



# Pupil premium strategy statement: Broad Oak Sports College

1. Summary information					
<b>School</b>	Broad Oak Sports College, Hazel Avenue, Bury, Lancashire				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£308,815	<b>Date of most recent PP Review</b>	November 2017
<b>Total number of pupils</b>	593	<b>Number of pupils eligible for PP</b>	313	<b>Date for next internal review of this strategy</b>	Easter 2018

2. Outcomes		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
% achieving 9-5 EM	6%	19.1%
Progress 8 score average (from 2016/17)	-1.370	-0.45
Attainment 8 score average (from 2016/17)	27.67	38.12
RAISE Online Attendance outcomes (Validated for 2016 cohort)*		
Persistent Absence (National in brackets)	21.4% (21.6%)	7% (8.3%)
Sessions missed % (national in brackets)	6.1% (7.2%)	3.8% (4.1%)
RAISE Online exclusion outcomes (validated for 2016 cohort)*		
Fixed term exclusions as a percentage of pupil group (National in brackets)	14.33% (18.77%)	3.27% (4.58%)
Percentage pupils with 1 or more FT exclusions (National in brackets)	8.84% (8.93%)	2.45% (2.70%)
Percentage pupils with more than 1 FT exclusion (National in brackets)	3.35% (3.84%)	0.41% (0.87%)
Permanent exclusions as percentage of the pupil group (National in brackets)	0.91% (0.39%)	0.82% (0.07%)
2015/16 Percentage attendance (school census info)	91.58%	93.74%
2016/17 Percentage attendance (school census info)	89.7%	91.86%

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
<b>Year 7:</b>		
<b>Progress in English– September 2017 (Mean SAS)</b>		
<b>Progress in Maths – September 2017 (Mean SAS)</b>		
<b>Average reading age</b>	9yrs 6mths	9yrs 8 mths
<b>Average spelling age</b>	11yrs 8mths	12 yrs
<b>KS2 Average GPaS (Standardised score)</b>		
<b>KS2 Average Reading (Standardised score)</b>		
<b>KS2 Average Maths (Standardised score)</b>		
<b>Year 8:</b>		
<b>Progress in English– September 2017 (Mean SAS)</b>	<b>87.5</b>	95.0
<b>Progress in Maths – September 2017 (Mean SAS)</b>	<b>92.1</b>	99.6
<b>Average reading age</b>	10yrs 8mths	11yrs 10mths
<b>Average spelling age</b>	12yrs 5mths	12yrs 10mths
<b>KS2 Average GPaS (Standardised score)</b>	99.35	104.1
<b>KS2 Average Reading (Standardised score)</b>	96.29	99.7
<b>KS2 Average Maths (Standardised score)</b>	98.11	103.1

Current (baseline data) – continued	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
<b>Year 9:</b>		
<b>Progress in English – September 2017 (Mean SAS)</b>	88.0	93.2
<b>Progress in Maths – September 2017 (Mean SAS)</b>	91.8	95.5
<b>Average reading age (September 2017, Yr9)</b>	11yrs 5mths	11yrs 3mths
<b>Average spelling age (September 2017, Yr9)</b>	12yrs 8mths	12yrs 10ths
<b>KS2 English Reading Average Test level</b>	4	4
<b>KS2 English Writing Average test level</b>	3	4
<b>KS2 Maths Average level</b>	4c	4b
<b>KS2 APS</b>	26.7	28.4
<b>CAT Mean SAS</b>	91.6	94.6

Current (baseline data) – continued	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
<b>Year 10:</b>		
Progress in English – June 2017	90.1	90.8
Progress in Maths – June 2017	95.7	100.3
Average English Grade – June 2017	2=	2=
Average Maths Grade – June 2017	2=	3-
KS2 English Average level	4c	4b
KS2 Maths Average level	4b	4a
KS2 APS	26.7	27.1
CAT Mean SAS	92.1	93.8
<b>Year 11:</b>		
Average English Grade – June 2017	2=	2+
Average Maths Grade – June 2017	2+	3-
KS2 English Average level	4c	4c
KS2 Maths Average level	4b	4b
KS2 APS	26.5	26.2
CAT Mean SAS	90	89

**PLEASE NOTE:**

The identified outcomes and strategies detailed in the pages that follow link to the whole School Improvement Plan.

