

## Pupil Premium Strategy Statement

| 1. Summary information        |   |   |         |   |            |
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| <b>School</b>                 | Northallerton School & Sixth Form College |   |         |   |            |
| <b>Academic Year</b>          | 2017 - 18                                 | <b>Total PP budget</b>                  | 173,415 | <b>Date of most recent PP Review</b>                  | Sept. 2017 |
| <b>Total number of pupils</b> | 920                                       | <b>Number of pupils eligible for PP</b> | 213     | <b>Date for next internal review of this strategy</b> | July 2018  |

| Current attainment  |                               |                                   |            |
|---------------------|-------------------------------|-----------------------------------|------------|
|                     | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>All</i> |
| <b>Progress 8</b>   | -0.95                         | +0.02                             | -0.06      |
| <b>Attainment 8</b> | 31.02                         | 47.60                             | 45.20      |
| <b>Basics 9-5 %</b> | 23.3                          | 48.8                              | 45.0       |
| <b>Basics 9-4 %</b> | 33.4                          | 68.4                              | 63.5       |

Priorities are driven by:

- Results from 1-1 interviews with pupil premium pupils and observations of pupils
- FFT vulnerability indicators
- RAISE online, school and national level data
- Review of previous years strategy and subsequent outcomes
- National research and evidence of best practice
- KS2 data and baseline testing – Y7
- Reading assessments

2017 – 18 year groups. Number of Pupil Premium pupils identified as a need by FFT.

| FFT Priorities                                  | Year 7 (44) | Year 8 (53) | Year 9 (44) | Year 10 (44) | Year 11 (37) |
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| Low attendance (less than 90%)                  |             | 15          | 20          | 14           | 17           |
| Below DfE age Expected level Maths              | 15          | 19          | 8           | 6            | 5            |
| Below DfE age Expected level Reading            | 13          | 25          | 5           | 2            | 5            |
| Below DfE age Expected level Writing            | 12          | 21          | 10          | 12           | 5            |
| SEN   | 12          | 10          | 7           | 9            | 4            |
| Time spent at test school less than 40%         |             | 4           | 3           | 1            | 4            |
| Low Value Added 14.9%                           |             | 11          | 17          | 17           | 14           |
| 3 or more school moves / Joined after September |             | 2           | 3           | 5            | 10           |

## Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

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| 1) | Literacy skills                                    |
| 2) | Attendance   |
| 3) | Culture and ethos: Behaviour for Learning at KS3+4 |
| 4) | Emotional wellbeing                                |
| 5) | Low aspirations                                    |
| 6) | Parental Involvement of PP students                |

| 1) Barriers       |  |
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| <b>A</b>          | The need to improve quality first teaching for all.  |
| <b>B</b>          | Inconsistent quality of feedback and opportunity to practise.  |
| <b>C</b>          | Culture and ethos: building relationships, the need to improve behaviour for learning.   |
| <b>D</b>          | Low expectations for some groups of pupils – curriculum.   |
| <b>E</b>          | Literacy skills entering Year 7 are lower for pupils with PP than other pupils.  |
| <b>F</b>          | Pupil and parent engagement.   |
| External barriers |  |
| <b>G</b>          | Attendance rates for pupils eligible for PP are 90% (below the target for all children of 95%) This reduces their school hours and causes them to fall behind on average |

