

1. Summary information					
School	St Alban's Catholic High School				
Academic Year	2018-2019	Total PP budget	138,810	Date of most recent PP Review	April 2019
Total number of students	824	Number of students eligible for PP	147	Date for next internal review of this strategy	June 2019

2. Current attainment (GCSE leavers 2018)		
	Students eligible for PP(*)	Students not eligible for PP (*)
% achieving 5 Standard Passes incl. EM (2017-18)	63%	68%
% achieving 5 Strong Passes incl. EM (2017-18)	41%	51%
% achieving 9-4 in English / Maths (2017-18)	66%	72%
% achieving 9-5 in English / Maths (2017-18)	44%	52%
Progress 8 score	-0.08	0.22
Attainment 8 score	48.86	51.44

3. Aspirations based upon School Barriers	
A.	Quality First Teaching reflects additional support for disadvantaged learners.
B.	Comprehension levels, including numerical fluency, are improved to meet the requirements of the new GCSE and A Level examinations.
C.	Effective tracking of disadvantaged, <i>in particular the most able</i> , enables students to make at least expected progress through timely and robust intervention.
D.	Engagement with disadvantaged families maximises opportunities to support learning, raise aspirations for all, and address inequalities of opportunity.
E.	A well-informed and targeted transition model ensures continuity and confidence for disadvantaged students and their families.

4. Desired outcomes		Success criteria
A.	Disadvantaged learners identified and supported at classroom level Gender achievement gap decreases	1. Classcharts utilised to support disadvantaged learners 2. All staff aware of PP learners 3. Departmental strategies employed at classroom level 4. Staff trained in addressing boys' underachievement
B.	Increased English and mathematics attainment and progress outcomes for students in receipt of PP.	1. Proportion of disadvantaged making expected progress or better in English and maths continues to increase 2. Gap between PP and non-PP students' attainment and progress narrows further
C.	Improved flow of tracking information to teachers, middle and senior leaders ILAB intervention structure identifies and challenges underperformance	1. Classcharts tracking developed 2. QA structures enhance tracking 3. ILAB model established and effective
D.	All families from disadvantaged backgrounds are equipped to support their children St Alban's provides opportunities to raise aspirations of PP students All families from disadvantaged backgrounds	1. Ringfenced fund addresses the educational needs of PP students 2. Engagement of PP families increases – measured by attendance at school events 3. PP students are encouraged to participate in and engaged in aspirational opportunities
E.	Transition model developed to effectively target and support PP students' transition Develop a summer school transition model Provide opportunities that direct support well-being and mental health for PP students	1. Working with primary schools, early identification of PP cohort ensures a continuity of support 2. Summer school planned and well attended 3. Develop internal systems and bespoke events to support students with well-being and mental health issues 4. Rewarding students to be a focus for all staff, with more chances for being rewarded

Academic year				
	Chosen action/ approach	Rationale / Estimated impact:	Lead	Lessons learned and impact on approach for 2019-20
A	ClassCharts	<p>Allows teachers to clearly identify disadvantaged learners within each class. Links to RAG system to highlight progress against target. Highlights other relevant individual student information e.g. SEND, EAL, interventions in place, Safeguarding concerns.</p> <p>Provides information to enable teachers to give effective feedback and have meaningful, aspirational target setting conversations with PP students in order to plan differentiation to best support individual needs both within the classroom and with homework/ revision.</p> <p>Allows teachers to be better informed about additional information already available for individual students in order to inform planning e.g. strategies from an EHCP plan or Student passport, strategies from EAL lead, pastoral support strategies.</p>	HN	<p>Implemented from September 18. HN has provided in-house support for staff in the use of classcharts. Teaching staff have access to 'real time' data to assist with planning and intervention. Parents have access to this succinct data via a parental app. Has facilitated improved communication between families and HoYs when issues have been identified.</p> <p>Impact: Teachers have included PP in greater detail in their planning and in discussions at department and faculty meetings. Strategies to use have been identified from these discussions.</p> <p>Annotated seating plans allow staff to clearly identify disadvantaged learners and adapt plans to reflect identified needs.</p>

