

## JCSC: 2017-2019 Pupil Premium Strategy and Self-evaluation

| 1. Summary information for 2018/2019   |  |  |   |   |                   |  |   |
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| <b>Total number on roll</b>  | 442  | <b>Number of students eligible for pupil premium funding in Years 7 to 11.</b>                                       | 176 (40% of total on roll)                |   |                   |  |   |
| <b>Number of pupil premium students in each year group:</b> Yr7 = 38    Yr8 =40    Yr9 =32    Yr10 =35    Y11=31<br>There are 11 armed forces students and 0 Pupil Premium Plus students.                |  |  |   |   |                   |  |   |
| <b>Total pupil premium budget:</b>   | £157575  | <b>Amount per student:</b> Years 7 to 11 = £935    Armed forces students=£300<br>Pupil Premium Plus students =£2,300 |   |   |                   |  |   |
| <b>Date of external pupil premium review: (check date) with ongoing</b>  | <b>Dates of internal reviews:</b><br><b>Green</b> = school above the national attainment figures for other pupils (not disadvantaged). <b>Red</b> = below (add the T data dates) |  |   |   |                   |  |   |
| 2.Key indicators summer 2018 (most recent Year 11)   |  |  | Data source:                              |   |                   |  |   |
| <p>When the 2018 national averages are published the 2017 data will be removed and the 2018 figures inserted.</p> <p>PPF= Pupil premium funding</p> <p>(Emerging national averages to be added here)</p> |  |  | Students eligible for PPF<br>40 in cohort | Students not eligible for PPF<br>57 in cohort | Within school gap | 2017 national averages for students not eligible for PPF | Attainment/ progress gaps between our PPF students and the national averages for students not eligible for PPF. |
| % Attaining 9-5 in English (Best) and Maths  |  |  | 13.95%                                    | 38.85%  | 24.9%             | 49.40%   | 35.45   |
| % Attaining 9-4 in English (Best) and Maths  |  |  | 30.23%                                    | 74.07%  | 43.84%            | 71.40%   | 41.17   |

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| <b>Progress 8 score average</b>   | <b>-0.19</b>  | <b>0.26</b>   | <b>-0.45</b>       | <b>+0.11</b>  | <b>-0.3</b>   |
| <b>Progress 8 English (*Language; **Literature)</b>   | <b>-0.62*</b> | <b>-0.36</b>  | <b>-0.26</b>       | <b>+0.11</b>  | <b>-0.73</b>  |
|   | <b>-0.56</b>  | <b>-0.25</b>  | <b>-0.31</b>       |               | <b>-0.67</b>  |
| <b>Progress 8 Maths</b>   | <b>-0.23</b>  | <b>+0.17</b>  | <b>-0.4</b>        | <b>+0.11</b>  | <b>-0.34</b>  |
| <b>Progress 8 English Bacculaureate Slots</b>   | <b>-0.13</b>  | <b>+0.24</b>  | <b>-0.37</b>       | <b>+0.13</b>  | <b>-0.26</b>  |
| <b>Progress 8 Open Slots</b>  | <b>-0.05</b>  | <b>+0.52</b>  | <b>-0.57</b>       | <b>+0.09</b>  | <b>-0.14</b>  |
| <b>Progress 8 score average for Higher Ability Pupils (29 in cohort)</b>  | <b>0.18</b>   | <b>0.4</b>    | <b>0.22</b>        |               |               |
| <b>Attainment 8 score (Points)</b>  | <b>35.44</b>  | <b>46.33</b>  | <b>-10.89</b>      | <b>49.8</b>   | <b>14.36</b>  |
| <b>% Entering the English Bacculaureate</b>   | <b>9.3%</b>   | <b>27.78%</b> | <b>-<br/>18.48</b> | <b>43%</b>    | <b>-23.7</b>  |
| <b>English Bacculaureate—the % achieving a grade 5 or above</b>   | <b>2.33%</b>  | <b>12.96%</b> | <b>-10.63</b>      | <b>25.60%</b> | <b>-23.37</b> |
| <b>English Bacculaureate—the % achieving a grade 4 or above</b>   | <b>2.33%</b>  | <b>18.52%</b> |                    | <b>28.20%</b> | <b>-25.87</b> |
| <b>% Attendance Years 7-11</b> <i>The DfE have not published the PP and non-PP attendance statistics for 2016/17, so the national figures for pupils not eligible for free school meals have been inserted.</i> |               |               |                    | <b>95.2%</b>  |               |
| <b>% Persistently Absent Years 11 (Students with an attendance rate of 90% or below)</b>  | <b>10.3%</b>  | <b>2.06%</b>  | <b>8.24%</b>       | <b>10.9%</b>  |               |

