

# Pupil premium strategy statement (secondary)

| 1. Summary information                                                                                   |                                                                                                                                                                                      |                                  |                                         |                                                  |          |
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| School                                                                                                   | Noel- Baker Academy                                                                                                                                                                  |                                  |                                         |                                                  |          |
| Academic Year                                                                                            | 2017-2018                                                                                                                                                                            | Total PP budget                  | £486,000                                | Date of most recent PP Review                    | 19.09.17 |
| Total number of pupils                                                                                   | 1235                                                                                                                                                                                 | Number of pupils eligible for PP | 512                                     | Date for next internal review of this strategy   | 27.09.17 |
| 2. Current attainment                                                                                    |                                                                                                                                                                                      |                                  |                                         |                                                  |          |
|                                                                                                          |                                                                                                                                                                                      |                                  | Pupils eligible for PP<br>(your school) | Pupils not eligible for PP (national<br>average) |          |
| % achieving 5A* - C incl. EM (2016-17 only)                                                              |                                                                                                                                                                                      |                                  | 18.6%                                   | 31.68%                                           |          |
| % achieving expected progress in English / maths (2016-17 only)<br>English/ maths threshold data         |                                                                                                                                                                                      |                                  | 12% (G5) 24% (G4)                       | 20% (G5) 38% (G4)                                |          |
| Progress 8 score average                                                                                 |                                                                                                                                                                                      |                                  | -1.16                                   | -0.64                                            |          |
| Attainment 8 score average                                                                               |                                                                                                                                                                                      |                                  | 26.59                                   | 35.05                                            |          |
| 3. Barriers to future attainment (for pupils eligible for PP)                                            |                                                                                                                                                                                      |                                  |                                         |                                                  |          |
| In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>               |                                                                                                                                                                                      |                                  |                                         |                                                  |          |
| A.                                                                                                       | High number of students who come to us from primary schools with lower than average KS2 scores. 35% of PP students in 2016 entry below score 100. 25% of PP students in 2017 entry). |                                  |                                         |                                                  |          |
| B.                                                                                                       | Below average outcomes for maths and English.                                                                                                                                        |                                  |                                         |                                                  |          |
| C.                                                                                                       | Disadvantaged pupils are more likely to be given fixed term exclusions.                                                                                                              |                                  |                                         |                                                  |          |
|                                                                                                          |                                                                                                                                                                                      |                                  |                                         |                                                  |          |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                                                      |                                  |                                         |                                                  |          |
| D.                                                                                                       | Poor attendance and punctuality of disadvantaged students.                                                                                                                           |                                  |                                         |                                                  |          |
| E                                                                                                        | Low aspirations and lack of parental engagement and support.                                                                                                                         |                                  |                                         |                                                  |          |
| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>                              |                                                                                                                                                                                      |                                  | Success criteria                        |                                                  |          |

|           |                                                                                                           |                                                                                                                               |
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| <b>A.</b> | Gap between disadvantaged and non-disadvantaged pupils is reduced.                                        | Disadvantaged pupils achieve in line with the national average.                                                               |
| <b>B.</b> | Disadvantaged pupil outcomes improve for maths and English.                                               | Disadvantaged pupils achieve in line with the national average.                                                               |
| <b>C.</b> | Disadvantaged pupil behaviour data shows a reduction in incidents.                                        | Disadvantaged pupils respond positively to the new behaviour and reward system which will be reflected in the data.           |
| <b>D.</b> | Disadvantaged pupils attend school and are punctual.                                                      | Improved attendance of Noel- Baker's disadvantaged students.<br>(2016- 2017 88.68% PP students v Non PP students 94.05%)      |
| <b>E.</b> | Disadvantaged pupils and their parents have high academic expectations and are supportive of the academy. | Attendance at parents' evening increases, intake of 6 <sup>th</sup> form increases and more pupils go on to top universities. |

## 5. Planned expenditure

### Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Desired outcome                                                                                                                                                   | Chosen action / approach                                                                                                                                                                                   | What is the evidence and rationale for this choice?                                                                                                      | How will you ensure it is implemented well?                                                                                                                                                                                               | Staff lead                                                     | When will you review implementation?                                                                                                                    |
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| A.Improve teaching and learning pedagogy for our disadvantaged pupils in the classroom with specific focus on effective feedback through tracking and monitoring. | Kagan strategies introduced November 2017 with specific focus on literacy and oracy.<br>Kagan follow up training 2 and 3 (Summer 2018).<br><br>2018.Assigned Lead Practitioner 1 day/ week to each faculty | Sutton Trust evidence shows effective feedback during lessons has a potential gain of +9 months for disadvantaged pupils. Very high impact for low cost. | Kagan introduced 17/11/17 through effective CPD during staff INSET to embed cooperative learning and raise attainment in oracy and literacy.<br>Q/A cycle to measure impact and monitor feedback during work scrutiny and learning walks. | Teacher to Teacher UK Ltd-training.<br>LP's.<br><br>KRI<br>SCO | January 2018 (2 months after Kagan training).<br><br>QA teaching and learning cycle.<br><br>½ termly assessment points.<br><br><br><br><b>£55038.00</b> |

