

2016 – 17 Pupil Premium Provision Strategy and expenditure review

Pupil Premium funding is provided to support children from low income families who are currently known to be eligible for Free School Meals (FSM) or who have been in the last six years (Ever 6). Children who have been looked after continuously for more than six months (LAC) and children whose parents are in the Services are also eligible.

Our aim is to use the funding to narrow the gap between our Pupil Premium students and non-Pupil Premium students nationally. We want to ensure that these students have every opportunity to reach their full potential by securing good progress, achieving success in external examinations and embarking on a positive career path.

The funding contributes to a wide range of resources designed to maximise student potential in every possible way, including extra teachers in core subjects, strong inclusion team (mediation and emotional support), SEND specialists and opportunities for extended school activities

Madeley Academy Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with all students in our care, a student who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of need.

Background

The Pupil Premium targets extra funding for students from deprived backgrounds. National statistics and research shows that the educational performance of pupils from disadvantaged backgrounds is much lower than their peers. The premium is provided in order to support these students to reach their potential. The DFE use students entitled to free school meals (FSM), children of service personnel and Looked After Children as an indicator for deprivation and have deployed a fixed amount of money to schools per student. Madeley Academy uses the Pupil Premium indicator to target students to diminish the difference in attainment and progress.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment and progress.

Update Report October 2016

In this academic year we have 489 students on the Academy's Pupil Premium register in Years 7-11. This, at 55% of the 11-16 cohort, the National Average is 29%.

Provision

In order to meet the above requirements, the Governing Body of Madeley Academy will ensure that provision is made, which secures the teaching and learning opportunities that meet the needs of all students. As part of the additional provision made for students who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately addressed.

Pupil Premium Rates 2015/16

Disadvantaged pupils	
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	£1,900
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	£1,900
Service children	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Summary Information (Years 7 -11)							
School	Madeley Academy						
Academic Year	2015 / 16	2016/17	Total PP budget	2015 / 16	£372,130	Date of most recent review	Oct 2016
Total number of student (7 - 11)	886	895		2016/17	£391,298	Date for next internal review	Feb 2017
Number of students eligible for PP (7-11)	398*	419*					

Numbers based upon FSM Ever6 January Census Returns.

Note January 2017 Census will show approximately 489 students eligible for Pupil Premium

