

Pupil Premium website statement 2018/2019





Table of Contents

1. Summary information	3
2. Barriers to future attainment	4
3. Desired outcomes	5
4. Planned expenditure	6
5. Outcome Statement of Pupil Premium expenditure 2017/2018	10
6. Review of Pupil Premium expenditure and Impact of Interventions 2017/2018	12
7. Proposed changes to future allocation of Pupil Premium expenditure	16

Pupil premium strategy statement: The Malling School

1. Summary information

School	The Malling School				
Academic year	2018/19	Total PP budget	£187.015	Date of most recent PP review	n/a
Total number of pupils	836	Number of pupils eligible for PP	235 (28%)	Date for next internal review of this strategy	Sept 19

2017/18 attainment

	<i>Pupils eligible for PP (school)</i>	<i>Pupils eligible for PP (national)</i>
% achieving 5+ <i>good</i> GCSEs inc. EnMa (21 out of 108 Y11 pupils eligible for PP)	19%	37%
% achieving 9-5 in English and Maths (21 out of 108 Y11 pupils eligible for PP)	14%	39%
% achieving 9-4 in English and Maths (21 out of 108 Y11 pupils eligible for PP)	19%	59%

Final 2017/18 attainment - Overall P8 score

	<i>Pupils eligible for PP (school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
Progress 8 score average	-1.24	-	0.01
Attainment 8 score average	25.31	35.0	47.2

4 Year Trend - Historical attainment - Overall P8 score

	TMS Disadvantaged P8 score	TMS Non-disadvantaged P8 score	TMS P8 gap between FSM and Non-FSM pupils achieving 5+ <i>good</i> GCSEs including English and Maths	National P8 gap between FSM and Non-FSM pupils achieving 5+ <i>good</i> GCSEs including English and Maths
2014/2015	-0.19	+0.26	-0.45	-0.64
2015/2016	-0.38	+0.09	-0.47	-0.63
2016/2017	-0.19	-0.25	+0.06	-0.60
2017/2018	-1.24	-0.63	-0.61	-0.60 (unvalidated)

2. Barriers to future attainment for pupils eligible for PPG funding at The Malling School

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Low prior attainment and literacy levels - this leads to some social communication difficulties and issues with reading and writing.
B.	PP pupils do not take advantage of opportunities outside of school hours to promote, extend or consolidate their learning (ML evaluation)
C.	Low academic and emotional resilience
D.	Low parental engagement/parenting skills/literacy levels
E.	Housing issues i.e. overcrowding, temporary poor quality accommodation, no working space at home for pupil
F.	Poor health and diet, high level of medical needs
G.	Lack of appropriate study skills
H.	Lack of Higher Education among parents

External barriers *(issues which also require action outside school, such as low attendance rates)*

A.	School attendance rates for PP pupils are below the attendance rate for all other pupils nationally (School PP 7.7% absence/National all pupils 5.0% absence/Gap -2.7%) and other PP pupils nationally (School PP 7.7% absence/National PP absence 7.2%/Gap -0.5%; School Non-PP absence 4.7%/National Non-PP absence 4.1%/Gap -0.6%). This reduces their time in school and causes them to fall behind
B.	Lack of support and engagement from some parents of PP pupils; less value placed on educational success from some parents of PP pupils
C.	Broken family structures, family stress/illness
D.	Safeguarding and Welfare issues, which may lead to Social Services involvement.
E.	Loss and bereavement.
F.	Trauma and other Mental Health issues in the family and/or child
G.	Socio-economic disadvantage i.e. poverty
H.	Housing issues i.e. overcrowding, temporary poor quality accommodation, friction with neighbours and other members of the community

