

Pupil premium strategy statement (secondary)

1. Summary information					
School	George Spencer Academy				
Academic Year	September 2018 – August 2019	Total PP budget	£226,270	Date of most recent PP Review	Jan 2018
Total number of pupils	1489	Number of pupils eligible for PP	294	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving Basics in English and Maths 5+	26	60.4
% achieving EBacc	14.8	37.6
Progress 8 score average	0.001	+0.43
Attainment 8 score average	42.61	53.25

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers

A.	High prior attaining students who are eligible for the Pupil Premium are making less progress than other high prior attaining pupils across Key Stages 3 and 4.
B.	SEMH students who are eligible for Pupil Premium are making less progress than other students nationally. This prevents sustained high achievement through KS4.
C.	Some Pupil Premium students engage less well with school structures and systems.
D.	Pupil Premium students make less progress than their peers in Science, the difference is markedly greater than that observed in other core subjects.
External barriers	
E.	Pupil Premium attendance is less good than 'other' students, this has improved as KS3 but needs to be better at KS4. Currently it is at 94.16% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
F.	Some pupil premium students enter Year 7 with early signs of disengagement and find the transition from Primary school more difficult than other students; this inhibits them from making as good progress in Key Stage 3. Additionally, parental attendance at school events is less consistent than that of 'other' students.
G.	There are typically lower aspirations amongst the Pupil Premium cohort. Some Pupil Premium students have a narrow experience of life outside of school.
H.	Some Pupil Premium students have a lack of structures and resources at home to complete school work and promote learning.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
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<p>A.</p>	<p>Diminish the difference between PP and non PP students in headline and internal measures.</p>	<p>PP students perform broadly in line with national non-disadvantaged students on key performance measures.(A8 and all P8 measures). Basics measure for PP students to be in line with that of other students. Differences in internal progress measures between PP and non-PP students are reduced in years 7-11 because PP students make accelerated progress.</p>
<p>B.</p>	<p>SEMH who are eligible for Pupil Premium make increased rates of progress in KS3/KS4 as shown by internal measures and external examinations.</p>	<p>SEMH PP students perform broadly in line with national non-disadvantaged students on key performance measures.(A8 and all P8 measures). Basics measure for PP students to be in line with that of other students. Differences in internal progress measures between PP and non-PP students are reduced in years 7-11 because PP students make accelerated progress.</p>
<p>C.</p>	<p>PP cohort show improved learning behaviours and engagement with learning.</p>	<p>PP students show BFL scores in line with their peers and exclusion data is proportionate with the rest of the cohort.</p>

D.	Diminish the difference between PP and non PP students in science	PP students to perform above average (2nd quintile 2019) in Science on the progress measure. Attainment for PP students moves closer to the national average for non-PP students at 4+ and 5+.
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E.

Improve attendance of PP students in all year groups

The difference between attendance of the PP cohort and the 'other' students attendance is significantly diminished in all year groups (in line with the school's target of 97%). Attendance of PP students in all year groups is at least average and persistent absence in each cohort is no greater than the national average.

<p>F.</p>	<p>Improved progress, behaviour and engagement of PP students. Parents/and carers of PP eligible students are attending and engaging with school events and fully support their child's educational experience.</p>	<p>Attendance of PP parents and carers at all school events is improved and parent voice surveys give positive feedback around the provision for their children. PP students BFL scores are broadly in line with the rest of the cohort.</p>
<p>G.</p>	<p>Improved aspirations and life experience of Pupil Premium students. This should include an improved knowledge of further/higher education offers and the jobs market.</p>	<p>There are no NEET PP students at the end of year 11 and all receive appropriate careers guidance. The % of students in sustained Education, Employment or Training is at least in line with national data when published.</p> <p>Student voice in year 8-11 is positive in terms of careers provision and guidance and students have an understanding of post 16 pathways.</p> <p>PP students engage with opportunities to broaden their experience of the world beyond school and their locality as reflected in trip evaluations.</p> <p>A greater proportion of PP students move onto L3 qualifications, in line with the national average for all pupils.</p>
<p>H.</p>	<p>Pupil Premium students are engaging more positively with learning and are completing homework/preparation for learning more consistently.</p>	<p>Pupil Premium students in all years show 'preparation for learning' scores in line with their peers on assessment points.</p> <p>Attendance at Period 6 is more than representative of the Pupil Premium cohort.</p>

