

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Dorcan Academy				
Academic Year	2019-20	Total PP budget	£240, 295	Date of most recent PP Review	2017
Total number of pupils	750	Number of pupils eligible for PP	270 (36%)	Date for next internal review of this strategy	June 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.639	0.012
Attainment 8 score average	38.34	44.88

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Weak literacy skills – ‘the vocabulary gap’
B.	Weak numeracy skills
C.	Less positive attitudes to learning
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates
E.	Low aspirations of parents which impact on learners

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> Reading ages of disadvantaged students at the end of the year are in line with or improving in relation to their chronological age Oracy principles in use in all lessons – No opt out, Response in full sentences, Use of standard English 	Accelerated reader books increased Catch up reading interventions show increase to chronological age Consistency across the academy

	<ul style="list-style-type: none"> Disadvantaged students' range and use of academic vocabulary increases Improved Spelling, Punctuation and Grammar of disadvantaged students 	<p>All schemes of work and curriculum maps identify where Tier 2 and 3 vocabulary will be taught</p> <p>Use of Alex Quigley assessment criteria and termly testing of spellings and vocabulary</p> <p>Work scrutinies show SPAG being challenged and students acting upon feedback</p>
B.	<ul style="list-style-type: none"> All disadvantaged students know their Times Tables fluently by the end of Term 1 Year 7 Disadvantaged students achieve their target grades in Maths 	<p>Tutor time times tables quizzes (SME)</p> <p>Termly data drops</p> <p>PGL revision weekend increases confidence of students and provides revision support</p> <p>Use of Hegarty Maths</p>
C.	<ul style="list-style-type: none"> All disadvantaged students have an average attitude to learning score of 2 or above 	<p>Termly data drops to monitor and follow up mentoring</p>
D.	<ul style="list-style-type: none"> Attendance of disadvantaged students is at national average for all students or improving 	<p>Attendance data fortnightly - currently 92.14%</p>
E.	<ul style="list-style-type: none"> All disadvantaged students have an individual careers interview in Y8 and have a career 'goal' All disadvantaged students complete Home Learning on time and to a good standard Disadvantaged students are proportionally represented in Academy leadership positions Parents value education and are increasingly confident to support and encourage their child 	<p>Record of careers interviews and impact on ATL</p> <p>A reduction in detentions for disadvantaged students for lack of Home Learning</p> <p>Increased numbers of disadvantaged students in leadership positions</p> <p>Increase in take up of parental engagement opportunities at support evenings</p>

5. Planned expenditure

Academic year 2019-20

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement whole school 'vocabulary strategy' (see Vocabulary strategy action plan)	Raise standards of literacy and oracy in all subjects to reduce the vocabulary gap and ensure students are word-rich	Alex Quigley research' Closing the Vocabulary gap': disadvantaged students lack 'cultural capital' and are likely to have a much more limited vocabulary. Academic vocabulary needs to be taught explicitly and methodically to close the gap.	Each subject area has identified Tier 2 and 3 words to be taught explicitly through the curriculum. May-July 2019. A uniform way of teaching new words through use of pixl template, including Latin roots etc. Common words to be taught via tutor time. Word list to be tested before and after to evaluate impact and assess understanding.	Miss Whatley Miss Morley	Termly testing for Tutor time vocabulary Regular assessment through 'Do Now' and recall activities within lessons At end of year Estimated cost: £5,109
Use of 'Talk the Talk' charity to lead oracy training and development for Years 7 - 11	To develop confidence in oracy to support transition and preparation for interviews and career progression	In order to be able to write confidently, students need to be able to talk confidently. They need to be able to articulate their thoughts, opinions and answers. Our Disadvantaged students are more likely to lack oral confidence.	Taught in groups of around 30. For transition, tutors benefit from working with their tutor groups. The trainers are high quality. Ensure the strategies used are followed up and implemented in lessons.	Miss Whatley Miss Morley	Termly via the School development plan. Regularly via drop ins and coaching observations. Estimated cost: £1,560