		<p>Students and families will be able to monitor aspects of their achievement and behaviour, supporting learning.</p>		<p>Moving forward, extended use of Classchart data to be expanded to include more categories to allow staff a fuller picture of each student to plan for need accordingly. Provision mapping options to be explored autumn term 2019 for any students requiring intervention (SEND, EAL, PP, Emotional, Alternative curriculum etc) Aim: staff to see the plan, do, review model for intervention and allows them to provide feedback and contribute to future plans. There is an increased crossover of PP and SEND in Year 7 this year, so having all information readily available in one place, is important.</p> <p>Classcharts can also now be used for linking student data with class demographics.</p>
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A	PP student meetings and questionnaire	All PP students to attend a year group meeting with their HoY to sensitively discuss PP and to complete an on-line questionnaire to establish their views on their academic progress: what helps them to learn, barriers to learning, strengths, interests, and aspirations. Data used to feed into PP Individual Profile creation and to identify suitable mentors.	PI/ HoY CO/T Line	<p>Year 11 meeting took place and identified issues to address e.g. increasing resources including print credits for PP students due to lack of access to printers at home.</p> <p>After discussion, it was felt that students preferred not to be identified in a group in this way. Form tutors were asked to meet with each PP student on an individual basis instead. This worked well and where barriers were identified, Form tutors sign posted to support and this was followed up.</p> <p>To improve access to the latest information online questionnaires to be developed for the new academic year (from October 19) to be ready and rolled out for PP students within each year group.</p> <p>Revised strategy for SLT to interview all Yr 11 PP students within the first 3 weeks of term, using the on-line questionnaire to direct discussion. All feedback from</p>
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				these to be recorded and circulated to all staff working with Year 11. Aim to identify barriers which can be addressed with the students and to create an individual link with the SLT member who can then be contacted if further support needed throughout the academic year.
A	PP Individual Profile	<p>Creation of an accessible, constantly updatable profile for each PP student.</p> <p>Information to be inputted from data drops, student and parental questionnaire answers, mentor meeting feedback, intervention lead feedback, communication with family and any other school based or external agencies working with the student and/or their family.</p> <p>Effective intervention and support works best when PP students are seen as individuals and when staff working with them have access to a “one stop” site that records this.</p>	PI	<p>Using data software tools including SIMS and SISRA which are now well established in our school and are working well to collect key data about PP students at source (inc EFGs, Estimated Final Grades). HOYs regularly refer to information, via ILAB meetings, with PP on all agendas.</p> <p>A decision was taken not to create individual profiles as this became too time consuming and there were issues with allowing access to edit confidential information. Consequently, a decision taken to incorporate this into ClassCharts during 2019-20 academic year, so staff</p>

				are not having to look in different places for information.
A	PP mentors	<p>Each PP student to be allocated a mentor. As a minimum, half termly meetings take place with a template to complete covering academic progress and pastoral/ welfare issues. Mentors offer a “check-in” point for PP students, can advocate for them and share relevant information with other staff working with each students via the student profile.</p> <p>Mentors can signpost to support or opportunities within school (e.g. pastoral, careers, extra-curricular). Where underperformance and wider issues are identified then students move to a higher level of support requirement (linked to ILAB) which can be delivered by senior staff in collaboration with mentors.</p>	PI	<p>This was not wholly effective as allocated staff members time was divided between other students in addition during the year.</p> <p>For 2019-20, all Year 11 students will have initial SLT interview, and PP students will have a HOY interview to assess the need for mentor, type of mentor. This includes scoping for external mentors.</p> <p>Year 11 SLT questionnaires to be used as a starting point for mentoring. Mentor to act as signpost to other support options and to liaise with “teachers of” each PP student to share successful strategies and key information. Mentor records to feed into ILAB meetings.</p>

A	Resource identification and procurement	<p>Subject teachers / HoDs to identify where additional resources are necessary to support PP student progress. Part of PP budget is ring-fenced to provide for this.</p> <p>Examples may include revision guides, art or tech materials, copy of text book, PE equipment.</p>	HoD	<p>In place and worked well. Revision based resources provided to Year 11 and 10 but other resources provided to PP students across the school where a specific need was identified. Was especially effective for providing tech materials, revision guides, practice exam papers, MP3 players to listen to podcasts/digital media etc. where disadvantage was limiting participation in classwork and / or revision. Subject teachers able to discuss this individually with students and access this budget when solutions identified.</p> <p>Review this to roll out across Key Stage 3 in line with student profiles gleaned from questionnaires.</p>
A	CPD on PP strategy and implementation across the school	<p>Whole staff CPD sessions on understanding PP and their role in supporting disadvantaged students. Twilight sessions on sharing effective practice.</p>	PI	<p>CPD sessions have been run, PP updates by PI at Staff meetings in-year. New staff Inset has included PP training.</p> <p>Evidence of much higher profile of PP across the school. Staff sharing good practice via department meetings and</p>

