

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

1. Summary information					
School	Trinity School				
Academic Year	2018/19	Total PP budget (Est)	230000	Total Catch-Up budget (Est)	18274
Total number of pupils	272	No. of pupils eligible for PP	272	No. of students eligible for CU	98
Date of most recent PP Reviews	Feb 2018 and Nov 2017		Date for next internal review of this strategy	Feb 2019	
2. Current attainment					
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national averages 2017)		
% achieving 9-4 En/Ma (2017 measure – A*/C E & M)	46.2% (2017) 37.2% (2018)		71%		
Progress 8 Gap in English (2016, 2017, 2018)	-0.66 (2016) -0.02 (2017) -0.72 (2018)				
Progress 8 Gap in Maths (2016, 2017, 2018)	-0.56 (2016) -0.17 (2017) -0.98 (2018)				
Progress 8 score average (2016, 2017, 2018)	-0.63 (2016) -0.29 (2017) -1.23 (2018)		0.1		
Attainment 8 score average (2016, 2017, 2018)	34.5 (2016) 36.0 (2017) 30.4 (2018)		50		

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 Key Stage 3.</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 PP students. For example in current year 7: 55% of PP students achieved the expected standard in all of reading writing and maths compared to 64% of all students nationally and 66% of non-PP students at Trinity School.</i></p>	
B.	<p>i.) The progress of PP students dips at Key Stage 4.</p> <p><i>After an improvement from 2016 to 2017 (-0.63 to -0.29, above the national average of -0.41 for PP students,) there has been a severe dip at Key Stage 4 (to -1.18) Early analysis suggests that this was partly due to a group of boys with upper prior attainment and also a smaller group of girls with upper prior attainment.) A small group of students with severe learning difficulties were also unable to access the full curriculum and have affect the overall progress of the full PP group. However overall progress at KS4 needs to be improved.</i></p> <p>ii.) Students with upper prior attainment and boys are making less progress than other students at Key Stage 4.</p> <p><i>Year 11 exam data highlights this as a key group of students to work with. Also see above.</i></p>	
C.	<p>The behaviour of a group of PP students in all year groups is having a detrimental effect on their academic progress</p> <p><i>There are a disproportionate number of PP student being referred through behaviour systems and sanctions and FTEs.</i></p>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<p>Low attendance of a group of PP students in all year groups is having a detrimental effect on their academic progress.</p> <p><i>Attendance 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></p>	
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 Key Stage 3 students eligible for PP	Students eligible for PP in Key Stage 3 catch up in year 7 and continue to make progress in year 8 and 9. This will be evidenced using accelerated reader assessments, reading and comprehension age assessments and English and Maths Interim assessments.

B.	<p>i.) Improved rates of progress for students at the end of Key Stage 4</p> <p>ii.) Improved rates of progress for students with upper prior attainment and boys</p>	<p>i.) There will be a significant improvement in P8 for disadvantaged students bringing this figure to at least in line with the 2017 figure of -0.3.</p> <p>ii.) Upper ability Progress 8 in line with or above national upper ability progress 8. Boys' Progress 8 in line with or above national boys progress 8.</p>
C.	Behavioural issues of identified group in all year groups addressed.	Positive A2L scores are improved to 90%. The existing 10% gap between PP/non, is reduced to below 5%
D.	Increased attendance rates for students eligible for PP.	Attendance of the disadvantaged group is 93% or better with persistent absence below 24%.

5. Planned expenditure

Academic year **2018/2019* Includes some costs from school budget to support these initiatives**

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. Reviews will take place midyear and as data become available.

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(s)	Estimated Cost
A - Improved Year 7 literacy	Extension of reading and writing through talk project in English to whole school.	The EEF project using SRSD (self-regulated strategy development) suggests +9 months progress. The project had good success with a targeted group and we plan to roll this out further.	<ol style="list-style-type: none"> 1. Discussion of extension project with KTH. 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 and train staff 6. Deliver to year 7 with key PP students 	KTH/TBC	£1,000 bursary

