

Pupil premium strategy and catch-up funding statement (secondary)

1. Summary information					
School	Trinity School				
Academic Year	2017/18	Total PP budget	£241,064	Total Catch-Up budget	£18,274 (16/17)
Total number of pupils	1352 (Y7-11)	No. of pupils eligible for PP	266	No. of students eligible for CU	62 (< 100)
Date of most recent PP Review	Nov - Feb 2017		Date for next internal review of this strategy		Feb 2018

2. Current attainment		
<i>Results for specific year groups can be found in the additional detail section.</i>	Pupils eligible for PP (your school)	Pupils not eligible for PP (national averages 2016)
% achieving A*/C En/Ma	42.6%	62%
Progress 8 Gap in English (2016 and 2017)	-0.66 (2016) -0.11 (2017)	
Progress 8 Gap in Maths (2016 and 2017)	-0.56 (2016) -0.25 (2017)	
Progress 8 score average (2016 and 2017)	-0.63 (2016) -0.36 (2017)	0.12
Attainment 8 score average	34.5 (2016) 35.0 (2017)	49.5

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.	<p>Literacy and Numeracy Skills for students entering Year 7 are lower for those eligible for PP than for others, which prevents them from making good progress in Year 7.</p> <p><i>Patterns for students on entry to Year 7 regularly show that Key Stage 2 attainment in Maths and English is lower. For example in current year 8: 63% of the PP intake met the expected standard in reading at Key Stage 2 compared to 66% non-PP students nationally. In Maths, 62.5% of the PP intake reached the expected standard in Maths at Key Stage 2 compared to 70% non-PP students nationally. The in-school gap for English (reading) on entry is 9% and for Maths is 13.5%.</i></p>
B.	<p>i.) The progress of PP students dips at Key Stage 4.</p> <p><i>The PP Attainment 8 figure improved from 34.5 (against the national figure of 41.0) in 2016 to 35.0 in 2017. The PP progress 8 figure improvement from -0.63 (against the national figure of -0.38) in 2016 to -0.36 in 2017, narrowing the gap and better than the national progress 8 figure from 2016. In English the gap has reduced from -0.66 to -0.11. In maths it has reduced from -0.56 to -0.25. This focus needs to continue at Key Stage 4 to maintain these improvements.</i></p> <p>ii.) Students with low and middle prior attainment are making less progress than other students at Key Stage 4.</p> <p><i>The data dashboard and Year 11 exam data highlights this as a key group of students to work with, particularly middle ability boys.</i></p>

C.	The behaviour of a group of PP students in all year groups is having a detrimental effect on their academic progress <i>There are a disproportionate number of PP student being referred through behaviour systems and sanctions and FTEs.</i>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance of a group of PP students in all year groups is having a detrimental effect on their academic progress. <i>Attendance (and punctuality) rates for students eligible for PP are lower than other students and this is below the target of 95%. This reduces their school hours and causes them to fall behind on average.</i>	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in Literacy and Numeracy for Year 7 students eligible for PP	Students eligible for PP in Year 7 make more progress at the end of the year than the other students so that at least 50% exceed progress targets and 100% meet progress targets. This will be evidenced using accelerated reader assessments and English and Maths Interim assessments.
B.	<ul style="list-style-type: none"> i.) Improved rates of progress for students at the end of Key Stage 4 ii.) Improved rates of progress for students with low and middle prior attainment 	<ul style="list-style-type: none"> i.) The gap to national non-PP students for Progress 8 reduces further from -0.36 (2016) to remain at least in line with the national gap or better. Basics measures are 60% for 4+ and 40% for 5+ ii.) The median line on data dashboard for these groups are in line with national figures and the standard deviation does not divorce from the national median.
C.	Behavioural issues of identified group in all year groups addressed.	Fewer behavioural incidents recorded for these students on the school systems. The proportions of PP students attending various sanctions (logs, detX, WSD, QR, Sec and FTEs) is lowered to at least in line with national figures that are available. A 50% reduction in PL and RL grades.
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees among students eligible for PP so that the gap is narrowed to 7.2% or better (in line with national.) Overall attendance among students eligible for PP improves to 95% in line with other students.