| 2. Outcomes |  |  |
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|             | <i>Desired outcomes and how they will be measured</i>  | <i>Success Indicators</i>  |
| <b>A.</b>   | Improved rates of progress for PP students across KS3 and KS4. Quality first teaching for all disadvantaged students.                  | The difference between PP student attainment and non-PP attainment is diminished. Pupils eligible for PP identified as high attaining and SEND from KS2 data/raw scores make as much progress as non-PP pupils identified as high attaining across KS3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, faculties are putting in place wave 1 interventions, monitored by heads of faculty and link SLT. |
| <b>B.</b>   | Improved quality of feedback for PP students   | All PP students receive quality feedback which encourages lots of repetitive practice in their areas of weakness. 'Live' or 'short' marking is the norm with the onus on motivation of immediate improvement. Hattie and Timperley (2007)  |
| <b>C.</b>   | Behaviour for learning issues addressed at KS3 and students more actively engaged in their learning at KS4.                            | Fewer behaviour incidents recorded on Class Charts for these pupils. No exclusions. Students present a growth mind-set and are open to new learning. Less passivity in learning – increased frequency of group talk.   |
| <b>D.</b>   | Expectations for all PP students are high - curriculum choices extend PP students and reflect the school's high expectations for them. | Curriculum accessed by all, allowing students to succeed and become more independent learners. PP students have access to the highest expectations from staff.   |
| <b>E.</b>   | High levels of progress in literacy for Year 7 pupils eligible for PP.   | Pupils eligible for PP in Year 7 make more progress by the end of the year than their peers so that at least 50% exceed progress targets and 100% meet expected targets while non-PP pupils still make at least expected progress. This will be evidenced using Lucid Exact testing and Reading and Spelling tests at the beginning and end of Y7. The Catch-up programme in Y7 ensures rapid progress of those below age related expectations on entry.   |
| <b>F.</b>   | Improved links with PP parents and increased attendance at parents' evenings and parental forums.                                      | The number of parental contacts with PP pupil parents is increased in frequency and co-ordinated (by form tutor, HoY, subject teachers and SLT link). The number of PP parents attending Parent Forums increases. PP parents' feedback shows that they feel supported and confident in attending school events.  |
| <b>G.</b>   | Increased attendance rates for pupils eligible for PP.   | The number of persistent absentees is reduced among pupils eligible for PP to 10% or below. Overall attendance for pupils eligible for PP improves from 90% to 95% in line with non-PP students.   |

### 3. Planned expenditure 2017/18

#### In- School Barriers

| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?  | Specific actions   | How will you ensure it is implemented well?  | Success Criteria  | Staff lead | By July 2018   |
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| <p>A)<br/>The need to improve quality first teaching</p> | <p><b>Develop metacognitive approaches to learning in all subject areas.</b></p> | <p>Metacognition is a low cost highly effective strategy to establish with all student to improve educational outcomes (EEF, 2016, Sutton Trust, 2011, Trickey and Topping, 2007, Hattie, 2009). Re-establish the initial work which was done to reinstate metacognitive strategies (September – Dec 2016 and L4L at KS3 / Habits of Mind) as part of a whole school approach towards Behaviour for Learning. This has further CPD implications for all staff.</p> | <p>CPD provided on metacognitive strategies</p> <p>Building strategies into lesson planning, SoW</p> <p>CPD on higher order questioning</p> <p>CPD on the setting of clear learning objectives</p> <p>Identify use around school and opportunities to share good practice</p> <p>Monitor the use of learning objectives, success criteria and language for learning.</p> | <p>Monitored:<br/>Self-evaluation – Academic Board / HoF, evidence collated on SISRA Observe, SENCO feedback, Individual colleagues identified, specific feedback, actions, revisited to evidence progress, review for further action(s)<br/>Part of SLT link conversation, recorded.<br/>Updates shared at SLT, updated one-sider and Governors' report<br/>Evaluation of CPD portfolios.<br/>Included in the next version of the Metacognitive (Vulnerable) Learner Toolkit.</p> | <p><b>Monitoring shows that:</b><br/>Strategies are in place to encourage students to ask more questions (8Qs grid, question dice, question webs, question grid – Thinking Skills strategies and Graphic Organisers). Staff target questions to individuals and ask higher order questions more frequently. Learning objectives are clearly communicated in all lessons using Bloom's taxonomy. Learning objectives facilitate progress through the lesson. Thinking skills strategies include metacognitive plenaries which develop Higher Order Thinking Skills strategies such as Map from Memory, Diamond Ranking and Living Graphs – these are accompanied by high quality metacognitive debriefing. The Assess, Plan, Do, Review cycle is in place and pupils can explain their learning strategies using it.<br/><b>PLAN:</b> Graphic organisers, Thinking Hats (De Bono), acronyms for planning – SILTS, FLIRTS, PEEKAS and mind maps (Buzan,1984) are established<br/><b>MONITOR:</b> 'Thinking Aloud' / modelling techniques, Mnemonics + memory techniques are understood and applied.<br/><b>EVALUATE / REFLECT:</b> Students reflect using thinking journals / thinking templates.<br/>Plenaries take place linked to differentiated learning objectives,<br/>Tools for reflection are used (e.g. Habits of Mind, PMI mind maps, exit tickets) and understood by students.<br/>Strategies to develop <b>mental toughness and Growth Mind set</b> are in place:<br/>(SMART goals, mental contrasting, 1-10 scale, Frogs and banisters, Energy line, The 2-4-8 rule, two slow, one fast etc.) <b>Mindfulness</b> is practised by staff and students.</p> | <p>RMI</p> | <p>Identified faculties receive CPD followed by monitoring of impact triangulated through observations, work scrutinies and student voice.</p> <p>Work by RMI with Humanities and English teams is re-started and evaluated.</p> <p>£4000 CPD cost (time, resources and reprographics)</p> |

