

# Pupil premium strategy statement: Idsall School 2016 - 2017

1. Summary information					
<b>School</b>	Idsall School				
<b>Academic Year</b>	2016/17	<b>Total PP budget (including Catch Up)</b>		<b>Date of most recent PP Review</b>	September 2016
		<b>FSM</b>	£138,380		
		<b>LAC</b>	£13,300		
		<b>SERVICES</b>	£39,000		
		<b>CARRY FORWARD FROM 2015/16 TO PURCHASE NEW ARP BOOKS</b>			
			£15,344		
		<b>TOTAL</b>	£206,024		
<b>Total number of pupils (year 7 – 11)</b>	1065	<b>Number of pupils eligible for PP</b>	148	<b>Date for next internal review of this strategy</b>	December 2017
		<b>Number eligible for Catch Up funding</b>			
		<b>FSM</b>	148		
		<b>LAC</b>	7		
		<b>SERVICES</b>	130		
		<b>CATCH UP STUDENTS</b>	13		

<b>2. Current attainment</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5A* - C incl. EM</b>	30%	63% (2015)
<b>Progress 8 English</b>	<b>-1.05</b>	Not available
<b>Progress 8 Maths</b>	<b>-0.49</b>	Not available
<b>Progress 8 score average</b>	-0.74	Not available
<b>Attainment 8 score English</b>	4.19	Not available
<b>Attainment 8 score Maths</b>	4.30	Not available
<b>Attainment 8 score average</b>	4.18	Not available

<b>3. Barriers to future attainment</b>		
<b>In-school barriers – all data relates to start of academic year 2016/17</b>		
<b>A.</b>	Behaviour and aspiration of the hardest to reach students. The attitude to learning and the additional support given to a small group of PP students (hardest to reach) has had a detrimental effect on the overall progress of PP students.	
<b>B.</b>	Literacy skills entering Year 7, which prevents PP students from making good progress in Year 7 and in subsequent years.	
<b>C.</b>	KS3 data has not been easily accessible for staff to track the progress of every child.	
<b>D.</b>	Students responding to effective feedback and staff using this for immediate intervention and therefore improving progress rather than waiting until it is too late – all teaching	
<b>E.</b>	Current progress of those eligible for PP in English is improving but still not in line with others. Year 10 PP (43.44) non PP is (44.90). Year 9 PP (42.22), non PP(44.20), Yr8(43.79).non PP(45.02), Yr7 PP(43.39), non PP(44.44)	
<b>F.</b>	Current progress of those eligible for PP in Maths is improving but still not in line with others. Year 10 PP (41.56) non PP is (44.63). Year 9 PP (38.30), non PP(42.81), Yr8(43.93).non PP(45.58), Yr7 PP(47.33), non PP(47.71)	
<b>G.</b>	Current progress of those eligible for PP in all subjects compared to non PP students. Year 10 PP (45.71) non PP is (49.78). Year 9 PP (48.33), non PP(54.73), Yr8(54.52).non PP(57.48), Yr7 PP(53.69), non PP(54.83)	
<b>H.</b>	Options process currently limits choices and are 'switching off' some of our hard to reach students – English Lit is currently used as third open option in progress 8 which can limit overall progress	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>I.</b>	Attendance rates for pupils eligible for PP are 92.2% (below the target for all children of 95% and below the average for non PP pupils (96.5%). This reduces their school hours and causes them to fall behind on average. Persistent absence rates were also at 33% in school -attendance data tracking system not utilised effectively	
<b>J.</b>	Parental aspirations, engagement, support and academic capabilities for some of the hardest to reach PP students	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve student aspiration of the hardest to reach students Improve attitude to learning of identified Year 10 and 11.	NCS opportunities communicated to all students with DA students being paid for. 3 career links to apprenticeship show, a university and a different career opportunity Set up behaviour mentoring support Set up Sky Sports Living for Sport Overall 90% of attitude to learning responses from staff for PP students are B or better Arrange for a small cohort of Year 11 to work in the skills centre. completed
<b>B.</b>	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 4&5 – develop to all sets for next year.	All PP students reading ages to improve on average by 1 year from start of academic year. This will be evidenced using accelerated reader assessments.