5. Planned expenditure					
Academic year		2017/2018			
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 and review timing	Estimated Cost
A. Improved Year 7 Literacy	Re-launch of literacy policy and practice and continuation of good practice in feedback more generally.	Consistency across non-English subjects known to reinforce principles of good writing. Extended writing initiative last year through in-house CPD showed improvement in non-English subjects writing. Improving feedback is one of Hattie's top initiatives and ranks highly in terms of progress for EEF evidence - +8 months or half a grade per student per subject at GCSE.	<ol style="list-style-type: none"> 1. Meet with DME to simplify policy and strategy for re-launch 2. Changes made and communicated with staff through INSET and handbook, inc book stickers 3. Principles shared with parents and students at info evenings/assemblies 4. Theme for regular work scrutiny and CPD to share good practice 	JHW Evidence collection at regular intervals to feed into mid-year review	Nil (see below)
A. Improved Year 7 literacy	Use of Year 7 SOW to include reading comprehension strategies (AR), oral language interventions and extension of these to other areas of the school as appropriate	Students statistically dip at transition and this lesson will be used to strengthen work done with students at transition. EEF evidence suggests +5 months progress for each strategy. AR was shown to have a positive impact in an independent evaluation and local schools have used it good effect. Our own data from previous years shows positive progress. (see below in review of expenditure)	<ol style="list-style-type: none"> 1. Discussions with AHP about SOW in Year 7 2. Design of lessons to include strategies 3. Implementation in department 4. All staff made aware of opportunities to read aloud etc. and the positive impact of using comprehension strategies. 5. Comparison of progress data with ability level as strata to assess impact 	AHP/DME/GBR Evidence collection at regular intervals to feed into mid-year review	£4,400

A. Improved Year 7 Numeracy	Use of Year 7 Numeracy lesson targeted to specific gap filling (mastery learning) and bespoke SOW for each class in this lesson.	EEF evidence suggests Mastery learning gives +5 months progress for students.	<ol style="list-style-type: none"> 1. Testing and use of Pixl Maths App to allow identification of class and individual gaps. 2. Class gaps used to inform lesson planning for Numeracy lesson. 3. SOW timings to overlap with plans for problem solving. Resources involve opportunities for group and team work. 4. Periodic and end of year test designed to check gaps again to assess impact. 	AOR Evidence collection at regular intervals to feed into mid-year review	Nil
A. Improved Year 7 Numeracy	Improvement of problem solving skills in Maths	Diagnostic tools from GCSE and other internal exams show that students struggle with this aspect of exams. Evidence from recent exam results in Maths (prior to new GCSE) shows that using Pixl strategies to diagnose weaknesses, give therapy and test (DTT) works with GCSE A* to C for all students reaching 73.4% in 2016. This is needed as results have dipped with the new exam paper.	<ol style="list-style-type: none"> 1. CPD for key members of staff to lead this innovation. 2. Share CPD with team. 3. Development of differentiated resources to trial with various group. 4. SOW timings to overlap with plans for gap filling strategy. 5. Assessments include a problem solving section to assess impact. 	RDI Evidence collection at regular intervals to feed into mid-year review	£500 (Catch up funding)
B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	Teachers plan using data to ensure students make progress from their specific starting points – use of class progress sheet and micro-strategies and PP ‘idea of the week.’	Evidence from learning walks and student voice shows that teachers consider the needs of PP students much more. Students say they ‘feel noticed’ and there has been a greater engagement with this from departments following its instigation. Improvement in Progress 8 for Y11 shows that this is working.	<ol style="list-style-type: none"> 1. Ensure data sheets are ready for Sept. – review current format for ease of use/workload. 2. Time on INSET day to complete where possible and to share good practice. 3. Idea of week continues to be high profile. 4. Checks in LW 	JLE Evidence collection at regular intervals to feed into mid-year review	£500

<p>B. Improved rates of progress for students with low/middle PA</p>	<p>Sharing of strategies from catch-up Maths training led by TLR holder in Maths to be used in LA Maths classes</p>	<p>Catch up strategies here were from a CCC course to target underachievement in LA students and evidence supports this as an approach particularly if group sizes are small and there are possibilities for one to one (with HLTA.)</p>	<ol style="list-style-type: none"> 1. CPD disseminated in summer term 2017 to target group of staff taking Home Groups in Sept 2017. 2. Staff to trial strategies in their teaching from Sept 2017. 3. Review whether the transfer of catch-up strategies to whole class teaching is applicable. 	<p>JHA/AOR</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£500 (catch up funding)</p>
<p>B. Improved rates of progress for students with low/middle PA</p>	<p>Continuation of 'Home Groups' for supporting students with particular needs and those with low PA</p>	<p>Data from Home groups in Y11 last year showed more success in English than in Maths. Whilst Maths did not have as much success, the moving of maths teaching back into maths (with the planned CPD shared from catch-up maths course) should make a difference moving forward. The use of Sulp and other such initiatives also benefits students and EEF evidence shows that social and emotional interventions can improve progress by +4 months on average.</p>	<ol style="list-style-type: none"> 1. Plan curriculum and students to be part of HG. 2. CPD for those teaching HG, particularly those new to teaching HG. 3. Sulp course to be shared with staff who teach HG through CPD to ensure the approach is used in all lessons. 4. Impact assessed through questionnaires and data 5. Thorough review of this with new CL for LS. 	<p>GBR</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£22600 £17550</p>
<p>B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA</p>	<p>Inclusion of L2L strategies in wider lessons, including meta-cognition, collaborative learning and scaffolding.</p>	<p>EEF evidence suggests that gains were an average of +8 months progress.</p>	<ol style="list-style-type: none"> 1. Learn to learn programme shared with wider staff. 2. Strategies used in L2L shared in T and L meetings. 3. Self-regulation forms part of PD programme (see below) 4. CPD group to research and develop these strategies linked to Appraisal. 5. Themes for LW to include strategies. 	<p>JHW/DMC</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£400</p>