3. Desired outcomes for 2018/2019

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure PP pupils' outcomes in English and Maths are in line or better than non-PP outcomes.	Rates of progress in maths and English in KS3 and KS4 for PP pupils is in line or better than 'others' or that the gap is closing rapidly.
B.	Ensure that High Ability (HAP) PP pupils' outcomes show a significant closing of the gap against that of HAP Non-PP pupils.	MA PP pupils' P8 score is in line with 'others' or that the gap is closing rapidly.
C.	Use of bespoke curriculum pathways (e.g. City & Guilds Construction) are used to enhance confidence and outcomes for PP pupils and improve parental engagement of <i>hard-to-reach</i> PP pupils.	PP pupils' P8 score is in line with 'others' or the gap is closing rapidly.
D.	Increased attendance rates for pupils eligible for PPG.	Reduce the number of absences for PP pupils (see Section 4, External Barriers, Part A). Overall attendance among PP pupils improves from 92.3% to 95.3% (School's Non-PP attendance average) or closes the gap with 'other' pupils.
E.	Narrow the attainment gap at the end of KS4 between PP and Non-PP pupils.	The gap is narrowed in 2018/19 from a P8 score in 2017/18 of -0.61.

4. Planned expenditure

Academic year 2018/19

The 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.

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?
Reading Ages (RA) to increase in order to improve pupils' outcomes in English and maths	Use of <i>Accelerated Reader</i> (AR) as a diagnostic and tracking scheme during Period 1, English (library) lessons and the start of every KS3 lesson (18/19).	The prior attainment of our pupils upon entry in Y7 is significantly below national average (NA) when based on KS2 fine points score. The % of low ability pupils is significantly higher than the NA and the % of HA ability is significantly lower than the NA. Although literacy intervention shows short-term impact and will continue, this is not always transferred to the classroom to secure a continued improvement and not all pupil groups benefit from literacy intervention.	Assistant Headteacher i/c Literacy holds the school's Learning Resource Manager to account for tracking pupil data regarding the use of AR; Assistant Headteacher i/c Literacy holds the school's Literacy Co-ordinator to account for reading/literacy schemes and their implementation and impact. Fortnightly Line Management Meetings (LMM) are held. RA of PP pupils is checked after each star reading test is conducted. Beanstalk Reading Scheme support staff are allocated to key under-performing pupils and their RA is tested more regularly than other pupils are.	Assistant Headteacher; Learning Resource Manager; Literacy Co-ordinator; Beanstalk Reading Support Scheme.	September 2018 (circa £4,000.00: AR, Literacy Support)
Improved rates of progress for PP pupils in <i>English and maths</i>	Use of English and maths staff for additional intervention sessions in response to any underachievement. Accountability of staff teaching PP pupils through robust tracking and presentation of class data in teachers' Red Folders. Middle Leaders (ML) are expected to	This model has shown some success during this academic year, specifically with the progress of some PP pupils. Tracking and data showing classroom accountability has been evaluated (June 2018) as being an effective mechanism to improve rates of progress	Monitoring by Assistant Headteacher responsible for line-management of English and maths; monitoring by MLs of teaching staff; monitoring by 2 i/c of English (18/19) and maths (18/19). Data tracked to demonstrate impact and shown in department data reports.	Assistant Headteacher (AHT); Senior Deputy Headteacher (SDHT); MLs and 2 i/c of En and Ma.	September 2018 (circa £19,000.00: revision sessions, PiXL, 4Matrix, Transition Group, Show My Homework, literacy support, numeracy support)

	analyse department data (centrally produced) every term that shows the impact of PP intervention on a department level. Senior Leaders discuss all pupil groups at fortnightly LMMs.				
Staff use <i>feedback</i> effectively to make positive impact on pupil progress	Staff training on high quality feedback delivered by FMi/BCh after marking consultation at SLT and with HODs. Weekly evaluation of pupils' books and the quality of marking with a focus on PP pupils within this.	Evidence suggests that high quality feedback is an effective way to improve attainment, although there is no evidence to say exactly what 'high quality' feedback is. Therefore, at TMS we have produced our own marking policy and guidelines that all staff are expected to follow. This will be reviewed in T2 at dept level	Monitoring of pupils' books will be a focus in dedicated learning walks, QAs and book scrutinies.	MLs, SDHT i/c of T&L, AHTs, 2 i/c of En and Ma.	Jan 2019 (circa £500)
Total budgeted cost of part i. Quality of Teaching for all					£23,500.00

