



**“Maximising students’ abilities,  
ambitions and academic potential”**

**Closing the Gap:**

**Pupil Premium Action Plan 2017-18**

**The plan is informed by:**

- ✓ <http://educationendowmentfoundation.org.uk/toolkit/>
- ✓ “Swindon Challenge: Maximising the Achievement of vulnerable learners”, *Rosendale Research School*
- ✓ “Achievement unlocked in N Yorkshire”, *Marc Rowland, National Education Trust*
- ✓ “‘Cracking the Code’: how schools can improve social mobility”, *Social Mobility and Child Poverty Commission*
- ✓ “At what cost? Exposing the impact of poverty on school life”, *Children’s Commission on Poverty*
- ✓ “Using the Pupil Premium effectively: an evidence based approach to closing the gap”, *John Dunford, Teaching Leaders Quarterly*

<b>Total Number of eligible students:</b> 336 (38.4%)					<b>Monies received 2016-17:</b> £324,420				
<b>Y7:</b> 70	<b>Y8:</b> 72	<b>Y9:</b> 68	<b>Y10:</b> 65	<b>Y11:</b> 61					
<b>Main barriers/challenges for Pupil Premium students at Broadoak:</b>									
<ul style="list-style-type: none"> <li>• Lower attendance and high rates of persistent absence</li> <li>• PPG students have lower prior attainment on admission</li> <li>• Behaviour resulting in higher rates of fixed term exclusions and referrals to the Inclusion Base</li> </ul>									
<b>Focus Area</b>		<b>Strategy/ies</b>			<b>Why this strategy?</b>			<b>Monitoring</b>	
<b>Academic progress:</b>									
Improve A8 and P8 of PP students at KS4 so that it is in line with national outcomes for all students		Review of teaching and learning across the College; revised policy, new programme of teaching and learning reviews; implementation of coaching programme			Achievement Unlocked in N Yorkshire – successful schools work to the following principles... <i>High quality teaching has a disproportionately positive effect on disadvantaged learners</i>			PPEs – Y10 and Y11 TKI and Raising Attainment Team	
		Work in collaboration with local schools through SSIF project			Cracking the Code – 1 of ‘code breakers’ identified as <i>Incessant focus on the quality of teaching</i>				
		Increased promotion and use of Show My HW			EEF toolkit – indicates 5 months progress (moderate impact)				
Develop literacy across the curriculum to enhance PP access to curriculum with well-developed oracy/vocabulary acquisition		Literacy across the curriculum coordinator – focus on language acquisition, promotion of reading for pleasure, literacy tutor time activities			Swindon Challenge – characteristics of successful learners include <i>culturally rich and good vocabulary</i>			Whole school data collection points – track progress, provide appropriate interventions through CTG and use of Academic Mentor as required	
		Investigation of high quality interventions e.g. Sound Training to boost progress at KS3			Cracking the Code – social mobility supported by schools who <i>Broaden horizons, raise aspirations and share cultural capital</i>				

<p><b>Raising Attendance</b></p> <p>Ensure that the gap in attendance between PP and non PP students are closed</p> <p>Reduced rates of persistent absence so that it is at most in line with national average (or lower)</p>	<p>Revised Attendance Policy – purchase of SOL</p> <p>Individual Attendance Action Plans for each year group</p> <p>Attendance included as part of appraisal</p>	<p>Swindon Challenge – less successful learners have <i>poor attendance and punctuality</i></p>	<p>Fortnightly SSM – YIs/SLT</p> <p>Weekly attendance data –tutors</p> <p>Termly reports - SLT</p>
<p><b>Support students’ social and emotional wellbeing</b></p> <p>Raise aspirations/expectations that all students and families have for themselves through building student self-belief, knowledge and a goal-orientated attitude</p>	<p>Appointment of Parent Student Support Advisor to increase parental engagement, particularly PP families and those with complex needs</p> <p>Promotion and use of Learning Scientists tools to support students’ confidence in their learning</p> <p>Each year group to introduce ‘resilience’ passports to encourage students to engage in a range of activities</p>	<p>Cracking the Code – 1 of ‘code breakers’ identified as <i>Tailored strategies to engage parents</i></p> <p><i>Swindon Challenge – successful learners are supported by strong parental engagement</i></p> <p>EEF toolkit metacognition +8 months (further supported in Swindon Challenge document – <i>best long term, evidence based strategy is to improve metacognition and self regulation</i>)</p>	<p>PSSA line management meetings</p> <p>Attendance at parents’ evenings</p> <p>Data collection – approach to learning data</p>
<p><b>Ensure equal access to the curriculum</b></p> <p>Reduce rates of fixed term exclusions for PP students so that they are in line with non-disadvantaged peers</p>	<p>Revised Behaviour Policy</p> <p>Research around <i>Thrive</i> or <i>nurture</i> based support for students</p> <p>Introduction of Personal Best Base to enable more targeted support for improving behaviour (moving away from purely punitive based exclusions)</p>	<p>Cracking the Code <i>Building high expectations, inclusive culture</i></p> <p><i>Swindon Challenge – less successful learners more likely to have negative relationships with adults</i></p>	<p>Weekly data – tutors</p> <p>Fortnightly SSMs – YIs</p> <p>Termly reports - SLT</p>