5. Planned expenditure

Academic year

(January 2018-January 2019)

The three headings below demonstrate how we 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?
A: Diminish the difference between PP and non PP students in headline and internal measures.	Reinvigoration of the teaching of metacognition through the 'growth' curriculum and careers provision including widening participation and employment visits, learning reviews and careers interviews. Metacognition to feature as a focus for staff T&L cpd throughout 2018-19.	EEF paper - metacognition and self-regulated learning 2018	Assistant Principal with responsibility for careers provision and growth curriculum to review development of curriculum against milestones throughout the year. Assessment of learning power to be developed to gauge students proficiency as self-regulating learners at the start and end of the course.	NP/JG/DoLs	Half termly during SIP RAG meetings

<p>A: Diminish the difference between PP and non PP students in headline and internal measures.</p>	<p>Continue to maintain the profile of PP students at the top of everyone's agenda by: Retaining it as a whole school priority; Featuring the progress of PP students on all teaching staff appraisal; Making it a focus in all progress and attainment meetings; Providing staff cpd on working with PP students; Continuation of the 7 strategies for Disadvantaged students; Continuation of PP in class provision through QA processes; Improved data system to identify progress of PP students more explicitly.</p>	<p>2015 Ofsted report 'Staff are made aware of the achievement data surrounding disadvantaged pupils and the research-driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project and its outcomes'</p>	<p>All leaders are accountable for the progress of PP students. Regular meetings to review progress against targets will be conducted for all year groups. Appraisal targets will be set through rigorous performance management systems and reviewed throughout the year.</p>	<p>SD/SGO/JG</p>	<p>Half termly progress meetings and SIP RAG meetings.</p>
<p>C: PP cohort show improved learning behaviours and engagement with learning.</p>	<p>Extension of the role of Lead Provision Coordinator: Grow the team to enable the same level of care and provision seen at KS3 to extend to KS4</p>	<p>Current internal data suggests that the attendance and behaviour of the cohorts who have been reached by the LPC are improved. To maintain this impact and to extend the reach of this we will need more staff to work with the PP cohort.</p>	<p>Vice Principal with responsibility for progress and LPC to QA team actions and to review at regular milestones.</p>	<p>SD/SGO</p>	<p>Half termly during SIP RAG meetings</p>

Total budgeted cost					£ 38449
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 1 to 1 support	LAC students will receive 1 to 1 English and Maths tuition to ensure the keep up with their peers. Additional hours that result from timetabling this will be targeted at PP students underachieving in English and Maths.	Virtual school prefer 1 to 1 tuition as the main strategy for LAC students. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF)	Timetable designated sessions into the whole school timetable for 1 to 1 sessions. Use experienced English and Maths staff for sessions. LAC reviews to check on progress.	PA/CEB/BS	Progress meetings and LAC reviews.

