



1. Summary information					
School					
Academic Year	2017/2018	Total PP budget	£89,760	Date of most recent PP Review	Sept 2017
Total number of students	352	Number of students eligible for PP	96	Date for next internal review of this strategy	Sept 2018
2. Current attainment					
		<i>Students eligible for PP (your school)</i>	<i>Students not eligible for PP (national average)</i>		
% achieving expected progress in English Yr 7 / Yr 8		100% / 100%	N/A		
% achieving expected progress in Maths Yr 7 / Yr 8		92% / 90%	N/A		
3. Barriers to future attainment (for students eligible for PP including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	GPS skills entering Year 7 are lower for students eligible for PP than for other students.				
B.	Maths skills entering Year 7 are lower for students eligible for PP than for other students.				
C.	Reading skills entering Year 7 are lower for students eligible for PP than for other students.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates for those entering the school and once at the school, for students eligible for PP are lower than for other students				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A & C	High levels of progress in GPS & Reading for Year 7 students eligible for PP. All in-school gaps within Maths, English	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 40% exceed progress targets in English. Students eligible for PP in Year 8 make more progress by the end of the year than 'other' students so that at least 30% exceed progress targets in English.			

	and Science remain within 10% with attainment of those meeting or exceeding expectation being above 70% for all Year groups.	Students eligible for PP in Year 9 make more progress by the end of the year than 'other' students so that at least 20% exceed progress targets in English.
B	High levels of progress in Maths for Year 7 students eligible for PP	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 20% exceed progress targets in Maths. Students eligible for PP in Year 8 make more progress by the end of the year than 'other' students so that at least 15% exceed progress targets in Maths. Students eligible for PP in Year 9 make more progress by the end of the year than 'other' students so that at least 10% exceed progress targets in Maths.
D	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 15% or below. Overall attendance among students eligible for PP improves to 95% in line with National Averages

5. Planned expenditure

Academic year	2017/18
----------------------	----------------

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.

i. 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?
A, B, C Improve all areas relating to these barriers	Continued and sustainable concentration upon high quality teaching and learning and feedback.	The EEF toolkit shows that this strategy yields very high outcomes for students at a relatively low cost.	INSET training provided for all staff. Stampers bought for all staff to assist with PATHS approach. Assistant Headteacher to visit other outstanding contexts to glean ideas.	ELE	April 18
A & C. Improved Year 7 English progress	Literacy focus across the school. Concentration upon both written and verbal facets.	There is lots of statistical evidence to show that high levels of literacy enhance accessibility to subjects across the breadth of the curriculum. By focussing on this area, we facilitate a fundamental basic foundation of knowledge in all students.	Word of the week features in school. Literacy focus in all lessons. Literacy forms part of the marking and assessment guidelines and is evaluated in work sampling.	PSU	April 18

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?
A & C. Improved Year 7 English progress	Kings College London course 'Let's think in English' implemented across the school to encourage metacognitive thinking.	Sutton Trust EEF toolkit indicates that metacognition is a cost effective and efficient way to improve progress amongst all students.	Suitable training continues for the English faculty including new members to ensure consistency of delivery across the school.	PSU	April 18
A & C. Improved boys literacy progress	National Literacy Trust Skills Academy	White middle class and working class boys are becoming a national area of focus as the gender gaps at GCSE and AS level widen.	Planned project with a clear focus- engaging boys with a low literacy level. PSU working with AGA and STA to deliver the programme once every two weeks.	PSU / AGI	Jul 18
B. Improved Year 7 maths progress	Increased contact time with Maths so that students receive Mathematics everyday.	An increased amount of lessons with relatively small groups (circa. 26) will only enhance the delivery of the curriculum as a whole. Students who enter the school with patchy Mathematical knowledge will be facilitated well by a mastery approach.	Ensure that RBO uses her mastery status (bringing this vital approach to the Year 7 cohort). Enact the curriculum with only fully trained and suitably qualified professionals.	RBO	Jan 18
D. Improved attendance for the PP students and PA PP students	First day calling implemented. Pastoral SLT and PP champion to intervene where needed to praise increased attendance with a reward trip. Continue with the Trustees Attendance panel to hold parents to account.	Research evidence suggests that first day calling and tight monitoring of attendance has a positive effect on those who are persistent non-attendeers.	Receptionists call on morning of absence. Form tutors give out sheet for students to catch up on any work missed. YL monitor absence. Attendance panel meets again. Attendance letters are sent. Meetings take place where needed.	TCO / PEV	Jan 18 Jun 18 Ongoing Ongoing
To ensure that all learning needs are met accordingly.	Teacher support/ team teaching.	Using qualified teachers to support lessons rather than LSA's to support all students including those eligible for PP.	Through staffing timetable, liaise with SEN.	DGR/SMA	Termly through observations.

