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Pupil Premium Strategy Action Plan 2024-2027

Areas of challenge as identified in the Pupil Premium Statement.

Challenge number	Detail of challenge
1 (GMW)	There are several barriers to learning experienced by our pupil premium children. This includes but are not limited to organisation, behaviour and attendance, these results in significant underachievement in individual pupils.
2 (GBT/ PKT)	Prior to the pandemic and indeed in 2021 outcomes, there were gaps in the achievement of Pupil Premium children and the rest of the cohort. The gaps were evident in both progress and attainment and more pronounced in pupil premium boys. These gaps rise nationally at post 16.
3 (NBY/ RHD)	Pupils with SEND and white British Pupil premium pupils under perform other groups pupil premium groups at St Paul's.
4 (GMW)	Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort.
5 (LMW)	Parental engagement is not as evident with some families for who Pupil Premium funding is applicable.
6 (NCK)	Pupil Premium children have lower aspirations and ambitions for their future lives beyond St. Paul's.

School improvement plan (SIP) identification	Detail of School Improvement Plan (SIP)
1.1	We will strengthen the catholic life and mission of our school
1.3	We will further embed Behaviour for Learning with a specific focus on the Gospel Values of forgiveness and reconciliation
1.5	We will seek further opportunities to support the workload, well-being, and mental health of all members of our community
2.1	We will further develop pedagogical practice across the school through research, risk taking and quality professional learning. The key focus will be on intentional planning for learning.
2.2	We will ensure the further development of teacher and pupil subject scholarship
2.3	We will ensure that underachieving pupils are able to secure more accelerated progress
2.4	We will review and further develop provision for pupils within the Emmaus Department
2.6	We will embed the study culture across our school
3.3	We will further improve the induction of new staff
4.2	We will further enhance social and learning environments

A pupil is deemed as pupil premium if they are eligible for free school meals or have been in the last 6 years (this can be claimed for if a parent receives Universal credit with an annual income of no more than £7,400). If they are adopted from care or have left care or who are looked after by the local authority. Children whose parents are part of the armed services will also receive funding through the pupil premium payments We will never limit support for all pupils. If a child does not reach the criteria to be identified as pupil premium, but as a school we feel they would benefit from support, we will include them in intervention to enable holistic development of the individual.

Key		
GMW – Greg Maw – Assistant Head teacher	SJE - Sue Joyce – Library Manager	DMS – Dave Manders – Inclusion room manager
JHY – Jo Hoarty – Head teacher	ABN – Anum Bond – Transition lead	HODs - Heads of department
PTN – Paul Tillman – Assistant Head teacher	STY– Sam Tingey – Outdoor Education	STY– Sam Tingey – Outdoor Education
NBY – Nicci Bradley	SKY – Susan Kielty – Assistant Head teacher	RHD – Senior Assistant Head teacher
GBT – Gabriella Baumgart	PKT – Paul Knight – Assistant Head teacher	SJR – Sue Jagger – Head of English and Literacy intervention

LPO – Laura Palmiero Careers lead HOFs – Heads of Faculty FT – Form tutor AOG – Amy Ong DDP – Department development plan	ESH – Liz Bennet-Sulsh – Assistant Head teacher PTA – Pedro Teixeira – Data Manager YL – Year leaders NCK – Responsibility for PP aspirations PPP Pupil premium pupils	MAU – Numeracy intervention lead PL – Pastoral/ Chaplaincy leader JCL – Jonny Cresswell (Year Leader) CPLD Continued professional learning development ECT Early careers teacher
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Teaching (for example, CPD, recruitment and retention)

Challenge area / School Improvement Plan	Development areas	Staff Responsible	Criteria For Success	Impact (including Evaluating with Governors)	Evidence
2 1.3, 2.1, 2.2, 2.6, 3.3	The role of class teachers and HoDs to ensure Pupil premium pupils make further progress	GMW	<ul style="list-style-type: none"> Staff know which pupils in their classrooms are pupil premium pupils. Staff use questioning, summarising, and reiterating key parts to help embed learning in line with EEF recommendations. Staff use information from the 360 to support PPP through planning appropriate interventions. Staff create a process of pit stops (conversations) with underachieving pupils both academically and pastorally. This should build positive relationships and or develop self-worth, self-esteem, and self-belief. Staff should aim to meet pupils where they are. Knowing that pupils will not always indicate how they need help. Staff should ensure suitable classroom interventions are created to support individuals who require them. Staff should aim to have increased parental communication for Pupil premium pupils who are underachieving. 		
1 1.1, 1.3, 1.5, 2.1, 2.2, 2.6, 3.3,	Improve access to textbooks through the provision of online resources to facilitate independent learning and homework.	GMW	<ul style="list-style-type: none"> Additional resources are provided for pupil premium pupils to ensure higher levels of engagement and achievement. Underachieving PP pupils are offered online or physical textbooks. Hof's to audit current provision and discuss implementation with HoDs Subject trial of school produced revision guides History and PE. PPP have access to a range of tailored revision material. To investigate the appropriateness of one clear approach to revision 		