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| <b>% Staying in education or entering employment after Key Stage 4</b> | <b>100%</b> | <b>100%</b> |  | <b>96%</b> |  |
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| <b>1. 2019 End of Key Stage 4 predictions (Current Year 11)</b><br>2017 NOA= National average for students not eligible for the pupil premium funding. The 2018 figures will be inserted once published.<br>PPF=Pupil premium funding | September 2019 predictions for PPF students | September 2019 Predictions for non-PPF students | Gaps between PP & non-PP | 2017 national averages for students not eligible for PPF | Estimated attainment & progress gaps from NAO. |
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| <b>Attaining 9-5 in English (Best) and Maths</b>  | <b>41.94%</b>                               | <b>50%</b>                                      | <b>-8.06</b>             | <b>49.40%</b>  | <b>-7.46</b>                                   |
| <b>Attaining 9-4 in English (Best) and Maths</b>  | <b>61.29%</b>                               | <b>76%</b>                                      | <b>-14.71</b>            | <b>71.20%</b>  | <b>-9.91</b>                                   |
| <b>Progress 8 score average</b>   | <b>0.38</b>                                 | <b>0.45</b>                                     | <b>-0.07</b>             | <b>+0.11</b>   | <b>+0.27</b>                                   |
| <b>Attainment 8 score average (Points)</b>  | <b>45.39</b>                                | <b>51.93</b>                                    | <b>-6.54</b>             | <b>49.8</b>  | <b>-4.41</b>                                   |
| <b>% Entering the English Baccalaureate</b>   | <b>9.68</b>                                 | <b>12</b>                                       | <b>-2.32</b>             | <b>43%</b>   | <b>-33.32</b>                                  |
| <b>English Baccalaureate – the % on track to achieve a grade 5 or above</b>   | <b>9.68</b>                                 | <b>12</b>                                       | <b>-2.32</b>             | <b>25.60%</b>  | <b>-15.92</b>                                  |
| <b>English Baccalaureate – the % on track to achieve a grade 4 or above</b>   | <b>9.68</b>                                 | <b>12</b>                                       | <b>-2.32</b>             | <b>28.20%</b>  | <b>-18.52</b>                                  |
| <b>% Attendance of current Year 11 PP students</b>  |   |   |                          | <b>95.2%</b>   |  |
| <b>% Persistently Absent – Year 11 PP students</b>  |   |   |                          | <b>10.9%</b>   |  |

## **2. Barriers to future attainment for students eligible for pupil premium funding in 2018-2019.**

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| <b>A.</b> | Some pupil premium students have weaker literacy, numeracy and independent learning skills. Outcomes are weaker in English than in other eBacc subjects. |
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| B. | Low attendance of some disadvantaged students, along with persistent absence is still an issue, though this is improving                   |
| C. | Next steps marking and feedback is not yet of a consistent high standard across all year groups and all subjects.                          |
| D. | Insufficient good/outstanding teaching, which is disproportionately disadvantaging pupil premium students.                                 |
| E. | CPL for teaching and support staff needs to be more focused to most benefit disadvantaged students in terms of academic outcomes and oracy |

### 5. Intended outcomes and success criteria for summer 2019.

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| A. | <b>Teaching:</b> Further strengthen the quality of teaching by ensuring all teachers have very high expectations of all their students and plan lessons that fully meet the needs of their disadvantaged students. CPL will be making clear impact on teaching and learning.  |
| B. | <b>End of KS4:</b> We will aspire to significantly close many of the gaps between our disadvantaged students and others nationally and ensure our disadvantaged students, including low attaining disadvantaged students, achieve positive Progress 8, English, Maths, and Open Element scores. Gaps need to close rapidly in maths and English. Close monitoring of high and middle attaining students along with SEN students will continue as we strive to make further improvements in outcomes and progress. |
| C. | <p><b>The attendance rate of pupil premium students</b> to improve from 95 % to 96% or better by July 2019.</p> <p><b>The persistent absent rate of pupil premium students</b> to reduce from 10.5 % to below 9.5% by July 2019.</p>  |
| D. | <b>The impact of interact and whole school oracy:</b> To ensure students are showing improved oracy skills in lessons leading to more rapid progress and greater independent learning.  |

