

Impact and Evaluation 2018-2019

Summary information			
Academic Year	2018-2019	Total PP budget	£229,364
Total number of students	768	Number of students eligible for PP	266

Barriers to future attainment (for students eligible for PP) 2017-18	
In school barriers (<i>Issues to be addressed in school, such as poor literacy skills</i>)	
A	Significant number of PP students enter the school with weaker literacy skills especially in sustaining reading which can prevent them from making better progress in Year 7
B	Significant number of PP students enter the school with weak oracy skills and are unable to communicate their thoughts and feelings appropriately and in context.
C	Quality first teaching across the school is improving, but there is variation between subject outcomes and intra-subject outcomes- outturns below average
D	Lack of depth- numeracy skills - students arrive on entry with specific gaps in numeracy skills - often maths score is a mismatch with their English performance
E	'High Attaining Pupils' who are PP in KS3 are making less progress than other high attaining students, preventing them making sustained progress - which can limit attainment
F	Significant number of PP students receiving negative points (39%) for failure to complete homework for deadlines and as a result accrue a larger percentage of subject detentions than non-PP (25%)
G	Significant number of PP students selecting vocational / practical (route 3) subjects leading to gap between PP and non-PP taking EBACC options
External barriers (<i>Issues which also require action outside school, such as low attendance rates</i>)	
H	Attendance below national or levels of persistent absence above 10%
I	Low aspirations and levels of emotional well-being sustained over a significant period
J	Child may be designated CIN or live in an overcrowded household, linking to potential issues where access and investment to educational resources that support learning and progress are limited- some families struggle to manage the demands of family life
K	Child may not be subject to boundaries within the family setting and may then find compliance within school a challenge as the authority of adults is not a secure feature outside of school.

	Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Staff Lead	Impact	Continue? (2019-20)
A1	Literacy PREP programme Y7-8	BCH	Students completed weekly literacy activities focusing on key reading comprehension skills and developing	N

			critical thinking. The impact was variable due to staff knowledge of literacy and English exam style comprehension skills.	
A2	Reading Passports	BCH	Recommended extended reading appropriate to a whole range of reading ages - students can challenge themselves to read higher level texts in order to win acknowledgement and Classcharts rewards. Very few students engaged with this intervention and many had 'lost' their passport when asked.	N
A3	Fresh Start Identification using QLA data ensures PP students (with below expected scores) are directed towards appropriate programs so that they make progress in decoding and reading and are better equipped to access the curriculum	SPB	89% of PP students made accelerated progress in their reading in year 7 and 100% in year 8.	Y
A4	Think Reading An intensive reading recovery support Year 10 (10 weeks - 30 mins x 4 per week)	SPB	100% of students made significant progress with excellent engagement and attendance. This intervention is staff intensive but continues to engage older students and has a significant impact on their ability to access the curriculum.	Y
A5	Read and Spell Course content is based on the word lists of 'Alpha to Omega' and takes an Orton Gillingham approach to reading instruction. Uses visual, auditory and kinesthetic (touch) senses for a fully immersive learning experience	SPB	50% of students made accelerated progress. The students engaged very well with the program. Those who did not, have now been progressed to have further identification of their learning needs.	Y
A6	Handwriting support	SPB	DASH data for individuals is consistently positive	Y
A7	Reading Buddy Scheme Profile of reading scores to identify students not making age related progress, support with a reading recovery intervention so they can better engage with the curriculum	BCH / SY	Students identified in Y7 are matched with a reading buddy in Y9 for a 10 week intervention. This has been very successful with the majority of students achieving a higher reading age score after a repeat reading test.	Y
A8	ABC Reader	RT	Weak readers identified and paired with sixth form students who have undertaken reading and mentoring training with the ABC Reader charity. Last year was successful with majority students improving their reading age scores. However some amendments need to be put in place for this to be effective for all in the	Y