<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Continuation of the delivery of the PP 360</p>	<p>GMW</p>	<ul style="list-style-type: none"> Dates set for completion each year in July. Creation and organisation of link made available to pupils. Implementation of relevant information on to class charts. Staff CPLD on how staff use the data to support classroom teaching of underachieving pupil premium pupils. Pupils have greater responsibility in identifying and resourcing the barriers to their progress. Pupils can articulate their learning needs and barriers to progress, identifying areas for further development. Pupils are able with support to make informed choices about their academic pathway. Pupils can articulate potential barriers and solutions. LG discussions regarding how data collected can be used effectively. 		
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Staff CPLD to focus on proven methods from the EFF that will support wave 1 intervention, classroom teaching.</p>	<p>ESH / CED</p>	<ul style="list-style-type: none"> Intentionally planning Pedagogy to ensure pupils think hard, make meaning, reflect, and can articulate what they have learnt. Measuring how much learning has taken place. The teaching of the learning talents (meta cognition) is developed. Pupils' skills around Oracy are developed CPLD on intentionally planning for pre-planned adaptation and responsive adaptation in the classroom. 	<p>Staff CPLD in June 2024 incorporated EEF findings / recommendations on Metacognition and self-regulation and how the impact of the approaches is particularly high for disadvantaged pupils. Staff CPLD in September PLD days focussed on intentionally planning for learning. Staff CPLD on 3rd Oct 2024 focused on 3 steps into writing, particularly relevant for disadvantaged pupils.</p>	
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>New staff ECT CPLD.for PPP</p>	<p>ESH / NCK / CED (new staff)</p>	<ul style="list-style-type: none"> Staff to understand the barriers for pupil premium pupils are often nuanced and individual Staff awareness of pupil premium nuanced barriers is evidenced in lesson planning, use of resources and delivery of content. Staff know who to ask for support and to clarify a misunderstandings Bespoke CPLD provided for Year 1 ECTs and new staff 	<p>CPD delivered to ECTs in July ECT Induction so that they know the barriers PP pupils face and how these can be overcome as the classroom teacher. ECTs know who to seek regarding further support</p>	
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Raising the profile of the individual needs of pupil premium pupils</p>	<p>GMW</p>	<ul style="list-style-type: none"> E-mails and information regarding PP to be shared at the beginning of each half term to all staff. Post 16 pastoral team to make teachers aware of those pupils who were previously PP in Y11. 		

<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Post 16</p>	<p>FNL & PTN</p>	<ul style="list-style-type: none"> • Pupils who were previously PP identified and shared with staff. • Study habits session with Grace Enright • Pastoral team drop ins / meetings / conversations / pit stops. • Completion of 360 • Identification for support either organisational or financially on educational visits. • Support with resources. • Identify suitable buddies for support of Y11 pupils. • PP become a key intervention group. • PP to become a regular agenda item in meetings 	<ul style="list-style-type: none"> - 360s complete with relevant students. - Promotion of bursary. 	
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Each year all Hods complete an audit of strengths and weaknesses within the department producing CPLD to improve quality first teaching</p>	<p>ESH</p>	<ul style="list-style-type: none"> • Departments to identify strengths and weaknesses • CPLD action plan created for each department support from HOF. • Resources purchased • CPLD action plan produced as part of the HoD conference and DDP bidding process • Impact evaluation to take place at the end of each year. 		
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p> <p>1 1.1,1.3, 1.5, 2.1,2.2,2.6, 3.3</p>	<p>Homework</p>	<p>SKY</p>	<ul style="list-style-type: none"> • Clearly setting out the aims of homework to pupil pupils. • Understanding and addressing any barriers to completion, such as access to a learning device or resources. • Explicitly teaching independent learning strategies. • Providing high-quality feedback to improve pupil learning. • Monitoring the impact homework on pupil engagement, progress, and attainment. • Teachers should seek to understand any barriers to completing homework – for example, a lack of access to a quiet space or learning materials – and aim to avoid approaches that use homework as a penalty for inferior performance. • Pupils identified for support through class charts data. • Contact home made by class teacher, HoD and pastoral teams. If it is across subject areas. • Pupils given priority to extended library open hours – promotion through parents / carers. 		
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Supporting department areas with underachieving Pupil premium cohorts</p>	<p>NCK</p>	<ul style="list-style-type: none"> • Departments identified where underachievement vastly outlies other departments. • Meetings held to identify and understand the barriers • Actions developed to support departments and their teaching of Pupil premium pupils. • Sharing good practice • Disseminate information across the school. 		