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| <b>6. Planned expenditure 2018-2019</b>                    |                | <b>Pupil premium grant is estimated to be £ 57000</b>      |  |                   |                      |
| <b>i. Strengthen the quality of teaching and learning.</b> |                |  |  |                   |                      |
| <b>Intended outcomes</b>                                   | <b>Actions</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>Impact so far</b> |
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| <p><b>Ensure all teachers are planning lessons that fully meet the needs of their PP students.</b></p> <p><b>Also ensure they have high expectations about the progress and attainment of PP students, so they stretch and challenge them appropriately.</b></p> | <ol style="list-style-type: none"> <li>1. CPL programme overhauled with focus on outstanding teaching and learning, with 1-hour training taking place each week.</li> <li>2. Separate training for Learning Support Partners to ensure greater individual impact on PP students within the classroom.</li> <li>3. All teachers must know their PP students, closely track their progress, identify them on seating plans, assess accurately and <b>provide strong in-class support every lesson</b> eg high quality feedback, questions to clear up misconceptions etc..</li> <li>4. After each data collection point ELT holds focused raising achievement meetings with every subject leader. Disadvantaged pupil data and predictions are discussed and PP students needing catch up interventions identified.</li> <li>5. Performance management targets linked to pupil premium /SEND outcomes agreed by end of October for all teachers.</li> <li>6. Targeted and rapid interventions with PP students not making adequate progress in maths and English (see section ii) with the extension of Maths Mastery to Year 8 and catch-up premium intervention in Year 7</li> </ol> | <p>Several sections of the School Development Plan have direct links to the needs of disadvantaged students, namely:</p> <p><b>SDP 1a Key Objective:</b> To eradicate instances of teaching and learning that are not yet good, and increase the proportion of teaching that is outstanding</p> <p><b>SDP 1b Key Objective:</b> To increase the effectiveness of teaching students with SEND, including greater impact from LSP intervention</p> <p><b>SDP2b Key Objective:</b> Improve the proportion of students making expected and more than expected progress in all subjects at Key Stage 4 to above national average levels with focus on English Language, English Literature, History, HSC and Philosophy</p> <p><b>SDP 2c Key Objective:</b> Improve KS4 headline attainment figures towards national averages, with particular focus on proportion of students attaining grade 5 and above</p> <p><b>SDP 2d Key Objective:</b> Close the gap between disadvantaged and other pupils at Key Stages 2, 3 and 4</p> | <ol style="list-style-type: none"> <li>1. CPL programme to be reviewed and evaluated each term and changes made as required</li> <li>2. Training programme to be reviewed and evaluated each term and changes made as required. Impact of LSPs to be assessed used using lesson observations, WOW walks, book scrutiny and as part of individual SEN reviews</li> <li>3. Directors will make checks progress through learning walks and book scrutiny</li> <li>4. Interventions required will be identified and implemented by directors at each data input with progress checks regularly put in place</li> <li>5. PM targets linked to PP included in documentation</li> <li>6. See section ii</li> </ol> | <p>1: ARD<br/>2: ARD<br/>3: SLT<br/>4: ELT<br/>5: SLT<br/>6: KPA / PAN</p> |  |
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| ii. Targeted support for pupil premium students.   |  | Total cost = £ 100000   |   |            |               |
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| Intended outcomes  | Actions  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead | Impact so far |
| <p><b>MATHS</b></p> <p><b>Ensure all teachers are planning lessons that fully meet the needs of their PP students.</b></p> <p><b>To ensure feedback to PP students is effective and marking informs lesson planning.</b></p> <p><b>To ensure teachers have high expectations about the progress and attainment of PP students, so they stretch and challenge them appropriately.</b></p> | <ol style="list-style-type: none"> <li>To expand the Mathematics Mastery Programme, to incorporate Y7 and Y8.</li> <li>To deliver an 'alternative curriculum' for low prior attaining PP students, building confidence and enabling them to achieve additional qualifications in mathematics. [£1000]</li> <li>To provide all PP students in Y11 with revision guides. [£165]</li> <li>To re-subscribe to Pinpoint Learning which will provide question-by-question exam analysis to GCSE students, as well as provide all PP students with a personalised revision workbook to target their weaknesses. [£400]</li> <li>To increase the effectiveness of feedback and operate a clear 'plan, do, review' model on a lesson-by-lesson basis to ensure the needs of PP students are met. This will involve implementing an EXIT TICKET system across the department as a means of developing formative assessment.</li> <li>To increase PP students ability to learn independently by subscribing to Hegarty Maths software. Underperforming PP students can be identified quickly and targeted intervention provided.</li> </ol> | <p>2017 KS2 results demonstrate that students in Y7 are not secondary ready. Primary schools (nationally) are moving towards a mastery approach to teaching mathematics.</p> <p>EEF research shows that increasing effectiveness of feedback can have the biggest impact on T&amp;L (T&amp;L Toolkit, Sutton Trust). Increasing the effectiveness of T&amp;L has a big impact on PP students' attainment.</p> | <p>Data analysis conducted after every internal data capture and intervention put in place by Director (PAN).</p> <p>Second in department (CCH) recruited with responsibility for overseeing Mathematics Mastery and Alternative Pathway.</p> | PAN / CCH  |               |

