

Leytonstone School Pupil Premium Strategy Statement

What is the Pupil Premium?

Guidance concerning the pupil premium grant is outlined in the *Pupil premium: conditions of grant 2019 to 2020* document, published 17 December 2018.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Rates for eligible pupils

The PPG per-pupil for 2019 to 2020 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

3. Eligibility

3.1 Ever 6 free school meals

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

3.2 Children adopted from care or who have left care

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

3.3 Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.



Our Mission at Leytonstone School

All students at Leytonstone School achieve and succeed to the best of their ability. No pupil premium student is the same. It is our responsibility at Leytonstone School to develop systematic and robust support for these students, whilst recognising and combating the challenges faced by all of our students to ensure excellent achievement and progress within our community.

Current Attainment and Progress

Excellent results have been attained at Leytonstone School. In particular within the subjects of English and Maths, as documented below. Furthermore, once again the whole school Progress 8 score was excellent at 0.23. However, the Progress 8 score of PP/FSM students declined in 2018 after two successful years, to -0.23. It is important to note that the Progress 8 score included Ebacc and Open subjects for the first time. In turn this has highlighted gaps in progress in Bucket 2 and Bucket 3. In particular these students have not progressed as well in Ebacc subjects (-0.53 score in 2018). This data has highlighted areas that will be focused upon the year ahead. It is important to note that this gap is unfortunately following national trends. Indeed the national Progress 8 score for non-disadvantaged students was 0.13 as opposed to -0.23 for disadvantaged students, with a great concern with regard to the stagnant gap present in English, in particular.

GCSE RESULTS 2018	Students eligible for PP (school)	Non PP students
Progress 8	-0.23	0.13
Eng Element	0.01	0.11
Math Element	0.43	0.12
Ebacc Element	-0.53	0.14
Science Element (VA)	-0.4	0.1
Languages Element (VA)	0.6	0.0
Open Element	-0.52	0.12
Humanities Element (VA)	-0.6	0.2
Attainment8 (overall)	41.45	49.96
EM grade 4+	56%	71%

2018-2019

Review of Expenditure 2018 - 2019

Total pupil premium allocation for [previous] academic year: £300,108

Quality Teaching for All

Specific Outcome	Chosen/ Action/ Approach	Estimated Impact	Lesson Learned
83% of the PP 48 students attending Lexia are making at least expected progress in key stage 3 (according to their English level at half term 2).	Lexia Programme has been targeted at students on grade 4C or below in English upon entry to Leytonstone School. The student have to pass 18 levels before they are deemed to have improved their literacy skills. Currently there are 48 PP students attending Lexia in key stage 3.	Improve the literacy of 100 identified students so that 100% of the students are at least making expected progress in English.	Target PP students that are grade 4C or below in English upon entering Leytonstone School. As the licence only allows 100 students, the priority needs to be pupil premium students. A review of the suitability of Lexia for students still completing it in year 9.
A routine of reading in year 7. Successful scores attained by form groups, such as 7R which have read 3,941,996 words by February 2019.	Accelerated Reader quizzes, which all year 7 students are enrolled on, are completed in a fortnightly lesson in the Library. Students can access this software at home and continuously add to their reading log.	An enjoyment of reading and improved vocabulary and comprehension. The reading age of the students would be improved significantly.	Strategic monitoring of the delivery of the sessions to ensure consistency through learning walks. (The number of books read varies between some of the classes).
Excellent results in English and Maths. 68% of student's attained grades 9-5 in English and 65% of students also attained such grades in	English and Maths Intervention (Mornings/after school/ holidays) . Targeted at students who were not reaching grade 5 or above. Furthermore there was silent revision areas staffed the	Uphold the excellent results previously attained in English and Maths. For example, Maths had previously attained 65% grades 9-5 the previous year.	Weekly science intervention needed in Science, Humanities and Open subjects earlier in the year so that the content could be covered and the students had time to practice their exam techniques.