**School priority**

Improve the progress of all students and close the gap between disadvantaged students and non-disadvantaged students and girls and boys

**To deliver the school priority we need to:**

Secure and deliver good and outstanding practice in all aspects of classroom practice

Improve the capacity, consistency and impact of leadership and management at all levels

Improve student engagement and behaviour

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Literacy skills are lower for pupils eligible for PP than for other pupils, which prevents them from accessing curriculum at age appropriate levels and hinders good progress over time. Some 'stubbornly' low levels of literacy for PP students.
B.	Numeracy skills are lower for pupils eligible for PP than other pupils which impacts upon good progress over time –In other year groups, some 'stubbornly' low levels of numeracy for PP students.
C.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils.
D	Attitude and Behaviour for learning issues for a small group of students in each year group impacting upon their own and other students' progress
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for PP students were below Non PP students (school) in 2015/16 and 2016/17, although better than national rates for PP students
F.	Appropriate working environment / study support beyond school day including homework support.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Improvement in MEAN SAS scores on Progress Tests in English for all students and reduction / removal of negative gaps for PP students.</li> <li>Narrow the gaps to national outcomes in relation to MEAN SAS scores on progress test</li> <li>Improvement of reading and spelling age average for all students and narrowing of gaps between PP/NPP cohorts.</li> <li>Increased number of students engaging in self supported and peer supported reading.</li> <li>Ensure that gaps between groups in current cohorts in relation to English outcomes (LAP and GCSE) do not widen (Summer 2017 – gaps were extremely narrow)</li> </ul>
<b>B.</b>	High levels of progress in numeracy for pupils eligible for PP	<ul style="list-style-type: none"> <li>Improvement in MEAN SAS scores on Progress tests in Maths for all students and reduction/removal of negative gaps for PP students.</li> <li>Narrow the gaps to national outcomes in relation to MEAN SAS scores on progress test</li> <li>Narrow the gaps between groups in current cohorts in relation to Maths outcomes (LAP and GCSE)</li> </ul>
<b>C.</b>	Improved rates of progress across KS3 and 4 for high attaining pupils eligible for PP.	<ul style="list-style-type: none"> <li>Using GL Assessment progress tests alongside CAT, KS2 data and SISRA analysis, see a reduction in gap to non PP higher ability students, greater rates of progress towards higher outcomes and improved progress 8 estimates and GCSE outcomes (P8) to assess impact on Year 11 students</li> </ul>
<b>D.</b>	Attitude for learning and behaviour for learning is improved, reduction in FT exclusions and internal behaviour management interventions.	<ul style="list-style-type: none"> <li>Number of students with repeat incidents for AFL/BFL are reduced</li> <li>The number of individual students who are placed in the nurture group to be reduced as an overall percentage of school cohort.</li> <li>In school gap relating to exclusion to continue to close, secure lower than national average outcomes for FT exclusions and reduce PEx as % of group compared to national</li> </ul>
<b>E.</b>	Further increase attendance rates for PP students in order to minimise 'in school gap' between PP and Non PP students	<ul style="list-style-type: none"> <li>Percentage attendance for PP students improves overall from 2016/17</li> <li>Within school gap is narrowed (2016/17 gap 2.95%)</li> <li>Gap to national PP and Non PP attendance rates is narrowed.</li> </ul>
<b>F.</b>	Attendance at range of study support and other support opportunities is maximised for PP students	<ul style="list-style-type: none"> <li>Improve the attendance of PP students at grade up sessions.</li> <li>Breakfast club attendance further improves.</li> <li>Attendance at after school study sessions improves.</li> </ul>

3. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching/provision for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b>  High levels of progress in literacy for pupils eligible for PP.	Literacy coordinator to support whole school literacy development via mainstream curriculum and form time activities.	OFSTED “Improving literacy in secondary schools: A shared responsibility” April 2013, No.120363 – Identifies a range of strategies with “setting literacy issues firmly within the teaching and learning debate” (P38) and “Use of specialist subject knowledge to support individual teachers and departments” (P39) as key drivers.	Monitoring through school routine self-evaluation cycle, to include ‘book look’ (work scrutiny) at faculty and whole school level to identify strategies where impact is clearly visible and effective, sharing of good practice etc.	ARI (whole school)	March 2018 for mid-year review prior to appraisal mid-year review. Evidence to feed into BlueSky by teaching staff, middle leaders and SLT.
	Making improved use of data (GL PIE assessments, reading/spelling age assessments) to provide clear guidance about the literacy levels of students across all faculty areas.	OFSTED document No. 120363 (see above) identifies that schools should “identify the particular needs of all pupils in reading, writing, speaking and listening” as part of good practice within school in promoting literacy. Specific group and individual pupil level information will help to pitch target language and tasks at appropriate levels to support pupil progress.	Routine monitoring of form time activities and feedback to SLT and Literacy Coordinator	KHU (form time monitoring)	SLT line management meetings on fortnightly (minimum) cycle to include book look activities
	Whole school marking and feedback policy with clearly stated focus upon specific literacy aspects and opportunities for DIRT (Dedicated Improvement and Reflection time / ‘purple pen work’)	Education Endowment Fund, Teacher Toolkit – Feedback ( <a href="http://www.educationendowmentfund.org.uk">www.educationendowmentfund.org.uk</a> ) identifies feedback as a low cost, high impact strategy if implemented successfully. Review and revision of the school’s approach to marking and feedback completed in Summer term 2015/16 (and trialled). Implementation across all areas from September 2016. These approaches are also supported by Sutton Trust document “What makes great teaching?” (Coe, Aloisi, Higgins, Elliot Major, 2014)	Line management discussions between classroom teachers / HOFs and HOFs/SLT as part of appraisal process and line management, including monitoring of pupil progress via subgroup analysis	SLT/ HOFs	Termly, as part of School Effectiveness Partner meetings with SLT
	Reading Comprehension strategies in subject areas	EEF Teacher toolkit – Reading comprehension strategies – low cost, moderate impact	Evidence trails in student exercise books, teacher planning and via BlueSky for appraisal evidence	SLT/HOFs	Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis
	Ongoing professional development within English		Lesson Observation	SLT/HOFs	
				HOF English (attendance)	

	<p>faculty to ensure strong pedagogical knowledge from subject staff.</p> <p>Staffing in English to ensure appropriate group sizes to support progress.</p>	<p>Sutton Trust ("What makes great teaching?" Coe, Aloisi, Higgins, Elliot Major, 2014) identifies subject/content knowledge and quality of instruction as two key components of great teaching which should impact upon extent and rate of pupil progress.</p>		<p>and engagement with BSLC, PiXL)</p>	
<p><b>B</b> High levels of progress in numeracy for pupils eligible for PP</p>	<p>Making improved use of data (GL PIM assessments, faculty APP, PiXL papers) to provide clear information about individual pupil and group progress in relation to numeracy in Maths lessons</p> <p>Ongoing professional development within Maths faculty to ensure strong pedagogical knowledge from subject staff.</p> <p>Effective dialogue between subject teachers to ensure that transfer of concept/application in other subjects supports numeracy development (e.g. mathematical concepts in science and business studies are taught in such a way as to reinforce Maths teaching)</p> <p>Whole school marking and feedback policy with clearly stated focus upon specific literacy aspects and opportunities for DIRT (Dedicated Improvement and Reflection time / 'purple pen work')</p>	<p>DfE "Literacy and numeracy catch up strategies" published November 2012. identifies that "low attainers in mathematics benefit from detailed assessment of their learning needs" and that interventions (therefore teaching) "work best when they are targeted on individual child's weakness"</p> <p>Sutton Trust ("What makes great teaching?" Coe, Aloisi, Higgins, Elliot Major, 2014) identifies subject/content knowledge and quality of instruction as two key components of great teaching which should impact upon extent and rate of pupil progress.</p> <p>DfE, Nov 2012 (see above) identifies 6 overarching features of effective numeracy teaching (Page 15) including focus on effective classroom practices focussing on high quality teaching and dialogue at an appropriate pace for the student.</p> <p>Education Endowment Fund, Teacher Toolkit – Feedback (<a href="http://www.educationendowmentfund.org.uk">www.educationendowmentfund.org.uk</a>) identifies feedback as a low cost, high impact strategy if implemented successfully. Review and revision of the school's approach to marking and feedback completed in Summer term 2015/16 (and trialled). Implementation across all areas from September 2016. These approaches are also supported by Sutton Trust document "What makes great teaching?" (Coe, Aloisi, Higgins, Elliot Major, 2014)</p>	<p>Monitoring through school routine self-evaluation cycle, to include 'book look' (work scrutiny) at faculty and whole school level to identify strategies where impact is clearly visible and effective, sharing of good practice etc.</p> <p>Line management discussions between classroom teachers / HOFs and HOFs/SLT as part of appraisal process and line management., including monitoring of pupil progress via subgroup analysis</p> <p>Evidence trails in student exercise books, teacher planning and via BlueSky for appraisal evidence</p> <p>Lesson Observation</p>	<p>SLT/ HOF Maths</p> <p>HOF maths (attendance and engagement with BSLC, PiXL)</p> <p>HOF Maths via middle leadership forum and through direct approach to colleagues</p> <p>SLT/HOFs</p>	<p>March 2018 for mid-year review prior to appraisal mid-year review. Evidence to feed into BlueSky by teaching staff, middle leaders and SLT.</p> <p>Termly, as part of School Effectiveness Partner meetings with SLT</p> <p>SLT line management meetings on fortnightly (minimum) cycle to include book look activities</p> <p>Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis</p>