<b>C.</b>	KS3 data to be easily accessible for staff to track the progress of every pupil eligible for PP	4 matrix adjusted to KS3 Staff to be using GCSE grades for data entry of CWA grades																																																																																
<b>D.</b>	Ensure staff understanding of PLCs, DTT, giving effective feedback and ensure quality student responses and using this for intervention to ensure immediate progress	Improved intervention by classroom teacher – evidenced through lesson obs/work scrutiny – Positive feedback from students through questionnaires. PLC staff training delivered																																																																																
<b>E.</b>	Improved progress of those eligible for PP in English.	<p>All outcomes for PP students in English to be between FFT50 and FFT20 targets</p> <table border="1" data-bbox="1509 411 2011 528"> <thead> <tr> <th>Year 7</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>43.0</td> <td>45.2</td> <td></td> </tr> <tr> <td>Other</td> <td>45.8</td> <td>47.5</td> <td></td> </tr> <tr> <td>Gap</td> <td>2.8</td> <td>2.3</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 555 2011 671"> <thead> <tr> <th>Year 8</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>43.4</td> <td>44.7</td> <td></td> </tr> <tr> <td>Other</td> <td>44.9</td> <td>46.1</td> <td></td> </tr> <tr> <td>Gap</td> <td>1.5</td> <td>1.4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 699 2011 815"> <thead> <tr> <th>Year 9</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>43.7</td> <td>45.2</td> <td></td> </tr> <tr> <td>Other</td> <td>45.0</td> <td>46.6</td> <td></td> </tr> <tr> <td>Gap</td> <td>1.3</td> <td>1.4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 842 2011 959"> <thead> <tr> <th>Year 10</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>41.7</td> <td>42.3</td> <td></td> </tr> <tr> <td>Other</td> <td>43.6</td> <td>44.7</td> <td></td> </tr> <tr> <td>Gap</td> <td>1.9</td> <td>2.4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 986 2011 1102"> <thead> <tr> <th>Year 11</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>41.7</td> <td>43.7</td> <td></td> </tr> <tr> <td>Other</td> <td>44.0</td> <td>45.5</td> <td></td> </tr> <tr> <td>Gap</td> <td>2.3</td> <td>1.8</td> <td></td> </tr> </tbody> </table>	Year 7	FFT 50	FFT 20	Prediction	DA	43.0	45.2		Other	45.8	47.5		Gap	2.8	2.3		Year 8	FFT 50	FFT 20	Prediction	DA	43.4	44.7		Other	44.9	46.1		Gap	1.5	1.4		Year 9	FFT 50	FFT 20	Prediction	DA	43.7	45.2		Other	45.0	46.6		Gap	1.3	1.4		Year 10	FFT 50	FFT 20	Prediction	DA	41.7	42.3		Other	43.6	44.7		Gap	1.9	2.4		Year 11	FFT 50	FFT 20	Prediction	DA	41.7	43.7		Other	44.0	45.5		Gap	2.3	1.8	
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**F.** Improved progress of those eligible for PP in maths.

All outcomes for PP students in Maths to be between FFT50 and FFT20 targets

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DA	43.9	46.7	
Other	46.4	48.5	
Gap	2.5	1.8	

