

Pupil Premium Strategy Statement

1. Summary information					
School	Northallerton School & Sixth Form College				
Academic Year	2016/17	Total PP budget	£167,365 £10,200 £3,600	Date of most recent PP Review	Sept. 2016
Total number of pupils	1020	Number of pupils eligible for PP	179 PP 34 Service 2 LAC	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	37.8%	63%
% achieving expected progress in English / Maths (2015/16 only)	31.1% / 51.1%	60.5% / 72.1%
Progress 8 score average (from 2015/16)	-0.51	0.13
Attainment 8 score average (from 2015/16)	41.5%	51.81%

In-school barriers	
A.	The need to improve quality first teaching for all
B.	Literacy skills entering Year 7 are lower for pupils with PP than other pupils, which prevents them from making good progress in Year 7
C.	Culture and ethos: Behaviour for learning at KS3 and KS4
D.	Curriculum
External barriers	
E.	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 on average
F.	Parental Involvement of PP students

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Indicators</i>
A.	Improved rates of progress for PP students across KS3 and KS4. Quality first teaching for all disadvantaged students.	The gap between PP student attainment and non-PP attainment is closed. 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, link SLT and Lead Practitioners.
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 English written assessments in October, March and June.
C.	Behaviour for learning issues addressed at KS3 and students more actively engaged in their learning at KS4.	Fewer behaviour incidents recorded on BromCom 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.
D.	A curriculum fit for the immediate future.	Curriculum accessed by all allowing students to succeed and become more independent learners.
E.	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 89.84% to 95% in line with non-PP students.
F.	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.

4. Planned expenditure 2016/17

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 2017
A) The need to improve quality first teaching	1.) Improved written and verbal feedback to develop higher order thinking and independence.	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. 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>Modify and adopt revised policy</p> <p>Kind, specific and helpful feedback established for all students</p> <p>CPD on diagnostic marking; specific and targeted feedback and questions; oral feedback; student responses</p> <p>SILT team intervention with Identified colleagues</p> <p>Monitor</p>	<p>Monitored: Self-evaluation – Academic Board / HoF, evidence collated on TILT sheet</p> <p>SLT work scrutiny 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>Monitoring processes illustrate that:</p> <p>There is a clear link between written/verbal feedback and learning success criteria. Feedback from the teacher and peers is specific, kind and helpful. Feedback is dialogic in nature and there is evidence of student response. Feedback is regular, differentiated and focused on specific skills to move learning on. Literacy and numeracy errors are indicated and responded to. Feedback prompts higher order thinking. Marking is used as a diagnostic tool to identify gaps. Feedback supports redrafting and improvements in accuracy and quality of extended writing. Encouragement of effort is linked to success criteria and recognised using E-Praise.</p> <p>Policy is adhered to by all staff (January 31st 2017)</p>	DLe	<p>Policy is adhered to by all staff (Jan. 2017)</p> <p>Review Policy (14/10/16);</p> <p>Exemplify and share revised policy during November CPD, mini CPDs in staff briefings (21/11/16);</p> <p>Work scrutiny (Nov. Dec. and Jan);</p> <p>Evaluate impact (31/1/17)</p> <p><i>Work scrutiny to involve staff in dialogue reviewing own books</i></p> <p><i>Evaluate impact involves ref. to success criteria, ID good practice, next steps</i></p> <p>Lead Practitioner focus (£4,000)</p> <p>(See individual plan)</p>
A) The need to improve quality first teaching	2.) The language of learning and social interaction encourages a growth mind-set and ensures progress.	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 mind-set (Dweck, 2002)	<p>CPD on Growth Mind-set</p> <p>CPD on collaborative learning and the use of scaffolding for identified staff.</p> <p>CPD on P4C (KS3 staff)</p> <p>Intervention and support for ID colleagues</p> <p>Monitor</p>	<p>Monitored: Self-evaluation – Academic Board/HoF, evidence collated on TILT sheet</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>Monitoring shows that:</p> <p>Language is used to praise effort not achievement</p> <p>There is a question rich environment linked to Bloom's taxonomy</p> <p>The term 'but' is replaced with 'and' (other positive use of language)</p> <p>Language disassociates behaviour from the person. There is established use of the term 'yet', 'I can't do this YET...'</p> <p>Tone of voice and volume is regulated, calm and assertive.</p> <p>Negative comments are not part of school culture</p> <p>The language of critique is established; there is recognition that it is okay to disagree.</p> <p>The Habits of Mind are referred to and embedded.</p> <p>Feedback is specific, kind and helpful.</p> <p>Question, critique, question (? - ?)</p> <p>Positive, negative, positive statements. (+ - +)</p>	CBy	<p>20% of all staff are engaged in the use of positive language and higher order thinking by January 2017</p> <p>Reintroduce P4C at KS3. Curriculum reviewed to identify opportunities for implementation by 31st December 2017.</p> <p>Identified staff engaged in training through Sapere .Date/staff to be confirmed by 31st January 2017. (£2000)</p> <p>All staff to receive Growth Mind-set CPD by January 31st (Delivered by Julie Doonan EP (£2000)</p> <p>Active and Collaborative Learning CPD date and established. (£2000)</p> <p>(See individual plan)</p>