	Staffing in English to ensure appropriate group sizes to support progress.				
<b>C</b> Improved rates of progress across KS3 and 4 for high attaining pupils eligible for PP.	Effective use of range of data (including GL PIE, PIM and PIS assessments, reading age, KS2 data and in house assessment data) to identify the most able students to ensure that they are then effectively challenged / stretched in all subject areas.	OFSTED "The most able students" published 2013, No. 130118 identifies key characteristics of schools that do well with their most able students: <ul style="list-style-type: none"> <li>• Clear leadership, determined to improve standards for all students</li> <li>• High expectations of the most able students from teachers, parents and the students themselves</li> <li>• Effective transition to ensure that progress is sustained and pace of learning is maintained</li> <li>• early identification of most able students to support adaptation and tailoring of curriculum</li> <li>• expert teaching and effective formative assessment</li> <li>• tight checks on progress to identify and act upon 'slippage'</li> <li>• effective training and cooperative practice to ensure that teachers learn from each other</li> </ul> Education Endowment Foundation – Parental involvement identified as moderate impact for moderate cost	Monitoring through school routine self-evaluation cycle, to include 'book look' (work scrutiny) at faculty and whole school level to identify strategies where impact is clearly visible and effective, sharing of good practice etc.	SLT / HOFS	March 2018 for mid-year review prior to appraisal mid-year review. Evidence to feed into BlueSky by teaching staff, middle leaders and SLT.
	Implementation of Lancashire Model and associated APP processes to ensure that students progress on the most appropriate 'flight path' for their ability.		Line management discussions between classroom teachers / HOFs and HOFs/SLT as part of appraisal process and line management, including monitoring of pupil progress via subgroup analysis	SLT / HOFS	Lancashire Model implementation monitored via SLT line management
	Gifted, Talented and Able 'coordination' to become a focus of the SENCO (DHT) as part of a wider approach to supporting additional needs.		Evidence trails in student exercise books, teacher planning and via BlueSky for appraisal evidence	SLT/HOFS	Monitoring of internal assessments including AFL/BFL as part of the school's timetable for reporting to parents.
	Ongoing professional development (in house, via BSLC and other external providers)		Lesson Observation	SLT/HOFS	Monitoring of parental engagement following parents' evenings and other relevant events.
	Improved engagement with parents/carers of HA PP students (parents' evenings, specific 'events – eg 'Grade Up' parents evening for Yr11)		SENCO monitoring of progress SEN/GT/EAL improvement plan targets	SENCO (DHT)	Feedback from parental meetings as part of coaching program on an ongoing basis.
	Raising aspirations through whole school approach (Aspire to Achieve)		Monitoring of PARS and internal assessment outcomes to identify where Attitude and Behaviour for learning are not supporting HA pupil progress.	SLT	Termly, as part of School Effectiveness Partner meetings with SLT
	Effective transition and IAG arrangements to ensure that HA students are not 'lost' as they transfer in Year 7 or other points in their school career and that they progress to appropriate destinations following GCSE study		Monitoring of parental engagement via relevant data collection (parents evening attendance, parental questionnaires)	DHT (Welfare), DHT (Coaching), DHT (SENCO)	Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis