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| <p><b>ENGLISH</b></p> <p><b>Ensure all teachers are planning lessons that fully meet the needs of their PP students. PP students should be targeted and challenged in lessons.</b></p> <p><b>To ensure feedback to PP students is effective and detailed.</b></p> <p><b>To improve the P8 outcome for PP students.</b></p> <p><b>To improve the literacy rates for PP students so that they are in line with non-PP students.</b></p> | <ol style="list-style-type: none"> <li>1. To review schemes of work within the dept and ensure that all lessons ensure students are challenged and stretched using the dept colour coding.</li> <li>2. To ensure all the dept know and target their PP students in lessons by identifying them (in code form) on their seating plans.</li> <li>3. To provide all PP students in Y10 and Y11 with revision guides. [£831.70 for Yr10]</li> <li>4. Purchase Literacy on-line as a programme to measure and compare PP reading, spelling and phonics ages compared to Non-PP. The PP and lowest reading ages will be targeted in reading lessons to help close the gap.</li> <li>5. To regularly moderate and review PP work in book looks and assessment moderation as a dept to check accuracy and depth compared to non-PP to help close the gap.</li> <li>6. To improve contact with parents to ensure that PP students and parents are given all the support required to help them make more progress. This will involve Teach Meet for revision and</li> </ol> | <p>2017 KS2 results demonstrate that students in Y7 are not secondary ready. We are targeting reading as a way of improving their literacy levels.</p> <p>EEF research shows that increasing effectiveness of feedback can have the biggest impact on T&amp;L (T&amp;L Toolkit, Sutton Trust). Increasing the effectiveness of T&amp;L has a big impact on PP students' attainment.</p> <p>Key Stage 4 results for 2017 showed that PP students were still not achieving in line with non-PP (although the gap did improve, we want a positive P8 figure).</p> | <p>Data analysis conducted after every internal data capture and intervention put in place by Director (with support from class teachers)(KPA)</p> <p>Dept meeting to feature PP as a regular item on the agenda to ensure it is regularly given time and focus. This will also include departmental book looks and assessment moderation with evidence (KPA)</p> <p>Data from Literacy online to be analysed termly by RAL so correct students are targeted for reading in KS3.</p> <p>KPA to order and distribute revision guides for PP students.</p> <p>AHO to embed the reading scheme with Year 7.</p> <p>KPA to liaise with Directors/staff regarding supporting PP parents via teach meet/support sessions.</p> | <p>KPA/ RAL/ AHO</p> |  |
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| <p><b><u>SCIENCE</u></b></p> <p><b>Ensure all teachers are planning lessons that fully meet the needs of their PP students. PP students should be targeted and challenged in lessons.</b></p> <p><b>To ensure feedback to PP students is effective and detailed.</b></p> | <ol style="list-style-type: none"> <li>1. Continue to embed use of Science educake (online homework package for use across all year groups Y6-11). Top “hitter” award per term (one PP and one nonPP will be selected) every term. Focus is not % gained, but attempts at homework as students must view answers before moving onto next question. Progress to be noted in student books.</li> <li>2. Mastery approach to Science Year 7. Package identified for Year 7. (Implementation subject to return of full-time member of staff) Package of choice currently being reviewed.</li> <li>3. Kerboodle package for GCSE (all science subjects). Huge differentiated package with on-line book. Thus removing the need for class books. Student access allows reference to lessons. Link</li> </ol> | <p>Effective, quick feedback is key to learning (EEF research). Instant feedback and opportunity to understand why drives most improvement through metacognition (Hattie). Student engagement is positive.</p> <p>Year 7&amp;8 needs to engage students, and focus on skills and application. This will prepare them to start GCSE course</p> <p>Link to PBL. Student understanding of what is expected of topic, with easy ability to navigate to exact point which supports knowledge for particular grade. Additional resources and podcasts. Engaging package, particularly for more able.</p> | <p>Cost £480<br/>Review every team meeting.<br/>Outcomes driven through top hitter awards.</p> <p>Cost £500+£250 training per year. Second in department is experienced lower KS3 teacher. Able to lead and overview. One lesson allocated per week for mastery meeting.</p> <p>£500<br/>All students on-line.<br/>JBy to seek further training to train staff on use.<br/>Review during team meetings and also in book scrutiny.</p> | <p>JBy</p> <p>ACa</p> <p>JBy/ACa</p> | <p>Current feedback is positive from students as package gives instant answers. Easy to monitor for staff. Progress noted in books by students.</p> |
| <p><b><u>MFL</u></b></p>   | <ul style="list-style-type: none"> <li>• To increase stretch and challenge at KS3 to allow more students to opt for KS4 French</li> </ul>  | <p>Ebacc entry % below national averages, particularly for PP students</p>   | <p>Curriculum review for next Year’s Year 7; quality of teaching and learning and “experiences” of French at KS3</p>  | <p>TWH/<br/>DNI</p>                  |   |