				<p>year group meetings (evidence in format of meetings minuted supporting this).</p> <p>Subject staff exploring opportunities for PP students and organising events e.g. Science PP day at BT.</p>
A	QA (Quality Assurance) time	All leadership to visit classes to monitor and discuss PP progress with teachers and students.	PI	<p>AHT (T & L) to provide updates based on QA department reviews.</p> <p>Updated lesson observation proforma to include evidence of awareness and support for PP students.</p> <p>RAG group to discuss key actions with HoFs and co-ordinate feedback gained from this across the school to feed into PP strategy.</p>
A	Effective use of TAs and HLTAs when working with PP students	Inclusion Team members to be informed of PP students within classes they regularly support and within intervention groups they lead. Subject teachers to liaise with TAs and HLTAs to plan additional support for PP students. Monitored by Head of Inclusion via QA time.	BOO/ PI	<p>TAs and HLTAs are very aware of students with SENDs in lessons they support, but not so aware of PP students. This is to be discussed by inclusion leadership and model adapted and improved</p>

				<p>HoDs to be asked to ensure all teachers provide seating plans from ClassCharts for TAs to use in all lessons, so that PP, SEND and target grade information is readily available and allows TAs to be more effective in identifying where support is needed within the classroom.</p> <p>Greater collaboration between teaching and inclusion staff is needed. PI, BOO and LA currently undertaking EEF project on "Making Effective Use of Teaching Assistants".</p> <p>Foundation Class for Year 7 & 8 students has been developed for 2018-19. Staff working and supporting in this class are able to develop closer collaborative working and with a high crossover of SEND and PP in these year groups, can be effective in identifying barriers to learning and strategies to support. Closer working relationship with these families is also envisaged as regular learning</p>
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				reviews take place, especially for those PP with EHCPs or SEND support needs.
A	PP Case Studies	Staff to contribute to PP case studies to provide examples of identification of need, support and intervention provided and outcomes. Shared with all staff and stakeholders (via website) to highlight effective practice and possible strategies for other PP students.	PI	<p>Case study students have been identified from 2018-19. Data collected from SISRA, exam results and staff feedback will be used to develop these that look at student outcomes in Key Stage 3 and 4.</p> <p>It was evidenced through some surveys undertaken that feedback was positive in relation to improving confidence and participation in lessons as well as improvement noted in data trawls (EFGs) and other related data.</p> <p>Important to also explore case studies of where support has been provided but little evidence of improving student outcomes.</p> <p>Locality Action Group are working on case studies (autumn 2019) and information</p>

				from this group to be used to create effective case studies.
A	Secondary PP Locality Action Group attendance.	To discuss national and local research on disadvantage in order to plan joint working with support from the LA SEOs. To implement strategies within the school and inform staff via CPD, Faculty planning meetings and ILAB.	PI	<p>PP Coordinator attended a number of locality meetings (Kesgrave). Information from these has been fed back to staff via CPPD and regular email updates.</p> <p>Focus for 2019-20 on case studies and using soft data to show progress for PP students.</p> <p>PP primary/secondary training provided at Springfield Junior school, via Research School and using EEF resources (3 sessions). Limited impact as foci was primary based and identified strategies had worked in some schools but been less successful in others.</p>
B	Targeted literacy and numeracy interventions for	Specialist staff working with individual or small groups of PP students. Liaise with subject teachers to identify gaps in literacy and numeracy skills and plan activities to address these. Aim to improve literacy and	LA YE/SI	Year 10 and 11 PP students in need of literacy boosts were identified from data