Year 8	FFT 50	FFT 20	Prediction
DA	44.0	46.4	
Other	44.9	46.9	
Gap	0.9	0.5	

Year 9	FFT 50	FFT 20	Prediction
DA	42.9	45.1	
Other	45.3	47.4	
Gap	2.4	2.3	

Year 10	FFT 50	FFT 20	Prediction
DA	41.2	41.8	
Other	43.2	45.3	
Gap	2	3.5	

Year 11	FFT 50	FFT 20	Prediction
DA	41.2	43.7	
Other	44.3	46.2	
Gap	3.1	2.5	

<b>G.</b>	Improved progress of those eligible for PP in ALL subjects.	<p>Outcomes for PP students in other subjects to be between FFT50 and FFT20 targets</p> <table border="1" data-bbox="1509 181 2011 300"> <thead> <tr> <th>Year 7</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>50.1</td> <td>56.0</td> <td></td> </tr> <tr> <td>Other</td> <td>55.6</td> <td>61.0</td> <td></td> </tr> <tr> <td>Gap</td> <td>5.5</td> <td>5</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 328 2011 446"> <thead> <tr> <th>Year 8</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>49.7</td> <td>51.7</td> <td></td> </tr> <tr> <td>Other</td> <td>51.4</td> <td>55.1</td> <td></td> </tr> <tr> <td>Gap</td> <td>1.7</td> <td>3.4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 475 2011 593"> <thead> <tr> <th>Year 9</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>48.9</td> <td>52.8</td> <td></td> </tr> <tr> <td>Other</td> <td>49.9</td> <td>54.2</td> <td></td> </tr> <tr> <td>Gap</td> <td>1</td> <td>1.4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 622 2011 740"> <thead> <tr> <th>Year 10</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>41.9</td> <td>44.5</td> <td></td> </tr> <tr> <td>Other</td> <td>46.8</td> <td>49.8</td> <td></td> </tr> <tr> <td>Gap</td> <td>4.9</td> <td>5.3</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1509 769 2011 887"> <thead> <tr> <th>Year 11</th> <th>FFT 50</th> <th>FFT 20</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>42.8</td> <td>46.8</td> <td></td> </tr> <tr> <td>Other</td> <td>47.4</td> <td>51.3</td> <td></td> </tr> <tr> <td>Gap</td> <td>4.6</td> <td>4.5</td> <td></td> </tr> </tbody> </table>	Year 7	FFT 50	FFT 20	Prediction	DA	50.1	56.0		Other	55.6	61.0		Gap	5.5	5		Year 8	FFT 50	FFT 20	Prediction	DA	49.7	51.7		Other	51.4	55.1		Gap	1.7	3.4		Year 9	FFT 50	FFT 20	Prediction	DA	48.9	52.8		Other	49.9	54.2		Gap	1	1.4		Year 10	FFT 50	FFT 20	Prediction	DA	41.9	44.5		Other	46.8	49.8		Gap	4.9	5.3		Year 11	FFT 50	FFT 20	Prediction	DA	42.8	46.8		Other	47.4	51.3		Gap	4.6	4.5	
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<b>H.</b>	Improved options choices for all pupils eligible for PP	Students are studying subjects that engage and inspire but still fulfil P8 requirements – review option process and curriculum offer.																																																																																
<b>I.</b>	Improved attendance rates for pupils eligible for PP.	<p>All key staff can use SIMs system to track PP attendance Attendance is tracked weekly by LMs, Karen Flynn and assertive mentors</p> <p>Overall attendance among pupils eligible for PP improves from 92.5% to 94%. Persistent absence improves from 33% to 20%</p>																																																																																
<b>J.</b>	Improved parental aspiration, engagement and in school support for some of the hardest to reach PP students	Regular communication with parents. Weekly for those with attendance below 90% and fortnightly for those under 95% Improvement in A8 of the hardest to reach pupils eligible for PP. Monitor closely the 10 least performing PP students and on average improve their A8 score by 5 points during Yr11																																																																																

## 5. Planned expenditure

Academic year

2016/17

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?
<p>B. 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 4&amp;5 – develop to all sets for next year.</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>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>Chosen as the results will give us further information about each student to allow effective intervention</p>	<p>Sets 3 and 4 students have 1 extra hour built into their timetable for an extra English ARP lesson                      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 and instigate ARP for all below NA on entry                      Data tracking of these students to show impact of the programme.</p>	<p>ND</p>	<p>December, March and July 17</p>