<p><b>D</b> Attitude for learning and behaviour for learning is improved, reduction in FT exclusions and internal behaviour management intervention.</p>	<p>Effective use and moderation of centrally collected Attitude and Behaviour for learning grades (school developed 1-9 grading)</p> <p>Effective implementation of school expectations relating to behaviour and attitude in classrooms and wider school, including behaviour management policy and processes</p> <p>Raising aspirations through whole school approach (Aspire to Achieve)</p>	<p>Education Endowment Foundation – Social and Emotional learning. Moderate cost, moderate impact. / Behaviour interventions – moderate cost, moderate impact</p> <p>SEL and Behaviour interventions identified are “Universal programmes” which generally take place in the classroom and ‘school level approaches’ to the development of positive ethos and supporting greater engagement in learning.</p> <p>Evidence suggests that behaviour interventions can produce improvements in academic performance</p>	<p>Monitoring through school self-evaluation processes.</p> <p>Analysis of teacher assessed outcomes for Attitude for learning (AFL) and Behaviour for learning (BFL)</p> <p>Line management discussions making use of AFL / BFL outcomes as start point for action planning.</p> <p>Student feedback – questionnaires and surveys, qualitative feedback through focus groups / discussions</p>	<p>SLT/HOFs</p> <p>DHT (Coaching) / AHT (QA/SE)</p> <p>SLT/HOFS</p> <p>SLT</p>	<p>Monitoring of internal assessments including AFL/BFL as part of the school’s timetable for reporting to parents.</p> <p>Line management meetings (minimum fortnightly)</p> <p>Mid-year review as part of appraisal process</p> <p>Termly, as part of School Effectiveness Partner meetings with SLT</p> <p>Long term impact reviewed as part of school self-evaluation processes</p>
<p><b>E</b> Further increase attendance rates for PP students in order to minimise ‘in school gap’ between PP and Non PP students</p>	<p>Continued effective implementation of strategies to impact upon school attendance including:</p> <ul style="list-style-type: none"> <li>* First day contact for absence through text messaging and direct phone calls home from the Attendance Officer</li> <li>* Electronic registration (PARS) for AM, PM and lesson attendance to support timely and accurate school to parent contact in the event of absence</li> <li>* Reward schemes (house awards, merits, reward trips) for positive attendance</li> <li>* Close liaison with LA to pursue relevant action for persistent absentees</li> </ul>	<p>National Audit Office “Improving school attendance in England” (2005) – Children who do not attend school regularly are much more likely to leave school with few or no qualifications and they are more likely to be drawn into crime and anti-social behaviour.</p> <p>NFER identifies that higher levels of absence are associated with higher levels of free school meals and pupils with EAL / SEN.</p> <p>Schools that made use of reward schemes, first day contact, electronic registration, clear policy on attendance and support by Headteacher of resourcing attendance management, had improved attendance in relation to national outcomes.</p>	<p>Monitoring through school self-evaluation processes.</p> <p>Analysis by DHT (Welfare and Guidance) of sub group outcomes for attendance and persistent absence</p>	<p>SLT</p> <p>DHT (Welfare and guidance)</p>	<p>Half termly analysis of attendance outcomes</p> <p>Termly through School Effectiveness Partner meetings. Long term impact reviewed as part of school self-evaluation processes.</p>

