



JOHN MILTON ACADEMY TRUST - Pupil Premium Plan 2018-2019

“A Partnership of Aspiration and Excellence”

PUPIL PREMIUM PLAN: 2018 - 2019			Total Budget: £187 K																																																															
Data from 2017/18: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #800040; color: white;">Summative Results</th> <th style="background-color: #800040; color: white;">School PP</th> <th style="background-color: #800040; color: white;">School (non-PP)</th> </tr> </thead> <tbody> <tr> <td>Prior attainment at KS2</td> <td>26.1 APS</td> <td>27.7 APS</td> </tr> <tr> <td>% achieving 4+ in En + Ma</td> <td>41</td> <td>62</td> </tr> <tr> <td>% achieving 5+ in En + Ma</td> <td>23</td> <td>33</td> </tr> <tr> <td>% achieving 7+ En + Ma</td> <td>3</td> <td>4</td> </tr> <tr> <td>% achieving EBacc Standard</td> <td>7.69</td> <td>15.03</td> </tr> <tr> <td>% achieving EBacc Strong</td> <td>5.13</td> <td>8.73</td> </tr> <tr> <td>% 4+ English</td> <td>61.54</td> <td>74.60</td> </tr> <tr> <td>% 5+ English</td> <td>33.33</td> <td>55.56</td> </tr> <tr> <td>% 7+ English</td> <td>10.26</td> <td>16.67</td> </tr> <tr> <td>% 4+ Maths</td> <td>43.59</td> <td>72.22</td> </tr> <tr> <td>% 5+ Maths</td> <td>25.64</td> <td>41.27</td> </tr> <tr> <td>% 7+ Maths</td> <td>10.26</td> <td>7.14</td> </tr> <tr> <td>% 4+ in 2 Sciences</td> <td>35.9</td> <td>50.79</td> </tr> <tr> <td>% 5+ in 2 Sciences</td> <td>17.95</td> <td>25.40</td> </tr> <tr> <td>% 7+ in 2 Sciences</td> <td>2.56</td> <td>3.97</td> </tr> <tr> <td>P8 Score</td> <td>-0.39</td> <td>-0.1</td> </tr> <tr> <td>P8 En</td> <td>-0.29</td> <td>0.03</td> </tr> <tr> <td>P8 Maths</td> <td>-0.19</td> <td>-0.05</td> </tr> <tr> <td>P8 EBacc</td> <td>-0.35</td> <td>-0.14</td> </tr> <tr> <td>P8 Open</td> <td>-0.62</td> <td>-0.19</td> </tr> </tbody> </table>			Summative Results	School PP	School (non-PP)	Prior attainment at KS2	26.1 APS	27.7 APS	% achieving 4+ in En + Ma	41	62	% achieving 5+ in En + Ma	23	33	% achieving 7+ En + Ma	3	4	% achieving EBacc Standard	7.69	15.03	% achieving EBacc Strong	5.13	8.73	% 4+ English	61.54	74.60	% 5+ English	33.33	55.56	% 7+ English	10.26	16.67	% 4+ Maths	43.59	72.22	% 5+ Maths	25.64	41.27	% 7+ Maths	10.26	7.14	% 4+ in 2 Sciences	35.9	50.79	% 5+ in 2 Sciences	17.95	25.40	% 7+ in 2 Sciences	2.56	3.97	P8 Score	-0.39	-0.1	P8 En	-0.29	0.03	P8 Maths	-0.19	-0.05	P8 EBacc	-0.35	-0.14	P8 Open	-0.62	-0.19	Total number of PP learners: 200
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			Staff Lead: Assistant Headteacher (Learning and Teaching)																																																															
			LGB Lead: Mark Madgwick																																																															
			Review Dates: PP Plan will be reviewed and monitored by the LGB, in addition to termly meetings with the Staff Lead and LGB Lead <ul style="list-style-type: none"> 19th November 2018 - Finance 25th February 2019 - Standards 13th May 2019 - Standards 24th June 2019 - Full LGB 																																																															
			Evaluation from 17/18 (Successful Strategies) <ul style="list-style-type: none"> PixL resources such as the mocks (PiXL wave) and Smith proformas are being used to provide data on intervention needed. Student app revision use is monitored and evidenced New appointments in Eng and Maths have stabilised staff turnover fluctuations and increased consistency, learning and teaching. Students who have attended these sessions have increased in confidence in terms of subject knowledge they covered and also in terms of their confidence in the subject overall. They feel better prepared for the exam (evaluations available). Eng, Maths, Science, History, RS all covered. Humanutopia day after November mocks for the entire year group. This was used in conjunction with mock results so that self-esteem and motivation could be addressed, including all PP students. Tutor Time monitoring programme and SLT using Learning Walks to support. Focused revision taking place. Lit/Numeracy team intervening where necessary. BAR meetings used to discuss individual needs individualised AP provided for specific PP students to support behaviour / pastoral needs All Year 11 PP students provided with revision materials from all 3 core subjects and other areas when requested. Uniform vouchers have been provided when requested to boost inclusion. Reports from Show my Homework have shown a high engagement from students, staff and parents. 100% of staff are engaged with the platform and 95% of students in KS 3-4 All subject PP champions spent time monitoring PP students, providing SPFs and overseeing intervention in each subject area. Basis of Pupil Premium action Group starting in 2018/2019 academic year. Taken place and Year 11s more confident in revision strategies, which they are using during tutor times and home revision. Two workshop days were completed and included all PP. 57% of students have made expected progress and 39% accelerated progress (reading age has improved by more than 5 months in a 5 month period). 17% of students have improved their reading age by more than 1 year. There were 40 students who scored 99 or below in their year 6 SATs results for reading: 23 (57%) have made progress and 17 (42%) have made accelerated progress. PP students had Art and Food Technology materials paid for to boost inclusion and to ensure no student suffered any disadvantage in their learning. 																																																															



