

Pupil Premium Impact Report 2017-18

KEY OUTCOME – Objective	TASKS / Action needed to address the issue	RESOURCES to meet specified tasks	WHO	WHEN	IMPACT
To narrow the gap between the progress of disadvantaged Y11 students and the progress of non-disadvantaged students nationally;	Consistent implementation of the 6 Principles of Teaching and Learning in order to ensure high quality teaching and learning for all students, irrespective of prior attainment or socio – economic barriers	Training days Teaching and Learning Forum sessions	PMH / SK	Ongoing via training days, department sessions and lesson observations	All staff fully trained and evidence seen across school of the full use of the core principles of Teaching and Learning. Effective use seen in lesson observations and standards reviews. Improved % of effective practice. However a drop in the progress of PP students was disappointing.
	Metacognitive training for staff to develop understanding and students' independent learning across school, linking to The Sutton Trust	Training days Teaching and Learning Forum sessions	CB PMH SK	Ongoing via training days, department sessions and lesson observations	Improvement in independence seen in lesson observations and standards reviews. This development needs to continue. All faculties developed the way interventions were run / targeted.
	Training Day 3 to focus on disadvantaged groups, how to help them to make substantial progress and which interventions work	Mark Rowland Training days Teaching and Learning Forum sessions	SK / PMH	January 2018	Staff more focussed and aware of PP cohort. Strategies given to help staff target PP students. Discussions on interventions that work.
	Implement a rigorous programme of monitoring, evaluation and review of progress of Y11 disadvantaged students at faculty level, to include: Student Voice, Work Scrutiny, Parent Voice and Lesson Monitoring	Time on timetable / calendar	SK / HoFs	From September. Reviewed half termly through Closing the Gap Co-ordinators	Targeted groups identified early and work with them showed progress in all subject areas.
	Utilise the in house tracking system to enable regular review of progress,		SK / HoFs / CtG reps / WE	From September.	Scores tracked throughout the year and ranged from -0.15 in October 2017 to

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	<p>identify disadvantaged students at risk of underachievement and target appropriate intervention</p> <p>Intervention during registration of a programme meeting the needs of the students in English, Maths & Science</p>		<p>PL / SK / English, Science & Maths staff</p>	<p>Reviewed half termly through Closing the Gap Co-ordinators using assessment drop</p> <p>Every day from October– June Targeted from September</p>	<p>-0.33 in May 2018. Overall results were -0.69 in August.</p> <p>Data at Assessment points showed progress with the targeted cohort.</p>
<p>To narrow the gap between the progress of disadvantaged Y11 students and the progress of non-disadvantaged students nationally; Within English</p>	<p>Lesson observations and Learning walks across all Y10 & Y11 English lessons to include focus on progress, differentiation and disadvantaged</p> <p>Work scrutiny on disadvantaged at all key stages will identify action points and fed back to HoF/ Closing the Gap Co-ordinator / Key Stage Co-ordinator for implementation and Improvement Plans updated</p> <p>Pupil Premium Mentors / Achievement team to be used effectively in all English lessons</p>	<p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p>	<p>PMH SK HoF</p> <p>SK HoF CtGc</p> <p>SK/ HoF</p>	<p>Points throughout the year as per the school calendar</p> <p>Points throughout the year as per the school calendar</p> <p>From May 2017</p>	<p>Targeted groups identified early and work with them showed progress in all subject areas.</p> <p>PP books scrutinised at each term, within faculty standardisation programmes. Tracking took place with CtG meetings and a further focus in KS3 Coordinators' meetings.</p> <p>Timetabled time with targeted PP students in lessons, working alongside staff to ensure QFT.</p>

