

Quality of teaching and learning for all to narrow the attainment and progress gap.					
Success Criteria: Student outcomes, especially those of disadvantaged groups will be excellent as a result of very effective teaching and learning					
Objective	Strategies	SLT	Tactics	Cost	Success Criteria
1. Additional Investment in English and Maths Department	Ensure staffing of the English and Maths department is staffed and performs at highest level	IGS ACS	1. Actively seeking new staff 2. Invest into CPD of these members of staff 3. Effective line management 4. Ensure that effective monitoring of data by head of upper and lower school leads to impactful intervention and active collaboration with HODs to improve progress 5. Ensure that PP students' performance is directly linked to appraisal via case studies	50k	The Attainment and progress gap is closed further with specific focus on the high and mid ability disadvantaged learner. Monitoring of data throughout year shows that the gap is closing.
2. Develop the curriculum aspect of teaching and learning	Designing a curriculum that develops students values and challenges them to think hard and embrace diversity	EZO IGS	1. Focus curriculum development on thinking hard to ensure mastery learning 2. Develop curriculum to ensure students understand diversity 3. Link curriculum to the uniqueness of our local context 4. Promote school values 5. Deliver alternative provision that offers bespoke packages for complex needs	10k Staffing, CPD cost, T&L resources	The developed curriculum challenges the disadvantaged learner to think hard, embrace diversity etc. this is seen in the classroom and ultimately will impact on the progress and attainment gap.
3. Develop the teaching and learning to support the delivery of the curriculum	Use Rosenshine's principles to develop T&L to structure the learning and thinking.	EZO	1. Merge current T&L policy with Rosenshine's principles 2. Increase staff's clarity in teaching by increasing the precision of their direct instructions, precise questioning and learning checks with high success rate 3. Increase staff's expertise in developing long term memory by improving further on the Do Now task (daily review) and planning for weekly and monthly reviews with a low threat high challenging approach to build the confidence of the disadvantaged learner 4. Develop a presentation policy, which allows the disadvantaged learner to structure their work and therefore thoughts and to increase staff expectations. 5. Develop staff's expertise on how to allow the disadvantaged learner to approach complex tasks with confidence by using Rosenshine's principle on guided and independent practice. 6. Appraisal is directly linked to the performance of the DA underperforming male learner with T&L strategies need to be planned for and evaluated in case studies.	2k	The identified strategies are clearly visible in the classroom during monitoring and ultimately impact positively on the attainment and progress gap, which can be monitored after each data drop. Student voice of the disadvantaged learner shows higher aspirations, higher levels of confidence and more clarity in thoughts and presentation of work.
4. Develop the assessment process to support teaching and learning	Designing an assessment process which puts effort above ability	EZO	1. Actively promote from Y7 the importance of effort over ability and how it is linked to assessment success by introducing a no excuse culture linked to assessments, with clear expectations on revision in class and at home. 2. Use the structured assessment process to develop long-term memory by knowledge being revisited repeatedly, to allow students to develop fluency in application of the knowledge. 3. Use staff CPD meetings (SPGs) to share good practice on how specific disadvantaged students learn best and are taught best. 4. Use a rank order process to analyse data and actively engage parents during parents evening in this concept by sharing the rank order with parents and students. 5. Use the rank order process, which is based on the average performance of all subjects to promote the important of all subjects in all years, but especially in lower school. 5. Staff CPD sessions are used to develop in class intervention teaching and learning techniques.	5k	Assessment becomes an integral part of the school's culture and disadvantaged student approach assessments with pride, fully aware of the concept of effort over ability, directly impacting on closing the gap which can be tracked twice after each data collection for each student.
5. Develop an impactful curriculum for the Resilience centre	Designing a curriculum that delivers a provision for the variety of complex needs to	IGS LET	1. Continue to develop the curriculum, with developing the hybrid time table approach further and developing the distinct KS3 and KS4 curriculum further. 2. Develop with the school a curriculum which emphasises thinking hard, developing character and understanding diversity. 3. Develop an assessment system which supports the learner to succeed.	50K	The curriculum has been developed further, which is shown in line management meetings, learning walks and outcomes.

	the disadvantaged learner.		4. Invest in the professional development of the staff to be prepared for the complex needs of the learners. 5. Liase with external agencies.		
6. Ensure that behaviour and attitudes to school are exemplary.	Develop a behaviour system which support disruption free learning	NBT IGS	1. Behaviour training for staff 2. Develop intervention for disadvantaged students who are persistently failing to meet expectations 3. Promote school values with parents so they are reinforced at home 4. Behaviour training for students to ensure good behaviour.	10 k	The behaviour system is developed and embed and has a positive impact on the learning atmosphere in the class rooms,
7. Development of cultural capital	Raise aspirations of the disadvantaged learner	NBT ACS	1. Develop the academic and non academic intervention programme further 2. Ensure an inclusive approach for all disadvantaged students to school trips 3. Ensure excellent curriculum choices for the DA student so aspirations are high 4. Ensure Period 6 study support is used by the DA student 5. Provide home learning support after school 6. Ensure that the DA learner is presented in prefects, school ambassadors and student voice.	25 k	
			Total	£152,000	

