



**ENLUTC  
PUPIL PREMIUM DEVELOPMENT PLAN  
2019-2020**

# DEVELOPMENT PLAN (2019-2020)

## School overview (Based on DfE projections July 2019)

<b>School</b>	ENLUTC	<b>Academic year</b>	2019-20
<b>Total annual pupil premium budget</b>	£33,660	<b>Total annual CLA budget</b>	Unknown at present
<b>Total number of PP on roll</b>	36	<b>Total number of CLA on roll</b>	Unknown at present
<b>% of PP on roll</b>	37.5%	<b>% of CLA on roll</b>	Unknown at present

## Reviews

<b>Term 1</b>	<b>October</b>	<b>Term 2</b>	<b>February</b>	<b>Term 3</b>	<b>May</b>
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## Attainment (TBC after August results)

<b>Attainment 2019-20</b>				<b>National Data</b>		
Measure:	All students	Disadvantaged	Non-Disadvantaged	All students	Disadvantaged	Non-Disadvantaged
% achieving Grade 4+ in English and Maths	XX	XX	XX	XX	XX	XX
% achieving Grade 5+ in English and Maths	XX	XX	XX	XX	XX	XX

## Key Priorities

<b>Key priorities for 2019-20</b>		<b>Success Criteria</b>
1	Remove/reduce the progress and attainment gaps between PP and non-PP students	<ul style="list-style-type: none"> <li>PP students will make progress in line with the progress of their peers in August 2020 GCSE results.</li> <li>100% of PP students will achieve Grade 4 and above in Maths and English.</li> </ul>
2	FTEs for PP students are at national or below by the end of the 2019-20 academic year	<ul style="list-style-type: none"> <li>FTE data shows this.</li> </ul>
3	Reduced % of internal behaviour sanctions for PP students	<ul style="list-style-type: none"> <li>Internal data tracking shows % of withdrawals and internal exclusion incidents are in line or lower than peers.</li> </ul>

**Projected Spending for PP 2019-20  
(initial £33660)**

	Estimated cost (£)	EEF focus	Connection to key priorities	How will we measure impact?
<b>ATTAINMENT &amp; PROGRESS: student outcomes, curriculum, exams</b>				
Small group and 1:1 tuition for Maths, English and other subjects as required, delivered by specialist staff	£2500	<ul style="list-style-type: none"> <li>Reducing class size</li> <li>Individual instruction</li> </ul>	1	<ul style="list-style-type: none"> <li>Student progress check</li> <li>Curriculum line management meetings</li> <li>GCSE results and outcomes</li> </ul>
Small group and 1:1 learning sessions focusing on specific needs of disadvantaged students (SEND support for dyslexia, low literacy, low numeracy, confidence and self-esteem)	£2000	<ul style="list-style-type: none"> <li>Reducing class size</li> <li>Individual instruction</li> <li>Mentoring</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Student progress check</li> <li>Curriculum line management meetings</li> <li>GCSE results and outcomes</li> <li>Individual behaviour plans and improvements</li> <li>SEN reviews and SEND data reviews</li> </ul>
Holiday revision for English, Maths, Science and other subjects as required, including staffing, resources and food/drink where appropriate	£1000	<ul style="list-style-type: none"> <li>Extending school time</li> <li>Homework</li> </ul>	1, 3	<ul style="list-style-type: none"> <li>Student progress check</li> <li>Curriculum line management meetings</li> <li>GCSE results and outcomes</li> </ul>
Specialist Nurture and SEND teacher to work with a small class of students in each year group, providing a focused curriculum centring on employability and aspirations.	£7000	<ul style="list-style-type: none"> <li>Reducing class size</li> <li>Individualised instruction</li> <li>Small group tuition</li> <li>Learning styles</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Student progress check</li> <li>Curriculum line management meetings</li> <li>GCSE results and outcomes</li> <li>Individual behaviour plans and improvements</li> <li>SEN reviews and SEND data reviews</li> </ul>
Access Arrangements applied following JCQ guidelines. Assessments will be completed by qualified staff (external)	£300	<ul style="list-style-type: none"> <li>Individualised instruction</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Student progress check</li> </ul>
Revision guides for students in Y11 to assist with exam preparation	£500	<ul style="list-style-type: none"> <li>Extending school time</li> <li>Homework</li> </ul>	1	<ul style="list-style-type: none"> <li>Student progress check</li> <li>GCSE results and outcomes</li> </ul>
<b>PASTORAL: Physical, emotional and material well-being, attendance</b>				
Appointment of Head of Year 9 to provide pastoral and transition support	£2000	<ul style="list-style-type: none"> <li>Meta-cognition and self-regulation, Behaviour interventions</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Student voice</li> <li>Individual behaviour plans and improvements</li> </ul>
Timely pastoral support to meet individual needs. Opportunity for training to be provided to match needs of students. Including diagnostic behaviour system, led by SLT, for timely supported	£5500	<ul style="list-style-type: none"> <li>Meta-cognition and self-regulation</li> <li>Behaviour interventions</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Student voice</li> <li>Individual behaviour plans and improvements</li> <li>Student progress checks</li> </ul>