<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. Improved progress of those eligible for PP in ALL subjects.</p>	<p>PP FIRST 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>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&amp;L lead to support teachers with underperforming classes</p> <p>Learning walks target highest underperformers</p> <p>Share intervention strategies with all staff</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>Attend Eng/Maths and Science Dept meeting</p> <p>Focus on disadvantaged students in lesson obs</p>	<p>ES/RT</p>	<p>In LMM, feedback meetings to SLT</p> <p>Review implementation at next round of data input – Jan – and bring actions and outcomes implemented with individual teachers to that meeting</p> <p>Review progress after data entry points</p>
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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. Improved progress of those eligible for PP in ALL subjects.</p>	<ul style="list-style-type: none"> <li>• Staff involved in a review of provision</li> <li>• Share PP list every half term.</li> <li>• PP list available 'at the click of a button' on SIMS</li> <li>• Sub groups available on 4Matrix for easy access to progress information.</li> <li>• Share mentoring cohort list every half term. Communicate mentoring reasons every half term</li> <li>• Mentors email subject staff requesting positives and areas for improvement comments every fortnight.</li> <li>• Staff to complete mentor information sheet and pass to mentors</li> <li>• Request ATL updates from all staff every half term</li> <li>• Attempt to have full dept coverage at RAT</li> <li>• Staff priority twilight November 8th</li> </ul>	<p>Student survey findings suggest they are happy with mentoring process but outcomes are not consistent with this. Mentors and staff need to share students' information regularly in order for the process to be effective. Staff have requested more regular information.</p>	<p>Thorough briefing of staff and regular updates 6 weekly ATL data collection Discussions about all PP students at RAT Compare student data with progress information and staff communication with mentors. Expectation would be increased communication with parents for lowest underperformers Fortnightly meetings with mentors to discuss progress and necessary actions</p>	<p>ES</p>	<p>Every half term</p>
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<p>D. 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>	<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>November, January and July 17</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>ARP £3300 Initial tests £100 ARP books using carry over (£15,344)</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve aspiration of the hardest to reach students Improve attitude to learning of identified Year 10 and 11.	<ul style="list-style-type: none"> <li>• Arrange for a small cohort of Year 11 to work in the skills centre.</li> <li>• Arrange NCS assembly and pay for PP students to attend</li> <li>• Arrange Army College presentation for Year 10 and 11</li> <li>• Arrange visits to apprenticeship show for students in Year 10 and 11</li> <li>• POC Arrange visits to skills show in November</li> <li>• SB - Living for Sport (Lfs) reintroduction for highlighted PP students – concentrating on leadership</li> <li>• Role Models within school to talk to PP students</li> <li>• ES / GS / AC / to trial in lesson competitions to attempt to motivate boys.</li> <li>• Arrange university visits in January</li> <li>• Identify a targeted behaviour intervention for identified students.</li> <li>• Obtain 6 weekly ATL comments from all staff</li> </ul>	<p>IN PPAP meetings with students and parents in year 11 a small cohort of disaffected boys who are underperforming , not completing homework, misbehaving etc highlighted lack of option choices in year 11 has created resentment and lack of aspiration. These discussions at the end of the summer term also highlighted student aspirations which have led to activity choices and inviting agencies to support us and the students with future career choices and aspirations.</p> <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>	<p>Thorough briefing of staff Share PPAP information with staff 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 assertive mentor to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>ES</p> <p>Learning Managers</p>	<p>Every half term</p> <p>Every half term</p>

<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>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 using 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>We want to provide extra focused support to maintain high attainment and improve the progress of underperforming students. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as visits to universities.</p>	<p>Mentoring and tutoring programme already established Track data in English and maths at data collection points, November, December, February, April and July Subject leadership teams to observe sessions and provide feedback / support.</p>	<p>Leadership teams in English, maths and science.</p>	<p>November, December, February, April and July Results day</p>
<b>Total budgeted cost</b>					<p>£ 39,826,A/Mentors) 7,839 (TLRs) 32,898(mentors) 48,796 (tutors) 875 (Gary Price), 100 NCS residential, 500 cost of visits 875 Cost of staff to run Living for Sport 1000 for behavioural management support</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. data to be easily accessible for staff to track the progress of every pupil eligible for PP	4Matrix populated for all year groups with FFT 20 predictions.	Tracking can occur for every student in all of their subjects in one place so timely intervention is discussed and put in place	Check data entry information	DC	Every data entry cycle
I. Improved attendance rates for pupils eligible for PP.	SIMS to be used for attendance tracking 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.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Dep Head, EWO, assertive mentors, learning managers and tutors will collaborate to ensure new provision and standard school processes work smoothly together.  Thorough briefing of assertive mentors about existing absence issues. Personalised support and assertive mentor assigned to each PA pupil eligible for PP where attendance is below target or underperforming. Weekly calls home to parents for students below 90% to discuss attendance. Fortnightly calls for those under 95% Letters about attendance to parents / guardians. Feedback to governors	Pupil Premium Coordinator	Mentors review data weekly. 94% attendance for all PP students
J. Improved parental aspiration, engagement and in school support for some of the hardest to reach PP students	<ul style="list-style-type: none"> <li>Set up PPAP meetings with Year 7,8,9 and 10 parents – discuss barriers, provision of resources, support, equipment, aspirations</li> <li>Mentors contact parents weekly</li> <li>Tutors / teachers / learning managers / SLT initiate contact with parents when relevant, for</li> </ul>	Schools, parents and students working together will highlight any issues and be able to support students and parents where necessary		ES	90% of parents attend meetings DC designs simple format for PPAP forms