<p>A) The need to improve quality first teaching</p>	<p>3.) Develop metacognitive approaches to learning in all subject areas.</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). Work on meta-cognition at KS3 through the L4L course had been phased out prior to the merging of the two schools. Therefore, to re-establish this, a whole school approach is needed with CPD implications for all staff. This has begun in Sept. 2016.</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>ID use around school and opportunities to share good practice</p> <p>Monitor the use of learning objectives</p>	<p>Monitored: Self-evaluation – Academic Board/HoF, evidence collated on TILT sheet SENCO feedback Individual colleagues ID, specific feedback, actions, revisited to evidence progress, review for further action(s) Part of SLT link conversation, recorded Updates shared at SLT, updated one- sider and Governors' report Evaluation of CPD on portfolio</p>	<p>Monitoring shows that:</p> <p>Strategies are in place to encourage students to ask more questions (8qs grid, question dice, question webs, question grid)</p> <p>Staff target questions to individuals and ask higher order questions more frequently.</p> <p>Learning objectives are clearly communicated in all lessons using Bloom's taxonomy.</p> <p>Learning objectives facilitate progress through the lesson.</p> <p>Thinking skills strategies include metacognitive plenaries which develop Higher Order Thinking Skills</p> <p>The Plan, Monitor, Review / Reflect cycle is in place and pupils can explain their learning strategies using it.</p> <p>PLAN: Graphic organisers, Thinking Hats (De Bono), acronyms for planning – SILTS, FLIRTS, PEEKAS and mind maps (Buzan,1984) are established</p> <p>MONITOR: 'Thinking Aloud' / modelling techniques, Mnemonics + memory techniques are understood and applied.</p> <p>EVALUATE / REFLECT: Students reflect using thinking journals / thinking templates.</p> <p>Plenaries take place linked to differentiated learning objectives,</p> <p>Tools for reflection are used (e.g. Habits of Mind, PMI mind maps, exit tickets) and understood by students.</p> <p>Strategies to develop mental toughness are in place:</p> <p>(SMART goals, mental contrasting, 1-10 scale, Frogs and banisters, Energy line, The 2-4-8 rule, two slow, one fast etc.)</p> <p>Mindfulness 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. By January 31st 2017 Lead Practitioner Focus (£4000)</p> <p>(See individual plan)</p>
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A) The need to improve quality first teaching	4.) Address the issue of meeting individual need for all disadvantaged students (including those with SEND and the most able).	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).	<p>CPD on building greater challenge and raising expectations</p> <p>CPD on differentiation VKa</p> <p>CPD on the use of data to identify, monitor and track performance MLa</p>	<p>Monitored: Self-evaluation – Academic Board / HoF, evidence collated on TILT sheet</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>Minutes of meetings demonstrate a rigorous and responsive intervention – Department, Faculty, Academic Board, 8AM and SLT meetings – monitored by SLT link</p> <p>Evaluation of CPD on portfolio.</p>	<p>Monitoring shows that differentiation strategies are in place:</p> <p>Differentiation is evident through marking and feedback, use of TAs, resources, and materials and questioning.</p> <p>Success criteria are differentiated.</p> <p>Word banks are provided to support spelling and memory.</p> <p>Students have a self-compiled visual dictionary for subject specific vocabulary.</p> <p>Visual cues are used to support text.</p> <p>Highlighted materials assist with key words and new vocabulary.</p> <p>Supported answers that have been partially completed which allow the student to maintain pace with the class are provided.</p> <p>Text is broken down into smaller chunks, disregarding superfluous content.</p> <p>Lines of text are numbered to help students skim/survey and focus on key areas (as directed).</p> <p>Lesson menu / instructions are provided – the student / teacher ticks off each area as progress is made so they can identify their own progress.</p> <p>The number of new ideas are reduced.</p> <p>Multiple choice, true or false, matching, odd one out are used to secure/access knowledge before moving on.</p> <p>Tiered tasks are provided.</p> <p>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>	VKa	<p>20% of all staff use various differentiation methods throughout their work (March 2017)</p> <p>Outline what differentiation looks like – this is what we expect (4th January 2017)</p> <p>Lead practitioner Focus (£4000)</p> <p>CPD delivered 4th January 2017 (£2000)</p> <p>Meet, discuss, review on two occasions for each colleague (evidenced on EF forms and collated by VKa)</p> <p>Intervention tracker evolved and implemented. (MLa)</p> <p>Final review 31/3/17 followed by evaluation.</p> <p>(See individual plan)</p>
A) The need to improve quality first teaching	5.)Ensure all TA time is used effectively.	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>Improve liaison between teachers and TAs</p> <p>SLT links to receive updates from NBr concerning classroom practice</p> <p>CPD</p> <p>Monitoring the deployment and use of TAs across the school</p>	<p>Monitored: Self-evaluation – Academic Board / HoF, evidence collated on TILT sheet</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>Liaison:</p> <p>TAs and teachers liaise with each other.</p> <p>Interventions outside the classroom inform practice.</p> <p>Evidence-based interventions are used by trained TAs in one to one and small group sessions – Switch On Reading, Lexia, Toe by Toe.</p> <p>TAs are aware of the routines and protocols of the classroom.</p> <p>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.</p> <p>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).</p> <p>TAs are involved in the evaluation stage of learning.</p> <p>TAs' role is linked with the student's learning passport and or learning plans which both teacher and TA are fully aware of.</p> <p>There is transfer of information about specific targets to address learning gaps and ensure progress.</p>	NBr	<p>CPD for all teaching staff on implementing the 5 minute TA plan. November 2016.</p> <p>Maximising TA's training November 2016 (£1500)</p> <p>SENCo Focus (£4000)</p> <p>(See individual plan)</p>