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| <p>A) The need to improve quality first teaching</p> | <p><b>Establish a rigorous programme of monitoring for quality first teaching.</b></p> | <p>The self-Evaluation process is Rigorous involving Governors, SLT, HoF Teaching staff, TAs, pupils and parents. (Ofsted 2014)</p> | <p>Database linking CPD (carried out &amp; evaluated) feedback from self-evaluation(s), PMR targets and reviews<br/>Structure of meetings across the school which maintain focus on the need to improve quality first teaching – Highest Quality teaching.<br/>Department meetings, Academic Board, 8 AM briefings, SLT Academic Board – specific self-evaluation activity generated<br/>SLT link / HoF meeting monitors progress of PP, self-evaluation; further self-evaluation taking place.<br/>Establish an PP link for each subject from the non TLR staff to act as PP- champion.<br/>Academic mentoring established as part of the role of the form tutor, Head of Faculty and SLT at WAVE 1,2 and 3.</p> | <p>Monitored: Principal and Governing Body.<br/>Develop a MEA calendar that will be a focus of SLT link meetings.</p> | <p>There is rigorous monitoring of teaching and learning using learning walks.<br/>Specific targets are set and reviewed with staff to monitor and ensure progress (cycle established based on this development plan).<br/>There is CPD for SLT and Middle leaders to ensure that feedback fits the GROW model.<br/>Regular work scrutiny is conducted which focuses on the quality of written feedback and response for disadvantaged students over time.<br/>Disadvantaged learning progress is tracked across subjects over time to monitor progress.<br/>Disadvantaged pupil voice is sought regularly and followed up.<br/>An SLT link per year group is established for the disadvantaged to co-ordinate and monitor support for PP students through Head of Year, Head of Faculty, and form tutor and subject teachers.<br/>Mentoring of disadvantaged students is established.<br/>8am meeting to establish the role of the form tutor supported by the head of year to ensure monitoring of disadvantaged progress.</p> | <p>TST / VKA</p> | <p>Monitoring, Evaluation and Action Calendar is established and implemented.<br/>November 30<sup>th</sup>2017<br/>SLT Focus</p> <p>CPD for SLT/HoF on managing difficult conversations. (£500)</p> <p>8am meeting to establish the role of the form tutor supported by the head of year to ensure monitoring of disadvantaged progress in place.</p> <p>System to ensure detailed analysis by subject teachers after every data capture with identified actions established.</p> <p>AP responsible for the Progress of Disadvantaged students (£20000)</p> |
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| <p>B) Improved quality of feedback for PP students</p> | <p><b>Improved written and verbal feedback to develop higher order thinking and independence.</b></p> | <p>It is a right of all (disadvantaged) students to receive high quality feedback to ensure they make progress. There is already an awareness of effective dialogic feedback, both written and verbal in school. EEF cites feedback as one of the most cost-effective means of raising pupil attainment. We need to build on the work we have already done to ensure every disadvantaged pupil makes excellent progress having received the best feedback to facilitate maximum progress</p> | <p>Modify and adopt revised policy</p> <p>Kind, specific and helpful feedback established for all students using WWW / EBI.</p> <p>CPD on diagnostic marking; specific and targeted feedback and questions; oral feedback; student responses</p> <p>Intervention with Identified colleagues</p> <p>Monitor and liaise to ensure effective support – TST / VKA / RMI regular alternate Disadvantaged / SEN book scrutiny / learning walk focus. Training on 'live' or 'short' marking to ensure the motivation for PP students comes from immediate feedback. (Hattie and Timperley, 2007)</p> | <p>Monitored:</p> <p>Self-evaluation – Academic Board / HoF, evidence collated on TILT sheet</p> <p>SLT work scrutiny</p> <p>Individual colleagues ID, specific feedback, actions, revisited to evidence progress, review for further action(s)</p> <p>Part of SLT link conversation, recorded</p> <p>Updates shared at SLT, updated one- sider and Governors report.</p> <p>Evaluation of CPD on portfolio.</p> | <p><b>Monitoring processes illustrate that:</b></p> <p>There is a clear link between written/verbal feedback and learning success criteria.</p> <p>Feedback from the teacher and peers is specific, kind and helpful.</p> <p>Feedback is dialogic in nature and there is evidence of student response.</p> <p>Feedback is regular, differentiated and focused on specific skills to move learning on.</p> <p>Literacy and numeracy errors are indicated and responded to.</p> <p>Feedback prompts higher order thinking.</p> <p>Marking is used as a diagnostic tool to identify gaps.</p> <p>Feedback supports redrafting and improvements in accuracy and quality of extended writing.</p> <p>Encouragement of effort is linked to success criteria and recognised using E-Praise.</p> <p><b>Policy is adhered to by all staff (January 31<sup>st</sup> 2018)</b></p> | <p>TST / VKA</p> | <p><b>Policy is adhered to by all staff (Jan. 2018)</b></p> <p>Review Policy (November 2017);</p> <p>Exemplify and share revised policy during November CPD, mini CPDs in staff briefings (21/11/17);</p> <p>Work scrutiny (Nov. Dec. and Jan);</p> <p>Evaluate impact (31/1/18)</p> <p><i>Work scrutiny to involve staff in dialogue reviewing own books</i></p> <p><i>Evaluate impact involves ref. to success criteria, identify good practice / next steps.</i></p> <p>CPD costs (£2,000)</p> |
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| <p>C)<br/>Behaviour for learning issues addressed and students are more actively engaged in their learning.</p> | <p><b>The language of learning and social interaction encourages a growth mindset and ensures progress.</b></p> | <p>Disadvantaged students need to have access to positive language models and higher order thinking to develop their own thinking, vocabulary, cultural identity and language use. The wider school, community and staff, in particular, can model positive language use for students and praise effort rather than achievement to develop students' growth mindset. (Dweck, 2002). British values can be developed as part of this process. THRIVE model / PIVITOL training.</p> <p>Implement the Higher York mentoring programme.</p> | <p>Effective CPD on Growth Mind-set<br/>CPD on collaborative learning and the use of scaffolding for identified staff.<br/>Intervention and support for identified colleagues<br/>Monitor using regular learning walks and PMR.<br/>A language for learning is agreed and implemented in addition to the Aim Higher behaviour system.<br/>Y7 experience the collaborative thinking and language development facilitated in P4C.<br/>Restorative Behaviour strategies implemented following effective training.</p> | <p>Monitored:<br/>Self-evaluation – Academic Board/HoF, evidence collated on TILT sheet (SISRA OBSERVE)<br/>Individual colleagues ID, specific feedback, actions, revisited to evidence progress, review for further action(s)<br/>Part of SLT link conversation, recorded.<br/>Updates shared at SLT, updated one-sider and Governors report.<br/>Evaluation of CPD on portfolio.</p> | <p><b>Monitoring shows that:</b><br/>Language is used to praise effort not achievement<br/>There is a question rich environment linked to Bloom's taxonomy.<br/>The term 'but' is replaced with 'and' (other positive use of language).<br/>Language disassociates behaviour from the person.<br/>There is established use of the term 'yet', 'I can't do this YET...'<br/>Tone of voice and volume is regulated, calm and assertive.<br/>Negative comments are not part of school culture<br/>The language of critique is established; there is recognition that it is okay to disagree.<br/>The Habits of Mind are referred to and embedded.<br/>Feedback is specific, kind and helpful.<br/>Question, critique, question (? - ?)<br/>Positive, negative, positive statements. (+ - +)</p> | <p>SBE /<br/>BJO /<br/>RMI</p> | <p>20% of all staff are engaged in the use of positive language and higher order thinking by January 2018.</p> <p>All staff to receive Pivotal training CPD – positive behaviour management (£2000)</p> <p>Active and Collaborative Learning CPD date and established. (£400)</p> <p>Reintroduce P4C at Y7. Curriculum reviewed to identify opportunities for implementation by January 2017.</p> |
