

Pupil premium strategy statement: Idsall School 2017 - 2018

1. Summary information					
School	Idsall School				
Academic Year	2017/18	Total PP budget (updated 31st January 2018)		Date of most recent PP Review	Internal review – December 2016
		FSM / Ever6	£131,835		External reviews – challenging Education December 2016 and March 2017
		LAC	£26,600		Ofsted June 2017
		SERVICES	£34,200		February 2018
		Catch up funding	£6,379		
		TOTAL	£199,014		
Total number of pupils (year 7 – 11)		Number of pupils eligible for PP		Date for next internal review of this strategy	September 2017
		FSM / Ever6	141		
		LAC	14		
		SERVICES	114		

2. Current attainment				
	<i>Pupils eligible for PP (Idsall school) 2015 / 2016</i>	<i>Pupils not eligible for PP (national average) 2015 / 2016</i>	<i>Pupils eligible for PP (Idsall school) 2016 / 2017</i>	<i>Pupils not eligible for PP (national average) 2016 / 2017</i>
% achieving 5A* - C incl. EM	30%	63% (2015)	37%	
Progress 8 English	-1.05	Not available	+0.42	
Progress 8 Maths	-0.49	Not available	-0.37	
Progress 8 score average	-0.74	Not available	-0.31	
Attainment 8 score English	4.19	Not available	10.73	
Attainment 8 score Maths	4.30	Not available	8.13	
Attainment 8 score average	4.18	Not available	42.38	

3. Barriers to future attainment		
In-school barriers		
A.	Behaviour, attendance and aspiration of all PP pupils but particularly LAC and the hardest to reach students.	
B.	Literacy skills entering Year 7, which prevents PP students from making good progress in Year 7 and in subsequent years. ARP all in Years 7, 8 and 9. Whole school literacy focus. Reading in all classes / developing extended writing / orange highlighting	
C.	Mathematical skills.	
D.	Science skills.	
E.	Consistently good teaching and learning – challenge / cover supervisor / setting / education endowment strategies (feedback / metacognition)	
F.	Consistently good feedback and response to that feedback – sharing good practice / work scrutiny followed by immediate qualitative and quantitative feedback with action shared and monitored for improvement	
G.	Appraisal targets focusing on school priorities / follow ups needed after data drops / data apprentice providing required data	
H.	FFT targets creating a gap between DA and non DA / uplifting as per RADY project	
I.	Year 7 pupils drop in progress after first data drop. Transition. PP Champion Year 7	
External barriers (issues which also require action outside school, such as low attendance rates)		
J	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 95% and below the average for non PP pupils (96%). This reduces their school hours and causes them to fall behind on average. Persistent absence rates were also at 22% in April – improved from 33% in 2015 2016 but they still need to improve	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved behaviour, attendance and aspiration of all PP pupils but particularly LAC and the hardest to reach students.	Reduction in internal exclusions from 34% to 15% Reduction in external exclusions from 28% to 15% Improve in attendance from 93 to 95% Reduction in persistent absentees from 22% to below 15% PP Champions to facilitate: NCS opportunities communicated to all students with DA students being paid for 3 visits completed with career / education links to apprenticeships, universities, career opportunities Sky Sports Living for Sport using previous participants as ambassadors / mentors John Egging Trust initiative for Year 7s and 8s
B.	Improved progress in literacy for Key Stage 3 pupils eligible for PP.	Literacy levels of all pupils eligible for PP to be scrutinised and progress made where below NRSS

		ARP system is consistently applied to all KS3 students
C.	Improved progress of those eligible for PP in maths.	Catch-up pupils to improve individual scaled SATS scores on a case by case basis Data drops show improvements for each student on the mentoring programme
D.	Improved progress of those eligible for PP in science.	Data drops show improvements for each student on the mentoring programme
E.	Consistently good teaching and learning –	All teaching is at least good Work scrutiny judgements are all at least good by the end the academic year Strategies embedded and inherent in learning observations
F.	Consistently good feedback and response to that feedback	Work scrutiny judgements are all at least good by the end the academic year
G.	All staff collectively focusing on school priorities	Improved DA progress in all year groups. Gap between DA and non DA students closes
H.	All PP students are challenged with uplifted targets	Improved DA progress in all year groups. Gap between DA and non DA students closes
I.	Ensure progress is made by Year 7 students	Gap between progress made by DA and Non DA students to close and remain consistent throughout the year
J.	Improved attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves to 95% Persistent absence improves to 15%