<p>3 2.4, 3.3</p>	<p>SEND</p>	<p>NBY</p>	<ul style="list-style-type: none"> • 360 review to take place of SEND to better understand the barriers these pupils face. • AML is going to be working closely with SEND K students (a small group to begin with – year 10) PP will be targeted. • Tailored interventions for students who have supported study in year 10 • College staff delivering sessions with students and parents in November 2024 to support preparation for adulthood/transition to college • Reward trips continued to be planned for older SEND students as they do not enjoy the climbing anymore • Whole school adaptation training • Becoming a trauma informed approach school • Offering 'Drawing and Talking' to pupils in the school 		
<p>3 2.4, 3.3</p>	<p>White British</p>	<p>JHY</p>	<ul style="list-style-type: none"> • 360 review to take place of SEND to better understand the barriers these pupils face • The 360 processes will identify specific actions for removing barriers and increasing the achievement of WB pupils • Key staff will be responsible for leading on the specified actions, with regular feedback to LG and wider staff when relevant 		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)					
Challenge area / School Improvement Plan	Actions	Staff responsible	Criteria For Success	Impact (including Evaluating with Governors)	Evidence
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Y11 Pupil premium action plan created for underachieving PPP	JCL	<ul style="list-style-type: none"> • Identification of a group of pupils who are PP and underachieving. • Meet with pupils and parents/ carers to share the plan for the year ahead. • What does revision look like • Dissemination of revision resources including timetable, check lists, highlighters, revision cards • The Parents/ carers role in revision at home and what this looks like. • Revision is fourfold: check list, content, revision, testing yourself. • Regular pit stops / conversations. • Names shared with staff 		
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Y7 Transition action plan created to ensure a smooth transition to secondary school for all PPP	VPL	<ul style="list-style-type: none"> • Improve attendance, behaviour of those pupil premium pupils with the lowest attendance figures. Identification of the parameters for PP individuals who are concerns. Based on behaviour, attendance, punctuality, staff observation. Identification of named pupils to work with within the planned intervention to make an impact • Small group meetings, regular pit stops by CJN / VPL/SKY • Regular parental contact with PP concerns • Regular pupil premium Praise and Reward • Develop use of PP soft data 360 to improve the transition process. • Pupil premium is a standing agenda item in all pastoral meetings AM & PM • Develop the role of the tutor and year leader and pastoral leader to support PPP in transition. • See Y7 PP transition action plan for further detail. 		
3 2.4, 3.3	SEND	NBY	<ul style="list-style-type: none"> • Online tracking – new intervention Edu Key • Develop use of zones of Regulation • ‘Read, Write, Inc’ Fresh Start programme • VI club on Monday evenings staffed and resourced • Part time numeracy teacher to support Emmaus Learning support. • Offer of after school BSL club • Offer of staffed homework club Monday/Tuesday/Wednesday • Literacy co-ordinators working with small groups/individuals on comprehension/fluency/spelling and reading. 		