B – Improved rates of progress	CPD Questioning project to support challenge and raising of expectations of students and boys linked to thinking, independence and metacognition.	This project is based on a strand from the EEF guidance report (promoting and developing metacognitive talk in the classroom) and research suggests +7 months progress from this type of approach. We know that we need to promote thinking and independence with students.	<ol style="list-style-type: none"> 1. Launch with Middle Leaders at conference in July. 2. Development of questioning grid (AHP) 3. Links to Appraisal targets/CPD hours 4. Project launch October 5. Filming and CPD 6. Learning walks to monitor progress 	AHP	<p>SLT time £7837</p> <p>Camera + resources £1000</p>
A – Improved Year 7 numeracy	Mastery Maths Programme through Maths Hub	EEF evidence suggests Mastery learning gives +5 months progress for students.	<ol style="list-style-type: none"> 1. Bid made to Maths Hub to be included in next cohort 2. Member of staff trained through external CPD 3. Creation of maths working group through using CPD time. 4. Resources created, collaborative planning 5. Observation and sharing of good practice to maths team 	APD/MCO	Nil – fully funded
B – Improved rates of progress	Senior development post to have an input to CPD planning and support plans with the aim of improving T and L across the school.	As it says in the T and L toolkit “Continuing Professional Development (CPD): The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is: supported by the school’s leadership, sustained over at least two terms, includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work.”	<ol style="list-style-type: none"> 1. Advert to Middle Leaders – appointment made by Oct h/t 2. Training as required 3. Coaching staff approached 4. Deployment with individual staff 5. Impact assessed and monitored 	SMA	<p>Bursary plus free time</p> <p>£5000</p>

B – Improved rates of progress	Creation of a PP team made up of Senior staff to lead interventions and improvements in teaching and learning	As it says in the T and L toolkit “Continuing Professional Development (CPD): The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is: supported by the school’s leadership, sustained over at least two terms, includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work.	<ol style="list-style-type: none"> 1. Creation of team. 2. Regular RAP style meeting to focus on teachers’ training needs 3. Deployment of coaches, CPD and support plans to improve teaching 4. Composite judgements improve or staff move on. 	JHW/AHP/DMC/SMA	£27829
B – Improved rates of progress	Clockwork classrooms CPD with Carmel Bones to kick start the year	We identified the need to link OSIRIS CPD (two cohorts so far) to the whole school and this CPD by our trainer was bespoke to the school needs. CPD last year led to improvements in the practice of the staff involved.	<ol style="list-style-type: none"> 1. Book CPD 2. Deliver on INSET day Sept. 3. Join Twitter 4. Follow up and share with staff to encourage using some of the ideas shared. 5. Assess impact through LW. 	JHW	£1020
B – Improved rates of progress	Review of written marking using EEF guidance report	Effective feedback is cited as one of the top ways to improve attainment, the toolkit stating +8 months improvement. We want to check that our policies are the most effective way of providing feedback that promotes progress so that teacher time spent equates to progress for students.	<ol style="list-style-type: none"> 1. Include working group in the CPD options. 2. Staff to read the EEF report. Micro-meetings to discuss and bring marking. 3. Take findings to ML and SLT. 4. Make recommendations. 	JHW	Leadership time – accounted for above
Total budgeted cost					£43,686

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
B - Improved rates of progress	Continuation of 'Home Groups' for supporting students with particular needs and those with low PA	Data from Home groups in Y11 last year showed individual successes for students with severe learning needs. 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.	<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 	GBR	£23292 (50% charged to PP)
B – Improved rates of progress	Early progression interviews and use of Inspira.	EEF research states that children from poorer backgrounds are more likely to be uncertain about what qualifications are needed to access their chosen career. We have found that students who know their long term goals are more motivated to work hard and succeed. This approach worked with a small number of students last year.	<ol style="list-style-type: none"> 1. Inspira contacted and quote obtained. 2. Students identified. 3. Careers interviews begin much earlier. 4. Follow up with Jan progression interviews and parental progress meetings for boys group. 	AEW	£1380

B - Improved rates of progress	Redeployment/refocus of HLTA in Maths and English to ensure correct focus	According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment."	<ol style="list-style-type: none"> 1. Discussions with line managers of ATR/MPU 2. Principles of subject specific HLTA created and shared. 3. Hours for one-to-one created. 4. Students chosen and areas of weakness identified for catch-up. 5. Teaching begins 6. Progress monitored. 	JHA/KTH/ATR/MPU	£49078
C – Improved behaviour	Employment of student support worker to work with key students using SEL interventions.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	<ol style="list-style-type: none"> 1. Advert and interviews 2. Training and research for SSW 3. Groups identified. 4. Programmes delivered. 5. Progress monitored. 6. Possible removal from tutor time. 	JHW/PCH	£29550
C/D - Improved behaviour and attendance	Use specialist programmes for groups of students identified through RAP meetings and interims or pastoral work generally. (Good together, brilliant club etc.)	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. IBA change of role discussed and agreed. 2. Student support worker in role. 3. Programmes identified using evidence based approach. 4. Students identified. 5. Programmes delivered and reviewed. 	IBA	£3401 TLR (catch up funding) Programmes £7500