<p>A focus on high standards of literacy in students' written work and books</p>	<p>Students write with good spelling, grammar and punctuation (SPAG). Students act on feedback given by teachers.</p>	<p>Students lose marks in examinations for SPAG.</p> <p>EEF research suggests that timely, relevant feedback to students where students are given time to act upon the feedback increases students' progress more rapidly.</p>	<p>Regular work scrutinies within departments and across the academy.</p> <p>Staff receive feedback on the quality of their feedback using rigorous agreed criteria which requires learning gaps to be identified and closed and literacy errors to be challenged and addressed.</p>	<p>Miss Morley</p>	<p>Termly work scrutinies</p> <p>Drop ins to lessons</p> <p>Termly Curriculum review meetings with Heads of department</p> <p>Estimated cost: £4,675</p>
<p>DEAR session coupled with use of Accelerated Reader programme</p>	<p>Access to reading more complex texts than a student can read alone improves vocabulary and fluency as they listen to a book read to them.</p>	<p>'Just reading' – Westbrook et. Al. The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms.</p> <p>Quigley: Reading is the most effective mechanism for increasing vocabulary.</p> <p>Students who have quizzed using AR as a result of DEAR have improved on their results and have gone on to read independently.</p>	<p>Extend school day for an additional 20 minutes.</p> <p>Ensure sufficient texts for each student to have a copy and for books to be rotated.</p> <p>Regular monitoring of the strategy.</p>	<p>Miss Whatley + Miss Murphy</p>	<p>Twice termly</p> <p>Estimated cost: £6,279</p>
<p>Spelling competition</p>	<p>Students' spelling of the targeted words improves.</p>	<p>Students lose marks for incorrect spelling in their exams, therefore, it is vital that they learn to spell key terms accurately.</p>	<p>Tutors to issue words and reinforce the element of competition and the need to learn them.</p> <p>Learning walks of Tutor time</p>	<p>Miss Whatley</p>	<p>Weekly learning walks of tutor time (Academic focus weekly)</p> <p>Estimated cost: £262</p>

Implement 'Motivate for 8' Strategy.	Raised aspirations with students aiming to achieve 8 good GCSEs including English and Maths	Students are more motivated when they have a 'career goal' to aim for. This is especially true for boys.	Deputy Head Curriculum lead to drive forward. High profile in assemblies Follow up meetings with students in quadrants 3 and 4 after each data drop Support with careers interviews for identified students Motivate for 8 celebration evening to be held.	Mr Morgans	3 times a year following data drops Estimated cost: £11,488
Teach independent revision strategies to all students	Students are confident to revise independently by the time they take their GCSEs. Decreased stress/anxiety for exams	The new GCSEs require heavily on memory. 'Learning is defined as an alteration in long term memory. If nothing has been altered in long term memory, nothing has been learned.' Sweller, J., Ayres, P., & Kalyuga, S. (2011).	Year 7 students taught skills by lead practitioners. All other students via assemblies. Teachers reinforce in lessons via use of Knowledge Organisers. Y10 and 11 allocated Tutor time for independent revision. Follow up opportunities during Wellbeing days for other year groups.	Miss Morley	Weekly drop ins of tutor time Wellbeing days – 4 times a year Estimated cost: £1,424

Increase the rigour and accountability for the completion of Home Learning – introduction of Homework club to support disadvantaged learners	<p>Students complete HL on time to a good standard. Parents understand the importance and support its completion</p> <p>A reduction in HL detentions leading to a reduction in isolations for failure to attend detention.</p>	Most detentions are for non-completion of HL and a large proportion of these involve PP students. Home learning takes the form of Knowledge organisers to ensure no student is disadvantaged and to ensure that learning is committed to long term memory.	Appointment of teacher to oversee quality of HL. Reset expectations for teaching staff and students in Sept. 2019. Share with parents the science around completion of HL and Knowledge organisers via Parents' forum Implement rigorous QA processes. Re-introduce Homework club for all students.	Miss Messam	<p>Fortnightly monitoring</p> <p>Termly report</p> <p>Estimated cost: £6,291</p>
Total budgeted cost					£37,088
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intelligent use of information to support underperforming students at the earliest intervention point	<p>All students remain on track to achieve their target grade</p> <p>Specific subject interventions address barriers and allow re-teach and closing of gaps.</p>	Closing learning gaps early avoids bigger gaps forming. Based on evidence from 2018-19, specific mentoring of disadvantaged students (where they are shown their current progress) shows that we care and motivates them to stay on track.	<p>Following each data drop, use of the four quadrants (pixl) to identify underperforming students.</p> <p>Meetings arranged with action points which are followed up.</p> <p>Monitoring to ensure progress results.</p>	Mr Morgans	<p>At each data drop (3 times a year)</p> <p>Estimated cost: £25,988</p>

PGL Maths revision weekend	Students achieve their target grade in Maths	Evidence from previous years shows that students who are targeted to attend grow in confidence and increase their overall grade. Of those who attended in 2018 67% achieved at least grade 4, 30% grade 5 and 5% grade 6. 25% achieved a grade 3, of which 10% met their FFT20 target. Those that didn't made 2 grades progress from the mock exams.	Secure staff 'buy in' to attend. Book dates well in advance. Careful targeting of students. Evaluation of impact.	Miss McMahan	March 2020 August 23 rd 2020 – exam results Estimated cost: £1,382
Targeted 1:1 tuition in Maths for disadvantaged students	Students achieve their target grade in Maths	Evidence from previous years shows that this is effective for targeted students who increase in confidence and improve their predicted grade. Of those who received this provision all achieved their FFT20 target apart from 4 HA students who achieved grades 5 and 6.	Careful targeting of students. Careful focus on areas where students are least confident.	Miss McMahan	August 23 rd 2020 – exam results Estimated cost: £1,567
Times Tables competition for Y7	All Y7 students know their times tables fluently by Christmas and make progress from their starting points	Instant recall means secured in long term memory. Essential for all other aspects of maths.	One tutor group session per week to be dedicated to learning times tables using 'the 99 club' resource.	Miss Messam and Tutors	Weekly and December 2019 Estimated cost: £11,880