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved progress in literacy for Key Stage 3 pupils eligible for PP.	<p>Further staff CPD on ARP including how to scrutinise the analysis system ARP for all students in KS3</p> <p>PP standing agenda item in every dept developmental meeting</p> <p>To discuss current attainment, ATL, progress, intervention, sharing good practice, literacy level improvements</p> <p>Following feedback progress meetings SLT and HoD identify underperforming groups/PP students and instruct further meeting with HoD and teacher to identify strategies for intervention</p> <p>SLT/HoD instruct T&L lead to support teachers with underperforming classes</p> <p>Learning walks target highest underperformers Share intervention strategies with all staff. DA Sharing Good Practice Facilitator employed to allow all staff to share good practice Increase department meeting time</p> <p>English tutor (backwards / forwards tutoring)</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>Regular reminders, sharing good practice and challenge is required to ensure PP students' progress in line with non PP students</p>	<p>Data tracking of these students to show impact of the programme. ARP / PP coordinator to liaise with parents of targeted children. Scrutinise entry data for all PP students in all year groups.</p> <p>Scrutinise dept minutes</p> <p>Focus on disadvantaged students in lesson obs</p>	ND / ES / RT	<p>December, March and July 17</p> <p>In LMM, feedback meetings to SLT</p> <p>Review progress after data entry points. Individual teacher meeting where underperformance is highlighted</p>

<p>C. Improved progress of those eligible for PP in maths.</p>	<p>PP standing agenda item in every dept meeting</p> <p>To discuss current attainment, ATL, progress, intervention, sharing good practice, literacy level improvements</p> <p>Following feedback progress meetings SLT and HoD identify underperforming groups/PP students and instruct further meeting with HoD and teacher to identify strategies for intervention</p> <p>SLT/HoD instruct T&L lead to support teachers with underperforming classes</p> <p>Learning walks target highest underperformers</p> <p>Share intervention strategies with all staff. DA Sharing Good Practice Facilitator employed to allow all staff to share good practice</p> <p>Increase department meeting time</p> <p>Maths mentor working with small groups to improve progress</p>	<p>Regular reminders, sharing good practice and challenge is required to ensure PP students' progress in line with non PP students</p>	<p>Scrutinise dept minutes</p> <p>Focus on disadvantaged students in lesson obs</p>	<p>JAL/ES/RT</p>	<p>In LMM, feedback meetings to SLT</p> <p>Review progress after data entry points. Individual teacher meeting where underperformance is highlighted</p>
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<p>D. Improved progress of those eligible for PP in science.</p>	<p>PP standing agenda item in every dept meeting</p> <p>To discuss current attainment, ATL, progress, intervention, sharing good practice, literacy level improvements</p> <p>Following feedback progress meetings SLT and HoD identify underperforming groups/PP students and instruct further meeting with HoD and teacher to identify strategies for intervention</p> <p>SLT/HoD instruct T&L lead to support teachers with underperforming classes</p> <p>Learning walks target highest underperformers</p> <p>Share intervention strategies with all staff. DA Sharing Good Practice Facilitator employed to allow all staff to share good practice</p> <p>Increase department meeting time</p> <p>Science mentor to work with small groups to improve progress</p>	<p>Regular reminders, sharing good practice and challenge is required to ensure PP students' progress in line with non PP students</p>	<p>Scrutinise dept minutes</p> <p>Focus on disadvantaged students in lesson obs</p>	<p>MM/ES/RT</p>	<p>In LMM, feedback meetings to SLT</p> <p>Review progress after data entry points. Individual teacher meeting where underperformance is highlighted</p>
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<p>E. Consistently good teaching and learning –</p>	<p>Increase department development time Each department set up a sharing good practice schedule Implement learning walk strategy – developmental opportunities. Utilise DA Sharing Good Practice Facilitator to allow in-subject and cross curricular observation of the best teachers Staff briefings to concentrate on sharing good practice Implementation of Education Endowment strategies</p> <p>Reinforce mark DA work first every time. Reinforce DA progress at the top of departmental agendas</p> <p>Utilise appropriate courses for staff to improve teaching and learning</p>	<p>Good teaching and learning for all pupils will lead to good progress</p>	<p>Learning walks, lessons observations, appraisals</p>	<p>RT</p>	<p>Lesson observation analysis Learning walk discussions and analysis at SLT</p>
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<p>F. Consistently good feedback and response to that feedback</p>	<p>Reinforce use of PLCs, DTT, giving high quality feedback, and how to ensure students respond effectively to quality feedback to be delivered</p>	<p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Training selected using evidence of effectiveness. Use INSET days to deliver training. Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.</p>	<p>RT</p>	<p>Lesson observation analysis Learning walk discussions and analysis at SLT</p>
<p>Total budgeted cost</p>					<p>ARP - £5000 TLRs - £11000 DA Sharing Good Practice Facilitator - £18,000 Science mentor - £7000 English tutor - £25,000 Maths Mentor - £16,000 Cost of courses £7500 Total – £89500</p>