B - Improved rates of progress	RAP (Rapid progress) meetings	Although progress measures were not where we wanted them to be, knowing the issues quickly and being able to put them right supported a group of very vulnerable PP students. We will continue this approach but act sooner and be more methodical in our approach.	<ol style="list-style-type: none"> 1. Meeting for year 10 and 11 in place by half term 2. Meetings every two weeks with reviews at the start of each meeting. 3. Current predictions used to update information and planning. 4. Distribution to interventions through these meetings 	JHW/GMC/SJT/GAR/CHM/ANO	Leadership time - accounted for above
B - Improved rates of progress	Boys' group	The success of our interventions with groups of boys have developed each year and we plan to target the group even more, involving parents, ensuring that upper ability boys are included and using the ideas of a new member of SLT following his success in English with boys.	<ol style="list-style-type: none"> 1. Initial parents launch in October and links made. 2. ABK/AEW in place for interventions/meetings. 3. Monitoring progress and allocation of SLT mentors if required. 4. Report cards and regular communication with parents. 	AHP/ABK/AEW/JHW/DMC	Leadership time – accounted for above
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 	IBA/SBY/GBR	<p>£18528 (£5,600) from catch up)</p> <p>£3000 (sound training from catch up)</p>

A - Improved Year 7 literacy	Use of Accelerated Reader programme	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 review of expenditure) We plan to target this much more to ensure that all students make progress.	<ol style="list-style-type: none"> 1. Discussions with KTH about targeted use of AR in Year 7 2. Design of lessons to include strategies such as group reading 3. Implementation in department 4. Monitoring of reading ages. 	<p>KTH</p> <p>Evidence collection at regular intervals to feed into mid-year review</p>	£4,392 (AR from catch up)
A – Improved literacy and numeracy	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. Review roles of HLTA in Maths/English. 2. Target individuals who are underachieving form existing data and KS2 data. 3. Logistics of timing of lessons and material to be taught. 4. Progress checks more sophisticated and routine for hard data. 	IBA/ATR/MPU	£5950 (from catch up)

B - Improved Rates of progress	Classcharts and SEND CPD	As a school we know that some of our HCP students have significant need and there are also similar vulnerable groups that we need to flag up in planning. Our micro-strategy sheets have worked well for us in this way to focus staff on their PP students and we hope that this will help us to maintain and improve information sharing to improve lesson planning.	<ol style="list-style-type: none"> 1. Investigate package through meeting at SLT. 2. SLT leads chosen and training for these and SENCO. 3. Open to staff on INSET and introduce simple seating plan and behaviour tools. 4. SENCO to begin to use provision mapping. 5. Open up to parents when ready and homework facility. 	PCH/GBR/AHP	Funded from school budget
B – Improved rates of progress	EEF Smart Spaces Science project and Aspire to STEM partnership	We have identified KS4 Chemistry as an area for improvement and have signed up to the EEF project that will involve the use of revision materials and CPD for staff if we are chosen not to be in the control group.	<ol style="list-style-type: none"> 1. Agree with Science department. 2. Sign up 3. Let parents know 4. Share data 5. Wait for randomisation 6. CPD for staff if chosen and use of materials with students. 	JHW/IBA/CBO/SBL	Nil – bursary of £1000 to school for EEF and STEM project fully funded.

B - Increased rates of progress	Catch up strategies	We have identified that for some PP students that have poor attendance catching up work for absence is difficult. We hope that making it easier for staff to share work will encourage students and create a positive interaction instead of a negative. Articles such as this: http://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/ point to the need to compensate for issues and this is one way to do so. Departments will also be able to bid for revision guides and other resources as a way to support catch up.	<ol style="list-style-type: none"> 1. Create a photocopying budget and slip to make it easy for staff to get work copied/scanned. 2. Departments to purchase materials and revision guides for students. 	JHW	£6000
Total budgeted cost					£152071
iii. 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
C - Improved behaviour	Implement a revised set of strategies to increase ownership of classroom behaviour management.	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. Launch to ML at conference. 2. Time in depts. to discuss and refine strategies. 3. Implementation with pastoral support. 4. CPD for individuals on behaviour management through CPD hours and T & L group. 	PCH/ML/Pastoral staff	Leadership time – accounted for above.