<p>B - Social and Emotional Learning</p>	<p>Development of the Growth Curriculum to teach Y7&8 students about the process of learning as well as the social and emotional aspects of learning</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress. (EEF)</p>	<p>AP Careers and Pastoral to oversee development of Growth curriculum. DoL Y7&8 to quality assure delivery of lessons.</p>	<p>NP/KJH/RFJ/LBN</p>	<p>Termly</p>
<p>B/D Behaviour Interventions</p>	<p>A package of alternative provision for those students who are struggling to cope or engage with mainstream education. These will be bespoke programmes ranging from aspiration coaching to more specialised programmes which are targeted at students with specific behavioural issues.</p>	<p>Observed in other schools to help re-integrate persistent absentees back into school. PP students at GSA are more likely to be absent than their peers.</p>	<p>Termly reviews with pastoral and inclusion leaders.</p>	<p>SCD/KJH/VJBM</p>	<p>Termly</p>
<p>C/E/H- Welcome Room</p>	<p>Welcome room to provide a 'safe space' for students struggling to make it into school. Especially targeting persistent absentees and students who struggle with mainstream education.</p>	<p>Observed in other schools to help re-integrate persistent absentees back into school. PP students at GSA are more likely to</p>	<p>Termly reviews with pastoral and inclusion leaders.</p>	<p>SGO/SCD</p>	<p>Half termly during referral meetings</p>

<p>G/H- Work based trips and experiences for students across the school.</p>	<p>Introduction of initiatives including career professionals to attend the school and talk to pupils about their experiences. Students will additionally, visit more industry based centres and universities to gain an understanding of further studies and raise their aspirations.</p>	<p>be absent than their peers.</p> <p>Sutton Trust - Rules of the Game 2018 ‘Information, advice and guidance at critical stages can help students make better choices (with regard to careers and educational progression)</p>	<p>Strong working link with AH Careers. Ensure that students are receiving a range of different industries that apply to a large number of different career paths. For example Trent Radio for Media, Experian for Geography, Boots for Science. Selected Year 9 students to visit career event at NEC.</p>	<p>SGO/NP</p>	<p>Termly review of provision with NP</p>
<p>F - PP events within local area</p>	<p>PP only school events held in local area such as Stapleford/Bilborough to engage parents.</p>	<p>Surgeries held in primary schools in the last 2 years that have been well attended by parents who are typically harder to engage.</p>	<p>Revision sessions, ‘meet and greets’ will be arranged at a local cafe/hall to ensure that formal school meetings are viewed as less rigid for the parents and are more inclined to attend due to proximity. Incentives such as a free meal can be offered to increase attendance.</p>	<p>SGO</p>	<p>Termly reviews of attendance</p>
<p>C/H Learning Conferences for PP students in Years 7 - 11</p>	<p>Teachers will have a responsibility for PP progress. To mentor and conduct learning reviews for a range of students. By doing this students have a solid support structure in place and are</p>	<p>Student and staff voice around the value of learning conferences and the work of Ron Berger</p>	<p>More vulnerable students are identified using FFT. These students are targeted and given support first.</p>	<p>SGO</p>	<p>Termly, reviewing quality of conferences</p>

	receiving one on one support throughout their school career.	(2014) 'Students as leaders of their own learning' details the value of students having designated time to articulate their thoughts around the learning experience, successes and setbacks.			and pupil voice
H - Trust wide trips (interfaculty) and support	All Year 11 PP students have intensive day tuition at schools who specialise in areas around the Trust to promote social inclusion between Trust students and allow specialist knowledge to be cascaded wider throughout the Trust.	This has worked well this year where JP attended GSA for English	Ensure all Trust schools are able to accommodate students and intensive revision is tailored to specific needs. Identification of areas of expertise and areas of need across the trust.	SGO/CLs	Termly
H - Transition period for Year 9 students	Transition for Year 9 into GCSE. Similar to Year 6 transition process but to ensure students are fully prepared for GCSE studies.	Since beginning the PP focus on transition the rates of attendance in Y7-9 compare favourably with that of Y10-11 who did not experience the same level of care.	Offer taster sessions, mentoring sessions and ensure that pupils are fully equipped to start their GCSEs. This enables them to start learning immediately and provides a smoother transition period.	SGO	Termly reviews