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Identified needs for current students:		Approaches and rationale
A	Attendance to match national average figures	Breakfast club for PP students to improve attendance - evidence from national research schools. Rewards system for increased attendance - Parental involvement and communication - use of PP funding to provide access to school meetings, evenings etc. Additional SLT weekly meeting to plan strategically for inclusion matters, including persistent absence for PP students. The school's Attendance Officer will attend.
B	Maximise Literacy Development to bring students in line with chronological reading age by the end of KS3.	Accelerated Reader - proven strategy from EEF Hackney Literacy Project part of curriculum offer Writing Licence Project to facilitate bridging of standards in writing from KS2 - KS3 Literacy Plus (HLT) continuity from successful approach (Destination Reader) Encourage greater Independent reading - national research indicates 1 in 8 secondary schools pupils do not have their own reading book
C	Maximise Numeracy Development -	Numeracy development through tutorial time, Numeracy Ninjas, ICT technology and support programs within school to improve KS3+4 numeracy ability.
D	Cultural Capital - enriching opportunities and experiences	PP Action Group to identify areas where students' cultural experiences could be improved to encourage a wider and well rounded experience of the local and global culture and issues. Rationale includes improving students' general knowledge and interest in the world around them as well as developing their moral and social skills through new experiences in line with their peers. Trips and visits to include museums and places of interest. Financial support for students to be able to attend educational visits and additional curriculum opportunities.
E	Inclusion: <ul style="list-style-type: none"> - Ensure access to revision material (particularly examination revision material) - Support students with needs to be able to be in school and to thrive and succeed 	PP Funding to supply all subjects with revision guides for students to promote inclusion and revision strategy uptake. Rationale is that all students should not be financially hindered when buying external, course specific revision guides. SEMH provision and staffing via the POD Base that offers support and strategies for students needing additional support in this capacity.
F	Increase students' confidence levels and provide personal response	Outside agencies to improve grit and resilience of PP learners. SEMH provision to support PP students through all Key Stages in school. Humanutopia to support Year 11 during Mocks to improve resilience and confidence. Approaches in school include social, mental and academic barrier questionnaires with the rationale that happy students are well supported and have fewer barriers to learning.
G	Eliminate gaps in knowledge and accelerate progress	PiXL Smith Proformas, Staff CPD to support moderation and intervention. Learning and Teaching strategies and training - developing a Pupil Premium Culture within school.