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?
High quality learning experiences.	Staffing cost contribution to enable smaller classes in English and Maths.	Proportionate spending to enable smaller groups. To ensure teaching is of high quality and feedback to students is detailed.	Through staffing, timetabling.	DGR	Termly observations. Data tracking. Annually through outcomes.
E-learning opportunities and support independent learning.	Online resources. Kerboodle- Humanities. Active Learn- English/ Maths/ Science. Literacy planet- English Milk. My Maths.	Successful impact on progress. Impacts PP students and all other students in making good progress.	HOD and whole school. Works alongside ensuring students have access to online provision that supports learning in school and at home.	ELE	Student voice. Online provider. Termly through reviews. Data tracking. Annually.
ICT experiences through use of Chrome books.	All students in the school are provided with a chrome book to access the internet/email/online resources.	Computer literacy is an integral component of any student's learning. It has a successful impact on progress. Impacts PP students and all other students in making good progress. Saves money. Career preparation- STEM professions. Keeps students engaged. Promotes independent learning.	Once enrolled at TOA every student is provided with a chrome book.	DGR/ ELE	Termly observations. Data tracking. Annually through outcomes.

ii. 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?
A & C. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc and handwriting lessons for struggling Y7 students.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient delivery time. Data tracking of these students to show impact of the programme. Liaise with the SENCO to ensure that the targeted students are correct and are making good progress.	LCL/SMA	Jun 18
A & C. Improved Literacy	Phonics	Some of the students need targeted literacy support to catch up. (A study carried out by educational psychologist Marlynne Grant found students 28 months ahead of their chronological age for reading and 21 months above their age for spelling after 3 years.)	Organise timetable to ensure staff delivering provision have sufficient delivery time. Data tracking of these students to show impact of the programme. Liaise with the FL: English, SENCO to ensure that the targeted students are correct and are making good progress.	PSU/SMA	Jun 18
C Improved engagement with reading.	DEAR time	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Increased knowledge, increased vocabulary, improves writing skills.	Once a week during form time 30 mins of reading and completing booklet.	PSU	Observations/ learning walks. Termly.

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?
<p>A, B & C.</p> <p>Improved outcomes in all three of these barrier areas in high attaining students.</p>	<p>Weekly small group sessions in Maths and English for high-attaining students.</p> <p>Maths challenge.</p>	<p>We want to provide extra support for high attainment. Small group interventions with highly qualified staff are known to be effective.</p> <p>Maths challenge for top sets.</p>	<p>Extra teaching time and preparation time paid out of PP budget, not sought on a voluntary basis.</p> <p>Track DATA on at least three occasions.</p>	<p>JSI / RBO</p>	<p>Jul 18</p>
<p>A, B & C.</p> <p>Improved outcomes in all three of these barrier areas in low attaining students.</p>	<p>Weekly small group sessions in Maths and English for low-attaining students.</p> <p>Ninja Maths, Maths clinic, English interventions.</p>	<p>English interventions for students who are 2-3 sub levels below TG.</p>	<p>Phone call home, mini assessments, assessment prep. Progress trackers (progress over time)</p>	<p>RBO / SCL</p> <p>PSU</p>	<p>Jul 18</p>

iii. 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?
D. Increased attendance rates	Attendance	We cannot improve attainment if the children are not in school. DfE report Feb 2015 states 'There is a clear link between poor attendance at school and lower academic achievement'.	PP coordinator, YL, Pastoral SLT and administrator, to monitor and chase up all absences. Phone calls home on first day of absence, home visits made when necessary. Bus passes purchased for students who struggle to get into school.	LCL / TCO/ PEV / YL	Termly
Social/ emotional/ behavioural problems addressed.	Iconic Sports Coaching	The EEF toolkit suggests that targeted interventions matched to specific needs/ behavioural issues can be effective.	Several students meet with coach for half hour once a week.	PDU / KKA / YL	Termly
All students equipped for the lesson.	Provide all PP students with equipment.	Students arriving to lesson without pens/ glue stick/ pencil cases. Resulting in detentions and wasting time in lessons/ disrupting others.	Equipment has been provided for all PP students. They can sign the equipment out before the school day and sign it back in at the end of the day.	LCL	Termly
D. Increase attendance rates.	PP breakfast club	Evidence suggests that eating a breakfast everyday will improve learning, attendance, behaviour at school, punctuality, healthy eating and social development.	Students who sign up for breakfast club receive a 50p daily budget to buy some breakfast between 8.15 and 8.30am.	LCL	Jul 18
To ensure extracurricular activities are part of the curriculum with all PP students able to access visits.	Enrichment. Educational visits.	Partial funding through requests throughout the year as needs arise. Cultural and educational enrichment continues to have a positive impact on the aspirations of PP students.	Promoting our extracurricular enrichment programme. Ensuring the students have a culturally enriching experience through clubs and school trips/ visits.	ELE	Termly.

