/ feedback) ➤ C-SAW focus Curriculum and spoken and written word across ALL subjects ➤ Introduction of a student vocabulary book ➤ Interleaving strategies embedded in teaching-sequencing and building on knowledge ➤ Ensure 'normal way of working' is facilitated for PP students to fulfil access arrangements ➤ Create a Tier 3 and Tier 2 vocabulary board in every classroom 	<ul style="list-style-type: none"> ➤ 'Principles of Instruction'- Rosenshine ➤ 'Closing the Vocabulary Gap'- Alex Quigley ➤ Demands of new GCSE and A Level specifications require a level of vocabulary across all subjects in order to access the questions. ➤ New Ofsted Framework 	<ul style="list-style-type: none"> ➤ Work Scrutiny ➤ Deep Dives- triangulation: teacher, student and book ➤ Lesson 'visits' ➤ PR observations ➤ CPD ➤ SAR ➤ Vocabulary books become embedded practice ➤ Ensure 'scaffold' display boards are consistent in every classroom ➤ Observation and monitoring of catch-up literacy lessons 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders ➤ JMc 	
D	<ul style="list-style-type: none"> ➤ High expectations- standard of PP books to match non-PP peers for quality of homework ➤ Key mathematical terminology and command words explicitly highlighted in student books ➤ Effective and regular practice of basic numeracy skills to ensure access to the curriculum for all. ➤ Review use of STEM lesson introduced in curriculum model as a means to develop cross curricular numeracy skills for Year 7 	<ul style="list-style-type: none"> ➤ SSDP priority- high expectations consistent ➤ Student books evidence the quality of the curriculum ➤ New Ofsted Framework ➤ 'Boys Don't Try'- Matthew Pinkett and Mark Roberts ➤ EEF toolkit used to inform CPD- focus on scaffolding and effective use of questioning 	<ul style="list-style-type: none"> ➤ Work Scrutiny ➤ Deep Dives- triangulation: teacher, student and book ➤ Lesson 'visits' ➤ PR observations ➤ CPD ➤ SAR 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders ➤ CMc 	
E	<ul style="list-style-type: none"> ➤ Promote the ethos 'Happy at Heber' through establishing excellent relationships with PP (all) students in every lesson ➤ Use classroom management effectively to ensure all students make progress ➤ Seating Plans and PoI (Pyramids of Inclusion)- know every child. Positively discriminate PP (surrogate parenting) 	<ul style="list-style-type: none"> ➤ Drive to ensure all staff know their students well ➤ PP identified on seating plans and position in the classroom carefully considered ➤ Some PP students need their teachers to support them in a surrogate parenting capacity 	<ul style="list-style-type: none"> ➤ Use of assemblies to promote the mantra 'Happy at Heber' ➤ All staff to uphold the school ethos of mutual respect and high standards. ➤ Treat PP students the same as any other in terms of expectation. 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders 	
F	<ul style="list-style-type: none"> ➤ SKUs created for all subjects that demonstrate appropriate sequencing Year 7-13 ➤ Year 9- 20% of GCSE curriculum delivered in all subjects to improve transition to KS4 ➤ PR target 1 for all teachers 'meet or exceed FFT including PP' ➤ Clear line of sight: SSDP-RAP- Student Outcomes ➤ Review introduction of BTECS and broader curriculum at Post-16 ➤ Early identification of PP (Year 6/7) and if required extended transition programme put into place ➤ Subject leaders and SLT prioritise improvements in department variation for success of PP 	<ul style="list-style-type: none"> ➤ Ensuring all teachers understand why they are teaching content/ skills and why at that time in the students learning journey ➤ New GCSE and A Level specifications have increased content and more complex skills evident ➤ Teachers accountable for outcomes ➤ Shared goal to improve PP outcomes evidenced through department RAPs and then feeding into PRs. ➤ Raise PP standards in all areas and within teams 	<ul style="list-style-type: none"> ➤ Curriculum Deputy to quality assure SKUs ➤ Use of Middle Leader meetings to share good practice with opportunity to collaborate in planning and review process ➤ Use of PR for accountability for all ➤ Lesson visits and observations ➤ SEFs and review meetings with SLT link and Headteacher (Year 11/13) ➤ Students confident and engaged in learning ➤ Student voice ➤ Parent questionnaires ➤ Use of BREIP 	<ul style="list-style-type: none"> ➤ MRT ➤ Subject Leaders ➤ Teachers ➤ HWi ➤ DCu 	