5. Pupil Premium expenditure 2018/2019

Allocation Sept 18 to March 19		£187,015
Description		Notes
Counsellor	£6,667.00	M Rumsey
Pupil Premium Champion	£18,673.00	Based on 28% cost of DHTP responsible for pupil premium
Guidance Managers	£22,347.00	Based on 28% cost
Hardship	£15,766.00	
Alternative Curriculum	£1,875.00	City & Guilds provision – Construction Course
ISSK	£3,225.00	Minority Communities Achievement Service
Educational Psychology Services	£1,927.00	
Music lessons subsidy	£4,917.00	Based on 28% Ever6
Revision sessions	£4,867.00	Additional salary costs
PiXL	£1,000.00	
4Matrix	£6,275.00	Based on 28% Ever6
Attendance Officer	£18,726.00	Based on 28% Ever6
Transition Group	£21,805.00	Transition group 50% salary of SENCO
Accelerated reader	£2,992.00	
Numeracy support	£6,509.00	P Bennie 50% salary
Literacy support	£5,420.00	C Norley 50% salary
Careers advisor	£15,624.00	
Data Manager	£6,364.00	
White Rocks	£5,000.00	PP pupil provision
Show My Homework	£5,036.00	2 year subscription
K Sports Alternative Provision	£12,000.00	
	£187,015	

Previous years' PPG allocation	£185,215
Description	Allocation
Counsellor	£13,600
Pupil Premium Champion	£19,475
Guidance Managers	£30,857
Hardship	£500
Alternative Curriculum	£13,000
ISSK	£1,500
Educational Psychology Services	£3,300
Music lessons subsidy	£560
Revision sessions	£3,200
PiXL	£3,200
4Matrix	£5,614
Attendance Officer	£6,214
Transition Group	23,845
Accelerated reader	£3,094
Numeracy support	£3,176
Literacy support	£7,596
Mint software package	£1,500
Careers advisor	£4,220
Data Manager	£6,216
White Rocks	£1,500
ECDL	£1,000
Show My Homework	£1,036
Construction course	£24,000

6. Outcome statement of Pupil Premium expenditure 2017/2018

School	The Malling School				
Academic year	2017/18	Total PP budget	£187,015	Date of most recent PP review	n/a
Total number of pupils	734	Number of pupils eligible for PP	181 (28%)	Date for next internal review of this strategy	Oct 18

Key Stage 4 pupils at TMS who were eligible for Pupil Premium Grant (PPG) funding made less progress when compared to that of their peers who were not eligible for PPG funding. Validated data from DfE ASP shows this.

In 2017/18 the Progress 8 (P8) attainment gap between the GCSE results of disadvantaged and non-disadvantaged pupils was -0.61. This was a **significant widening of the gap** from +0.1 in 2016/17.

21 Y11 pupils were eligible for PPG funding compared to 87 who were not

19% of PP eligible Y11 pupils achieved 5+ A*-C including En and Ma compared to 40% of Non-PP pupils achieving the same benchmark.

Y11 PP pupils achieved a P8 score of -1.24, compared to that at -0.63 for Non-PP pupils.

Pupils entitled to PPG funding achieved an Attainment 8 (A8) score of 25.31 compared to that of 34.42 gained by their Non-PP peers.

It is clear from on-going Y11 data that disadvantaged pupils were left behind by their non-disadvantaged peers during Y11 but the fact that there was already a gap prior to Y11 is significant. The fact that their progress 8 score was greater than their non-disadvantaged peers shows negative progress

78% of PP pupils improved their Progress 8 score over the course of the academic year 2017/18.

Key Stage 3 pupils at TMS who are eligible for Pupil Premium Grant (PPG) funding are making progress in-line to that of their peers who are not eligible for PPG funding. The academic year 2018/19 will see a new method of calculating pupil progress. The previous assessment system used shows this data:

Year 7 in-school variation has reduced for disadvantaged pupils. Progress is the same across English and maths.
Year 7 English and maths PP attainment gap has reduced from term 1 to term 5, by 2 TMS points.
Year 7 PP pupils have made similar progress to Non-PP pupils from term 1 to term 5 (4 TMS points).
Year 8 in-school variation reduced for disadvantaged pupils. Progress is currently the same across English and maths
Year 8 English and maths PP Gap has remained from term 1 to term 5.
Year 8 PP pupils have made similar progress to Non-PP pupils from term 1 to term 5 (4 TMS points).
Year 8 in-school variation has reduced for disadvantaged pupils. Progress is similar across English and Maths
Year 9 English PP Gap has reduced from term 1 to term 5, by 4 TMS points
Year 9 maths PP gap has remained from term 1 to term 5.
Year 9 PP pupils have made significantly less progress than Non-PP pupils from term 1 to term 5 (-6 TMS points)

7. Review of Pupil Premium expenditure and impact of previous spending 2017/2018

When analysing the impact, quantitative data was used where and when possible. This was calculated by taking the average difference between two scores (based on TMS Points or GCSE grades) over a period of time and dividing it by the variation in that difference, based on the process used by the *EEF* and *The Sutton Trust*. Attendance and behaviour data was also used. This method was used whenever TMS points/GCSE grades was appropriate and possible to use. Where quantitative data was not available, a decision was made based on professional discretion after conversations were held between all relevant staff

$$\text{Effect size} = \frac{\text{Difference between average post-test score}}{\text{The variation in that difference as a standard deviation}}$$

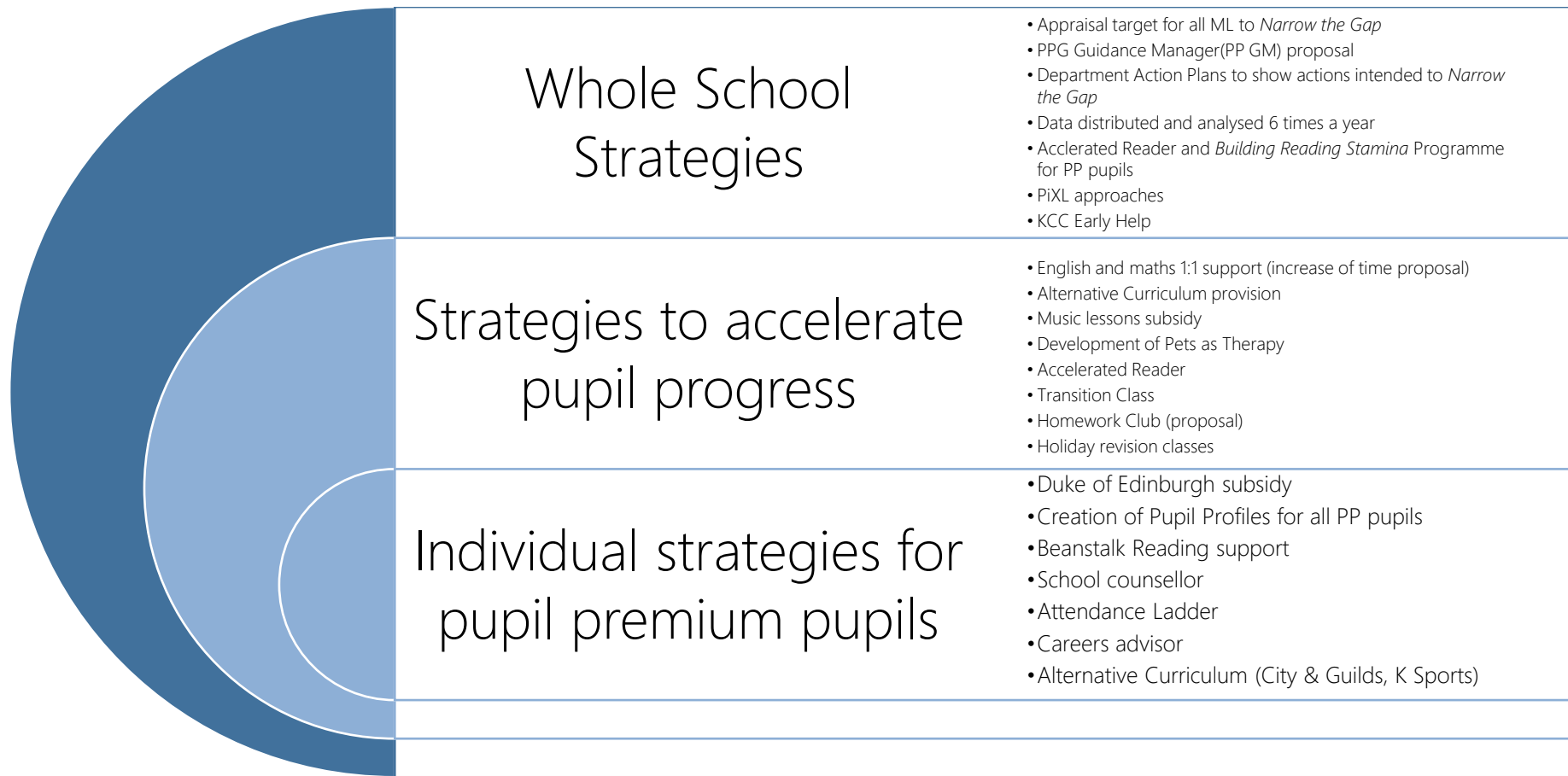
Description	Detail	Impact
Counsellor	To provide specialised emotional support for vulnerable pupils so that they can access education and achieve at least expected levels of progress	<i>High impact</i>
Pupil Premium Champion	To allocate the responsibility of Pupil Premium to a Senior member of staff to ensure all pupils eligible for PPG funding are identified, monitored and tracked with regards to their academic progress and receive appropriate social, emotional and academic support.	<i>Low impact</i>
Guidance Managers	To ensure all vulnerable pupils, among others, receive appropriate social, emotional and academic support.	<i>Moderate impact</i>
Hardship	To ensure all vulnerable pupils are able to access curriculum activities through means such as providing school uniform. In addition, extra-curricular activities such as Duke of Edinburgh Award Scheme registration fees and specialist equipment is provided.	<i>Moderate impact</i>

