

The Buckingham School

2018/2019 Pupil Premium and Catch Up Review

Action	Impact
Updated website to make information accurate	Meet DofE requirements and parents/guardians fully aware of PP provision and funding
All PP parents have received letters highlighting what is available	Increase number of requests for various provisions for PP students in all year groups
Redesigned information so we have clear picture of percentage/number of all key groups overall, by year group and by subject	SLT, CLs and JRY have much clearer understanding of needs across school and support/intervention with departments in much more focused
Reviewed and corrected all PP lists to ensure accuracy	Funding and interventions are now appropriately allocated
Re-designed entire PP funding tracking system to allow clear picture for every student that links directly to overall spend and budget	Every penny of PP funding is tracked and accounted for using robust and accurate systems that are constantly reviewed and updated
Embedded PP Funding Request system so all expenditure is recorded and justified	Careful consideration is given to all spending and evidence of all PP spending via requests is systematically filed for auditing purposes
All Year 7 PP students received growth mind-set seminar and workshops on motivation, organisation, writing and revision delivered by sixth form students	Year 7 reported that training was beneficial, timely and applicable to their needs
All Year 9 PP students received growth mind-set seminar and workshops on motivation, organisation, writing and revision delivered by sixth form students	Year 9 students reported a less impactful experience and course will need to be stopped or adapted to meet their needs
Year 11 PP mentoring system redesigned and training completed with staff	Some mentoring pairs formed strong and meaningful relationships that the students reported were beneficial, however there were inconsistencies with some students reporting they were not met regularly or didn't value the mentoring
Year 11 PP students received seminar on How to deal with challenges, focusing on Dweck	Students understanding of growth mind-set was increased
PP CPD delivered on use of departmental funding and the pre-frontal cortex	Collective understanding of spending increased and best practice shared. Staff aware of underdeveloped parts of brain and the effect of this.
Generally the profile and understanding of our three key groups has been significantly improved by a clear, structured and meaningful strategic implementation programme	Much higher on whole school agenda, more authentic tracking and spending, more precise interventions and resource allocations across school
Nulogic arranged and delivered for 50 students over 4 days of Easter holidays which targeted level 4 and 5 topics and skills to suitable students(full Survey Monkey being completed upon student return to school)	Students had the equivalent of 4 additional weeks of English and Maths lessons, staff have reported that the initiative was positive
Phase one of structure strip initiative launched. Created triad, targeted specific departments, group formed well defined plan and have implemented in timely fashion to date	Structure strips are now evident in a number of departments, student work has dramatically improved when using them, more departments have produced tailor made ones, students have reported how effective and helpful they are
Wrote to all PP students offering additional resources, especially targeting exam groups and specific strategies to help with these	Numerous students have requested exam specific support and funding, including revision guides, equipment, breakfasts and transport
Continued to streamline the PP funding system to ensure all individual's barriers to learning were eradicated	Requests have been processed and actioned in a timely manner and students have received resources

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Conclusions:

Phase 1 of PP strategy across the school has been a resounding success. Following our initial review that revealed:

- The published budgeting did not reflect the reality of the spend
- There was no tracking of spend
- There was no clear process of applying for funding
- There was no consistent system to apply for or approve funding requests
- Departments had no meaningful access to a PP budget of their own

These issues have been resolved to a high degree. Refinement leading to improvements is now needed, rather than wholesale strategies and solutions.

Improvements needed identified in the review at the end of academic year 2018/19 concluded that:

- PP planning needs to be improved to include stakeholders across the whole school
- We need to be able to measure the impact of strategies more precisely
- PP spend needs to be allocated to solutions that have medium to long term effects, rather than standalone actions that have short term impact

Strategies to make improvements:

- Adopt the National College of Teaching & Leadership
- New measurable success criteria in place for all areas (see below)
- Introduce Improving Teaching Programme across TBS to enhance Quality First Teaching