		<ul style="list-style-type: none"> <li>Social and emotional learning</li> </ul>		
Dedicated line management time to analyse withdrawal data to discuss ad hoc interventions for students to support self-regulation of behaviour	£600	<ul style="list-style-type: none"> <li>Meta-cognition and self-regulation</li> <li>Behaviour interventions</li> <li>Social and emotional learning</li> <li>Mentoring</li> <li>Parental involvement</li> <li>Individualised instruction</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Student voice</li> <li>Individual behaviour plans and improvements</li> <li>Student progress checks</li> <li>Reduction in whole-school behaviour sanctions</li> </ul>
Rigorous tracking, monitoring and intervention procedures are in place to support all students in meeting the minimum requirement of 95% by a dedicated member of the pastoral team.	£2000	<ul style="list-style-type: none"> <li>Behaviour interventions</li> <li>Social and emotional learning</li> <li>Parental involvement</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Improved attendance data</li> <li>Student progress checks</li> </ul>
Funding for student hardship support (including uniform purchase, food, travel etc.)	£3000	<ul style="list-style-type: none"> <li>Social and emotional learning</li> <li>Behaviour interventions</li> <li>Aspiration intervention</li> <li>Social aspects</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Individual, increased participation in events</li> </ul>
<b>ENRICHMENT: Aspiration, expectation, social and cultural capital</b>				
At least four encounters with business throughout the academic year for all students	£2000	<ul style="list-style-type: none"> <li>Aspiration interventions</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Destinations data</li> <li>Student voice</li> </ul>
Careers guidance and business mentors for all students, with dedicated meeting time	£2000	<ul style="list-style-type: none"> <li>Aspiration intervention</li> <li>Individual instructions</li> <li>Mentoring</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Destinations data</li> <li>Student voice</li> <li>Individual behaviour plans and improvements</li> <li>Student progress checks</li> <li>Reduction in whole-school behaviour sanctions</li> </ul>
External services and guest speakers to provide motivation and support.	£1000	<ul style="list-style-type: none"> <li>Aspiration intervention</li> <li>Individual instructions</li> <li>Mentoring</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Destinations data</li> <li>Student voice</li> </ul>

Regular reward ceremonies and praise drives to focus on the personal and individual efforts.	£2000	<ul style="list-style-type: none"> <li>• Meta-cognition and self-regulation</li> <li>• Feedback Collaborative</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Reduction in whole-school behaviour sanctions</li> <li>• Individual behaviour plans and improvements</li> </ul>
Year 10 Work Experience, with staff visits and resources	£560	<ul style="list-style-type: none"> <li>• Aspiration intervention</li> <li>• Individual instructions</li> <li>• Mentoring</li> </ul>		<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Reduction in whole-school behaviour sanctions</li> <li>• Individual behaviour plans and improvements</li> <li>• Destinations data</li> </ul>
<b>Total</b>	£33,660			

## Reviews of spend 2019-2020

### Term 1: October

<u>Key Priorities</u>	<u>Successes</u>	<u>Lessons</u>	<u>Next steps</u>	<u>RAG</u>
Remove/reduce the progress and attainment gaps between PP and non-PP students				
FTEs for PP students are at national or below by the end of the 2019-20 academic year				
Reduced % of internal behaviour sanctions for PP students				

## Term 2: February

<u>Key Priorities</u>	<u>Successes</u>	<u>Lessons</u>	<u>Next steps</u>	<u>RAG</u>
Remove/reduce the progress and attainment gaps between PP and non-PP students				
FTEs for PP students are at national or below by the end of the 2019-20 academic year				
Reduced % of internal behaviour sanctions for PP students				

