

PP action plan September 2018

Outcome	Action	Evidence	Anticipated impact	Who
The reduction in the PP gap for all pupils across the school for outcomes in Northallerton.	Appointment of AHT with responsibility for closing the gap between PP and non PP pupils.	The closing of the gap between PP and Non PP pupils across KS3 and KS4 (2018/19) will be evident in GCSE results and SP data points evidenced at SP1, 2, 3 and results analysis.	The gap between PP and non PP will reduce in the examination series for 2019.	CSM
PP progress becomes a clear and detailed focus for meetings in subjects, faculties and SLT.	Meetings have an agenda focus on PP as a standing item for HOD, faculty and year team meetings.	Minutes of meetings show focus on PP and actions to be taken with people responsible and accountability for PP.	Whole school focus on the PP and a consistent approach leading to improvements in SP data.	CSM, HOF/D SLT
Pupil behaviour of PP improves through the breaking down of barriers to learning for all.	Tutors/Base coaches to have clearly identified the pupils who are PP and meet regularly to discuss any barriers.	Records of meetings and feedback to CSM where further action/intervention is required.  Class chart records show decline in negative incidents for PP.	Early indication of any issues arising to proactively support PP behaviours in their engagement of learning and progress.	RMI/JST/CSM Form tutors HOY
Improved attendance of PP by monitoring by attendance officer.	Weekly report on PP attendance and changes over times to provide support and parental contact where trends arise.	Reports generated by attendance officer shared with SLT/HOY.	Improved attendance for PP with a target of 95%.	Attendance officer HOY
Clear focus in Teaching and Learning for PP to enhance progress.	Develop the inclusion of PP on P4P sheets for all areas. HOF role in monitoring inclusion of PP.	Monitoring of planning shows all staff are using P4P effectively and including PP as an essential section to inform planning. Evidence in books show increased pride in books and progress.	Pupil engagement and behaviour within lesson improves and SP data shows improvements along with a decline in negative class chart incidents and increased positive.	VRA RMI SBE CSM All teaching staff.

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<p>Establish a subject link for all areas who has an overview of PP and actions within subjects to ensure progress of PP is in line with non PP.</p>	<p>Each subject area has a nominated PP subject link which meets with CSM to discuss PP within the department and progress, issues, support required alongside successes and strategies for development and distribution.</p> <p>CSM to review PP progress on 2017/8 results and meet with HOF/D of areas where Gap is largest.</p>	<p>Minutes of meetings and feedback to staff and CSM in order to establish and share good practice.</p> <p>Records of meetings with CSM discussing subject PP plan and progress.</p>	<p>Sharing of good practice enabled and identified staff able to provide support within departments for PP.</p> <p>The gap in PP progress narrows for all subjects but impact is evident on subjects where gap is largest.</p>	<p>CSM Identified staff.</p> <p>CSm/HOF/D</p>
<p>Personalised approach to learning is established for PP to break down the Academic, social, and personal barriers to learning and progress.</p>	<p>Pupils identified by HOY/Form tutor for further support and interviewed to establish barriers and actions required to ensure progress is improved.</p>	<p>Pupil profile passports updated where required and shared with all staff to offer guidance on ensuring progress maintained/improved. SP data tracking and updated Pupil profile passports.</p>	<p>Barriers for learning are clearly identified and strategic strategies and support given. Staff incorporate ideas into P4P and daily lessons to promote. All staff to know the pupils and their needs.</p>	<p>CSM Form tutor/Head of year referral</p>
<p>All PP have support available where required to ensure that they have required equipment and opportunities for full and active engagement in school life.</p>	<p>Finance available to provide support for uniform, resources, educational visits, revision material and all other opportunities.</p>	<p>All PP are able to attend educational visits and support for educational resources available where required.</p>	<p>PP have increased opportunities and increased aspirations which result in improved SP data.</p>	<p>CSM</p>

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<p>Extended sessions available which provide increased educational opportunities.</p>	<p>PP directed to the independent learning sessions available after school (Monday - Thursday).</p>	<p>Records show increased attendance of PP at these sessions. Greater completion of homework and less Class Charts records for missed homework.</p>	<p>Increased confidence in own learning results in improvements in SP data and gaps narrows between groups in each SP data point</p>	<p>TA time after school.</p>
<p>A focus group of PP is establish to provide student voice on school, learning and opportunities</p>	<p>Range of pupils selected for student voice and termly meeting to discuss school, life, opportunities and progress.  Subject focus groups of PP (maths Wb 10/9/18)</p>	<p>Record of meetings and actions and pupils responses indicate that their needs and requirements are being met.  Pupils voice discussions minutes</p>	<p>Pupils have a direct impact on school life and suggest changes from their own perspective.</p>	<p>CSM  CSM</p>
<p>Aspirations of PP is raised through the regular meeting of a mentor/SLT to discuss School and academic progress in school and aspirations.</p>	<p>All pupil are allocated a suitable mentor who meets to discuss progress, opportunities and next steps including next challenges, eg. options, college, careers, work experience etc.</p>	<p>Record of meetings.</p>	<p>Pupils explore wider and greater opportunities which they may not have considered previously and look at the bigger picture for their future.</p>	<p>SLT+ identified staff</p>
<p>Increased engagement of Parents and carers at school events including parents evening, options evening.</p>	<p>Increased phone contact by staff prior to event to invite to events to ensure greater attendance.</p>	<p>Increased parental attendance records show positive improvements.</p>	<p>Parents/Guardians engage with the school events more and feel part of the community</p>	<p>CSM Office staff</p>

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<p>Increased participation of PP in extra curricular activities.</p>	<p>All extracurricular activity clubs to have a focus on PP engagement. Staff to invite all PP to attend.</p>	<p>Records show high uptake of PP in extra curricular clubs and high engagements</p> <p>Greater pride and ownership of work which improves progress as evidenced in book scrutiny.</p>	<p>Increased enjoyment of school and gains in pupil confidence provide improvement in class charts and SP data progress points.</p>	<p>All teaching Staff</p>
<p>New SAIL curriculum will develop personalised academic coaching which will support disadvantaged progress in year 7.</p>	<p>All year 7 follow the sail curriculum and have specific coaching from Academic mentor (base coaches) and 6th form students. Academic mentors have specific focus on disadvantaged to ensure the needs are being met.</p>	<p>Each pupil has individual meetings with base coach and recorded in pupil book and staff records.</p> <p>Referrals for further support where needed to ensure year 7 have the best start to learning.</p>	<p>All year 7 become better learners and capable to take individual responsibility for learning.</p>	<p>Year 7 ACO</p>
<p>Primary links early identification of areas to focus offering extended transition and opportunities.</p>	<p>All feeder primary schools visited by transition team and disadvantaged pupils identified to and offered extra opportunity to attend NSSFC.</p>	<p>High uptake of disadvantaged pupils from feeder primary and extended transition offered where required to ensure smooth transition and effective start to secondary school life.</p>	<p>Primary year 6 pupils moving to NSSFC are comfortable and settle well with pupil voice supporting positive transition to secondary school.</p>	<p>CSM Transition team</p>