	<p>all PP students who are not above target.</p>	<p>numeracy skills with impact across all curriculum subjects.</p> <p>Tight tracking of data of students accessing the interventions and fortnightly meetings of those delivering interventions and HoF for Maths and English, to monitor progress and make adjustments e.g. groups, timings, resources.</p>		<p>and teacher feedback and focussed support put in place.</p> <p>Science mentor appointed when data suggested concerns – effective in raising combined science scores with targeted students.</p> <p>Maths mentor appointed, with time split between tutoring and whole class teaching</p> <p>Revised model to be in place for Maths and staff member identified to carry this forward. Year 11 small groups (6-8) identified for additional support for particular Maths skills.</p> <p>Year 7-10 in-class support for key groups.</p> <p>Focus on addressing gaps in skills across ability groups, not just low prior attainers. Mix of working outside the classroom with small groups or team teaching with existing teacher (flexible) Focus on PP but can include others where there are gaps.</p>
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				Identified sixth formers ("adopt a faculty") to act as subject mentors for individual or pairs of Year 11 PP students. After school sessions to take place using on-line resources and resources provided by HoDs. Maths teacher identified as lead for this. Focus on English and Maths initially but can be rolled out to other subjects if successful.
B	Successmaker Spelling Intervention	<p>Baseline spelling assessment on entry to Year 7 used to identify all students working below a standardised score of 85 (below or low average). Successmaker intervention available to all students below 80 and all PP students below 85. Twice weekly, small group intervention using a personalised pathway via Spellzone.com</p> <p>Subject teachers asked to provide Key Word spelling lists on a topic by topic basis for students accessing this intervention.</p>	BOO	Ongoing – (baseline data and tracking evidence showed 95% of students made progress, 25% of students made progress to move out of low average into average Standardised Score). Referrals to DOT (Dyslexia Outreach Team) made for 2 PP students not making progress.
B	Literacy Club	Intervention to focus on Yr 7 and Yr 8 PP students currently above threshold for Successmaker (spelling)	ST	Short term strategy in-place at start of academic year but due to unforeseen staffing restraints the scheme was not

		<p>and Rapid Plus (reading) interventions (run through Inclusion Dept) but still below average.</p> <p>Weekly library based club with peer supporters from Yr 10 to play literacy based games and promote appropriate and stimulating independent reading material.</p>		<p>fully embedded as expected. Through IOA support a literacy group will be starting in September '19 supporting up to 30 students.</p>
B	EAL PP strategy	<p>EAL lead to be aware of PP students across the school and to input into individual Student Profiles the interventions students are accessing and suggested strategies and resources that class teachers can use.</p> <p>EAL lead to seek and provide information about family language at home and to identify where alternative communication methods may be required e.g. translation services, additional adult support at consultation opportunities.</p>	GOR	<p>Increased EAL in school 2018-19 but not reflected in increased PP with EAL. Still often disadvantaged but are aware of barriers to claiming FSM for some families.</p> <p>Increased numbers of PP EAL learners for 2019-20. GOR to visit Westbourne (local secondary school) to look at good practice. GOR timetable reflects support in key subjects for individual EAL PP learners and small group interventions and alternative curriculum delivery (e.g. English Functional Skills for identified PP learners with SENDs)</p>

C	Accessible and timely data analysis information provided to all teachers.	<p>Class charts regularly updated to show current attainment linked to target setting for all students, including PP students.</p> <p>SISRA updated to highlight PP progress.</p> <p>PP data to be used by HoDs and ILAB to inform strategy and plan intervention.</p>	GR HoYs	<p>Data analysis is in place and the ILAB network appears to be working well across Key stages.</p> <p>Able to share data more regularly with parents/carers.</p>
C	Identify admin PP lead	Ensure PP and FSM lists are regularly updated with information from LA and Key to Success to ensure tracking of correct student groups across the school.	SL	Using new admin pool structure for PP tasks. Working well.
C	ILAB (Inclusion, Learning, Attendance, Behaviour)	<p>Year group based meetings to quickly identify issues and put plans in place to support individual students.</p> <p>Focus on PP students with resultant strategies to monitor and support where improvements are needed e.g. feed information to identified mentor, motivational or subject specific reports, contact home, extra revision time offered.</p>	HN/G R	<p>In place and working well especially when linking key staff to work collaboratively.</p> <p>2019-20: AHT (DSL) given adequate resources including time to work with HoYs to analyse data and then deploy appropriate support.</p>

C	PP subject specific feedback time at Department and Faculty Meetings	Meetings to include time for PP feedback from most recent data drops. Allow time for sharing of effective strategies across a Faculty.	HoF/ HoD	Most Faculty meetings include PP feedback on the agenda. HoFs recording PP strategies from QA time “drop ins”. The updates are shared with PI to identify any comment threads and strategies suggested. Needs to be clearer link between HoF and HoY to enable clear link to ILAB meetings.
C	PP Book Scrutiny	<p>To identify differences in effort and presentation between subjects for PP students.</p> <p>To identify where feedback has been effective in leading to improvements on individual marked pieces of work and on a longer term basis.</p> <p>Termly samples of PP books from each year group to be scrutinised.</p> <p>Feedback given to HoDs.</p>	LA	On going and evidenced via ‘QA’ time. Updates are uploaded via HOFs using Bluesky data collection software. AHT (T&L) to liaise with PP coordinator with latest data summaries.
C	Baseline assessments to highlight PP student data	Year 7 Baseline assessment scores in spelling (SWST), reading (ACCESS) and Maths (MALT) are circulated to all staff teaching Year 7, with PP students highlighted. Allows differentiation to be planned linked to possible barriers linked to key literacy and mathematical skills	PI	This has been completed across English and Maths. Results circulated to all staff teaching Year 7.