A) The need to improve quality first teaching	6.Establish a rigorous programme of monitoring for quality first teaching.	The self-evaluation process is rigorous involving Governors, SLT, HoF teaching staff, TAs, pupils and parents. (Ofsted 2014)	Database linking CPD (carried out & evaluated) feedback from self-evaluation(s), PMR targets and reviews Structure of meetings across the school which maintain focus on the need to improve quality first teaching - Department meetings, Academic Board, 8AM, SLT Academic Board – specific self-evaluation activity generated SLT link / HoF meeting monitors progress of PP, self-evaluation; further self-evaluation taking place Establish an SLT link for each year group (as we do for Faculties) Academic mentoring established as part of the role of the form tutor.	Monitored: Principal and Governing Body. Develop a MEA calendar that will be a focus of SLT link meetings.	There is rigorous monitoring of teaching and learning using learning walks. Specific targets are set and reviewed with staff to monitor and ensure progress (cycle established based on this development plan). There is CPD for SLT and Middle leaders to ensure that feedback fits the GROW model. Regular work scrutiny is conducted which focuses on the quality of written feedback and response for disadvantaged students over time. Disadvantaged learning progress is tracked across subjects over time to monitor progress. Disadvantaged pupil voice is sought regularly and followed up. 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. Mentoring of disadvantaged students is established. 8am meeting to establish the role of the form tutor supported by the head of year to ensure monitoring of disadvantaged progress.	TSt	Monitoring, Evaluation and Action Calendar is established and implemented. November 30 th 2016 SLT Focus CPD for SLT/HoF on managing difficult conversations. (£500) 8am meeting to establish the role of the form tutor supported by the head of year to ensure monitoring of disadvantaged progress in place. System to ensure detailed analysis by subject teachers after every data capture with identified actions established. AP responsible for the Progress of Disadvantaged students (£20000)
B.) High levels of progress in literacy for Year 7 pupils eligible for PP	Improved Levels of Literacy	Research shows that using subject specific language accurately improves outcomes. Disadvantaged students start education with a Literacy deficit.	Literacy: Targeted intervention with KS3 e.g. Switch on Reading and /or SRSD (EEF toolkit) ISt Role of literacy coordinator across the school identified ISt Ensure Accelerated Reader is implemented rigorously. Develop whole school policy for writing. Early intervention for all Year 7 PP students. Use Lucid/Lexia to address literacy deficits.	See Literacy Action plan. Appoint SLT lead, supported by a whole school Literacy Co-ordinator. SEN/English intervention target Literacy deficiencies.	Lucid Tests. NFER reading test reflect significant progress for all PP students. Students more actively engaged in their learning evidenced by a range of indicators (Attendance, behaviour, progress.)	ISt	Lucid Tests completed and tailored programme of Literacy support in place for every PP student. 1xGTA (£8000) English intervention ATA (£16000) Lucid Programme (£2000) Lexia Programme (£2000) SLT Lead and Literacy co-ordinator appointed (£6500) Accelerated Reader and STAR reader programme established (£6500) (See individual plan)