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Impact of Catch Up Funding

Action	Impact
Teacher skilled for catch up teaching employed from Easter 2019	Specialist knowledge of the KS2-3 transition, deployed from the start of the year, will secure greater impact in 2019/20
Deployment of ARP reading programme for all of Year 8 and Year 9, including those pupils not yet secondary ready for reading	Proportion of students with below chronological reading age in year 7 decreased from 55% in September 2018 to 46% in July 2019 In particular the proportion of SENK students decreased from 83% to 59% The impact on year 8 students of ARP was less tangible
Deployment of Achieve 3000 across selected students in Year 9	96% of these students improved their reaching age, though did not necessarily reach their chronological reading age

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Measurable Success Criteria for 2019/20

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Mental health of students is in a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.</p> <p>Measured by: 1. Behaviour Points 2. Attendance 3. Surveys</p>	<p>1. PP negative behaviour points decreasing faster than non-PP students</p> <p>2. PP attendance improving faster than non-PP students</p> <p>3. Survey results show that PP students are more confident, resilient and happy</p>
B.	<p>Ensure there is a proportionate representation of disadvantaged students across a range of leadership and student voice roles across all year groups</p> <p>Measured by 1. Number of PP students in leadership roles 2. Number of PP students in student voice roles</p>	<p>1. Minimum of 25% of all leadership roles are comprised of disadvantaged students</p> <p>2. Minimum of 25% of all student voice roles are comprised of disadvantaged students</p>
C.	<p>PP students behaviours are constantly improving at a faster rate than their non-disadvantaged peers</p> <p>Measured by 1. Behaviour points 2. Reward points 3. Fixed term exclusions</p>	<p>1. PP student negative behaviours are improving more rapidly than non-pp students.</p> <p>2. PP student reward points are increasing more rapidly than non-pp students.</p> <p>3. There are a reduced number of fixed period exclusions for disadvantaged students (<25% of exclusions are accumulated by disadvantaged students.)</p>
D.	<p>PP students attendance is constantly improving at a faster rate than their non-disadvantaged peers</p> <p>Measured by 1. Attendance</p>	<p>1. PP student attendance improves from 89% to 92%</p> <p>2. PP PAs are reduced 3%</p>
E.	<p>That the most relevant of the 7 Key Features are consistently fully evident across The Buckingham School.</p> <p>Measured by 1. Observations 2. Progress Walks 3. Work scrutiny.</p>	<p>Observations, Progress Walks and Work Scrutinies show: Features 2 (plan for student needs), 4 (challenge and support) and 5 (feedback and responsive teaching)</p> <p>Are fully evident in over 90% of lessons.</p>
F.	<p>PP students understanding of words and text improves. Their ability to communicate using writing significantly increases. They can express themselves verbally articulately and with greater confidence.</p> <p>Measured by 1. Reading ages 2. ARP Scores 3. SDCs (esp. subjects that assess extended writing) 4. Oracy Surveys</p>	<p>1. PP Reading ages are improving at a faster rate than non-PP students</p> <p>2. PP ARP scores are improving at a faster rate than non-PP students</p> <p>3. PP SDCs (esp. subjects that assess extended writing) are improving at a faster rate than non-PP students</p> <p>4. PP students report being more able and confident with oracy skills</p>