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| <p><b><u>GEOGRAPHY</u></b></p> <p>To reduce the gap between PP students and non-PP students in Geography and ensure that teaching and learning is improved for all students at KS3 and 4</p> | <ul style="list-style-type: none"> <li>To re-focus KS3 curriculum on skills to support assessment linked to the KS4 Assessment objectives and to incorporate more project based approach so that students can work collaboratively and be challenged in different ways</li> <li>Assessment in KS3 driven more by an enquiry led approach including more focus on the process of geographical enquiry and the steps which lead to successful enquiry outcomes</li> <li>A range of revision strategies are employed to develop in depth subject knowledge, this will require some support for lunch time, after school and during holidays.</li> <li>Focus in KS4 and 5 lessons on examination technique as a more explicit aspect of learning. This is particularly in relation to the literate demands of the more extended questioning in Geography but also we need to develop the way that students tackle the skills based questions which seemed to trip them up</li> <li>Revision guides made available for KS4 and KS5 for all students to ensure good quality support materials at home. PP budget used to support students who cannot purchase.</li> </ul> | <p>Some weaknesses in skills related areas which students cannot develop in depth knowledge of during their KS4 teaching so they need earlier introduction and consolidation</p> <p>Unit 3 in GCSE is an enquiry led unit which includes a number of challenging assessment objectives. Students need exposure to this style of working earlier in their school career to give a consistent approach to this element.</p> <p>Analysis of examination results show that students are falling down on the questions that require far more input of time from them in terms of revision so that the required knowledge is available to them</p> <p>Again, analysis of exam data suggests that students in our school performed less well than in others on some of the questions that required rapid analysis of data and an ability to use geographical skills to apply the data in relatively short answer questions. This is an area that we need to be more explicit about in response to this weakness.</p> | <p>DFR to audit the KS3 topics and consider opportunities to realign the focus of the topics towards a more project based approach. This will require the identification of challenging focus questions.</p> <p>DFR to audit the curriculum and look at opportunities to develop assessment types. Staff responsible for year groups to develop resources and assessments as appropriate. Work scrutiny and lesson walks to show evidence</p> <p>Revision sessions to be planned in and offered by subject staff as appropriate in relation to the timing of exams and assessment periods</p> <p>Staff teaching in these year groups to develop materials and lessons which focus on the development of these skills and share with department</p> | <p>DFR /<br/>MFR /<br/>GSK</p> |  |
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| <p><b><u>HISTORY</u></b></p> <p><b>Ensure all teachers are planning lessons that fully meet the needs of their PP students.</b></p> <p><b>To ensure feedback to PP students is effective and marking informs lesson planning.</b></p> <p><b>To ensure teachers</b></p> | <p>Review schemes of work and develop to ensure accessibility and challenge spread across developmental stages and integrate new assessment procedures rooted in GCSE requirements and GCSE grade descriptors.</p> <p>Ensure students can identify PP students within their classes and monitor their progress as a cohort within classes.</p> <p>Provide PP students with suitable revision guides as early as possible.</p> <p>To use book looks to monitor PP progress is at least in line with non-PP progress.</p> <p>Encourage PP attendance at revision sessions and explicitly teach revision techniques and monitor PP student use of revision techniques.</p> | <p>Non-specialist teaching by substitute staff has left a haphazard approach to assessment and development of fundamental ideas and principles.</p> <p>Assessment outcomes suggest that students at this school tend to struggle to adapt to the more complex, developed and extended answers required at KS4 and KS5 history and this needs to be started to be addressed at KS3.</p> <p>History is extremely time-heavy subject to revise with huge content to be known before it can be fully understood and to be recalled on demand and students at this school have found preparation for such subjects difficult to manage.</p> <p>History is second only to science in the subject-specific vocabulary it exposes students to</p> | <p>JEY to oversee, jointly plan manage revision of schemes of work in line with principles described.</p> <p>Sharing of practice to implement actions in departmental meetings.</p> <p>Regular monitoring of PP gap with data inputs.</p> <p>Most recent examination data suggesting PP students fair very well in history with gap of: +0.07. Largely due to staff awareness of their PP students and awareness of issues which can affect PP students. Encouragement required to maintain this track record.</p> | <p>JEY/<br/>DTR/<br/>AHO/<br/>GSK</p> |  |
| <p><b><u>OTHER SUBJECTS</u></b></p>  | <p><b><u>Business Studies</u></b></p> <p>Progress and attainment gaps to close through greater use of oracy in the classroom and through formative feedback using Google Classroom</p> <p><b><u>Health &amp; Social Care</u></b></p> <p>Students are being closely monitored with their progress through the use of Google Classroom. Teacher feedback, and progress overall in the qualification is conducted by using a RAG rated tracking system to monitor progress and initiate intervention if required.</p>  | <p>Feedback is rapid and high quality; oracy skills required for Unit 5 work.</p> <p>Feedback is rapid and of high quality which allows students to act upon it.</p> <p>Verbal feedback is rapid and is constant within lessons.</p> <p>Feedback is rapid and of high quality which allows students to act upon it</p>  | <p>Regular monitoring of student progress through online book looks</p> <p>Regular monitoring of progress through Google Classroom and Documents.</p> <p>Verbal questioning of students confirms their knowledge of activities.</p> <p>Regular monitoring of progress through Google Classroom and Documents</p>   | <p>DNI</p> <p>KBr &amp;<br/>RGa</p>   | <p>SMID data suggesting class are on target to achieve required progress; small disadvantaged gap</p> <p>Students have just started the qualification in Year 10. Year 12 and Year 13 students are being closely monitored for their progress in SMID.</p> |