<p>Small group reading and literacy catch up programmes</p>	<p>Reading ages increase in line with chronological age</p>	<p>In 2018, 100% of the year 7 students, who had Skills Academy [National Literacy Strategy] intervention and 61% who had Catch-Up intervention sustained an increase in their reading age by the end of the year.</p> <p>At the start of year 8, 94% students were at or above broad average range for Reading, a sustained increase of 8%.</p> <p>At KS4 80% of those who accessed the Vocabulary intervention – improving writing through improving oracy and vocabulary, improved their writing skills.</p>	<p>Targeting of all students below chronological reading age.</p> <p>Following the guidelines of the Catch up programme and ensuring it is delivered by trained staff.</p> <p>Undertaking a 2 week trial period for Skills academy intervention before proceeding to ensure it matches with students' interests.</p>	<p>Mrs Edmonds (SENCO)</p>	<p>Yearly testing Bi-termly progress reports</p> <p>Estimated cost: £4,940</p>
<p>Small group numeracy catch up programmes for Year 7 students who were below a scaled score of 90 within Maths</p>	<p>Increased expected and good levels of progress are achieved in Maths among targeted students within year 7.</p>	<p>In Year 7 Catch up intervention programme, 94% students made progress in Addition and met targets. 100% made progress in Subtraction and met targets and 100% made progress in Multiplication and met targets.</p>	<p>Targeting of all Year 7 students below a scaled score of 90 within Maths.</p> <p>Early morning intervention means no learning time is missed.</p>	<p>Mrs Edmonds (SENCO)</p>	<p>Termly monitoring Bi-termly reports to SLT and governors</p> <p>Estimated cost: £4,493</p>

Handwriting and typing speed support course	Students do not lose marks in exams and assessments due to poor handwriting	<p>Of those who took this course in 2018, handwriting legibility improved by 22% and spelling by 34%. Net Books were given to those who needed further support enabling their performance in exams.</p> <p>No scripts returned from exam board for transcribing.</p>	Identify students who are in need of net books – if they use them as a matter of course in lessons, can use them in exams.	Mrs Edmonds (SENCO)	<p>Termly monitoring Bi-termly reports to SLT and governors</p> <p>Estimated cost: £3,940</p>
Maths small group intervention to diminish differences in maths outcomes between PP and non-PP students	Increased students' attainment and achievement by working in a small class, and areas taught target gaps in knowledge	In 2018: From the start of Y11 to the exam of the students that received this intervention, 8% moved up a grade, 69% moved up 2 grades, 15% 3 grades and 8% 4 grades. This was therefore an effective intervention.	Selecting the students appropriately according to need. Measuring the impact of intervention on a termly basis.	Miss McMahan (Head of Maths)	<p>Data drops 3x a year</p> <p>Estimated cost: £13,642</p>
Free revision guides, texts and resources for disadvantaged students	There are no barriers to revision for disadvantaged students	32% of students that accessed the resources in 2018-19 felt that they were effective in supporting their revision. Research has shown that these resources are only effective where students have taken the initiative to access them.	Ensure that free resources are only given to those students who are pro-active in collecting them.	Subject leaders	<p>Termly and at End of year</p> <p>Estimated cost: £2,500</p>

Support for vulnerable students in the hub or at Riverside	Attendance and therefore progress of vulnerable disadvantaged students improves	All apart from 2 students in years 7 and 8 who used the HUB throughout the year increased their attendance by using the HUB. Other students were in the HUB for shorter periods of time for times of Crises and they were soon back to regular lessons.	Appropriate selection of staffing. Ensuring the aim is always to get students back to lessons.		Attendance weekly monitoring Termly report Bi-termly progress Estimated cost: £18,319
Alternative provision 'The Vault' and EOTAS	KS4 students at risk of PEX remain in school and take examinations. KS3 students at risk of PEX receive bespoke intervention and support at EOTAS to enable them to successfully return to school.	No student that accessed our in-house alternative provision, 'The Vault' received a PEX. Attendance of students in 'The Vault' was 50% better than when they were in mainstream provision. KS3 provision is a new strategy being trialled; no evidence so far.	Students follow a decreased subject offer with a focus on Core subjects and selected others. Relies on excellent liaison between Mr Chapple (The Vault teacher) and classroom teachers.	Mrs Shepherd (Deputy Head) and Mrs Edmonds (SENCO)	Via SLT meetings at least termly Estimated cost: £45,528
ICE provision (Isolation in a Caring environment) – a provision for SEN students	Reduction in FTE for SEN students	71% of students accessing ICE provision (SEN isolation) improved their behaviour and avoided FTE. This is a 'reasonable adjustment' to our 'Ready to Learn' behaviour policy designed to support SEND students	Staffed with suitably qualified staff Clear rules and guidelines administered consistently Specialist resources and seating areas to minimise distraction and aid focus	Mrs Edmonds (SENCO)	Termly reports Estimated cost: £6,715