		<p>and for teachers to be aware of where data has triggered intervention run by Inclusion Department.</p> <p>This data to be added to individual PP profiles.</p>		<p>Clear baseline data for all students has enabled teachers to clearly see where PP learners are working below expectations. Especially noticeable that below average.</p>
C	Attendance and punctuality tracking via ILAB	<p>PP attendance is below non PP attendance. Close tracking of this and feedback to the ILAB meetings allows information regarding an individual student's attendance/ punctuality to be followed up by attendance officer and/ or HoY to create improvement action plans. May trigger EWO intervention and support.</p>	MOU	<p>Attendance Officer feeds into ILAB meetings effectively. Closer cohesion between HOYs and teaching staff over identifying possible reasons for absences. Working well.</p>
C	Disadvantaged Boys Project CPD	<p>Delivery of whole school CPD based on national research to explore effective strategies to further engage boys in their own learning.</p>	LA/G O	<p>Did not take place due to staff absence, but other options were researched, and this was replaced with 2019-20 "Boys Mentoring Project" includes PP students.</p>
C	Study Zone promotion	<p>Study Zone (twice weekly after school club for all students to get support with homework / revision)</p> <p>Subject teachers to promote this to PP students where issues regarding homework / revision have been identified. Provide Study Zone staff with resources to help support individual PP students with work set.</p>		<p>Working well. Has been highly promoted to PP families. Overall take up has increased (between 10 and 20 students per session) and 9 regular attenders are PP learners.</p>

		6 th form volunteers offer additional support for Maths within Study Zone. PP students can be linked to a volunteer.		Behaviour points for lack of homework for these students has significantly reduced. Attendance registers kept to note attendance.
C	Alternative curriculum opportunities	Where off track, PP students also have an identified SEND, to explore alternative curriculums available to best meet need. This may be via alternative in-school qualification and non-qualification courses (e.g. entry level/ ASDAN) or via links with external providers such as New Skills Centre and local colleges. Prioritise those PP students where in-school options are not adaptable to meet need.	BOO/ PI	Working well for identified students. ASDAN awards, short courses and Functional Skills offered in school and off site for students in Years 9, 10 and 11. Close links with New Skills Centre (off site provision) for PP students with SENDs.
C	Governor links	Regular reporting to, and discussing with, governors of PP data and strategy review. PP governor identified and regular meetings with SLT, PP link and PP lead to take place.	CO/PI /Govs	To ensure stronger links, regular updates were provided by the PP Coordinator to update all Governors at Full Governing Body meeting, specific data at pupil committee and each HT report included updates.

D	Parental Questionnaire	<p>All PP families to receive a letter introducing our PP strategy and a questionnaire to seek information about their views on their child's progress and engagement with school.</p> <p>Information from this to be inputted into Student Profiles.</p> <p>Feedback to be analysed for patterns and to inform future PP strategy.</p>	PI	<p>Letter sent out to all PP families to explain the PP strategy and to signpost to key documents on the website.</p> <p>Promotion of PP strategy via a number of parent forums took place e.g. Year 6 Family Induction Evening, Revision Evenings, Open Evenings, Meet the Tutor event.</p> <p>Impact was increased communication with PP families. Many took up extra-curricular opportunities because of this communication or called to enquire further about the strategy. Feedback from families has been used in 2019-20 strategy.</p> <p>Questionnaire to be designed for 2019-20 based on this feedback.</p>
D	Monitor and follow up PP attendance at	All attendance registers to be analysed to create attendance data. Follow up calls to be made by	PI	<p>Pre booked appointments made for all PP families for Consultation Evenings.</p> <p>Increased PP attendance seen for all year</p>