<p>B. Improved rates of progress for Key Stage 4 PP students and those with</p>	<p>Include a skills carousel in the Y11 PD programme</p>	<p>All EEF evidence around developing independent learning gives a positive impact. In particular meta-cognition and self-regulation leads to an average improvement of +8 months.</p>	<ol style="list-style-type: none"> 1. Y11 PD programme structure tweaked to include sessions. 2. Sessions planned and delivered by tutors. 3. Student questionnaires to assess impact. 	<p>DMC/JLE</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£500</p>
<p>C. Improved behaviour</p>	<p>CPD for class teachers on behaviour management, differentiation, use of teaching assistants in classrooms</p>	<p>EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress. Improving behaviour management in classrooms is equally effective as targeted intervention and can have a direct and lasting effect on students' learning according to EEF.</p>	<ol style="list-style-type: none"> 1. Discussions with ML to share ideas. 2. Behaviour management checklist circulated to all staff in September. 3. External speaker to deliver CPD to staff in Nov/Dec 4. Ongoing monitoring of behaviour data using groups. 5. CPD through new SENCO 6. Sharing of successful strategies for individuals through pastoral time 	<p>JHW/PCH</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£900</p>
<p>C. Improved behaviour</p>	<p>Review of existing behaviour systems and implementation of new strategies</p>	<p>EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress.</p>	<ol style="list-style-type: none"> 1. Data reviewed and discussed through SLT and pastoral teams. 2. Research into successful systems at other schools 3. Tweaks to systems implemented and monitored for impact 	<p>PCH</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£600</p>

C. Improved behaviour	Greater focus on A2L at all levels in school.	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress. Self-regulation also features highly with +8 months extra progress.	<ol style="list-style-type: none"> 1. Assemblies and PD to give A2L a greater focus with students and staff 2. CPD with staff on self-regulation and L2L strategies in T and L meetings 3. A2L shared more explicitly with parents and follow up conversations for RL/EL including the use of electronic postcards. 4. A2L becomes a feature of class progress sheets. 	JHW/DMC Evidence collection at regular intervals to feed into mid-year review	£500
C. Improved behaviour	Positive setting policy for PP students and others	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. ML to check group lists for potential issues and adjust accordingly. 2. PP students kept in elevated sets as far as possible 	DKA/JLE Evidence collection at regular intervals to feed into mid-year review	Nil

Total budgeted cost

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and review timing	Estimated Cost
A. Improved Year 7 literacy	Use of self-regulation to improve reading and writing with targeted groups of students.	The EEF project using SRSD (self-regulated strategy development) suggests +9 months progress	<ol style="list-style-type: none"> 1. Discussion of potential project with AHP. 2. Appoint someone to lead 3. Training/research for lead 4. Share with dept. and tweak SOW for classes chosen. 5. Lead to prepare lessons and resources 6. Deliver to key groups with key PP students and not to similar control group 7. Monitor progress – design testing for assessing impact 	LTH/JHW Evidence collection at regular intervals to feed into mid-year review	£1,000

A. Improved Year 7 literacy	Programmes designed to improve literacy – sound training, IDL, patron of reading programme	Similar EEF projects (REACH, switch-on reading) show gains of +3 and +6 months on average. Internal data suggests that all programme have improved progress of students in previous years.	<ol style="list-style-type: none"> 1. Identify students in Year 7 from Year 6 data in summer term. 2. Schedule of interventions created. 3. Programmes happen. 4. Impact monitored 	DME/SBY/GBR Evidence collection at regular intervals to feed into mid-year review	£13,000 (Catch up funding)
B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	Use of micro-strategies for each PP student.	Evidence from learning walks and student voice shows that teachers consider the needs of PP students much more. Students say they ‘feel noticed’ and there has been a greater engagement with this from departments following its instigation.	<ol style="list-style-type: none"> 1. Ensure data sheets are ready for Sept. 2. Idea of week continues to be high profile. 3. Checks in LW and WS 	JLE Evidence collection at regular intervals to feed into mid-year review	Nil
B. Improved rates of progress for students with low/middle PA	One to one tuition in Maths and English	EEF evidence suggests that this can lead to +5 months progress. Internal qualitative data has shown this to be the case at Trinity School.	<ol style="list-style-type: none"> 1. DME to liaise with DKA re: data for PP catch-up students for first set in of Y7 Sept. 2. Staffing model agreed. 3. Targets agreed with HOM and HOE 4. Programme designed and in place 5. Year 8/9 follow up lessons later in the year –possibly using small groups/pairs to work on particular weaknesses. 6. Trial a small group for pre-teaching and assess impact with class teacher feedback. 	DME Evidence collection at regular intervals to feed into mid-year review	£30,000 (£4,274 from catch up)