			next academic year.	
A9	Library support, clubs, events and excursions	SY	The kids lit quiz worked very well as an incentive for higher level readers in Discovery. The chess club has become very popular with 50% PP attending. Literacy events are well advertised in the library space.	Y
A10	Book trawls Book looks to identify if PP students are being given in class support appropriate to their needs and that literacy CPD is being used by teachers to support written outcomes as a focus. Half termly.	LCT / BCH / SY	Spotlight weeks have identified target PP students who are underachieving and enabled clear feedback / conversations to be held between the teacher and student. SGP has also been a strength of the review when sharing positive strategies.	Y
A11	Academic Mentor	AT (LCT)	AT went on maternity leave in February so mentoring was limited for the remainder of the year. Student, staff and parent voice was positive but on reflection, students were missing too much content in lessons for the gains made.	N
B1	Whole school oracy	LCT / BCH	Oracy techniques were shared with staff via the PREP talk and write programme. Staff felt that the school had a developing understanding of oracy and understood why it was so important for our students.	Y
B2	PREP talk and write sessions	LCT	Sessions were delivered by tutors. The talk sessions were well received and students and staff alike enjoyed discussion. However, the writing element proved difficult to fit in within the allotted PREP time. As PREP will reduce to 20 minutes next academic year, only talk will continue.	Y/N
B3	Oracy related groups: <ul style="list-style-type: none"> • Debate club • Kids lit quiz • Mock trials 	LCT (SY, SB, JO)	These groups continue to be popular amongst students and provide a range of opportunities for students to compete.	Y
C1	Staff CPD on INSET In school and inter-subject variations in outcome narrow with more children experiencing consistently good or better teaching pitched to their needs.	MDH	Improvement in % of good or better teaching. Continuation of bespoke differentiated approach to CPD grounded in pedagogical research.	Y
C2	PP priority marking Whole school focus on PP first use of DIRT to correct errors and misconceptions. Priority marking and feedback to support progress. Feedback + 8 months progress EFF comparable. In the classroom priority planned questioning, setting of hot and cold tasks to model improvements	LCT	Staff make a concerted effort to ensure PP students have regular feedback - be it written or verbal. Staff are checking the understanding of their PP students regularly and are aware of who their PP students are. PP are not identified in any way within the class or on books.	Y

C3	<p>WAGOLL Use of exemplars (What a good one looks like) modelling process and unpicking language to deepen understanding. Teachers seating plans highlight PP students and planning should evidence interventions and support put in place to support progress.</p>	BCH (LCT)	<p>WAGOLLs have been used by all departments to different degrees - where WAGOLLs are most successful is where they are directly applicable to the learning. Next year we will move the focus of WAGOLL away from displays and instead use WAGOLLs as a means of sharing exemplar materials in student books.</p>	Y
C4	Classroom profiles	MDH	<p>Staff continue to be expected to think carefully about their classroom management - not to be printed (GDPR).</p>	Y
C5	App usage	LCT / BCH / AT	<p>GCSEPod - over 10,000 pods viewed by Y11. Pixl engagement for Hums, English Lit and Maths was also high. App usage was a great way to create healthy competition among students and to identify weaknesses in learning.</p>	Y
D1	PREP numeracy programme	AJ / PSD	Retained for Y8 students only	Y
D2	<p>Numbersense Provide kinaesthetic Maths resources students will be familiar with from primary phase to support transition in Maths classrooms Train 1 x HLTA and two staff to attend Primary training with Barbara Carr</p>	SPB	<p>Over 60% of students made accelerated progress. This intervention needs further review to increase the acceleration of students.</p>	Y
D3	MathsWhizz	AT / AJ / PSD	All students but one made positive progress with their maths scores over the course of the year.	Y
E1	<p>HAP reassessment High attaining pupils who are PP in KS3 making similar progress to high attaining others. Use of an academic mentor to work with students whose progress data identifies them of being at risk of stalled progress</p>	AT / LCT	<p>It was difficult to find time in the school day to see students, without taking them out of lessons which would then put them further behind. Whole group meetings were held and key issues tended to revolve around a lack of independent work.</p>	N
E2	Classcharts analysis	SP / LRP / LCT	<p>PP updates for SS Governors meetings rely upon an analysis of behaviour across the school. Trends are identified and actions put in place to support specific students where behaviour is a cause for concern.</p>	Y
E3	<p>Academic Mentor support sessions Identification use QLA data ensures PP students (with below expected scores) are directed towards appropriate programs so that they can make progress</p>	AT / BM / DC	<p>Appropriate interventions still taking place led by SENCO and Literacy Coordinator predominantly. Use of Academic Mentor taking students out of lessons has ceased.</p>	N
E4	Buddying programme - PP underachievers to sit with high	AT / LCT	<p>Students were not aware of their buddies and regular reconsideration</p>	N