Alternative Curriculum	To achieve consistent performance for identified pupils to ensure they make at least expected levels of progress and reduce levels of exclusion and/or improve attendance	<i>Low impact</i>
ISSK	Inclusion Support Service Kent (ISSK) is a service, which provides specialist support, training, advice, coaching and mentoring to schools, settings and professionals working with children, young people and communities. The main focus is on raising the achievement and improving the engagement, wellbeing and inclusion of vulnerable learners specifically Minority Ethnic pupils, Gypsies, Roma or Travellers and those with English as an additional language (EAL), some of whom are PPG funded pupils	<i>Low impact</i>
Educational Psychology Services	To provide specialised emotional support for vulnerable pupils so that they can access education and achieve at least expected levels of progress	<i>Moderate impact</i>
Music lessons subsidy	That the subsidy of music lessons results in at least expected levels of progress for pupils involved, although the 2017 Y11 cohort did not participate in any music lessons.	<i>Low impact</i>
Revision sessions	To achieve consistent performance for identified pupils, vulnerable pupils among them, to ensure they make at least expected levels of progress by attending extensive support/revision sessions run in the October, Easter and May school holidays	<i>High impact</i>
PiXL	To ensure appropriate academic and curriculum initiatives are implemented to ensure all vulnerable pupils, among other, make or exceed expected progress	<i>Moderate impact</i>
4 Matrix	Web based IT package that allows the SDH, DHs, Data Manager and MLs to input data, track progress and monitor impact of teaching and intervention	<i>High impact</i>
Attendance Officer	Job role for non-teaching member of staff to work closely with the DH responsible for attendance in order to ensure that all pupils and groups of pupils meet expected % of attendance throughout the school year, vulnerable pupil groups among them	<i>Moderate impact</i>

