



The
Ongar
Academy

Closing the gaps for disadvantaged pupils

Objectives 2017-2018:

- To ensure that KS3 disadvantaged students achieve in English and Maths at least in line with “other students” in school and nationally
- To ensure that KS3 disadvantaged students make exceptional progress in English and Maths at a rate above the national averages of their PP peers
- To ensure that KS3 disadvantaged students attend the school at 96% and that PA is below 15% for disadvantaged students in all three year groups



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Overview of the school

Overview of the school 2015/2016	
Total number of pupils on roll	93
Total number of pupils eligible for PPG	24
Total amount of PPG received	£22,400
Overview of the school 2016/2017	
Total number of pupils on roll	212
Total number of pupils eligible for PPG	56
Total amount of PPG received	£35,530
Overview of the school 2017/2018	
Total number of pupils on roll	348
Total number of pupils eligible for PPG	94
Total amount of PPG received	£87,890

Mid-Year Review of Progress towards Success Criteria

Success Criteria for the strategy	Mid-Year review point data	Commentary and actions needed in second half of the year
Gaps in Year 7 between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in ENGLISH.	PP students are performing in excess of their non-PP peers. January 2018	Intervention strategies are having an impact but there are still some students that need focus. These students will receive intervention in the coming months.
Gaps in Year 8 between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in ENGLISH.	-7% October 2017	February tracking imminent and provision will be reviewed at this time.
Gaps in Year 9 between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in ENGLISH.	PP students are performing in excess of their non-PP peers. February 2018	Intervention strategies are having an impact but there are still some students that need focus. These students will receive intervention in the coming months.
Gaps in Year 7 between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in MATHEMATICS.	PP students are performing in excess of their non-PP peers. January 2018	Intervention strategies are having an impact but there are still some students that need focus. These students will receive intervention in the coming months.
Gaps in Year 8 between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in MATHEMATICS.	PP students are performing in excess of their non-PP peers. October 2017	February tracking imminent and provision will be reviewed at this time.
Gaps in Year 9 between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in MATHEMATICS.	-15% February 2018	Intervention strategies are in place for key students. These will continue to be reviewed both by the Mathematics team and in school.
Overall attendance among students eligible for PP improves to 96% in line with school targets	94.2% 9 February 2018	Although higher than national average than PP students nationally, our expectations are that this group should be continually improving in this area. Aquinas will continue to work on reducing absence in this cohort.
Reduce the number of persistent absentees (PA) among students eligible for PP to 15% or below	17.0% (16 students) 9 February 2018	16 students will be receiving continual focus with most work going into those that are able to close the absence gap.

Performance of disadvantaged students compared to national student progress – KS3

MEASURES PRIOR TO 2016	2015-2016	2016 -2017	2017-2018 DD1	2017-2018 DD2	2017-2018 DD3
% of PPG students making progress in English in line with GCSE 4 or above	74%	92% Y8 75% Y7	63% Y9 87% Y8 53% Y7	81% Y9 XX% Y8 73% Y7	
National % students GCSE 4 or above in English 2018.	70%	70%	70%	70%	70%
% of PPG students making progress in Maths in line with GCSE 4 or above	83%	92% Y8 59% Y7	78% Y9 77% Y8 45% Y7	82% Y9 XX% Y8 92% Y7	
National % students GCSE 4 or above in Maths 2018.	71%	71%	70%	70%	70%



1. Summary information					
School					
Academic Year	2017/2018	Total PP budget	£87,890	Date of most recent PP Review	Sept 2017
Total number of students	352	Number of students eligible for PP	94	Date for next internal review of this strategy	Sept 2018
2. 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 7-9 are lower for students eligible for PP than for other students.				
B.	Maths skills entering Year 7-9 are lower for students eligible for PP than for other students.				
C.	Reading skills entering Year 7-9 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				
3. Success criteria for the year 2017-2018 as whole					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A & C	<p>Significant progress in GPS & Reading for students eligible for PP.</p> <p>All in-school gaps within English remain within 10% and ideally reduce to 0% with attainment of those meeting or exceeding expectation being above 50% for all Year groups.</p>	<p>Gaps between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in ENGLISH.</p> <p>Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students nationally so that at least 50% meet 4 LP equiv. progress targets in English.</p> <p>Students eligible for PP in Year 8 make more progress by the end of the year than 'other' students nationally so that at least 50% meet 4 LP equiv. progress targets in English.</p> <p>Students eligible for PP in Year 9 make more progress by the end of the year than 'other' students nationally so that at least 50% meet 4 LP equiv. progress targets in English.</p>			
B	High levels of progress in Maths for students eligible for PP	Gaps between PP students and their non-PP peers drop to within 10% and ideally 0% by the end of the year in MATHEMATICS.			

