 

**Pupil premium strategy statement: Aylesford School**

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| 1. **Summary information** | | | | | |
| **School** | Aylesford School | | | | |
| **Academic Year** | 2019/2020 | **Total PP budget** | £164,315 | **Date of most recent PP Review** | September 2019 |
| **Number of pupils eligible for PP** | 181 |  |  | **Date for next internal review of this strategy** | September 2020 |

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| 1. **Impact in 2018-2019 (31 Students in Year 11)** |
| 88% of PP students who took English Literature in year 10 achieved grade 5 or above |
| PP attendance has significantly improved from 88.8% T1 (2016-17) to 90.3% T1 (2017-18) to 92.6% term 6 (2018-2019) |
| English and Maths continued to show a rise in grade 4 pass rate for PP students |
| OFSTED: Nov 2017: School leaders are using pupil premium money and the Year 7 literacy and numeracy catch-up funding more thoughtfully to provide a wide range of support for these groups. Additional support is well planned. For example, all disadvantaged pupils benefit from the extra help in English and mathematics they access during mentor time. As a result, disadvantaged pupils are now making more progress towards catching up with their peers. |
| % achieving Grade 9-4 in English Lang 45% |
| % achieving Grade 9-4 in English Literature 51% |
| % achieving Grade 9-4 in Maths 51% |
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| **Previous Academic Year** | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| A. Gaps narrowing in all subjects term by term across the year | * Improve the quality of teaching and learning * Targeted approaches for key groups i.e. check on PP students first, question, mark work first, feedback first | Lesson observations indicate staff use student data to plan lessons so all students’ are catered for in learning plans.  Improvements were discerned in the 2018 GCSE performance of PP students in all curriculum areas.  Review of books to show evidence of progress for PP students is equal to that of all students | Whilst an improvement in the quality of teaching and learning was evident, this is a strategy will be continue to be a focus for the foreseeable future. |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| B. Levels of progress for maths and English year 11 outcomes improve and are in line with non-PP students | * Action plans for all PP students in lessons * Round of observations every term with PP as focus * Targeted interventions * Additional P/T teacher to work with small allocated groups to boost progress (LHM) | 2018  English PP: 58%  English Non-PP: 44%  Maths PP: 50%  Maths Non-PP: 37%  2019:  English PP: 53%  English Non-PP: 71%  Maths PP: 51%  Maths Non-PP: 62%  Year 11 GCSE results 2019 indicate PP results are remaining consistent. However, a performance gap remains in both subject areas. | English and mathematics results will need to improve for all groups of students.  English Term 6 (2019) interventions took place weekly for groups of PP and HPA students to close gaps in preparation for 2019-2020. These used baseline tests to assess and close gaps but more work needs to be seen throughout the year with groups of students. |
| C. Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | Assertive mentoring programme with dedicated mentors removed from the tutor team. Following a 6 week programme with ‘review of impact’ report. | All PP students receive careers guidance and their destinations are carefully monitored by teachers linked to sixth form, year 11 and careers advice.  There have been opportunities for college and university visits across key stage 4 to raise aspirations for students for post 16 | This will need to be repeated yearly but lower years will need aspirations raised to ensure they have clear goals for post 16 |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| D. Decreased absence rates | Raise profile of importance of attendance through assemblies  Increased monitoring of PP absence through tutor attendance reports  Same day calls/texts from attendance officer for PP absence  Meeting with progress team once absence goes above 5% without sound medical evidence | In 2018-2019 the PP student average attendance at made an improvement of 2.3% from term 1 to term 6 where it reached 92.6% | Clear improvement in attendance – as well as monitoring those with falling attendance. This approach needs to be continued in future years. |
| D. Decreased absence rates | Recognition of the barriers PP students may face which affect their attendance | In 2018-2019 students have had increased access to social workers in school who help them to address issues in their behaviour, home life, friendship groups and health with the goal of increasing their wellbeing, attainment and attendance.  Young Carers are being supported with new programmes such as young carer lunches, as this is a group who are vulnerable to lower attendance due to external influences. | If this support continues to be available it should be used in future years  It would be beneficial to look at the access of PP students specifically to these support networks and encourage their engagement if they are reluctant.  PP students first approach to be taken |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | |