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	When will you review implementation?
A & J. Improved behaviour, attendance and aspiration of all PP pupils but particularly the hardest to reach students.	<p>Scrutinise LAC strategy and consider employing a member of staff to intervene and help with underperformance in core subjects as a priority. Employ 3 PP Champions to challenge and inspire all students in Year 7, 8 & 9 and 10 & 11. Focus initially on attendance and behaviour as well as arranging aspirational activities:</p> <ul style="list-style-type: none"> • Arrange NCS assembly and pay for PP students to attend • Arrange visits to apprenticeship show for students in Year 10 and 11 • LK Arrange visits to skills show in November for Year 9s • SB – Sky Sports Living for Sport (SSLfS) reintroduction for highlighted PP students – concentrating on leadership. • Arrange university visits • Arrange for 2 John Egging Trust cohorts from Year 7 and 8 <p>Implement positive reinforcement of behaviour strategy</p> <p>Pay for uniform / equipment / music lessons / trips / visits / revision guides / rewards / transport / PP Champs resources</p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils	<p>Regular meetings Attendance checks Scrutinise data drops</p> <p>Thorough briefing of staff Share PPAP information with staff where relevant Regular updates for LfS Evaluate take up of each activity Evaluate behaviour improvements of students involved</p> <p>Ensure identification of pupils is fair, transparent and properly recorded. Use PP Champions to engage with parents before intervention begins. Monitor behaviour but also whether improvements in behaviour translate into improved attainment.</p> <p>Individual teacher meeting where underperformance is highlighted</p>	ES CC (LAC)	<p>Weekly attendance checks</p> <p>In LMM and feedback meetings to SLT</p> <p>Review progress after data entry points. December, March and July 17</p>

<p>I. Ensure progress is made by Year 7 students</p>	<p>Employ a Year 7 PP Champion who along with New Year 7 learning manager, AHoDs in English and maths to develop working relationship with feeder primary schools to ascertain pupil ability, attitude to learning and barriers to learning before new year 7 cohort arrive.</p> <p>Maths mentor English tutor Science mentor</p> <p>All working with underperforming pupils immediately in September</p>	<p>Understand capabilities, intervention requirements as soon as they arrive in September. Any intervention can be put in place immediately.</p>	<p>Regular meetings Attendance checks Scrutinise data drops</p> <p>Thorough briefing of staff Share PPAP information with staff</p>	<p>ES</p>	<p>DA discussion at departmental development meetings. Causes for concern discussed and actioned Review progress after data entry points. December, March and July 17 Discussions in pastoral strategic meetings</p>
<p>Total budgeted cost</p>					<p>£22,000 LAC champion £66,000 PP Champions £12,000 uniform / equipment / music lessons / trips / visits / revision guides / rewards / transport / PP Champs resources Total £100,000</p>