C – Improved behaviour	Implement Year group system and change the school day	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. Consult parents and governors. 2. Review staffing and redeploy. Create new year group area. 3. Consult on new school day. 4. Implement changes. 5. Review 	SLT/governors	£29550
C/D – Improved behaviour and attendance	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 from 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 	ABK	£22163
D – Improved attendance	Employment of trained counsellor	Last year, compared to the previous year, there were many mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Advertise and employ a counsellor, one day per week. 2. Use RAP meetings to prioritise students. Monitor attendance for these students. 	JHW/SJT/GAR/GMC	£7500
D – Improved attendance	Group to work on resilience and prevention of mental health issues	Last year, compared to the previous year, there were many mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Form group with expertise of AWG and volunteers 2. Design of programme. 3. Target students. 4. Run programmes. 5. Assess impact. 	AWG/volunteers	£1500

C/D – Improved behaviour and attendance	Ad-hoc provision for individuals – music lessons, shoes, uniform and sports uniform, sanitary products, technology, trip support	Arts participation, enabling sports participation, adventure learning etc. all produce positive numbers of months progress (EEF) but we know that reducing barriers such as uniform and equipment leads to students that feel they belong.	<ol style="list-style-type: none"> 1. Encourage bids from departments and pastoral teams. 2. Track spending to remain consistent. 3. Compare progress of different spends to check effectiveness. 	JHW/ML/finance team	£3000
D - Improved attendance	Attendance measures – embed revised with action plans going forward and re-define caseload practices to take full advantage of LA support.	Evidence from IDSR 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. Action plans last year showed short term impact, but we need to move to LA support quickly for some cases where families and outside agencies are reluctant to take action.	<ol style="list-style-type: none"> 1. Review caseload and distribute cases as appropriate. 2. Action plans in place. 3. Regular reviews to move to the next level quickly. 4. Involvement of LA. 	PCH/APS	£4901 leadership time £13641 attendance officer
D - Improved attendance	Secure the 'wellbeing award for schools' accreditation alongside NHS partnership for mental health and wellbeing.	Last year, compared to the previous year, there were a number of mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Research by JWA 2. Implementation and accreditation. 3. Links made with NHS. 4. Use of services as appropriate. 	PCH/JWA	Leadership time accounted for £1260

C – Improved behaviour and attendance	Introduce a wider scheme of KS4 rewards to engage students with good attendance and punctuality, in particular the identified group of girls in Year 11	Anecdotal evidence suggested that the reward system last year encouraged students. Although research based evidence suggests otherwise, a pilot project in Year 10 with a small group of girls suggests that this is worth pursuing with them into year 11.	<ol style="list-style-type: none"> 1. Group of girls and potentially others identified. 2. Action plans drawn up and rewards agreed. 3. Mentors chosen to monitor/distribute prizes. 4. Larger rewards closer to prom. 	JHW/GAR	£1000
C- Improved behaviour	Positive setting policy for PP students and others to raise students' expectations of themselves.	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/ML	Leadership time - accounted for
D – Improved attendance	Student leadership projects (e.g. diploma and student reception, peer mentors etc. etc.)	Although in statistical terms similar projects report no impact on attainment the process evaluation of one such project revealed that pupils, teachers, and parents all had very positive views about the intervention, and in general believed that it had a positive impact on the pupils involved. We wish to address the lack of involvement in PP students in Y9 activities that prevent them from being included proportionately in the Y9 Diploma awards.	<ol style="list-style-type: none"> 1. Create post of student receptionist. 2. Two students per week to take on this role. 3. Deploy staff to supervise and staff to provide work. 4. Monitor process. 5. Review opportunities and number of PP students that take part in activities, starting with Year 9. 	JHW/AHP/CCT/DMC	Leadership time – accounted for £500 expenses and refreshments
Total budgeted cost					£85015
Overall cost					£280772

5. Review of expenditure				
Previous academic year		2017/2018		
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
Improved Year 7 Literacy	Re-launch of literacy policy and practice and continuation of good practice in feedback more generally.	<p>Medium/Good</p> <p>Literacy work is embedded in subjects where written work is important, Humanities, for example. There are examples of excellent practice here. This is reflected in Year 7 Interim 3 where in History 68% of students are on flight path compared to the school average of 59%. Similarly, Geography and RS are above the school average. The in-school tolerance gap for PP students is also lower than the average for these students.</p>	<p>Whilst pleased with the approach of departments where literacy skills support progress this approach continues to work well. Here it is embedded well enough, and over a number of years, to use light touch monitoring next year. There is still an inconsistency in some areas, where longer pieces of writing are not essential, such as Maths. Marking for literacy will be monitored more heavily in these subjects to address this inconsistency.</p>	Nil (see below)
Improved Year 7 literacy	Use of Year 7 SOW to include reading comprehension strategies (Inc. AR), oral language modelling (use of questioning and debate) and extension of these to other areas of the school as appropriate	<p>Medium/Good</p> <p>In English 5% of students were out of tolerance compared to 8% on average. The in-school PP gap was 6% on average and 8% for English, a small drop. This is largely due to the students with lower prior attainment in English as they are the only ability group lower than the in-school average.</p> <p>For Y7 the average increase in reading ages (for the 7 months October to May last year) was 7 months to an average reading age of 11years 9 months. Girls outperformed boys where there was lower prior attainment. All sets except one made gains in line with our intended impact.</p>	<p>The use of questioning and debate in English has had an impact in the quality of teaching with improvements made by individual class teachers around their questioning skills. Progress data needs to catch-up with this strategy in some year groups as a consistent approach becomes embedded. The lessons learned with this will enable us to roll out and tweak the project, with a focus on talk for thinking (cognition and meta-cognition) across the whole school.</p> <p>For Accelerated Reader there is good evidence that there is an impact on reading ages with many students catching up. Future tweaks to improve this will be the targeting of the resource to those with the greatest need, improved teacher training and coming back to these student in Year 8.</p>	£4,400