G	<ul style="list-style-type: none"> ➤ Year 7 information evening- target families known to school (siblings) with poor engagement at whole school events ➤ GCSE information evenings- ensuring that parents of PP attend and are aware of how they can support their child. ➤ Regular contact with home from class teachers and Subject Leaders where PP gap exists in terms of quality of work and progress. 	<ul style="list-style-type: none"> ➤ Success more likely when home and school working together ➤ Key information given at events- even more important PP families access the support on offer ➤ Raise aspirations ➤ Break down barriers 	<ul style="list-style-type: none"> ➤ Proactively chase gaps in reply slips/ attendance ➤ Offer transport to support ➤ Pre-empt issues with existing families ➤ Subject Leaders monitor contact with PP families ➤ Use of Tracking data to inform timely interventions 	<ul style="list-style-type: none"> ➤ Subject Leaders ➤ Teachers ➤ YLs ➤ Tutors 	
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Targeted Support					
Desired Outcomes A-H	Actions	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review Date
A	<ul style="list-style-type: none"> ➤ Embed new Specialist TA role (TAF and SEMH) to support those PP families on TAF, TAC, Early Help ➤ Ensure in-school data shared with relevant staff ➤ Increase capacity to deliver ELSA and other evidence based support. ➤ AHT to be part of working party to lead on trauma led practice ➤ Review of EWO role and use of EBSR training ➤ Develop the role and profile of school Mental Health Champions 	<ul style="list-style-type: none"> ➤ TAF- evidence of highly effective practice and impact to support student attendance and outcomes ➤ New Ways of Working trauma led practice (CWaC) ➤ ‘Leading on Pastoral Care’- D. Sobel “pastoral best practice is preventative.” ➤ EEF June 2019 guidance on a tiered approach to supporting PP ➤ Mental Health Champions in school- extend training opportunities and wider practice 	<ul style="list-style-type: none"> ➤ TAF audits from LA (CwaC) ➤ Internal meetings (Inclusion) ➤ Oversight by SENDCo- and 121 meetings with AHT 	<ul style="list-style-type: none"> ➤ KMc ➤ EWO ➤ CWI ➤ SVa ➤ JBe ➤ Yls ➤ MHFA 	
B	<ul style="list-style-type: none"> ➤ 12 week programme with the UK Military School to target 8 Year 9 PP boys, including short 121 mentoring sessions in the a.m. followed by team activities to develop skills in resilience, confidence, respect and self-worth, in the p.m. ➤ Early Year 10 Parent Meeting to support with English Language early entry. Ensure all PP in attendance. ➤ Year 9 PP visit to Edge Hill University ➤ Year 11 PP, SLT assertive mentoring ➤ Year 7 Information Evening reviewed ➤ Embed new L2L and STEM curriculum for Year 7 ➤ Priority mentoring with tutors for EMA and Bursary students 	<ul style="list-style-type: none"> ➤ Declining attitude linked to poor motivation and aspiration noticed during the Summer term of Year 8. Impact evidenced through research (QPHS and CHS) ➤ Develop good study habits early, support families support their child’s learning journey. ➤ Develop aspirations to higher education ➤ Select PP students identified for additional meetings with SLT in lead up to exams ➤ Develop key skills early to allow students to access the wider curriculum as they move up the school 	<ul style="list-style-type: none"> ➤ Monitoring of some sessions ➤ Review of merits/ demerits with Year 9 cohort of PP boys ➤ On-calls (reduced) from SLT ➤ Year Leader has ownership of logistics and communication with families ➤ QA the PPT for Year 10 evening. Key messages mirror whole school priorities ➤ Edge Hill trip has run for past 3 years and feedback from students is overwhelmingly positive. ➤ AHT i/c 6th form to monitor progress of EMA/ Bursary students using Tracking data 	<ul style="list-style-type: none"> ➤ KMc ➤ KDe ➤ CWI ➤ Dhe ➤ Pba ➤ Mli ➤ RAb 	