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| <p><b><u>HIGH</u></b><br/><b><u>ATTAINING</u></b><br/><b><u>STUDENTS</u></b><br/><b>The gap between our high attaining disadvantaged students and others nationally (not disadvantaged) closes significantly</b></p> | <ol style="list-style-type: none"> <li>1. HA PP students identified on SMID and training to be offered in SMID seat.</li> <li>2. All HA PP students to be given additional support in interact time.</li> <li>3. All HA PP have a one to one interview about aspirations, Higher Education and career pathways during the autumn term. Also given information via emails and assemblies to raise aspirations.</li> </ol> | <p>33% of the more able cohort at PP. There are positive PP gaps in English (0.11) and EBacc subjects (0.05). The gap is slender elsewhere however progress could be more rapid overall in maths.</p> |  | <p>PAN/DNI</p>       |  |
| <p><b><u>PUPIL</u></b><br/><b><u>PREMIUM</u></b><br/><b><u>PLUS</u></b><br/><b><u>STUDENTS</u></b></p>   | <ol style="list-style-type: none"> <li>1. PEPs to be completed by Autumn half term and shared on Edukey</li> <li>2. PP Plus families to be mentored on a termly basis</li> </ol>   | <p>PEPs to be updated each term to fully involve teaching staff as well as multi-agency groups</p>  |  | <p>DNI / New AHT</p> |  |