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.	Low Year 7 data for Maths shows that there are a higher proportion of students out of tolerance in maths than other subjects (24% compared to a school average of 8%) There is a higher in school PP gap in Maths than the average also. In particular middle and lower ability students in Year 7 have underachieved as upper ability students have fewer students out of tolerance than the average.	This approach was not implemented as hoped in the planning stage and monitoring during the year highlighted inconsistencies in the use of the Year 7 Numeracy lesson. This has been addressed through line management and we will take a different approach through involvement with Mastery Maths through the Maths Hub. Two staff will receive substantial CPD on Mastery Maths and will lead a team of 4 staff to implement Master Maths techniques. It is hoped that a more focussed but intensive approach will embed Mastery Maths more successfully.	Nil
Improved Year 7 Numeracy	Improvement of problem solving skills in Maths	Medium Year 7 data for Maths shows that there are a higher proportion of students out of tolerance in maths than other subjects (24% compared to a school average of 8%) There is a higher in school PP gap in Maths than the average also. In particular, middle and lower ability students in Year 7 have underachieved as upper ability students have fewer students out of tolerance than the average.	Although the data does not reflect this as a success for year 7, the systematic approach of the Maths team has had an impact in supporting teachers to be consistent and learning walks show that all teachers are compliant with the system of including problem solving in lessons. Next steps are to work on thinking skills and meta-cognition, using the problem-solving section of the lesson as a driver for this. There will be a whole school CPD project during the year to move this on. Sharing practice about approaches to problem solving is also key.	£500 (Catch up funding)
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.’	Medium In terms of the data specific success criteria, it would appear that this has had little impact, however, evidence from learning walks and class progress sheet monitoring shows that staff plan for their PP students and act on support needed in terms of interventions, catch-up strategies and resources. With regard to the ability groups, middle and lower PA PP students made slightly more progress than the upper PA group. The boys middle PA PP group also improved in P8 terms compared to last year. In English, boys middle PA PP improved as did girls lower PA PP. In maths boys lower PA PP improved	This continues to be a useful strategy which costs relatively little and encourages staff to think of their PP students and to plan for them appropriately. The data from 2016/17, where PP P8 improved to -0.29 suggests that it can have an impact. This year there were a number of Upper ability boys who underperformed and this has affected the P8 figure this year.	£500

		slightly. The girls upper PA PP group impacted significantly on the overall score due to a small number of girls with significant issues.		
Improved rates of progress for students with low/middle PA	Sharing of strategies from catch-up Maths training led by TLR holder in Maths to be used in LA Maths classes	<p>Low</p> <p>Year 7 data for Maths shows that there are a higher proportion of students out of tolerance in maths than other subjects. There is a higher in school PP gap in Maths than the average also. In particular, middle and lower ability students in Year 7 have underachieved as upper ability students have fewer students out of tolerance than the average.</p>	We will not continue with this approach but will instead review and change the way in which the maths HLTA is deployed using a more targeted approach to catch-up. We will also be involved with a mastery project with our local maths hub and a working group will be set up in year 7 to take this forward.	£500 (catch up funding)
Improved rates of progress for students with low/middle PA	Continuation of 'Home Groups' for supporting students with particular needs and those with low PA	<p>Good</p> <p>6 students in year 11 did not sit Key Stage 2 tests and were low prior attainment. 4 of these were classed as below the level of the test (code B) by the primary school. The other 2 were absent for long periods due to serious medical issues. These students had teacher assessments of 3 in Maths and English but were given KS2 prior data of 3.5. We were successful in catching these students up and both achieved a positive progress 8 score regardless. The other 4, all with EHCPs, had an average KS3 PA score of 2.7, which was not in line with teacher assessments or their severe learning needs. For example, one student with Down's Syndrome could not access the full GCSE curriculum leaving her with only 3 slots filled. Her reading age and comprehension age on entry to Year 7 was 7.1 and 6.1 years respectively. The other 3 did not have a full suite of qualifications due to the nature of their learning difficulties and alternative provision was provided as necessary.</p> <p>We have tracked progress of these students and learning support helped them to progress through</p>	Although in GCSE data terms these students appear not to have made progress, we know that we have provided an inclusive alternative curriculum and will continue to do so. Tweaks to be made are to continue to enter students for double English and GCSE courses where possible and where students may be successful in achieving a grade. The LS department will also have a large focus on progress with TA training to ensure that progress and independence of students is a feature of support.	£22600 £17550