|                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                                                                                                                                                                                              |
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| <p>A.Improve teaching and learning pedagogy for our disadvantaged pupils during P7 intervention with specific focus on effective feedback based on PiXI driven and Tassomai test scores.</p> | <p>P7 PiXI/ Tassomai intervention Tuesday, Wednesday and Thursday. This approach forms part of the whole academy P7 intervention strategy. Intervention software to support P7 Maths Watch to be used during P7 interventions One- to- one tuition with 6<sup>th</sup> formers P7 Rewards for accessing intervention software at home (£800)</p> | <p>Evidence of PiXL intervention to year 11 cohort 2016- 2017: 45% of PP pupils attending PiXL intervention made expected progress compared to only 27% of PP pupils who did not attend PiXL intervention made expected progress</p> | <p>Embed the PiXL programme within the P7 intervention framework. Monitor and analyse attendance figures every week.</p> <p>Subject CD's to attend regular PiXL meetings in London</p> <p>Staff CPD on PiXL/ Tassomai/ Maths Watch during Monday's CPD sessions.</p> | <p>CPD<br/>KSP<br/>KMC<br/>Yr Managers</p> <p>CD's</p> <p>CPD<br/>DPE<br/>KSP<br/>DGE</p> <p>Yr12/ 13</p> | <p>January 2018 (3 months after P7 intervention commences).</p> <p>Measure impact during PiXL wave timeframes.</p> <p>QA teaching and learning cycle.</p> <p>½ termly assessment points.</p> <p style="text-align: right;"><b>£70518</b></p> |
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| <p>A.Early intervention to improve progress to reduce the attainment gap between the highest and lowest achieving pupils nationally.</p> | <p>One- to- one tuition with 6<sup>th</sup> form mentors. Peer tutoring/ peer- assisted learning</p> <p>Successmaker (LEAD purchase).</p> <p>Accelerated Reader/ Lexia to be used with identified students- yr7 strategy for reading support staffing)</p> <p>Kerboodle support</p> | <p>Sutton Trust evidence shows early intervention has a potential gain of +6 months which is high impact for very high cost, one- to- one tutoring has a potential gain of +6 months which is moderate impact for very high cost and peer tutoring/ peer- assisted learning has a potential gain of +6 months which is high impact for low cost.</p> | <p>AHT (intervention) to work timetable 6<sup>th</sup> formers with individual students in all year groups. Record keeping of every session monitored- work logs.</p> <p>PiXL intervention P7 (already costed). Monitor attendance.</p>                                                                          | <p>CPD<br/>JGO<br/>ROL</p> <p>KSP</p>                 | <p>½ termly assessment points.</p> <p>Reading records checked weekly.</p> <p><b>£39055.10</b></p> |
| <p>A.All staff use data effectively to identify pupils for intervention and to monitor the impact.</p>                                   | <p>Following data collection the gap between PP and non PP students will be analysed by CDs and SLT to enable staff to put intervention in place to reduce the attainment gap between the highest and lowest achieving pupils</p>                                                   | <p>Research shows that early intervention is an effective strategy to support rapid progress. Go4Schools to be used to support all progress</p>                                                                                                                                                                                                      | <p>Data analysis meetings following all data collection points on Go4Schools to review data and monitor the impact of any intervention and monitoring flight paths. Active folders to show progress to identify intervention needed<br/>GL testing summer 2018 to compare SAS from GL testing in sept. 2017.</p> | <p>CPD<br/>KRI<br/>CDs</p> <p>RGA<br/>CPD<br/>CFO</p> | <p>Following each data collection point.</p> <p>June 2018</p> <p><b>£6950</b></p>                 |