	Consultation and Information evenings	<p>relevant staff (e.g. HoY) where pattern of non-attendance identified.</p> <p>Explore barriers to non-attendance and seek ways to overcome these. Inform future PP strategy.</p>		<p>groups. (e.g. 68% PP attendance for Year 10 compared to 52% when in Year 9)</p> <p>Pre booked appointments also led to increased number of parents / carers calling school to ask about appointments which allowed conversations to identify barriers to attendance and led to follow up calls from HoYs.</p> <p>Where families have not attended and not responded to personalised invitations, HoY have followed this up.</p> <p>Barriers identified to attendance were mainly work related or due to younger siblings needing care. No parent / carer took up offer of free transport to consultation evening and no family said they would use a crèche if offered.</p>
D	CEIAG	PP students are more likely to be NEET. Early careers intervention has been shown to be effective in reducing this number and is linked to higher	SHE/ CAR/ BE	All PP students have had priority early interviews with external career advisors in Year 10. Plans have been created and linked to SIMS profile (with student

		<p>aspirations and resultant improvements in engagement with learning.</p> <p>All PP students to have careers interviews at the start of Year 10. Plans from these to be attached to student profiles to be followed up by mentors / form teachers and to include the option of a further careers interview in Year 11.</p> <p>Promotion of the whole school "Work Wednesdays" to PP students. Opportunities to network with local, national and international employers, including our alumni. KS4 students to be able to access mock interviews and receive feedback.</p> <p>All Year 9 students to attend the Suffolk Skills Show. PP Mentors to follow this up with PP students and discuss possible future career aspirations. Suffolk Skills Show App and Website to facilitate this.</p>		<p>permission) and communicated to staff to show aspirations for future careers guidance/support. This is then followed up in Year 11 with second Careers interview.</p> <p>The Work Wednesday's run by (MS/HC) not clear about PP students who are attending. This could be more targeted next year to ensure all PP students are directed to appropriate career events.</p> <p>All Year 9 students attended the Suffolk Skills Show and the impact of this was seen by the number of times it was referenced in the Year 10 careers interviews.</p>
D	Brilliant Club Scholars Programme	<p>Aim to increase the number of students from under represented backgrounds to progress to highly-selective universities.</p> <p>Identification of 12, more able, Year 10 PP students to undertake a University style research module with</p>	PI	<p>Impact statement from programme for Year 9 cohort showed 11/12 students achieved a 1st or 2.1 in their final assignment and attended the graduation ceremony at St John's college, Cambridge. Cohort made above national</p>

		<p>support and tutorials from doctoral researchers from the UEA, and named member of school staff, in after school sessions. Includes visits to and “graduation” at UEA.</p> <p>Impact toolkit is provided by the scheme.</p> <p>Programme for Year 9 students in Summer term.</p>		<p>average progress in academic achievement (double national average progress in structure and presentation of written communication). All students increased their awareness of how to apply for university and 11 of the 12 said they now felt confident about aiming for university after A-Level studies.</p> <p>Originally introduced to Year 9 and 10 but after feedback from students this has now been changed to Year 9 only.</p> <p>Worked extremely well for identified high prior attaining PP students who needed boosts in confidence and higher levels of challenge.</p>
D	Student Learning Credit	<p>Ring fenced money from within the PP budget to support those FSM families who may not be able to afford resources/ uniform/ curriculum visits/ extracurricular activities.</p> <p>A clear policy to be created to highlight what parents may apply to use this money for and maximum amounts for each type of activity. For example: 100%</p>	CO/PI	<p>Renamed as Student Support Fund. This has been implemented this year.</p> <p>After consultation with staff and based on feedback from PP families, the strategy on supporting PP families was shared</p>

		of curriculum based trip may be requested, £20 towards school shoes, 50% of music tuition a term paid for.		with families, put onto the website and promoted at events throughout the year. High take up of extracurricular activities (e.g. 35% increase in PP students having music tuition) and lots of families supported in acquiring appropriate uniform via the school stock (managed by Friends of St Albans, parent group).
D	Pastoral Support	Student Support Managers and Chaplain to feed into student profiles where pastoral support for students / families has been provided and where this (non-confidential) information can be used by teaching staff to inform subject specific support and intervention. PP Mentors to signpost to Student Support Managers on pastoral / welfare issues.	LAN/ BRA	ILAB has become the main vehicle to link pastoral support to academic and social progress for PP students.
D	Service PP Project	To identify a named mentor for those students who are identified as Service PP. To explore any barriers to learning or opportunities, that may be experienced by these students and their families and to plan to offer relevant support.	LAN/ BRA	This took place with staff member identified as mentor. Contact was made with all Service families and termly mentoring with students took place. Students offered participation in the "Service buddy system" taken from the "army families federation" website. The

