## Disadvantaged / Catch-Up premium Raising Attainment Spend Plan 2019-20

|                | 2019-20  |                  |              |
|----------------|--|------------------|--------------|
|                | Actions  |                  | Cost         |
|                | A. Data Analysis   |                  |              |
| 1              | Analyse 2016-17 ASP / subject predictions / outcomes for   |                  | 200          |
|                | disadvantaged pupils KS2 to KS5. Admin and SLT lead  |                  |              |
|                | time to analyse data   |                  |              |
| 2              | Chart TA levels within KS3 for disadvantaged and   | Admin            | 600          |
| L              | compare to school prediction noting pupils not making  | and SLT          | 000          |
|                |  | lead             |              |
|                | appropriate progress.  | time to          |              |
|                |  | analyse          |              |
|                |  | data             |              |
| 3              | Identify underachieving disadvantaged pupils within Y7-  | SLT              | 0            |
|                | 11   | Meeting /        |              |
|                |  | SLT 1:1          |              |
| -              |  | Link             |              |
| 4              | Review appropriate interventions for disadvantaged   | SLT              | 0            |
|                | pupils based on data analysis and disadvantaged tracker  | Meeting /        |              |
|                |  | SLT 1:1          |              |
| 5              | Track progress of disadvantaged against targets on a half-   | Link<br>SLT      | 0            |
|                | termly basis.  | Meeting /        | 0            |
|                | termiy basis.  | SLT 1:1          |              |
|                |  | Link             |              |
|                | B Leadership   |                  |              |
| 6              | Identify a member of SLT to monitor and manage   |                  | 600          |
|                | disadvantaged  |                  |              |
| 7              | Attend best practice disadvantaged National  |                  | 1000         |
|                | Conferences / undertake best practice visits to other  |                  | 1000         |
|                |  |                  |              |
|                | schools in 2019/20.  |                  | 2000         |
| 8              | Ensure lesson observations and work scrutiny (Deep   |                  | 3600         |
|                | Dives) include a targeted focus on PPG pupils. ppg1st  |                  |              |
|                | C. Academic Support  |                  |              |
| 9              | Implement and monitor interventions outlined for PPG   | See point        |              |
|                | pupils   | 6                |              |
| 10             | Provide underachieving disadvantaged pupils with access  | 0.33 SR /        | 29713        |
| 10             | to support from HLTAs – literacy, numeracy & reading   | 1.0 JR           | 25715        |
|                |  |                  |              |
| 11             | support sessions   | 600              |              |
| 11             | Provide underachieving disadvantaged pupils with access  | see<br>section D |              |
|                | to support from Learning Mentors during "dropped   | Section D        |              |
|                | option time" at KS4 – 9 hrs / wk   |                  |              |
| 12             | Review curriculum provision for students to allow for  | Overlay          |              |
|                | reduced subject commitment / appropriate pathways.   | staffing -       |              |
|                |  | see 10           |              |
| 13             | Provide a staffed homework club two evenings per week  |                  | 1600         |
|                |  |                  |              |
|                |  |                  |              |
| 14             | Provide intensive programme of support for   |                  | 1200         |
| 14             | Provide intensive programme of support for disadvantaged pupils in the run-up to terminal exams  |                  | 1200         |
| 14             |  |                  | 1200         |
|                | disadvantaged pupils in the run-up to terminal exams through targeted small group / individual sessions.   |                  |              |
|                | disadvantaged pupils in the run-up to terminal exams<br>through targeted small group / individual sessions.<br>Purchase of Active Learn Software licences / word shark /   |                  | 1200<br>5156 |
| 15             | disadvantaged pupils in the run-up to terminal exams<br>through targeted small group / individual sessions.<br>Purchase of Active Learn Software licences / word shark /<br>Lexia / The Day  |                  | 5156         |
| 15             | disadvantaged pupils in the run-up to terminal exams<br>through targeted small group / individual sessions.<br>Purchase of Active Learn Software licences / word shark /<br>Lexia / The Day<br>Provide support for purchase of revision resources, |                  |              |