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	When will you review implementation?
G. All staff collectively focusing on school priorities	Appraisal targets to include one target related to whole school priorities – from DA and HPA boys	All staff will concentrate consistently on either DA or HPA boys	Scrutiny of PM targets	RT	Review progress after data entry points. Individual teacher meeting where underperformance is highlighted Lesson observations Results 2018
H. All PP students are challenged with uplifted targets	Follow the RADY project strategy of uplifting target for DA pupils Data management team to ensure 4Matrix is populated for all year groups with FFT 20 predictions. SIMS to be used for attendance tracking	An evaluation of projected progress for all DA in all year groups shows that a gap will exist if all students achieve their targets. Uplifting the targets of DA students will raise challenge levels and aspiration and intervention will be put in place earlier	Will be ready for first data drop	DC	Review of data drops Review of intervention Review of list for tutoring
Total budgeted cost					£7200 (data apprentice)

6. Review of expenditure

Previous Academic Year 2016/17	Income £186,135 Expenditure £180,135	
	FSM	141 £131,835
	LAC	9 £17,100
	SERVICES	124 £37,200
	TOTAL	274 £186,135

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: (2016 – 17) Year groups	Lessons learned	Cost
<p>High levels of progress in literacy for Year 7 pupils eligible for PP Literacy levels of other pupils eligible for PP to be scrutinised and progress made where below NA ARP system is consistently applied (quizzes) to all KS3 students in sets 3 and 4</p> <p>Improved progress of Year 11 DA pupils</p>	<p>Further staff CPD on ARP including how to scrutinise the analysis system ARP for all students in Sets 3 and 4. All 'Catch up' students are in Set 3 or 4.</p> <p>Progress English Tests to be conducted on current year 11 pupils underperforming</p>	<p>As of May 2017 in Accelerated Reader: Quizzes passed: 2710 (PP: 447) Quizzes taken: 3504 (PP: 564)</p> <p>Quiz pass rate: 77.3% (PP: 79.3%)</p> <p>PP students were more successful on AR than non-PP- this demonstrates teachers' focus on supporting PP students in their AR lessons</p> <p>Progress 8 score in English = +0.42</p>	<p>Leadership, management and analysis of ARP programme improved last year</p> <p>More books need to be available next year so all students can access the programme. Books need to be available on classrooms so library usage does not hinder access to books Carry forward from last year has been used to purchase the required books. Books will now be available in every English classroom.</p> <p>Progress tests were trialled, contained interesting information but had little impact as it was a one-off test unrelated to the GCSE. These could be used as an extra piece of data to track progress, but it requires a longer trial (i.e. test a cohort at the end of Year 7 and Year 8 to compare to English teacher grade and STAR reading scores), but there are large costs involved</p>	<p>ARP programme = 500</p> <p>Books = £22,000</p>