				project will be repeated next year and strategies implemented if needs identified.
D	Extracurricular Promotion	<p>Staff running extracurricular activities to keep records of PP attendance and update PP profile with this information.</p> <p>Where PP uptake is poor, explore possible reasons behind this (transport/ equipment needed etc) and plan to promote to PP students, through form tutors and PP mentor system.</p>	BR	<p>Increased promotion of extra-curricular activities (aided by BOOST project and allotment project) has seen an increased uptake of extra-curricular activities by PP students. Activity leaders have identified PP students that would benefit from the activity and where necessary contacted home to promote and to identify barriers to overcome. Examples include taxis paid for, travel training referrals made, resources and clothing provided to enable student to participate.</p> <p>Example: 65% attendance at Allotment Project was by PP students.</p> <p>2019-20 suggestion made to increase length of lunchtimes to allow students more opportunities to access extracurricular activities when after</p>

				school creates barriers due to transport issues.
D	FSM Management Traded Service Package	<p>Provides: daily updates on FSM claims, support for parents applying for FSM, targeted mailings to encourage applications, links to community groups to help identify disadvantage.</p> <p>Aims to increase the number of families claiming FSM and therefore allows the school to better identify and provide for students from disadvantaged backgrounds.</p>	SL	<p>School has registered with this programme. The school is in receipt of updates once new claims have been made.</p> <p>Is working well and the identified admin staff responsible for this can now offer advice to families contacting the school about how to put in a claim.</p> <p>Now confident that all admin systems are in synch so that new claims quickly link to FSM cashless catering, ClassCharts and SIMS data systems.</p>
D	Cashless Catering	<p>Reduce stigma created by having lists of FSM names by tills in canteen. All FSM students to have money added to their account on a daily basis.</p> <p>Aim to improve take up of Free School Meals for those entitled.</p>	LIN	<p>This was introduced in September 2018. Original 'teething' problems linked to FSM start and end dates not being entered correctly by feeder primaries, have been sorted out. Has made a positive impact and helped to avoid the stigma attached to students having to declare that they</p>

				<p>are PP/FSM students at the point of purchase.</p> <p>There has been a decline in % students taking up FSMs but Student Voice Committee has shown that this is due to problems with school canteen and not the cashless catering system.</p>
D	Breakfast Club	PP Students to receive a free breakfast	SS PI	<p>This is in place with all FSM students receiving £0.80 towards breakfast. There is an ongoing review of what is on offer including pricing to attract more students to use this facility. Student Voice feedback highlights poor choice and overpriced food in canteen at breakfast. Need to work with Caterlink to address this. New catering manager appointed. Target to improve take up.</p>
D	Website	<p>Up to date PP statement, strategy and budget on school website.</p> <p>PP lead and PP governor identified on website.</p>	PI	<p>Strategy for 2018/19 was uploaded to website, along with all relevant documentation/case studies.</p>

		To publicise clear policy on parental requests for financial support from ring-fenced PP student learning budget.		There is a Student Funding Support policy now in place and clearly accessible via the website and ParentMail.
D	Chaplaincy work and liaison with charities	Hampers to families identified as most at need from LOVE project.	EDW/ MR	Whole school initiative was undertaken to collect food for hampers. Over 20 disadvantaged families linked to the school (identified via student support managers and for tutors) received a hamper. 182 hampers delivered in total to local disadvantaged families. Student involvement through 'Faith in Action' projects (SVP) to replace this scheme for 2019-20.
D.	Promoting adult learning opportunities	To work with LA to identify opportunities for adult learning within the local communities served by the school. To promote these via links from our Website / parent mail.		Several opportunities linked to parenting skills (e.g. e-safety, gang prevention, resolving conflicts at home) have been promoted to families via the website and via student support managers.
E	Summer School	To set up and run a Summer School in 2019 for Yr 6 students. Focus on promoting this initially to disadvantaged / vulnerable students.	BE	We referred 10 families to Suffolk County Council's Summer Holiday Activities