	<ul style="list-style-type: none"> <li>both praise and underperformance</li> <li>Survey parents about their views and the education of their children.</li> </ul>				
H. Improved options choices for all pupils eligible for PP	<ul style="list-style-type: none"> <li>Discuss options process with students.</li> <li>Evaluate options process and decide whether it is fit for purpose for our DA students and the experiences / skills they need / desire</li> <li>Implement any action deemed necessary for future cohorts</li> </ul>	<p>IN PPAP meetings with students and parents in year 11 a small cohort of disaffected boys who are underperforming, not completing homework, misbehaving etc highlighted lack of option choices in year 10 has created resentment, lack of aspiration and poor attendance.</p> <p>We can't improve attainment for children if they aren't actually attending school. If low attendance is due to disliking subjects then we need to change the process.</p>	Discuss with all stakeholders	DC	Prior to options process for Year 9
<b>Total budgeted cost</b>					<b>£No cost</b>

## 6. Review of expenditure

<b>Previous Academic Year 2015/16</b>	<b>Income £195,305    expenditure £179,961</b>		
	<b>FSM</b>	<b>143</b>	<b>£133,705</b>
	<b>LAC</b>	<b>11</b>	<b>£ 20,900</b>
	<b>SERVICES</b>	<b>114</b>	<b>£ 34,200</b>
	<b>CATCH UP STUDENTS</b>	<b>13</b>	<b>£ 6,500</b>
	<b>TOTAL</b>	<b>281</b>	<b>£195,305</b>

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: (2015 – 16) Year groups</b>	<b>Lessons learned</b>	<b>Cost</b>
Improve progress of PP students across the curriculum in all year groups	Staff CPD on effective feedback	Impact measured for all children not just PP. A8 scores;  Year 7 PP (53.69), non PP(54.83)  Year 8 PP (54.52).non PP(57.48  Year 9 PP (48.33), non PP(54.73),  Year 10 PP (45.71) non PP (49.78).	Lower school students showing predicted positive P8. P8 predictions for Year 10s show that PP students are not making expected progress. Year 11 P8 scores were very disappointing.  We are continuing with the strategies shared during PD days and twilights as they are known to improve progress, for KS4 school students we are aligning the strategies with an increased expectation of outstanding ATL which will be monitored half termly for PP students.  RAT meetings did focus on all progress of PP students in all subjects but more focus needed on how to improve outcomes of the hardest to reach girls and boys and how to improve attendance.	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: 2016 data</b>		<b>Lessons learned</b>	<b>Cost</b>
Improve progress of all pupils identified as PP in English	English tutoring English mentoring AHoD (now left) with responsibility for PP students taking a session 6 intervention class	Year 10 PP (43.44)	non PP (44.90)	Progress in English was below expectation for all pupils in Years 7, 8, 9 and 11 last year and is a focus for school improvement moving forwards. PP students' progress is also lower than all other students in all year groups. New AHoD for English with a responsibility for PP students to ensure the mentoring and tutoring programme is aligned to schemes of work and pupils placed on the programmes are the most in need, with English teaching staff taking full responsibility for the progress of PP students in their classroom. AHoD to ensure that students are baseline assessed and reassessed regularly PP students' literacy improvements to play a prominent role in our strategy.	<b>£20,225 – tutoring £10,314 – mentoring £2613 – AHOD £700 – session 6 £900 – resources for tutoring</b>
		Year 9 PP (42.22)	non PP (44.20)		
		Year 8 PP (43.79).	non PP (45.02)		
		Year 7 PP (43.39)	non PP (44.44)		
Improve progress of all pupils identified as PP in Maths	Maths tutoring Maths mentoring HoD students taking a session 6 intervention class Employ additional Maths teacher from January	Year 10 PP (41.56)	non PP (44.63).	Progress for Year 9 and 10 pupils was below expectation New AHoD for Maths with a responsibility for PP students to ensure the mentoring and tutoring programme is aligned to schemes of work and pupils placed on the programmes are the most in need, with Maths teaching staff taking full responsibility for the progress of PP students in their classroom. Tutoring to work on the skills needed with current topics being taught as well as intervening with previous topics using information from PLCs and dept. tracker	<b>£28,569 – tutoring £12,096 – mentoring £875 – session six £21,103 £900 – resources tutoring £2,613 AHOD</b>
		Year 9 PP (38.30)	non PP (42.81)		
		Year 8 PP (43.93)	non PP (45.58)		
		Year 7 PP (47.33),	non PP (47.71)		