Total budgeted cost £140, 894

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Skilling up parents to support their child to succeed through targeted workshops	Parents are confident to support their child with Home Learning, revision, etc.	The students who have parental support achieve more highly than those who don't.	Advertise well in advance via Headlines, Facebook and Twitter. Send reminders on the day. Phone calls to targeted parents.	Mr Morgans	Termly Estimated cost: £3,515
Increase attendance to at least 95% for all students	Attendance of disadvantaged students improves in line with national average for all students	Our internal data shows that where students attend for 80% or more of the time students achieve at least a progress neutral score. The higher the attendance, the better they achieve. Phone calls to those with poor attendance makes a difference. Attendance improved in 2018-19 due to more rigorous procedures and monitoring by Pastoral Manager, HOH and the appointment of an Attendance lead.	Attendance procedures clarified in Term 6 2019 and reiterated in Sept. 2019 for all staff through INSET. Weekly monitoring via Tutor time. Absences acted on promptly at all levels. Daily phone calls to disadvantaged students with poor attendance. Home visits where required Targeting poor attenders for mentoring and monitoring A 'pick up' service for those with particularly poor attendance.	Mr Child	Termly – 6 times a year Estimated cost: £12,483
Improve Attitudes to learning to support increased progress and academic independence	Attitude to Learning (ATL) scores for disadvantaged students are in line with those of non-disadvantaged	Our data shows that ATL of PP students was -0.13 lower than non-PP at the start of the academic year and by the end of the year had widened to -0.15.	Introduce new ATL criteria which clarifies expectations. Copy in students' link book. Criteria to be used on bi-termly reports.	Mrs Shepherd	Bi-termly Estimated cost: £3,596

Mentoring of 'key' students with less than positive attitudes to learning or those who are underachieving	Students' improve their attitude to learning and therefore their progress; barriers to learning are identified and addressed.	Some of our students lack positive role models or adults with the time to focus on them and their progress. Having someone to work with them who wants them to succeed has been proven to have a positive impact. Of those mentored last academic year 53% agreed that it helped to improve their grades 58% agreed it helped to improve their effort and 42% agreed it helped to improve their wellbeing during Y11.	Careful matching of student with mentor. Regular mentoring. Time for mentors to meet students (tutor time is ideal)	Mr Tanner (for Y11) HOH for other year groups	Termly Estimated cost: £15,512
Continue to improve behaviour of disadvantaged students through early intervention by behaviour team	Further reduction in isolations and exclusions of PP students	During 2018-19 isolations for PP students reduced by 15% from the previous year. There has been a reduction of 39% in exclusions for all students and a reduction of 32% for PP students.	Use of barriers to learning questionnaire to identify issues Early intervention by pastoral assistants and HOH	Mrs Shepherd (DH)	Behaviour report produced termly Estimated cost: £26,814
Identification of barriers to learning using MINT class	Staff share best practice and are able to effectively provide for students' learning needs	Easy access to information whilst planning supports teachers to ensure lessons are planned with individuals in mind.	DDI meetings	LMO/SBA	Termly via DDI meetings Estimated cost: £1,274

Ensure equality of opportunity of leadership positions for disadvantaged students	Disadvantaged students are proportionally represented in leadership positions	Some disadvantaged students lack aspirations which limits their progress. Providing leadership opportunities will raise their expectations and aspirations and provide positive role models for other students to follow.	Target disadvantage students for prefect and Head boy/girl positions.	DTA	Twice yearly Estimated cost: £59
Provide 1:1 careers and options interviews for disadvantaged students	All PP students have a post-16 destination. All Y10 PP students have a work experience placement. All Y10 students are on suitable courses. No. of NEETS is reduced.	Disadvantaged students benefit from having 1:1 advice and support with their option choices, college applications and work experience planning. 1:1 options interviews meant that students made the right choices and have settled well into Y10.	Work experience evening for parents has been introduced to support parents in helping their child to find a suitable placement. 1:1 support will be required in addition to this.	Mr Brownlie (Head of Careers)	Monitoring at least twice a year BKO salary and ABR + Careers advisor Estimated cost: £6,665
Provide opportunities for disadvantaged students to acquire 'cultural capital' through extra-curricular opportunities	No student is disadvantaged by not having access to opportunities which will enhance their education.	Alex Quigley research: Disadvantaged students miss out on experiences which add to their 'cultural capital' and academic understanding.	Continue to fund DoE for disadvantaged students; music lessons where relevant, Year 7 camp and Pencelli and other school trips which develop resilience.	SBA	Once a year Estimated cost: £10,000
Total budgeted cost					£79, 918