| 14<br>15<br>16 | disadvantaged pupils in the run-up to terminal exams<br>through targeted small group / individual sessions.<br>Purchase of Active Learn Software licences / word shark /<br>Lexia / The Day  |                  | 5156         |

|                            | D. Raising motivation, attendance and aspiration  |   |       |
|----------------------------|---|---|-------|
| 8                          | Provide underachieving disadvantaged pupils with access   | Equiv. 1.0  | 67000 |
|                            | to mentoring from Learning Mentors / Progress Support   | Learning  |       |
|                            | Mentors   | mentor  |       |
| 19                         | Intervene with identified groups where there is an  | post  |       |
|                            | identified need for workshops on motivation or raising  | Equiv.<br>0.66 Pupil  |       |
|                            | aspirations.  | Support   |       |
| 20                         | Provide disadvantaged students with support for study   | manager   |       |
|                            | skills, revision strategies and alternatives to Exam  |   |       |
|                            | Attendance Conditions.  |   |       |
| 21                         | NPQSL Programme - Engage with parents. Identify and   |   | 1000  |
|                            | remove barriers to success.   |   |       |
| 22                         | MPloy undertake early intervention interviews with PPG  |   | 0     |
|                            | cohort to raise aspirations re careers and destinations   |   |       |
|                            |   |   |       |
| 23                         | Arrange SLT/HOF/Parent meetings to address  |   | 0     |
|                            | underachievement and facilitate support and   |   |       |
|                            | intervention structures for PPG pupils.   |   |       |
| 24                         | Provide cultural enrichment opportunities including 'Film   |   | 0     |
|                            | Club' run by school librarian.  |   | -     |
| 25                         | Provide disadvantaged Revision programme (revise 'til 5)  |   | 5000  |
|                            | and work with parents to ensure targeted students   |   |       |
|                            | attend to receive support – Easter School, Revise until   |   |       |
|                            | FiveNPQSL programme), Parental Engagement Project.  |   |       |
|                            |   |   |       |
|                            | E. Pastoral Care  |   |       |
| 26                         | Support PPG students with uniform / equipment   |   | 500   |
|                            | purchases.  |   |       |
| 27                         | Provide disadvantaged students with materials to  |   | 200   |
|                            | support their access to the curriculum in subjects such as  |   |       |
|                            | PE and Food Technology  |   |       |
|                            |   |   |       |
| 28                         | Staff a Team Room to work with students at risk of  | See D -   |       |
| 28                         |   | See D -<br>above  |       |
| _                          | Staff a Team Room to work with students at risk of exclusion.   |   |       |
| _                          | Staff a Team Room to work with students at risk of  | above   |       |
| _                          | Staff a Team Room to work with students at risk of exclusion.<br>Provide Mentor support including anger and stress /  | above<br>See D -  |       |
| 29                         | Staff a Team Room to work with students at risk of<br>exclusion.<br>Provide Mentor support including anger and stress /<br>anxiety management sessions.   | above<br>See D -<br>above   |       |
| 29                         | Staff a Team Room to work with students at risk of<br>exclusion.<br>Provide Mentor support including anger and stress /<br>anxiety management sessions.<br>Provide Mentor support for disadvantaged students on<br>behaviour management.  | above<br>See D -<br>above<br>See D -                              |       |
| 29<br>30                   | Staff a Team Room to work with students at risk of<br>exclusion.<br>Provide Mentor support including anger and stress /<br>anxiety management sessions.<br>Provide Mentor support for disadvantaged students on   | above<br>See D -<br>above<br>See D -<br>above                     |       |
| 29<br>30<br>31             | Staff a Team Room to work with students at risk of<br>exclusion.<br>Provide Mentor support including anger and stress /<br>anxiety management sessions.<br>Provide Mentor support for disadvantaged students on<br>behaviour management.<br>Provide supervised rooms for vulnerable PPG to students<br>at lunch.  | above<br>See D -<br>above<br>See D -<br>above<br>See D -          | 3449  |
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| 29<br>30<br>31<br>32       | Staff a Team Room to work with students at risk of<br>exclusion.<br>Provide Mentor support including anger and stress /<br>anxiety management sessions.<br>Provide Mentor support for disadvantaged students on<br>behaviour management.<br>Provide supervised rooms for vulnerable PPG to students<br>at lunch.<br>Improve behaviour through use of class charts seating<br>plans  | above<br>See D -<br>above<br>See D -<br>above<br>See D -<br>above | 3449  |
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