<p>C</p>	<ul style="list-style-type: none"> ➤ Use of PP TA (English) to support students both in and outside the classroom ➤ Develop the Year 7 121 precision teaching programme ➤ Use IDL programme to support catch up students in Y7 and 8 ➤ Ensure PP students are supported to attend extra curricula activities such as theatre trips. 	<ul style="list-style-type: none"> ➤ 'Principles of Inclusion'- Rosenshine- CPD focus ➤ TA to establish evident barriers for PP students and support and provide intervention (use funding available) when appropriate. ➤ High Quality teaching for all 	<ul style="list-style-type: none"> ➤ Check PP students to have relevant revision guides and support texts. ➤ TA and class teachers monitor attendance to homework hub and revision sessions. ➤ Organise transport where necessary ➤ Communicate with home regarding available support ➤ Continue to seek funding for laptops to support IDL programme 	<ul style="list-style-type: none"> ➤ KMc ➤ JMc ➤ DHe ➤ CHE 	
<p>D</p>	<ul style="list-style-type: none"> ➤ Use of PP TA (Maths) to support students both in and outside the classroom ➤ 121 targeted interventions in all years ➤ Additional MyMaths or MathsWatch tasks for PP students where gaps exist 	<ul style="list-style-type: none"> ➤ PP gap on entry ➤ GCSE progress gaps 	<ul style="list-style-type: none"> ➤ Performance review of Maths specialist TA ➤ Lesson Visits ➤ Review of Homework set on INSIGHT 		
<p>E</p>	<ul style="list-style-type: none"> ➤ Use of counsellor as additional layer of support to improve social and emotional issues with students who may be at risk of Permanent Exclusion ➤ Use of PSPs to support students at risk of Permanent Exclusion ➤ Develop restorative practice following Internal Exclusion as a preventative strategy 	<ul style="list-style-type: none"> ➤ Counselling offers a confidential service and focus on practical strategies to minimise risk ➤ Some PP students do not have support from families to pro-actively access GP services ➤ Weekly PSP meetings to set and review targets provide close monitoring from pastoral and Inclusion staff and engage parents in the process 	<ul style="list-style-type: none"> ➤ Communication with Counsellor. ➤ Recommendations for service through discussions at Inclusion Meetings and 121s with Year leaders and SENDCo ➤ Registers updated weekly ➤ QA PSP documents – check they are fit for purpose and audience 	<ul style="list-style-type: none"> ➤ KMc ➤ LGW ➤ SVa ➤ CWI ➤ YLs 	
<p>F</p>	<ul style="list-style-type: none"> ➤ PP Year 6 Summer School to run July 2020. Build on current model as a means to gather additional information on students Year 6/7 ➤ Continue to ensure all Year 10 PP students have resources and revision guides (including GCSEPod and Educake) on Sep 1st to support their studies. Year 9/10 ➤ Use of Futures meetings with SLT links to provide guidance to Year 11 students in Post-16 choices. Year 11/12 ➤ Introduce STEPS meetings for Year 12 students 	<ul style="list-style-type: none"> ➤ Year 6 Summer School has proven to give students a very positive start at Heber. The PE uniform provided makes them feel part of the school community and parent feedback has been positive. ➤ All Year 10 students have resources they need. ➤ SLT meetings with students can greatly support the most disadvantaged and ensure teachers/ tutors continue to support them ➤ EMA/ Bursary students to set SMART targets to ensure best start on KS5 courses 	<ul style="list-style-type: none"> ➤ Effective communication of Summer School administration. Make it personal and include SLT in the programme. ➤ Ensure attendance of EMA/ Bursary Students at STEPS ➤ Liaise with Year Leader- 11 to ensure effective handover of information with regards to previous Year 11 PP Support with EMA/ Bursary applications based on prior PP lists 	<ul style="list-style-type: none"> ➤ KMc ➤ PBa ➤ Summer School Staff ➤ SLT ➤ RAB 	