<p>B. Improved rates of progress for Key Stage 3 PP students and those with low/middle PA</p>	<p>Peer mentors in year 10 to support students in Year 7 Hub Club</p>	<p>The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress</p>	<ol style="list-style-type: none"> 1. Year 10 mentors chosen and trained from PP population in Y10. 2. Hub club activities arranged and students invited. 3. Opportunities for mentoring included in programme. 	<p>JLE/DLN</p>	<p>£500</p>
<p>B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA</p>	<p>Introduce a mentoring programme for Year 11, with different levels of intervention for different students using a Progress Board approach. Introduce Parental Progress Meetings as part of this process. PP pictures distributed to House teams also for their input. PetXi consideration for Bucket 3 as part of this.</p>	<p>The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. There is some evidence that parental engagement can lead to +3 extra progress although evidence is mixed.</p>	<ol style="list-style-type: none"> 1. Progress board set up after 1st Y11 and Y10 interims. 2. Students identified for mentoring groups 3. Students identified for parental progress meetings. 4. Both programmes get underway. 5. All PP students' pictures given to House teams and put into staff room. 	<p>JHW/JLE</p>	<p>£500</p>
<p>B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA</p>	<p>Sharing of good practice from Core Group (Pixl strategies) to other areas of the school to target interventions and to focus closely on PP students</p>	<p>PP review showed the impact of core group and Pixl strategies on GCSE results generally.</p>	<ol style="list-style-type: none"> 1. Core (intensive support) group meeting arranged. 2. Agendas to ensure targeted support given to PP students. 3. Wider sharing of strategies through 'attachments' to meeting where possible. 4. Sharing through ML meetings. 	<p>DKA/JLE</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£4,000</p>

<p>B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA</p>	<p>Targeted interventions using pixl strategies, HLTAs small group teaching, masterclasses, learning curve for booster lesson (Supporting Success initiative)</p>	<p>EEF shows that small group interventions using teachers and HLTAs are likely to have an impact of +4 months (small groups) and +1 (teaching assistants) Evidence from recent exam results in Maths (prior to new GCSE) shows that using Pixl strategies to diagnose weaknesses, give therapy and test (DTT) works.</p>	<ol style="list-style-type: none"> 1. Core group to be gatekeepers for interventions 2. Timetable for masterclasses planned early on and shared with students through 'support for success' initiative 3. Pixl strategies used with Maths/English classes as appropriate 4. Learning curve later in the year 	<p>DKA/JLE/AHP/AOR</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£51,750</p>
<p>B. Improved rates of progress for Key Stage 4 PP students and those with low PA</p>	<p>Continuation of 'Hub Club' and other homework clubs</p>	<p>EEF evidence suggests an average +2 months extra progress for extending school time – some evidence suggests that PP students make more extra progress than non-PP students and also there are some other positive benefits in terms of attendance, behaviour and relationships with peers. Homework, too, increases progress on average by +5 months extra</p>	<ol style="list-style-type: none"> 1. Names of students to attend decided in summer term 2017 from transition information. 2. Homework monitoring for a key group of vulnerable PP students in Autumn term. 3. Homework strategies a focus for LS students with lunchtime homework club 4. Homework strategies from LS disseminated 	<p>JLE/DLN/GBR</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£300</p>
<p>C. Improved behaviour</p>	<p>Work with development post holder and others using report cards (boys and 'pitch to progress') and other behavioural initiatives</p>	<p>Specialist targeted programmes improve progress by +3 months according to EEF evidence. Evidence from our own internal data shows that this improves students' A2L.</p>	<ol style="list-style-type: none"> 1. Boys group development post to continue. 2. Group of Y10 boys targeted for programme in summer term 2016. Possible tutor group with SLT 3. Ongoing monitoring during Y11 4. Other target groups identified for Key Stage 3 programmes. 	<p>PCH/ABK/NWA/JLE/STA</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	<p>£1000</p>