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Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
G.	<p>PP students are receiving high quality feedback on a regular basis that they actively respond to and staff that teach them can respond to their needs swiftly and confidently during lessons</p> <p>Measured by 1. Work scrutiny 2. Observations 3. Progress Walks</p>	<p>Work Scrutinies Observations and Progress Walks show: 5 (feedback and responsive teaching)</p> <p>Is fully evident in over 90% of lessons.</p>
H.	<p>To increase the exposure of high quality teaching for PP students in core subjects and interventions</p> <p>Measured by 1. Class lists 2. Sets 3. Intervention attendance 4. SDCs</p>	<p>1. Quality of teaching PP students are receiving vs non-PP students is better 2. Quality of teaching is prioritised over setting 3. The percentage of PP students attending interventions if higher than non-PP students 4. PP SDCs in core are improving at a faster rate than non-PP students</p>
I.	<p>PP students are frequently engaged in enrichment activities that allow them to navigate group environments and build social skills. Their participation in these enrichments boost self-confidence and self-esteem, helping them overcome any fear or uncertainty they might feel over time</p> <p>Measured by 1. Enrichment activities surveys 2. Enrichment lessons surveys</p>	<p>1. PP students reports that enrichment activities are boosting self-confidence and self-esteem 2. PP students reports that enrichment activities are boosting self-confidence and self-esteem</p>
J.	<p>PP students to have a thorough understanding or a wide array of careers</p> <p>Measured by 1. Career quiz results</p>	<p>1. PP students perform significantly better on a kahoot about different careers in July than they did in September</p>
K.	<p>PP students all have a chosen purpose to aim for and an understanding of what is needed to achieve this</p> <p>Measured by 1. Survey Monkey</p>	<p>1. PP students all complete a survey that confirms that they have a purpose and identifies the qualifications and steps necessary to achieve this</p>

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The Department of Education allocates a proportion of funding for students who have been or are in receipt of Free School Meals (FSM) in recent years, students who are looked after (CLA) and students who are the children of Armed Forces personnel. Schools are required to publish via their website the details of the Pupil Premium funding allocated, and how this funding is spent on an annual basis.

The Pupil Premium funding allocation is calculated according to the number of students in years 7-11 who either receive free school meals or have received free school meals in the last 6 years, also the number of students who have been looked after for more than six months and the number of students whose parent/s are permanent serving armed services personnel.

The purpose of the Pupil Premium funding is to ensure that students from all backgrounds have an equal opportunity to make good progress and achieve their maximum potential. Diminishing the effects of the learning barriers that these students encounter is the main tool. The DofE guidance states, "It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility".

The barriers that disadvantaged students at The Buckingham School face are varied and contrasting:

In the current (2019-20) academic year, 18.2% of all students will be in receipt of pupil premium funding. A significantly higher proportion of Year 9 (24.5%) will receive pupil premium. The initial provisional figure for Pupil Premium and Catch-Up funding is £197,210.00. This is planned to provide the following support:

Pupil Premium and Catch Up Funding Explanation

Provisional figures for 2019/20 so far:

Provisional Figures	£
Disadvantaged Funding 2018/19	£ 185,210.00
Year 7 Catch Up	£ 12,000.00
Total	£ 197,210.00

Following research of other schools' funding reports barriers to learning and been developed to improve the precision of what disadvantages we are attempting to remove for students:

Barriers	
A	Mental health issues
B	Lack of participation in leadership and student voice
C	Behaviour below the expected standards
D	Attendance below the expected levels
E	Teaching and learning not meeting the needs of the students
F	Weak literacy
G	Teaching not responsive to needs
H	Particular issues in core subjects (English and Mathematics)
I	Poor engagement in the wider opportunities of school life
J	Weak careers knowledge and understanding of pathways
K	Lack of ambition to take future opportunities

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This has then been used to match appropriate strategies against funding available. These strategies are also broken down by targeted year group and a relative cost per head to ensure there is adequate funding to make impact.