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| <p>C.) Behaviour for learning issues addressed at KS3 and students more actively engaged in their learning at KS4</p> | <p><b>Behaviour for learning issues addressed at KS3 &amp; KS4.</b></p> | <p>The school's ethos and culture for learning is reflected in the PP students' enjoyment of and independence in learning. There are positive relationships, based on effective behaviour management.</p> | <p>Implementation of Aim Higher scheme to raise expectations for all students particularly disadvantaged/ SEND. Develop systems that equip all staff with the information to set high standards for behaviour for learning. Identify and respond to staff who require additional support. Set very clear expectations. Positive reinforcement. Show you care and won't give up. 80% pep talks/instilling a sense of belief by praising effort. 20% letting them know when you're disappointed with the behaviour (not them). Stay calm, depersonalize behaviour.</p> | <p>BJo/MWe/SBe to ensure all stakeholders are consulted and involved in the implementation.</p> | <p>Pupils feel supported and safe. Staff and students greet each other and smile. Students can articulate their thinking and feel secure enough to request help. Staff know their students, their interests and the barriers to learning which need to be overcome. All students on the vulnerable learner list have individual learning plans (including LAC students). Vulnerable Learner toolkit with additional behaviour strategies added. Use of praise and positive language to create a positive ethos. Staff have seating plans, are aware of individual need through information on Class Charts. Learning conversations are part of everyday interaction. PP students have access to enrichment activities. (A trip / theatre visit; a club or team; an activity involving a physical or emotional challenge; a contribution to supporting a charity; a project based learning experience with a real audience for their learning as the outcome; an experience with business, university or the workplace of some sort.) All students feel part of the school community. Disadvantaged students have opportunities to volunteer and are represented on student voice meetings. They represent school in extra-curricular activities. All students have a voice and feel listened to: They have access to peer mentoring (to be developed through student leaders and Higher York) All PP students have a mentor (GROW model of mentoring). The form tutor is central to the PP students' experience. Form Tutors monitor and intervene with attendance at Wave 1. The learning of disadvantaged students is celebrated and displayed through Heads of Faculties, subjects and assemblies. Each department has a celebration wall including representative sample of VL work.</p> | <p>SBE/<br/>BJO</p> | <p>Whole school focus (4 weeks)</p> <p>CPD on behaviour for learning from pivotal training – (one day £3,000)</p> <p>Vulnerable Learner toolkit with additional behaviour strategies added (reprographic costs £400)</p> <p>CPD De-escalation training (£1000)<br/>THRIVE training: £2000 – whole school introduction.</p> |
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| <p>D)<br/>The highest expectations for all PP students</p> | <p><b>Address the issue of meeting individual need for all disadvantaged students (including those with SEND and the most able).</b></p> | <p>Differentiation and challenge are key priorities on the school's development plan. Learning must be tailored to meet individual need (NFER, 2012) and individual; learning gaps must be identified early with intervention and monitoring which is rigorous and responsive (Ofsted, 2014). Expectations for all students should be the highest, without pre-determined ideas about boys and girls, or different groups. (Jones and Myhill, 2004)</p> | <p>Individual coaching on building greater challenge and raising expectations</p> <p>Coaching for differentiation.</p> <p>Further CPD on the use of data to identify, monitor and track performance.</p> <p>Baseline testing is rigorous and diagnostic.</p> <p>Rigorous monitoring of the use of the revised Vulnerable Learner Toolkit by HOF and inclusion of it in the PM Review process to set Vulnerable Learner Target.<br/>CPD provided at Faculty meetings by RMI.<br/>Regular Vulnerable Learner slot at SLT and Academic Board meetings.<br/>Mon / Thursday staff briefing slot re Vulnerable Learners</p> | <p>Monitored:<br/>Self-evaluation – Academic Board / HoF, evidence collated on SISRA. Individual colleagues ID, specific feedback, actions, revisited to evidence progress, review for further action(s)<br/>Part of SLT link conversation, recorded<br/>Updates shared at SLT, updated one-sider and Governors report<br/>Minutes of meetings demonstrate a rigorous and responsive intervention – Department, Faculty, Academic Board, 8AM staff and SLT meetings – monitored by SLT link<br/>Evaluation of CPD on portfolio.</p> | <p><b>Monitoring shows that differentiation strategies are in place:</b><br/>Differentiation is evident through marking and feedback, the effective use of TAs (MITA project implemented), resources, and materials and questioning. Strategies from the Vulnerable Learner Toolkit are in place and in evidence in classrooms:<br/>Success criteria are differentiated.<br/>Word banks are provided to support spelling and memory. Students have a self-compiled visual dictionary for subject specific vocabulary.<br/>Visual cues are used to support text.<br/>Highlighted materials assist with key words and new vocabulary.<br/>Supported answers that have been partially completed which allow the student to maintain pace with the class are provided.<br/>Text is broken down into smaller chunks, disregarding superfluous content.<br/>Lines of text are numbered to help students skim/survey and focus on key areas (as directed).<br/>Lesson menu / instructions are provided – the student / teacher ticks off each area as progress is made so they can identify their own progress.<br/>The number of new ideas are reduced.<br/>Multiple choice, true or false, matching, odd one out are used to secure/access knowledge before moving on.<br/>Tiered tasks are provided.<br/>Tiered assessments are administered: a series of related tasks varying in complexity – related to the student's readiness level and key skills they need to acquire.</p> | <p>TST / VKA / RMI</p> | <p><b>20% of all staff use various differentiation methods throughout their work (March 2017)</b></p> <p>Monitor best practice in differentiation and share (January 2018)</p> <p>AP Vulnerable Learner Focus (£4000)</p> <p>CPD January 2017 (£2000)</p> <p>Meet, discuss, review on two occasions for each colleague (evidenced on SISRA and collated by VKa)</p> <p>Intervention tracker for Vulnerable Learners placed on Google sheets and accessed by VL Focus group.</p> <p>Review March 2018 followed by evaluation.</p> |
| <p>D)<br/>Expectations for all PP students are high</p>    | <p><b>Ensure all TA time is used effectively.</b></p>  | <p>The effective use of TAs is a key school priority. TAs should not be used as a substitute for teachers with PP students; they should add value to what the teacher does (Rowland, 2015).</p>   | <p>Improve liaison between teachers and TAs.</p> <p>SLT links to receive updates from RMI concerning classroom practice</p> <p>CPD</p> <p>Monitoring the deployment and use of TAs across the school</p>  | <p>Monitored:<br/>Self-evaluation – Academic Board / HoF, evidence collated on SISRA, Individual colleagues ID, specific feedback, actions, revisited to evidence progress, review for further action(s).<br/>Part of SLT link conversation, recorded.<br/>Updates shared at SLT, updated one-sider and Governors report.<br/>Evaluation of CPD on portfolio.</p>   | <p><b>Liaison:</b><br/>TAs and teachers liaise with each other. Interventions outside the classroom inform practice. Evidence-based interventions are used by trained TAs in one to one and small group sessions – Switch On Reading (to investigate), Lexia, Toe by Toe, Yes We Can Read.<br/>TAs are aware of the routines and protocols of the classroom. They understand how to encourage students to be more independent and to develop their metacognitive thinking.<br/>TAs have and understand their role in developing independent study skills which help pupils to understand their own learning and metacognitive thinking with PP students.<br/>Teaching assistants are enabled to be fully prepared for their role in the classroom – (5 minute lesson plan, SOW and key words for pre-learning, reinforcement and re-capping – introduction of metacognitive liaison tool to feed back and feed forward).<br/>TAs are involved in the evaluation stage of learning. TAs' role is linked with the student's learning passport and or learning plans which both teacher</p>  | <p>RMI</p>             | <p>CPD for all teaching staff on implementing the 5 minute TA success criteria plans. November 2017.</p> <p>Maximising TA's impact training – ongoing at department meetings, based on MITA training. (£1500)</p> <p>SENCo Focus (£1000)</p>   |