2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Post 16 buddy / mentor system for Y11 pupils	FNL / JCL	<ul style="list-style-type: none"> Buddies / Mentors identified, meeting held to explain the process and their role. Allocation based on personality / ethnicity / subjects studied. Initial meeting held to introduce and share good practice. Communication regarding the process with parents regarding sharing of mobile numbers. Further meeting to get buddies/ mentors to check in with mentees. 		
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	intervention to support PP	GBT/PK T	<ul style="list-style-type: none"> 'Steps to Success' progress packs for students at a grade 3 in Maths/English, including PP students Revision days in study leave; priority places given to PP students Trip to Oxford University; priority places given to PP students Updated information about intervention / exams shared with parents through mentoring system Complete access to courses on Seneca learning- introduced in Advent 2024 Launch of Pupil Progress data platform with Science/ English- specialised features to track PP data Explicitly identify PP pupils on academic intervention trackers. 	<ul style="list-style-type: none"> Year 11 steps to success target group rolled out in July 2024. Year 11 intervention data shared with mentors during mentoring cycle 1. Pupil progress data now launched with Eng/Sci. CPLD provided and data collection now live. Seneca learning TOAT delivered 07/10/2024. 	
4 1.1, 4.2	Literacy and numeracy coaches	ESH MAU / SJR	<ul style="list-style-type: none"> The number of pupils using the interventions decrease over time. Referrals made from pastoral and subject teams. PP given priority to interventions Lack of attendance at numeracy and literacy intervention is chased up with pupils and parent, barriers identified and addressed. 	<p>PP pupils continue to be given priority for intervention. Progress and impact are measured. Lack of attendance is chased and any potential barriers identified and addressed. Numbers of PP pupils engaged in intervention Advent 2024: Numeracy 47% of pupils are PP.</p>	
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Pupil premium mentors	VPL / LMW	<ul style="list-style-type: none"> Y8 pupil premium pupils to be given the best mentor available, all pupil premium mentors to be allocated first. 		
	Providing resources including revision and dictionaries to pupils	GMW	<ul style="list-style-type: none"> To explore the cost of providing revision materials for all subjects that do not produce their own. To explore providing dictionaries for all PP pupils who require one To hold a central store of resources for pupils to loan during the revision process. To develop the loan process for use by pupils in future years. To explore the use of GCSE POD for pupils at St Paul's To promote more widely the use of online resources like Maths Watch. 		

Wider strategies (for example, related to attendance, behaviour, wellbeing)					
Challenge area / School Improvement Plan	Actions	Staff responsible	Criteria For Success	Impact (including Evaluating with Governors)	Evidence
4 1.1, 4.2	Half term activity clubs	GMW	<ul style="list-style-type: none"> Half term activity clubs are run at Christmas, Easter, and Summer all PP children from the area not just St Paul's are invited. Food is provided for pupils attending Partnered with the 5 on it foundation Communication with parents regarding process of how to sign up Assemblies identifying the benefits are delivered to children Targeted phone calls to parents of PP to encourage them to attend extracurricular clubs 		
4 1.1, 4.2	Transition pupil premium action plan	VPL / ABD	<ul style="list-style-type: none"> The use of taster days with feeder schools to aid the transition process so that students are more settled and confident in starting a new school Attendance rates for new pp y7 remain good Reflection room data is in line with the rest of the year group. Ensure all pp pupils are visited by St Paul's staff prior to their induction day. PPP are targeted to attend summer school. Creation of the Transition hub to help support those pupils who are struggling to cope in mainstream classrooms. PPP are targeted for inclusion in summer school New year 7 pupils are more comfortable and settled in their transition to ST Paul's. Named Feedback by pupils and parents / carers show positive reports on the transition process for pupil premium pupils. Reduction of exclusions and use of the Reflection Room in those students in the first half term., compared year on year. 		
1 1.1,1.3, 1.5, 2.1,2.2,2.6, 3.3	The role of the Pastoral team in reducing the known barriers to poor behaviour and organisation.	PTN	<ul style="list-style-type: none"> Know who they are De-escalation programme for pp pupils who regular sent to reflection. Meeting pupils where they are. Having conversations, pit stops, drop ins with pupils. Analysis of reds for equipment How to develop routines and habits to develop organisation. Pit stops and conversations Use of the 360 information Praise and reward 	<ul style="list-style-type: none"> Pastoral teams and the processes they are using highlights when organisation etc are concerns. Clear expectation of intervention and support. Revised BAC, in line with CST, will support pupils to avoid repeated reflections. On-report cards using CC – development of existing report card processes. Implementation and review. 	