Maths last year.	Inclusion department		
Regular use of data in meetings (SLT/MLs etc) and a greater understanding of data in school at all levels.	Development of the role of the Data Manager in school. For instance, the DM would be present at RAP meetings to understand the interventions put in place for students. Attendance at data analysis meetings.	A growing use of data in SLT and ML meetings. Data to be analysed by teachers to plan their lessons effectively in school.	Focus on the accuracy of data in all subjects so that current grades and predicted grades are always reliable and meaningful. How FTs can use data to support their students in subject areas, with the support of HOYs. Developing teachers' use of data in the classroom (knowing the data on students)
Developed all teaching to be at least good with at least 30% of teaching to be outstanding.	Teaching and Learning CPD (identified areas, such as questioning, through previous lesson observations)	Achieved the intended percentage of at least 30% of lessons being graded as outstanding in lesson observations.	Lesson observations need to be an opportunity for the teaching standards to be reviewed so that teachers are accountable for their practice. Furthermore as Ofsted do not judge individual lessons, there is the opportunity to develop teachers using observations and identify standards that need to be developed.
A shared understanding between teachers and support staff as to how a student can be supported in year 11.	RAP meetings weekly which are attended by HODS and relevant teachers to facilitate collaboration between teachers to raise the achievement and progress of students identified as not meeting their target grades.	Teachers are able to share strategies that work and identify key learning needs to be supported.	Ensure that underachieving students in year 7-10 have RAP meetings. A close review of the impact of the strategies.
Students are supported by resources, such as the PLCs to improve their learning and exam techniques.	PIXL membership Staff attend training sessions per subject or area of responsibility PIXL resources are propagated by the relevant SLT link	Developed system of using PLCs, for example. Excellent results in English and Maths.	Consistent use of the PIXL resources through in-house training

<p>367 students across the school have been involved in an extra – curricular activity, such as dance club.</p>	<p>Extra-curricular run by Enrichment co-ordinator</p> <p>All of the students in year 7 were required to sign up to an extra-curricular activity</p>	<p>Intended that all of year 7 would be enrolled in an enrichment activity. There would be a wide range of activities to choose from. A student survey from last year shows that 90% of Year 7 attended a club regularly - PP would have been part of that</p>	<p>Focus on the continued enrolment of PP students. Furthermore, review how attendance can be reviewed needs to be considered.</p>
<p>Whole School attendance 95%+ PA 9.48% (15.3%)</p>	<p>Improved tracking of students by Heads of Year and Tutor teams</p> <p>attendance panels</p> <p>Local Authority Attendance Support officer</p> <p>Improve the data systems Attendance to become a key priority in all SLT/pastoral meetings</p> <p>New attendance officer employed.</p> <p>Development of a Pastoral vision for the school and a pastoral care policy.</p> <p>Whole school training for form tutors. RAP meeting weekly include attendance data.</p>	<p>This enabled intervention plans to be put in place quickly to ensure that a student has a plan to improve their attendance.</p> <p>Pastoral teams have had better guidance and input from EWO to assist them</p> <p>Currently in place with better inputting and with the use of the new 3BM system put in place.</p> <p>Discreet officer helped school systems and monitoring</p> <p>To increase knowledge, awareness of attendance by staff at all levels of the pastoral teams.</p>	<p>Attention to detail for individual students and the context of their attendance is critical to improving attendance.</p> <p>Data shows KS3 has responded better to the interventions. EWO officer days during the year and regular parent meeting have been an effective tool.</p> <p>We need to continue to develop and monitor the role of form tutors to give them the skills to be a more impactful first intervention on attendance.</p>

	Pupil Parliament have done some work with SLT link to look at attendance from a student perspective.		
Students have a range of services in school to support wellbeing and emotional needs, which is regularly used by identified students.	<p>EST team: Counselling and Emotional Support Triage system. Two counsellors and three trained emotional workers who have a case load of about 100 students at school for variety of referred reasons.</p> <p>Key worker system: for all students connected to inclusion. A member of staff that will hold in depth information and is a go to person for that child.</p> <p>Mindfulness and meditation: two groups of KS4 students to supported with emotional regulation.</p> <p>Circle of Friends: Circle of Friends to help manage Autism and support behaviour. We have also used this with a diabetic student and plan to develop.</p> <p>Speech and Language Therapy: Speech and</p>	Students are better placed to understand themselves and their reactions.	Develop the link to the 3Rs and help them to lead more successful lives.

	<p>Language Assessments and intervention.</p> <p>Individual and small group interventions</p> <p>AQA Unit Awards: AQA Unit Awards are offered to pupils who may not get a 3rd option GCSE proportion are PP</p>		
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Targeted Support			
Specific Outcome	Chosen/ Action/ Approach	Estimated Impact	Lesson Learned
<p>Staff and students involved have a better understanding of the barriers to learning experienced by 'coasting' year 9 students.</p> <p>SLT lead for PP and 5 colleagues have a greater understanding of disadvantaged students (and experiences they have)</p> <p>A developed report on the PP strategy in school.</p>	<p>Involvement in Challenge the Gap (6 members of staff from core subjects, data manager and SENCO), including 1:1 mentoring and leading whole-school strategies to improve quality of teaching and interventions for Pupil Premium students</p> <p>Focus on the Passport to Resilience Programme for the identified 16 PP students in yr 9.</p>	<p>This is an ongoing programme of which the impact will need to be reviewed January 2020 as many of the initiatives would not have been implemented by April 2019. Already it is clear that students have a better understanding of their barriers to learning and they are developing strategies to overcome them.</p>	<p>As the process will be cascaded in September 2019 after a review, there can be a focus on mentoring as a means of knowing our students.</p>
<p>Ensured PP students have access to ICT in</p>	<p>ICT support for students, as requested such as the loan of laptops within school.</p>	<p>Students have access to the resources for their</p>	<p>More laptops/ ICT suites available (such as the new library) are available so that</p>