C. Improved behaviour	Employment of family support worker to deliver programmes such as 'good together' and 'relax kids' and to work on parental engagement (attendance at parents' evening, for example.)	Specialist targeted programmes improve progress by +3 months according to EEF evidence. Evidence form our own internal data shows that this improves students' A2L. Social and emotional learning focus evidence suggests +4 months.	<ol style="list-style-type: none"> 1. Employment of behaviour specialist to work with particular students in class and at home. 2. Continued use of programmes through family support worker 3. Families to work with identified through APS and Houses. 4. Trial coffee mornings and education with target group and phone calls for parents' evenings 	JLE Evidence collection at regular intervals to feed into mid-year review	£17,800
D. Increased attendance rates	Zone provision for students at risk of exclusion and/or attendance problems	Specialist targeted programmes improve progress by +3 months according to EEF evidence. Evidence form our own internal data shows that this improves students' A2L.	<ol style="list-style-type: none"> 1. Students 'at risk' identified through pastoral teams 2. Provision provided 3. Progress of students monitored and impact 'back in class' assessed 4. Investigate improvements in work provision and online courses 	NWA/ABK Evidence collection at regular intervals to feed into mid-year review	£25,400
Total budgeted cost					

B. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and review timing	Cost
B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	Raising aspiration through guest speakers (Art of Brilliance) and Supporting Success/Year 9 Diploma and trips (Oxford and others)	Although evidence suggests that there is no increase in progress, qualitative evidence through student voice suggests that students gain motivation through these initiatives. Evidence here from EEF is also weak and student voice on such initiatives show that students are motivated by this.	<ol style="list-style-type: none"> 1. Guest speakers booked as part of Y11 supporting success programme. 2. Oxford trip and D of E checked for numbers of PP students attending 3. Year 9 Diploma launch and celebrations timetabled 	JLE/DMC	£10,350
B. Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	'Sound Around' music project	There are projects at other schools (Teeside/Bradford) where involvement in music projects such as this have been shown to improve attainment. (see Guardian article) EEF evidence suggests a gain of +2 months.	<ol style="list-style-type: none"> 1. CL for music to select students to participate (SEN and PP students.) 2. Project co-ordinated by CL for music, sessions to run in school. 3. Celebration event for parents to coincide with concert. 	ARI	Nil
C. Improved behaviour	Appointment of two behaviour support assistants to work with targeted PP students at KS3 to improve A2L.	Specialist targeted programmes improve progress by +3 months according to EEF evidence. Evidence from our own internal data shows that this improves students' A2L. Social and emotional learning focus evidence suggests +4 months.	<ol style="list-style-type: none"> 1. BSA employed for Sept start 2. Induction and training and attachments to Houses to learn school systems. 3. Case load identified 4. Observation and discussions with students 5. Work begins on supporting learning 	JLE	38,000
D. Increased attendance rates	Employment of staff to work specifically on attendance issues, including higher profile with students, staff and parents.	Evidence from RAISE last year and from our own data analysis shows that this is an area for improvement. NFER briefing for school leaders identifies addressing attendance as a key step.	<ol style="list-style-type: none"> 1. SWOT analysis completed in Summer term 2017 2. Ideas from this written in development plan 3. Higher profile in classrooms and assemblies and with parents 4. Targeted parents receive targeted information 	NWA/PCH	£13,000

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)	Cost
Improve approach to/engagement with learning of Year 9 students and also improve attendance of PP students in Year 9.	KS3 Diploma as a vehicle to draw together elements of success in progress, attendance, A2L and wider involvement in community.	Good. Students engaged with the Diploma and were keen to evidence their wider involvement in the community. At the Diploma celebration evening 15 PP students achieved special recognition with Platinum and Gold which is 19.5 % of the Y9 cohort. The percentage of PP students in year 9 last year was 24.4%, representing a 5% difference. More PP students in Year 9 were on flight path than non-PP students. In terms of in year steps the gap was -0.3.	The diploma is a good vehicle for motivating students. We think that PP students did not have as much extra-curricular activities to present and also lacked organisation to get forms done. Next year we will support students more to fill in their forms.	3000