4 1.1, 4.2	Ensuring all PPP have the right educational resources to succeed	GMW	<ul style="list-style-type: none"> All pupils Y7-y13 who need a laptop have a laptop. Art pupils have the necessary equipment for studying GCSE, including but not limited to Art, Technology, Maths and Science and Music. Departments are reminded of this during the PP DDP process. Pupils given revision resources, books and cards where needed. Pupils know they can request these. 		
6 2.4, 1.5, 1.1	Improving motivation and aspirations for pupils through several different mediums.	NCK	<ul style="list-style-type: none"> All PP pupils will be offered a university visit in Y9, 10 and 11. All PP pupils and parents will be prioritised for support in organisation and financially for educational visits throughout each year. All Y11 PP pupils will attend a restaurant to help develop social skills and self-esteem in social situations. All PP will receive careers guidance; underachieving pp pupils will receive extra guidance and mentoring from the careers team. Continuation of a structured programme of events for alumni and other visitors to attend face-to-face workshops. All Pupil premium pupils should be given priority access to these events. 		
5 1.5, 2.4, 2.6	Improving parental engagement of PP families	LMW	<ul style="list-style-type: none"> Extra phone calls to underachieving PP pupils in between mentoring sessions. Phone call and e-mail reminders before mentoring and information evenings. 2 Class teacher and form teacher phone calls / post cards home. 		
1 1.1,1.3, 1.5, 2.1,2.2,2.6, 3.3	<p>Individualised data analysis to identify pupils underachieving at classroom, departmental and Year group level to ensure the right pupils are being supported and barriers removed.</p> <p>To include but not limited to attendance, punctuality to school, effort, independent learning, attainment, progress, and accelerated reader scores, behaviour. Engagement if extra-curricular activities, engagement of parents at information evenings and mentoring.</p>	GMW	<ul style="list-style-type: none"> Link with mentoring Awareness of the individual needs of pupil premium pupils is evident at a departmental level. Review of progress and improvement in the data. PTA to provide PP data to HOF, HOD, YL, PL at each data capture. Pastoral staff are aware of the needs of their individual cohorts and have a range of strategic interventions in place to meet these needs. Triggers for intervention are identified 		
4 1.1, 4.2	Reading comprehension strategies	SJR	<ul style="list-style-type: none"> A range of books are available in the library that reflect student interest] Tracking accelerated reader data. PP against whole cohort. PP students who are identified as requiring Literacy intervention for reading are tracked and monitored to ensure progress. Reading rewards – books from the vending machine – PP students are tracked re rewards provided. Any reward visits or competitions – PP engagement is tracked by the Library and AR co-ordinator. To explore the use where appropriate of seating plans linked to reading ages. 		

1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3	Oracy strategies	SJR	<ul style="list-style-type: none"> Oracy has been threaded throughout Craft of the classrooms – this will continue this academic year. Oracy – development within the English team to thread oracy throughout pedagogy. 		
1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3	Reducing PP inclusion room use	PTN	<ul style="list-style-type: none"> Data analysed Pastoral teams asked to focus on those PPP individuals who attend the inclusion room disproportionately more than others. Intervention logged on the intervention tracker. Regular conversations / pit stops with pupils. Short term smart targets set. Data shared with individuals, so they are aware of improvements. Regular communication with parents/carers. Praise and reward regular and often. 	<ul style="list-style-type: none"> Reflection room data analysed half termly – including for pupil characteristics. Expectation of interventions with individual pupils to reduce subsequent instances. Use of CC for praise and on-report. Implementation and review. 	
1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3	Developing self- belief, self- worth and self esteem	GMW	<ul style="list-style-type: none"> We can only develop these areas if pupils are known as individuals. Data analyses is on an individual basis. Barriers identified for individuals. Praise and reward are targeted towards PPP, is regular and purposeful from form tutor, class teacher, Hod, Hof, YI and PL. PPP are targeted for educational visits including university and restaurant visits. PPP given opportunities to lead. 		
1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3	Resourcing the reflection room	PTN	<ul style="list-style-type: none"> Review the provision of learning to ensure the resources in the reflection room are fit for purpose. 	<ul style="list-style-type: none"> ICT is available for pupils. Pupils can continue their learning by accessing work set on Class charts or through accessing the online provision for alternative learning (SharePoint). 	
1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3	Improvement in Attendance, behaviour, exclusions, and punctuality of PPP who are lower than the rest of the cohort.	PTN	<ul style="list-style-type: none"> The number of PPP excluded is reduced.by developing relationships, self-belief, coaching conversations The number of PPP sent to the reflection room is reduced.by developing relationships, self-belief, coaching conversations All state of the nation data to include PP information. 	<ul style="list-style-type: none"> Half termly data analyses, as well as live data, includes pupil characteristics. Year on year data shows a decreasing rate of suspension for PP pupil. 	