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| <p>D)<br/>Highest expectations for all PP students: curriculum</p> | <p>A differentiated curriculum with routes for all students that allows all to achieve success measured by attainment/progress 8, achievement of the basics, and progression to FE/HE and the world of work</p> | <p>OFSTED best practice identified in reports from high performing schools indicates outstanding provision for all students meets the needs of all, reducing exclusion and improving attendance.</p> <p>National Curriculum is based on a strong academic core and this must remain at the centre of the curriculum offer. All students expected to fully cover A8 curriculum and additionality will use high quality qualifications to support <b>open</b> learning outcomes.</p> <p>High performing schools also use a range of qualifications to accredit outcomes and to support development of key skills eg ASDAN and unit awards. Creative use of alternative qualifications to support learners.</p> <p>Ensure enrichment activities are accessible to PP students.</p> | <p>Review curriculum route for all students, analyse and evaluate outcomes in terms of success criteria. Improve quality of teaching in the core of English, maths science and EBACC. Starting KS4 in Y9 for these programs and allowing options in Y10 in arts, technology and vocational subjects.</p> <p>Develop tech bacc vocational routes to support students into work based on limited core curriculum of English, maths, double science and a humanities subject coupled with high quality vocational options with partners if appropriate.</p> <p>Develop supportive pathway for hard to reach / lowest attaining students using novel pathways and personalized curriculum to meet their needs and focus on literacy, numeracy and social -skills in KS3.</p> <p>Future Higher York project implemented for those in the central ward. To include events to raise aspirations including visits to universities, use of externally trained mentor and additional study facilities for all Year 11 exam preparation. Appoint a FHY officer to mentor and complete admin.</p> | <p>QoT and evaluate the level of engagement and progress made for PP vs N</p> <p>Monitor progress of key groups.</p> <p>Monitor uptake of EBACC/triple science.</p> <p>Monitor destinations of students on all routes.</p> <p>Monitor attendance and exclusion rates.</p> <p>Enrichment fund established to allow PP students full access to extended curriculum.</p> | <p>Proportion of students on EBACC for both PP and N is:<br/>45% 2018<br/>60% 2019<br/>75% 2020<br/>50% PP and N follow triple science<br/>10% PP and N students do 2 language<br/>All students enter EET<br/>Performance of PP students exceeds N in terms of P8</p> <p>Increasing promotions of PP students gain access to level 3 and 4 FE/HE routes including apprenticeships and university including access to Russell Group.<br/>Exclusions for PP and N students is zero<br/>Attendance of PP exceeds Non-PP.</p> <p>Tracking of progress and outcomes for Future Higher York students shows students are making MEG or above.</p> | <p>AMA</p> <p>RMi</p> <p>BHA</p> <p>ACO / BHA / RMI</p> | <p>Development of 3 curriculum pathways to meet student need appropriately through curriculum choice.</p> <p>Remodelled Vulnerable Learner focus group in place (Weds am meetings) and effectively liaising with HOF to ensure implementation of mentoring and interventions at Wave 1,2,3 for those PP in danger of not making 3 levels of progress led by VP / AP Vulnerable Learners (£5000)</p> <p>Enrichment fund established to allow PP students full access to extended curriculum. (£10000)</p> <p>Mentoring programme around engagement established and measured using qualitative means with the support of Newcastle university. (£2000)</p> |
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| <p>E)<br/>High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP</p> | <p><b>Improved levels of literacy and numeracy</b></p> | <p>Research shows that using subject specific language accurately improves outcomes.</p> <p>Disadvantaged students start education with a Literacy deficit.</p> <p>A high percentage of PP students have speech and language deficits.</p> | <p>Literacy: Targeted intervention with KS3 e.g. Switch on Reading and /or SRSD (EEF toolkit) IST<br/>Role of literacy coordinator across the school identified IST.<br/>Ensure Accelerated Monitor the impact of Accelerated Reader.<br/>Develop whole school policy for writing.<br/>Early intervention for all Year 7 PP students as part of Catch Up programme based on through baseline testing.<br/>Use Lucid/Lexia to address literacy deficits.<br/>Implement the screening of speech and Language for all Y7 cohort and establish intervention at class and small group level for those who need it.<br/>Further develop literacy homework tasks.<br/>Review the results from Lucid testing.</p> | <p>See Literacy Action plan.</p> <p>Appoint SLT lead, supported by a whole school Literacy Co-ordinator.<br/>SEN/English intervention target<br/>Literacy deficiencies.</p> | <p>Lucid Tests. NFER reading test reflect significant progress for all PP students.<br/>Students more actively engaged in their learning evidenced by a range of indicators (Attendance, behaviour, progress.)</p> | <p>IST</p> | <p>Lucid Tests completed and tailored programme of Literacy support in place for every PP student.<br/>1xGTA (£8000)<br/>English intervention ATA (£16000)<br/>Lucid Programme (£2000)<br/>Lexia Programme (£2000)</p> <p>Accelerated Reader and STAR reader programme established (£6500)<br/>Secondary Language Link purchased and implemented (£2200)</p> |
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**i. External Barriers**