<p>E. Improved progress of those eligible for PP in English.</p>	<p>PP standing agenda item in every dept meeting</p> <p>To discuss current attainment, ATL, progress, intervention, sharing good practice, literacy level improvements</p> <p>Amend lesson obs form to observe DA support</p>	<p>English (Summer)</p> <table border="1"> <thead> <tr> <th>FFT</th> <th>50 / 20</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Yr7 =</td> <td>43.0 / 45.2</td> <td>43.54</td> </tr> <tr> <td>Yr8 =</td> <td>43.4 / 44.7</td> <td>42.73</td> </tr> <tr> <td>Yr9 =</td> <td>43.7 / 45.3</td> <td>44.07</td> </tr> <tr> <td>Yr10=</td> <td>41.7 / 42.3</td> <td>39.78</td> </tr> <tr> <td>Yr11=</td> <td>41.7 / 43.7</td> <td>44</td> </tr> </tbody> </table> <p>Progress 8 score in English = +0.42</p>	FFT	50 / 20	APS	Yr7 =	43.0 / 45.2	43.54	Yr8 =	43.4 / 44.7	42.73	Yr9 =	43.7 / 45.3	44.07	Yr10=	41.7 / 42.3	39.78	Yr11=	41.7 / 43.7	44	<p>Excellent progress seen in English. (+0.42 from -1.07 in 2015 / 16) Tutoring was aligned to teaching schemes of work. Tutors and teachers worked together.</p>	
FFT	50 / 20	APS																				
Yr7 =	43.0 / 45.2	43.54																				
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Yr11=	41.7 / 43.7	44																				
<p>F. Improved progress of those eligible for PP in Maths.</p>	<p>Following feedback progress meetings SLT and HoD identify underperforming groups/PP students and instruct meeting with HoD and teacher to identify strategies for intervention</p> <p>SLT/HoD instruct T&L lead to support teachers with underperforming classes</p>	<p>Maths (Summer)</p> <table border="1"> <thead> <tr> <th>FFT</th> <th>50 / 20</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>41.6 / 43.8</td> <td>45.85</td> </tr> <tr> <td>Yr8</td> <td>41.4 / 43.8</td> <td>44.96</td> </tr> <tr> <td>Yr9</td> <td>41.0 / 43.8</td> <td>41.5</td> </tr> <tr> <td>Yr 10</td> <td>38.2 / 40.7</td> <td>39.33</td> </tr> <tr> <td>Yr 11</td> <td>41.01/43.29</td> <td>37.73</td> </tr> </tbody> </table> <p>Progress 8 score in Maths = -0.37</p>	FFT	50 / 20	APS	Yr7	41.6 / 43.8	45.85	Yr8	41.4 / 43.8	44.96	Yr9	41.0 / 43.8	41.5	Yr 10	38.2 / 40.7	39.33	Yr 11	41.01/43.29	37.73	<p>Maths progress improved from -0.5 in 2015 2016 but is still below expectation. Tutoring will be scrutinised more often and tests put in place with quantifiable outcomes. Where underperformance is highlighted changes will occur in the tutoring process.</p>	
FFT	50 / 20	APS																				
Yr7	41.6 / 43.8	45.85																				
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Yr 10	38.2 / 40.7	39.33																				
Yr 11	41.01/43.29	37.73																				
<p>G. Improve progress of those eligible for PP in 'other' subjects</p>	<p>Learning walks target highest underperformers</p> <p>Share intervention strategies with all staff</p> <p>Provide year 10 students with resources for English, Maths and Science and identified students in certain subjects when requested by HoDs.</p>	<p>Disadvantaged (Summer)</p> <table border="1"> <thead> <tr> <th>FFT</th> <th>50 / 20</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Yr7 =</td> <td>43.0 / 45.2</td> <td>43.54</td> </tr> <tr> <td>Yr8 =</td> <td>43.4 / 44.7</td> <td>42.73</td> </tr> <tr> <td>Yr9 =</td> <td>43.7 / 45.3</td> <td>44.07</td> </tr> <tr> <td>Yr10=</td> <td>41.7 / 42.3</td> <td>39.78</td> </tr> <tr> <td>Yr11=</td> <td>41.7 / 43.7</td> <td>44</td> </tr> </tbody> </table> <p>Overall Progress 8 score = -0.31</p> <p>Overall Progress 8 English Bacc slots= -0.23</p> <p>Overall Progress 8 Open slots= -0.82</p>	FFT	50 / 20	APS	Yr7 =	43.0 / 45.2	43.54	Yr8 =	43.4 / 44.7	42.73	Yr9 =	43.7 / 45.3	44.07	Yr10=	41.7 / 42.3	39.78	Yr11=	41.7 / 43.7	44	<p>Overall Progress 8 improved from -0.75 in 2015 /2016 to -0.31 but is still below expectation.</p> <p>Overall Progress 8 in English Bacc slots improved from -0.64 in 2015 /2016 to -0.23 but is still below expectation.</p> <p>Overall Progress 8 in Open slots showed no improvement (-0.83 in 2015 /2016 to -0.82)</p> <p>We must ensure we scrutinise T&L and intervention in all subjects and not concentrate mostly on English, Maths and science.</p>	<p>Revision / Textbook costs = £5500</p>
FFT	50 / 20	APS																				
Yr7 =	43.0 / 45.2	43.54																				
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<p>E. Improved progress of those eligible for PP in English.</p> <p>F. Improved progress of those eligible for PP in Maths.</p> <p>G. Improve progress of those eligible for PP in 'other' subjects</p>	<ul style="list-style-type: none"> • Staff involved in a review of provision • Share PP list every half term. • PP list available 'at the click of a button' on SIMS • Sub groups available on 4Matrix for easy access to progress information. • Share mentoring cohort list every half term. Communicate mentoring reasons every half term • Mentors email subject staff requesting positive and areas for improvement comments every fortnight. • Staff to complete mentor information sheet and pass to mentors • Request ATL updates from all staff every half term • Attempt to have full dept coverage at RAT • Staff priority twilight November 8th 			
<p>E. Ensure staff understanding of PLCs, DTT, giving effective feedback and ensure quality student responses and using this for intervention to ensure immediate progress</p>	<p>Staff training on PLCs, DTT, giving high quality feedback, and how to ensure students respond effectively to quality feedback to be delivered by ES.</p>			