Transition Group	To create a small class of Y7 pupils who have well-below average attainment having not made expected progress by the end of KS2, vulnerable pupils among them, in order to ensure appropriate academic and curriculum provision for these pupils to either meet, make or exceed expected progress	High impact
Accelerated Reader	To increase the number of hours that pupils were reading and to raise the Reading Ages (RA) of pupils	High impact
Numeracy Support	To achieve consistent performance for pupils in KS3 who did not make expected progress in Year 7/8 and/or were well-below NA levels of attainment	Moderate impact
Literacy Support	To achieve consistent performance for pupils in KS3 bottom sets who did not make expected progress in Year 7/8 and/or were well-below NA levels of attainment	Moderate impact
Careers Advisor	Provision of an experienced, knowledgeable and professional careers advisor who interviews all KS4/5 pupils with regards to their career ambitions and available options in order to prevent pupils from becoming NEET	High impact
Data Manager	Job role for non-teaching member of staff to work closely with the SDH responsible for standards and achievement to input, compile and distribute pupil/subject data on a regular basis to the HT, SDH, DHs, MLs and all other staff so that impact of teaching and intervention can be monitored	Moderate impact
White Rocks	Alternative curriculum course designed to provide a bespoke education for vulnerable pupils with severe educational needs so they can achieve a L1/2 qualification in vocational subjects that motivate them	High impact
Summer School	To subsidise the provision for Summer School so that pupils who attended made at least expected point progress throughout Year 7 and eased their transition from KS2 into KS3 so they were happier and more settled upon their arrival at TMS	Moderate impact
Show My Homework	Web based IT package that allows the HT, SDH, DHs and MLs to monitor the distribution of homework and ensure it is relevant and making an impact on the progress of pupils, vulnerable learners among them	Moderate impact

Construction Course	Alternative curriculum course designed to provide a bespoke education for hard-to-reach vulnerable pupils so they can achieve a L1/2 qualification in vocational subjects that motivate them		On-going evaluation. Initial impact is high due to improved attendance and reduced BfL referrals and exclusions for pupils involved.
Total Spend	£187,351		
PPG Allocation	£187,015		
School Contribution	£336		

8. 2018/2019 planned changes to future allocation of Pupil Premium expenditure



Rationale for proposed changes to the allocation of PPG funding:

The attainment gap between PP and Non-PP pupils at TMS has **fluctuated** over the five years

The attainment gap between PP and Non-PP pupils at TMS has been **NARROWER** than the national average and Kent average for the past 5 years. This needs to remain narrower in future years.

The APS on entry of these pupils has varied greatly and accounts for this fluctuation in attainment of PP and Non-PP to a large extent so changes to allocation and interventions may be necessary on a year-on-year basis, especially when annual ASP data is analysed

The % attainment gap between PP and Non-PP pupils achieving 5+A*-CEM at TMS has been **NARROWER** than the national average for the past 6 years. This needs to remain narrower in future years.

The % attainment gap between PP and Non-PP pupils achieving 5+A*-CEM at TMS has been **NARROWER** than the Kent average for the past 6 years. This needs to remain narrower in future years.

Plans for future allocation of PPG funding

Creation of a *Guidance Manager position with specific responsibility for PP pupils*. By creating a role that is designed specifically to support disadvantaged pupils and their families and ensure improved attendance, behaviour, engagement and achievement.

What should we consider?

- i. Have we considered which pupils will receive PP GM support (current levels, vulnerable group, SEND, KS4 or simply PP)?

ii.	Have we considered a potential increase in pay from current KR5 to a higher salary?
iii.	How will we provide training regarding the expected outcomes of PP GM intervention?
iv.	What are the expectations regarding home visits and the safe-guarding procedures for the PP GM?
v.	How will we develop the home-school relationship for key vulnerable, hard-to-reach pupils?
vi.	How do we ensure parents/carers of key vulnerable, hard-to-reach pupils understand the importance of their role?
vii.	How will we measure the impact of the PP GM work? (attendance, behaviour, attainment, achievement, Post 16+)

Creation of Pupil Premium Pupil Profiles. There is no cost associated with this, but it is central to the necessary improvement in planning, differentiation, support and intervention that is needed at TMS in order to improve outcomes.

What should we consider?

i.	What information is essential to provide staff about our PP pupils to ensure that improvements in planning, differentiation, support and intervention is seen
ii.	Should the info be available in hard-copies to all staff?
iii.	Should the info be available only on 365 TMS Intranet and staff print out documents relevant to their class?

Extension of hours of one-to-one and/or one-to-few support teachers in English and Maths. By supporting pupils who are/have fallen behind or require support in learning more challenging topics than one-to-one, or small groups of either two (ideally) or three can make four months' progress compared to pupils who do not receive this type of support.