6. Review of expenditure: Spent £275, 074**Previous Academic Year****2018-19****i. Quality of teaching for all**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
CPD on revision strategies	PP students are supported to revise for assessments and exams and are equipped with a range of revision strategies that they can use confidently and independently.	Teachers have received training and are now confident to deliver revision techniques. A company called 'Maximise' delivered revision techniques to all Year 11 students. PP students also had a session with Mrs Shepherd on how to revise and were provided with the CORE revision guides and English texts to keep and use for their personal revision. All students were provided with a paper and electronic copy of a revision strategies book, containing clear steps on how to revise. All PP students had materials printed for them and revision resources such as flashcards provided on request. PP students were also provided with equipment essential to exam performance such as a calculator and exam ready pencil case. Revision clinic ran every Thursday.	Of the students that attended Maximise 29% found it useful to their exam preparation. This does not warrant the cost. In future we will teach 3 – 5 successful strategies to all students, delivered by our own outstanding practitioners. 66% of all Y11 students accessed the free Revision guides provided by subjects. Free Texts and resources will continue to be supplied to PP students who choose to collect them and intend to use them. 41% utilised the revision strategies booklet. Only 11% attended the revision clinic, though those that did attend found it very useful.	£13,775

<p>In-class targeted support and high-quality marking and feedback by teachers</p>	<p>Students identified on the seating plan and targeted for questioning, challenge and support at an appropriate point throughout the lesson pertinent to their learning needs.</p>	<p>Subject and Faculty leaders agree:</p> <ol style="list-style-type: none"> 1. that marking within the academy is frequent and follows the academy common language. 2. that poor presentation and literacy is challenged by teachers. 3. That they understand the areas for improvement and strengths within their faculties <p>Quality of Marking and Feedback is monitored as part of our QA programme and in accordance with agreed criteria. Samples of books from students of all abilities and PP are selected for moderation within faculties and across the school.</p> <p>Student voice of year 10 indicated the challenge provided to them in class as 6.8 out of 10.</p>	<p>This approach will continue.</p> <p>For further development Subject and Faculty leaders agree:</p> <ul style="list-style-type: none"> • that greater rigour is needed by the teacher in monitoring the quality of students' Literacy and presentation- Hunting the room. • That further challenging and bespoke Progress Tasks need to be given to allow students to secure their target. 	<p>£8,017</p>
<p>Resilience to be developed within the curriculum</p>	<p>PP students develop resilience in their learning. PP students ask for help in class and do not give up if they find it difficult</p>	<p>'Hands down' and 'No opt out' approach develops resilience as students are confident to get things wrong. Pencelli trip and Y7 camp provide resilience opportunities. These are part funded for PP students. Staff CPD on 'growth mindset' delivered.</p> <p>Introduction of a Growth Mindset Wellbeing day for all students.</p> <p>Students are rewarded in lessons for demonstrating a Growth mindset.</p>	<ul style="list-style-type: none"> • Will continue with 'Hands down' and 'No opt out'. • We will continue to work on developing students' ability to act on teacher feedback more readily. • Will continue to support PP students to attend Y7 camp, Pencelli and other trips that will develop their resilience as well as increase 'cultural capital'. PP students are proportionally represented as a pupil group on all school trips. 	<p>£8,150</p>

