

35% Year 10 Students 24% Year 11 Students Targeted support - £39570

Strategic priority: to narrow the gap between disadvantaged students and their peers.

To improve outcomes and levels for disadvantaged pupils

To ensure appropriate tracking and intervention

To make explicit use of PP funds

Priority	Key Actions	Led by	Expected outcomes	Forecast costs	Evidence
Raise achievement in English and Maths for Year 10 and 11	Continually review data to actively promote disadvantaged students and provide smaller teaching groups where needed. Mentor and provide individual support where needed. Early intervention literacy support and use of Lexia (online programme).	KG & SENCo KS, KG & SENCo Form Tutors SENCo	Setting of disadvantaged students to support progress. Targeted cohorts and termly academic mentoring in place. Improved literacy levels.	£16459 + Time/Admin	Data captures throughout the year – students set appropriately with TA support where required. SEN Form group created to mentor students. Mindset for Learning promoted through Form Time. Literacy groups created to improve reading & spelling ages.
Raise achievement across all subjects	Staff are aware of disadvantaged cohort. All departments have clear actions in their Development plans and intervention cohorts for disadvantaged students.	PO All Learning Directors / Curriculum Leads	Use of data system including 4 Matrix & SIMS Use of the intervention slot to support improved progress for disadvantaged.	£1154 + Time/Admin	Orange teaching files – staff use data to create seating plans & target support to cohort. SEND board in staffroom & regular emails to update staff. SLT Link documents created using data from 4 Matrix. After school subject specific intervention includes disadvantaged students – recorded in teaching files.

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	Form tutor and pastoral lead to support identified disadvantaged students.	KG & Form Teams	All staff identify after school intervention cohorts. Use of form time and pastoral system.		SEN Form group created to mentor students. Mindset for Learning promoted through Form Time.
Improve and support the behaviour of disadvantaged students as a barrier to learning	Target disadvantaged students for additional personal support to ensure positive behaviours.	KG & SLT team	Evidence in place on SIMS from the Behaviour for Learning system.	£9765	Barriers to Learning recorded – staff aware and provided with suggested strategies to support positive behaviours. Mindset for Learning promoted across school day by all staff.
	Early intervention and bespoke packages for behavior.	KS & KG + TA	Working with Changing Education on bespoke packages.	£4583	Bespoke timetables for Study Skills and Extended Work Placements – promoting skills for life.
	Provide food to support concentration & learning.	KG	Improved concentration and learning through nutrition.		
Improve and support attendance of disadvantaged students	Identification of disadvantaged students with attendance barriers.	KG	Use of resources on Sims to track.	£125	
	Target personal support and connection with supportive agencies.	KG & SENCo	Use of the resources of the Emotionally Healthy Schools programme to support.		SENCo attended EHS course – feedback to staff. EHS Tracker to monitor. EHS Consultations.

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	Contribution towards student travel from out of borough.	KG	Students to attend daily.	£560	Connections with agencies – e.g. Visyon, Dove Service, CLASP. School Nurse weekly drop-in – referrals made where required.
Improve outcomes of the higher ability disadvantaged students	Identification using data. Departmental identification and intervention.	KS SHT	Evidence of stretch and challenge. Evidence of intervention cohorts.		Teaching & Learning focus on differentiation for challenge – working with partner school (Holmes Chapel). Learning walks, lesson observations & work scrutinies evidence differentiation for challenge – meeting specific learning needs of high ability disadvantaged learners. Data reflects improved outcomes for disadvantaged.
To raise aspirations and enjoyment for disadvantaged students	Careers advice and guidance. Ensure disadvantaged students have access to a full range of additional activities and experiences.		Individual careers appointments given. Greater opportunities for trips and extra-curricular activities.	£1475	Disadvantaged students prioritised for Careers guidance. Extra-curricular activities accessed via merits – Xmas & end of year trips.
Improve teaching and learning student voice	To complete regular work scrutinies and feedback for disadvantaged students.	SLT + SHT	Feedback given and teachers to show evidence of actions taken for		Work scrutinies carried out – marking reflects school marking policy offering regular feedback, praise & actions for

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	Revision material purchased.	Curriculum Leaders	disadvantaged students. Ability to work outside of school.	£750	disadvantaged students to improve their work – www / ebi – purple pen improvement phase.
Provide ongoing CPD to staff to promote the best outcomes for disadvantaged learners	Staff training with the Chimney House Alliance.	SHT	Whole staff training. Evidence from T and L project on the staff shared area.	£4699	Teaching staff attended training – used in daily practice and evidenced through T & L project. SENCo attends regular SENCo Network Meetings – updating staff where necessary. SENCo attends CEAT & EHS Consultations – strategy updates where required. SENCo works with EP. SENCo working alongside partner school (Holmes Chapel) to improve practice – joint PP/SEND Learning Walks & work scrutiny.

2016/2017

Pupil Premium attendance

Y10	Y11
95.17%	95.7%

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- **Spelling and reading ages of PP students specifically targeted rose in all cases.**

PP student (Year 11) all placed for further education

Pathway	Course / Employer	Subject Area / Level
Education	Crewe UTC Sixth Form	Double Art
Apprenticeship	Curry & Bevans	Electrician
Education	South Cheshire College	Electrical Installation
Apprenticeship	Bentley	Level 3
Education	Crewe UTC Sixth Form	Double Art & Product Design
Education	Crewe UTC Sixth Form	Level 3
Education	Crewe UTC Sixth Form	Double Engineering & Product Design
Education	Reaseheath College	Level 2 Motor Vehicle
Education	Crewe UTC Sixth Form	Double Engineering & Art
Education	Reaseheath College	Level 2 Motor Vehicle
Education	Crewe UTC Sixth Form	Double Art & Product Design
Education	Reaseheath College	Animal Management
Education	Crewe UTC Sixth Form	Double Art & Product Design
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PP Year 11 Results – 2017-2018

Year 10 Baseline					Year 11 Actual				
Grade 2 & below	Grade 3	Grade 4	Grade 5 & above	Other grades	Grade 2 & below	Grade 3	Grade 4	Grade 5 & above	Other grades
5	1	0	0	E 3 x Pass	1	3	2	0	E 2 x Pass 1 x Merit
5	0	0	0	1 x Pass	3	2	0	0	1 x Pass
4	0	0	0	N/A	4	0	0	0	N/A
3	3	0	0	E 3 x Pass	1	4	1	0	C 1 x Pass 1 x Merit 1 x Distinction
1	5	1	0	3 x Pass	0	2	4	1	1 x Merit 2 x Distinction
0	3	4	0	4 x Pass	0	0	1	6	2 x Pass 1 x Merit 1 x Distinction
4	1	0	0	N/A	4	1	0	0	N/A
5	0	0	0	E 2 x Pass	3	1	1	0	D 1 x Pass 1 x Distinction
4	0	0	0	N/A	4	0	0	0	N/A
4	2	0	0	E 3 x Pass	0	3	0	3	C 1 x Pass 1 x Merit 1 x Distinction
3	2	1	0	E & C 3 x Pass	0	0	0	6	B & C 2 x Pass 1 x Distinction
4	2	0	0	2 x Pass	2	3	1	0	2 x Pass
3	3	0	0	3 x Pass	1	2	3	0	1 x Pass 1 x Merit 1 x Distinction
2	0	0	0	N/A	2	0	0	0	N/A
2	4	0	0	1 x Pass	1	5	0	0	1 x Merit
2	3	0	0	E 3 x Pass	2	1	0	2	C 1 x Pass 1 x Merit 1 x Distinction