	All in-school gaps within Maths remain within 10% and ideally reduce to 0% with attainment of those meeting or exceeding expectation being above 50% for all Year groups.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students nationally so that at least 50% meet 4 LP equiv. progress targets in Maths. Students eligible for PP in Year 8 make more progress by the end of the year than 'other' students nationally so that at least 50% meet 4 LP equiv. progress targets in Maths. Students eligible for PP in Year 9 make more progress by the end of the year than 'other' students nationally so that at least 50% meet 4 LP equiv. 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 96% in line with school targets.

4. Planned expenditure

Academic year	2017/18
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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	Reviewed? Success Criteria RAG	Estimated Cost for the action
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 Head teacher to visit other outstanding contexts to glean ideas.	ELE	April 18 Success Criteria A = R A G B = R A G C = R A G	£250 * 8 inset sessions = £2000

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	Termly Success Criteria A = R A G C = R A G	£500 – materials / Literacy Planet / photocopying etc
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed? Success Criteria RAG	Estimated Cost for the action
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	Termly A = R A G C = R A G	£250 for materials for internal INSET at Twilight.
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 AGI and STA to deliver the programme once every two weeks.	PSU / AGI	Jul 18 A = R A G C = R A G	Materials = £300
B. Improved Year 7 maths progress	Increased contact time with Maths for PP students 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.	JSI / RBO	Jan 18 B = R A G	£32,834 Total PP Contribution £8,768

<p>A, B and C</p> <p>To ensure that all learning needs are met accordingly.</p>	<p>Teacher support/ team teaching.</p>	<p>Using qualified teachers to support lessons rather than LSA's to support all students including those eligible for PP.</p>	<p>Through staffing timetable, liaise with SEN to ensure as full a coverage as possible</p>	<p>DGR / SMA</p>	<p>Termly through observations of quality of impact</p> <p>A = R A G</p> <p>B = R A G</p> <p>C = R A G</p>	<p>58 periods of support</p> <p>1.3 (58/44) x M5</p> <p>£53,165 Total</p> <p>PP Contribution</p> <p>£14,197</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Reviewed? Success Criteria RAG</p>	<p>Estimated Cost for the action</p>
<p>A, B, C and D</p> <p>High quality learning experiences.</p>	<p>Staffing cost contribution to enable smaller classes in English and Maths.</p>	<p>Proportionate spending to enable smaller groups. To ensure teaching is of high quality and feedback to students is detailed.</p>	<p>Through staffing, timetabling.</p>	<p>DGR</p>	<p>Termly observations. Data tracking. Annually through outcomes.</p> <p>A = R A G</p> <p>B = R A G</p> <p>C = R A G</p> <p>D = R A G</p>	<p>Another additional member of staff was appointed to facilitate this.</p> <p>Est M5 £40332 total</p> <p>PP Contribution</p> <p>£10,770</p>
<p>A, B, C and D</p> <p>E-learning opportunities and support independent learning.</p>	<p>Online resources. Kerboodle- Humanities. Active Learn- English/ Maths/ Science. Literacy planet- English Milk. My Maths.</p>	<p>Successful impact on progress. Impacts PP students and all other students in making good progress.</p>	<p>FL and whole school. Works alongside ensuring students have access to online provision that supports learning in school and at home.</p>	<p>ELE</p>	<p>Student voice. Online provider. Termly through reviews. Data tracking. Annually.</p> <p>A = R A G</p> <p>B = R A G</p> <p>C = R A G</p> <p>D = R A G</p>	<p>Literacy planet £1100 PP Cont = £294</p> <p>MyMaths = £1000 PP Cont = £267</p> <p>Milk = £3000 annually PP Cont = £801</p> <p>Active Learn = £1500 PP Cont = £401</p> <p>Kerboodle = £1000 PP Cont = £267</p>