	attainers.		of seating plans led to many changes over the course of the year, thus preventing meaningful partnerships from developing.	
E5	Vertical tutoring	LCT / RT	EPCS6 students had a variable impact on Y11 mentees. Some students did a fantastic job and made regular contact. This needs to be regularly monitored to ensure participation remains high.	Y
E6	Risk elimination plans	LCT	Staff completed these for Y9/10 and 11 PP HAP students after each FP. Students were then given additional time with LCT to discuss teacher's thoughts and advice for improvement. Students suggested that the advice was nothing they didn't already know and being given a list of topics to revise was not helpful. Lots of effort on behalf of staff for little reward.	N
F1	IAG Pupil Premium students at risk receive additional careers guidance to prevent NEET and raise aspirations post 16. HAS PP students engage in an aspirations programmes designed to establish the link between academic progress and opportunity	RL	Continue to monitor individual PP students to ensure that they receive support - in Y10 they will receive two 1:1 interventions. Whole school now monitored on one tracksheet. Whole career events purely for Y10 now take place once a year.	Y
F2	Foundation Pathway Evening	LRP / JAF	The Head of Year reviews the suitability of courses for PP students and personalises pathways.	Y
F3	Celebrating success Year 11 Go-Karting experience reward.	SP / LRP / HoYs / RL	Easter review 2019 led to further opportunities for students to feel successful - using Classcharts students are invited / recognised to a range of different celebration events.	Y

	Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Staff Lead	Impact	Continue? (2019-20)
H1	Monitoring of PP absence and lates School behaviour-related: e.g. exclusion, managed moves, alternative provision and part-time timetables.	SM (SP) / LCT	Continued oversight of PA by SM with updates to Gov body on a half termly basis. Action plan created for Y11 PP PA students	Y
H2	Rewarding 100% attendance Attitudinal/systemic: absenteeism that becomes significant when it is habitual or too frequently a pragmatic solution, e.g. where the value of 100 percent school attendance is not supported by the value system of a students, their family or the student's peer culture. This category includes pragmatic / episodic absenteeism, e.g. family holidays, which become a	SM (SP)	End of term celebrations for 100% attendance - both for termly attendance and across the entire school year.	Y

	concern where the holiday is of extended duration in term-time and annually repeated.			
H3	Daily check ins Emotionally-based: where there are mental health issues affecting the student; or other family members. Students are able to access support in school to help them regulate emotions and have a safe space to talk.	SPB	Verbal feedback from students is positive so we continue to support emotional-social needs, building positive relationships with adults.	Y
I1	Whole school work experience offer at KS5 Pupil Premium Students who started the Fujitsu mentoring program Year 10.	RL	5 of the 20 PP students in Year 10 took part in the Fujitsu mentoring programme and all students in Y12 completed work experience placements.	Y
I2	Individual, personalised Adviza career meetings for all KS4	RL	Multiple meetings with PP students in Y10 have been well received. Our vulnerable students meet with Ben Alexander in addition. NEET is consistently low.	Y
I3	CV writing workshops and mock interview process	SEB (RL)	Ensuring PP students have a CV written by the end of Y11.	Y
I4	Career lunches and apprenticeship workshops with guest speakers including alumni	RL	Continuing to ensure PP students are invited to these sessions.	Y
J1	Homework club PP attendance Staff HWK club to support access to resources and equipment after school	SPB (HS / LCT)	Continued monitoring half-termly of PP vs non-PP attendance.	Y
J2	Second - hand shop (uniform, tools for learning)	HS / SN	Used regularly.	Y
J3	FSM	CH	Over twice as many children take FSM in this school than across other secondary schools in the borough.	Y
J4	Resource centre (at cost pricing)	WW	Used well by students and accessible by parents on ParentPay	Y
K1	Confidence for Learning and Behaviour for Learning transition days Early intervention program to support students who have not secured expected progress throughout the summer to avoid fall back promoted with parents, dedicated curriculum time given to support students in Year 7	LRP	Excellent parental feedback	Y
K2	Classcharts behaviour management systems Reduction in the number of FTE for defiance towards staff by PP students Greater understanding of students about the rules and routines in school and the reason for them - greater engagement with the schools Ethos and values Participation in the wider school curriculum for example sports teams - representation by this group	SP / LRP	Developed over the course of the academic year, monitoring parent / student usage and improving communications between school and home.	Y
K3	PP drop ins	AT / LCT	Drop ins developed into Spotlight week which provided a much more	N

			thorough look at provision for each child across the school.	
K4	PP pupil pursuits (supporting SGP)	AT / LCT	Pupil pursuits developed within Spotlight week and were very helpful for SGP.	N