Targeted support for Pupil Premium Pupils that will enable all students to achieve excellent outcomes

Success Criteria: Student outcomes, attendance and engagement will be excellent as a result of targeted support

Objective	Strategies	SLT	Tactics	Cost	Success Criteria
1. Develop a Pupil Premium Intervention Programme	Carry out a needs analysis on each Pupil Premium child who is underperforming and put a bespoke intervention programme in place	LET	6. Use pupil data to select PP pupils who are underperforming and become their advocate. Inform teaching staff of the outcomes of each Needs Analysis. 7. Meet with the parents and carers of underperforming disadvantaged pupils 8. Design a bespoke package of intervention for individual underperforming PP pupils and put support in place 9. Become a Single Point of Contact for parents who have previously been reluctant to contact the school	£15,000	The attainment gap between PP pupils and non-PP pupils is closed. Specific pupils selected for inclusion on the PP Intervention Programme make progress gains and move up in the Rank Order system.
2. Create a programme of parental engagement	Provide a personal link between the parents of our PP children and the school	LET	1. Monitor PP parental attendance at parents information evenings 2. Contact parents on a regular basis to form a personal working relationship 3. Meet with families to create a Picture of Need for their child 4. Hold a coffee afternoon once a year for selected parents to attend forging closer links with hard to reach families.	£5,000	Increased numbers of PP parents attending school events – Open Evenings, Parents Evenings and Coffee Afternoons. Parents feel they have a Single Point of contact and more information from the school regarding their child's learning
3. Ensure all disadvantaged children start the school day with a breakfast to promote well being	The dining room will be open every week day morning to provide a breakfast	LET	1. Two LSA's will run a breakfast club every morning for PP pupils 2. An opportunity is available for pupils to start the day with the friendly face of a member of our Learning Support Team who will listen to and sort out any difficulties or worries the child may have. 3. Toast, cereal, fruit and a drink is available every day 4. Board games are provided to support pupils in making new friends.	£2000	PP pupils will have reduced rates of lateness and will be better able to focus in lessons due to starting the day with a healthy breakfast. Pupils will be able to share problems and worries with key members of staff and feel happier when they start the day.
4. Identify areas of specific need	Contact outside agencies and put support in place	LET	1. Arrange appointment for families of PP pupils who need the support of INlude 2. LET to attend meetings with outside agencies to seek support for PP pupils 3. To be a Single Point of Contact with The Key Havant site for PP pupils	£3000	Pupils with additional needs are given the support they need to succeed. Emotional literacy is provided to ensure pupils complete their education.
10. Develop a Pupil Premium Programme of Support for PP pupils in the Resilience Centre	SENCo and Manager of the Resilience Centre to provide joint support to the PP pupils within the centre	LET SRY	1. Individual plans of examination entry will be created and early entry considered in some cases 2. External agencies like Job Centre Plus will ensure pupils have places at college, apprenticeships and work placements assured before they leave school 3. Inform staff of the specific needs in the PP pupils within the Resilience Centre, in particular those with hybrid main school timetables. 4. To plan for an extended day for the Alternative Provision	£4000	Individual and complex needs are recognised and planned for ensuring successful outcomes for the PP pupils who are educated within the Alternative Provision

6. Pupil Premium pupils are well represented within the school community	PP pupils will be positively selected for roles and responsibilities	LET ACS	1. PP pupils are supported in applying to become prefects and Head Boy and Head Girl 2. Reading Ambassadors, Numeracy Ambassadors and School Counsellors will have a high proportion of PP pupils selected 3.PP pupils with additional SEN needs will be taken on additional trips to college and take part in Music Therapy and Music Festivals	£3000	A high proportion of PP pupils are represented in school life in roles and responsibilities around the school
7.A package of support for Service Children is developed	The particular needs of Service Children are addressed in school	LET	1. Staff are given regular updates in staff briefing regarding the pastoral support needed by individual Service Children who have an absent parent either on active service or on draft away from home. Transition between schools is well supported. 2.Regular meetings held with Service Children to check on welfare and to bond as a group of children experiencing similar difficulties 3. Support given by LET to individual pupils who have a service parent on active service or working away from home 4.LET to attend HCC Service Children Network meetings 5.Contact with the parents of Service Children 6.Remembrance support given to pupils around significant dates	£5000 LET staff time £2,200 for resources to run a Service Childrens Club and for pastoral care	Service pupils will thrive in an environment in which they feel supported in school to overcome any disadvantages that they may have experienced due to moving between a higher than usual number of school or by coping with an absent parent. High quality pastoral care is given, particularly at the point of transition.
			Total	£32,000 (excluding Service Children)	
			OVERALL TOTAL	£185,000	