| iii. Other approaches to raise the attainment and progress of pupil premium students. Total cost = £  |  |  |   |            |  |
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| Intended outcomes   | Actions  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well? | Staff lead | Impact so far  |
| <p><b>ATTENDANCE</b></p> <p><b>Remove barriers preventing students from attending the school.</b></p> <p><b>PPG attendance improves from 2.5% to 2.1% or better by July 2019.</b></p> <p><b>PP PA rate is reduced from 21.8% to below 20% by July 2019.</b></p> | <ol style="list-style-type: none"> <li>1. Develop the role of the form tutor/tutor programmes to encourage better attendance. RAG system introduced.</li> <li>2. Close monitoring of an "Attendance Focus Group" and regular contact with parents/students of the group. Emphasis on the lack of progress in English, Maths etc.</li> <li>3. Further develop specific strategies for hard to reach families eg home visits, liaising with legal intervention team, truancy sweeps, team around the child meetings etc.</li> <li>4. First day calling to continue and attendance panel meetings with SLT, governors and parents introduced.</li> <li>5. <u>Attendance rewards</u> Improved attendance certificates awarded every half term, 100% draws for vouchers, weekly attendance discussed in assemblies and best class awarded with a cup/bag of sweets to share.</li> <li>6. Holidays taken in term time not authorised. Penalty fines and court action if required.</li> <li>7. Assemblies and attendance letters to emphasise the importance of good attendance with sentences linking good attendance to achievement.</li> </ol> | <p>Close monitoring of attendance.</p> <p>Will require medical evidence for students at risk of becoming PA.</p> |   |            | <p><u>September to October 2018</u></p> <p>PPF attendance = 92.2%</p> <p>Non PPF attendance = 95.3%</p> <p>Gap =</p> <p>PP PA rate = 26.6%</p> <p>Non PP PA rate = 16.0%</p> <p>Gap = 10.6%</p> <p><u>September to December 2018</u></p> <p>PPF attendance = XX%</p> <p>Non PPF=XX%</p> <p>Gap=</p> <p>PA PP rate =XX%</p> <p>PA non PP = XX%</p> <p>Gap =</p> |

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| <p><b><u>ENGAGEMENT AND RAISING ASPIRATIONS</u></b></p> <p><b>Remove the financial barriers that prevent learning.</b></p> <p><b>Further raise levels of engagement and aspirations to improve our students' life chances.</b></p> | <ol style="list-style-type: none"> <li>1. Continue to remove financial barriers to learning by paying for or subsidising residentials, enrichment trips, extra-curricular clubs, music tuition etc.</li> <li>2. High quality careers advice from our dedicated career co-ordinator and access to career fairs (external and internal).</li> <li>3. Year 10 involvement in "Building my Skills" with priority given to key students for mock interviews</li> <li>4. All PP students in Year 11 to receive bespoke careers guidance from a named mentor with visits to universities as part of the EPQ and careers programme should they stay on in Sixth Form</li> </ol> |  |  | <p>DNI / JMO</p> |  |
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| <b>7. Review of expenditure</b>  |  | <b>Total pupil premium budget = £ 302200</b>  | <b>276 pupil premium students (41.3% of school roll)</b>   |  |
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| <b>Previous Academic Year :2017-2018</b>   |  |   |  |  |
| <b>Actions</b>   | <b>Outcomes</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   |  |
| <b>i. Strengthen the quality of teaching and learning.</b>   |  | <b>Total cost =£ 125000</b>   |  |  |
| <p><b>Inset driven by 15:15 programme, learning walks and book scrutiny</b></p> <p><b>To ensure every teacher, HLTA and LSP is always accountable for narrowing the gap in their classroom</b></p> <p><b>To accelerate progress made by disadvantaged students</b></p> | <p>P8 score of 0.07 achieved at Key Stage 4 with a PP gap of -0.48 however this falls to -0.30 when outlying students are taken into account.<br/>Gaps were as follows:<br/>Maths – 0.47<br/>English –0.32<br/>EBacc – 0.38<br/>Open –0.44</p> | <p>15:15 itself was an important tool for staff discussion and collaboration but it proved to be too time-consuming for many staff to commit enough time.</p> <p>LSPs track impact in their classroom and communicate effectively with teaching staff.</p> <p>With outlying students removed from the data, our PP gap is largely the same as last year, however greater care is now taken with longer-term planning of alternative provision</p> | <p>15:15 replaced with comprehensive CPL programme with focus on oracy, project based learning and outstandign teaching by all.</p> <p>Bespoke training each week for LSPs</p> <p>High quality alternative providers are carefully seelcted to meet student needs.</p> |  |

