

# The Nobel School - Pupil Premium Strategy Statement

## 1. Summary information

Academic year : 2016 to 2017

PP income received April 2016 : £227,200

Total number of students on roll (April 2016): 1167 (years 7-11)

Number of students eligible for pupil premium (April 2016): 261

Date of review – September 2016

Date of next reviews – March 2017 and September 2017

**The strategic plan for pupil premium will focus on three main areas to close the gap between PP and non-PP students:**

1. Getting ready to learn
2. Academic attainment, achievement and progress
3. Enrichment

Funding will be allocated to students who qualify for pupil premium i.e. those who receive FSM, (or have received FSM in the last 6 years, referred to as Ever6), students in care, (continuously for more than 6 months), students who have been adopted and those from families in active service with the armed forces.

## 2. Current attainment

	Pupil Premium students - Nobel	England state-funded schools – other pupils
Progress 8 score	-0.57	0.10
Attainment 8 score	38.7	53.3
Progress 8 score: English	-0.57	0.08
Progress 8 score: Maths	-0.13	0.10
Attainment 8 score: English	8.6	11.1
Attainment 8 score: Maths	8.2	10.5

### 3. How does the progress and attainment of disadvantaged students in all current year groups compare with the 2016 progress and attainment?

The % difference between disadvantaged and non-disadvantaged students who are not making expected progress (towards suggested training group at KS3 or FFTAspire 20 target at KS4) is diminishing. Although we do not have comparative data for the new year 7, the cohort has a gap that is a lower starting point than the previous two cohorts.

Year 7		Year 8		Year 9		Year 10		Year 11	
Below Track		Below Track		Below Track		Below Track		Below Track	
Difference % 2016	Difference % 2017	Difference % 2016	Difference % 2017	Difference % 2016	Difference % 2017	Difference % 2016	Difference % 2017	Difference % 2016	Difference % 2017
8.4%	-3.5%	-8.4%	-8.0%	-4.8%	-4.0%	-14.6%	-3.8%		

### 4. Barriers to future attainment for pupil premium students

Low levels of literacy, numeracy, prior attainment  
 Challenging social, emotional and behaviour needs  
 Pride in completion and presentation of school work

Low attendance and aspiration  
 Interested and engaged parents

### 5. Desired outcomes

- Increased attainment for pupil premium students in English and maths
- Increased attainment for pupil premium students in EBacc subjects including science, humanities and languages
- Reduced levels of poor behaviour
- Increased confidence and attitude to learning
- Improved levels of attendance
- Increased parental and student engagement with school

### 6. Inspection Dashboard – November 2016

“Progress 8 in English or mathematics was significantly below average and in the lowest 10% for the groups: disadvantaged, disadvantaged middle. Progress was significantly below average and in the lowest 10% in at least one of EBacc or open elements or science, languages or humanities for the group: disadvantaged, disadvantaged low, disadvantaged middle.”

## 7. Action Plan

As stated above, the strategic plan for pupil premium will focus on three main areas to close the gap between our pupil premium students and other students nationally. Where colour has been used in the action column (Green = fully implemented, Amber = partially implemented, Red = not yet implemented). Where colour is used in the impact column, Green indicates that the strategy is having a positive impact on progress data, Amber indicates that the strategy is considered to be having an impact but can't be easily measured in data terms and Red indicates the strategy is either that we don't yet know the impact or hasn't had the desired outcome and will not be repeated.

### a) Getting ready to learn – total budget £51,400

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review	Impact
1	Improved attendance	Breakfast club	Targeted students invited into school early to start the day calmly, nourished and in the right frame of mind to learn.	Attendance records Reduction in behaviour points Reduction in GUMPE, Increased housepoints	Attendance officer, HoY and SSO	Daily for Wave 3+ students, weekly for Wave 3 and monthly for others.	
2	Improved concentration and well-being	School meal allowances	Students cannot actively study if they are hungry (supporting Ever 6 students who are not eating properly).	Positive feedback at SSO mentoring sessions Improved academic performance (data drops)	SSO / PP coordinator	Termly	
3	Smooth transition from KS2 to KS3	Vulnerable transition group and summer school	EEF toolkit - Collaborative learning (+ 5 months) Smooth transition, building relationships with students and families, less time spent in student support, better engagement in lessons EEF toolkit – summer schools (+2 months) plus positive feedback	Feedback from student and parents Fortnightly transition group meetings - September to Christmas SSO mentoring	PP coordinator  Year 7 SSO  Year 7 SSO	September and Christmas	