| Desired outcome                                   | Chosen action/ approach  | What is the evidence and rationale for this choice?   | Specific actions   | How will you ensure it is implemented well?   | How will you ensure it is implemented well?  | Staff lead       | When will you review implementation?   |
|---|--|---|--|---|--|------------------|--|
| <p>F)<br/>Parental involvement of PP students</p> | <p>Improved links with PP parents and increased attendance at parents' evenings and parental forums.</p> | <p>Improved engagement with the parents of PP pupils will help in our understanding of barriers to learning and how these can be removed.</p> | <p>All PP parents have access to and feel confident with the use of Class Charts.<br/>CPD on the language of positive home communication.<br/>Awareness of various communication methods.<br/>Use of Parents Evenings as 'Contact time' for all year groups.<br/>CPD on the use of CLASS CHARTS.</p> | <p>Monitored: Parental feedback. CPD portfolio evaluation.<br/>Staff feedback about the use of contact time<br/>RMI to use parents' evenings to engage PP and SEND parents.</p> | <p>Contact with parents of PP students is made in a variety of ways (text, letter, phone calls, face to face, Facebook etc.)<br/>Parents are informed of achievement and effort through Class Charts<br/>Staff are trained on the language of positive home communication.<br/>Parents feel it is relevant / have a vested interest in attending school parents' evenings and parental forums – these are targeted and relevant to PP parents.<br/>Students become the centre of parents' evenings – presenting their learning for discussion with preparation beforehand.</p> | <p>AWI / RMI</p> | <p>5 pieces of communication per tutor per disadvantaged student</p> <p>Monitoring of Contact time;<br/>Feedback on the value of Contact time from staff, parents</p> <p>Forum meetings are re-established</p> <p>85% of families use Class Charts</p> |