Improve outcomes for all PP students	Teachers plan using data to ensure students make progress from their specific starting points – use of class progress sheet and micro-strategies and PP ‘idea of the week.’ Appraisal and progress review meeting focus on PP student progress. CPD on strategies for teaching PP students.	Good. All of this took place at intervals over the year. The class progress sheet has helped to focus them on which students are PP and what strategies work well with them. Departments have found the PP idea of the week useful and we have seen evidence that this has been acted upon in LW. Appraisal and mid-year reviews for teaching staff focus on the outcomes of PP students. Progress 8 for PP students has improved from -0.63 to -0.36, in line with national average.	Staff are still not consistent in their use of the class progress sheet and further training and monitoring is needed. Where it is successful, there is impact (LW and lesson observations show the attention staff give to these students)	2500
Raise the achievement of disadvantaged students	Use of sixth form peer mentors in lessons and for Hub Club through family support worker	Average. Mentors were trained and initially engaged in the projects. However work load for sixth form and logistical issues prevented this from being a success. For Year 7 there was an A2L gap of -9%.	We have decided not to use this approach with sixth formers but will attempt to use students closer in age, such as Year 10, on a rota basis. This will also mean Year 10 PP students will be involved in supporting students at the after school hub club.	3500
Raise the achievement of disadvantaged students	Skills carousel through PD lessons	Low. Year 11 students had sessions in Mindfulness to reduce stress. Student voice was relatively positive about the sessions however they felt that there was little impact.	We have decided that this approach will not be used again – it was also costly with low impact.	500

ii. Targeted support

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
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<p>Improve rates of literacy in Year 7</p>	<p>Patron of reading scheme, catch up reading, use of dyslexium, sound training, Accelerated Reader</p>	<ol style="list-style-type: none"> 1. Sound training: Very good. From the 18 students that took part, all students except one improved their reading age. There was an average increase of 28 months for the group. 2. AR: Very good. Year 7 averaged a 10 month climb in the 8 months between Sept and May; Year 8 averaged 6 months in the 8 months. 3. Very Good: Catch-up and IDL, used in LS with the students with the lowest PA has also worked well. The cohort of 29 students (below the standard score of 100 at KS2) improved their reading ages by 8.4 months on average. The cohort of 27 students (below the standard score of 100 at KS2.) Improved their comprehension ages by 12.6 months on average. 	<ol style="list-style-type: none"> 1. This is a good intervention to kick start students' love of reading and it gives them confidence when back in class once they know their improvement. We need to consider follow up with the targeted students in year 8, perhaps through one to one. 2. AR is known to impact nationally and this is the same for us too. We will continue this approach and tweak the teaching of this through CPD to get the best from it. 3i. This is a supportive intervention worked with through LS and it helps to give students confidence, too. We will continue with this intervention. 3ii. As above this gave greater confidence for students to engage with comprehension tasks in other subjects. We will continue with this intervention. 	<p>13,000 (Catch up funding)</p>
<p>Improve rates of literacy and numeracy at KS3</p>	<p>One to one tuition to fill gaps in knowledge for those students already behind from Y6 and also students in Y8 and Y9.</p>	<p>Good: In English 69% of all students were on flight path. For the lower prior attainment group 78% of students reached or exceeded their flight path. In Maths 68% of students were on flight path. For the lower prior attainment group 56% reached or exceeded their flight path. There has been more success with English than Maths and we will put more intervention into this group when in Year 8 to support further. For the EHCP students supported in the Home Groups, a higher proportion of students reached or exceeded their flight path (80% in English and 90% in Maths.)</p>	<p>There has been more success with English than Maths and we will put more intervention into this group when in Year 8 to support further. Confidence surveys show that our qualitative data has an impact on students confidence when returning to their Maths and English classes.</p>	<p>30000</p>

Improve progress of low ability students in Maths	CPD for TLR holder in Maths on catch-up strategies	Average. Maths catch up training happened in T and L meeting. The focus was specifically for Key Stage 3. Maths teachers are now teaching some Home group sets so this has proved useful. We are yet to see impact from this.	Some monitoring of the LA and Home groups in Maths will be needed to ensure that these strategies are used and assessed for impact.	600 (catch up funding)
Improved rates of literacy at KS3	Deployment of Senior Project Leader to target funding at correct students and to lead on whole school literacy and numeracy initiatives	Very good. The project leader leads on all initiatives related to catch up funding and the impact of these has been evaluated separately.	The post will continue as will the initiatives organised.	4400 (catch up funding)
Improve progress of low ability students	Home group for low ability SEND students to enable access to curriculum with specialist staff.	Good: Evidence from SIAMS inspection shows the value of the Home groups for these very low achieving students. Data from Home groups in Y11 last year showed more success in English than in Maths. Whilst Maths did not have as much success, the moving of maths teaching back into maths (with the planned CPD shared from catch-up maths course) should make a difference moving forward. The use of Sulp and other such initiatives also benefits students	This is difficult to assess as students in these groups struggle to access the full curriculum and it is an initiative that 'feels right' but does not have the data behind it to show success. Many students with EHCPs had readers at Key Stage 2 which supported their achievement. Although continuing with this next year we will also use the opportunity of a new CL in LS to conduct a thorough review.	22600 17550
Raise the achievement of disadvantaged students, with a particular focus on KS3	Development post to focus on identifying key cohort of students – extra support through Pitch to Progress and similar. Liaison with Departments to share good practice.	Average. Positive impact on students who engaged showing a reduction in the number of QR visits and increased A2L scores. Anecdotal evidence from staff that students involved were displaying more positive behaviours in lessons. Reward acted as a positive incentive.	Those who engaged with the programme showed positive outcomes – there were changes from the initial cohort over the 6 week initiative. Cohort selected on A2L for Maths/English/Science if they had two or more PL/RL in these subjects.	2250