Area of use for Pupil Premium funding	2015/16 expenditure	Impact	2016/17 proposed expenditure																					
Year 6 Transition	£4,000	<p>Pupil Premium students were supported through the transition process to ensure that progress was maintained at the start of Year 7:</p> <p>Increase in Sub Levels End of Autumn Term from Baseline for PP Students in the cohort are shown below.</p> <table border="1" data-bbox="804 552 1585 628"> <thead> <tr> <th data-bbox="808 555 1196 587">Maths</th> <th data-bbox="1202 555 1581 587">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 592 1196 624">1.54</td> <td data-bbox="1202 592 1581 624">1.59</td> </tr> </tbody> </table> <p>The increase is above required target progress and shows that PP students settled into the Academy well.</p>	Maths	English	1.54	1.59	£2,500 £4,000																	
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1.54	1.59																							
Curriculum Support	£111,000	<p>The Literacy ages of current Year 8 Students, shows an increase on entry of 2 years within one chronological year. Numeracy also shows an increase above the chronological increase.</p> <table border="1" data-bbox="884 879 1505 975"> <thead> <tr> <th data-bbox="889 882 1034 927"></th> <th data-bbox="1041 882 1240 927">Literacy</th> <th data-bbox="1247 882 1500 927">Numeracy</th> </tr> </thead> <tbody> <tr> <td data-bbox="889 932 1034 971">PP</td> <td data-bbox="1041 932 1240 971">+ 2 Years</td> <td data-bbox="1247 932 1500 971">+ 1 Year 2 Months</td> </tr> </tbody> </table> <p>Progress Data for the first term in 2016 / 17 Academic Year showed that Pupil Premium Student remain on course to achieve well and that the expected progress for each PP Cohort is in line with or above national average.</p> <table border="1" data-bbox="692 1155 1700 1375"> <thead> <tr> <th data-bbox="696 1158 1028 1227">Year</th> <th data-bbox="1034 1158 1364 1227">Maths Expected Progress</th> <th data-bbox="1370 1158 1700 1227">English Expected Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="696 1232 1028 1264">8</td> <td data-bbox="1034 1232 1364 1264">70</td> <td data-bbox="1370 1232 1700 1264">79</td> </tr> <tr> <td data-bbox="696 1268 1028 1300">9</td> <td data-bbox="1034 1268 1364 1300">80</td> <td data-bbox="1370 1268 1700 1300">76</td> </tr> <tr> <td data-bbox="696 1305 1028 1337">10</td> <td data-bbox="1034 1305 1364 1337">77</td> <td data-bbox="1370 1305 1700 1337">78</td> </tr> <tr> <td data-bbox="696 1342 1028 1374">11</td> <td data-bbox="1034 1342 1364 1374">71</td> <td data-bbox="1370 1342 1700 1374">84</td> </tr> </tbody> </table>		Literacy	Numeracy	PP	+ 2 Years	+ 1 Year 2 Months	Year	Maths Expected Progress	English Expected Progress	8	70	79	9	80	76	10	77	78	11	71	84	£121,000