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|   |                                       |   |   |  | Opportunities to celebrate the learning of PP students are in place (assemblies and evenings)<br>Opportunities for PP parents to join in activity with their students are provided e.g. sport, cooking, etc.<br>Links with the local community for the support of PP students are in place.  |     |  |
| G)<br>Increased attendance rates for pupils eligible for PP.<br>Attendance rates for pupils eligible for PP are 89.84% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind | First day response provision ongoing. | It isn't possible to improve attainment for pupils if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step. This has been in place for the past 12 months. | System to identify PP students in danger of not meeting attendance targets established. Develop west 4/LSB as a bridging step to improve attendance of hard to reach students. Regular liaison meetings with other agencies. Ensure rigour of Fast track prosecutions. Develop individual plans for PA students.<br><br>Particular focus on those who are 'just below' threshold. | Weekly monitoring of attendance data.<br><br>Develop role of Year managers so they are held to account by AP's in weekly meetings. | AP and attendance manager have a thorough knowledge of existing absence issues. Support worked, PP co-ordinator and head teacher collaborate to ensure new provision and standard school processes work efficiently. Same day calls about progress for target students and reduced timetable integration programme to ensure that students attend regularly – building to full timetable. Personalised support and assertive mentor assigned to each persistent absence pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP co-ordinator and mentor / form tutor. (Use of 8am meeting time)<br>Continued process of discussing attendance with parents / guardians to remove barriers. | MWE | W4 developed to mirror the role of the LSB in this function<br>Dedicated W4 GTA/ATA (£8000)<br><br>Attendance administration £19500<br><br>Attendance action plan evaluated and updated. |