|                                                                                         |                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                                                             |                   |                                                                                                   |
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| <p>A.Pupils receive effective feedback in all subjects and response shows progress.</p> | <p>Q/A cycle to measure impact and monitor feedback during work scrutiny and learning walks.<br/>Revision guides to be used/ developed to show how students can revise<br/>Open evenings for Ks4 parents and students<br/>February and Easter ½ term school and staff to deliver sessions to Ks4</p> | <p>Research shows that effective feedback has the potential maximum gains in terms of rapid progress.</p> | <p>Sharing of quality practice through CPD sessions.<br/>Expectations policy to be monitored regularly.</p> | <p>KRI</p>        | <p>Every two weeks QA cycle.<br/>January 2018<br/>After every ½ term.</p> <p><b>£80270.10</b></p> |
| <b>Total budgeted cost</b>                                                              |                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                                                             |                   | <b>£251831.20</b>                                                                                 |
| <b>ii. Targeted support</b>                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                                                             |                   |                                                                                                   |
| <b>Desired outcome</b>                                                                  | <b>Chosen action / approach</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>When will you review implementation?</b>                                                       |

|                                                                      |                                                                                                                                                                                                                                                                                |                                                                                                                    |                                                                                                                       |                                         |                                                          |
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| B.Improve outcomes and rates of progress in English and mathematics. | Employment of success maker to support maths and English catch up PP pupils. Support staffing English and maths to allow for small group support                                                                                                                               | Currently levels of progress in maths and English are below national data for expected and exceeding progress.     | Groups developed through data analysis and timetabled into the new timetable commencing in October.                   | KRI<br>CPD<br>DSU<br>SHI                | January 2018<br>After every ½ term.<br><br><b>£22296</b> |
| C. Improved behaviour data for Pupil Premium students.               | New behaviour policy to be introduced to support a continuation of effective and high quality learning Kagan. Win Win Discipline training January 5 <sup>th</sup> 2018<br>New reward system.<br>TLR focus post for attainment/ progress of PP students<br>Basic 8 introduction | Pupil premium pupils are more likely to respond inappropriately to challenges in class and be removed to C3 Buddy. | Classroom practitioners, form tutors and year managers to take full responsibility for cohort Welfare/Pastoral Team). | CGR<br>Yr Managers<br>TLR holder<br>CPD | Weekly reports.<br><br><b>£112570</b>                    |
| C. Improved behaviour data for Pupil Premium students.               | Breakfast club for FSM. Yr 11 subject breakfasts running up to mocks/ exams                                                                                                                                                                                                    | Pupil premium students will have a positive start to the day and increase concentration levels in class.           | Breakfast club daily from 7.45am until 8.15am. One support staff and one member of staff                              | CGR<br>CD's                             | Half termly.<br><br><b>£3550</b>                         |

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| <p>D.Increase attendance rates of disadvantaged pupils.</p> | <p>Dedicated team to track, support and intervene- EWO/ AHT (attendance) and Year Managers to work with our disadvantaged pupils whose attendance is of a concern. Additional attendance officer to support</p> <p>EWO to lead on attendance evening to meet parents as per last year- need to measure impact of this meeting</p> | <p>Pupil premium pupils' attendance is lower than non-pupil premium students. 2016-2017 pupil premium attendance was 88.68% while the non-pupil premium attendance was 94.05%.</p> <p>Identification and intervention of persistent absentees will improve attendance and raise levels of attainment.</p> | <p>DHT to work with AHT (attendance) to review weekly attendance figures and to track and intervene with pupils who arrive late to school.</p> <p>Tutors and year managers to also monitor attendance and punctuality.</p>                                              | <p>EWO<br/>DHT<br/>LFA<br/>CGR<br/>CDI</p> <p>Yr Managers</p> | <p>½ termly.</p> <p><b>£90337</b></p> |
| <p>D.Increase attendance rates of disadvantaged pupils.</p> | <p>Targeted support and increased incentives will be used to encourage good attendance</p>                                                                                                                                                                                                                                        | <p>The attendance reward system introduced last year started to become effective. More parents started to communicate with the school saying that their child was poorly and numbers of visits to homes decreased. Improvement in persistent absenteeism.</p>                                             | <p>Attendance and punctuality celebrations whole school and within tutor time. Celebration of good attendance and punctuality. Increased engagement with parents so that there is a good understanding of the link between attendance and progress and achievement.</p> | <p>EWO- LFA<br/>CDI<br/>CGR</p>                               | <p>½ termly.</p> <p><b>£4200</b></p>  |