|  | | Danger that attainment gaps do not close and can widen | |
|  | | Low expectations and lack of support for post 16 education and continued education from home environment | |
| **C.** | | Low cultural capital leading to poor literacy, resilience and perseverance | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Absence rates and poor attendance are below target. This reduces the opportunities to engage in active learning and thus student fall behind. | |
| 1. **Outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Gaps continue to narrow in all subjects term by term across the year | | Monitoring of PP students showing they are on track to achieve their end of year 11 targets.  Comparisons of PP and non-PP students showing that this group are not disadvantaged and are able to achieve like grades to their peers. |
|  | Levels of attainment for mathematics and English improve | | Year on year improvement in the grades achieved for PP students including the numebr achieving the highest grades (7+) in both subjects. |
|  | Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | | Students have received one-to-one guidance through interview/ meeting/mentoring and will have a clear pathway and goals |
|  | Increased attendance rates for pupils eligible for PP. | | Reduction in the number of persistent absentees among pupils eligible for PP to <20%.Overall absence among pupils eligible for PP improves to be in line with other pupils. |

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| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | **2019-2020** | | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Gaps continue to narrow in all subjects term by term across the year | Pathway to progress targeted at underachieving PP students in years 9 – 11 to monitor their attainment, effort and attendance and offer incentives to encourage them to raise these.  First wave teaching to consider strategies for PP and action planning for student groups.  PP students first approach to teaching. Moderation of assessments for PP students (in line with non-pp) and book scrutinies targeted at PP students to check progress is in line with peers.  New for 2019: Increase in metacognition and self-regulation teaching for these students  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ | | Pathway to progress piloted in 2018-2019 academic year showed measurable impact on students attainment.  EEF: Oral language interventions aim to support learners’ articulation of ideas and spoken expression. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for pupils disadvantaged backgrounds (up to six months' additional progress).  EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. | This will be reviewed by the AHT in charge of student groups using several forms of monitoring:  Student voice  Teacher feedback  Tracking of data linked to progress, effort and attendance | | DMA | Termly |
| Levels of attainment for mathematics and English improve | High quality teaching in the classroom with teachers having an awareness of the impact of Pupil premium and strategies to address the barriers this can cause  Students provided opportunities to attend revision, masterclasses and access support from Specialist English and Maths teachers during and after school hours  KS4 Students able to benefit from visits from theatre companies to support GCSE English texts regardless of their financial background | | PP students underachieve nationally at GCSE in English and Maths  Sutton Trust research states that the most important use of funding is to raise attainment for PP students to allow them the qualifications required after education  Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning. | Lesson visits and book checks with a focus on Pupil Premium students progress  Tracking of student progress in core subjects  Interventions targeted at PP students where appropriate to help them achieve their potential | NLA  DMA  Head of English and Maths | | Following data collection points throughout the year |
| Financial support to  ensure inclusion. | Students supported with the purchase of study guides where required to allow them to access revision and homework  Support can be requested for educational trips and opportunities to ensure students are not disadvantaged | | Sutton Trust research (2015) supports the use of Pupil Premium for funding trips and visits and states that this has allowed visits to go ahead that may not have been possible without the financial support of pupil premium funding | HoDs from all departments apply for resources for PP students to help them access learning  Impact of this must be given to the budget holder prior to purchase | DMA  HoDs | | Ongoing |

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| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | |
| Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals  To improve aspirations  of PP students by  providing specific and  planned opportunities  to engage with real life  experiences that  enhance careers and  education aspiration | Careers advisor is now going to be working more closely with KS4 rather than in the 6th form area – 1:1 meetings to be arranged with all PP students to ensure a career plan  Assemblies and guidance on careers and further education  Continue to provide opportunities for all students (and therefore PP students) including careers fairs, careers interviews, work experience and shadowing.  Visits arranged to colleges and universities to raise aspirations for students and allow them to understand post 16 requirements. | Stem learning: Careers talks and lessons, including outside speakers, have been seen to indicate a long lasting employment impact, reinforcing the importance of careers awareness in schools.  The research concludes that being taught about career opportunities in school, as well as meeting employers, had a “meaningful and statistically significant impact on later earnings”. | Discussions with parents at Meet the SLT events  Student voice  Careers meetings and monitoring of post 16 choices | BDO | Twice yearly | |
| Engagement, attendance and attitudes improve to allow students to achieve greater success at school | Pathway to progress - following the success of this programme in 2018-2019 it will be expanded and growing next year under the leadership of DMA  Staff champions across a range of departments with a focus on PP students and how to ensure they make good progress (DMA) | Previous success of this programme in 2018-2019 | Reviewed by teachers, pastoral support and Assistant head-teacher including:  Tracking of key students  Monitoring of data linked to progress, effort and attendance  Student meetings termly to discuss the programme and allow student voice | DMA  MBA  THO | Ongoing | |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** |
| Increased attendance rates for pupils eligible for PP. | First calling in the mornings for PP students to allow parental contact and encourage increased attendance  Trips organised to interest and motivate students to attend school | PP students generally have lower attendance than non-PP  DfE research: At KS4, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A\*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. | PP students identified as a sub group on attendance reports – gaps discussed and addressed | MBA  DWR | | Termly |

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| **Aims and Intent** | **Actions and Implementation** | **Lead Person** | **When?** | **Desired Impact** | **Evidence** | **Cost** |
| **All students at Aylesford School should have an outstanding quality of Education that enables them to access the full curriculum and achieve the highest grades in academic qualifications and achievement.**  Outcomes for All Students rapidly improve through regular development of the curriculum so that students gain the valid knowledge and skills at each stage of their education.  **Disadvantaged/ PP students**   * Ensure there are early identification of these students and a better understanding of their needs and high impact strategies. * Take the approach ‘PP students first’ and a ‘Can do’ and ‘do whatever it takes’ * Clear Monitoring and Tracking of PP students – Progress, Attainment, Attendance, and Well Being. * Ensure Teaching and Learning has clear strategies in 1st wave teaching to enable these students progress. * Provide opportunities for disadvantaged students to access home learning/ out of hours and independent learning * Make school Enjoyable for these students so that they want to come to school. * Engage Parents in activities at school * Remove barriers to learning * Improve literacy for disadvantaged students * Focus on Year 8 and 9 where evidence suggests the PP gap widens | Ensure there are early identification of Disadvantaged – PP students and a better understanding of their needs and high impact strategies**.**   * Communication of who these students are to all staff – communicated in staff room display via email and IEP’s put onto teaching and learning staff area of computers * Students to be clearly identified for every class. * Needs audits completed for each PP students – barriers of learning identified through students, teachers and parents. * SLT and Middle leaders to read Sutton Trust research, KCC toolkit and Endowment Trust toolkit, Ofsted research to gain better understanding of students and strategies that are low in time and cost but have high impact – to be summarised and linked to Aylesford Context by DMA   Take the approach ‘PP students first’ in everything we do.   * In lessons tasks to be explained and understanding checked of PP students first. * Character strengths to be awarded and monitored * Find strategies within lessons to build PP students **Courage, Confidence and Character** first.   Ensure Every pp student in KS4 has a career plan to help focus them and raise aspirations. Arrange visits to or from universities to support this.   * Communicate with parents immediately about events, behaviour, attitude, rewards – involve in engaging pp students * Chase PP students to come to revision sessions, complete revision tasks, complete careers plans, get parents to come to evening events. * Clear tracking of students attendance at revision and other interventions   Clear monitoring and tracking of PP students – Progress, Attainment, Attendance, and Wellbeing.   * Attainment Data must be monitored and for Progress Leaders and Head of English and Maths to intervene and put strategies in place for students falling behind. * Attendance report to be run off for these students every fortnight and action taken for those students who have low attendance – first day calling, must start with these students first. Attendance officer must make progress leaders aware every day of PP students that aren’t in. * Home visits made to these students if they do not attend. * Champions to be assigned to work with identified PP students and weekly meetings to take place to track and monitor progress and develop intervention strategies to raise aspirations, progress and achievement. * Shadowing of PP students each term in lessons to monitor their performance in lessons. * Behaviour and rewards report to printed bi-termly to check that they are being rewarded and identify issues with attitude and behaviour early. * Complete access arrangement testing for all students identified by teachers – ask teachers for feedback about these students specifically to identify those that need testing   **Ensure teaching and learning has clear strategies in first wave teaching in order for these students to progress.**   * Ensure homework is set and completed. * Teachers to ensure they lead these students and have high expectations and aspirations – monitoring through HoD ks4 meetings with KJA/NLA/DMA LMC * Teachers intervene when students do not understand tasks * Make sure students literacy mistakes and work is followed up – ensuring high expectations of disadvantaged students * Book Scrutiny to be carried out each term.   Provide opportunities and access to home/out of hours and independent learning   * Ensure each PP student has access to a computer and internet from home, needs audit – can they attend revision, what are their barriers? * Provide a quiet place to work that is staffed at lunchtime and afterschool for homework/ coursework to be completed –LRC/Conference room * Check and issue that every child knows how show my homework works. * Check and issue students with logins to PiXL Maths App and English Lit App and Science material – send this information home in the post (postcard) to ensure parents read it * Students to be encouraged and chased to come to revision sessions and residential sessions – financial complications to be dealt with on an individual basis to prevent barriers * Revision Guides to be provided for all PP students   Make School enjoyable so that these students want to come to school**.**   * Increased number of fun experiences – school trips, cultural opportunities (Theatre, visits to foreign countries) * Through needs audit find out what would need to happen to make them want to come to school.   Remove barriers to learning   * All controlled assessments and coursework must be above target grade – meet HoDs to create action plans and interventions to allow this * Use a mini bus to pick students up and take them home if transport is an issue. * Provide breakfast, tea and biscuits for students who need this when they are staying for revision/masterclasses and before exams * Provide one to one and small group support in English and maths.   Engage parents in the learning and engagement of school.   * Meet the SLT to be with DMA responsible for PP students. * DMA/SLT to phone and check parents are attending all events. * Parents Evening attendance tracked and monitored – home visits to be made for non-attenders. * Clear communication to parents via text alerts, emails and letters of commendation. Update contact information if email/phone is not allowing contact to be made home   Improve Literacy for PP students.   * Include reading time in the LRC for this group of students – Building comprehension, literacy and vocabulary * Newspaper articles to be read and discussed during mentor time – raising awareness of current affairs an formal, academic language * Writing frames, sentence starters and lists used to guide students in extended writing   Focus on Year7, 8 and 9 – where data suggests that the PP gap starts to open up.   * Year 8 and 9 progress leaders to monitor progress and intervene when students start falling behind. * Organise improved progress sessions during holidays in English and Maths. * Use of TA’s to run numeracy and literacy interventions following lessons provided by Heads of Department using DTT and PLCs * English Department to develop comprehension skills both in class and at home. * Use of PiXL code implemented | DMA/LMC  NLA/DMA  DMA  DMA/MJO  All  DMA/BDO  DMA/DWR/Teachers  DMA/SLT  DMA/KJS  DMA/ KJS/ MJO/BWA  DWR/MBA/DMA  DMA/KJS/TKE  DMA  DMA/ SLT  CDU/ KWI (Wrotham)/ SSI  NLA/DMA  KJS/DMA/TKE  DMA  DMA/NLA  DMA/MJO/BWA  DMA/HODS/SLT  DMA  DMA/DWR/HODs  KJS/TKE/HODs  DMA/KJS  KJS/TKE  DMA/KJS  DMA/SLT  DMA/KJS/TKE  DMA/Office team  DMA/MJO  ECA  DMA/MJO/HODS  DMA/LMC  LMC  CDU  MJO  DMA/LMC/CDU | Term 1  Ongoing  By the end of Term 2  Middle Leaders meeting Term1. SLT Term1  Ongoing  Term 2  Ongoing  Ongoing  Ongoing  Termly for Year 10 and 11. Term 2, 4 and 6 for the rest of the school  Every two weeks  As and when needed  Launch in September and then Weekly  Termly  Ongoing  Ongoing  Ongoing – as need arises  After school and lunchtime  Each Term  Each Term  Every Week  Term 1  Ongoing  Ongoing  Ongoing  Term 3 and 4  Term 2 and Term 4  Ongoing  After each Parents Evening  As events occur  Weekly  Weekly  Ongoing  Ongoing  October, Easter, May/June Summer school  Weekly  Term 2 | All staff need to know who these students are so that we can tack, monitor and intervene accordingly  To ensure we are using strategies that have most impact based on research  Research suggests that often these students need prompting and also that we need to check that not being able to understand the task is the reason for underperformance  We may struggle to get buy-in with this group of parents and may have to do these actions despite parental engagement.  