What should we consider?

viii.	Have we considered how we will organise the groups and select pupils (current levels, vulnerable group, SEND or simply PP)?
ix.	How will assess pupils' needs accurately and provide work at a challenging level with effective feedback and support? (see section below on Marking and Homework policy)

x. One-to-one intervention is the most effective however the cost-effectiveness of one-to-two or one-to-three indicates a greater use of these approaches would be productive at TMS

xi. How will we provide training and support for those leading the small group tuition and how will we evaluate the impact of it?

Creation of Homework Club. Staff to be paid to facilitate these before-school and/or lunchtime and/or after-school sessions. Research shows that pupils who regularly complete homework make 5+ months progress compared to those pupils who don't. However, what type of homework set is crucial. This needs to relate specifically to the introduction of and use of the Knowledge Organisers (from September 2018) and the subsequent low-stakes testing and exam question prep that is associated with these.

What should we consider?

i. Planned and focused activities are more beneficial than homework which is more regular and routine or not linked to what is being learned in class. Testing related specifically to Knowledge Organisers?

ii. It should not be used as a punishment or penalty for poor performance

iii. A variety of tasks with different levels of challenge is likely to be beneficial

iv. The quality of homework is more important than the quantity. Pupils should receive feedback (see next bullet point) on homework which is specific and timely

v. Have we made the purpose of homework clear to pupils? e.g. to increase a specific area of knowledge, or fluency in a particular area

CPD sessions on Feedback facilitated by experienced AfL expert. Research shows that pupils who regularly receive written or verbal feedback that redirects or refocuses learners' actions to achieve a goal (by aligning effort and activity with an outcome) make 8+ months progress compared to those pupils who do not. The evidence gathered equates to half a GCSE grade per subject per pupil being achievable as long as the feedback is 'meaningful'. However, the most recent and thorough research into "meaningful" feedback (conducted by The Sutton Trust and the Education Endowment Foundation) does not state what "meaningful" feedback actually is. This leads in to the next proposal (Review of TMS Marking Policy).

Review of TMS Marking Policy. Conducted and implemented by Ben Chidwick, Fiona Miller and Dave Miller, paying particular attention to suggested bullet points below.

What should we consider?

- | | |
|-------|---|
| i. | Should feedback and marking be specific to individual departments rather than having a strict whole school policy |
| ii. | Feedback should be specific, accurate and clear (e.g. "it was good because you..." rather than just "correct") |
| iii. | Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...") |
| iv. | WWW and EBI comments are mandatory |
| v. | Encourage and support further effort |
| vi. | To be given sparingly so that it is meaningful and manageable |
| vii. | Provide specific guidance on how to improve and not just tell pupils when they are wrong |
| viii. | As bullet point, above: to be supported with effective professional development and not token CPD presentations |
| ix. | What is "meaningful" feedback at TMS? (there is <u>no</u> evidence nationally to suggest what this is) |

Purchase of SMHW Additional Learning units. Purchased and used by key vulnerable and hard-to-reach PP pupils so that PLC gaps can be plugged both in class, 1:1 or in 1:Few support sessions and at home. If access to the internet is not available at home, then individual hard-drives can be used to complete work. To be able to deliver a fully supported targeted intervention solution for key vulnerable groups of pupils using on-line learning material

What should we consider?

iv.	Which PP pupils should be given a hard-drive and access to SMHW Learning? (KS4, current FSM?)
v.	To be able to ensure that a hard-drive is for the production, saving and sharing of school work only
vi.	Would laptops be provided for specific PP pupils to be able to produce SMHW work at home?
vii.	Who would oversee?

Introduction of *Building Reading Stamina* intervention programme. To provide diagnostic analysis and specific intervention for our PPG low level readers by an expert outside facilitator (Jennifer Harrison)

What should we consider?

i.	Which PP pupils should be selected for intervention?
ii.	To ensure that these pupils are not withdrawn from core subjects?
iii.	How would we monitor and evaluate the impact?
iv.	Who would oversee?