Activity	Link	Timescale	Staff Resp	Resources	Success Criteria	Monitoring and Evaluation	Intended Impact	Evaluation of impact comments
1. Appointment of PP Champions		Sept 2018 - Ongoing as of October 2019	AHT	% of salary £6,234	<ul style="list-style-type: none"> ● Radical improvement on P8 residual for disadvantaged students (target of 0 for 2019) ● Narrowed gap for KS3 groups (less than 0.2%) ● Achieve higher % pass rate in English and Maths for disadvantaged students in 2019 	<ul style="list-style-type: none"> ● Line Management ● WAG data dissemination ● Response to WAGs ● Intervention actions ● Student outcomes 	<ul style="list-style-type: none"> ● Greater awareness in departments following strategies deployed by PP champions. PP Students received structured study plans - positive feedback and engagement 	<p>Summer Term 2019 Pupil Premium Action Group set up with active research leading to sustained initiatives in school and noted during recent Ofsted inspection.</p>
2. Self-Esteem workshops / Careers		February 18	PLs - Year 11	£1,500 per year (based on £200 termly activity, plus £900 annually for professional services)	<ul style="list-style-type: none"> ● Increased confidence / self-worth in PP students ● Positive impact on student focus and engagement in lessons ● Sense of belonging to the school community and being valued ● Improved attendance 	<ul style="list-style-type: none"> ● Student feedback during a catch-up session in Term 3 ● Monitor attendance and data on PP grid 	<ul style="list-style-type: none"> ● Student feedback suggested that this needed to be delivered across a number of weeks rather than 1 session. ● Increase in students self esteem 	<p>Summer Term 2019 PP students gave very positive feedback on the boost in their self esteem from a girl's championship boxer session in the Spring Term.</p> <p>Significant input into careers meetings, sessions and advice.</p> <p>Motivational speaker (Mountaineer) with high impact on confidence and self esteem in assembly workshops.</p>



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3. Review and monitor Tutorial Programme		July 2018 onwards	SLT Attache - Extra Curricular	Leadership Time	<ul style="list-style-type: none"> ● Improved tutorial environment ● Stronger work ethic across all groups ● Improved quality of completion and feedback ● Increased student confidence and self esteem 	<ul style="list-style-type: none"> ● Monitoring grid ● Scrutiny of student folders ● Student surveys 	<ul style="list-style-type: none"> ● Impact on student resilience in learning ● Increase in self confidence (Prince's Trust found national student confidence was at its lowest ebb, 2017) 	<p>Summer Term 2019 Eng/Ma/Sci focused revision during tutor time - noted by Ofsted in recent report that this supported extra progress in these areas.</p> <p>Wednesday revision sessions and masterclasses have supported HPA and disaffected boys to reverse decline in P8.</p>
4. Alternative Curriculum		Ongoing for designated PP students	AHT (L+T AHT (BH)	£6,000 per annum (Ipsium, EOTAS, YP, Time & Space, etc)	<ul style="list-style-type: none"> ● Avoidance of PEX and/or MM ● Examination entries 	<ul style="list-style-type: none"> ● Successful placements ● Attendance ● Outcomes 	<ul style="list-style-type: none"> ● Allows students to gain skills in education outside mainstream environment 	<p>Summer Term 2019 Secured placements for students otherwise PEX. Entries is Ma/Sci and En for placed students. Home tutoring also used to support learning.</p> <p>5/7 of the worst performing PP students are at alternate provision with limited entries. (-1.5+P8).</p>
5. Introduce PiXL PP strategies		Jan 2018 - ongoing	AHT - (L+T)	£3300 PiXL subscription - whole school	<ul style="list-style-type: none"> ● Improved awareness of PP students for all ● Increased monitoring effectiveness ● Faster deployment of interventions 	<ul style="list-style-type: none"> ● Horsforth Quadrant ● PP Data drop grids ● Half termly PP report 	<ul style="list-style-type: none"> ● AH (T&L) to remind subject staff of this strategy and monitor its use through observation and work scrutiny ● Closure of PP Gap and increase in attainment 	<p>Summer Term 2019 AHT for L+T/STEM developed effective system for creating pathways for PP students.</p> <p>English and Maths using the forensic assessment and intervention sheets.</p>
6. Lead practitioners		Sept 2018	AHT - (L+T)	Staffing budget	<ul style="list-style-type: none"> ● Teaching is consistently graded good or outstanding across the school 	<ul style="list-style-type: none"> ● Performance management ● Observations ● Learning walks 	<ul style="list-style-type: none"> ● Replaced for 18/19 with Lead Practitioners who will be able to drive forward quality of T&L which will support all students inc. PP. 	<p>Summer Term 2019 Lead practitioners have undertaken targeted learning walks around PP students to identify barriers and support learning in tutorial / lesson time.</p>