Often only need to do this once!  We really need to see these students in the classroom as when underperformance occurs it is often across all subjects.  It is important that students have the correct arrangements for exams and this has to be carried out by someone with the correct qualifications  We need to remove barriers that students are facing  We know from research that small group and one to one sessions have high impact on this groups of students  We have a duty to ensure these students have the same opportunities as everyone else  These students enjoy short term success  High impact strategy | Lists in staff room  On class records on SIMS  Board in TKE office | Cost of time  £250 per day (Will probably need 4 days)  Might need to buy lap tops/desktops that we can loan out  £1000 PP Fund  Cost of supervision  £25 per hour  £1000 PP fund  £3000  Cost of refreshments each week  Cost of driver for mini bus  Cost of a Maths and English Tutor for a day per week. £25 per hour or £150 for the day over 12 weeks  Cost of texts  £75 per session  £150 per day  £300 Ma and En Yr 7 and 8 each holiday session |

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| **All students at Aylesford School should have an outstanding quality of Education that enables them to access the full curriculum and achieve the highest grades in academic qualifications and achievement.**  Outcomes for All Students rapidly improve through regular development of the curriculum so that students gain the valid knowledge and skills at each stage of their education.  **Disadvantaged/ PP students**   * Ensure there are early identification of these students and a better understanding of their needs and high impact strategies. * Take the approach ‘PP students first’ and a ‘Can do’ and ‘do whatever it takes’ * Clear Monitoring and Tracking of PP students – Progress, Attainment, Attendance, and Well Being. * Ensure Teaching and Learning has clear strategies in 1st wave teaching to enable these students progress. * Provide opportunities for disadvantaged students to access home learning/ out of hours and independent learning * Make school Enjoyable for these students so that they want to come to school. * Engage Parents in activities at school * Remove barriers to learning * Improve literacy for disadvantaged students * Focus on Year 8 and 9 where evidence suggests the PP gap widens | Ensure there are early identification of Disadvantaged – PP students and a better understanding of their needs and high impact strategies**.**   * Communication of who these students are to all staff – communicated in staff room display via email and IEP’s put onto teaching and learning staff area of computers * Students to be clearly identified for every class. * Needs audits completed for each PP students – barriers of learning identified through students, teachers and parents. * SLT and Middle leaders to read Sutton Trust research, KCC toolkit and Endowment Trust toolkit, Ofsted research to gain better understanding of students and strategies that are low in time and cost but have high impact – to be summarised and linked to Aylesford Context by DMA   Take the approach ‘PP students first’ in everything we do.   * In lessons tasks to be explained and understanding checked of PP students first. * Character strengths to be awarded and monitored * Find strategies within lessons to build PP students **Courage, Confidence and Character** first.   Ensure Every pp student in KS4 has a career plan to help focus them and raise aspirations. Arrange visits to or from universities to support this.   * Communicate with parents immediately about events, behaviour, attitude, rewards – involve in engaging pp students * Chase PP students to come to revision sessions, complete revision tasks, complete careers plans, get parents to come to evening events. * Clear tracking of students attendance at revision and other interventions   Clear monitoring and tracking of PP students – Progress, Attainment, Attendance, and Wellbeing.   * Attainment Data must be monitored and for Progress Leaders and Head of English and Maths to intervene and put strategies in place for students falling behind. * Attendance report to be run off for these students every fortnight and action taken for those students who have low attendance – first day calling, must start with these students first. Attendance officer must make progress leaders aware every day of PP students that aren’t in. * Home visits made to these students if they do not attend. * Champions to be assigned to work with identified PP students and weekly meetings to take place to track and monitor progress and develop intervention strategies to raise aspirations, progress and achievement. * Shadowing of PP students each term in lessons to monitor their performance in lessons. * Behaviour and rewards report to printed bi-termly to check that they are being rewarded and identify issues with attitude and behaviour early. * Complete access arrangement testing for all students identified by teachers – ask teachers for feedback about these students specifically to identify those that need testing   **Ensure teaching and learning has clear strategies in first wave teaching in order for these students to progress.