

Pupil Premium Review of Plan 2016-2017

Total: 210 Year 7: 53/174 Year 8: 45/176 Year 9: 30/201 Year 10: 44/172 Year 11: 38/207

Year 11 – Key focus - **Ensure that the progress of students is in line with the national average for all students in 2017**

Key Priorities	Actions / timescales	Led by	Outcomes/milestones	Resources/ Costs	Monitoring Review
Ensure that parents and carers are supported to rapidly improve the attendance of disadvantaged students as well as that of disabled students and those who have special educational needs	To maintain three layers of tracking for PP students 1. Overall attendance of PP/Non PP on half termly basis 2. Attendance of PP/Non PP on a weekly basis 3. Attendance of all PP pupils, RAGed for each pupil with any reasons for low attendance detailed.	NP	<ul style="list-style-type: none"> • Attendance figures achieved see KPI's • Tracking system on the portal • Monitoring information passed to HoY for attendance league. • Action taken early to reduce absence (See attendance flow chart) • Tracking system to be reviewed December 2017 	£2000	Overall attendance of Pupil Premium vs Non Pupil Premium students grew across the academic year to 4.7% In place Average attendance of the 14 students targeted increased by 1.5% since October but only 8/14 improved
	<ul style="list-style-type: none"> • Continue attendance league for KS3 and 4 • Publicise attendance league through LG power point slides, praise assemblies and display. • First prizes awarded February half term • Prize trip at the end of year for most improved 	NP	<ul style="list-style-type: none"> • Weekly power point of league places used in each LG group. • Attendance of learning guide groups improves. • To be reviewed Jan 2017 	£2000	
	<ul style="list-style-type: none"> • Amber PP students attendance monitored on a weekly basis. (September 2016) 	NP	<ul style="list-style-type: none"> • Pupil premium attendance rises in line with KPI's • To be reviewed June 2017 	£1000	
	<ul style="list-style-type: none"> • Identify attendance key workers to support individual students and their parents to improve attendance 	NP	<ul style="list-style-type: none"> • Mentors identified and in place by October 2016 • Review to take place February 2017 	£3000	
Pupil Premium is used more effectively to rapidly close the attainment gaps with peers in school and other students nationally	<ul style="list-style-type: none"> • Introduction of Year 11 assertive mentoring • First review • Analysis of impact at each assessment week 	NP	<ul style="list-style-type: none"> • Students targeted based on their progress 8 score. • Pupil premium English and Maths to meet KPI • Progress 8 score of PP students to meet KPI's 		There was little impact of this scheme of on the progress and attainment of these students.

	<ul style="list-style-type: none"> • Introduction of Year 11 intervention learning guides E + M 	KB	<ul style="list-style-type: none"> • To secure at least one grades improvement in targeted subject at AW4 		<p>Intervention did have an impact but the gap did not decrease for the PP student vs non-pupil premium students.</p> <p>Those with intervention in Science, Humanities and subjects from the open basket saw improvements in progress through the interventions.</p>
	<ul style="list-style-type: none"> • Targeted Year 11 PP students to be removed from lessons to receive intervention support during core PE. Maths started October 2016. English started January 2017. • New teacher employed for January start 	NS/NB	<ul style="list-style-type: none"> • Focus on English and Maths match up 		
	<ul style="list-style-type: none"> • Create out of hours Year 11 intervention groups targeted at pupil premium students 	NS/CD	<ul style="list-style-type: none"> • Learning managers identify targeted pupil premium students – December 2016 • Actions outlined by departments recorded centrally – January 2017 • Participation monitored until next AW when actions reviewed and new actions identified. 		
	<ul style="list-style-type: none"> • Targeted students to attend PiXL intervention conferences in English and Maths. 	NP	<ul style="list-style-type: none"> • Maths in March • English in April • Analysis of outcomes in final results 		
	<ul style="list-style-type: none"> • Links made with new feeder schools to provide information on PP students. • AH inclusion to visit feeder primaries to gather information on PP students. • Students identified and invited to take part in the literacy summer school. 	NP/JN	<ul style="list-style-type: none"> • Clear information on pupil premium students available May 2017) • First round of interventions planned and groups selected for September 2017 intervention by June 2017. 		Improved knowledge of PP students. Outcomes to be measured in future plans of these cohorts of students.
	<ul style="list-style-type: none"> • Small group – Handwriting intervention • Small groups of students removed from lesson for a fortnight. • Sample of handwriting to be taken at three points. Before intervention, after intervention and from class books three weeks after the intervention has finished. 	NP	<ul style="list-style-type: none"> • Clear improvements in students handwriting seen in books three weeks and three months after intervention. 		Groups established and running in D5 Samples show improved handwriting in targeted students
	<ul style="list-style-type: none"> • Small group maths intervention • Students to be removed from lessons for a fortnight to receive targeted intervention. 	NP	<ul style="list-style-type: none"> • Program of intervention developed • Baseline assessment established 		Little evidence of impact
	<ul style="list-style-type: none"> • Staff released from teaching exam groups after half term to be given timetabled intervention sessions 	NP	<ul style="list-style-type: none"> • Programme to be established and timetable with staff by May 2017 		Timetabled sessions occurred. Impact not measured.