					<ul style="list-style-type: none"> ● Coaching is effective and embedded in school development ● Teachers adopt new and effective methods to raise attainment 		<ul style="list-style-type: none"> ● Subject areas to use TEEP sessions to have specific PP progress conversations 	<p>LP's have also conducted intervention groups that included 20% PP students.</p> <p>Teacher C has improved practice, especially at A-level through coaching programme. Other teachers have also improved from being in a risk category to meeting standards.</p> <p>House system development has galvanised the school community and increased buy in from PP students and raised culture capital with a reward incentive for all. Lead practitioner for hums is also leading the way for developing DLD's to support cross curricular approach to learning.</p>
7. Pupil Premium Tracking through all subject areas - time allocated in TEEP with link SLT	Sept 2018 - ongoing	AHT (L+T) Admin, Faculties	Leadership Time	<ul style="list-style-type: none"> ● Improved awareness of PP students for all ● Increased monitoring effectiveness ● Faster deployment of interventions 	<ul style="list-style-type: none"> ● PP Data drop grids ● Half termly PP report 	<ul style="list-style-type: none"> ● Subject Progress Data names underachieving PP students. Subject areas to decide on intervention. Data progress sheets to continue to be used by SLs and Line Managers for progress conversations on PP students 	<p>Summer Term 2019</p> <p>Impact is Subject Leaders' and Teachers monitor and deploy effective classroom strategies to support students in class.</p> <p>5/7 of the worst performing PP students are at alternate provision with limited entries. (-1.5+P8)</p> <p>68.9% Of Year 8 PP Eng students are currently at or above their end of year target.</p> <p>71.5% of Year 7 PP Eng students are currently at or above their end of year target.</p> <p>75% of Year 7 Ma students are currently on or above their end of year target</p>	



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								31.1% of Year 8 Ma students are currently on or above their end of year target
8. PP Action Group founded 2018 to research and deploy effective PP strategies		Nov 2018	AHT (L+T)	None - Use of TEEP time	<ul style="list-style-type: none"> ● Group successfully researches, deploys and evaluates key PP strategies ● Embedded PP culture within school ● Improved coaching capability within school 	<ul style="list-style-type: none"> ● Strategy review document ● Action Group meetings ● Increase in DD data 	<ul style="list-style-type: none"> ● Action research to support and develop key PP strategies in school. ● Correct interventions are in place for PP students to raise attainment ● Increased knowledge of PP students and strategies 	Summer Term 2019 Ongoing - Research based projects were considered and agreed in Autumn Term - Actioned in spring/summer terms - Healthy eating week and breakfast club for PP students. Self Esteem questionnaire to monitor impact of Humanutopia anti bullying day.
9. Metacognition training for all staff		Nov 2018, PD Day Jan 2019	AHT (L+T)	N/A - In house training using PD time	<ul style="list-style-type: none"> ● As one of Stowupland's 'Principles of Great Teaching' this technique needs to be developed across all subject areas (Lead Practitioners) Learning walks to observe metacognition strategies taking place. ● All staff to use metacognition strategies - especially for PP students 	<ul style="list-style-type: none"> ● Learning walks ● Observations ● Student feedback ● Work scrutinies 	<ul style="list-style-type: none"> ● As one of Stowupland's 'Principles of Great Teaching' this technique needs to be developed across all subject areas (Lead Practitioners) ● Increased strategy skill set for PP students when challenged ● Increased student confidence 	Summer Term 2019 Increased teacher awareness and informed planning/questioning of PP Students Learning walks focused on quality of questioning and challenge in lessons to help formulate an effective CPD strategy for 2019-2020.
10. Subject Deep Learning Days		Oct 2018 - Termly	Extra Curricular Lead	£1000-2000 across the year for infrastructure / organisation	<ul style="list-style-type: none"> ● Increased engagement from all year groups ● All PP students take part in enrichment and deep learning ● Greater focus given to careers and further education opportunities 	<ul style="list-style-type: none"> ● Student feedback and evaluation forms in tutorial time 	<ul style="list-style-type: none"> ● Perhaps due to the increased number of days, students became complacent towards the PET Xi days, which restricted their success. Could still be used where there are specific learning gaps. Whole subject deep learning 	Summer Term 2019 House system development has galvanised the school community and increased buy in from PP students and raised culture capital with a reward incentive for all. Lead practitioner for hums is also leading the way for developing DLD's to support cross curricular approach to learning.