<p>E - Deployment of Minibus to improve absence rate</p>	<p>Minibus will be deployed on a daily basis to collect and return our out of area students who have an issue with attendance.</p>	<p>The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. (EEF)</p> <p>PP students are more likely to be absent and late, We have a number of students with significant journeys to school who are already punctuality and attendance concerns in their significantly more local primary school. This is a preventative measure to avoid future attendance issues.</p>	<p>Planned route to ensure as many key absentees are collected as possible. Predict and prevent long term absence in early stages.</p>	<p>SGO</p>	<p>Half termly attendance reports</p>
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<p>A/G - Brilliant Club</p>	<p>Implementation of a Brilliant Club which includes positive discrimination of students. Introduced to raise aspirations and ensuring students are aware of opportunities available to them around the country.</p>	<p>Sutton Trust - Rules of the Game 2018 'Information, advice and guidance at critical stages can help students make better choices (with regard to careers and educational progression)</p>	<p>Linked directly to AH incharge of careers. Students must have a range of opportunities available to them. Including University visits, industry work and work that stretches/challenges.</p>	<p>NP/SGO</p>	<p>At end of intervention.</p>
<p>A/B/C/F Positive setting</p>	<p>Positive setting across the school. PP students are placed in appropriately challenging sets to encourage and motivate.</p>	<p>Studies show that higher attaining learners make between 1 and 2 additional months' progress when set or streamed compared to when taught in mixed ability groups (EEF)</p>	<p>Whole school strategy to encourage progress.</p>	<p>SCD/SGO/CLs</p>	<p>Half termly progress meetings.</p>

<p>H/C/B/A -Interfaculty progress meetings</p>	<p>All faculties to have PP placed on the agenda at faculty meetings. Interventions, students and support strategies are discussed as a priority in all meetings.</p>	<p>This serves to ensure PP provision continues to 'run through everything we do like the words in a stick of rock.'</p>	<p>All faculties discuss strategies and share good practice across the subjects. Support will therefore be more tailored within the faculties.</p>	<p>CLs</p>	<p>Half termly PP meetings.</p>
<p>C/G Positive discrimination for trips.</p>	<p>Ensuring equal access to all trips to offer a wider cultural experience.</p>	<p>A broader understanding of the world will help to alleviate deficits in knowledge that can be barriers to accessing some of the curricula at GCSE.</p>	<p>Students to be assessed on an individual basis. Trips are additionally assessed in terms of viability.</p>	<p>SGO</p>	<p>Ongoing</p>
<p>C/G - Music Taster sessions</p>	<p>A number of taster sessions for different instruments to ensure that pupils are experiencing a wider range of instruments. This will encourage uptake and broader experiences across the school.</p>	<p>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in b secondary schools, with greater effects on average for younger</p>	<p>Students have taster sessions within year 7 to encourage participation in music lessons. A range of instruments to be used including piano, drums, flute etc.</p>	<p>Music Department</p>	<p>Half termly basis</p>

<p>C/G -Breakfast Club</p>	<p>Breakfast offered throughout the week for all PP students to encourage attendance and to ensure all students are fuelled to start their day.</p>	<p>learners and disadvantaged pupils. (EEF)</p> <p>This is intended to improve punctuality, attendance, well-being and students' ability to access their lessons. London College have stated that students are twice as likely to perform better in examinations if they eat consistently throughout the day.</p>	<p>Continental breakfast provided and a range of study guides, news programmes and newspapers are available to improve literacy and experience.</p>	<p>SGO</p>	<p>Termly</p>
<p>H - Expansion of the wardrobe</p>	<p>Wardrobe already in place, but expanded to include Art equipment, for specialist sports uniform, camp equipment and vanity packs for students.</p>	<p>Minimise the lesson time missed due to poor uniform or lack of equipment. This is also aimed to support the families and build rapport between the school and home.</p>	<p>Breaks down barriers and ensures that students have same experience within school as their peers.</p>	<p>SGO</p>	<p>Termly</p>