			from students and parents				
4	Reduction in GUMPE points	Uniform, kit and equipment	For some students, we are the 'school parent' and actively encourage them to look smart (uniform) and have the appropriate PE kit and school equipment	Reduction in GUMPE points Positive feedback at SSO mentoring sessions	Head of Year  SSO	Termly  Termly	
5	Improved SEMH	Appointment of Student Support Officers, offering well-being, counselling, mentoring and general student support	EEF toolkit – mentoring (+1 month) EEF toolkit – social and emotional learning (+4 months)	Small groups e.g. self-esteem, social use of language, self-harm, friendships, etc – students are assessed at the beginning and end of the courses.	SSO / Student Support Manager	Termly	
6	Improved behaviour	Targeted small group behaviour intervention Employment of behaviour therapist for 1:1 support	EEF toolkit - behaviour interventions (+4 months)	Reduction in behaviour points for identified students Reduced number of detentions Improved attitude to learning (PASS survey)	SLT HoY SSO	Weekly feedback from behaviour therapist Plus regular monitoring by SSO/HOY	
7	Greater parent engagement	Targeted parents' evenings Parent/student maths workshop Summer school presentations Nobel celebrates success (breakfasts) Parents' forum Transition interviews	EEF toolkit – parent involvement (+3 months)	Parent feedback and surveys Improved attendance at parents' evenings Move parents involved in Parents' forum	SLT HOY PP coordinator	Termly	

## b)Academic progress and Attainment – total budget £167,100

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review	Impact
1	Improved progress in English	PP Champion	Specific focus on PP student attainment / progress in English	Termly data drops and SLT /DoF link meetings	SLT / DoF	After every data drop	GREEN
		Purchase of Lexia literacy programme	EEF toolkit – reading comprehension (+5 months)	Reading age assessments	SENDCo/Lead TA	Termly	GREEN
		Booster classes	Half term revision for ‘not yet’ students	Student assessment data	DoF	After every data drop	GREEN
		Purchase of text books and revision guides	Every PP student should have the correct revision and text books	Completion of PLT and revision	Class teacher	Termly	GREEN
		Lunch time and after school intervention	EEF toolkit – small group tuition (+4 months)	Student assessment data	Class teacher	Half termly	GREEN
		Form time plus	EEF toolkit - Individualised instruction (+2 months)	Student assessment data	Teacher/HoY	Weekly	GREEN
		Whole school reading time	School ethos and action plan	Student feedback and reading age assessments	Class teacher SENDCo/TAs	Annually	GREEN
		Reading leaders	EEF toolkit - Individualised instruction (+2 months)	Termly assessments	DoF / SENDCo	Termly	GREEN
		Small group spellings	EEF toolkit – small group tuition (+4	Termly	SENDCo/TAs	Termly	GREEN

		<p><b>Foundation group (year 7)</b></p> <p><b>Study Groups (year 8 / 9)</b></p> <p><b>Progress boards</b></p> <p><b>Dedicated TA in English</b></p> <p><b>One-to-one tuition (for a very small number of targeted year 11 students)</b></p>	<p>months)</p> <p>Short term withdrawal from mainstream English lessons to focus on basic literacy skills</p> <p>EEF toolkit – small group tuition</p> <p>Data is clearly displayed for all faculty staff to see</p> <p>EEF toolkit – teaching assistants (+1 month) – however we feel a dedicated subject specialist teaching assistant has greater impact</p> <p>EEF toolkit – one to one tuition (+5 months)</p>	<p>assessments</p> <p>Half-termly assessment</p> <p>Termly assessment and data drops</p> <p>Improved progress for ‘not yet’ students</p> <p>Feedback from students, class teachers and DoF TA supports students who are ‘not yet’ as identified by data</p>	<p>SENDCo</p> <p>SENDCo</p> <p>Head of English</p> <p>SENDCo/DoF</p> <p>Class teacher / DoF</p>	<p>Half-termly</p> <p>Termly</p> <p>Termly</p> <p>After every data drop</p> <p>After every data drop</p>	<p><b>GREEN</b></p> <p><b>GREEN</b></p> <p><b>GREEN</b></p> <p><b>GREEN</b></p> <p><b>GREEN</b></p>
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
	Improved progress in maths	<b>PP Champion</b>	Specific focus on PP student attainment / progress in maths	Termly data drops and SLT /DoF link meetings	SLT / DoF	After every data drop	<b>GREEN</b>