<p>C.)Behaviour for learning issues addressed at KS3 and students more actively engaged in their learning at KS4</p>	<p>Behaviour for learning issues addressed at KS3 & KS4.</p>	<p>The school's ethos and culture for learning is reflected in the PP students' enjoyment of and independence in learning.</p>	<p>Revise and revisit Expectation Scheme. A strategy is developed and implemented to raise expectations for all students particularly disadvantaged/ SEND. Develop systems that equip all staff with the information to relentlessly promote compliance. Identify and respond to staff that require additional support.</p>	<p>BJo/MWe/SBe to ensure all stakeholders are consulted and involved in the implementation. Flood resource the launch and follow up to ensure compliance from all stakeholders.</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. Staff have seating plans, are aware of individual need through information on BromCom. 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 have a sense of ownership. 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 All PP students have a mentor (GROW model of mentoring). The form tutor is central to the PP students' experience. The learning of disadvantaged students is celebrated and displayed.</p>	<p>SBe</p>	<p>Whole school focus (4 weeks) Restructure of pastoral team (£5000) Director of KS3 Lead. Focus (£4000) CPD De-escalation training (£1000) (See individual plan)</p>
<p>D) 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. Creative use of alternative qualifications to support learners. 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</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. Develop tech bacc vocational routes to support students into work based on limited core curriculum of English, maths, double science and</p>	<p>Monitor: QoT and evaluate the level of engagement and progress made for PP vs N Progress of key groups. Uptake of EBACC/triple science. Destinations of students on all routes. Attendance and exclusion rates.</p>	<p>Proportion of students on EBACC is 90% for both PP and N 50% PP and N follow triple science 10% PP and N students do 2 language All students enter EET Performance of PP students exceeds N in terms of P8 Increasing promotions of PP students gain access to level 3 and 4 FE/HE routes including apprenticeships and university including access to Russell Group. Exclusions for PP and N students is zero Attendance of PP exceeds Non PP.</p>	<p>AMa</p>	<p>Curriculum review carried out and recommendations to Governors/SLT by March 2017 Pilot programme around alternative curriculum established for 10 students in Year 9 (£10,000) 2x Staff trained in delivering EDLC (£500) Pilot 'LASER' group established focussing on PP in danger of not making 3 levels of progress led by VP (£5000) Enrichment fund established to allow PP students full access to extended curriculum. (£10000)</p>

		<p>qualifications to support open 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.</p> <p>Ensure enrichment activities are accessible to PP students.</p>	<p>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 personalised curriculum to meet their needs and focus on literacy, numeracy and social skills in KS3.</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>E) Increased attendance rates for pupils eligible for PP. 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 on average.</p>	<p>Support worker and first day response provision ongoing.</p>	<p>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.</p>	<p>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. Attendance officer to develop regular liaison meetings with other agencies. Ensure rigour of Fast track prosecutions. Develop individual plans for PA students.</p>	<p>Weekly monitoring of attendance data.</p> <p>Develop role of Year managers so they are held to account by AP's in weekly meetings.</p> <p>See action plan.</p>	<p>Support worker has a thorough knowledge of existing absence issues. Support worker, 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) Continued process of home visits by support worker to discuss attendance with parents / guardians and remove barriers.</p>	<p>BJp & MWe</p>	<p>W4 developed to mirror the role of the LSB in this function Dedicated W4 GTA/ATA (£8000)</p> <p>Attendance officer replaced (£18,000)</p> <p>Attendance action plan evaluated and updated.</p>