Science PP provision	<p>Science to create a group that is primarily for PP students who will be taught by the most effective practitioners.</p> <p>The addition of a TLR responsible for PP provision within the faculty and monitoring their progress will also be employed this year.</p>	<p>PP students underachieve in science. Creating a smaller group with outstanding teachers could serve to improve their performance at GCSE.</p>	<p>Leadership team to be briefed on group makeup and staff. Half termly monitoring of the progress of students through progress meetings.</p>	NB	Termly
English PP provision	<p>Additional staffing in English to reduce class sizes and allow flexibility of intervention aimed at underachieving PP students</p>	<p>PP students have performed well in English with this strategy in place, the removal of the extra staffing may result in a widening of the gap.</p>	<p>Leadership team to be briefed on action plan and deployment of staff. Half termly monitoring of the progress of students through progress meetings.</p>	BS/SF/AF	Half termly
Maths PP provision	<p>Early intervention and monitoring from Year upwards.</p> <p>Additional staffing in Maths to reduce class sizes and allow flexibility of intervention aimed at underachieving PP students.</p>	<p>PP students performance has fluctuated with this strategy in place, the removal of the extra staffing may result in a widening of the gap.</p>	<p>Leadership team to be briefed on action plan and deployment of staff. Half termly monitoring of the progress of students through progress meetings.</p>	CEB/DB/AF	Half termly

Total budgeted cost					£185962
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?
F - Insight opening early for PP appointments	Parent's evening appoints are tailored to encourage participation from our PP parents. PSAs to chase parents if they have not made appointments, and offer alternative solution.	Parents of PP students are least likely to attend progress evening.	If parents have no access to internet PSAs to create appointments for them to encourage participation and break down barriers.	SCD/PSAs	Termly
C- Extra curricular clubs to spark interest in a range of lessons	Subjects such as Science, Design and Technology and Art to run extra curricular clubs to broaden the range of provision offered across the school.	PP students are less likely to participate in extracurricular clubs outside of school.	Clubs to include practical science clubs, Design and Technology practicals and Art workshops. All fully funded.	Relevant departments/S GO	Termly

<p>A/B - Numeracy/Literacy integrated into registration.</p>	<p>Numeracy and Literacy scheme to be implemented into registration. This will help to improve the two across the school.</p>	<p>Maths and English are the critical subjects in ensuring progression to post 16 study of future Education, Employment or Training.</p>	<p>All students to have access to this support, but tailored towards improving Literacy and Numeracy within our PP cohort. Maths and English faculties can tailor each scheme to fit in with their syllabuses and improve attainment.</p>	<p>RK/KH</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£4569</p>

6. Review of expenditure				
Previous Academic Year		January 2017-January 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Improve the attendance of PP in P6 sessions	<p>Identify targeted students especially in Year 10/11. If students have low scan scores DOL make P6 compulsory. Class teachers to contact parents and encourage participation.</p> <p>Lead Provision Coordinator to send out letter to all PP parents informing them of the P6 sessions.</p> <p>Targeted revision sessions to be sent home to all KS4 parents to highlight the sessions that PP students need to attend.</p> <p>P6 has been timetabled and now has support from subject specialists.</p> <p>Social Sciences have developed a specialised P6 session which is compulsory for targeted PP students. This is timetabled once weekly.</p> <p>Students from History, Geography and Philosophy each attend an extra hour session per week taught by subject specialists.</p>	<p>PP attendance remains a concern. KS3 attendance is good but this declines in KS4.</p>	<p>This approach will be continued into the next academic year but will be funded more from the whole school budget and less from PP in line with the proportional attendance of PP students from the last academic year.</p> <p>Further promotion of the P6 is required to raise awareness of its availability to families of PP students.</p> <p>Development of subject specific resources and tasks to be added to the LSRC for student use.</p>	£53,000