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							days could be used in venues outside of school so that students are able to fully engage without the distractions which are present in school	A range of opportunities to reduce barriers to learning and give opportunities to increase cultural capital for PP students.
11. Access to learning provision for all PP students		Oct 2018	AHT, Dept Heads, DoLL	Cost as barriers identified. Time for meetings.	<ul style="list-style-type: none"> ● All students are equipped and able to access learning 	<ul style="list-style-type: none"> ● Meetings with PP students each term to address barriers 	<ul style="list-style-type: none"> ● Increase in attainment from reduction of barriers 	<p>Summer Term 2019</p> <p>Attendance has risen to 91.6% for PP students. Persistent absence rates have dropped to 22.9%.</p> <p>P8 improved by 1.08 in Art – Continued strategy</p> <p>P8 improved by 1.33 in Food Tech – Continued strategy (KS3-4) (KS3 PP Extra Curricular activity group on Weds pm)</p>
12. 20% PP Plan for all departments		Oct 2018	AHT, Dept Heads	Trip/activities funded by PP.	<ul style="list-style-type: none"> ● 20% of students on every trip, activity or event must be Pupil Premium. ● Consistently practiced across the school to give PP students the experiences equal to peers ● Embedded culture of Pupil Premium within school. 	<ul style="list-style-type: none"> ● Departmental and Progress team meetings ● PP tracking sheet ● Student interviews 	<ul style="list-style-type: none"> ● Greater inclusion of Pupil Premium students in school ● Increase in student experience and engagement in school life ● Improved relationships 	<p>Summer Term 2019</p> <p>Y9 Languages High Ability Trip to Cambridge = 20% PP</p> <p>Y11 Art Trip to Kettles Yard = 22% PP</p> <p>Y7 Languages trip to Lille = 22% PP</p> <p>Music Peripatetic Instrument Lessons = 22% PP</p> <p>(24% PP Students are directly funded)</p> <p>20% Plan is supporting the headline figure for PP students with a P8 score of -0.26 in June 2019, a markedly positive score compared to the end result of -0.4 in 2018.</p>
13. 8 Core PP Standards cards for all staff		Oct 2018	AHT - (L+T)	Minimal reprographic cost within school	<ul style="list-style-type: none"> ● All staff to implement and be aware of the 8 core standards for Pupil Premium students 	<ul style="list-style-type: none"> ● Work scrutinies ● Student conversations ● Learning walks 	<ul style="list-style-type: none"> ● Increased engagement ● Raised attainment from effective strategy deployment ● Reduction in barriers in the classroom environment 	<p>Summer Term 2019</p> <p>Increase in observed questioning for PP students from Lead practitioner learning walks with AHT.</p> <p>PP students are all sat in priority positions.</p> <p>PP Work scrutinies show feedback is valuable and in depth. (Ofsted commented that</p>



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								PP students seem to be making strong progress in this area)
14. Accelerated Reading program for all PP students		Sept 2018	Lead Practitioner English, Librarian,		<ul style="list-style-type: none"> ● Students to be in line with chronological reading age by end of KS3 	<ul style="list-style-type: none"> ● Monitored by Librarian, LP for English. ● Reading age tests 	<ul style="list-style-type: none"> ● Increased student literacy in early KS3 years ● Early reduction in Eng gap ● Increased reading age to equal peer levels 	<p>Summer Term 2019</p> <p>77% of students made progress on their reading age since the last reading assessment</p> <p>36% Y8 Students made progress of over 1 Chronological year in their reading age. Year 8-9 Reading ages increased.</p> <p>60% of Year 7 Pupil Premium students have increased their reading age since Oct</p> <p>72% of Year 8 Pupil Premium students have increased their reading age since Oct</p> <p>73% of Year 9 Pupil Premium students have increased their reading age since Oct</p>
15. Hackney Literacy Trust Project to include all PP students		Sept 2018	Lead Practitioner English		<ul style="list-style-type: none"> ● Students to be in line with chronological writing age 	<ul style="list-style-type: none"> ● Monitored by LP for English 	<ul style="list-style-type: none"> ● Increased student literacy in early KS3 years ● Early reduction in Eng gap ● Increased reading age to equal peer levels 	<p>Summer Term 2019</p> <p>Reading age has increased overall in Year 8.</p> <p>Increased progress in Year 7 - parents also need to embed principles at home.</p> <p>Literacy team are preparing an impact report for Summer 19</p> <p>68.9% Of Year 8 PP students are currently at or above their end of year target.</p> <p>71.5% of Year 7 PP students are currently at or above their end of year target.</p>