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| <b>ii. Targeted support for pupil premium students.</b>  |   | <b>Total cost = £ 125000</b>  |   |
| <p><b>English: By the end of KS4, P8 gap between Y11 PP and other students to be &lt;0.05.</b></p> <p><b>Maths</b></p> <p><b>To further strengthen teaching and learning for both disadvantaged and non-disadvantaged students</b></p> <p><b>To close the gap between disadvantaged and non- disadvantaged students. Our aim is for Y7-Y9 standardised assessments to indicate a gap between PP and other students making at least expected progress in Maths as &lt;5%.</b></p> | <p>P8 score of 0.07 achieved at Key Stage 4 with a PP gap of -0.48 however this falls to -0.30 when outlying students are taken into account.</p> <p>Gaps were as follows:<br/>         Maths – 0.47<br/>         English –0.32<br/>         EBacc – 0.38<br/>         Open –0.44</p> | <p>Gaps have not narrowed rapidly enough over the year. Outcomes have improved but have done so more quickly for non-PP students.</p> | <p>Year 10 data suggests the PP gap will narrow in 2019. Core subjects have included detailed spending plans which are being closely monitored, evaluated and actioned at each T data window.</p> |



| iii Other approaches to improve the attainment and progress of pupil premium students. |   | Total cost = £ 50000  |   |
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| To increase attendance of PP students  | <p>Weekly attendance award for class with the best attendance and league table displayed in classes and hall</p> <p>Termly improved attendance recognition each month for students showing a 5% and 10% attendance improvement</p> <p>Attendance review and support meetings for pupils at risk of becoming PA.</p> <p>Parents meet with SLT/ EWO and their son/daughter, Tailored support provided</p> <p>Continue with rigorous strategies to reduce PA % Weekly meeting with EWO</p> <p>No holidays to be authorised</p> | Year 11 attendance has risen to 95.2% and PA has fallen to 10.9%  | Home visits will be made more frequently by behaviour mentors as well as EWO visits still being made. There are still too many holiday requests made in term time, especially in September. |
| To improve parental engagement across the federation                                   | <p>PP “village events” set up alongside social media awareness using SchoolComms</p> <p>In-school community events at times of key stage transition</p> <p>Greater use of community bases and school visits to tackle attendance and behavioural issues</p> <p>Changes made to timings of parental engagement events, including parent’s evenings and pupil passport discussions</p> <p>Whole-school parental engagement programme to be introduced</p>   | Village events were replaced with parental engagement events in school, covering a range of issues including, SEN, bullying and school uniform. | Parental events have been further enhanced in school to include learning visits and specific pupil premium family events.   |

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| <p>To ensure quality IAG for all PP students and to increase aspiration</p> | <p>Arrange bespoke Careers/IAG programme for all PP students</p> <p>Improve links with employers, FE &amp; HE eg visits from undergraduates, university visits, mock interviews by employers panels etc.</p> <p>For most able establish links with Oxford, Cambridge and other Russell Group universities and establish a programme for Years 5 to 11.</p> <p>Careers interviews in place for Year 11 and robust careers programme in place for Year 10. New PSHE coordinator appointed.</p> | <p>IAG programme has been mapped to the Gatsby criteria with directorates additionally mapping IAG within their subject areas.</p> <p>PSHE now taught as a discrete subject.</p> | <p>Gatsby criteria to be used in the careers programme across the school with dedicated careers leader to track and monitor progress.</p> |
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### 8.Additional detail

In this section you can annex or refer to **additional information** you have used to support the sections above.