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| E.Parents and the community play an important and significant role in the life of the Academy. | More parental invitations welcoming them to the Academy. Celebration evenings. More positive phone calls home. Family rewards | Community and public perception of the Academy is extremely negative with many press releases putting the academy into disrepute. | Positive promotion of the academy on the web site with up to date information and celebration events, celebration of achievement, attendance, awards events and evening, setting up maths and English initiatives. Summer open days. | CGR               | ½ termly.<br><br><b>£1200</b>               |
| <b>Total budgeted cost</b>                                                                     |                                                                                                                               |                                                                                                                                   |                                                                                                                                                                                                                                      |                   | <b>£234153</b>                              |
| <b>iii. Other approaches</b>                                                                   |                                                                                                                               |                                                                                                                                   |                                                                                                                                                                                                                                      |                   |                                             |
| <b>Desired outcome</b>                                                                         | <b>Chosen action / approach</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>When will you review implementation?</b> |
|                                                                                                |                                                                                                                               |                                                                                                                                   |                                                                                                                                                                                                                                      |                   |                                             |
|                                                                                                |                                                                                                                               |                                                                                                                                   |                                                                                                                                                                                                                                      |                   |                                             |
| <b>Total budgeted cost</b>                                                                     |                                                                                                                               |                                                                                                                                   |                                                                                                                                                                                                                                      |                   |                                             |



## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

| 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) |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Strategies to improve provision for PP students in the classroom. | CPD for Ext. SLT Pupil Premium, cascaded to all teaching staff through INSET days and staff CPD programme. | <p>SLT member was responsible for PP Sept – Dec. She attended a SecEd PP conference and ran an INSET on 28<sup>th</sup> Nov.</p> <p>After school intervention using PIXL curve data took place with some impact:<br/>           100% of disadvantaged pupils attending English intervention achieved a grade 4+.<br/>           45% of disadvantaged pupils who attended English intervention secured or improved their Autumn prediction compared to 11% of non-attenders.<br/>           70% of disadvantaged pupils who attended maths intervention secured or improved their Autumn prediction compared with 33% of non-attenders.</p> <p>Due to change in leadership responsibilities, strategies weren't followed through and so limited impact was made.</p> <p><b>2016/17</b></p> <table border="1" data-bbox="669 1054 1245 1193"> <thead> <tr> <th></th> <th>5+ A*-C (E+M)</th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>18.6%</td> <td>-0.99</td> <td>26.44</td> </tr> <tr> <td>Non-PP</td> <td>31.68%</td> <td>-0.64</td> <td>35.02</td> </tr> <tr> <td>Difference</td> <td>-13.08%</td> <td>-0.35</td> <td>-8.58</td> </tr> </tbody> </table> <p><b>PP Cohort</b></p> <table border="1" data-bbox="669 1227 1245 1366"> <thead> <tr> <th></th> <th>P8</th> <th>Att 8</th> <th>A*-C in E&amp;M</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>-0.5</td> <td>36.1</td> <td>22%</td> </tr> <tr> <td>2016/17</td> <td>-0.99</td> <td>26.44</td> <td>24%</td> </tr> <tr> <td>Difference</td> <td>-0.49</td> <td>-9.66</td> <td>+2</td> </tr> </tbody> </table> |                                                                    | 5+ A*-C (E+M) | P8 | A8 | PP | 18.6% | -0.99 | 26.44 | Non-PP | 31.68% | -0.64 | 35.02 | Difference | -13.08% | -0.35 | -8.58 |  | P8 | Att 8 | A*-C in E&M | 2015/16 | -0.5 | 36.1 | 22% | 2016/17 | -0.99 | 26.44 | 24% | Difference | -0.49 | -9.66 | +2 | <p>One member of SLT now has responsibility for writing and implementing the PP strategy. She will also monitor PP pupil progress and will continue with this role throughout the year. Support from L.E.A.D will also monitor impact of strategies and hold SLT to account.</p> <p>Suggestions to improve PiXL this year intervention are:</p> <ul style="list-style-type: none"> <li>• Focus on PP boys as a priority</li> <li>• Maximise the attendance of students to sessions to achieve whole school impact.</li> <li>• Increase the number of students invited in maths and English.</li> </ul> |
|                                                                   | 5+ A*-C (E+M)                                                                                              | P8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A8                                                                 |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| PP                                                                | 18.6%                                                                                                      | -0.99                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 26.44                                                              |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Non-PP                                                            | 31.68%                                                                                                     | -0.64                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35.02                                                              |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Difference                                                        | -13.08%                                                                                                    | -0.35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -8.58                                                              |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                   | P8                                                                                                         | Att 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A*-C in E&M                                                        |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2015/16                                                           | -0.5                                                                                                       | 36.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 22%                                                                |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2016/17                                                           | -0.99                                                                                                      | 26.44                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 24%                                                                |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Difference                                                        | -0.49                                                                                                      | -9.66                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | +2                                                                 |               |    |    |    |       |       |       |        |        |       |       |            |         |       |       |  |    |       |             |         |      |      |     |         |       |       |     |            |       |       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| Strategies to improve provision for PP students in the classroom.                     | Lead Practitioner support to all staff to help improve quality of first teaching for Pupil Premium students.<br>Membership of a Teaching Schools Alliance to provide CPD to staff.                                                                                                                                             | The Lead Practitioners have not done any work with PP students.                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lead Practitioners will have a different role this academic year.<br>Whole school CPD will be needed to ensure staff are aware of the PP strategy. |
| Track and monitor Pupil Premium cohort to identify areas for additional intervention. | <ul style="list-style-type: none"> <li>- PP book scrutiny</li> <li>- PP on agenda at all CDT</li> <li>- PP focus for all learning walks</li> <li>- PP specific section for lesson observations</li> <li>- Interventions put in place for staff / groups who are not meeting milestones (LP support, master classes)</li> </ul> | <p>CPD session looking at standard of work between PP and non PP pupils. This showed that there was no significant difference between the two in most subjects. In DT and humanities there were examples of PP pupils producing work of a higher quality than non PP pupils.</p> <p>PP was not a specific focus in lesson observations or learning walks.</p> <p>PP progress was not monitored rigorously enough for intervention groups to be identified apart from during PIXL sessions (see later).</p> | One member of SLT will now have responsibility for tracking and monitoring PP and also intervention. Support will be provided from L.E.A.D.        |
|                                                                                       |                                                                                                                                                                                                                                                                                                                                | <b>Total budgeted cost</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>£63,500</b>                                                                                                                                     |
| <b>ii. Targeted support</b>                                                           |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                    |
| <b>Desired outcome</b>                                                                | <b>Chosen action / approach</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> (and whether you will continue with this approach)                                                                          |