A, B, C and D 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. A = R A G B = R A G C = R A G D = R A G	£17,090 160 x 68 + 230 x 27
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. C = R A G	95 hours of staff time = £4583 Total PP Cont = £1224

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	Reviewed? Success Criteria RAG	Estimated Cost for the action
A & C. Improved Year 7 literacy progress and numeracy	1-2-1 and small group provision of Read Write Inc and handwriting lessons for struggling Y7 students (EMS lessons).	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	SMA	Jun 18 A = R A G C = R A G	7/18 x £5000 = £1944

<p>A & C.</p> <p>Improved Literacy</p>	<p>Phonics specialists added to staff for specific 1-2-1 students in need</p>	<p>Some of the students need targeted literacy support to catch up.</p> <p>(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.)</p>	<p>Organise timetable to ensure staff delivering provision have sufficient delivery time. Data tracking of these students to show impact of the programme.</p> <p>Liaise with the FL: English, SENCO to ensure that the targeted students are correct and are making good</p>	<p>PSU/SMA</p>	<p>Jun 18</p> <p>A = R A G</p> <p>C = R A G</p>	<p>As above</p>
<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 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.</p>	<p>JSI / RBO</p>	<p>Jul 18</p> <p>A = R A G</p> <p>B = R A G</p> <p>C = R A G</p>	<p>Entry for Maths Challenge is x per pupil est £5 x 60 = £300</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> <p>A = R A G</p> <p>B = R A G</p> <p>C = R A G</p>	<p>£9166 total</p> <p>PP Cont (6/15) = £3666</p> <p>Maths Ninjas = materials and photocopying + buy in per pupil</p> <p>Total = £2000</p> <p>PP Cont = £534</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	Reviewed? Success Criteria RAG	Estimated Cost for the action
D. Increased attendance rates for all	Attendance Action Plan devised Employ experienced Pastoral DHT to work on attendance from Nov onwards	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.	LCL / TCO/ PEV / YL	Termly- PEV creates spreadsheets to track attendance. D = R A G	PEV salary x 3 days plus on costs = 25000 PP Cont = £6676
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. Employ Aquinas Education to work with PP and PA students	Research evidence suggests that first day calling and tight monitoring of attendance has a positive effect on those who are persistent non-attendees. Past track record at improving PA across all students but especially PP was instrumental in choosing them as partners	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. Using them as the next stage of intervention – legal expertise as EWOs	TCO / PEV	Jan 18- Terri calls everyday- absence has improved see PEV spreadsheet. Jun 18 D = R A G End of Spring term D = R A G	£17772 (Attendance Officer) + £2666 (TLR) £2500 = £22,938
D 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.	PEv / KKA / YL	Termly D = R A G	Approx. £7200 every half term PP Cont = £3600
A, B, C and D All students equipped for the lesson.	Provide all PP students with equipment as required to ensure access to	Students arriving to lesson without pens/ glue stick/ pencil cases. Resulting in detentions and wasting time in lessons/ disrupting learning.	Use of reception as a port of call for PP students.	LCL	Termly AMBER	£3000

	learning and speed of progress	Chromebook repairs and replacements of parts etc	Use of MAT staff to co-ordinate support on chromebook repairs.			
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	Mid- year AMBER	£1000
A, B, C and D 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. Aim higher sessions for G&T, university visits etc	DGR/LCL	As data comes out – after curriculum trips and pupil feedback forms AMBER	£3000 So far this year French trip- £810 WIB theatre trip- £385
Estimated total costs of actions (87,890 x 1.15 = £101,173)						£103,787

5. REVIEW OF 2016/17

Academic year	2016/17		
Success Criteria for year	<p>Students eligible for PP in Year 7-8 make more progress by the end of the year than 'other' pupils so that at least 40% exceed progress targets in English.</p> <p>Students eligible for PP in Year 7-8 make more progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets in Maths.</p> <p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 15% or below. Overall attendance among students eligible for PP improves to 95% in line with National Averages</p>		
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Impact	Evaluation of Impact – Are we going to continue this action or strategy?
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.	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. Ongar way seems to be effective for learners