G	<ul style="list-style-type: none"> ➤ Priority booking for PP parents on online booking system. ➤ Tutors and Year leaders to actively phone PP parents to ensure attendance at key meetings e.g STEPS and offer transport if a barrier ➤ Year 6 PP parent meeting built in to Summer School programme. Led by key staff 	<ul style="list-style-type: none"> ➤ Ensure PP parents are able to secure parents evening appointments with all subject teachers ➤ Targets are set in response to reviewing assessment data with the Form Tutor. Start off new academic year with clear focus on how to improve. ➤ Year 6 parents- additional layer of support in less intrusive environment. Opportunity to ask questions before September meeting. Reduce anxiety. 	<ul style="list-style-type: none"> ➤ Updated booking lists from IT ➤ Use of 121s with Year Leaders ➤ Planning of Summer School 	<ul style="list-style-type: none"> ➤ KMc ➤ IT support ➤ Tutors ➤ AYs ➤ Ys ➤ Office support 	
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Other Approaches					
Desired Outcomes A-H	Actions	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review Date
A	<ul style="list-style-type: none"> ➤ Continue to develop the role of the EWO so she builds relationships with PP families ➤ Promote and reward positive attendance at every opportunity ➤ Use the PP attendance board to generate conversations with Year Leaders about students, including PP siblings. ➤ Review new template for EWO/Year Leader meetings 	<ul style="list-style-type: none"> ➤ 2-year Attendance SAR cycle- celebrate success and focus new priorities re: attendance ➤ Continue to reduce PA >5% ➤ PP gap around 2.5%- continue ambition to close gap to 0% ➤ Improved attendance linked to improved outcomes- so remains a priority ➤ New template ensures conversations more focused and decisions regarding communication with families are logged 	<ul style="list-style-type: none"> ➤ Fortnightly 121 with AHT i/c attendance and PP ➤ Continued CPD on role of the tutor ➤ Attendance SAR (Subject Area Review) ➤ Use of attendance data on display for students ➤ Fortnightly 121 between EWO and Year Leaders to look at timely data and agree actions/ letters ➤ Use of assemblies to promote good attendance 	<ul style="list-style-type: none"> ➤ KMc ➤ ZLa ➤ LRo ➤ PBa ➤ KDe ➤ Form Tutors 	

B	<ul style="list-style-type: none"> ➤ Taxis provided to ensure attendance at Homework Hub/ Parents Evenings/ Information Evenings ➤ Aim Higher trips to proactively include PP students ➤ Free Peri Music Lessons to PP students 	<ul style="list-style-type: none"> ➤ Emerging gaps with some PP for homework. ➤ Financing trips and visits can be a barrier. Subject Leaders to pre-empt and request funding for aspirational curriculum visits ➤ Raise aspirations and opportunity to activities that may otherwise be unaffordable 	<ul style="list-style-type: none"> ➤ SLT to check on learning environment after duty ➤ Liaise with TA who leads sessions ➤ TAs to report usage to AHT by PP V Non PP and year group ➤ Tutors and teachers to promote to students ➤ School newsletter and other communication to promote facility ➤ Communication with Year leaders ➤ Monitor attendance at Parents Evenings 	<ul style="list-style-type: none"> ➤ KMc ➤ CTr ➤ CHe ➤ SLs 	
C	<ul style="list-style-type: none"> ➤ Homework Hub Monday- Thursday 3.30-4.30 p.m. continues to run with specialist TAs (Literacy) to support PP students (7-9) with homework 	<ul style="list-style-type: none"> ➤ Gaps for PP students in quality of Homework ➤ Some PP students do not have a quiet space to work at home ➤ Some PP students do not have access to technology at home ➤ Specialist Literacy staff can support with understanding to ensure progress, and minimise chance of sanctions for failure to complete Homework 	<ul style="list-style-type: none"> ➤ SLT walk throughs ➤ TA reports of sessions ➤ Teachers to liaise with TA if a PP student has a specific piece of work they need support with in Homework Hub 	<ul style="list-style-type: none"> ➤ KMc ➤ SLT ➤ CHe ➤ JMc 	