<p>Diminish the difference between PP and non PP students. With a particular focus on higher achieving students.</p>	<p>Implementation of the 'Seven Strategies for our disadvantaged students' in all lessons. Combination of most able PP and most able strategies to be put into place. PP outcomes must be identified on lesson plans/observation forms. Learning walks targeting PP provision in all lessons. More robust Performance Management targets with LSAs and teaching staff Increasing the profile of all PP students so teachers are aware of their individual needs.</p>	<p>Attainment of PP students remained broadly in line with last years results with an A8 score of 4.2 (this is sig+ on FFT) but a gap still remains between PP students and others in school with a gap of -1.3.</p> <p>Progress of PP students overall showed a decline from being positive and broadly in line with others nationally in 2016 to a score of -0.05 in 2017. The in-school gap is -0.51.</p> <p>Typicality walks around PP provision were positive and the 'Seven Strategies' were understood and employed widely.</p> <p>Performance management targets for all teaching staff included the progress of PP students and there was a notable increased awareness of the needs of this group across the academy.</p>	<p>Typicality and climate around strategies for Disadvantaged students appears positive but this has not been reflected in performance in last summer's results. This could be down to the relatively small numbers of PP students in the Y11 cohort meaning that the underperformance of one individual causes a large swing in the overall progress score. Attendance has also played a part in the performance of some PP students and this must be a focus for next strategy.</p> <p>The 'seven strategies' is based upon sound pedagogy and will remain in place again for next year. Feedback has been obtained from stakeholders and some adjustments have been made to this. This will be revisited again at the start of the academic year to raise the profile once again and make it a priority in staff planning and practise.</p>	
ii. Targeted support				
Desired outcome	Chosen action / approach	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>Improved progress for prior high attaining and low</p>	<p>Weekly small group sessions in maths and English for pupils with HOD or equivalent, replacing tutor time or assembly.</p>	<p>English and Maths were able to be more targeted with PP students and diagnostic about their academic needs.</p>	<p>This approach will continue into the next academic year. The focus on faculty actions plans will be clear to show that the PP students need to be making accelerated progress or the approach will</p>	

<p>achieving pupils</p>	<p>Option subjects to run similar as above. P6 sessions to be set up in each subject</p> <p>Disadvantaged group which meets half termly with reps from each faculty, to monitor progress of disadvantaged at Faculty level and to share good practice across difference subject areas.</p>	<p>Internal data does not suggest that the gap has closed significantly as a result of this intervention, however, there is also a concern that removal of this intervention could cause the gap to widen back to levels seen in 2015.</p> <p>The group have devised a number of activities and approaches to improve the provision for PP students inside and outside of the classroom, for example, having spoken to PP students in faculty extra sessions were put on to help students create mothers/fathers day gifts in D&T as requested by the students. This helps develop their D&T skills and affinity for the subject and also helped to address some of the socio-economic challenges the students face. Other examples include theatre trips, cultural visits, PP rewards and sporting activities. Additionally, having a representative from each faculty is raising the profile of PP provision in faculty meetings, although a greater</p>	<p>be slimmed down in the 19-20 academic year.</p> <p>The group is positive and has devised some great practice to improve PP engagement and, indirectly, progress. To empower the group further and begin to make a greater impact in the classroom, the progress and engagement of PP students should become a standing item on all faculty meetings. Additionally the PP representatives should be drafted in to conduct the PP learning walks.</p>	
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		formalisation of this is required to make further impact in the classroom.		
Increased rates of progress in Year 7 with lower literacy skills	<p>Students who are identified as having weaker literacy skills are given targeted support.</p> <p>Reading books available to all PP students.</p> <p>Whole school integration of literacy into lessons.</p>	<p>Inconsistent improvements in literacy.</p> <p>It's nice to provide a book and encourage reading but there is little evidence of impact on literacy. We have a very good library that could be used to promote reading amongst PP students.</p> <p>There is evidence of literacy in lessons but it needs a greater focus.</p>	<p>Literacy support and provision to be reviewed and funded by alternative means.</p> <p>For this to continue we would need greater coordination and follow up to the books issued. At this stage we will end the approach and look again in the future when there is more concrete evidence.</p> <p>A school-wide literacy coordinator to be employed as TLR</p>	
Closer monitoring of and support for disadvantaged students in English and Maths, starting earlier in the year	<p>Closer monitoring of and support for disadvantaged students in English and Maths, starting earlier in the year</p> <p>Continuation of the intensive Maths support programme (PET-XI) and introduction of a team within English to target specific PP students and provide extra academic support.</p>	<p>CLs in English and Maths and more aware of who the PP students are and monitor their progress more closely than other students. New data packs and a strategic approach to progress meetings have ensured that the faculties are adjusting the provision for these students on a needs basis, each half term.</p> <p>Internal data does not suggest that the gap has closed significantly as a result of this intervention across the year groups but is is an essential, low-cost approach to improving progress. Evaluation of the outcomes from PET-Xi in the previous year informed</p>	<p>This will continue next year as a low-cost strategy. PET-Xi will not be used for this intervention again. We will evaluate the effectiveness of the intensive intervention when examination results return. Maths will also be using Heggarty maths in addition to this.</p>	