### **Term 3: May**

<b><u>Key Priorities</u></b>	<b><u>Successes</u></b>	<b><u>Lessons</u></b>	<b><u>Next steps</u></b>	<b><u>RAG</u></b>
Remove/reduce the progress and attainment gaps between PP and non-PP students				
FTEs for PP students are at national or below by the end of the 2019-20 academic year				
Reduced % of internal behaviour sanctions for PP students				



## Analysis of spending 2018-19

Analysis of PP Spending 2018-19				
£24,777.50				
ATTAINMENT & PROGRESS: Student outcomes, curriculum, exams	Cost	EEF Focus	Impact	Lessons learnt
Small group and 1:1 tuition for Maths, English and other subjects (Computer Science, Engineering) as required, delivered by specialist staff on Friday afternoons, including food and refreshments.	£3000	<ul style="list-style-type: none"> <li>• Reducing class size</li> <li>• Individual instruction</li> </ul>	Attendance at sessions was hit and miss, not always supporting the most disadvantaged or vulnerable	Identify PP students attending Provide support to ensure attendance
Small group and 1:1 learning sessions focusing on specific needs of disadvantaged students (SEND support for dyslexia, low literacy, low numeracy, confidence and self-esteem)	£2000	<ul style="list-style-type: none"> <li>• Reducing class size</li> <li>• Individual instruction</li> <li>• Mentoring</li> </ul>	Attendance at weekly sessions was good – all attended.	Measurable data set missing – tie to a baseline or measurable set of data Groups picked at the start of the year continued on. This could have been revised.
Holiday revision for English, Maths, Science and other subjects as required, including staffing, resources and food/drink where appropriate	£1000	<ul style="list-style-type: none"> <li>• Extending school time</li> <li>• Homework</li> </ul>	Focused for students. Opportunities for 1:1 support prior to Y11 exams.	Attendance was varied across the cohort and depending on subjects. More incentives required.
Access Arrangements applied following JCQ guidelines. Assessments will be completed by qualified staff (external)	£300	<ul style="list-style-type: none"> <li>• Reducing class size</li> <li>• Individualised instruction</li> <li>• Small group tuition</li> <li>• Learning styles</li> </ul>	Students had options for access arrangements, leading to support in exams.	Continue to use external assessor. Ensure students are regularly assessed to provide best support in the classroom.
Revision guides for students in Y11 to assist with exam preparation	£1200	<ul style="list-style-type: none"> <li>• Individualised instruction</li> </ul>	Students had materials to revise at home and prepare for their exams.	Staff to focus the use of the revision guides in lessons to model how best to use them in order for more impact to be had.
Progress Championships rewards programme for all Y11 students	£600	<ul style="list-style-type: none"> <li>• Aspirational intervention</li> <li>• Behaviour intervention</li> <li>• Meta-cognition and self-regulation</li> </ul>	Competitive element for students prior to the exam led to increased focus in lessons.	Initiative was initially successful. However, focus lost. More time needed for groups to get together.
PASTORAL: Physical, emotional and material well-being, attendance				
Rigorous tracking, monitoring and intervention procedures are in place to support all students in meeting the minimum requirement of 95% by a dedicated member of the pastoral team.	£2000	<ul style="list-style-type: none"> <li>• Behaviour intervention</li> <li>• Parental involvement</li> </ul>	Overall attendance is 88.35% for all students. PP Y11 89.4% and PP Y10 88.2% showing attendance is in line with peers.	Overall improvements needed in attendance.
Funding for student hardship support (including uniform purchase, food, travel etc.)	£500	<ul style="list-style-type: none"> <li>• Social and emotional learning</li> </ul>	Accessed throughout the year, including contributions to trips and visits, allowing students to have	Improvements to the tracking of which students have completed visits and experiences/interactions with companies and business.