<p><b>E</b> Attendance at range of study support opportunities is maximised for PP students</p>	<p>Before school study sessions in subject areas English and Maths sessions in form time</p> <p>After school study support sessions in subject areas</p> <p>Wednesday PM "Grade Up" intervention sessions with subject staff</p>	<p>Analysis by AHT (Coaching) following summer 2016 outcomes for students who regularly attended additional study sessions and/or access Hub for private study shows that outcomes were improved and higher than students with similar starting points who did not regularly attend.</p> <p>Education Endowment Foundation (Teacher Toolkit) shows extending school time as low impact for moderate cost, however, the additional sessions form part of the school day for all except the Hub sessions (which are the only ones that incur any additional cost)</p>	<p>Monitoring of attendance via session registers and sign in sheets</p> <p>AHT Coaching – analysis of attendance and cross referencing/correlation with student outcomes at key assessment points in school calendar and final impact assessment following Summer 2017 GCSE results.</p> <p>Qualitative feedback from students via surveys/questionnaires / interviews</p>	<p>DHT (Coaching)</p>	<p>Termly as part of School effectiveness partner meetings.</p> <p>Following internal school assessment data collection as part of reporting cycle.</p> <p>Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis</p>
<p><b>Total budgeted cost</b></p>					<p><b>£83,485</b></p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b>  High levels of progress in literacy for pupils eligible for PP.	<p>Targeted literacy intervention via blocks of withdrawal from lessons, targeted at students in Yr8 and Yr7 Making use of GL PIE outcomes as baseline and to identify specific areas of need in relation to GPAS/comprehension. Led by HLTA English. (Assess-Plan-Do-Review) (HT5-6)</p> <p>'Grade up' interventions for GCSE English students, led by English teachers, making use of internal assessment data, to provide targeted support to secure progress. Timetable / Scheduling as part of wider coaching program and provision.</p> <p>Staffing – HLTA English</p> <p>Specific curriculum adjustment for small group of students in Year 9 to follow entry level English qualification route, to support literacy development and underpin/complement learning in English lessons (3 lessons per fortnight) – HLTA led.</p>	<p>Education Endowment Foundation (<a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>) identifies individualised instruction as having low impact for low cost. School's own analysis of impact in previous academic years has shown that small group, focussed interventions have supported literacy development for individual students.</p> <p>With focus of interventions linked to the concept of 'Mastery learning'- focussing on clearly specified objectives (identified using baseline assessment data) until they are achieved, the potential impact is greater, according to EEF (see above) in that it is considered to have moderate impact for low cost. Additionally, a focus on withdrawal and intervention approaches that consider comprehension in the specific context of literacy (and English content for GCSE) are shown to be low cost with moderate impact based upon a number of studies (EEF)</p> <p>EEF also identifies small group tuition as having moderate impact for moderate cost. Group sizes that go beyond 6 students are less effective according to evidence. In all withdrawal groups, group size is limited to 4, maximum 5, for this reason.</p>	<p>Baseline assessment using GL PIE data with ongoing teacher assessment and completion of exit assessment (GL PIE) to identify progress and any continuing areas of weakness for future intervention/support. DHT(SENCO) to observe sessions</p> <p>Starting points identified from in school APP information. Teacher assessment to identify specific progress. Final impact assessment following GCSE outcomes (Summer 2018)</p>	<p>DHT (SENCO), HLTA English and HOF English</p> <p>DHT (Coaching) HOF English, SLT</p>	<p>At mid-point of intervention and follow up at end of intervention through analysis of progress outcomes from exit assessment. Learning points relating to process and implementation to be taken forward to subsequent blocks of intervention. Feedback from subject staff to assess impact (transference and application) across curriculum. Fortnightly reviews of progress outcomes between DHT (SENCO) and SSA to assess impact and progress. Learning points relating to engagement and process to be considered in terms of adjustment to process of withdrawal (and identification of students). Subject staff feedback to assess wider impact (transference and application) across curriculum.</p> <p>Interim reviews following key assessment points (as per school data and reporting cycle), including outcomes of Mock Exams and PiXL assessments. DHT Coaching monitoring processes during formtime. Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis</p>