<p>school and revision materials.</p>	<p>Revision Material are produced and can be printed on request to enable all students to access them.</p>	<p>revision in different formats.</p>	<p>more students can access resources.</p>
<p>Key students in year 11 meet their target grades.</p>	<p>SLT link for PP has worked with HODs to identify key PP students and strategies shared. SLT line managers to review the progress of the students</p> <p>Learning walk to review the strategies</p>	<p>Students are known to their teachers. Students voiced their appreciation of exam practice and key feedback about their progress and how they could attain their grades.</p>	<p>Complete this process earlier in the year with all key PP students identified</p>
<p>PP PA 16% (16.5%) PP attendance 93%+</p>	<p>Local Authority Attendance Support officer</p> <p>Attendance to become a key priority in all SLT/pastoral meetings</p> <p>Support Panel meetings have a standing item on attendance</p>	<p>Better support, track, monitor, and improve home visits to PA students.</p> <p>Lists of PA students to go to pastoral teams so that interviews can be held at the beginning of term.</p> <p>To close the gap in PA and non-PA students for attendance particularly at KS4.</p> <p>We provided more opportunities for vulnerable and PP students to be discussed in school by key staff to impact on their attendance.</p>	<p>Reduced PA for whole school to 9.48% from 15.3%. PP PA is 16 % from 16.5% in 17/18</p> <p>Whole school attendance is at 95%</p> <p>We have had less impact on the PA for PP students through the actions this year.</p> <p>Actions have been more successful with KS3 than KS4 we need to bring them in line. In turn the role of the HOYs needs to be developed to improve attendance across the school.</p> <p>This is particularly true for PA students where we are not having enough impact.</p> <p>The Support Panel plays an important role in improving outcomes for PA students.</p>

<p>Students understand the literacy gap between disadvantaged students and non-disadvantaged</p> <p>Motivated to participate in the literacy activities in form time.</p>	<p>Literacy co-ordinator delivered an assembly to all year groups about the vocabulary gap and the importance of reading and developing literacy skills.</p> <p>Reviewed the delivery of activities through learning walks and teacher voice.</p>	<p>All students are aware of the literacy gap and the importance of reading</p> <p>Students were prepared for the literacy activities in form time</p>	<p>Communicate this message to parents and the assert the importance of reading</p> <p>Share strategies with parents through our website but also through meetings.</p>
<p>All students access a variety of home learning tasks through electronic methods or recorded in their diaries.</p>	<p>A review of PP students and the completion of home learning</p> <p>Whole school approach to students writing down their home learning at the start of the lesson in their diaries (as well as it being recorded on MILK).</p> <p>Student voice confirmed that students enjoyed research, creative tasks for home learning</p>	<p>Departments informed as to how to set home learning and the activities to set.</p>	<p>Continue to insist on the use of the diaries and that they are checked by FTs.</p>

Other Approaches

Desired Outcome	Chosen/ Action/ Approach	Estimated Impact	Lesson Learned
<p>HA students have an insight into their skills and a possible career, and thus motivated to learn.</p>	<p>Morrisby Testing – HAP pupils, including PP HAP – the Morrisby test puts pupils under academic strain and is only suitable with those who have the highest academic</p>	<p>HAP (including HAP PP students) will be more motivated to achieve at GCSE) a raise in grade 7-9s</p>	<p>Should have been completed earlier than December 2018. Furthermore the programme should be completed by only</p>

	potential as it initially was geared for pupils at A-level. This was followed by an interview with Mr Hughes to discuss the results.		HAP students otherwise students are demoralised by the results. There needs to be programme in pace for the rest of the students, such as Fast Tomato.
Ensured that all students had access to MILK (home learning is communicated electronically through this)	MILK can be accessed on computers and mobile phones.	Computers in the library for students to complete work and check their home learning.	Continue to communicate the facilities available to parents so they are informed.
Ensured that students have access to enrichment activities available to their non-disadvantaged peers.	A number of trips this year, such as a ski trip, year 11 residential and trip to see 'A Christmas Carol' for 54 year 11 students earlier this year. Alongside the development of extra-curricular activities at school, subjects have been encouraged to allow students to 'learn outside of the classroom'.	PP students well represented on trips etc.	Review the quantity and breadth of trips available over the year ahead.
HA students accessing high quality enrichment	Debate – Mate STEM club	Participation in enrichment widened and students given opportunities to speak publicly.	Students very much enjoying the clubs and this can be widened next year. Success needs to be celebrated publicly

2019-2020

The table below shows the % of disadvantaged students there are in Leytonstone School broken down by year group.