		<b>Maths mastery programme</b>	EEF toolkit – mastery learning (+5 months)	Termly data drops and student feedback	DoF	Termly	<b>GREEN</b>
		<b>Booster classes</b>	Half term revision for ‘not yet’ students	Student feedback and data drops	DoF/PP Champion	After every data drop	<b>GREEN</b>
		<b>Peer group tuition (using PP students to tutor others)</b>	EEF toolkit – peer tutoring (+6 months)	Student feedback and data drops	DoF/ PP Champion	Termly	<b>GREEN</b>
		<b>Creation of revision guides</b>	Students given workbooks that clearly show what they need to know to obtain level 1, 2, 3, etc.	Termly assessments – students should know what they need to do to reach target levels.	PP Champion	Termly	<b>GREEN</b>
		<b>Lunch time and after school Intervention Form time plus Foundation group – year 7 Study Groups – years 8 and 9</b>	EF toolkit – small group tuition (+4 months) “ “ “	Termly assessments, data drops and faculty review	Head of maths	Termly	<b>GREEN</b>
		<b>Maths equipment</b>	PP students often do not have equipment – protractors, compasses, calculators made available to PP students	Reduction in GUMPE Greater participation in lessons	Class teacher	Termly	<b>GREEN</b>

		<b>Progress board</b>	Data is clearly displayed for all faculty staff to see	Improved progress for 'not yet' students	Class teacher / DoF	After every data drop	<b>GREEN</b>
		<b>Dedicated TA in maths</b>	EEF toolkit – teaching assistants (+1 month) – however we feel a dedicated subject specialist teaching assistant has greater impact	Feedback from students, class teachers and DoF TA supports students who are 'not yet' as identified by data – data will show level of progress	SENDCo/DoF	After every data drop	<b>GREEN</b>
		<b>KS3 maths workshop with dedicated PP student/parent session</b>	We want students to believe they 'can do' maths	Feedback from students/parents	PP Champion	Annually	<b>GREEN</b>
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
<b>3</b>	<b>Improved progress in science</b>	<b>Half term controlled assessment support group</b>	February session allows students to improve their controlled assessments)	Improved controlled assessment results	Lead Practitioner	Annually	<b>GREEN</b>
		<b>PP champion</b>	Specific focus on PP student attainment / progress in science	Termly data drops and SLT /DoF link meetings	SLT / DoF	Half termly	<b>GREEN</b>
		<b>Progress board</b>	Data is clearly displayed for all faculty staff to see and strategies	Improved progress for 'not yet'	DoF / class teacher	After every data drop	<b>GREEN</b>



			are discussed, planned and put in place.	students			
		<b>Targeted TA support in lessons</b>	Students who are identified as 'not yet' are given appropriate TA support in lessons	Feedback from students, class teachers and DoF TA supports students who are 'not yet' as identified by data – data will show level of progress	SENDCo / DoF	After every data drop	<b>AMBER</b>
		<b>Parents in science evenings for all year groups</b>	EEF Toolkit – parental involvement (+3 months)	Feedback from students and parents	Lead Practitioner	Termly	<b>GREEN</b>
		<b>One-to-one tuition (for a very small number of targeted year 11 students)</b>	EEF toolkit – one to one tuition (+5 months)	Feedback from teacher, data drops, mock results	DoF / teacher	Half termly	<b>GREEN</b>
		<b>Breakfast/early morning warm up support on exams days</b>	Students are calm and prepared for exams	Improved exam results	DoF, Lead Practitioner, class teachers	Annually	<b>GREEN</b>
		<b>Sixth form tutoring year 11 students</b>	EEF toolkit – peer tutoring (+6 months)	Feedback from students, improved mock and exams results	DoF, Lead Practitioner, class teachers	Termly	<b>GREEN</b>