**Total budgeted cost** £145,500

## ii. Other approaches – Y11 Intervention

| Desired outcome                              | Chosen action / approach   | What is the evidence and rationale for this choice?   | Specific actions   | How will you ensure it is implemented well?                                   | Success criteria   | Staff lead | When will you review implementation? |
|--|--|---|--|---|--|------------|--------------------------------------|
| PP students make at least expected progress. | Academic Mentoring programme.<br><br>English/Maths intervention. | This had some impact last year and we have evaluated its effectiveness. Where it worked well there was full parental/student engagement and regular mentoring sessions.<br><br>Intervention informed by data/subject teachers to ensure PP students stay on track.<br><br>After school revision/catch up sessions | Cohort established and assigned mentors. Students provided with specific action plan/revision materials/subject staff support. Additional sessions for English/Maths intervention<br>Registration/HLTA support.<br>Vulnerable Learner Focus group established.<br>Exam technique/Study skills workshops for PP students. | SLT monitoring. 8am meetings of VL Focus group. Progress reports to Governors | Cohort established and assigned mentors who get full sign up from students/parents.<br><br>Progress captures indicate PP students are making/exceeding expected progress.<br><br>PP students all have bespoke revision/catch up/progress meetings.<br><br>PP students have access to all revision materials/a place to revise.<br><br>'LASER' group established and regular meetings/action impacts on progress.<br><br>All PP students access the full range of subjects and all of their 'buckets' are filled. | RMI / ACO  | July 2018                            |

|  |  |  |  |  |  |         |  |
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|  |  | Easter Revision School specifically for PP students. | Revision timetable organised. Students sign up for sessions. Higher York cohort established and project implemented following launch on October 19 <sup>th</sup> . |  | PP students are equipped with subject specific /exam language/techniques to improve outcomes.<br><br>All PP students attend additional sessions focused on exam preparation.<br><br>All Higher York parents contacted to ensure maximum take up. |         |  |
|  |  |  |  |  | <b>Total budgeted cost</b>   | £48,000 |  |