FSM Ever 6

There are 2 LAC students in the whole school

Last reviewed April 2019	Year 7*	Year 8	Year 9	Year 10	Year 11	Whole* School	2018-** 2019
PP	27.0%	31.7%	39.7%	37.0%	37.6%	34.8%	27.4%
Non PP	73.0%	68.3%	60.3%	63%	62.4%	65.2%	72.6%

*data of the cohort to be reviewed in September 2019

** data sourced from the Gov. Uk *Pupil Premium 2018-2019: allocations (local authority and parliamentary constituency level) documents updated March 2019*

Barriers to Future Attainment (for pupils eligible for PP) In-school barriers

A	Low levels of literacy identified in boys and in particular PP boys in all year groups.
B	A lack of intervention for underachieving students from year 7 onwards which has resulted in high levels of intervention in year 11 instead of students independently being prepared for examinations.
C	Developing students' understanding of careers and thus motivating the students to aspire to achieve. Year 9 questionnaires have highlighted a lack of motivation with regard to careers and challenging oneself in lessons. 76% of year 9 students stated that they did not know what they wanted to do after school (including further education or career)
D	Low level behaviour issues in some classes which can impact on the learning all students.

External Barriers and Considerations

	Desired Outcomes	Success Criteria
A	Close the literacy gap between PP and non PP boys, and moreover between boys and girls in all year groups.	No gap between the identified students in English and the results grades 9-5 including English
B	A reduction in the amount of interventions in year 11 and a decline of BE students from year 7 upwards	100% of teachers using Provision Map and this is noted in Pre-Ob meetings Strength in TS5 identified in lesson observations (learning of students is supported by differentiation).
C	Students in year 9 are motivated to learn and driven by striving for opportunities after Leytonstone School	Questionnaires will reveal that students are driven to learn. Specifically, students in year 11 are supported in making choices after Leytonstone School.
D	Regular use of 'APs' and other strategies to motivate students and improve behaviour in and outside of lessons.	SIMS data will indicate at least 5 Aps given per lesson. Student voice will indicate that students feel positive at school

A	PA of PP students in particular is a barrier to learning . We need to refine and disseminate successful strategies with our Pupil Premium students.
B	We also have a significant number of PP EAL students at the school, so language is also a potential barrier to parental engagement, along with cultural differences

C	Levels of deprivation experienced by our students. A process of identifying the context of our students and how these students can be supported in school.
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	Desired Outcomes	Success Criteria
A	PP students to have equal to or better than attendance outcomes than non-PP students	96%+ PP PA <10%
B	PP EAL students are able to achieve as well as their peers	Closing the gap between EAL and Non EAL students (in particular PP EAL students in all subjects).
C	Excellent progress and achievement by identified students (as per the P categories on SIMS).	Excellent achievement and progress on demonstrated at data drops each term.

Reviewed June 2020. Allocation of funds indicated in blue in relevant areas.

2019-2020				
Total pupil premium allocation for current academic year: £263,520 (£9,200 of this is related to Post-LAC PP)				
Reviewed June 2020. Allocation of funds indicated in blue in relevant areas.				
Quality Teaching for All				
Specific Outcome and cost	Chosen/ Action/ Approach	Evidence and rational	Ensuring effectiveness of implementation	Planned review of implementation
Close the achievement gap between boys and girls across the year groups in English Early Help SLA - £4,905	Literacy co-ordinator will deliver training to all HODs which will focus on reading skills and developing vocabulary. These strategies are to be implemented into the curriculums and observed in lesson observations.	Historically boys have not performed as well as boys. There is the greatest concern with our current year 9 students. For instance 62% of the 101 boys are on target to achieve grade 9-5 , as opposed to 84% of the 62 girls in the year group. Significantly pupil premium boys are not performing as strongly as their	Whole school training materials reviewed before delivery by SC. Clear deadlines communicated to HODS Reminded in morning briefing Checked by LMs of each area.	Review each data drop from January by the Literacy co-ordinator, data manager and SLT link. Specifically the gender gap across the year groups in English and the gap between PP and Non- PP boys in English