		<b>Purchase of revision guides and text books</b>	Every PP student should have the correct revision and text books	Completion and quality of PLT, revision notes, work scrutiny	Class teachers	Termly	<b>GREEN</b>
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
<b>4</b>	<b>Improved progress in humanities</b>	<b>PP champion</b>	Specific focus on PP student attainment / progress in humanities	Termly data drops and SLT /DoF link meetings	SLT / DoF	Half termly	<b>GREEN</b>
		<b>Text books and revision guides</b>	The school wants to ensure Every PP student has the correct revision and text books to aid learning	Completion of PLT and revision – progress is measured and recorded in data drops	DoF / PP Champion / Class teacher	Termly	<b>GREEN</b>
		<b>Support for faculty-based trips</b>	The school believes that no PP student should be disadvantaged and unable to attend faculty-based trips purely on financial grounds	Feedback from students and parents Completion of coursework relevant to field trips	DoF, PP Champion / Class teacher	Termly	<b>GREEN</b>
		<b>Targeted TA support in lessons</b>	Students who are identified as ‘not yet’ are given appropriate TA support in lessons	Feedback from students, class teachers and DoF TA supports students who are ‘not yet’ as	SENDCo / DoF	After every data drop	<b>AMBER</b>

		RE lunch time support group	EEF toolkit – small group tuition (+4 months)	identified by data – data will show level of progress  Targeted support for students studying RE – monitored by teacher assessment	Class teacher	Half termly	GREEN
		One-to-one tuition (for a very small number of targeted year 11 students)	EEF toolkit – small group tuition (+4 months)	Targeted support for students studying History – monitored by teacher assessment	Class Teacher	Half termly	GREEN
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
5	<b>Improved progress in MFL</b>	PP champion	Specific focus on PP student attainment / progress in MFL	Termly data drops and SLT /DoF link meetings	SLT / DoF	Half termly	GREEN
		Subscription to MFL magazines	To expand student knowledge	Student feedback and teacher assessment	PP Champion	Termly	AMBER
		Progress board	Data is clearly displayed for all faculty staff to see	Improved progress for ‘not yet’ students	DoF / class teacher	After every data drop	GREEN
		Internal VLE area for MFL	To share information and data within the faculty	Improved progress for all PP students	PP Champion	Half termly	GREEN
		Support for faculty-based trips	The school believes that no PP student should be disadvantaged	Feedback from students and	DoF	Termly	GREEN

			and unable to attend faculty-based trips purely on financial grounds	parents Completion of coursework relevant to field trips Improved uptake of languages in KS4/KS5			
		<b>Friday after school club for Spanish</b>	EEF toolkit – small group tuition (+4 months)	Targeted support for students studying Spanish – monitored by teacher assessment	DOF/ class teacher		<b>GREEN</b>
		<b>Faculty review focused on vulnerable groups</b>	To identify WWW/EBI for PP students	Work scrutiny, learning walks, interim report	DOF	Termly	<b>GREEN</b>
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
<b>6</b>	<b>Improved progress in ADT</b>	<b>PP champions x 2</b>	Specific focus on PP student attainment / progress on 'both sides' of ADT	SLT link meetings and DoF	SLT / DoF	Half termly	<b>GREEN</b>
		<b>Purchase of ingredients for food technology</b>	Funding available to allow PP students to fully participate in KS3 lessons and develop / create more advance recipes in KS4.	Increased participation in practical lessons and improved GSCE results.	DoF / PP Champions	Termly	<b>GREEN</b>
		<b>Purchase of equipment for</b>	As above	As above	DoF / PP Champions	Termly	<b>GREEN</b>