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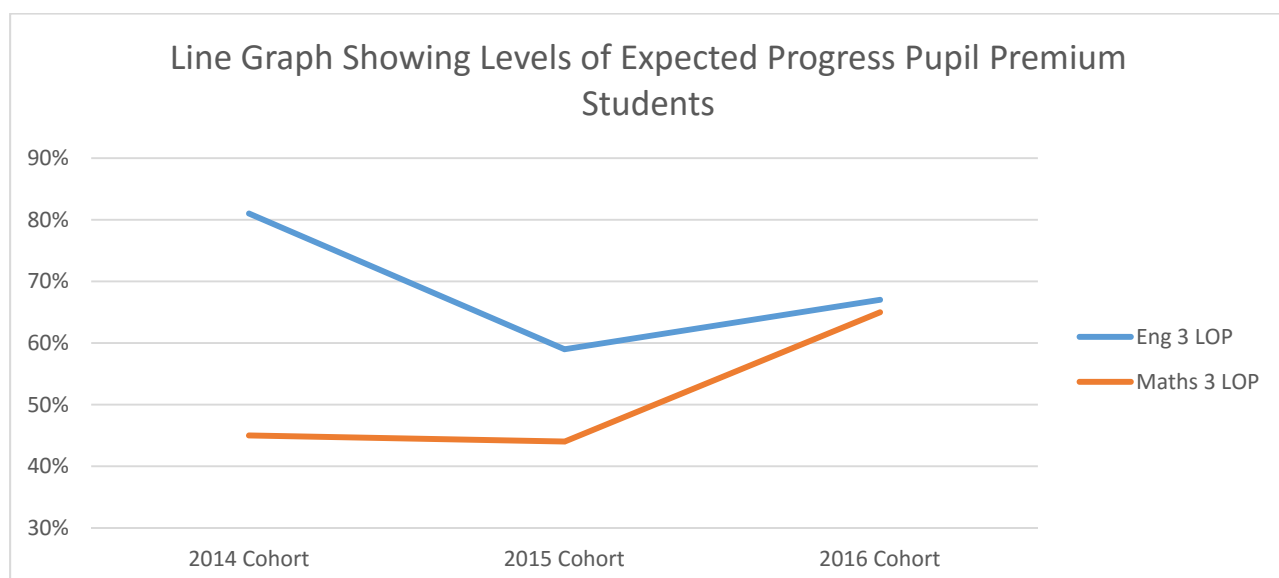
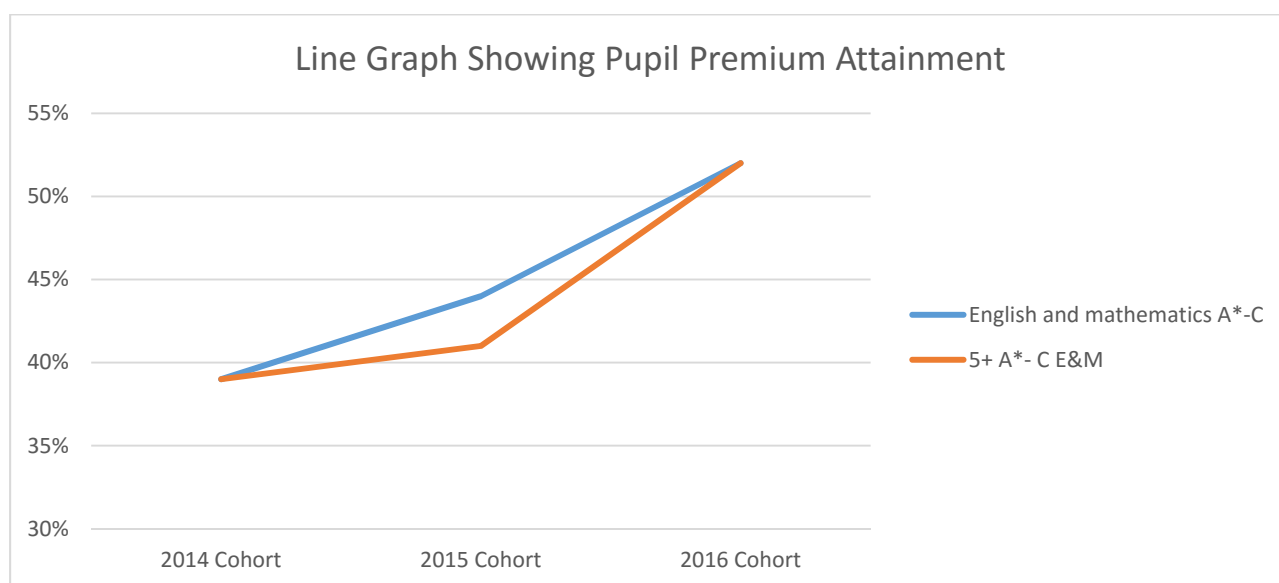
Area of use for Pupil Premium funding	2015/16 expenditure	Impact	2016/17 proposed expenditure
Special Educational Needs/Literacy and Numeracy	£35,000	<p>SEND students eligible for Pupil Premium performed well in their GCSEs. Students received support for dyslexia enabling them to access exam scripts and course content. All SEND/PP students were monitored closely and were tested in terms of ability and aptitude. For KS4 students, this included screening for Access Arrangements allowing additional time for exams. This facilitated the referral of students to CAMHS so that we were better placed to support them. Small groups or to work 1:1 for intervention ranging from reading, writing, spelling, emotional support, social skills, anger management, to targeted individual GCSE support added value as evidenced GCSE success.</p> <p>Breakfast club has been well attended with students starting school earlier, reducing the incidents of late marks for attendance. Student's uniform issues have improved and this has further supported the resilience and esteem of the targeted students.</p> <p>Certification and training was also undertaken for access arrangements to be undertaken within the school.</p> <p>In class support was directed initially to higher numbers of SEND/PP in the class. This was aimed at core subjects: English, Maths and Science.</p>	£35,000
Student Support	£103,000	<p>Daily monitoring of Whole School Attendance, home visits, Letters sent out to parents, meetings held in school with parents and to include either tutor, Head of Year and Attendance Support Officer, Regular contact/meetings with outside Agencies, Fixed Penalty Notice warning.</p> <p>Attendance for PP remains above National Average. The attendance of pupils eligible for the pupil premium has also improved to 6.2% up to the end of the 2015/16 academic year, from the January census reported in the RAISE report for the year, where 6.5% of PP students were absent. Both figures are slightly above the National Figure for Non PP students and remains a target for intervention.</p>	£128,500