<p>Improve progress of all pupils identified as PP in Science</p>	<p>Mentoring</p>	<p>Year 7 outcomes show that out of 15 PP pupils 14 made expected (1 sub level) or better than expected (2 or 2+ sublevels). 3 PP pupils were specifically identified by teachers as needing intervention prior to data entry and of these 3 pupils 2 made 2 sub-levels progress over the term, and 1 made 3 sub-levels.  25 PP pupils were identified in Year 8. In the Spring term just over a third of these (32%) made expected progress, 4 pupils regressed, and the remaining pupils (52%) maintained their CWA levels from their previous data entry point (Autumn term Year 8).  Intervention took place during Controlled Assessment cycles to ensure PP pupils were given the best possible chance to succeed. Post moderation data from the exam board shows that only 2 students did not meet the FFT 20% target for their CA.  Of the 11 students the mentor worked with 4 of them achieved in line with their FFT 20% target, with a further 3 exceeding FFT 20%.   Yr 11 Science non PP -0.04 (PP -0.76)</p>	<p>Space needed for mentoring withdrawals  Tracking mechanism needs to be simple to use and track all of the work of the mentor</p>	<p><b>£9696 – mentoring  £2613 - AHOD</b></p>
<p>Improve progress across the curriculum in year 10 and 11</p>	<p>Assertive mentors to work with all PP students in Year 10 and 11</p>	<p>Overall impact -0.74 with a value added of 958  Removing the hardest to reach pupils (including those with alternative timetables sorted by mentors and learning managers) this reduces to -0.21 and 997 respectively</p>	<p>Assertive mentors to now work with highest underperformers in each year group.  Targeted improvement of attendance of every PP student when falls below 95%</p>	<p><b>£39,826 – assertive mentoring</b></p>

### iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Ensure PP students have access to resources for school / homework and revision	Provide textbooks and revision material for all Year 10 students		When this strategy was discussed with Year 10 students and parents in June the highest achievers said they used the resources at home to help with homework and revision. They also stated they used the core resources more than for their option subjects. Continue to buy the resources for use in core lessons and ensure teachers insist they are brought into school for in lesson use. Ensure that options subjects can provide useful resources for all PP students. Ensure that students are not self-conscious about attending school or homework / revision clubs	<b>£9,442 resources</b> <b>£4000 – revision classes</b>
Enrichment activities	Plas Caerdeon Activity days Music lessons Drop in sessions for service students	Students enjoy coming to school	We must ensure students and parents are aware that they can receive financial help for enrichment activities	<b>£3283</b> <b>£5,497</b> <b>£680</b>
Reduce number of NEETs	LIFT/SEED project  Purchase uniform / transport			<b>£4016</b>

				<b>TOTAL expenditure</b> <b>£179,961</b>
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#### **7. Additional detail**

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