		non-disadvantaged peers in English across the year groups. For example, 20% of non PP boys attain grade 7 as opposed to 13% of PP boys at year 11 for English Literature (Half Term 3 data)		
Subject specialists on most subject areas have been recruited. £159,383.03	<p>Teaching and Learning:</p> <p>Extra staffing of subjects, such as Mathematics to enable smaller, set teaching groups.</p> <p>Recruitment of new middle leaders and teachers, such as a Head of Drama, to fill gaps in staffing.</p> <p>Staffing of teachers to ensure the delivery of the developed curriculum in all subject areas.</p>	<p>Demand for the recruitment of teachers for 2019-2020, after a higher than usual staff turnover.</p> <p>Specifically trying to recruit subject specialists to teach the GCSE specifications and empower students with knowledge and skills from year 7.</p> <p>Smaller teaching groups would enable more personalised learning in the classroom.</p>	SLT team	Reviewed throughout the year
<p>A developed culture of reading within school.</p> <p>Students outperforming the number of words read by students in previous years.</p> <p>Parents and form tutors</p>	<p>Accelerated Reader: Students in yr 7 have a focused 50mins lessons dedicated to reading and comprehension quizzes to complete.</p> <p>Reading club in school</p>	<p>Successful scores attained by form groups, such as 7R which have read 3,941,996 words by February 2019. Already a focused intervention on year 7 which needs to be widened to other year groups.</p>	<p>Literacy co-ordinator to track the number of words read by students.</p> <p>Strategic monitoring of the delivery of the sessions to ensure consistency</p>	<p>Half termly by the literacy co-ordinator. (Reviewing the number of words read by the students and challenging where there is underperformance through the teacher).</p> <p>Monitoring the uptake by EAL</p>

encourage children to read at home and in school	<p>Communication with parents about reading opportunities (working the EAL co-ordinator).</p> <p>FTs to be regularly informed as to the number of words read and to work with parents to encourage students with low word scores.</p>		through learning walks.	students and the effectiveness of the resources.
Ensuring that all students have the opportunity to develop their literacy skills. Furthermore students can repeat vocabulary to embed them.	<p>Students to record literacy strategies on revision cards to be used across the school. Literacy co-ordinator to work with HODs to identify key vocab to be focused upon.</p> <p>Exploration of PIXL unlock</p>	<p>Particular concern around the current year 9 co-hort (There is the greatest concern with our current year 9 students. For instance 62% of the 101 boys are on target to achieve grade 9-5 , as opposed to 84% of the 62 girls in the year group).</p>	<p>Learning walks at form time and at lessons to check the use of the cards Students voice to discover any barriers to using them</p>	<p>Literacy co-ordinator to work with HOYS to reflect on how successfully the activities have been delivered and how consistently.</p>
Positive Progress 8 score for Science, Humanities and Open subjects.	<p>Intervention sessions after school/weekend and holidays. Specifically more time allocated for Science to improve results. Timetabled interventions from January 2019. Specifically, all students are to attend a science intervention (P7) every Tuesday Further training on how to accurately assess student (mindful of the</p>	<p>Past interventions have improved results. For example last year in English and Maths. 68% of student's attained grades 9-5 in English and 65% of students also attained such grades in Maths last year</p>	<p>Attendance at, and delivery of, interventions is monitored initially by the teacher and HOD of the department. SLT link for yr. 11 notified of absentees and parents notified (following the behaviour system).</p>	<p>Impact is monitored by the yr 11 SLT link and allocations to session reviewed depending data from data drops.</p>

	new GCSE specifications)			
All students underachieving from year 7 are supported by in class differentiation and out of class intervention to remove the need for interventions at year 11. Furthermore, for TS5 Adapt teaching to respond to the strengths and needs of all pupils) to be identified as an area of strength in our practice ICT Learning resources - £1015 – provision map writer £500 – GL assessments Lucid Lass and Rapid.	Assess the effectiveness of the current assessments in place (SC and AA) and the robustness of the data so that early underachievement is identified early. Review data (and how this attained) from feeder schools so that summer interventions can be out in place for the new year 7 cohort. Utilise the targets set for underachieving (SBE/BE) students on the CDF forms.	For instance there are 41 year 7 students in science that are BE (HT2 data drop) and in year 8 there are 50 students there are BE. Furthermore in lesson observations (as of March 2019) 48% of teachers had TS5 as their target from lesson observations).	A robust system of interventions shared using Provision Map. HODs to review through learning walks, the SBE/BE students in lessons. Interventions in place over time for SBE/BE students from year 7.	Half termly review of BE/SBE students through departmental learning walks and department meetings. Data drops on SIMS to be reviewed (termly) by HODs with SLT link and teachers.
Students to be supported to achieve their target grade using the PIXL resources across subjects.	PIXL resources propagated through in school training SLT links to work with HODs on the use of the resources. PIXL training opportunities for HODs	Consistent use of the resources required across subjects.	PIXL training sessions attended by HODs	Use of the PIXL website to continue. Students voice regarding the support received using the resources. HODs to evaluate the impact on achievement in their subject.
Whole school attendance 96%+	Local Authority Attendance Support officer to	We need greater involvement from all pastoral staff	Pastoral training for tutors and HOYs on	Daily monitoring by attendance officer. Bi-weekly Visits and follow up from