Area of use for Pupil Premium funding	2015/16 expenditure	Impact	2016/17 proposed expenditure																												
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Careers	£25,160	<p data-bbox="611 903 1771 1003">The provisional feedback on destinations for the 2016 cohort show that PP students will be above National Average for continuing with their education. This will be monitored to ensure that these are sustained.</p> <table border="1" data-bbox="611 1007 1778 1265"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Cohort</th> <th colspan="2">Overall percentage going to education or employment/training destination</th> <th colspan="2">Education</th> <th colspan="2">Employment and /or training</th> <th colspan="2">No education or employment</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All Disadvantaged</td> <td>78</td> <td>96</td> <td>87</td> <td>94</td> <td>83</td> <td>2</td> <td>4</td> <td>4</td> <td>11</td> </tr> </tbody> </table> <p data-bbox="611 1305 1413 1337">96% destination rate against a backdrop of 48% at high risk of NEET</p>		Cohort	Overall percentage going to education or employment/training destination		Education		Employment and /or training		No education or employment		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	All Disadvantaged	78	96	87	94	83	2	4	4	11	£23,160
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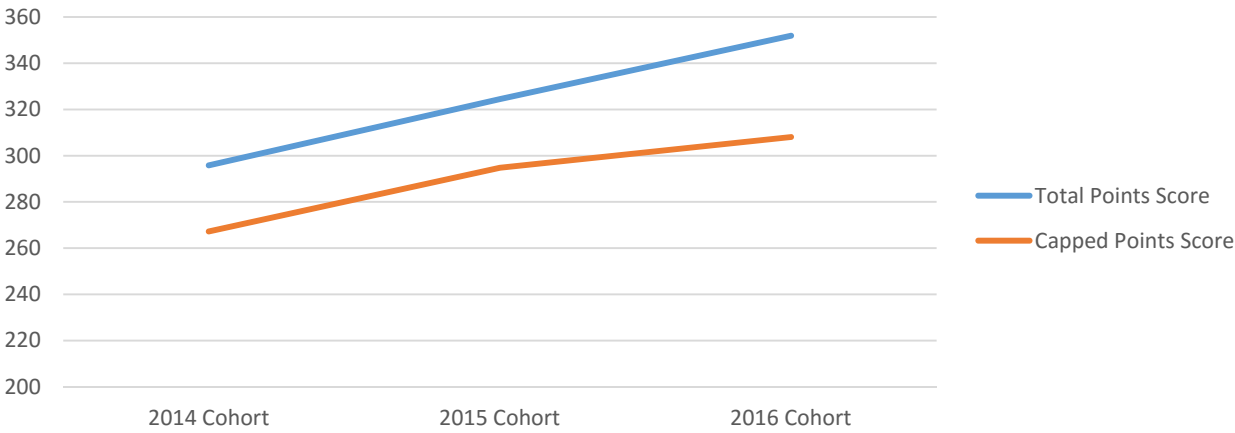
Area of use for Pupil Premium funding	2015/16 expenditure	Impact	2016/17 proposed expenditure															
Core Subject Support/Raising Standards	£48,000	<p>Progress Points Data from Autumn Term 1 shows that Pupil Premium Students are on course to match National figures.</p> <table border="1" data-bbox="692 480 1700 703"> <thead> <tr> <th data-bbox="696 483 1028 555">Year</th> <th data-bbox="1034 483 1364 555">Maths Expected Progress</th> <th data-bbox="1370 483 1700 555">English Expected Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="696 560 1028 592">8</td> <td data-bbox="1034 560 1364 592">70</td> <td data-bbox="1370 560 1700 592">79</td> </tr> <tr> <td data-bbox="696 596 1028 628">9</td> <td data-bbox="1034 596 1364 628">80</td> <td data-bbox="1370 596 1700 628">76</td> </tr> <tr> <td data-bbox="696 633 1028 665">10</td> <td data-bbox="1034 633 1364 665">77</td> <td data-bbox="1370 633 1700 665">78</td> </tr> <tr> <td data-bbox="696 670 1028 702">11</td> <td data-bbox="1034 670 1364 702">71</td> <td data-bbox="1370 670 1700 702">84</td> </tr> </tbody> </table>	Year	Maths Expected Progress	English Expected Progress	8	70	79	9	80	76	10	77	78	11	71	84	£46,000
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Behaviour	£45,000	The use of Student Support Officers has reduced the incidents of disruption during student changeovers. There has been a reduction in the number of uniform concerns from teaching staff as these are now anticipated and addressed by the student support officers during breaks and changeover, enabling staff to focus on teaching and reducing conflict. Students with uniform concerns have been able to access items from student support.	£25,000															
Teaching & Learning	£16,000	PP students were well represented in year 11 for twilight workshops and holiday provision. Although we recognise that gaps to National are too large in Ebacc Basket Subjects, they are closing and extra support and provision is benefitting these subject areas. We need to ensure those students that have a lower attendance during school attend these sessions as this was the group that did not engage as readily with the programmes. Additional spending to support PP progress has benefited students and enabled them to access curriculum	£10,000															
	£318,660.00		£391,160.00															