Cost of recommendations for future budget allocation

Proposal	Cost	Rationale	Intended impact	Measured outcome
Creation of a <i>Pupil Premium Guidance Manager</i>	Increase on current pay scale of Kent Range 5 Current minimum - £17,651 pa Current Maximum - £19,414 pa	To develop and provide positive links between home and school to promote good attendance and achievement and develop a	To improve attendance, behaviour, attainment and achievement of key vulnerable,	<ul style="list-style-type: none"> Increase in overall P8 and A8 score of PP pupils,

		positive home-school-pupil relationship	hard-to-reach PP pupils in order to <i>Narrow the Gap</i>	<p>especially in Y10 and Y11 from T1-T6</p> <ul style="list-style-type: none"> • Narrowing of gap between PP and Non-PP pupils in TMS and for this to continue to <u>remain</u> below national average and Kent average
Extension of hours of 1:1/Few support teachers in English and Maths or creation of new 1:1/Few tutors	Increase of 10 hours per week on current hourly rate over the course of 35-38 weeks. Total cost with on-costs is £45 per hour	To plug gaps that exist in the PLCs of key vulnerable, hard-to-reach PP pupils in the two main core subjects in order to improve their attainment and achievement	To improve the attainment and achievement of key vulnerable, hard-to-reach PP pupils in order to <i>Narrow the Gap</i>	<ul style="list-style-type: none"> • Increase in both individual pupil P8 and A8 scores from T1-T6 and English and maths overall P8 and A8 scores from T1-T6

Proposal	Cost	Rationale	Intended impact	Measured outcome
Creation of Homework Club	2 hours per week for one member of staff to be paid over the course 35-38 weeks. Based on £32.50 per hour for teachers (including on-costs) and £13 per hour for support staff (including on-costs)	To ensure that key pieces of classwork, homework, coursework or controlled assessment prep for vulnerable, hard-to-reach PP pupils are completed in order to improve their attainment and	To improve the attainment and achievement of key vulnerable, hard-to-reach PP pupils in order to <i>Narrow the Gap</i>	<ul style="list-style-type: none"> • Targeted pupils increase their overall P8 score from T1-T6. • Targeted pupils improve their

	<p>Circa £1000.00 for support staff</p> <p>Circa £2500.00 for teaching staff</p>	achievement as this may not be possible to complete at home		attainment grades from T1-T6 and ensure that coursework or controlled assessment pieces either meet or exceed target grades
<p>CPD sessions on <i>Feedback</i> facilitated by experienced AfL expert</p>	£500	To provide specific guidance on what meaningful feedback is so that teacher marking is effective and manageable	Pupil progress is ensured during DIRT as a result of meaningful WWW and EBI comments	<ul style="list-style-type: none"> • Progress towards target grade/points is seen in books • Progress towards target grade/points is seen on SIMS marksheet

Proposal	Cost	Rationale	Intended impact	Measured outcome
Review of TMS <i>Marking</i> Policy	None	To provide specific guidance on what meaningful feedback is so that teacher marking is effective and manageable	Pupil progress is ensured during DIRT as a result of meaningful WWW and EBI comments	<ul style="list-style-type: none"> • Progress towards target grade/points is seen in books • Progress towards target grade/points is

				seen on SIMS marksheet
Continuation of SMHW Learning units	£4500.00	To be able to deliver a fully supported targeted intervention solution for key vulnerable groups of pupils using on-line learning material	Based on averages of pupils involved nationally, after 10 hours of specific tasked e-learning the grades of PP pupils increased by 1 grade in 3.5 subjects	<ul style="list-style-type: none"> All pupils achieve 1 grade better in 2.0 subjects (which would equate to +0.20 P8 gain per pupil) PP pupils achieve 1 grade better in 3.5 subjects (which would equate to +0.35 P8 gain per pupil)
Introduction of <i>Building Reading Stamina</i> programme	£2500	To provide diagnostic analysis and specific intervention for our PPG low level readers by an expert outside facilitator (Jennifer Harrison)	To narrow the gap between the reading ages and the chronological ages of targeted PPG pupils so they can better access all areas of the curriculum	<ul style="list-style-type: none"> Targeted low level readers make more than expected progress regarding improvements to their RAs