PA <6%	<p>support package will be carried over</p> <p>Form tutors and the pastoral team to have greater impact through their interventions with individual students</p>	<p>at all levels through a more data driven holistic approach</p>	<p>attendance and punctuality</p> <p>Develop use of data systems for reporting and monitoring.</p> <p>Use support Panel to drive outcomes for PA students regarding attendance.</p>	<p>Borough EWO support team</p> <p>Monthly support Panels</p> <p>Reporting at pastoral meeting and SLT</p> <p>Through the EWO gold support initiative.</p>
All families to be informed about the benefits of the FSMs and encouraged to register for benefits, if necessary.	<p>Promotion of the benefits of pupil premium – website, posters and letters etc. There is the opportunity to invite parents in for coffee mornings (in particular targeting the families of EAL students)</p>	<p>Concern that parents are not accessing the benefits that are available. Furthermore a clear reduction in the number of students registered for FSMs in the school (47 students in year 7 as opposed to 65 in year 9, for example).</p>	<p>SLT link to work with the EAL coordinator to contact families to invite them into school.</p> <p>S Columb to work with the local authority on understanding the registration for FSMs and monitoring the trends in terms take up in the borough.</p>	<p>A review each term by the SLT link as to the new of FSM students in the school.</p>
<p>All students to be challenged and supported with regard to their grades/levels</p> <p>Students have strategies developed and monitored by their FT to reach their target grades/levels</p>	<p>Data Manager to give HOYs and FTs data re progress and attainment. HOYs to empower FTs to support and challenge students in FT. Furthermore regular contact with parents about the progress and attainment of students both excelling and underachieving.</p> <p>Students to reflect on their current grades through</p>	<p>A lack of data used in form time currently and in each form group there are students underachieving in their subjects since year 7.</p>	<p>Learning walks by HOYs to evaluate the delivery and ensure the implementation of the initiative. Analysis of year 7- year 11 data to analyse the progress of underachieving students.</p>	<p>Learning walks each half term</p> <p>Analysis of data after each data drop.</p>

	form time activities.			
Students to take responsibility for their behaviour and thus improve their behaviour at school.	Reflective Behaviour System in place to replace the (same students in detention – no reduction and starting to increase) Individual members of staff are responsible for resolving behaviour incidents. There is a focus on resolving the behaviour incident as opposed to delivering a punishment.	There was not a reduction in behaviour incidents under the old system. In fact there was an increasing lack of attendance at detentions and behaviour incidents were not always resolved between the students and member of staff.	SLT link is monitoring the resolutions and how they are logged on SIMS by staff. Training given to staff on the new behaviour system and staff have the opportunity to ask questions as it is being delivered.	Informal reviewing of the system every day in SLT followed by staff and students voice to be gathered later in the year. SIMS data to be reviewed by SLT link to assess the impact of the system.
A need to have clear and useable register to support understanding of wellbeing of all of our students in a systematic way to support intervention on individual and whole school level.	Introduced (WI) wellbeing index in year 7 and 8 this year. Will be rolled out to all year groups over next two years. Further develop (EST) Emotional support team and (SP) Support Panel	Currently a necessity to develop the work around mental health already covered by the PSHE days which highlights concerns raised by students in terms of wellbeing. To meet national requirements for mental health A growing concern raised by staff and parents that we have this kind of provision available.	In school training of relevant staff Through Inclusion staff Pastoral focus in Care policy	Student voice In house monitoring of delivery Regular audit and survey with actions and outcomes identified. Weekly meetings of SP and EST team Monitoring