		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.	Staffing levels and class sizes need to be maintained if possible CPD in this area appears effective for KS3
A & C. Improved Year 7 English progress	Literacy focus across the school. Concentration upon both written and verbal facets. PSU Ups 3 role used for this	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.	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	Evaluation of Impact – Are we going to continue this action or strategy?
A & C. Improved Year 7 literacy progress	CAMSTAR project on boys' literacy.	PP Gaps in Yr 7 and Yr 8 -2% and -5% respectively at the end of 2016/17. Gender gap reduced to 0% in Yr 7 in 2016/17	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. Gender gap reduced to 0% in Yr 7 in 2016/17	Continued review through faculty reviews and work sampling. Needs further work as there is still a gap in girls and boys literacy levels Perhaps link the camstar and boys literacy together?
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.	Strategy of overstaffing and low class sizes needs to continue as far as is possible
A, B, C and D	Teacher support/ team teaching.	91% of PP students met or exceeded their Ongar TG in Maths in Yr 7.	Impact measures for this action is hard to isolate but it appears to be effective to drive progress for all. Progress measures in English, Maths and Science will continue to be used to measure success next year for this as these are the main lessons where teachers are used for intervention. This needs to be carefully

To ensure that all learning needs are met accordingly.		88% of PP students met or exceeded their Ongar TG in Maths in Yr 8. 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.	reviewed as we go through 2017-2018 to ensure specific staff are with specific pupils and the needs of key students are supported.
A, B, C and D 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 but as it has been seen to be effective as an action we should look to do so?
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.	Uptake of Chromebooks still maintained Pupil progress still good and especially so in Computing and Maths where the Chromebooks have been most used this last year in curriculum time.

ii. Targeted Support

Desired outcome	Chosen action/approach	Impact	Evaluation of Impact – Are we going to continue this action or strategy?
A & C. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc and handwriting lessons for struggling Y7 pupils.	Nearly all intervened students signed off except one statemented student.	See SEN catch up analysis for detail but the progress looks good enough to continue with this strategy into next year. Needs to be reviewed in terms of costs and numbers of SEND PP going forward.
A & C.	Phonics staff employed	Nearly all intervened students signed off except one statemented student.	See SEN catch up analysis for detail but the progress looks good enough to continue with this strategy into next year. Needs to be reviewed in terms of costs and numbers of SEND PP going forward.
C	DEAR time	97% of PP students met or exceeded their Ongar TG in English in Yr 7.	DEAR time is effective and having an impact on literacy – well received by most tutors and pupils. Needs support from the LRC as the school grows. Just needs to be further embedded

		88% of PP students met or exceeded their Ongar TG in English in Yr 8.	
A, B & C.	Weekly small group sessions in Maths and English for high-attaining pupils. Latin staffing	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 as a replacement
ALL	Employ a Pupil premium champion to oversee the provision, target monies and intervene where necessary to secure progress.	See above measures	Pupil Premium champion has been employed for this year and has driven intervention and tracking – as outcomes on paper for English and Maths are good and the gap between PP and non is insignificant we should continue with this strategy

iii. Other Approaches			
Desired outcome	Chosen action/approach	Impact	Evaluation of Impact – Are we going to continue this action or strategy?
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.	2015-2016 PP attendance rate was 90% (23 students) 2016-2017 PP attendance rate was 93.3% PP PA rate was 21%.	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. Establish a Trustees Attendance panel to hold parents to account. Perhaps need to train the admin staff who are involved? EWO involvement? Appointment of experienced pastoral lead for attendance intervention? Outside specialist support sought?
Social/ emotional/ behavioural problems addressed.	Iconic Sports Coaching	Attendance improved in PP cohort.	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 – link success outcomes directly to progress in English and Maths
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 – 0 PP students missed trips due to funding issues	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.

Success Criteria for year

1. **Students eligible for PP in Year 7-8 make more progress by the end of the year than 'other' pupils so that at least 40% exceed progress targets in English.**

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.

2. **Students eligible for PP in Year 7-8 make more progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets in Maths.**

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.

3. **Reduce the number of persistent absentees (PA) among pupils eligible for PP to 15% or below. Overall attendance among students eligible for PP improves to 95% in line with National Averages**

PA in PP pupils for the year 2016-2017 was 21%

Overall attendance for PP pupils for the year 2016-2017 was 93.3%