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	<p>Super Learning Days, Revision days and calendared extra learning opportunities provided for all Disadvantaged students in Y11</p> <p>Students who are below target are identified at each data collection for enhanced specialist one to one support</p>		<p>SK WE HoF</p> <p>SK CtGc</p>	<p>Points throughout the year as per the school calendar</p>	<p>Increased uptake in out of hours learning from disadvantaged cohort. More calendared drop down days proved not to have impact and will be removed from the calendar next year.</p> <p>Further targeted groupings created to aim to close the gap. Students worked with the intervention team and PP mentors. Impact was variable.</p>
<p>To narrow the gap between the progress of disadvantaged Y11 students and the progress of non-disadvantaged students nationally; Within Maths</p>	<p>Lesson observations and Learning walks across all Y10 & Y11 Maths lessons to include focus on progress, differentiation and disadvantaged</p> <p>Work scrutiny on disadvantaged at all key stages will identify action points and fed back to HoF/ Closing the Gap Co-ordinator / Key Stage Co-ordinator for implementation and Improvement Plans updated</p> <p>Pupil Premium Mentors / Achievement team to be used effectively in all Maths lessons</p> <p>Super Learning Days, Revision days and calendared extra learning opportunities provided for all Disadvantaged students in Y11</p> <p>Students who are below target are identified at each data collection for</p>	<p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p>	<p>PL SK HoF</p> <p>SK HoF CtGc</p> <p>SK/ HoF</p> <p>SK WE HoF</p> <p>SK CtGc</p>	<p>Points throughout the year as per the school calendar</p> <p>Points throughout the year as per the school calendar</p> <p>From May 2017</p> <p>Points throughout the year as per the school calendar</p>	<p>Targeted groups identified early and work with them showed progress in all subject areas.</p> <p>PP books scrutinised at each term, within faculty standardisation programmes. Tracking took place with CtG meetings and a further focus in KS3 Coordinators' meetings.</p> <p>Timetabled time with targeted PP students in lessons, working alongside staff to ensure QFT.</p> <p>Increased uptake in out of hours learning from disadvantaged cohort. More calendared drop down days proved not to have impact and will be removed from the calendar next year.</p> <p>Further targeted groupings created to aim to close the gap. Students worked with the</p>

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	enhanced specialist one to one support				intervention team and PP mentors. Impact was variable.
To narrow the gap between the progress of disadvantaged Y11 students and the progress of non-disadvantaged students nationally; Within Humanities	<p>Lesson observations and Learning walks across all Y10 & Y11 Humanities lessons to include focus on progress, differentiation and disadvantaged</p> <p>Work scrutiny on disadvantaged at all key stages will identify action points and fed back to HoF/ Closing the Gap Co-ordinator / Key Stage Co-ordinator for implementation and Improvement Plans updated</p> <p>Pupil Premium Mentor / achievement team to be used effectively in Humanities lessons, where available</p> <p>Revision days and calendared extra learning opportunities provided for all Disadvantaged students in Y11</p>	<p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p>	<p>SK HoF</p> <p>SK HoF CtGc</p> <p>SK/ HoF</p> <p>SK WE HoF</p>	<p>Points throughout the year as per the school calendar.</p> <p>Points throughout the year as per the school calendar.</p> <p>From May 2017</p> <p>Points throughout the year as per the school calendar</p>	<p>Targeted groups identified early and work with them showed progress in Geography in particular.</p> <p>PP books scrutinised at each term, within faculty standardisation programmes. Tracking took place with CtG meetings and a further focus in KS3 Coordinators' meetings. Improvement in marking and feedback evident from January onwards.</p> <p>Timetabled time with targeted PP students in lessons, working alongside staff to ensure QFT.</p> <p>Increased uptake in out of hours learning from disadvantaged cohort. Further targeted groupings created to aim to close the gap. Students worked with the intervention team and PP mentors. Impact was variable.</p>
To narrow the gap between the attendance of disadvantaged students and the	Disadvantaged cohort tracked specifically for attendance		AYL	Meetings throughout the year	Improvements seen in every year group. Further intervention strategies used to improve self - esteem and confidence in students who found it hard to attend