Outcomes 5 A*-C

Measure	2014	2015	2016
Attainment 8			46.8 (Best Entry)
English and mathematics A*-C	39%	44%	52%
5+ A*- C E&M	39%	41%	52%
Eng 3 LOP	81%	59%	67%
Maths 3 LOP	45%	44%	65%
Total Points Score	295.8	324.5	351.9
Capped Points Score	267.2	294.8	308.1



Line Graph Total Points Score and Capped Points Score Pupil Premium Students



Gap Measures

Progress 8 2016

	All	Dis
Cohort	164	68
Score	0.1	-0.2
GAP	-0.3	

2016 PP Progress 8

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	18	11	99	44	47	13
Score	0.44	0.06	0.01	-0.30	0.00	-0.21
National	0.00	0.19	0.00	0.14	0.00	0.07
Difference	0.44	-0.13	0.01	-0.45	0.00	-0.27

2016 PP Attainment 8 2016

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	18	11	99	44	47	13
School	35.06	32.00	49.60	46.16	63.30	61.31
National	28.39	31.16	48.86	50.63	64.17	65.00
Difference	6.66	0.84	0.73	-4.47	-0.88	-3.69
Diff (grades)	0.7	0.1	0.1	-0.4	-0.1	-0.4

English Element P8 2016

	All	Dis
Cohort	164	68
Score	0.2	-0.1

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	18	11	99	44	47	13
Score	0.27	0.03	0.11	-0.13	0.35	0.12
National	0.00	0.16	0.00	0.11	0.00	0.05
Difference	0.27	-0.13	0.11	-0.24	0.35	0.07
CI +/-	0.52	0.67	0.22	0.33	0.32	0.61

English Element A8 2016

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	18	11	99	44	47	13
School	8.00	7.64	10.75	10.23	13.53	13.08
National	6.83	7.33	10.42	10.69	12.97	13.10
Difference	1.17	0.30	0.33	-0.47	0.57	-0.02
Diff (grades)	0.6	0.2	0.2	-0.2	0.3	0.0

Maths Element P8 2016

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	18	11	99	44	47	13
Score	0.29	-0.69	0.17	-0.21	0.24	0.29
National	0.00	0.19	0.00	0.12	0.00	0.06
Difference	0.29	-0.88	0.17	-0.33	0.24	0.23

Maths Element A8 2016

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	18	11	99	44	47	13
School	5.78	4.00	10.08	9.27	13.28	13.38
National	4.89	5.46	9.62	9.95	12.99	13.14
Difference	0.89	1.46	0.46	0.68	0.28	0.24

A summary of the main barriers to educational achievement faced by eligible pupils at the school:

- Lower attainment on average in reading, writing and SPAG in KS2 results
- Lower attainment on average in maths in KS2 results

Cohort	Group	KS2 Fine Average Point Score
2017	PP	27.68
	Non PP	29.47
2018	PP	27.14
	Non PP	28.96
2019	PP	27.18
	Non PP	28.98
2020	PP	28.21
	Non PP	28.80
2021	PP	99.6 (Scaled Score)
	Non PP	101.2 (Scaled Score)