AREA	Strategy	Amount	Barrier
STAFF	Headteacher's Salary (AMC)	£ 8,000.00	All
	Groups TLR (JRY)	£ 4,200.00	All
	Groups TLR Holder's CPD	£ 500.00	All
	KS3 Numeracy and Literacy Catch-up	£ 12,000.00	H
	PIXL Membership	£ 305.00	E/G
	PIXL CPD	£ 500.00	E/G
	PP Administration	£ 2,400.00	All
LITERACY & NUMERACY	Achieve 3000	£ 2,700.00	F
	Accelerated Reader	£ 3,383.00	F
	Literacy Coordination (KLE)	£ 5,139.00	F
	Literacy and Numeracy Strategies	£ 1,000.00	F/H
	Numeracy Coordination (MSI)	£ 5,139.00	H
PASTORAL	SSU/Alternative Curriculum (AMI)	£ 19,730.00	C/D
	Attendance Officer (MWH)	£ 4,814.00	D
	Student First Team	£ 80,000.00	A/B/C/D
	Wellbeing External Speakers	£ 1,000.00	A
ACADEMIC	Mentoring	£ 11,000.00	J/K
	Curriculum Trips	£ 7,000.00	I/J/K
	Extra-Curricular Activities (DofE)	£ 3,000.00	I/J/K
	Academic Speakers	£ 1,000.00	J/K
CAREERS	Connexions	£ 7,200.00	J/K
	Guidance/Fayres	£ 4,200.00	J/K
	Careers External Speakers	£ 1,000.00	J/K
FOUNDATIONS	Transport	£ 6,000.00	A/B/C/D
	Basic Equipment		
	Uniform		
	Breakfast Club		
DEPARTMENTAL LEVEL	Revision Resources	£ 6,000.00	E/F/G/H
	Text Books		
	Department Specific Equipment		
	Other		
	Revision Guides		
TOTAL		£189,210.00	
CONTINGENCY FUND	To be used to allow for unforeseen opportunities	£ 8,000.00	

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1. Summary information					
School	The Buckingham School				
Academic Year	2019/20	Total PP Budget	£162209	Date of most recent PP Review	
Total number of Pupils	1008	Number of pupils eligible for PP	161	Date for next internal review of this Strategy	15/12/19

2. Current attainment	<i>Pupils eligible for PP (TBS 2019)</i>	<i>Pupils not eligible for PP (TBS 2019)</i>
% achieving 9-4 E&M	47.8%	62.6%
% achieving Ebacc	17.4%	12.2%
Progress 8 score average (these are only estimates based upon 2018 parameters)	-0.61	-0.29
Attainment 8 score average	3.9	4.4

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Mental, Social, Developmental	
A.	Mental Health
B.	Leadership/Voice
C.	Behaviours
D.	Attendance
Academic Progress	
E.	T&L
F.	Literacy
G.	Feedback and Responsive Teaching
H.	Core (esp English/Maths)
Enrichment & Careers	
I.	Enriched and Improved
J.	Careers knowledge/understanding
K.	Purpose

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4. Outcomes		
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G.	<p>PP students are receiving high quality feedback on a regular basis that they actively respond to and staff that teach them can respond to their needs swiftly and confidently during lessons</p> <p>Measured by 1. Work scrutiny 2. Observations 3. Progress Walks</p>	<p>Work Scrutinies Observations and Progress Walks show: 5 (feedback and responsive teaching)</p> <p>is fully evident in over 90% of lessons.</p>
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Planned Expenditure					
Academic Year		2019/2020			
The three 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.					
Mental, Social, Developmental					
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?
A/C/D	All PP students have an Edukey passport and key information uploaded on attendance/ behaviour/ enrichment/ etc.	Information is not readily available in one place. Information will enable staff to make more informed judgements. Staff know PP students at a much greater depth 100% of plans uploaded. Students can safeguard themselves against mental well-being.	Initial CPD on how to use Edukey	ABA/JBR	Termly review with staff about how they have used Edukey this term
A/C/D	PP as priority to access the newly created sixth form behaviour mentors. 6th formers to be trained in Peer Education strategy to support year 7 mental well-being.	Peer 2 Peer tutoring found to enhance learning by 5 months at minimal cost	Mental Health Lead and Anti-Bullying coordinator to deliver the training and facilitate the delivery to Year 7 across pastoral tutor time	PMA/AWL	December 2019 - Training begins in October