|                                                                        |                                                                                                                                                                                                                  |                                                                                                                            |                                                                             |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Targeted support to ensure improved progress across all subject areas. | Assertive Mentoring.                                                                                                                                                                                             | This was not run effectively and had no impact.                                                                            | This will not be continued.                                                 |
| Targeted support to ensure improved progress across all subject areas. | Intervention packages / master classes put in place for students below target.                                                                                                                                   | PIXL was the only intervention that took place.                                                                            | To be restructured as P7 this academic year.                                |
| Targeted support to ensure improved progress across all subject areas. | Targeted Year 11 support: Master classes provided in holidays, revision guides bought for core subjects and membership of PiXL to develop our use of intervention strategies and raise standards at Key Stage 4. | Easter intervention classes took place.<br><br>Revision guides were provided for some subjects.<br><br>Data not available. | PIXL will be continued and revision guides purchased for all core subjects. |
| Targeted support to ensure improved progress in HPA students.          | Peer mentoring.                                                                                                                                                                                                  | This did not take place.                                                                                                   |                                                                             |
| Targeted support to ensure improved literacy across all year groups.   | Use of TAs in and out of lessons to support literacy and SEN needs. Read Write Inc literacy package for Key Stage 3.                                                                                             | This did not take place.                                                                                                   |                                                                             |
| Improved attendance and progress for all.                              | Alternative learning in LEAP provision or off site placements.                                                                                                                                                   | This had no impact although data is not available.                                                                         | Pupils are now in mainstream education with support.                        |

|                                                                  |                                                                                                     |                                                                                                                                            |                                                                                   |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                  |                                                                                                     | <b>Total budgeted cost</b>                                                                                                                 | <b>£144,400</b>                                                                   |
| <b>iii. Other approaches</b>                                     |                                                                                                     |                                                                                                                                            |                                                                                   |
| <b>Desired outcome</b>                                           | <b>Chosen action / approach</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)      |
| Improved attendance                                              | Closer monitoring of PP attendance by Year Managers, Attendance Manager and EWO.                    | Disadvantaged pupils' attendance 88.7% compared to 94.1% for other pupils. The gap between the two increased by 1% from the previous year. | A new rigorous attendance monitoring system has now been developed.               |
| Improved ability to focus in class.                              | Breakfast club.                                                                                     | No data is available on attendance so impact cannot be demonstrated.                                                                       |                                                                                   |
| Hardship fund to support PP students with uniform and equipment. | Provision given to those whose disadvantage background creates a barrier to learning or attendance. | No data available.                                                                                                                         |                                                                                   |
| Closing of the gaps across all subject areas                     | Specific SLT responsibility for Pupil Premium.                                                      | This was only in place until Christmas.                                                                                                    | Member of SLT is now responsible for monitoring progress of disadvantaged pupils. |
|                                                                  |                                                                                                     |                                                                                                                                            | <b>£246,320</b>                                                                   |

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|--|--|----------------------------|------------------|
|  |  | <b>Total budgeted cost</b> | <b>£454, 220</b> |
|--|--|----------------------------|------------------|