		students studying art					
		Purchase of materials for design technology	As above	As above	DoF / PP Champions	Termly	<b>GREEN</b>
		After school clubs (wood club and food club)	To increase the number of students participating in extra-curricular ADT clubs	Increased student engagement – student and parent feedback	DoF / PP Champions	Termly	<b>GREEN</b>
		Targeted TA support in lessons	Specialist TA support in food tech lessons (supporting both SEND and PP students) to increase participation and results	Student feedback and data drop results	SENDCo, DoF and class teacher	After every data drop	<b>AMBER</b>
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
7	Improved performance of PP Most Able students	Appointment of MA PP champion	Specific focus on PP most able students across the board, increasing student aspiration, confidence and ensuring they make well-informed options choices.	Progress and data checks Analysis of PP MA students opting for EBACC subjects, number of applications to sixth form and applications to university.	SLT link, PP Champion	Termly	<b>AMBER</b>
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
8	Improved progress in all subjects – lessons	Whole school marking and feedback policy, but emphasis on PP – ‘marking PP books first’ strategy.	EEF toolkit – feedback (+8 months)	Closing of gap between PP and non PP students.	SLT link and DoFs	Termly	<b>AMBER</b>

		<b>Show my homework – on-line PLT (pre or post learning task) recording programme</b>	EEF toolkit – homework (+5 months) – students and parents are able to access details of PLT on line	Reduction in number of missed PLT Improved presentation and completion of PLT Parent engagement questionnaires	HoY / DoF	Termly	<b>GREEN</b>
		<b>Targeted PLT club</b>	Focus on students (particularly PP and SEND) who are not completing PLT	Reduction in number of missed PLT Improved presentation and completion of PLT	HoY, DoF and SENDCo	Termly	<b>GREEN</b>
		<b>Meta-cognition and self-regulation (building on the school’s learning to learn programme and using a scaffolding approach to learning)</b>	EEF toolkit – meta-cognition and self-regulation (+8 months)	Progress is measured by data drops, student feedback and progress in lessons	DoF, class teacher, PP Champions	After every data drop	<b>GREEN</b>
		<b>One-to-one tuition (for a very small number of targeted year 11 students)</b>	EEF toolkit – one to one tuition (+5 months)	Close monitoring and assessment of targeted students	One-to-one mentors, HoY, class teacher	Half-termly	<b>GREEN</b>
		<b>Targeted reading aloud and class discussions (ensuring PP students are actively encouraged</b>	EEF toolkit – oral language interventions (+5 months)	Participation in lessons and improved confidence measured by	Class teacher DoF / Hoy	After every data drop	<b>GREEN</b>

		to take part)		student feedback, PASS survey and teacher assessment			
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review	Impact
9	Improved performance in assessments and exams	Targeted students invited to early morning (7.15 am to 8.15 am) supervised study sessions	EEF toolkit – extending school time (+2 months)	Student engagement measured by student feedback and progress in lessons	SLT link, HoY and SSO	After every data drop and mock exams	GREEN
10	Improved confidence and engagement	Celebration breakfasts for students who make the most progress – particular emphasis on PP / vulnerable groups students	Feedback from students and parents School ethos of celebrating success	Data drops show that students continue to perform well – making excellent progress	SLT link, HoY	After every data drop	
11	Improved study and revision skills and techniques	Saturday workshop to promote good practice – effective study and revision techniques	Feedback from previous year's students Evidence from workshop provider	Feedback questionnaires Student engagement and active participation in lessons	HoY and class teachers	Annually	GREEN
12	Improved contribution to class and completion of written work	Laptop loan scheme for KS4 students (for students to work at home)	Students are able to study, revision and complete PLT at home	All PLT completed and students make better progress (data drops	HoY	Termly	GREEN