		<ul style="list-style-type: none"> <li>• Behaviour interventions</li> <li>• Aspiration intervention</li> <li>• Social aspects</li> </ul>	regular interactions with employers.	
Pastoral support for students by dedicated team, including appointment of Professional Standards & Inclusion managers	£10, 777.50	<ul style="list-style-type: none"> <li>• Behaviour intervention</li> <li>• Meta-cognition and self-regulation</li> </ul>	Clear systems established Focus on driving improvements Comparative data shows current systems are working (FTEs reducing)	Continue to develop systems and support for students.
<b>ENRICHMENT: Aspiration, expectation, social and cultural capital</b>				
Careers guidance and business mentors for all students, with dedicated meeting time	£300	<ul style="list-style-type: none"> <li>• Aspiration intervention</li> </ul>	Focused and related to our culture. Students can connect their learning experiences to industry.	Utilise this as a support mechanism for students
Motivational assembly time, with external speakers	£200	<ul style="list-style-type: none"> <li>• Aspiration intervention</li> </ul>	Students have focused in the assemblies and enjoyed the events	Assess the impact through student voice
Regular reward ceremonies	£200	<ul style="list-style-type: none"> <li>• Aspiration intervention</li> <li>• Meta-cognition and self-regulation</li> <li>• Behaviour intervention</li> </ul>	Students are praised for what they do, leading to higher aspirations.	Student leadership team discuss the differences between staff for giving out current rewards. Focus on set criteria for awards to drive forward other aspects of whole school improvement (attendance, punctuality etc)
Year 10 Work Experience, with staff visits and resources	£100	<ul style="list-style-type: none"> <li>• Aspiration intervention</li> </ul>	Focused and related to our culture. Students can connect their learning experiences to industry.	Aim for 100% of students to complete W/E
<b>TOTAL:</b>	£24,777.50			

## The Sutton Trust, EEF Teaching and Learning Toolkit

EEF T&L Toolkit Focus	Cost	Evidence strength	Impact (months)	Summary
1. Meta-cognition and self-regulation	£	□□□□	+8	High impact for very low cost, based on extensive evidence
2. Feedback	£	□□□	+8	High impact for very low cost, based on moderate evidence
3. Collaborative learning	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
4. Early years intervention	£££££	□□□□	+5	Moderate impact for very high cost, based on extensive evidence
5. One to one tuition	££££	□□□□	+5	Moderate impact for high cost, based on extensive evidence
6. Oral language interventions	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
7. Peer tutoring	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
8. Reading comprehension strategies	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
9. Homework	£	□□□	+5	Moderate impact for very low cost, based on moderate evidence
10. Mastery learning	£	□□□	+5	Moderate impact for very low cost, based on moderate evidence
11. Phonics	£	□□□□□	+4	Moderate impact for very low cost, based on extensive evidence
12. Digital technology	£££	□□□□	+4	Moderate impact for moderate cost, based on extensive evidence
13. Social and emotional learning	£££	□□□□	+4	Moderate impact for moderate cost, based on extensive evidence
14. Outdoor adventure learning	£££	□□□	+4	Moderate impact for moderate cost, based on moderate evidence
15. Small group tuition	£££	□□	+4	Moderate impact for moderate cost, based on limited evidence
16. Behaviour interventions	£££	□□□□	+3	Moderate impact for moderate cost, based on extensive evidence
17. Individualised instruction	£	□□□	+3	Moderate impact for very low cost, based on moderate evidence
18. Parental involvement	£££	□□□	+3	Moderate impact for moderate cost, based on moderate evidence
19. Reducing class size	££££	□□□	+3	Moderate impact for high cost, based on moderate evidence

20. Summer schools	£££	⬆️⬆️⬆️⬆️	+2	Low impact for moderate cost, based on extensive evidence
21. Arts participation	££	⬆️⬆️⬆️	+2	Low impact for low cost, based on moderate evidence
22. Extending school time	£££	⬆️⬆️⬆️	+2	Low impact for moderate cost, based on moderate evidence
23. Learning styles	£	⬆️⬆️	+2	Low impact for very low cost, based on limited evidence
24. Sports participation	£££	⬆️⬆️	+2	Low impact for moderate cost, based on limited evidence
25. Mentoring	£££	⬆️⬆️⬆️	+1	Low impact for moderate cost, based on moderate evidence
26. Performance pay	££	⬆️⬆️	+1	Low impact for low cost, based on limited evidence
27. Teaching assistants	££££	⬆️⬆️	+1	Low impact for high cost, based on limited evidence
28. Block scheduling	£	⬆️⬆️	0	Very low or no impact for moderate cost, based on very limited evidence
29. Aspiration interventions	£££	⬆️	0	Very low or no impact for moderate cost, based on very limited evidence
30. Built environment	££	⬆️	0	Very low or no impact for moderate cost, based on very limited evidence
31. School uniform	£	⬆️	0	Very low or no impact for very low cost, based on very limited evidence
32. Setting or streaming	£	⬆️⬆️⬆️	-1	Negative impact for very low cost, based on moderate evidence
33. Repeating a year	£££££	⬆️⬆️⬆️	-4	Negative impact for very high cost, based on moderate evidence