Behaviour of PP students improves	PP students are involved in less serious incidents, FTEs and number of Isolations. Impact of poor behaviour on PP students' progress is reduced and number of PP students achieving expected level of progress increases. Attendance of PP students increases in line with non-PP students. Students requiring alternative provision are supported and are successful in completing GCSEs.	<p>During 2018-19 isolations for PP students reduced by 15% from the previous year. There has been a reduction of 39% in exclusions for all students and a reduction of 32% for PP students. 71% of students accessing ICE provision (SEN isolation) improved their behaviour and avoided FTE. Of the 8 students who accessed the alternative provision, all students remained in school, with improved attendance, sat exams and avoided PEX.</p> <p>Over the past 3 years PP students have improved their attainment by +4.46; in 9-5 EM +14.4% and in EBacc, +0.47.</p> <p>Attendance of PP students in 2018 was 92.31% against non-PP of 93.47%. PP students' attendance increased by 3.16% compared to non-PP students (0.51%) from the previous year.</p>	<p>The R2L system provides a firm foundation for all students in terms of enabling positive behaviour. The success of this relies on excellent leadership by the Deputy Head (Pastoral), Pastoral Leader and Pastoral Manager.</p> <p>The Pastoral assistants that work as part of the Behaviour intervention team, work with students on 3-day and 4-week programmes and Barriers to Learning which have been successful. More time is needed for follow up once the programmes have finished.</p> <p>Our ICE (Isolation in a caring environment) provision for SEN students reduces FTE for PP students.</p> <p>Only a small group of students accessed the 2-week programme however, 60% improved either their attendance, or behaviour or both.</p>	£79,378
Academic mentor support provided for all KS4 PP students	PP students' ATL is increased and progress towards targets is increased.	19 students received academic mentoring last academic year. Of those, 53% agreed that it helped to improve their grades 58% agreed it helped to improve their effort and 42% agreed it helped to improve their wellbeing during Y11.	<p>This approach is effective and, if staffing allows, needs to extend to all PP students.</p> <p>Students benefitted from staff taking a personal interest in them and providing them with specific strategies to assist them.</p>	£10,816
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>PP students receive careers guidance and support in options and post-16 choices through careers support and the employment of a careers advisor</p>	<p>PP students are able to make informed decisions about post-16 courses. All PP students apply for post-16 course and number of NEETS is reduced. Number of Y10 PP students completing work experience placements increases.</p>	<p>Staff absence limited the number of careers advisor appointments available during the academic year. However, 20 PP students received at least two careers meetings during the year with a third meeting given if student required it. 6 PP students received additional support from Sheena Awdry from CSW in college applications.</p> <p>Just 2 PP students did not have a place confirmed at college; one was moving out of the area and was looking at Colleges elsewhere, and the other was not attending school but was still on role.</p> <p>6 PP students in Y10 took part in the fantastic futures program run by Villiers Park with the aim of raising aspirations. On 26/06 these students ran an event they prepared for Y8 students. 3 of the students attended a 2- day residential at Oxford University. A CV writing workshop was delivered by Zurich for all students. Mr Brownlie ran an afterschool and lunchtime CV writing club to help support students.</p> <p>10 PP students in Y9 received mentoring from Study Higher in order to help them make good choices.</p> <p>158 students out of 167 completed work experience. Of the 9 students who did not complete 5 were PP students.</p>	<p>Will continue to offer 1:1 careers appointments for all PP students and other students as required through our careers advisor.</p> <p>Will continue to work with Study Higher, raising aspirations of disadvantaged students and providing bespoke mentoring.</p> <p>Will continue to support all students with CV writing.</p> <p>In 2019-20 we are holding a work experience evening for parents to support them to secure a work experience placement for their child. This will be especially important for our disadvantaged students.</p>	<p>£11,263</p>
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<p>Attainment gap between PP and non-PP students is monitored, leading to implementation of subject intervention sessions at KS3 and KS4</p>	<p>Attainment and progress of PP students increases across the curriculum. Number of PP students achieving expected and good levels of progress increases.</p>	<p>All students who were identified as underperforming were allocated to an intervention – subject specific at DEAR (En/Ma or Sc). Head of Maths and English met fortnightly to track the crossover between Maths and English performance at 9-7, 9-5 and 9-4 grades.</p> <p>In English, PP students were in line with FFT20 in the 3 indicators 9-7, 9-5 and 9-4 and increased attainment by 5.3% in English 9-7 and 1.7% in 9-5.</p> <p>Attainment increased by 12.8% in English and Maths at 9-5 (FFT50) and by 11.1% 9-4. Progress scores were in line with FFT50 improving from -0.32 to -0.22 in Maths.</p> <p>Progress has increased from -0.542 to -0.258 in Science (FFT 20).</p> <p>New College Easter revision sessions were held for Maths and English Language and there was a really good uptake across the year group.</p>	<p>Targeted intervention sessions were effective for those that attended. In History, one intervention involved ensuring that the most effective teacher taught the most disadvantaged students. This resulted in PP students surpassing non-PP students in attainment.</p> <p>Maths PGL residential targeted disadvantaged students. Of those who attended 67% achieved at least grade 4, 30% grade 5 and 5% grade 6. 25% achieved a grade 3, of which 10% met their FFT20 target. Those that didn't made 2 grades progress from the mock exams.</p> <p>1:1 tuition was given in maths to targeted disadvantaged students. Of those who received this provision all achieved their FFT20 target apart from 4 HA students who achieved grades 5 and 6.</p> <p>Maths made use of the pixl app, Heggarty Maths online. Pencil cases were given to students for exams. Targeted intervention sessions ran regularly after school. In English students were given texts and other resources, to support the memorisation of quotes. Use of visualisers to model answers. Extended writing and timed practice in lessons. Science used targeted questioning and provided AQA workbooks.</p>	<p>£18,285</p>
<p>Support groups ran to build social skills and self-esteem for small groups of targeted and KS4 students (Breakfast Club, (until Christmas), Social Skills Groups, ASD Groups, EAL)</p>	<p>Attendance of targeted students improves and reduction in poor behaviour of targeted students</p>	<p>EAL report shows progress of each individual targeted student.</p> <p>Breakfast club-83% students improved their attendance</p> <p>Social skills Resilience Group 75% reduced or had no negative behaviours after Intervention</p> <p>ASD – 80% improved attitude or attitude remained good/excellent from start of Term 2 to end of Term 6.</p>	<p>The better trained staff have more effective results.</p> <p>When patterns of behaviours are entrenched interventions are less effective.</p> <p>Early interventions are more effective.</p>	<p>£10,534</p>