		Use of laptops in lessons for identified students (for PP and SEND students)	Feedback from teachers (some boys have moved up 3 levels in lessons simply by using a laptop for lengthy written tasks)	Data drops and teacher monitoring quantity and quality of work	HoY, DoF, SENDCo and class teacher	Termly	GREEN
		Use of memory sticks / pen drives	To aid study / revision at home	Data drop and class teacher monitoring	HoY / class teacher	Termly	GREEN
	<b>Desired outcome</b>	<b>Action / approach</b>	<b>Rationale</b>	<b>Measuring impact</b>	<b>Staff lead</b>	<b>Review</b>	<b>Impact</b>
13	Monitoring and assessment	Introduction of MINT class	Class seating plan that allows clear identification of vulnerable groups students and their needs	All staff using MINT and seating plans show students have been identified and seated according to their needs	SLT link, DoF, class teacher	Termly	AMBER
		Introduction of Waves system	To clearly identify students who are at risk of under-performing in their studies	Students are supported and remain in lessons	SLT link, HoY, Do, SSO	Weekly	AMBER
		Intervention Panel	To identify strategies to support vulnerable students	Wave 2/3/3+ (including disadvantaged students) make better progress – data drops	Panel (SLT / SENDco)	Weekly	GREEN
		Introduction of student support profiles (SSPs)	To give additional information regarding Wave 2/3/3+ students and can record interventions	Improved attendance, participation in	SLT link, HoY, DoF	Weekly	GREEN



		Introduction of SISRA	Develop a process, through using SISRA as an analysis tool, to record centrally and accurately subject specific interventions and outcomes for 'not yet' students.	lessons, completion of PLT, data drops, PASS survey  All staff are trained and able to use SISRA by Sept 2017 and tracking and recording of intervention to support 'not yet' students is centralised for KS4	SLT link, DoF	End of 2017	GREEN
		Vulnerable groups, including PP to be main focus of faculty and year team reviews – Spring 2017	To ensure we close the gap between PP and non-PP progress and attainment	Data drops and faculty / year team review feedback and monitoring.	SLT / DoF / HoY	Termly	GREEN

### c) Enrichment – total budget £8,700

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review	Impact
1	Trips and visits - curricular	Funding is made available to ensure all PP students are encouraged to attend curriculum-based trips and visits	School ethos - no student should miss out on a curriculum-based trip simply on financial grounds	Number of PP students participating in curriculum-based trips (including residential)	SLT link, PP coordinator, PP champions, DoF	Termly	GREEN

2	Trips and visits – extra-curricular	Funding is made available to support students to attend extra-curricular and residential trips to improve confidence, well-being and engagement.	School ethos – students should be encouraged to attend extra-curricular clubs and residential trips, regardless of any disadvantage.	Number of PP students participating in extra-curricular activities and residential trips.	SLT link, PP coordinator, PP champions, HoY	Termly	<b>GREEN</b>
3	Extra-curricular	Active recruitment of PP students to join extra-curricular activities including golf club (promoting the learning of maths in a fun way), self-defence classes (helping with behaviour and anger management), wood club and food club as well as many sports / PE based activities.	School ethos – students should be encouraged to attend extra-curricular clubs, but we will actively encourage ‘disadvantaged’ students to engage and take part	Number of PP students participating in extra-curricular activities	Extra-curricular lead, SLT link, HoY, PP champions	Termly	<b>GREEN</b>

## 8. Key staff

In order to fully support the progress of PP students, the school has put in place the following staff structure:

- School Governor (SP) – link role for vulnerable groups. Governor is co-headteacher of local primary school who will challenge staff in terms of PP vision, action plan and monitoring as well as supporting activities which directly support the progress of PP students.
- Deputy headteacher (BBM) – PP role includes chairing intervention panel, monitoring performance of all vulnerable group students, reporting to governing body and authorising PP initiatives and spend and joint line management (with DoF) of pupil premium champions.
- Pupil Premium Coordinator (JML) – responsible for the smooth transition of PP students and their families into the Nobel community. Monitoring PP initiatives and spend. Building good working relationships with pupil premium students so they know where they can come for support (including uniform, kit, equipment, funding for trips/visits, extra-curricular activities, etc). Working closely with pupil premium champions, senior leaders, heads of year/faculties, SENDCo, TAs and SSOs to ensure positive outcomes for pupil premium students.
- SENDCo (LAY) – working closely with relevant staff and students who fall into vulnerable groups, especially where there is cross-over between SEND, PP, EAL, BME, etc.
- Pupil Premium champions – scrutiny of progress data to highlight where students require additional support, working closely with DoF and HoY to coordinate interventions and reporting regularly to SLT link.
- Key workers – appointed for students who are either Wave 2, 3 or 3+ and will focus on the progress of students, particularly those from disadvantaged groups.