		<p>their EHCPs. These 4 students had an average reading age of 8.025 on entry and a comprehension age of 7.675. They progressed to an average reading age of 9.3 years in year 10 with a comprehension age of 9.225.</p>		
<p>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>Low In data terms across the school this did not have the required impact. With regard to the ability groups, middle and lower PA PP students made slightly more progress than the upper PA group. The boys middle PA PP group also improved in P8 terms compared to last year. In English, boys middle PA PP improved as did girls lower PP. In maths boys lower PA PP improved slightly. The girls upper PA PP group impacted significantly on the overall score due to a small number of girls with significant issues.</p>	<p>This initiative did not get underway as a whole school project as hoped and there were pockets of good practice which showed signs that it is something to pursue, for example, a questioning project in English which was shown to have impact (English P8 for all students better than school P8 and English P8 for PP students better than other buckets.) We will use this as an approach for next year.</p>	<p>£400</p>
<p>Improved rates of progress for Key Stage 4 PP students and those with low/middle PA</p>	<p>Include a skills carousel in the Y11 PD programme</p>	<p>Low/Medium It is difficult to assess the impact of this in data terms but student voice suggests that students appreciate the motivational talks, assemblies and skills provided.</p>	<p>This is a useful addition to the personal development programme and students do engage with the programme, however it does not lead to concrete evidence of improvements. We will continue the programme as all is in place at little or no cost for next year.</p>	<p>£500</p>

Improved behaviour	CPD for class teachers on behaviour management, differentiation, use of teaching assistants in classrooms	<p>Medium</p> <p>Evidence from learning walks showed staff using some of the strategies from training. Data shows that there has been an improvement in A2L scores Excellent/Good learner profile: 87% compared to 85% in 2017. Although FTE for the PP group remain high there are some individual case studies of students who were not mainstream ready and have since moved to more appropriate provision that skew this data. 40% of targeted students reduced rates of classroom removal.</p> <p>The breakdown across the year groups is: Yr. 7 86% Yr. 8 88% Yr. 9 87% Yr. 10 86% Yr. 11 86% but the PP A2L figures are lower in all year groups with particular issues in year 11 and year 7.</p> <p>40% of targeted students reduced rates of classroom removal.</p>	There is still work to do here and further proposals moving into 2018-2019 academic year involving changes to removal systems and giving class teachers more status are planned. There is still a mismatch between the A2L of PP students and non-PP students that needs addressing.	£900
Improved behaviour	Review of existing behaviour systems and implementation of new strategies	<p>Good</p> <p>Use of Seclusion removal is reduced by 68% in term 3, due to a reorganisation of staff model linked to school detention systems.</p>	Reviews of removal systems towards the end of the year led to changes that ensure better quality access to learning for students removed from class. This has led to a further review to ensure that students continue to learn if removed from lessons due to poor behaviour.	£600

Improved behaviour	Greater focus on A2L at all levels in school.	<p>Medium</p> <p>Evidence from learning walks showed staff using some of the strategies from training. Data shows that there has been an improvement in A2L scores Excellent/Good learner profile: 87% compared to 85% in 2017. Although FTE for the PP group remain high there are some individual case studies of students who were not mainstream ready and have since moved to more appropriate provision that skew this data. 40% of targeted students reduced rates of classroom removal.</p> <p>The breakdown across the year groups is: Yr. 7 86% Yr. 8 88% Yr. 9 87% Yr. 10 86% Yr. 11 86% but the PP A2L figures are lower in all year groups with particular issues in year 11 and year 7.</p>	There is still work to do here and further proposals moving into 2018-2019 academic year involving changes to removal systems and giving class teachers more status are planned. There is still a mismatch between the A2L of PP students and non-PP students that needs addressing.	£500
Improved behaviour	Positive setting policy for PP students and others	<p>Medium</p> <p>This was a feature of English and this led to improvements in English boys middle ability PP P8 scores and more PP students achieved a standard pass in English than in 2017. EBACC middle ability also improved.</p>	Where this was a feature there have been some successes. Going forward this need to be a feature of all departments to prevent the percolation of PP upper ability boys down groups, often due to behaviour rather than prior attainment.	Nil
Total budgeted cost				£48950