<p>Broaden the scope of the Accelerated Reader programme and other reading interventions to ensure that all students (including pupil premium) are good readers and can access assessment resources effectively</p>	<ul style="list-style-type: none"> • Responsibility of AR to shift to English staff – CAL to have overview of progress • English staff to track progress and action underachievement and disaffected students. • Publicise AR through LG, display, praise assemblies • Increase communication between parents, staff and students of progress being made • LG time used for low ability readers. English intervention staff – ED leading with the support of TAs and intervention LG 	<p>JNB</p>	<ul style="list-style-type: none"> • Reading ages improve so that by 28th June 50% of those students who were behind their chronological age at the start of the year have reached their chronological age • For current students in year 7 no student requires reading intervention by the end of year 8. 		<p>25/54 students improved their reading ages through the AR programme in 2016-17</p>
	<ul style="list-style-type: none"> • Paired reading extended to all PP students whose reading age is below their chronological age. • Recruit and train parents to act as additional reading partners. 	<p>NP</p>	<ul style="list-style-type: none"> • PP students with reading age below their chronological age to have a reading partner. • Reading ages improve so that by 28th June 50% of those students who were behind their chronological age at the start of the year have reached their chronological age 		<p>Paired reading delivered an average improvement of 7.4 in Year 7 and 8.1 months in year 8</p>
	<ul style="list-style-type: none"> • Students whose reading age is significantly below their chronological age will be removed from some lessons to take part in small group reading interventions. 	<p>NP/M D</p>	<ul style="list-style-type: none"> • To be monitored by STAR reading age assessments (February 2016) • Students to have achieved an improvement of one chronological year in their reading age since the start of the assessment. • Review of the impact on the current cohort by 26th February 2017. 		<p>4/9 selected readers improved in their reading ages</p>

<p>To ensure accurate and timely monitoring of pupil premium students</p>	<p>Introduction of three levels of half termly monitoring</p> <ol style="list-style-type: none"> 1. Overall achievement of PP/Non PP 2. Impact of intervention for PP group 3. Achievement of individual pupils including pupil interventions <p>To review the target levels for all year 7 to 10 disadvantaged students following review to set targets which would see them close the gap with national expectation for non-disadvantaged students.</p> <p>In response to review establish analysis of KS4 progress against attainment on entry and comparison with non-disadvantaged pupils nationally</p>	<p>NP</p>	<ul style="list-style-type: none"> • Each intervention group established as a research group on 4matrix. • Assessment of impact of each intervention carried out after each assessment week. • New targets to be established and shared with staff and students by June 2016 • Analysis established April 2016 		<p>Increased gap in progress and attainment between non PP and PP students</p>
<p>All teachers plan lessons that are more challenging and demonstrate higher expectations of what students can achieve</p>	<p>To challenge the</p> <ul style="list-style-type: none"> - Expectations - Commitment - Habits - Behaviour for learning <p>For Pupil premium students in the lessons that are not yet good.</p> <p>Pupil premium focused learning walks will occur once a week with feedback given to staff.</p> <p>What is different for me to be key focus of Autumn subject review</p> <p>Explicit about language – check understanding</p>	<p>NP/ DJC</p>	<ul style="list-style-type: none"> • Pupil premium attainment in line with KPI's • By June 100% of pupil premium learning walks will show suitable expectations and challenge. • By June 100% of the quality of work seen in pupil premium students books will match those of their peers and the schools expectations. 		
<p>Behaviour of disadvantaged pupils</p>	<p>To set up weekly monitoring of PP S2S scores</p> <ul style="list-style-type: none"> • Early intervention for concerns • SEND review for concerns in years 7 and 8 • Praise and reward system introduced to encourage better behaviour in targeted students 		<ul style="list-style-type: none"> • 		<p>More Pupil Premium students were excluded than non PP students</p>
<p>White British disadvantaged pupils</p>	<ul style="list-style-type: none"> • Under achieving PP students are identified before parents evening and parents rung before hand to encourage presence. • Begin in Yr 7 & cajole/support/involve parents through positive communication – LG's and HOY to make regular contact starting in year 7. 		<ul style="list-style-type: none"> • 		<p>Improved attendance at Parents Evenings and regular contact with parents. Little impact on outcomes</p>

	<ul style="list-style-type: none">• Aspirational visits – e.g. university• Focus on challenging 'stereotypical' views about future pathways – e.g. away from beauty & healthcare into Ebacc				
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