		the decision to not provide this again in 2017-18 and instead try an in-house intensive intervention session.		
Improved intervention with KS3 students to improve attendance, effort and progress.	Improved intervention with KS3 students to improve attendance, effort and progress Targeted Year 7 students identified by scan data. LPC to meet with them once weekly, set individualised targets and ensure they are performing in all subjects.	Attendance in years 7-9 is better than in 10-11, potentially as a result of this intervention (which has been running since the current Y9 began the school). Anecdotally the PP students are 'known' better than previously and relationships are established with families. As a result there is greater engagement with parents evenings and other school events. The transition from Year 6-7 is well established with stakeholder recognising it as an area of strength	This approach will be continued into next year. The importance of early identification and intervention has been highlighted by this strategy. A lesson for next year is to use FFT explorer to indicate those most at risk in the early months of Y7.	
Mentoring in Year 10/11 Targeted mentoring for identified Year 10/11 students	Mentoring in Year 10/11 Targeted mentoring for identified Year 10/11 students	Internal evidence suggests that mentoring for targeted Y11 students did little to improve performance in year 11. The end of year results will be a better measure but it looks like the approach needs a re-think.	Mentoring in year 11 needs to be launched early and mentors matched to mentees carefully. It would be wise to target PP students earlier than Y11 so that relationships can be established before the critical final year of study.	
Improve aspirations of the PP cohort	Improve aspirations of the PP cohort Improved access to a range of trips and experiences through the use of 'Challenge days' Access to the 'Brilliant Club' for most able PP students	Anecdotal evidence and student voice around motivational speakers was positive. Reviews of challenge days and success of mentoring is mixed.	We need to continue to improve the cohesiveness of the employability offer and growth curriculum, this will benefit our PP students more than others. The organisation of an aspiration programme for PP students may also be	

	<p>Mentoring scheme running through KS3/KS4</p> <p>Access to higher educational establishments.</p> <p>Motivational speakers from former students</p>		<p>of use, with clear lines of responsibility established.</p>	
<p>Narrowing the gap in English</p>	<p>Additional staffing in English to reduce class sizes and allow flexibility of intervention aimed at underachieving PP students.</p>	<p>The progress gap did not narrow in 2017-17 and current internal data suggests that it will persist in the 17-18 results. However, there is also a concern that removal of this intervention could cause the gap to widen back to levels seen in 2015.</p>	<p>As PP intervention the extra staffing needs to show a cycle of analysis of PP progress followed by small group intervention with the best possible staff.</p>	
<p>Narrowing the gap in Maths</p>	<p>Early intervention and monitoring.</p> <p>Compulsory mentoring on a Tuesday morning in registration for PP students.</p> <p>Intensive Maths support programme</p>	<p>The progress gap did not narrow in 2017-17 and current internal data suggests that it will persist in the 17-18 results. However, there is also a concern that removal of this intervention could cause the gap to widen back to levels seen in 2015.</p>	<p>As PP intervention the extra staffing and intervention needs to show a cycle of analysis of PP progress followed by re-evaluation of actions.</p>	