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attendance of non-disadvantaged students nationally;	<p>Students quickly identified when attendance falls below 95%</p> <p>PA students placed on attendance support plan, agreed with parents / carers, including intervention time with Commando Joe's</p>		<p>AYL / Attendance team</p> <p>AYL *JR Attendance team</p>	<p>Weekly meetings</p> <p>Points throughout the year as per the school calendar</p>	<p>school. Those falling behind invited to attendance panels to support families.</p> <p>Improvement from all students who attended Commando Joe's. The activity ended in January 2018 and *JR continued with registration programme to support students.</p>
To ensure that appropriate targeted intervention is in place to enable disadvantaged students to make excellent progress, in order to narrow the school gap between disadvantaged and non-disadvantaged students in Years 9, 10 & 11	<p>Revision Guides purchased for all Disadvantaged students where appropriate</p> <p>Work scrutiny on disadvantaged at all key stages will identify action points and fed back to HoF/ Closing the Gap Co-ordinator / Key Stage Co-ordinator for implementation and Improvement Plans updated</p> <p>Assertive mentoring programme for disadvantaged students across Key Stage 4</p>	<p>Time on timetable / calendar</p> <p>Data sheets at each assessment drop</p>	<p>*SL</p> <p>SK HoF CtGc</p> <p>PL WE SK</p>	<p>September 2017</p> <p>Points throughout the year as per the school calendar</p> <p>Points throughout the year as per the school calendar</p>	<p>All students received revision guides and these were then used in out of hours learning sessions.</p> <p>PP books scrutinised at each term, within faculty standardisation programmes. Tracking took place with CtG meetings and a further focus in KS3 Coordinators meetings. Improvement in marking and feedback evident from January onwards.</p> <p>New programme introduced so that staff have 1 student to work with and who they teach. Crucial dates and points across the year identified. Increase in parental attendance to Parents' Evening, revision festival and New Sixth Evening.</p>
To improve the reading ages of the disadvantaged students so that they	Development of the Accelerated Reader programme. Students to have designated lesson time to reading to improve their reading ages.		SK LDE HE	From September at least one	Reading age increased and progress made by all students. Students read independently at least once a week.

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are able to make excellent progress, in order to narrow the school gap between disadvantaged and non-disadvantaged students in Years 7, 8 and Curriculum Support				opportunity per week	100% of students improved their reading age from +7 months to + 22months. Significant progress made across KS3.
To ensure that appropriate targeted intervention is in place to enable disadvantaged students to make excellent progress, in order to narrow the school gap between disadvantaged and non-disadvantaged students in Years 7 & 8	<p>Implement a rigorous programme of monitoring, evaluation and review of progress of Y7 & 8 disadvantaged students at faculty level, to include: Student Voice, Work Scrutiny, Parent Voice and Lesson Monitoring</p> <p>Lesson observations and Learning walks across lessons to include focus on progress, differentiation and disadvantaged</p> <p>Matrix system to be used to identify students requiring additional support, based on attendance and progress. Students identified within 'red' category to be interviewed by AYL / KSM and meetings held with parents, where appropriate, to discuss support</p>	<p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p> <p>Data sheets at each assessment drop</p>	<p>PMH GE SK</p> <p>SLT HoF</p> <p>GE KS Coordinators AYL SE</p>	<p>Points throughout the year as per the school calendar</p> <p>Points throughout the year as per the school calendar</p> <p>Reviewed half termly</p>	<p>PP books scrutinised at each term, within faculty standardisation programmes. Tracking took place with CtG meetings and a further focus in KS3 Coordinators meetings. Improvement in marking and feedback evident from January onwards. PP in Y7 progressing more than NPP students.</p> <p>KS3 reports produced by KS Coordinators identified gaps in learning, gaps between PP and NPP. Increase in parental contact. Improvement in attendance. Intervention at tutor time effective and made significant progress in Y7&8.</p>

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	<p>Springboard is targeted at students below expected scores on entry; track, monitor and review the progress made by students at each assessment drop</p> <p>Students placed on support plan, agreed with parents / carers, including intervention time with Commando Joe's to build confidence, self - esteem and improve attitudes to learning</p>	Data sheets at each assessment drop	<p>GE HE CB</p> <p>*JR SK</p>		<p>Springboard class and interventions, 97 % making expected or better than expected progress in Y7.</p> <p>Increase in parental contact. Improvement in attendance. Intervention at tutor time effective and made significant progress in Y7&8.</p>
To reduce the proportion of disadvantaged students with more than one FTE or who are at risk of permanent exclusion to below national rates	Review of inclusion provision for students at risk of exclusion and implement a programme of intervention for those at risk of fixed term exclusions, repeats of FTE or permanent exclusions; linked with Behaviour Manager, Inclusion staff, safeguarding team and external agencies	Data sheets / Intervention breakdown from Behaviour Manager	*JR SK AFS ED	From September 2017	Reduction by 3% of PP students receiving a FTE. Better links created with newly created BSU team. Boxhall profiles written.
To ensure progress across school of students identified with SEND needs and are Disadvantaged	<p>Lesson observations and Learning walks across all lessons to include focus on progress, differentiation and disadvantaged</p> <p>Work scrutiny on disadvantaged at all key stages will identify action points and fed back to HoF for implementation and Improvement Plans updated</p>	<p>Time on timetable / calendar</p> <p>Time on timetable / calendar</p>	<p>SLT HoF</p> <p>SLT HoF</p>	<p>Points throughout the year as per the school calendar.</p> <p>Points throughout the year as per the school calendar.</p>	<p>Targeted groups identified early and work with them showed progress in all subject areas.</p> <p>PP/SEND books scrutinised at each term, within faculty standardisation programmes. Tracking took place with CtG meetings and a further focus in KS3 Coordinators' meetings.</p>