ii. Targeted support

Desired outcome	Chosen action/approach	Impact: 2017 data	Lessons learned	Cost																																																				
<p>A. Improve student aspiration of the hardest to reach students Improve attitude to learning of identified Year 10 and 11</p>	<ul style="list-style-type: none"> • Arrange for a small cohort of Year 11 to work in the skills centre. • Arrange NCS assembly and pay for PP students to attend • Arrange Army College presentation for Year 10 and 11 • Arrange visits to apprenticeship show for students in Year 10 and 11 • POC Arrange visits to skills show in November • SB - Living for Sport (LFS) reintroduction for highlighted PP students – concentrating on leadership • Role Models within school to talk to PP students • ES / GS / AC / to trial in lesson competitions to attempt to motivate boys. • Arrange university visits in January • Identify a targeted behaviour intervention for identified students • Obtain 6 weekly ATL comments from all staff 	<p>Sumer data entry</p> <table border="1"> <thead> <tr> <th>FFT</th> <th>50 / 20</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>50.1 / 55.9</td> <td>55.73</td> </tr> <tr> <td>Yr8</td> <td>49.7 / 51.7</td> <td>53.96</td> </tr> <tr> <td>Yr9</td> <td>48.9 / 52.8</td> <td>53.72</td> </tr> <tr> <td>Yr10</td> <td>41.9 / 44.5</td> <td>41.66</td> </tr> <tr> <td>Yr11</td> <td>42.8 / 46.8</td> <td>42.48</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>7 Other</td> <td>60.87</td> </tr> <tr> <td>8 Other</td> <td>58.11</td> </tr> <tr> <td>9 Other</td> <td>58.08</td> </tr> <tr> <td>10 Other</td> <td>51.17</td> </tr> <tr> <td>11 Other</td> <td>48.16</td> </tr> </tbody> </table> <p>DA / Non DA gap</p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3.9</td> <td>6↑</td> <td>5.14↓</td> </tr> <tr> <td>8</td> <td>2.8</td> <td>3.6 ↑</td> <td>4.15↑</td> </tr> <tr> <td>9</td> <td>4.6</td> <td>2.6 ↓</td> <td>4.36↑</td> </tr> <tr> <td>10</td> <td>10.1</td> <td>9.3 ↓</td> <td>9.51↑</td> </tr> <tr> <td>11</td> <td>6.7</td> <td>6.7</td> <td>5.68↓</td> </tr> </tbody> </table> <p>Year 7s are performing above FFT 50 and very close to FFT 20 Year 8s and 9s are performing above FFT 20 Year 10 and Year 11 are slightly below FFT The gaps between DA and Non DA are still a cause for concern</p>	FFT	50 / 20	APS	Yr7	50.1 / 55.9	55.73	Yr8	49.7 / 51.7	53.96	Yr9	48.9 / 52.8	53.72	Yr10	41.9 / 44.5	41.66	Yr11	42.8 / 46.8	42.48	7 Other	60.87	8 Other	58.11	9 Other	58.08	10 Other	51.17	11 Other	48.16		Term 1	Term 2	Term 3	7	3.9	6↑	5.14↓	8	2.8	3.6 ↑	4.15↑	9	4.6	2.6 ↓	4.36↑	10	10.1	9.3 ↓	9.51↑	11	6.7	6.7	5.68↓	<p>All PP students need to be inspired and monitored throughout their time at Idsall School. Waiting until KS4 is too late for some of our students. 3 PP Champions will be employed to concentrate on specific Year groups.</p>	
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11 Other	48.16																																																							
	Term 1	Term 2	Term 3																																																					
7	3.9	6↑	5.14↓																																																					
8	2.8	3.6 ↑	4.15↑																																																					
9	4.6	2.6 ↓	4.36↑																																																					
10	10.1	9.3 ↓	9.51↑																																																					
11	6.7	6.7	5.68↓																																																					