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)	Estimated Cost
Improved Year 7 literacy	Use of self-regulation to improve reading and writing with targeted groups of students.	Good 63% of students improved their reading ages by one full year of more. 60% of PP students in this group met or exceeded their end of year target. 69% of the whole group, including non-PP met or exceeded their end of year target. Examples of students' work show progress in their writing from Key Stage 2.	Our aim would be to create a bespoke literacy focused medium term plan for students below the floor in reading and writing, using what we learned from this project and building on the successes.	£1,000
Improved Year 7 literacy	Programmes designed to improve literacy – sound training, IDL, patron of reading programme	Good The average reading age gain was 8.5 months for this year's cohort, with 11 out of the 19 students making solid improvements and 4 making substantial gains.	Before committing to this in the next academic year, we will check progress of the students who participated in their first Year 8 interim to see if there has been a lasting impact. We know from EEF research that it is a positive intervention to make.	£13,000 (Catch up funding)
Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	Use of micro-strategies for each PP student.	Medium In terms of the data specific success criteria, it would appear that this has had little impact, however, evidence from learning walks and class progress sheet monitoring shows that staff plan for their PP students and act on support needed in terms of interventions, catch-up strategies and resources. With regard to the ability groups, middle and lower PA PP students made slightly more progress than the upper PA group. The boys middle PA PP group also improved in P8 terms compared to last year. In English, boys middle PA PP improved as did girls lower PP. In maths boys lower PA PP improved slightly. The girls upper PA PP group impacted	This continues to be a useful strategy which costs relatively little and encourages staff to think of their PP students and to plan for them appropriately. The data from 2016/17, where PP P8 improves suggests that it can have an impact. This year there were a number of Upper ability boys where there was less impact and this has affected the P8 figure this year.	Nil

		significantly on the overall score due to a small number of girls with significant issues.		
Improved rates of progress for students with low/middle PA	One to one tuition in Maths and English	Medium Test evidence and teacher feedback shows that there was a short term impact on students understanding of the targeted topics taught. English intervention was more successful than maths with 5% of students out of tolerance at the end of the year, 3% below the school average of 8%.	We will continue with one to one as a strategy but do this through the re-deployment of HLTA in English and Maths and with stronger leadership of this project, leading to a targeted evidence based intervention. We will also follow up students in subsequent year groups more thoroughly to make improvements sustained.	£30,000 (£4,274 from catch up)
Improved rates of progress for Key Stage 3 PP students and those with low/middle PA	Peer mentors in year 10 to support students in Year 7 Hub Club	This intervention did not take place due to the redeployment of the family support worker to EHAs.	Peer mentoring is still an area that we would like to develop in the future.	£500
Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	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.	Good/Medium The focus of work from the use of the progress board was a group of underperforming boys who had a poor approach to learning. On average the boys received 2.5 fewer behaviour logs compared to Year 10. On average the boys have received 2.6 more achievement points since Year 10. Attendance stayed about the same on average. Anecdotal evidence from staff was that behaviour was better. All boys had a pathway and none were NEET.	Although this project was successful, some boys were too far behind to catch up to targets but improved from earlier predictions. It was a good idea to engage parents and we will use this model with a group of boys next year, creating greater opportunities for parents to be involved and with a real focus on upper ability boys and underachievement as well as behavioural difficulties.	£500

Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	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	Medium Middle PA PP boys in English improved from last year in P8 terms. Lower PA in English also improved. More PP students achieved a standard pass in English too. In maths lower PA boys improved from last year. EBACC subjects used some of the Pixl strategies and saw an improvement in middle PA PP students in P8 terms.	The core group will continue to run informally as the Middle leader group is now set up for sharing good practice through the use of buddies and timetabled QA activities through the use of CPD time.	£4,000
Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	Targeted interventions using pixl strategies, HLTA small group teaching, masterclasses, learning curve for booster lesson (Supporting Success initiative)	Medium Middle PA PP boys in English improved from last year in P8 terms. Lower PA in English also improved. More PP students achieved a standard pass in English too. In maths lower PA boys improved from last year. EBACC subjects used some of the Pixl strategies and saw an improvement in middle PA PP students in P8 terms. School wide basics measures were up 7.5%	These initiatives will continue to run but will move to be part of the new year group system to enable a greater focus on progress alongside high quality pastoral care. The use of HLTA staff in Maths and English will be reviewed to ensure maximum focus on progress also.	£51,750
Improved rates of progress for Key Stage 4 PP students and those with low PA	Continuation of 'Hub Club' and other homework clubs	Medium The hub club ensured that vulnerable students made a good start and helped with a successful transition. Data will not be available until these students progress through the school.	The role of the family support worker who ran this initiative will be reviewed alongside the role of behaviour support workers. The aim is for a greater focus on quality first teaching and progress, attendance and behaviour as well as high quality pastoral care.	£300
Improved behaviour	Work with development post holder and others using report cards (boys and 'pitch to progress') and other behavioural initiatives	Medium/low There has been an 8% improvement in positive A2L. The group have also reduced behaviour logs by 2.5 per week on average and increased achievement points by 2.6 on average per week. This did not equate to progress however with many of the boys underachieving despite great efforts to improve their scores.	Although the boys' group underachieved significantly, many remained in school until the end and did improve their approach from earlier year groups. We will begin much sooner and engage with parents much quicker this year. We will also map out the cohorts of PP students sooner to identify barriers to learning more quickly so that it is not left too late.	£1000

