



Pupil Premium Profile

Student Picture

Student Name				
Tutor Group				
PP level	FSM	LAC/PLAC	Services	Ever 6
EAL				
SEND				

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Attendance						
House points						
Behaviour points						
Exclusions						

	Tutor Comment
Term 1	
Term 2	
Term 3	

Data-

CAT4				
111+ Above average		89-111 Average		70-89 Below average
Non-Verbal	Verbal	Spatial	Quantitative	Mean score

SATS
None this year (Covid)

Baseline tests	
English U – 9a	Year group average-
Maths %	Year group average-

Attitudinal Data

	Maths			English			Science			Other		
	Beh	Eff	H/W	Beh	Eff	H/W	Beh	Eff	H/W	Beh	Eff	H/W
Winter												
Spring												
Summer												

Identified area of need

Limited aspirations (present and future).	
Poor attitude to school- effort, homework, behaviour.	
Lack of independent study skills.	
Lack of support outside school and / or an unsettled home life.	
Lack of funds to assist in accessing extra-curricular activities, school trips and visits, materials and equipment.	
Low literacy skills.	
Low numeracy skills.	
Low self-esteem and lack of self-belief.	
Poor attendance.	
Emotional / social difficulties.	
Lack of organisation	
Lack of subject knowledge	
Other – please state	

Support Strategies – see below for examples of support strategies that could be used depending on barrier to success.

Targeted Academic Support	Wider Strategies

Examples of support strategies that could be used depending on barrier to success. Please note, this is not an exhaustive list.

1	Limited aspirations (present and future).
	<ul style="list-style-type: none"> • Celebrate success using the school reward system. • Don't let them off the hook- ensure they engage in questioning and work is completed to the required standard. • Discuss future careers or ambitions (wellbeing link). • Access careers workshops (when available). • Establish goals with students for the next half term. • Boost self-esteem- Provide opportunities for students to succeed in lesson.
2	Poor attitude to school- effort / engagement, homework, behaviour.
	<p>Lack of engagement / lack of motivation</p> <ul style="list-style-type: none"> • Use of reward system. • Targeted praise. • Plan opportunities for success. • Find out something about them- be interested / create a dialogue. • Seating plan- location to teacher, sit near positive influence and / or away from negative influence. <p>Use of questioning to engage students in lesson-</p> <ul style="list-style-type: none"> • Ensure they are asked at least one question per lesson. • Don't allow student to opt out of answering. • Consider most appropriate questioning strategies. • Give them time to prepare an answer. • Scaffold more challenging questions appropriately. <p>Behaviour</p> <ul style="list-style-type: none"> • Blutac- for students who fidget. • Remind student what you want them to do rather than they have done wrong. • Strategically use school behaviour system- e.g. does this student need time outside the classroom on W1. • Use praise- catch them doing something right. • Weekly monitoring of behaviour with form tutor. • Mentoring sessions with MBR. • Refer to the Academy values of respect, responsibility and kindness during restorative conversations. <p>Learning engagement</p> <ul style="list-style-type: none"> • Writing frames. • Use simple, clear terminology. • Create a signal to indicate the student has not understood. • Give clear expectations of quantity and quality of work. <p>Homework-</p> <ul style="list-style-type: none"> • Weekly monitoring of homework. • Liaise with parents- are they aware of where homework is set. • Create homework planner • Attend after school club where teacher assistance is available.
3	Lack of independent study skills.
	<ul style="list-style-type: none"> • Differentiated tasks in lessons that allow student success. • Ensure student has access to the resources they need e.g. computer access, books. • Design a study programme- allowing student to manage time effectively. • Intervention support to develop metacognition with form tutor / or through intervention (see MGS).
4	Lack of support outside school and / or an unsettled home life.
	<ul style="list-style-type: none"> • Access to breakfast club / afterschool provision. • Weekly catch-up with student to ensure barriers to learning are minimised. • Increased parental contact.

5	Lack of funds to assist in accessing extra-curricular activities, school trips and visits, materials and equipment.
Does the Academy need to provide?	
<ul style="list-style-type: none"> • Stationary • Uniform • Revision resources • Funding for trips • Resources for lessons (e.g. cooking) 	
6	Low literacy skills.
Liaise with SENDCO in the first instance	
<ul style="list-style-type: none"> • Academy intervention • NTP intervention 	
7	Low numeracy skills.
Liaise with SL in the first instance	
<ul style="list-style-type: none"> • Academy intervention • NTP intervention 	
8	Low self-esteem and lack of self-belief.
<ul style="list-style-type: none"> • Create situations where the students can succeed. • Encourage student to join extra-curricular activities. 	
9	Poor attendance.
<ul style="list-style-type: none"> • Form tutor identifies attendance issues. • Form tutor monitors and sets goals. • Increased parental contact 	
10	Emotional / social difficulties.
<ul style="list-style-type: none"> • Find a buddy for the student. • Monitor social times to check for isolation. • Create social groups / support. • SEAL intervention (see SENDCO) 	
11	Lack of organisation
<ul style="list-style-type: none"> • E-mail work home to parents • Create an area for them to keep their things. • Ensure they have a locker • Form tutor works with student to create effective routines 	
12	Lack of subject knowledge
<ul style="list-style-type: none"> • Low stake testing to improve recall. • Differentiated tests and materials. • Scaffolded feedback tasks. • Use of teaching assistant to support learning or catch-up (see SENDCO) • Intervention- speak to PP Lead / subject teacher • Breakfast club / after school provision. 	