6. REVIEW OF 2016/17

Academic year

2016/17

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned
A, B, C Improved outcomes in all three of these barrier areas.	Continued and sustainable concentration upon high quality teaching and learning and feedback.	47% of PP students exceeded their Ongar TG in English in Yr 7. 42% of PP students exceeded their Ongar TG in English in Yr 8. 19% of PP students exceeded their Ongar TG in Mathematics in Yr 7. 21% of PP students exceeded their Ongar TG in Mathematics in Yr 8.	Need a mechanism for measuring reading scores so that sustainable impact can be determined. SENCO to look into reading score measure. School may need to consider setting targets in Yr 7 and Yr 8 and Yr 9 for 2017/18.
A & C. Improved Year 7 English progress	Literacy focus across the school. Concentration upon both written and verbal facets.	97% of PP students met or exceeded their Ongar TG in English in Yr 7. 88% of PP students met or exceeded their Ongar TG in English in Yr 8. 91% of PP students met or exceeded their Ongar TG in Maths in Yr 7. 88% of PP students met or exceeded their Ongar TG in Maths in Yr 8.	Literacy will need consistent flagging and visibility within the new school buildings. Focus will be on 'word of the week', continued monitoring of DEAR time and evaluation of methods through faculty review, work sampling and SLT discussion.
A & C. Improved Year 7 English progress	Kings College London course 'Let's think in English' implemented across the school to encourage metacognitive thinking.	Lessons have taken place across the school. Meta-cognition has remained a focus for the school.	PSHEE to include lessons on resilience and thinking skills going forward.

Desired outcome	Chosen action/approach	Impact	Lessons learned
A & C. Improved Year 7 literacy progress	CAMSTAR project on boys' literacy.	Project took place across the school and will be repeated for next year.	Project will be repeated in 2017/18
A & C.	Staff training on boys literacy.	Training has taken place. Literacy now features in the marking strategy across the school.	Continued review through faculty reviews and work sampling.
B. Improved Year 7 maths progress	Increased contact time with Maths so that students receive Mathematics every day.	91% of PP students met or exceeded their Ongar TG in Maths in Yr 7. 88% of PP students met or exceeded their Ongar TG in Maths in Yr 8.	
D. Improved attendance for the PP students and PA PP students	First day calling implemented. Pastoral Interventions Leader and PP champion to intervene where needed to praise increased attendance with a reward trip. Establish a Trustees Attendance panel to hold parents to account.	PP attendance rate was 93.3% PP PA rate was 20%.	PA rate was too high and the school will make an investment in a pastoral administrator to monitor and chase attendance in 2017/18. Attendance rate was also in need of focus. The school will invest significantly in this area next year.
To ensure that all learning needs are met accordingly.	Teacher support/ team teaching.	Using qualified teachers to support lessons rather than LSA's to support all students including those eligible for PP.	Impact measures for these classes are hard to track. Progress measures in English, Maths and Science will continue to be used as these are the main lessons where teachers are used for intervention.
High quality learning experiences.	Staffing cost contribution to enable smaller classes in English and Maths.	Proportionate spending to enable smaller groups. To ensure teaching is of high quality and feedback to students is detailed.	Progress measures are very high across the board but as the school increases in size, small groups will prove harder to fund and support.
ICT experiences through use of Chrome books	All students in the school are provided with a chrome book to access the internet/email/online resources.	Computer literacy is an integral component of any student's learning. It has a successful impact on progress. Impacts PP students and all other students in making good progress. Saves money.	Chromebook survey may well be needed to determine how much these are being used for learning across the school.

		Career preparation- STEM professions. Keeps students engaged. Promotes independent learning.	
--	--	----------------------------------------------------------------------------------------------------	--

ii. Targeted Support			
Desired outcome	Chosen action/approach	Impact	Lessons learned
A & C. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc and handwriting lessons for struggling Y7 pupils.	See SEN catch up analysis.	See SEN catch up analysis.
A & C.	Phonics	See SEN catch up analysis.	See SEN catch up analysis.
C	DEAR time	English progress levels are high in all year groups.	
A, B & C.	Weekly small group sessions in Maths and English for high-attaining pupils. Latin. Maths challenge.	69% of high starters met or exceeded their TG in Year 7 in English and 62% in Maths. 62% of high starters met or exceeded their TG in Year 8 in English and 23% in Maths.	High starters philosophy will need formalising next year. Seek NACE accreditation. Link SEN, High starters and PP areas closer together. Latin will cease at the end of this year due to staffing difficulties. Need to participate in Maths team challenge next year.
ALL	Employ a Pupil premium champion to oversee the provision, target monies and intervene where necessary to secure progress.	Area has received higher focus and success rates in all areas are good.	Attendance remains a key focus for the school and investment will be needed in this area.

iii. Other Approaches			
Desired outcome	Chosen action/approach	Impact	Lessons learned
D. Increased attendance rates	Attendance Attendance rewards	PP attendance rate was 93.3% PP PA rate was 20%.	PA rate was too high and the school will make an investment in a pastoral administrator to monitor and chase attendance in 2017/18. Attendance rate was also in need of focus. The school will invest significantly in this area next year.
Social/ emotional/ behavioural problems addressed.	Iconic Sports Coaching	Several students have received intervention. Of these students, exclusions and behaviour data shows improvement.	Introduce a tiered structure to mentoring next year. Ensure that the pastoral and interventions leader focuses on mentoring students and taking careful notes of meetings.
To ensure extracurricular activities are part of the curriculum with all PP students able to access visits.	Enrichment. Educational visits.	PP students have been able to access visits and trips.	The school needs to formalise the feedback for the PP students so that their pride and self-esteem can be monitored more closely. School may need to use google forms to measure response.