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.)	<p>Medium</p> <p>Programmes were successful and students engaged well with them making a successful transition in year 7. The role was shifted throughout the year to focus on a number of more vulnerable students requiring EHAs after programmes had run their course. Data shows that there has been an improvement in A2L scores Excellent/Good learner profile: 87% compared to 85% in 2017. Although FTE for the PP group remain high there are some individual case studies of students who were not mainstream ready and have since moved to more appropriate provision that skew this data. 40% of targeted group reduced rates of classroom removal.</p> <p>As a result of revised roles, FTE rates reduced by 33% during active period.</p>	The role of the family support worker who ran this initiative will be reviewed alongside the role of behaviour support workers. The aim is for a greater focus on quality first teaching and progress, attendance and behaviour as well as high quality pastoral care.	£17,800
Increased attendance rates	Zone provision for students at risk of exclusion and/or attendance problems	<p>Medium</p> <p>Persistent absence was 16.1% (Aug 18) with the disadvantaged gap 13.6% (Aug 18) but showing an improvement from Jan 2018. Overall attendance was 94.1% & 90% for WS/PP.</p>	This facility is designed for those students with the lowest attendance and once students engage with school this supports them in their return with the support of a highly skilled member of staff. We will review the deployment of the member of staff to use the skills more widely with a potential nurture form group and continuing with projects such as boys groups.	£25,400
Total budgeted cost				£145260

iv. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost
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)	Good Student voice demonstrate a short-term lift following these initiatives and it helps to maintain students' momentum in revision. It is hard to demonstrate the usefulness in data terms. Statistics for the Y9 diploma show that a smaller proportion of PP students access the higher level awards, often due to the lack of extra-curricular activities.	We will ensure that PP students can achieve in line with other Y9 students through the creation of responsibilities (student receptionists) and support with sign off in the period leading up to the award.	£10,350
Improved rates of progress for Key Stage 4 PP students and those with low/middle PA	'Sound Around' music project	Good This initiative created an excellent opportunity for students across different year groups. In Year 10 the P8 score of PP students is predicted to reduce to -0.25.	This was a one off project that was fully funded so we will be unable to continue with this.	Nil
Improved behaviour	Appointment of two behaviour support assistants to work with targeted PP students at KS3 to improve A2L.	Medium Intensive work through EHA/TAF's, 1:1/small group workshops to inform personalised provision mapping (behaviour support plans/risk assessments/passports) for attached students. This is informing teaching and Pastoral care. As a result of revised roles, FTE rates reduced by 33% during active period. A2L is improved to 86.2%. Data shows that there has been an improvement in A2L scores Excellent/Good learner profile: 87% compared to 85% in 2017. Although FTE for the PP group remain high there are some individual case studies of students who were not mainstream ready and have since moved to more appropriate provision that skew this data. 40% of targeted group reduced rates of classroom removal.	We will review the roles of pastoral staff involved in behaviour support work to ensure that roles support progress as well as behaviour. This will be a targeted approach supporting a number of students in Year 8 with their learning and progress among others.	38,000

Increased attendance rates	Employment of staff to work specifically on attendance issues, including higher profile with students, staff and parents.	<p>Medium/low</p> <p>Persistent absence was 16.1% (Aug 18) with the disadvantaged gap 13.6% (Aug 18) but showing an improvement from Jan 2018. Overall attendance was 94.1% & 90% for WS/PP.</p>	<p>Small numbers of students were progressing to ARC, despite the changing landscape and the school following all LA advice. Jan/Feb 18 saw increased LA involvement following a delay, in response to robust internal documentation/procedures. LA support has been increasingly difficult to engage, with further additional criteria requested ahead of ARC activity.</p> <p>Green shoots of intensive efforts emerge (June 18) with x6 active legal proceedings in place.</p>	£13,000
Total budgeted cost				£61350
Overall cost				£255560