<p>Handwriting and Typing speed support course provided for targeted students</p>	<p>PP students do not lose marks in exams and assessments due to poor handwriting</p>	<p>Handwriting legibility improved by 22% Spelling Improved by 34%. Net Books were given to those who needed further support.</p> <p>Progress of targeted students is tracked –in Years 7-10 88% made progress in English from AC2 Data to AC6.</p> <p>In year 11, Over 50% students made gains in exams with one student attaining a level 8 in English</p> <p>No scripts returned from exam board for transcribing.</p>	<p>Students who make regular use of laptop in lessons utilise it to best effect.</p>	<p>£10,498</p>
<p>Support provided for less able and vulnerable students (The Hub). This includes support during transition into secondary, including targeted literacy and numeracy support , along with attendance and behaviour</p>	<p>Students make at least expected progress in Y7,8 and 9 and gap between students in intervention and students not in intervention closes. Y7 students transition well into TDA. PP students feel successful in their learning and achieve good levels of progress. Attendance and behaviour of targeted students improves</p>	<p>All apart from 2 students in years 7 and 8 who used the HUB throughout the year increased their attendance by using the HUB. Other students were in the HUB for shorter periods of time for times of Crises and they were soon back to regular lessons.</p> <p>Students with anxiety and attachment difficulties thrive with a small base where they can have friendships with others who understand their difficulties and support each other in it and stable staff with training for this type of need. The HUB is successful in getting students back into school and into lessons as soon as possible.</p>	<p>Staffing is key: they need to be trained in emotional literacy and be intent on supporting students to get back into school and back into lessons as soon as possible.</p>	<p>£8,098</p>

<p>Early morning maths intervention programme for students who were below a scaled score of 90 within the subject. (For PP and Non-PP)</p>	<p>Increased expected and good levels of progress to be achieved in Maths among targeted PP students within year 7.</p>	<p>In Year 7 Catch up intervention programme, 94% students made progress in Addition and met targets. 100% made progress in Subtraction and met targets and 100% made progress in Multiplication and met targets.</p> <p>16 students took part in this intervention.</p>	<p>Reliability and quality of staffing and following up to ensure all students attend.</p> <p>Good practice to then follow / track these students in Maths lessons to determine the long term impact of the intervention.</p>	<p>£4,493</p>
<p>Small group English intervention programme at KS3 (and KS4)</p>	<p>Increased expected and good levels of progress achieved in English among targeted PP students in all year groups</p>	<p>100% of the year 7 students, who had Skills Academy [National Literacy Strategy] intervention sustained and increased on their reading age by the end of the year.</p> <p>61% of the year 7 students, who had Catch-Up intervention sustained an increase in their reading age by the end of the year.</p> <p>Overall at the start of year 7, 86% had reading ages in the broad average range. Recent tests show that in the current Year 8 94% students are at or above broad average range for Reading, which is a sustained 5% increase, with only 9 students in this year group remaining below the broad average range.</p> <p>At KS4 80% of those who accessed the intervention improved their writing skills. Writing skills measures were based on the English department written communication milestone; the scheme used was a Vocabulary Intervention, a Speech and Language Resource, improving writing through improving oracy and vocabulary.</p>	<ul style="list-style-type: none"> • It is essential to adhere to the guidelines of the Catch - up programme in order for it to be successful. Any new person delivering needs to do the formal training. • A trial 2 - week period is beneficial for the Skills Academy to see if the scheme fits the student. Designed around sport and motivation. • It is good practice for the intervention tutor to check whether progress of writing is reflected in their mainstream English lessons. Works well because it is a narrow focus and hones in on the writing skills needing to be addressed. 	<p>£8,880</p>