<p><b>B</b> High levels of progress in numeracy for pupils eligible for PP</p>	<p>Targeted numeracy intervention via blocks of withdrawal from lessons, targeted at students in Yr8 and Yr7. Making use of GL PIM outcomes and APP (Maths) as baseline and to identify specific areas of need in relation to numeracy. Led by HLTA Maths. (Assess-Plan-Do-Review) (HT4-6)</p> <p>'grade up' interventions for GCSE Maths students, led by Maths teachers, making use of internal assessment data, to provide targeted support to secure progress. Scheduling as part of wider coaching program and provision.</p> <p>Staffing – HLTA Maths</p> <p>Specific curriculum adjustment for small group of students in Year 9 to follow entry level Maths qualification route, to support literacy development and underpin/complement learning in Maths lessons (3 lessons per fortnight) – Maths teacher.</p>	<p>Education Endowment Foundation (<a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>) identifies individualised instruction as having low impact for low cost. School's own analysis of impact in previous academic years has shown that small group, focussed interventions have supported numeracy development for individual targeted students.</p> <p>With focus of interventions linked to the concept of 'Mastery learning'- focussing on clearly specified objectives (identified using baseline assessment data) until they are achieved, the potential impact is greater, according to EEF (see above) in that it is considered to have moderate impact for low cost.</p> <p>EEF also identifies small group tuition as having moderate impact for moderate cost. Group sizes that go beyond 6 students are less effective according to evidence. In all withdrawal groups, group size is limited to 4, maximum 5, for this reason.</p>	<p>Baseline assessment using GL PIM data with ongoing teacher assessment (HLTA) and completion of exit assessment (GL PIM) to identify progress and any continuing areas of weakness for further intervention/support. AHT (SENCO) to observe sessions.</p> <p>Starting points identified from in school APP information. Teacher assessment to identify specific progress. Final impact assessment following GCSE outcomes (Summer 2017). Book looks and discussions via Line management meetings</p>	<p>DHT (SENCO), HLTA (Maths) and HOF Maths</p> <p>DHT (Coaching) SLT, HOF Maths, SLT</p>	<p>At mid-point of intervention and follow up at end of intervention through analysis of progress outcomes from exit assessment. Learning points relating to process and implementation to be taken forward to subsequent blocks of intervention. Feedback from subject staff to assess impact (transference and application) across curriculum.</p> <p>Interim reviews following key assessment points (as per school data and reporting cycle), including outcomes of Mock Exams and PiXL assessments. AHT Coaching monitoring processes during formtime. Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis</p>
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<p><b>C</b> Improved rates of progress across KS3 and 4 for high attaining pupils eligible for PP.</p>	<p>Subject intervention sessions via 'Grade Up' slot on Wednesday afternoon (2.45 to 3.20 for Yr11 students). All teachers engaged in small group, targeted intervention for subject content, including focus on stretching the most able. <b>Process amended January 2018 – Scheduled after school sessions for students (registered and tracked) Monday – Friday (exc Wednesday)</b></p> <p>Engaging HA students in appropriate enrichment opportunities (across all year groups) e.g UK Maths Challenge, "Walking/Talking Mocks" including The Scholars' Program.</p>	<p>EEF identifies small group tuition as having moderate impact for moderate cost. Group sizes that go beyond 6 students are less effective according to evidence. In all withdrawal groups, group size is limited to 4, maximum 5, for this reason.</p> <p>OFSTED ("The Most able students" No.130118, June 2013) identifies the importance of providing opportunities that address the needs of higher ability students in stretching and developing their skills.</p>	<p>Starting points identified from in school APP information. Teacher assessment to identify specific progress, including use of APP and Mock outcomes. Final impact assessment following GCSE outcomes (Summer 2017). Book looks and discussions via Line management meetings</p> <p>Monitoring range/frequency/quality of additional opportunities. Gather feedback from staff and students</p>	<p>DHT (Coaching) HOFs, SLT</p> <p>DHT (SENCO) and HOFs</p>	<p>Interim reviews following key assessment points (as per school data and reporting cycle), including outcomes of Mock Exams and PiXL assessments. DHT Coaching monitoring processes during formtime. Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis</p> <p>Ongoing – as follow up to each opportunity. Clear rationale to be provided for engagement in specific activities/events, with review of impact against stated rationale.</p>
