Pupil Deprivation Grant 2014-2015

Possible areas of focus for use of the Pupil Deprivation Grant
1. Robust **identification of need** with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for **tracking individuals' progress** 2. Developing a systematic approach to **intervention, support and providing feedback** to individual learners, including **those at risk of disengaging from learning** and whose **attendance** is a cause for concern. 3. Making provision of high quality for learners experiencing material disadvantage who have **additional learning needs**, or who are **looked after children**, are **educated otherwise than at school** or have **emotional social and behavioural needs.** 4. Access to **enrichment activities**, **the removal of any financial barriers** to participation and the provision of curricular activities and opportunities through **out-of-school hours provision** and holiday programmes. 5. The provision of **additional tuition**, small group tuition and other strategies designed to **personalise learning** and target support and **access to facilities beyond the school day** that support homework and independent learning, such as those involving ICT. 6. The development of **personal support and mentoring** to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn. 7. The development of strategies that involve the **family and community** including those that signpost learning opportunities. 8. The embedding of opportunities within the curriculum and in wider learning for **learners' voice** to be fully involved in informing decisions that affect their education. 9. The strengthening of strategies that promote **the school at the heart of its community.**

School's Key Areas for Improvement	Baseline (last set of results)	Targets – Expected Outcomes 2014-2015	Success Criteria
Level 2+	**2013 – 38%** eFSM – 14%, nFSM – 46% Gap of 32%	2014 – 46% Gap narrowed to 5% this year 2015 – 52% No gap	Increased L2+ in 2014 and eFSM gap narrowed hugely. Continue to increase L2+ and narrow the gap in line with target
Level 2	**2013 – 55%** eFSM – 24%, nFSM – 65% Gap of 41%	2014 – 70% Gap narrowed to 19% this year 2015 – 80% Gap narrowed to 10%	Increased L2 in 2014 and eFSM gap halved. Continue to increase L2 and narrow the gap in line with target
GCSE English GCSE Mathematics	**2013** eFSM – 22%, nFSM – 48% Gap of 26% **2013** eFSM – 27%, nFSM – 56% Gap of 29%	2014 eFSM – 50%, non 59% Gap 9% Gap narrowed to 5% 2014 eFSM – 46%, non 54% Gap 8% Gap narrowed to 5%	Increasing percentages in both subjects Narrowed gaps in line with targets

CSC Priority	PDG Area of Focus	Improving Schools Plan	Key Actions What we need to do to bring about improvement and achieve our targets	Lead Responsibility	Timescale		Monitoring Are we on track?	**Developmental** How does the activity enhance the capacity of the school? **Collaborative** Nature of collaboration and benefits to school **Sustainable** How will the work be developed & embedded	Funding			Evaluation Who, When, How
					Start Date	**End Date**			**Staffing and Resources**	**Cost**	**Source**	
	1 5		Additional teaching capacity within the English department to reduce class sizes at KS4, provide intervention groups at KS3/4, increase standards in English & Literacy.	MC/DJ	Apr 2014	Mar 2015		Enhances capacity in English dept to work alongside vulnerable groups, identify and provide support to pupils through intervention and smaller class sizes.	Staffing	30,022	PDG	MC & DJ Sept 2014/15 GCSE & KS3 results. Reading ages. Functional literacy levels.
	1 5		Additional teaching capacity within the Maths department to reduce class sizes at KS4, provide intervention groups at KS3/4, increase standards in Maths & Numeracy.	MC/DJ	Apr 2014	Mar 2015		Enhances capacity in Maths dept to work alongside vulnerable groups, identify and provide support to pupils through intervention and smaller class sizes.	Staffing	29,895	PDG	MC & DJ Sept 2014/15 GCSE & KS3 results. Standardised scores.
	5 6		Provision of additional full time specialist Teaching Assistants within both English & Maths departments to provide and support intervention groups at both Key Stages, run catch-up sessions and reduce students below functional literacy.	MC/DJ	Apr 2014	Mar 2015		Enhances capacity in English and Maths to provide support to vulnerable learners within classes and in withdrawal groups	Staffing	36,535	PDG	MC & DJ Sept 2014/15 GCSE & KS3 results. Standardised scores. Reading ages. Functional lit.
	5		Creation of an ICT post to explore and develop the use of ICT across the curriculum. This would include strategies such as BYOD to enable wider access to networks, develop use of ICT devices across curriculum and engage pupils with ICT to support independent learning.	GD	Oct 2014	Mar 2015		Enables further access to ICT and development of smart technologies (such as phones) being used as learning devices. Supporting vulnerable learners with ICT technology within school.	Staffing	16,000	PDG	GD & IP/MH Sept 2015 Effective use of ICT across curriculum. Increased ICT levels at KS3. Development of ICT networks
	4 3 9		Introduction of cashless system such as Parent Pay for school trips, uniform and school meals. Providing a cashless	GD	Sept 2014	Mar 2015		Ensures fairer access to school meals without queuing for a ticket.	ICT System	15,537	PDG	GD Sept 2014 Evaluation of

		catering system will remove stigma from eFSM pupils, encouraging more to take up meal entitlement and potentially more students applying for FSM. Parent Pay would allow card payments to be made, widening access for parents.					Parents are able to pay for trips, meals and uniform by credit/debit card, rather than cash or cheque.				system usage and take-up of FSM within school.
4		Supply of new school uniform to students who are eFSM, removing barriers and stigma.	GD	Sept 2014	Sept 2014		Supporting parents and pupils who are eFSM by removing barriers to learning by providing a set of new school uniform.	Resources	10,000	PDG	GD Sept 2014 Improved attitudes to learning.
4		Provision of Music Tuition bursaries for students eligible for FSM, removing barriers to additional enrichment activity.	GD	Apr 2014	Mar 2015		Removing financial barriers to a key enrichment activity within the school.	Bursaries	5,000	PDG	GD & EJ Review of take up amongst FSM pupils
4 5		Embed a reward culture that will encourage FSM pupils to stay for classes and revision clubs beyond school day, as well as paying for transport home.	TJ	Apr 2014	Mar 2015		Pupils are incentivised to remain at school for out of hours learning and catch up sessions. Assisting parents of vulnerable learners with transport removes financial barrier.	Resources	10,000	PDG	TJ March 2015 Attendance levels at out of hours activities Increased levels of attainment
2 3 4 5		Access to alternative provision for eFSM pupils to enable success and surpass expected outcomes such as ACT, Three Arches, Military Prep College.	TJ	Sept 2014	Mar 2015		Working alongside other providers, pupils are able to access the appropriate curriculum and provision to enable them to succeed, and help with study within school.	Course fees & resources	23,000	PDG	TJ Sept 2014/15 Increased attainment at L2+ and L2, narrowed gap
2		Wellbeing Intervention Manager post to focus on the wellbeing of vulnerable pupils, ensuring engagement with learning at all levels, mentoring, transition support, and monitoring attendance in conjunction with SAO.	IS	Apr 2014	Mar 2015		Providing supportive guidance to vulnerable learners, ensuring increased attendance and active participation in activities provided by school to enhance learning.	Staffing	25,732	PDG	IS & TN Attendance of eFSM pupils Reduction of NEETs Increased attainment at KS3 & GCSE