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	Utilise the in house tracking system to enable regular review of progress, identify disadvantaged students at risk of underachievement and target appropriate intervention, linking to interventions with support staff	SEND Data meetings	ED PL	Points throughout the year as per the school calendar	Timetabled time with targeted PP students in lessons, working alongside staff to ensure QFT.
To ensure that appropriate targeted intervention is in place to enable disadvantaged students to make excellent progress in English in KS3	<p>Grimm & Co visit, linked to the first assessment point in Y7</p> <p>Students who are below target are identified at each data collection for enhanced specialist one to one support</p> <p>Intervention during registration of a programme meeting the needs of the students to improve their Literacy</p>	Data sheets at each assessment drop	SK LDE HU *CO LDE	<p>September – October 2017.</p> <p>Points throughout the year as per the school calendar</p> <p>Every day</p>	<p>Rainbow reading – average 2 book levels progressed (2 chronological reading years). 8 students involved in this programme due to development of Accelerated Reader.</p> <p>Kindle reading - 1 book read on average, linked to progress in Accelerated Reading. 4 TAs. Groups of 4 students at a time.</p> <p>Underachievement in Y8 reduced from 28% at LC1 to 9% at LC4. At LC1 (assessment nearest the visit), 88% of students making expected or better than expected progress. 8% made exceptional progress. Y7LC1 - 93% developing/emerging students making expected progress or better. LC4 - 97 % developing/emerging students making expected progress or better.</p> <p>Y8 LC1 - 88 % of the developing/emerging students making expected progress or better.</p>

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					LC4 – 95% of the cohort making expected or better than expected progress.
To ensure that appropriate targeted intervention is in place to enable disadvantaged students to make excellent progress in Maths in KS3	<p>My Maths purchased to allow students to work independently at home, in school for extra-curricular activities and revision</p> <p>Students who are below target are identified at each data collection for enhanced specialist one to one support</p> <p>Intervention during registration of a programme meeting the needs of the students to improve their numeracy skills</p>	Data sheets at each assessment drop	<p>SK</p> <p>PM FI *AM</p> <p>CS</p>	<p>Throughout the year</p> <p>Points throughout the year as per the school calendar</p> <p>Every day</p>	<p>Using the ASP QLA to identify and work on barriers to the progress of pupils who have scored <100 in KS2 SATs.</p> <p>92% of all developing/emerging students making expected progress or better. TAs work with groups of up to 3 students providing Numeracy support in registration for students who scored < 100 in KS2 SATs.</p> <p>94% of the PP students at the developing/emerging thresholds are making expected progress or better (a higher % than the whole cohort who are in these thresholds!).</p> <p>At LC4, 96 % making expected or better than expected progress in Y7 (of these 17% making better than expected).</p> <p>In Y8 – Sublevels progress at LC1 = 2.04 at LC4 = 3.09.</p>
To ensure that appropriate targeted intervention is in place to enable disadvantaged students to make excellent progress in Humanities in KS3	<p>Bounce back packs produced to allow students to work independently at home, in school for extra-curricular activities and revision</p> <p>Students who are below target are identified at each data collection and intervention put into place</p>	Data sheets at each assessment drop	<p>SK</p> <p>JHT</p> <p>JK</p> <p>MN</p>	<p>Points throughout the year as per the school calendar</p>	<p>KS3 reports produced by KS Coordinators identified gaps in learning, gaps between PP and NPP.</p>

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To ensure progress across school of students who are Looked After Children or Adopted From Care	PEP reports must show how the PP has been spent on supporting the individual students in public care. Departments to justify spend in academic terms for any monies specifically requested for LAC	PEP meetings and reports	*KS SK	Each term	All monies received spent on targeted intervention for LAC. All PEP reviews successful.