Targeted Support

Specific Outcome and cost	Chosen/ Action/ Approach	Evidence and rational	Ensuring effectiveness of implementation	Planned review of implementation
<p>Staff and students involved have a better understanding of the barriers to learning experienced by 'coasting' year 9 students.</p> <p>SLT lead for PP and 5 colleagues have a greater understanding of disadvantaged students (and experiences they have)</p> <p>A developed report on the PP strategy in school.</p> <p>£3,187,50 for the Challenge Partners course</p> <p>Concluded September 2019:</p> <p>As a result of the programme, attitude to learning improved by 67% and attendance improved by 78% (Half Term 1 - Half Term 4 SIMS data)</p>	<p>Involvement in Challenge the Gap (6 members of staff from core subjects, data manager and SENCO), including 1:1 mentoring and leading whole-school strategies to improve quality of teaching and interventions for Pupil Premium students</p> <p>Focus on the Passport to Resilience Programme for the identified 16 PP students in yr 9.</p>	<p>This is an ongoing programme of which the impact will need to be reviewed January 2020 as many of the initiatives would not have been implemented by April 2019. Already it is clear that students have a better understanding of their barriers to learning and they are developing strategies to overcome them.</p>	<p>As the process will be cascaded in September 2019 after a review, there can be a focus on mentoring as a means of knowing our students.</p>	
<p>Students' levels of deprivation are recognised by staff so they are specifically supported by staff at school.</p>	<p>Pupil Premium Pathways in place. The levels of deprivation is categorised into at least four categories which indicate the level of deprivation affecting the student. P</p>	<p>Avoid the misconception that all pupil premium students are the same and face the same challenges.</p> <p>An opportunity to implement very focused differentiation and know our students better.</p>	<p>Whole school CPD session in September 2020.</p> <p>Sharing of data through SIMS aligned with a re-launch of provision map.</p>	<p>In school monitoring through learning walks and observations.</p> <p>Analyse SIMS data termly</p>

	categories will be on SIMS. Data used by FTS, HOYS, teachers, HODs etc Utilise the resources from the Challenge the Gap work with year 9.			
Students on FSM are entitled to free lunch at school to ensure they are well nourished. Free School Meals – April 1st 2019- February 14th 2020 – 14602 taken at £2.44 = £35,628.88	Free School Meals (as entitled)	As per Government guidelines	Meals tracked by School Business Manager. Uptake is checked HoYS and FTs.	School Business Manager will review allocation of funds.
100% of PP students on the Lexia programme to be making at least expected progress in English by the end of year 7. Lexia (purchased a 36 month contract in Feb 2018 and this will expire 31/1/2021). The cost £6910 is for a 3 year agreement, therefore annual cost is £2,303.33	PP students to have priority to be on the Lexia Programme from September 2019. Target PP students from September 2019. Furthermore a focus on PP boys to attend this programme to close the gap between PP and non PP boys. Thus it will be run as a competition to complete the programme in order to motivate the boys to pass it.	A focused intervention for PP students to close the gap between boys and girls from year 7.	Close monitoring of the progress of the students in the programme. Rewards for students who reach their target levels in the programme (each half term). Furthermore a public celebration of the students' progress in the programme.	Progress of the students to be monitored by the literacy co-ordinator each half term.

<p>PP students to at least reach their target GCSE grade. Key enrichment for disadvantaged students.</p> <p>Funding towards lessons: £3,386.80</p>	<p>Music lessons are substituted for PP students and where necessary, lessons paid for for year 11 PP students on the GCSE Music course.</p>	<p>Students studying GCSE music are required to learn a musical instrument as part of the assessed course. Regardless of background, students should have the opportunity to have a broad and balanced curriculum.</p>	<p>Reviewed by HoD of Music in terms of uptake and monitoring of completion of lessons.</p>	<p>Reviewed by HoD of Music and finance office Jan 2020.</p>
<p>Year 11 PP students' progress 8 score is as positive as the non PP students (particularly in Science, Humanities and the Open subjects).</p>	<p>Collaboration with HODs as to identify key students. Strategies reviewed by departments and SLT links. Parents informed through FTs of progress.</p>	<p>Last year the Progress 8 score of the year 11 PP/FSM students was -0.24 as opposed to the school figure of 0.23.</p>	<p>The process will be explained to staff in September 2019 through a training session. Half termly reminders of the students. Key underachieving students to be reviewed in the RAP meetings.</p>	<p>SLT links to be assigned the identified students and work with the HODs to monitor the students' progress.</p>
<p>Significantly improve the attainment of EAL PP students</p> <p>Training for EAL coordinator £225</p>	<p>Develop the use of provision map so that teachers develop their teaching to meet their needs.</p> <p>Develop closer links with parents of EAL students to develop our support.</p>	<p>Combat the underperformance of the current 74% EAL PP underachieving in 2 or more subjects in year 10.</p>	<p>EAL co-coordinator to lead on monitoring data and working with HODs to develop strategies</p>	<p>Termly SIMS data and student voice</p>
<p>Inspire PP students in key stage 4 to go to university and/or embark on a career after school.</p>	<p>Alumni Group to come into school (as organised by a group of teachers in school). They will meet with</p>	<p>Develop a consistent link between current students and the alumni</p>	<p>Analyse student voice as to the impact on them in year 11.</p>	<p>Review of careers process and student voice.</p>