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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?
A/C	All staff to be trained in Trauma Informed Training	PP students by definition have experienced some form of trauma be it minor or significant. Greater understanding of how support their emotional needs and engage them further. Consistency of approach to behaviour by staff to all students	Consistent drip feeding of the techniques and methodology to staff across the year. HOY and DHT to monitor the deployment of this approach through climate walks	MWR/HOY	Throughout the school year
	Appropriate use of Inspiration Programme	Identification of PP students who may be a risk of exclusion or becoming a NEET. The program will ensure that students are provided with the correct curriculum	Every Monday students attend the course over 30 weeks Behaviour Lead will; oversee the engagement	AMI	All year
C/D	SEMH Passports to be completed for disadvantaged students and distributed to all members of staff.	To create passports that highlight the needs of students and the best approaches and strategies that support them. Staff have a greater awareness of the whole student	Use of SSU staff to facilitate the creation of these passports to disseminate to staff	AMI/ DVA	All year review of new and existing passports and amend where required
A/C	Identify needs as they arise - liaise with appropriate person	Review of students needs within the Student First Team. Early identification can support PP students in re-engaging with their learning before they fall too far behind	SFT meet twice a week to review students of concern and place them on a pathway of intervention	SFT/ HOY	Continuous review of students and intervention strategies

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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?
A/C	Devise and implement a counselling service within school	PP students who require mental health support or counselling have the opportunity to be supported and the creation of focus groups can support students with mutual needs	Regular meetings with the MH lead to review case loads and target students who require further support	PMA	Review half termly
A/C	Identify behaviours whereby early intervention and preventions will prevent the students MH and well being declining	Review of students needs within the Student First Team with specific focus on MH. Early identification can support PP students in re-engaging with their learning before they fall too far behind or become school refusers	SFT meet twice a week to review students of concern and place them on a pathway of intervention	SFT/ HOY	Continuous review of students and intervention strategies
A - C LAC Students	Liaise effectively with virtual school	PP+ students face great trauma in their lives and effective communication with the external agencies that support them is vital to ensuring they experience a positive school experience	Termly PEP meetings reviewing education provision and progress with all supporting agencies	JGO/ MWR	Termly
A-C LAC Students	Ensure needs are met at the time of requirements	PP+ students face great trauma in their lives and effective communication with the external agencies that support them is vital to ensuring they experience a positive school experience	Termly PEP meetings reviewing education provision and progress with all supporting agencies	JGO/ MWR	Termly

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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?
A/C	<p>Implement least active group incorporating targeted PP.</p> <p>Minimal cost, current sports mark target. Research based evidence demonstrates the significant impact of physical activity on mental health and behaviour.</p>	<p>Selection and organisation of students to create least active group. Students create and organise own extracurricular program. Link with Stowe for park ranger experience</p>	LCH	Sep 27th	TBC
I	<p>Increase PP student participation in Enrichment Physical Activity</p> <p>Target specific students to encourage them to participate in Extra-Curricular Physical Activity. Increased self-esteem and confidence</p>	<p>Creation and implementation of a reward based activity passport</p>	LCH	Sept 27th	15 per student targeted
A/C	<p>Implementation of support resource for student</p> <p>Positive Student feedback from 2018/19 resourcing.</p>	<p>Students will be taught how to use the resources within revision sessions to gain maximum impact</p>	VCO	Oct 24 th 2019	15 per student targeted

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ii. Academic Progress					
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?
E	To run an Outstanding Teachers Programme	OFSTED, DofE and EEF reports all consistently state quality first teaching is the most impactful way of closing the disadvantage gap and that sub-standard teaching effects PP students in a more acute way than non-PP students	Methodical selection of provider Participant feedback	JRY/DFO	Course survey Observations Progress Walks
E	To run a Good Teachers Programme	OFSTED, DofE and EEF reports all consistently state quality first teaching is the most impactful way of closing the disadvantage gap and that sub-standard teaching effects PP students in a more acute way than non-PP students	Methodical selection of provider Participant feedback	JRY/DFO	Course survey Observations Progress Walks
E	To run a monthly Teach Meet	DofE and OFSTED report state that sharing best practice is an effective way of quickly enhancing T&L	Methodical Planning Effective Communication Effective Marketing	JRY/DFO	Staff feedback
E	To mentor every MAPP student in the school (8 students plus incoming Year 7s - tbc)	MAPP students require overt and sustained tracking and intervention to ensure they fulfil their potential	Timetable 1:1 or group mentoring sessions following each SDC	KLE	SDC assessment points