**   * Ensure homework is set and completed. * Teachers to ensure they lead these students and have high expectations and aspirations – monitoring through HoD ks4 meetings with KJA/NLA/DMA LMC * Teachers intervene when students do not understand tasks * Make sure students literacy mistakes and work is followed up – ensuring high expectations of disadvantaged students * Book Scrutiny to be carried out each term.   Provide opportunities and access to home/out of hours and independent learning   * Ensure each PP student has access to a computer and internet from home, needs audit – can they attend revision, what are their barriers? * Provide a quiet place to work that is staffed at lunchtime and afterschool for homework/ coursework to be completed –LRC/Conference room * Check and issue that every child knows how show my homework works. * Check and issue students with logins to PiXL Maths App and English Lit App and Science material – send this information home in the post (postcard) to ensure parents read it * Students to be encouraged and chased to come to revision sessions and residential sessions – financial complications to be dealt with on an individual basis to prevent barriers * Revision Guides to be provided for all PP students   Make School enjoyable so that these students want to come to school**.**   * Increased number of fun experiences – school trips, cultural opportunities (Theatre, visits to foreign countries) * Through needs audit find out what would need to happen to make them want to come to school.   Remove barriers to learning   * All controlled assessments and coursework must be above target grade – meet HoDs to create action plans and interventions to allow this * Use a mini bus to pick students up and take them home if transport is an issue. * Provide breakfast, tea and biscuits for students who need this when they are staying for revision/masterclasses and before exams * Provide one to one and small group support in English and maths.   Engage parents in the learning and engagement of school.   * Meet the SLT to be with DMA responsible for PP students. * DMA/SLT to phone and check parents are attending all events. * Parents Evening attendance tracked and monitored – home visits to be made for non-attenders. * Clear communication to parents via text alerts, emails and letters of commendation. Update contact information if email/phone is not allowing contact to be made home   Improve Literacy for PP students.   * Include reading time in the LRC for this group of students – Building comprehension, literacy and vocabulary * Newspaper articles to be read and discussed during mentor time – raising awareness of current affairs an formal, academic language * Writing frames, sentence starters and lists used to guide students in extended writing   Focus on Year7, 8 and 9 – where data suggests that the PP gap starts to open up.   * Year 8 and 9 progress leaders to monitor progress and intervene when students start falling behind. * Organise improved progress sessions during holidays in English and Maths. * Use of TA’s to run numeracy and literacy interventions following lessons provided by Heads of Department using DTT and PLCs * English Department to develop comprehension skills both in class and at home. * Use of PiXL code implemented | DMA/LMC  NLA/DMA  DMA  DMA/MJO  All  DMA/BDO  DMA/DWR/Teachers  DMA/SLT  DMA/KJS  DMA/ KJS/ MJO/BWA  DWR/MBA/DMA  DMA/KJS/TKE  DMA  DMA/ SLT  CDU/ KWI (Wrotham)/ SSI  NLA/DMA  KJS/DMA/TKE  DMA  DMA/NLA  DMA/MJO/BWA  DMA/HODS/SLT  DMA  DMA/DWR/HODs  KJS/TKE/HODs  DMA/KJS  KJS/TKE  DMA/KJS  DMA/SLT  DMA/KJS/TKE  DMA/Office team  DMA/MJO  ECA  DMA/MJO/HODS  DMA/LMC  LMC  CDU  MJO  DMA/LMC/CDU | Term 1  Ongoing  By the end of Term 2  Middle Leaders meeting Term1. SLT Term1  Ongoing  Term 2  Ongoing  Ongoing  Ongoing  Termly for Year 10 and 11. Term 2, 4 and 6 for the rest of the school  Every two weeks  As and when needed  Launch in September and then Weekly  Termly  Ongoing  Ongoing  Ongoing – as need arises  After school and lunchtime  Each Term  Each Term  Every Week  Term 1  Ongoing  Ongoing  Ongoing  Term 3 and 4  Term 2 and Term 4  Ongoing  After each Parents Evening  As events occur  Weekly  Weekly  Ongoing  Ongoing  October, Easter, May/June Summer school  Weekly  Term 2 | All staff need to know who these students are so that we can tack, monitor and intervene accordingly  To ensure we are using strategies that have most impact based on research  Research suggests that often these students need prompting and also that we need to check that not being able to understand the task is the reason for underperformance  We may struggle to get buy-in with this group of parents and may have to do these actions despite parental engagement.  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