

Pupil Premium Action Plan*

Priorities	Actions
Metacognition	KS4 in Enrichment time to focus on independent learning / metacognition using PIXL resources (MTR), out of hours learning support (SLT) , monitoring of out of learning engagement (MTR)
Literacy	KS4 Enrichment time for personal reading (TMY), Impact of Accelerated Reader at KS3 (DDK) and reading in Enrichment at KS4, reading interventions (SWA), CPD on reading for teachers who lead AR / KS4 Enrichment (DDK)
Collaborative learning	Using well considered seating plans allowing for effective collaboration (KND) small group interventions, targeted focus groups (SKY), CPD on Kagan model of collaborative learning and to be embedded in Teacher Toolkit (KND)
Quality first teaching	Peer to peer support (KND), high quality / multi layered CPD (KND), focused learning walks (SLT), Performance Development (KND). Development of Deep Learning; including Holbrook's Maritime curriculum, enhancing feedback through next steps and green pen responses (KND)
Team work between teachers and support staff	TA / Teacher agreements (SWA)
Reward and praise	Analysis of praise and reward for FSM cohort, praise postcards and intervention rewards, reward thresholds for positive points (FAP)
Behaviour for learning	C/ref Behaviour action plan (FAP), introduction of Breakfast club (TMY)
Evidence-based interventions	Use of PASS to guide interventions, half termly data drops for Disadvantaged, enhance KS3 assessment to inform interventions (MTR) focus on underperforming students and not just low attainment (SLT / MLT) RAG rate interventions based on impact (KND), subject collaboration (SLT / MLT) impact reports for SEN interventions (SWN), impact reports for SSC

	interventions (SCE), Half termly additional SLT meeting focused on Dis strategy / actions
Attitude to attendance	Phone calls for late arrivals (FPY), mental health linked directly to attendance (MJN), Attitude to school linked to PASS data (MTR)
Meeting individual needs	Monitoring how PP finance linked to personalised needs; tracking individual needs / support / intervention (SLT)
Subject specific interventions and support	Detailed in DIPs (MLT)
Engagement	Tracking extra-curricular participation (MTR), investing in cultural capital (TMY), promoting “in your element” Holbrook entitlements (TMY)
Enhancing parental engagement	Targeted at “hard to reach” parent / carers (SLT) including phone calls, leaflet drops and home visits linked to progress evenings and PIE
High quality careers advice	Benchmarked against Gatsby

*Informed by NFER / DfE research / EEF