- Higher proportion of pupil premium students have additional SEND need
 - 34% of PP students have additional SEND need compared to 22% of Non PP students.
- The majority of the SEND students who have a major need stated as SEMH, are also PP students. The school has 74% of SEMH students in this category (58 out of the 78 SEMH Students).
- Lower reading standardised reading scores on average on entry
 - Year 7 PP students have a reading age of 10.74 compared to 11.25 for Non PP
- Lower CAT scores on average on entry
 - PP Students in Year 7 100.2, Non PP students in Year 7 103.3
- Attendance of PP students is lower than for non PP students, and the gap historically widens as student's progress through the school
 - PP Students 6.4% Sessions Missed (National 7.2%) compared to 4.1% National Non PP

Strategy overview

Each aspect of the strategy has a pupil level action plan that focusses on individual achievement and target setting. It is the Deputy Head Teacher's responsibility to ensure that progress in all the priority areas are tracked and have the desired impact. The KS4 targets for this year are as follows:

Targets for 2016/17

Criteria	PP	Non PP	Gap
Attainment 8	50.7	56.8	6.1
Combined English and maths (Level 5+)	61%	86%	25%
Progress 8	-0.04	+0.05	0.09
Progress 8 English Element	-0.11	+0.11	0.22
Progress 8 Maths Element	+0.03	+0.03	0

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
Transition	DJM	Ensure that PP student integrate quickly into the Academy and make expected progress during first term.	<ul style="list-style-type: none"> Year 6 transition sessions during summer term for those on Catch Up premium (on level 3 or below in Maths or English) Staffing for weekly transition sessions for catch up students from feeder schools. 	DJM to monitor student integration through Primary School Visits and transition days. Monitor progress through first term and identify at risk students.
Curriculum Support	JEF / IEM	Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for	<ul style="list-style-type: none"> Extra staffing in Maths to reduce teaching group size. This includes two HLTAs. STAR group residential visit to Arthog outdoor pursuits Extra staffing in English to reduce teaching group size. This includes two HLTAs. 	KS4 outcomes; data from KS3 interventions charts impact Progress Points Data and analysis Mock results and predictions

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
		<p>the progress of these students Pupil Premium students make expected levels of progress in English, Maths and Science at all key stages and return a positive P8 residual</p> <p>Improve self-esteem and resilience of PP students.</p>	<ul style="list-style-type: none"> • Extra HLTA in Science to support PP students. • Additional staffing to target groups and individual students in GCSE English and Maths booster sessions • Revision sessions for Maths GCSE / Maths and English revision sessions off site prior to external exams including Green Light Maths programme and Full Stop English at local university campus and hotel venues. • Saturday revision sessions for Year 11 prior to examinations • Costs for staffing and Sixth Form Maths Mentors from Thomas Telford School • Funding for educational trips and trips abroad e.g. French, PE, Maths, English and Geography • Further funding for whole school literacy and numeracy development in KS4. 	<p>Intervention Plans</p>
<p>Special Educational Needs / Literacy and Numeracy</p>	<p>KMB/ADF / HNC /</p>	<p>Support access to the curriculum especially in core subjects.</p> <p>Improve self-esteem and resilience of PP students.</p> <p>Student outcomes</p>	<ul style="list-style-type: none"> • Extra staffing in Maths to reduce teaching group size. This includes two HLTAs. • STAR group residential visit to Arthog outdoor pursuits • Extra staffing in English to reduce teaching group size. This includes two HLTAs. • Extra HLTA in Science to support PP students. 	<p>KS4 outcomes; data from KS3 interventions charts impact</p> <p>Progress Points Data and analysis</p> <p>Mock results and predictions Intervention Plans</p> <p>Attendance registers for extra core subject support sessions.</p>