<p>E. Improved progress of those eligible for PP in English. (including pupils eligible for 'Catch Up')</p> <p>F. Improved progress of those eligible for PP in Maths. (including pupils eligible for 'Catch Up')</p>	<p>Weekly small group sessions in maths and English for all underperforming pupils with dedicated specialist tutors. English tutoring to concentrate on improving literacy. Maths tutoring programme to work on skills required for current topics in current SofW as well as fusing PLCs from previous topics</p> <p>In lesson mentoring provided for identified pupils in English, Maths and Science</p> <p>Weekly session 6 intervention classes in English and Maths for underperforming PP students</p>	<p>English (Summer data)</p> <p>FFT 50 / 20 APS</p> <p>Yr7 = 43.0 / 45.2 43.54</p> <p>Yr8 = 43.4 / 44.7 42.73</p> <p>Yr9 = 43.7 / 45.3 44.07</p> <p>Yr10 = 41.7 / 42.3 39.78</p> <p>Yr11 = 41.7 / 43.7 44</p> <p>Maths (Summer data)</p> <p>FFT 50 / 20 APS</p> <p>Yr7 41.6 / 43.8 45.85</p> <p>Yr8 41.4 / 43.8 44.96</p> <p>Yr9 41.0 / 43.8 41.5</p> <p>Yr 10 38.2 / 40.7 39.33</p> <p>Yr 11 41.01/43.29 37.73</p>		<p>£57000 – tutoring</p> <p>£24,000 – mentoring</p> <p>£2500 resources for tutoring</p> <p>£9000 AHOD</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
C. data to be easily accessible for staff to track the progress and attendance of every pupil eligible for PP	Data management team to ensure 4Matrix is populated for all year groups with FFT 20 predictions. SIMS to be used for attendance tracking	Attendance improved from 91% to 93% Persistent absence improved from 33% to 22%	Data in all forms must be easily accessed. Need to utilise capabilities of SIMS.	£2800 (cost of apprentice)
I. Improved attendance rates for pupils eligible for PP.	SIMS training for assertive mentors and learning managers to access attendance data for every PP student Assertive mentors to monitor pupils and follow up quickly on absences. First day response provision.	Attendance improved from 91% to 93% Persistent absence improved from 33% to 22%	Maintain intervention for attendance and persistent absenteeism through PP Champions	Assertive mentors £50,000

<p>j. Improve parental engagement and in school support of the hardest to reach PP pupils</p>	<ul style="list-style-type: none"> • Set up PPAP meetings with Year 7,8,9 and 10 parents – discuss barriers, provision of resources, support, equipment, aspirations • Mentors contact parents weekly • Tutors / teachers / learning managers / SLT initiate contact with parents when relevant, for both praise and underperformance • Survey parents about their views and the education of their children. 	<p>Phone calls made home to invite in for parents evenings. Some parents attended parents evenings and revision evenings that did not originally sign up.</p>	<p>Continue to ring all PP parents for any parents' evening throughout the year. Need to ensure that we offer transport to parents for evening events. PP Champions to be employed to be first contact with parents as time not available for individual PPAP meetings</p>	
<p>H. Improved options choices for all pupils eligible for PP</p>	<ul style="list-style-type: none"> • Discuss options process with students. • Evaluate options process and decide whether it is fit for purpose for our DA students and the experiences / skills they need / desire • Implement any action deemed necessary for future cohorts 		<p>Giving the hardest to reach students opportunities to participate in activities that they are interested in is a useful intervention. Our options process needs to be looked at and subjects included that are within the DfE requirements but that engage and inspire our students.</p>	

<p>Access to trips and visits music lessons, uniform and PE kit where appropriate</p>			<p>Track which students are receiving these interventions and evaluate impact on their progress Must communicate the possibilities to all PP parents and pupils. PP Champions to be employed to carry this out</p>	<p>Music = £2335 Trips / visits / uniform / PE kit = £4500</p>
			<p>Overall total</p>	<p>£180,135</p>

7. Additional detail

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