<p>Raise the achievement of disadvantaged students, with a particular focus on KS3</p>	<p>Family Support Worker – to work with KS3 PP students and their families. To lead and support a range of initiatives to support KS3 PP students and families; HUB Club, Relax Kids, Good Together, KS3 girls group, engaging parents – coffee mornings, train peer mentors</p>	<p>Very good. Lots of very positive qualitative data for relax kids, mindfulness and the HUB CLUB. (See DLN for individual case studies)</p>	<p>Relax Kids has seen a huge uptake for 2017-18 (approx. 30 students with DLN/LNI leading) with the benefits and outcomes from last year informing the decision to continue. Review of mindfulness was that it was expensive and the level of content was deemed too high for most students – this will not continue with Yr7 2017-18. Hub Club – working with CYZ, rewards changed to go to CYZ once a half term if homework targets met.</p>	<p>17800</p>
<p>Raise the achievement of disadvantaged students, with a particular focus on KS4 boys</p>	<p>Development post to work with Year 11 boys to avoid NEET and to engage with learning through external mentors from the world of employment.</p>	<p>Good. Before students left all had a pathway arranged for September so no students would be NEET. On average during the project the students received 2.4 fewer behaviour logs per week. On average the students' weekly attendance increased by 0.5 sessions and lateness was also reduced by 0.4 sessions per week on average. Qualitative data from staff and student voice and staff who taught the boys was extremely positive. Progress 8 for PP students has improved from -0.63 to -0.36, in line with national average.</p>	<p>Students' achievement points did not go up during the project. We need to build in some aspect of rewards next time. Students often lost report cards and we need to think about other systems that could work. The use of mentors from outside school was extremely positive and we need to continue with links here and perhaps invite speakers to talk to whole classes that have lots of PP boys – DT for example. We will continue next year, moving on to the cohort identified whilst in year 10.</p>	<p>2250</p>

Raise the progress of PP students in English and Maths	Regular CORE group meetings to monitor and track student progress at KS4. Ensure that intervention and support in pro-active and timely. Development of the 'Learning Curve' as a centre for intervention and booster classes (including HLTA use) and roll-out the 'Supporting Success' (and passport) initiative with Yr11 students. Intervention and Masterclasses. Use of 'raising achievement wall' to identify students for extra qualifications (ECDL)	Good: Progress 8 for PP students has improved from -0.63 to -0.36, in line with national average. In English the gap has reduced from -0.66 to -0.11. In maths it has reduced from -0.56 to -0.25.	Refine and look at impact from last year – more pro-active with key cohorts for M/E intervention with increased use of progress board. Use if interim data and PIXL strategies to identify the 'at risk' groups and swift intervention with MPU/ATR, group rotation accordingly. Consideration of Pet-Xi for bucket 3.	8500
Raise the progress of PP students in English and Maths	HLTA deployment in Maths and English	Very Good: Progress 8 for PP students has improved from -0.63 to -0.36, in line with national average. In English the gap has reduced from -0.66 to -0.11. In maths it has reduced from -0.56 to -0.25.	Refine and look at impact from last year – more pro-active with key cohorts for M/E intervention with increased use of progress board. Use if interim data and PIXL strategies to identify the 'at risk' groups and swift intervention with MPU/ATR, group rotation accordingly. Consideration of Pet-Xi for bucket 3?	51750
Improve progress of Year 7 PP students	Happy Puzzle Company to work with Year 7 student on problem solving and having a positive Mindset.	Average: There was positive qualitative data from student voice, however this was not sustained. The growth Mindset messages have been kept up through whole school initiatives	We will not do this again but will invest instead in the longer term impact of CPD in Maths in relation to problem solving.	1000 (catch up funding)
Raise the achievement of disadvantaged students	Parental engagement strategies using family support worker and HLTAs. HLTAs to facilitate parental engagement sessions to help support PP students at home.	Low: Use of parental engagement was not used to its maximum potential this year. Follow on discussion in appraisal to see the extent of this.	Use of departmental 'skills' sessions as part of the supporting success initiative – inviting parents to sessions as part of 'pizza and progress' evenings. Timetable in planning stages – ML to decide on what would work for their departments for this. Wider scope than M/E/Sci to increase P8 overall.	Accounted for elsewhere (salary of FSW)