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
			<ul style="list-style-type: none"> • Additional staffing to target groups and individual students in GCSE English and Maths booster sessions • Revision sessions for Maths GCSE / Maths and English revision sessions off site prior to external exams including Green Light Maths programme and Full Stop English at local university campus and hotel venues. • Saturday revision sessions for Year 11 prior to examinations • Costs for staffing and Sixth Form Maths Mentors from Thomas Telford School • Funding for educational trips and trips abroad e.g. French, PE, Maths, English and Geography • Further funding for whole school literacy and numeracy development in KS4. 	
Student Support	DJM / HNC	<p>Improve self-esteem and resilience of PP students.</p> <p>Support access to the curriculum especially in core subjects.</p> <p>Attendance improved and lateness reduced.</p>	<ul style="list-style-type: none"> • Subsidy for Activities and Rewards Days to provide an extensive range of interesting and challenging options to develop self-esteem, confidence and relationships • Subsidy for Academy uniform, footwear and sports kit • Provision of set texts and revision materials for Years 10 and 11 PP students • Subsidy for Music School lessons and instruments 	<p>Monitoring of behaviour records and audits</p> <p>Access to counsellor records</p> <p>Breakfast club monitoring</p> <p>Attendance records</p>

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
		Monitor absences.	<ul style="list-style-type: none"> • To employ a home liaison worker to reduce absence for those more vulnerable • To employ a full time counsellor on site to work alongside SENCo • Alternative provision to engage disaffected students: Behaviour Consultant, LSAT, Seeds Centre and Telford Drive Project • Educational trips for motivation: GCSE Geography Field Course, Places of Worship, London, Centre Parcs, Paris trip (Literacy Support Group) Disneyland (Maths / Numeracy Support Group) • Duke of Edinburgh's bronze award to develop self-esteem and aspiration • Equipment to set up STAR group in year 7 for those on catch up • Extra staffing in Nurture to provide art and music therapy, cookery and personal hygiene, and further literacy and numeracy workshops. • Staffing and funding for breakfast club for PP and vulnerable students 	
Careers	JEF	PP student prioritised in accessing careers. Students to have individual meetings and support package	<ul style="list-style-type: none"> • Subsidy towards careers consultancy to manage careers guidance programme and work experience 	Destinations monitoring with careers team. Support students identified as at risk of being NEET. Every student to have a plan and destination in place.

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
		Options for future plans, discussed and implemented for PP students.	<ul style="list-style-type: none"> Accredited Life Skills courses in Key Stage 4 to develop the interpersonal skills required for employment Work Skills course to prepare Year 11 students for the world of work Nova Training (motor vehicle training) for transport for PP students 	
Core Subject Support / Raising Standards	KMB/ ADF/ DDR	Reduction in the GAP for PP student's Progress and Attainment	<ul style="list-style-type: none"> To employ extra 4 Teaching Assistants in core subject areas: Mathematics, English, Science and Design Technology to raise standards and outcomes at GCSE 	<p>KS4 outcomes; data from KS3 interventions charts impact</p> <p>Progress Points Data and analysis</p> <p>Mock results and predictions</p> <p>Intervention Plans</p> <p>Attendance registers for extra core subject support sessions.</p>
Whole School Behavioural Support	DJM	<p>Improve self-esteem and resilience of PP students.</p> <p>Remove loss of teaching time due to minor behavioural issues.</p>	<ul style="list-style-type: none"> To employ two Student Support officers to help ensure consistency in behaviour around the Academy and give additional support to the more vulnerable. Extra funding for lunchtime and breaktime support for PP students requiring supervision 	Monitor the number of concerns for issues between lessons and through breaks.
Teaching and Learning Support	HNC	Improve access to the curriculum.	<ul style="list-style-type: none"> To buy in the services of LSAT to support and advise SEND teams in raising standards in teaching and learning 	All students requiring access arrangements have been identified and applications arranged.

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
		Access arrangements for external examinations in place	<ul style="list-style-type: none"> Funding of HLTA training for 3 TAs so that they can teach small groups of targeted PP students TAC training for team leaders to run TAC meetings for PP students in their teams. 	<p>Supporting evidence made available for JCQ inspections.</p> <p>Monitoring of team interventions and student outcomes.</p> <p>Attainment and progress measures.</p>

Reporting and monitoring of strategy:

- Reports on progress in each key area of the strategy collated by SLT with overall responsibility
- Reports fed back to rest of SLT and Governors
- Progress of PP students is a regular item in SLT meetings