		<p>Evidence shows there can be a greater dip in performance for disadvantaged students as they transfer from primary to secondary.</p> <p>Aims to use a mix of curriculum and extracurricular based activities to make Year 6 students, high school ready and improve likelihood of successful transition.</p>		<p>Programme and all of them accessed free provision for 3 weeks of the holiday.</p> <p>Summer school lead Job advertisement was circulated to find suitable staff to promote and run the project but with unfortunately there was no interest at the time. Some concerns expressed over several building projects taking place at the school over the next 12 months and how this might impact on H&S including Safeguarding matters. We will be revisiting this opportunity in our revised strategy and review whether we need to advertise to a greater audience within the local area as well as looking at some similar schools that have successfully set up this initiative.</p>
E	Standardised data collection sheets	Primaries are asked for data in different forms from receiving high schools. Standardising this form (through the Secondary PP Locality Action Group) will allow clear information to be gathered in a timely	DW	There have been completed and were distributed this year. Most primaries used the agreed forms and this made data collection and entry more efficient.

		fashion to ensure all PP / FSM students are clearly identified and appropriate transition put into place.		
E	PP transition questionnaires to YR 6 teachers.	<p>To collate information on strategies currently in place for Yr 6 PP students in order to ensure continuity of support for students and family. Includes questions on parental engagement and barriers to this already identified by primary school.</p> <p>Especially important where a visit to the Primary School has not been possible.</p>	HOY/ PI	This worked well in identifying PP strategies already in place and ensuring continuity of support.
E	Visits to feeder primaries	<p>To have conversations with staff currently working with Year 6 students with focus on disadvantaged / vulnerable.</p> <p>Ensures Profile can start to be populated pre starting in Year 7 and staff can be aware of likely support / differentiation required.</p>	HOY	<p>A timetable for school visits to 10 of the 34 feeder primaries was set up. All visits included time with PP coordinator in order to ask about current Year 6 PP provision.</p> <p>Where schools could not be visited, phone calls were made to seek this information.</p>
E	PP given a high profile at "Family Transition	All PP families to be contacted via phone the week before transition days to ensure they have accessed relevant information and are able to attend the evening event.		Worked well to make direct contact with PP families. Able to answer PP related questions from families. Follow up calls took place in September to invite families to the Meet the Tutor Event. Very time

	Information Evening" in July.	<p>PP lead available to discuss PP issues with families and to promote FSM application.</p> <p>PP lead to work with FoSA to support families where financial situation results in inability to buy uniform.</p>		<p>consuming but barriers for PP students clearly identified and recorded for form tutors, student support managers and ILAB to discuss and address.</p>
E	Individual transition plans created for most vulnerable students (PP/FSM/SEND/Young Carers)	<p>This can include: Transition Tea Party, visits to St. Alban's with external specialist support workers (e.g. County Inclusion Support Service), small group visits to see individual lessons.</p>	HOY/ BRA/ BOO	<p>These are in place, some refinements made from last year. There is some crossover with SEND and PP students but this also helps to provide greater coordinated support. Primary schools are already booking visits to come and look around St Alban's.</p>

Aspiration	Item	Cost
A	Classcharts	£1,950
A	Faculty Protected PP Quality Assurance Time	£3,960
A	Pupil Premium Continuous Professional Development	£400
A	IT additional PP provision	£1,500
A	Additional departmental texts and resourcing	£6,000
A	Additional Classes / Revision School (PP)	£200
B	Progress tutors English/maths/science (1:1, small group)	£26,720
B	Spelling Intervention	£1,980
B	Literacy Interventions & Resourcing	£3,100
B	PP EAL Intervention	£3,620
C	Additional directed administration and pastoral admin	£4,120
C	ILAB Pupil Tracking Directed Time	£3,100
C	Baseline Tracking Package Y7	£1,200
C	PP Leadership post	£7,000
C	Inclusion Leadership	£4,100
C	Attendance Officer and LA External Support	£6,700
C	Study Zone	£2,280
C	Curriculum development provision	£13,600
D	Data Manager Appointment	£4,100
D	Careers Officers and associated guidance + software	£13,200
D	Career, Futures, and Aspiration Trips	£640
D	Brilliant Club	£5,347
D	Student Support Fund	£1,348
D	Pastoral & Spiritual Lead Intervention	£18,500
D	Service PP Project	£450
D	Extracurricular 'Boost' Project	£1,700
D	FSM Traded Service Package	£660
D	PP Breakfast Club + FSM Food tech costs	£1,180
E	Transition support and resourcing	£450
E	County behaviour and Inclusion Support	£700
		£139805

We have used an evidence-based approach to make decisions on our Pupil Premium spend. Each area of spend has been cross-referenced to our A-E aspirations.

Where the chosen services/spend benefit all students, the funding contribution has been pro-rated to reflect the proportion of premium students within the target population.