Improve attendance and engagement of students at risk of exclusion	Zone provision as alternative provision for some students for varying periods of time. Bespoke timetables.	<p>Good: The Zone continued to provide an alternative learning environment for students with a range of particular needs. 43% of participating students (35 in total) were from the PP group and have been encouraged to attend School regularly and moderate behaviours during their stay; thus minimising the risk of lost learning to classroom removal systems and/or Fixed Term Exclusion.</p> <p>Several KS4 Boys 'development groups' have been nurtured through targeted 'Zone' projects. PP students made up 44% of the collective cohorts. Attendance improved for 62% of participating students during projects, as did reported attitudes to learning.</p>	<p>The Zone remains a valuable temporary learning provision for our most vulnerable students and is highly successful in breaking patterns of poor behaviour/attendance and or supporting students with health/anxiety issues. Careful consideration needs to be given to 'dynamics' and combinations of students to ensure that this remains the case.</p> <p>Targeted projects have been successful in securing desired impact evidence (held as case studies) and raising the aspirations of participating students. These will continue, with lessons learned from projects to date applied for improved experiences/outcomes.</p>	25400
Raise the achievement of disadvantaged students	Homework strategy through houses and house tutors for underachieving PP students.	<p>Low: Houses engaged with students who were perceived to have passive or reluctant learner attributes in rapid response to interim data. Homework was not a specific line of enquiry here but was part of the larger package of what makes a good learner. Some students did receive homework support but this was not strategic.</p>	This strategy will not be run through houses but an increased focus on homework through the work done on behaviour systems and A2L generally will tackle this area of concern.	1000

iii. Other approaches

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
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<p>Improve rates of progress for all PP students</p>	<p>Continue to ensure opportunities are available for PP students to support their progress and outcomes - Raising aspirations through engagement/aspiration programmes – accessibility to trips/visits and opportunities, including support with funding where appropriate. Use of external speakers, rewards and praise postcards. Ensure students are equipped to learn.</p>	<p>Good: Use of PP money to support extra-curricular opportunities continues to be met. Department and Pastoral teams make requests as deemed suitable. Examples include 50% payment for DofE, music lessons and equipment, support for the Oxford University trip. Various departments have requested funding for PP students revision guides and resources. Link between results of Y11 PP students in some of these more proactive departments (Art) shows impact.</p>	<p>Continued support for these students across numerous initiatives. 50% has generally been the agreed contribution unless there are exceptional circumstances. Sound around project promoted this year for PP, Poetry competition for English had PP representatives. INFINITY festival for x8 PP students at west lakes academy – to continue working with these students this year.</p>	<p>7350</p>
<p>Improve attendance of all PP students</p>	<p>Actively promote good attendance across the pupil premium cohort – teachers, parents, carers and pupils understand the link between attendance and achievement. Target specific students following interim tracking to monitor and support students through key skills assemblies, mentor meetings and parental communication, skills carousels. Attendance officer to regularly monitor attendance figures for pupil premium students with interventions as appropriate – specific interventions for those with poor attendance.</p>	<p>Average: The employment of an attendance officer has had some impact on some students but there were some who would not come to school at all (see case studies) and data is not as good as it should be.</p>	<p>This needs to be a huge focus for next year as students cannot learn if they are not here. The strategy also need to consider punctuality.</p>	<p>13000</p>

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

From November 2016 to March 2017 the school carried out an extensive PP review following national training for the Deputy Head to be able to carry out reviews. This documents relating to this can be viewed separately.

Summary of school's performance data for 2016/17

Key Stage 4

Year 11 2017:

The PP Attainment 8 figure improved from 34.5 (against the national figure of 41.0) in 2016 to 35.0 in 2017.

The PP progress 8 figure improvement from -0.63 (against the national figure of -0.38) in 2016 to -0.36 in 2017, narrowing the gap and better than the national progress 8 figure from 2016. In English the gap has reduced from -0.66 to -0.11. In maths it has reduced from -0.56 to -0.25.

All other measures in the table below show the improvements for PP students from 2016 to 2017, with an increased number of PP students in Year 11.

	2016	2017	Diff
Number disadvantaged	43	54	11
Disadvantaged English A*/C (4+)	37.2%	50.0%	12.8%
Disadvantaged English A*/A (7+)	7.0%	14.8%	7.8%
Disadvantaged Maths A*/C (4+)	39.5%	51.9%	12.4%
Disadvantaged Maths A*/A (7+)	7.0%	11.1%	4.1%
Disadvantaged A*/C EnMA	30.2%	42.6%	12.4%
Disadvantaged E-Bacc (4+)	9.3%	11.5%	2.2%
Disadvantaged A8	34.50	35.83	1.33