<p>Targeted intervention group for years 10 and 11 students to diminish differences within Maths. (PP & Non-PP)</p>	<p>Increase students' attainment and achievement by working in a small class, and areas taught target gaps in knowledge,</p>	<p>Year 10: 17 students received this intervention delivered by JAK. 41% of the students were PP. 71% of students who utilised this provision increased their grades in the final exams. Three of these students made 3 grades/levels of improvement, one student made 2 levels of improvement, and the other students improved by 1 level.</p> <p>Year 11: From the start of Y11 to the exam of the students that received this intervention, 8% moved up a grade, 69% moved up 2 grades, 15% 3 grades and 8% 4 grades. This was therefore an effective intervention</p>	<p>Continue to offer this intervention which is effective due to the excellent teaching quality of the maths intervention teacher, Mrs Ackrill</p>	<p>£13,642</p>
<p>PP students receive targeted pastoral support through the appointment of Heads of House and non-teaching pastoral staff</p>	<p>Attendance and behaviour among PP students improves. Attitude and effort of PP students improves. The number of PP students involved in Level 3 incidents decreases and the number of exclusions among PP students decreases.</p>	<p>Attendance of PP students in 2018 was 92.31% against non-PP of 93.47%. PP students' attendance increased by 3.16% compared to non-PP students (0.51%) from the previous year.</p> <p>During 2018-19 isolations for PP students reduced by 15% from the previous year. There has been a reduction of 39% in exclusions for all students and a reduction of 32% for PP students. ATL of PP students was -0.13 lower than non-PP at the start of the year and by the end of the year was -0.15. This needs to be a focus for 2019-20.</p>	<p>Attendance has improved through more rigorous procedures and monitoring by Pastoral Manager, HOH and the appointment of an Attendance lead.</p> <p>The appointment of two pastoral assistants has enabled us to intervene earlier with students whose behaviour is below expected leading to reduced exclusions and isolations.</p> <p>Attitude to Learning needs further work; we have developed new more demanding criteria which requires students to adopt a studious approach in lessons and be fully engaged in learning. It is not just about behaving well but about becoming a good scholar.</p>	<p>+ £10,020</p>

<p>Alternative provision at Oakfield and Riverside sites is provided for vulnerable and challenging students</p>	<p>Vulnerable and challenging students have appropriate support for their behaviour and pastoral needs and avoid permanent exclusion. Number of PEX decreases and attendance and behaviour of students in alternative provision improves. Students in alternative provision are successful in achieving GCSE qualifications.</p>	<p>There has been regular contact with alternative provisions by pastoral leaders with termly reports provided. This was endorsed by Ofsted.</p> <p>No student that accessed our in-house alternative provision, 'The Vault' received a PEX, although 2 out of the 3 students continued to be poor attenders. Attendance of students in 'The Vault' was 50% better than when they were in mainstream provision.</p> <p>Students that have attended Oakfield have remained in education which has had a positive impact on them and also the school as their behaviour has not impacted on others. Qualifications count for the students but not always for the school meaning that our progress scores are affected despite having ensured appropriate provision for the student. Students attending Riverside have, by doing so, increased their attendance.</p>	<p>The Oakfield provision has been effective in keeping students in education and providing for their very specific and complex needs. However, at £12,000 per place this is becoming unaffordable when currently we only receive around £5000 per student.</p> <p>We have developed our own alternative provision which is proving successful for a small group of students who would otherwise likely be permanently excluded. These are most successful where they do not do a large number of subjects.</p> <p>It is essential to keep in regular contact with external provision re: attendance, behaviour etc.</p>	<p>£46,428</p>
<p>Employment of PP lead to monitor progress of PP students and evaluate PP intervention strategies</p>	<p>The progress of PP students are monitored at each assessment cycle, barriers to learning identified and strategies put in place to address.</p>	<ul style="list-style-type: none"> • Successful in identifying barriers of focus PP group and for raising the profile across the academy. For a very small group of students there was impact however, needed to impact more students. Limited success in sharing of good practice or addressing the barriers. • Tracking of progress made little impact to closing the gap with non-PP peers. 	<p>Money spent on PP lead in 2018-19 was not cost effective. Not enough impact was seen from the time allocation given. Mentoring of PP students will be provided by SLT and HOH during tutor times and as a result of data evidence. It will be important to keep the continuity so that the students build up a relationship with the mentor.</p>	<p>£13,734</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Various financial support provided to students in need where appropriate to remove barriers to learning access to the same opportunities as non-PP students (music lessons, resources, trips)	No student is disadvantaged and all students have access to 'cultural capital' opportunities which support their education.	<p>This provision is bespoke; specific details of spending are available on request.</p> <p>Horse riding lessons for PP/SEND student to support with confidence and anxiety. Music lessons for GCSE students. Cooking materials for Food Technology. Text books and revision guides National Literacy Trust membership and materials Attendance tracker software to support attendance of PP students Mastery Maths materials Counselling sessions Inspirational speaker invited to assembly Taxi to support vulnerable student with attendance Bus fares for PP students to enable them to attend school on time Bespoke uniform support Provision of school equipment Subsidy of Geography trip Pixl resources Funding for rewards trip Funding for London Galleries trip Funding for French trip Funding for Techniquet Maths trip Funding for Y7 Camp</p>	<p>Spreadsheet showing the opportunities students have accessed enables us to provide equity within the provision.</p> <p>We aim to ensure that every trip / activity is proportionally represented with PP students.</p>	£9,879