F) Parental involvement of PP students	Improved links with PP parents and increased attendance at parents' evenings and parental forums.	Improved engagement with the parents of PP pupils will help in our understanding of barriers to learning and how these can be removed.	All PP parents have access to and feel confident with the use of MyChildAtSchool. CPD on the language of positive home communication. Awareness of various communication methods. Use of Parents Evenings as 'Contact time' for all year groups. CPD on the use of SISRA and BROMCOM.	Monitored: Parental feedback. CPD portfolio evaluation Staff feedback about the use of contact time	Contact with parents of PP students is made in a variety of ways (text, letter, phone calls, face to face, Facebook etc.) Parents are informed of achievement and effort through EPraise and MyChildAtSchool Staff are trained on the language of positive home communication. 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. Students become the centre of parents' evenings – presenting their learning for discussion with preparation beforehand. Opportunities to celebrate the learning of PP students are in place (assemblies and evenings) Opportunities for PP parents to join in activity with their students are provided e.g. sport, cooking, etc. Links with the local community for the support of PP students are in place.	AWi	5 pieces of communication per tutor per disadvantaged student (31/3/17) Monitoring of Contact time; Feedback on the value of Contact time from staff, parents 20% of Forum meetings are PP (31/1/17) 85% of families use 'MyChildAtSchool' (31/1/17)
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Total budgeted cost					£145,500
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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. 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. Intervention informed by data/subject teachers to ensure PP students stay on track. After school revision/catch up sessions Easter Revision School specifically for PP students.	Cohort established and assigned mentors. Students provided with specific action plan/revision materials/subject staff support. Additional sessions for English/Maths intervention Registration/HLTA support. 'LASER' group established. Exam technique/Study skills workshops for PP students. Revision timetable organised. Students sign up for sessions. (Explore residential option)	SLT monitoring. 8am meetings. LASER group meetings. Progress reports to Governors	Cohort established and assigned mentors who get full sign up from students/parents. Progress captures indicate PP students are making/exceeding expected progress. PP students all have bespoke revision/catch up/progress meetings. PP students have access to all revision materials/a place to revise. 'LASER' group established and regular meetings/action impacts on progress. All PP students access the full range of subjects and all of their 'buckets' are filled. PP students are equipped with subject specific /exam language/techniques to improve outcomes. All PP students attend additional sessions focussed on exam preparation.	MLa	July 2017.

Total budgeted cost						£48,000
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5. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To develop key competencies in all staff.	Staff CPD to focus on feedback. Sharp focus on disadvantaged.	Some impact on some of our disadvantaged cohort. In old measures we narrowed the gap between disadvantaged students and non-disadvantaged, however, the new Progress 8 measure indicates that disadvantaged students are not making adequate progress.	Impact of CPD not rigorously monitored. Training the staff to provide high quality Wave 1 intervention is the best way to secure the best outcomes for all students including PP and SEND. We will continue to invest in high quality training for staff, perhaps even more heavily, however, we will monitor the impact much more closely.	£15000
To develop the quality of teaching by supporting those colleagues who are not securely good.	Input from SILT	Colleagues who worked directly with SILT in a systematic way have made good progress.	We need to be much more systematic in eradicating inadequate teaching. SILT have a significant role to play in raising attainment. We need to expand their influence.	£25,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
To improve behaviour for learning, improve attendance, reduce exclusions and lesson relocations.	Restructure pastoral team and appoint an attendance officer.	Restructured pastoral team began to have an impact in the summer term. However relocations and exclusions are still too high, particularly for disadvantaged/SEND students. Attendance is improving but not fast enough.	The restructure had some impact, however, we need to build further capacity to ensure we can meet the needs of PP students and improve their behaviour and attendance.	£40,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
To provide targeted support for all students in receipt of PP funding.	Appoint an Assistant Principal to establish a strategic overview of provision.	Staff were much more focussed on meeting the needs of this particular group of students and a range of strategies were put in place to accelerate the progress of our disadvantaged cohort with mixed success.	There are a number of lessons to be learnt from last year in terms of our significant investment in an intervention strategy. Whilst it had a significant impact for those disadvantaged students who engaged fully with the opportunities provided it was too focussed on 'catch up' rather than Quality First teaching. We have revised our strategy to reflect an investment in early intervention to prevent the need for 'sticking plaster' approaches in Year 11.	£40,000 Intervention £90,000