

## 1. Pupil Premium Spending Impact Review

Previous Academic Year		2018-2019	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost
High levels of progress in literacy for pupils eligible for PP	<p>Literacy and numeracy support, including Year 7 Reading Buddies</p> <p>EAL induction and intervention for new arrivals</p> <p>English Poetry revision guides given to Yr 11 PP students</p>	<p>High: PP students engaged in the Reading Buddies. PP/SEND students make more than expected progress in Reading Age assessments following literacy intervention</p> <p>High: EAL students make accelerated progress due to comprehensive induction, language and literacy intervention including the teaching of ESOL and language for learning across the curriculum. Progress 8 for EAL/disadvantaged students was +0.35 in 2019 cohort. All EAL/PP students gained a GCSE grade in English, including those arriving in school post Year 7.</p> <p>Students' average grade in Literature was above a grade 4. Students performed over 0.25 of a grade better than PP peers nationally in English Literature.</p>	<p>Using other students to support this process provides students with the motivation to want to improve at a more rapid rate. Buddies developing leadership skills enhances their skill set. Look into using more PP students as buddies in order to raise aspirations and enhance their skill sets.</p> <p>This continues to be a success with the EAL team leading targeted sessions and rapidly increasing the literacy of all students in KS3 who require the intervention. PP students making the same rate of progress as non-PP students in this area. Develop how the same level of impact be seen in literacy amongst non-EAL intervention students through literacy in form time and English lessons. Continue to track this in Year 11 but also start to analyse the data more through Years 7-10.</p> <p>Continue to make use of revision guides, start to produce them in-house and have them handed down to future years after this year due to change in specification for next cohort.</p>

<p>Improved rates of progress across all KS for high attaining pupils eligible for PP.</p>	<p>1:1 Academic Tutoring for pupils. Students meet their tutor for a 1 to mentoring program following each assessment point. Smart targets are set and reviewed at each meeting. Barriers/issues passed onto relevant staff. Staff follow up with call to parents.</p> <p>The Brilliant Club for High Prior Attaining students and students who are more able in Y7 and 8. It is a University access program that links students in school with University mentors. Students take part in visits to university but also complete a project through regular face to face meetings in school with their mentor and online correspondence.</p>	<p>High: Positive student voice supports the fact that this helps students close gaps in learning from one assessment point to the next.</p> <p>High: In Year 11 SLT mentored PP students at risk of negative progress. Cohort of 13 students. PP students had a P8 of +0.07, above the national P8 figure for all students.</p> <p>High: Both student data and voice show a positive engagement and subsequent outcome. It has also had a positive impact on raising aspiration and students are starting to consider higher education as a more realistic option for them</p> <p>All students completed the year, those eligible for graduation did so. The trips to Cambridge University developed high aspirations and increased students' expectations.</p>	<p>Will continue with this strategy but will deliver training/ support for staff to develop effective target setting.</p> <p>Will introduce early in Year 7 as a parental engagement activity and monitor number of PP parents that attend as a way of improving parental engagement in the progress model.</p> <p>Strategy to be continued in future focussing on Year 11 students. Strategy to be used in lower year groups as well making use of the House/Tutor system and making use of academic mentoring time that all students receive.</p> <p>Sustain the three year model that was developed last year through years 7-9.</p>
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	<p>After school homework club. Supervised access to study centre, allowing students to access resources, including IT. Allowed students to complete work in school if no resources support at home. Students were also referred to after school club by staff to ensure work was being completed.</p>	<p>Mixed: Allowed students to complete work in school if no resources support at home. Students were also referred to after school club by staff to ensure work was being completed. Where students were targeted appropriately this support has a positive impact.</p> <p>This was developed in Year 11 to be a study centre for quiet study and revision. Small numbers of students accessed this but led to them making better progress. Other students attended targeted revision that was provided.</p>	<p>Specifically targeted students to be invited along as a result of Assessment Point analysis. This to be led by AHT for assessment and rather than a homework club to make it a study time, and study skills development. Still needs to be developed. Increase use of parental engagement needed in order to advertise the opportunities available.</p>
<p>Behavioural issues of Year 7 and Year 9 addressed</p>	<p>Individual support via Student Support Officers for students to provide appropriate resources, uniform and transport</p>	<p>High: Student Support Officers are the day to day contact for students with PP funding and have a huge knowledge of the barriers to their attendance/behaviour and learning. Without that support the improvements in behaviour would not be as marked and non-persistent absence figures would be lower.</p>	<p>Continuation of the use of SSOs in the pastoral system. They provide high value and impact by being available to deal with incidents immediately and to meet/contact parents due to their non-teaching role. Individuals involved are persistent and tenacious in their dealing of incidents and seen as crucial to being able to help improve all behaviour, not just PP students.</p> <p>Continual liaison between AHT for pastoral and SSOs required with regards to the ongoing regional and local issues and barriers to succeeding with behaviour.</p>
<p>Departments engage in both internal and external CPD opportunities to develop T&amp;L and</p>	<p>Staff training on high quality feedback</p> <p>Ongoing focus across all Quality</p>	<p>High: AHTs led learning walk specifically targeted at PP students. A range of strengths and areas for improvement were identified. These were shared with staff with suggested strategies. Priority remained</p>	<p>Internal CPD to be delivered on narrowing the gap for disadvantaged students and how to use data to plan for progress.</p> <p>Improve the quality of feedback being produced by PP students and monitor through extensive work scrutiny and streamlined feedback policy.</p>

effective feedback for PP students in class.	Monitoring phases and targeted support (internal and external CPD) where weaknesses identified	in using quality first teaching and learning model.	School to engage with Embedding Formative Assessment CPD programme that will enhance and focus the feedback given to all students, including PP students.
Increased attendance rates for pupils eligible for PP.	Individual support via Student Support Officers for students to provide appropriate resources, uniform and transport	High: Student Support Officers are the day to day contact for students with PP funding and have a huge knowledge of the barriers to their attendance/behaviour and learning. Without that support the improvements in behaviour would not be as marked and non-persistent absence figures would be lower.	Continuation of the use of SSOs in the pastoral system. They provide high value and impact by being available to make contact about absence and to meet/contact parents due to their non-teaching role. Individuals involved are persistent and tenacious in their dealing of attendance and seen as crucial to being able to help improve all attendance, not just PP students.  Continual liaison between AHT for pastoral and SSOs required with regards to the ongoing regional and local issues and barriers to succeeding with attendance.
All areas	Assistant Head to lead on PP as part of role	High: P8 for PP students was +0.07. Developed and built on areas from previous year's work. Improved focus on PP students in curriculum areas via development of more effective tracking systems to close gaps lower down the school-both PLC based via Doodle and strategic in the use of Sisra. Working alongside the AHT for Teaching & Learning to include monitoring within work scrutiny and focussing on PP students during drop-ins and learning walks. A student mapping process was developed to show and highlight individual needs of all PP students and shared across all staff.	Continue next year. Develop the use of PP data analysis and deliver PP specific CPD focussing on raising the attainment of PP students in all year groups. Develop the mentoring of PP students, particularly in Year 11. Coordinate sharing of information regarding barriers (via SSOs) and teaching to support improvements in the classroom.  Start to use the student needs mapping to develop a provision map for all PP students that can be shared with all.  Highlight the importance of applying for FSM if eligible and share with parents on a regular basis through the newsletter.