	high ability PP students to inspire them to succeed and embark upon further education.			
96% attendance for PP students PP PA <10% Attendance and Behaviours SLA - £9,360	Form tutors and HOYs dedicated to each year group. Greater use of EWO meetings and home visitation. Link action to Support Panel and emotional support team where appropriate.	Ensure better understanding of context of PA and allow for swift effective communication with specific FSM families, focus on monitoring attendance and punctuality of FSM students and ensuring parental attendance at student support evenings/ parents' evenings and follow up meetings	Action plan use of the EWO time throughout the year. Tutor and HOY pastoral training	Systematic review of data. Through RAP meetings Through Support Panel Students Voice
Targeted support for support from high levels of deprivation Educational Psychology Service – annual SLA cost of £11,664.	Provide a guide for EST support team and pastoral leaders to create interventions and support.	As data outlines the varying levels of deprivation experienced by students, which is will be supported in the classroom, there is a need to address the wellbeing of these students.	In house training from the data manager regarding the level of deprivation. Research into the support necessary for students	Systematic review of the effects of the support

Other Approaches

Specific Outcome and cost	Chosen/ Action/ Approach	Evidence and rational	Ensuring effectiveness of implementation	Planned review of implementation
All students learn outside of the class and can be motivated to succeed.	Enrichment Week whereby all students will participate in subject specific projects.	Enable all students, regardless of background to learn together and go on a trip	The departments will be expected to plan the sessions in advance so that the sessions	Students and staff surveys to gauge the engagement in the activities and if any students have been inspired by any of the

<p>ubsided trips and activities 303 for enrichment week</p> <p>tudents are enriched by cultural capital opportunities: 260</p>	<p>Other subsidised trips</p>	<p>or be involved in a session run by an outside agency.</p> <p>To ensure students are enriched by learning outside of the classroom, which they could not afford (such as a residential in France).</p>	<p>are checked and feedback given.</p> <p>The planning and intentions of the trip is monitored by SLT through a review of the completed paperwork</p>	<p>experiences, in terms of interests or even careers</p> <p>SLT and HoDs</p>
<p>All students have the opportunity to read, study and research independently.</p> <p>aptop purchased 429.96</p>	<p>Re-invigorated reading spaces for all students. In the new library</p>	<p>Access to ICT for home learning and revision material (paper and electronic versions).</p>	<p>Establishing clear expectations for how the space will be used.</p>	<p>Student consultation groups.</p> <p>Monitoring of the usage of the library (in particular of PP students)</p>
<p>All parents are informed of their child's home learning so there is the opportunity to support their child's learning</p> <p>MILK software 2,281</p>	<p>MILK and the school website as a means of communication</p> <p>Home learning recorded in diaries</p>	<p>In the last year, the MILK system is in place but some students are still not completing home learning.</p>	<p>Monitoring of the home learning set by departments and the completion of it</p>	<p>Termly data drops on SIMS.</p>
<p>All students to receive careers guidance to ensure they are prepared to make a decision for life after Leytonstone school.</p>	<p>Continuation of the Morrisby testing the HAP students (including PP students). To be completed by a focused group of HAP students in September 2019. Fast Tomato for all other students.</p>	<p>Ensure all students have tailored careers guidance</p>	<p>Testing reviewed by SLT link and the students who have participated in it.</p>	<p>In school review (student voice, review completed by SLT link)</p>
<p>Entitlement to P funding is</p>	<p>A focus on contacting and reviewing PP</p>	<p>Greater understanding of who the PP</p>	<p>Support from Waltham Forest and Compton</p>	<p>Review in school of PP students and new students joining the</p>

nsured from year 7.	students on Transition day. A review of the PP students in the school Review of who is PP using data from Primary schools.	students are, and the eligibility to apply for funding is supported by the school.	School with regard to how data is gathered and reviewed.	school, in terms of eligibility.
IA (specifically IA PP) students have the opportunities to participate in enriching activities	STEM DEBATE MATE Student voice gathered on the current activities and question HA PP students as to why they have not attended.	The opportunity to develop debating, communication and knowledge of STEM	A review of attendance this current academic year and how students can be encouraged to attend.	In school monitoring through student voice of uptake, impact and effectiveness