D	<ul style="list-style-type: none"> ➤ Homework Hub Monday- Thursday 3.30-4.30 p.m. continues to run with specialist TAs (Numeracy) to support PP students (7-9) with homework 	<ul style="list-style-type: none"> ➤ Gaps for PP students in quality of Homework ➤ Some PP students do not have a quiet space to work at home ➤ Some PP students do not have access to technology at home ➤ Specialist Numeracy staff can support with understanding to ensure progress, and minimise chance of sanctions for failure to complete Homework 	<ul style="list-style-type: none"> ➤ SLT walk throughs ➤ TA reports of sessions ➤ Teachers to liaise with TA if a PP student has a specific piece of work they need support with in Homework Hub 	<ul style="list-style-type: none"> ➤ KMc ➤ SLT ➤ CTr ➤ CMc 	
E	<ul style="list-style-type: none"> ➤ AHT to continue to attend LA PP Steering Group ➤ AHT to meet with other local PP Leads (CHS and CCHS) to share and improve practice. ➤ Remove barriers that may result in sanctions- e.g incorrect uniform ➤ Monitor PP Detentions by department ➤ SLT to track number of on-calls (PP) 	<ul style="list-style-type: none"> ➤ No opportunities missed that have been successful in another school/ setting ➤ Purchase items to prevent escalation of sanctions leading to FTE ➤ Ensure PP students are being supported to avoid detentions for issues around homework, where barriers might exist ➤ Ensure senior leaders are aware of number of PP students being removed from learning. 	<ul style="list-style-type: none"> ➤ Review of PP Strategy (Action Plan) through RAG rating with SLT and other key stakeholders ➤ Form Tutors to check CORE 4, including uniform daily and make recommendations to replace items as necessary. ➤ Detention records ➤ On-call analysis 	<ul style="list-style-type: none"> ➤ KMc ➤ SLT ➤ CMc ➤ KMc ➤ Form Tutors 	

<p style="text-align: center;">F</p>	<ul style="list-style-type: none"> ➤ AHT to continue to attend LA PP Steering Group ➤ AHT to meet with other local PP Leads (CHS and CCHS) to share and improve practice. ➤ Oxbridge support for EMA/ Bursary students. ➤ Priority given on access schemes- made aware of EEF Summer Schools and encouraged/ supported to apply ➤ Priority Mentoring by subject teachers and form tutors ➤ Use of outside speakers to raise aspiration (Oxbridge, Russell Groups as well as Apprenticeships) 	<ul style="list-style-type: none"> ➤ Collaboration ensures effective practice and offers welcome challenge. ➤ Ensures AHT has most up to date county and national legislation and initiatives ➤ EMA/ Bursary students may have barrier to access visits to Universities further afield ➤ Some EMA/ Bursary students may not have aspiration to challenge themselves to apply for the most prestigious courses 	<ul style="list-style-type: none"> ➤ Programme of guest speakers develops ➤ Include information of fee-free opportunities ➤ 121 outcomes- standing item 	<ul style="list-style-type: none"> ➤ KMc ➤ SLT ➤ Rab ➤ SGI ➤ Teachers ➤ Tutors 	
<p style="text-align: center;">G</p>	<ul style="list-style-type: none"> ➤ Taxis provided to Year 11 after 121 tuition or revision sessions ➤ Taxis provided to KS3 to allow access to Homework Hub ➤ Uniform and other equipment provided for PP students as they move through the school. ➤ Home/School agreement 6th Form 	<ul style="list-style-type: none"> ➤ Some PP families are unable to collect their children from school ➤ To ensure PP students can access targeted tuition with subject teachers 	<ul style="list-style-type: none"> ➤ All staff refresh (read) home/school agreement at the beginning of the year. 	<ul style="list-style-type: none"> ➤ KMc ➤ SLT ➤ All staff 	