Nurture group	Early intervention and monitoring of key students. Smaller class sizes and students are supported by classroom teachers and at least one LSA at all times.	PP students in the group benefit from the intervention but numbers of PP students in the group fluctuate.	The nurture class will continue into 2018-19 to meet the needs of our most vulnerable students. The PP funding will be used proportionately based upon the number of PP students in the group.	£51,000
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LAC – One to one support in English and Maths	Pupil Premium is being used to 'bridge the gap' for our looked after students. We are ensuring that they have the resources to achieve and make progress with the SENCO.	LAC students are performing well across the board in core subjects. Not all sessions have taken place when expected and not all students have received the same number of sessions.	LAC 1 to 1 sessions have been successful and the LAC students on the whole are progressing well. Next year the session need to be built into the timetable in advance so that the teachers and CLs responsible are clear on when they will happen and who they will be teaching .	£2000
iii. Other approaches				
Desired outcome	Chosen action / approach	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>Reduce the number of exclusions of PP students</p>	<p>Identify a targeted behaviour intervention for identified students.</p>	<p>Evidence - behaviour of PP students - has it improved. What about exclusion data? Look at repeat offenders.</p>	<p>There is a need for a more coherent approach to meeting the needs of students who are struggling to cope with the mainstream curriculum. EEF toolkit suggests that targeted behaviour interventions are the most beneficial so we will continue with them as a strategy but with a more systematic approach.</p>	
<p>Improved attendance rates</p>	<p>PSAs/DOL to monitor pupils and follow up quickly on truancies. First day response provision.</p>	<p>Attendance in Y7-9 has improved whilst Y10-11 remains a concern.</p>	<p>The provision in KS3 needs to be rolled out to KS4 to boost attendance in the examination years.</p>	
<p>To maintain and improve an effective partnership with parents to support and improve students' achievement and personal</p>	<p>Lead Provision Coordinator to work closely with Feeder schools to pre-empt any issues that may arise early on. Meet with targeted parents in Year 6 to ensure smooth transition to GSA Attend 'Meet the Learning Manager Evening' and discuss with parents the provision that can be offered at GSA</p>	<p>Primary school are happy with the transition process. 'Transition surgeries' for Y6 parents at the primary schools were successful and brought parents of PP students who " had never been seen before" into school. Typically 'hard to reach' PP parents have attended school events more regularly and barriers to engagement would appear to be diminished.</p>	<p>This support needs to be continued and more schools will receive the 'surgery' for PP parents.</p>	

development.	Regular contact with parents and building a rapport with often difficult to reach parents.			
Funding of trips	Removal of barriers for learning. Trips are fully funded if linked directly to the curriculum. These include Year 7 camp, Geography fieldwork, English literacy outings etc	No direct outcomes on attendance and behaviour, however, the provision of curriculum based trips for PP students puts them in a much better position to perform in examination subjects where specific content covered on the trip is required.	Socially and morally, it is a good provision. To be reviewed on an individual case basis by LPC. All trips must have some curriculum value.	£8,000
Funding of uniform/equipment and educational books.	Removal of barriers for learning. All Year 7 students to be given a fully equipped pencil case spell checker, scientific calculator. £100 uniform voucher given per PP student. All students in KS4 are given free revision guides for all subjects.	Barriers are removed but difficult to measure impact on progress. No direct impact on attendance and behaviour.	Social and morally it is a good provision. Next year we will significantly reduce the amount spent and use directly on more measurable interventions.	£11,000