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ii. Academic Progress					
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?
F - Literacy	To embed a whole school vocabulary strategy across all subject areas.	EEF Literacy report highlights the importance of having the necessary vocabulary to articulate ideas at a higher level and to access texts.	Methodical planning with CLs	LCM	Progress Walks Observations Work Scrutinies
F	Ensure extended writing is embedded across all curriculum areas (as appropriate)	Extended writing is required in examinations for most subject areas following GCSE reforms. Students need to be able to articulate ideas in the written form appropriately.	Sharing good practice with CLs/departments.	LCM	Progress Walks Observations Work Scrutinies
G	To ensure feedback and responsive teaching prioritises PP students in all English groups	Vulnerable students require greater direction and support than their more centred peers	Programme a timetable of drop-ins to English staff to gauge prioritising of PP students in verbal and written feedback/support	KLE	Learning Walks Book Scrutinies
H	Review all class lists to ensure it is appropriately proportioned and after school activities against all T&L and use extra-curricular as evidence.	Students whole access a broad curriculum and partake in wider school life are more successful	Review of after list matched with invited students (PP) against their progress	LCH	Registers Surveys
H	After school/ lunch time revision activities to be on invite only - Intervention student list to have at least 50% PP student in each round if applicable to the focus	Gender gap and PP gap in Maths that have employed this strategy have reduced the gap to 0 and 0.1 respectively	Methodical selection of students Methodical planning with CLs	MSI	Progress Walks Observations Mock examinations/SDC assessment points

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ii. Academic Progress					
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?
H	Intervention for Maths group focus on numeracy in KS3 groups (PP focus), along with underachieving PP students in KS4	Gender gap and PP gap in Maths that have employed this strategy have reduced the gap to 0 and 0.1 respectively	Methodical selection of students,	MSI	Progress Walks Observations Mock examinations/SDC assessment points
H	English intervention in KS4 to focus on underachieving PP students.	Intervention lists to have at least 50% PP students invited for each round.	Methodical selection of students, Methodical selection of staffing. Parental communication Student feedback	LCM	Mock examinations/SDC assessment points
G	Refine school data system to allow accurate information and timely support	OFSTED/DofE reports shows effective use of data is key driver in standards	Design templates/System Share Review and improve	JDU	SDCs Teacher/CL/SLT understanding of date

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iii. Enrichment & Careers						
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?	
i	PP students are placed in classes where there is consistently high quality teaching and learning	OFSTED and DofE places a great deal of emphasis on the impact of quality first teaching on closing the PP gap	Students will be placed into groups with specific teaching staff	CGR	Half-termly	
j	PP students to receive priority careers advice on their next steps	In order to raise PP aspirations and map out clear career pathways.	PCU to ensure all PP in y11 and then y10 have the priority first careers appointments. PCU to follow up on student feedback and destinations plans.	PCU (SPY)	Half termly	
j	PP students receive priority Rotarian interviews in y11.	Org prof. CV and application letter writing opportunities. Then go through a formal interview with a Rotarian- use feedback in a constructive way to improve CV/ letter of application and interview technique. Follow up with support in applications to post 16 centres.	Y11 tutors/ HoY/ Rotarians- SPY support	SPY/ VKE- y11 tutors	Half termly	

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2018/2019 Pupil Premium and Catch Up Review

iii. Enrichment & Careers						
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?	
K	1. Ensure PP students are aware of their choices Post 16. Have a plan in place- applications in process and a back-up plan in case they do not achieve their aspirational goals	<p>To ensure all PP students know they have options and opportunities in y11 to plan ahead for their Post 16 educational needs. Students to feel confident in their choices of future careers.</p> <p>All attend careers fair November 2019 and are selected for bespoke careers opportunities throughout the year.</p>	<p>PP students all complete a survey that confirms that they have a purpose and identifies the qualifications and steps necessary to achieve this. PP students selected for bespoke careers opportunities.</p>	PCU (SPY)	Half termly-ongoing	