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16. Parental engagement through PP funding of transport		Oct 2018	AHT, Teachers, Dept Heads, Finance	Transport, childcare costs	<ul style="list-style-type: none"> ● Increased PP Parental involvement at parents evenings 	<ul style="list-style-type: none"> ● Parents evening register slips 	<ul style="list-style-type: none"> ● Increase parental involvement to lead support from home ● Interventions supported by parents ● Student confidence 	<p>Summer Term 2019</p> <p>Y7 - 26% PP Parents attended Y8 - 23% PP Parents attended Y9 - 17% PP Parents attended Y10 - 19% PP Parents atten. Y11 - 16% PP Parents atten. Based on an average of 68.4% of parents attending parents evening, those above are a % of PP families of that figure.</p>
17. PP First for All - Marking, Revision, Trips etc		Oct 2018	AH, Dept Heads	No cost - staff to use directed time	<ul style="list-style-type: none"> ● All staff to mark PP students books, assignments and homework first ● PP students receive timely and accurate feedback in order to improve 	<ul style="list-style-type: none"> ● Work scrutinies ● Student conversations ● Learning walks 	<ul style="list-style-type: none"> ● Increased and effective feedback for students ● Students able to improve on feedback given to raise attainment 	<p>Summer Term 2019</p> <ul style="list-style-type: none"> ● Pupil premium students prioritised by staff ● Seating plans changed to reflect PP First strategy <p>Students have benefitted from strategies launched in the Autumn Term of 2018 and include being part of the 20% Plan, House System, PP First and Cultural Capital Initiative. Headline figures for PP students in this area show a P8 score of -0.26 in June 2019, a markedly positive score compared to the end result of -0.4 in 2018.</p>
18. PP Attendance priority		Sept 2018	Attendance manager	Routine change	<ul style="list-style-type: none"> ● All PP students have an attendance of 95% and above 	<ul style="list-style-type: none"> ● Attendance manager to give termly reports 	<ul style="list-style-type: none"> ● Increase in pupil attainment within school 	<p>Summer Term 2019</p> <p>PP attendance has increased to 91.6% from 91.4% over all year groups. Largest rises in Y11+10.</p>



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<p>19. Humanutopia to support well being for all</p>		<p>November 2018</p>	<p>AHT</p>	<p>£3,500 £2250 £2250</p>	<p>Powerful impact of understanding the characteristics of PP students and strategies. Bullying incidents are reduced in school.</p>	<p>Q+A session, introduction of strategies to be observed via learning walks, student interview and PP uptake in activities.</p>	<ul style="list-style-type: none"> ● Better understanding of Pupil Premium students by all staff ● Improved relationships between staff and PP pupils ● Increased attendance to PP interventions 	<p>Summer Term 2019 Excellent feedback from students with follow up goals written by students to focus learning and enhance wellbeing Increased engagement in lessons and peer support After the session attendance rose to = 90.09% from 89% Significant barriers were removed for PP students to support access to learning Feedback was positive from staff and students and evidence can be seen by student responses in Y11 Forms</p>
<p>20. Tassomai</p>		<p>November 2018</p>	<p>AHT</p>	<p>£3200</p>	<p>90%+ Year 9,10,11 students regularly using Tassomai Understanding of subject knowledge is increased Gaps in knowledge are identified and intervened with by staff</p>	<p>Software monitoring Science staff to monitor individual usage and attainment</p>	<p>Students achieve a higher PA score from point of inception to final Science GCSE grade</p>	<p>Summer Term 2019 Biology, Chemistry and Physics P8 scores all increased from deployment of Tassomai to DD2. 431,989 Questions successfully answered since Dec. 1610 additional learning hours 4907 Daily Goals achieved 5.4% increase in student performance in science.</p>