2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Improvement in effort, homework of PPP who are lower than the rest of the cohort.	GMW	<ul style="list-style-type: none"> • The effort grade for PPP is increased. • The Homework grade for PPP is increased. • Pastoral team, including tutors share information with individuals where the data shows they are lower than they should be. • One short term achievable target is created for the pupils to work with. • Regular conversations around the short-term targets, are had with the pupil. • Attempts to build self-esteem and self-worth through relationship building, praise and reward occur. • Regular contact with parents and carers, ideally via phone and as a last resort via e-mail. 		
6 2.4, 1.5, 1.1	Careers	LPO / NPS	<ul style="list-style-type: none"> • I WORK FOR Y10 PP pupils at risk of not getting the most out of the process. • PPP given priority for placements during setting up of work experience. • Consideration of paid bus tickets to enable productive work experience placements. • PPP are provided with additional support when exploring Unifrog and work experience opportunities • I WORK FOR Y10 PP pupils at risk of not getting the most out of the process. • Bespoke invites to PP parents to invite them to a Careers Fair • Targeted invitation to Careers Fair • Prioritised in all career's activities – Work outs, Careers Fairs, Get that Job, Unifrog sessions, WRDL • Work tree opportunities to attend Work Out sessions free • Creation of Y12 careers ambassadors supporting PP pupils to engage with employers 		
5 1.5, 2.4, 2.6	Use of student, parent, and staff surveys / forums to establish current attitudes and needs	LMW /JHY	<ul style="list-style-type: none"> • Responses to surveys / forums inform future planning and identify areas for further improvement for pupil premium pupils. 		
6 2.4, 1.5, 1.1	Continuation and development of the Holistic Pupil engagement tracker	GMW / JCE	<ul style="list-style-type: none"> • All year groups have an engagement tracker that is updated regularly • All interventions, extra-curricular activities, educational visits, collective worship involvement. Involvement outside of school are logged. • YL /PL to share information with FA. • Used to directly identify where pupils might need support to develop themselves holistically i.e. involvement on educational visits 		

5 1.5, 2.4, 2.6	Increasing the attendance of parents of pupil premium pupils at information and mentoring evenings.	LMW	<ul style="list-style-type: none"> Targeted intervention through phone calls and e-mails. Attendance and engagement at parents / carers information evening and mentoring appointments are like that of non-pupil premium pupils. The number of PP parents attending evenings improve. Pastoral teams build strong relationships with pupil premium families over time 		
5 1.5, 2.4, 2.6	Engaging and upskilling of parents to support Pupil Premium strategies using information and discussion evenings as well as online presentations, including Class charts.	LMW /YL /PL PTN	<ul style="list-style-type: none"> Engagement in Independent learning is in line with peers... evidenced through progress check data and strategic monitoring of Pupil Premium use of Its learning Class Charts usage data published and analysed by YL / PL and actions put in place. Parents are engaged in discussions about future aspirations and wider possibilities... the attendance of parents of pupil premium students is in line with that of their peers. Staff leave no stone unturned in engaging the parents of PP parents. 		
1 1.1,1.3, 1.5, 2.1,2.2, 2.6, 3.3	Breakfast club	JMN	<ul style="list-style-type: none"> Identify funding to provide breakfast for those you need it. Liaise with the national schools' breakfast programme Liaise with catering regarding ordering and storage. Plan in place to set up the programme Organise the initial meeting 		
1 1.1,1.3, 1.5, 2.1,2.2, 2.6, 3.3	Charity support in conjunction with Marks meals	GMW	<ul style="list-style-type: none"> Agree dates where small groups of pupils can attend and support with making Meal packs and understanding the need for the charity Groups of 8 pupils with one member of staff x2 each half term. Ed visits paperwork complete and authorised. Visits take place and are evaluated 		
1 1.1,1.3, 1.5, 2.1,2.2, 2.6, 3.3	PP Motivational talks	NCK	<ul style="list-style-type: none"> Plan a series of talks with past pupils / local people who were PP in school and are highly successful. Plan appropriate content for year groups. Invite speakers Place dates on the Calendar Create questions 		