<p><b>D</b> Attitude for learning and behaviour for learning is improved, reduction in FT exclusion s and internal behaviour management interventi on.</p>	<p>Coaching Program – students across years 7 to 11 identified as 'at risk' in relation to engagement / attitude or behaviour for learning from in school data sets (AFL, BFL, PARS incidents). Placed on caseload of coaching staff. Parental interviews to secure triad of support and engagement (Pupil, Parent, School). Students monitored lesson by lesson for fixed period (as per APDR approach), using coaching report. Daily meeting with coach and consistent follow up (praise and support for ongoing challenges) with parents.</p> <p>Pastoral support program – students across years 7 to 11 identified as 'at risk' as a result of behaviour / SEMH factors become part of Pastoral Manager caseload (3 PMs). Engagement with parents in securing triad of support and to help parents in providing appropriate support at home, with back up and guidance from school. Bespoke, tailored approach to behaviour support, to adjust attitudes, improve engagement and reframe specific actions/behaviours, helping individual students to make appropriate decisions relating to their behaviour. APDR approach.</p>	<p>Education Endowment Foundation – Social and Emotional learning. Moderate cost, moderate impact. / Behaviour interventions – moderate cost, moderate impact</p> <p>SEL and Behaviour interventions identified are "Universal programmes" which generally take place in the classroom and 'school level approaches' to the development of positive ethos and supporting greater engagement in learning.</p> <p>Evidence suggests that behaviour interventions can produce improvements in academic performance</p> <p>Education Endowment foundation (<a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>) indicates that mentoring is a moderate cost</p>	<p>Starting points identified from in school AFL/BFL information and PARS data relating to behaviour incidents. Ongoing monitoring of PARS data and feedback from student, parents, teaching staff in relation to engagement in learning. Qualitative feedback from daily coaching report. Monitoring by DHT (Coaching)</p> <p>Starting points identified from school AFL/BFL and PARS information relating to behaviour incidents and inclusion room logs. Ongoing monitoring of PARS data and feedback from student, parents, teachers. Qualitative feedback from daily monitoring report. Pastoral leaders meeting 3 mornings per week to review caseload, progress and 'at risk' students. SLT monitor behaviour outcomes on a weekly basis via</p>	<p>DHT (Coaching) Coaching staff</p> <p>DHT (Welfare and guidance) PMs HOY7 SLT</p>	<p>At end of each coaching cycle, making use of in school data sets (quantitative) and wider, holistic feedback from students, parents, teaching staff. Long term impact reviewed as part of school self-evaluation processes including GCSE results analysis</p> <p>Reviews on weekly basis via Pastoral leaders' meetings led by AHT Welfare and Guidance. Reviews will be used to indicate whether students can 'exit' from additional support or whether to continue or adjust the support. Weekly meetings of SLT in relation to behaviour to review support in place and recommend adjustments and next steps accordingly. Long term impact reviewed as part of</p>



	<p>Relateen / Behaviour outreach support for specific students based upon identification of specific needs (counselling via Relateen, behaviour modification strategies via Behaviour outreach)</p>	<p>strategy that can have low impact. However, underlying analysis from EEF identifies that mentoring that makes use of external/community based mentors have great success as they require students to form trusting working relationships with adult role models. Positive benefits have been reporting in terms of attitudes to school, behaviour and attendance. Programs that have a clear structure and expectations are also associated with more successful impacts and outcomes.</p>	<p>SLT meetings – identification of at risk students from this source also.</p> <p>Starting points identified from school AFL/BFL and PARS information relating to behaviour incidents and inclusion room logs. Ongoing monitoring of PARS data and feedback from student, parents, teachers. Feedback from mentor to DHT (Welfare) disseminated back to SLT. Observation of individual students, including monitoring of behaviour support data.</p> <p>High risk / specific students identified using range of pastoral data, via DHT (Welfare) and pastoral leaders. Weekly feedback reports from Relateen / Behaviour outreach.</p>	<p>DHT (Welfare and guidance) SLT</p> <p>DHT (Welfare and guidance) PMs SLT</p>	<p>school self-evaluation processes.</p> <p>Reviews on half termly basis via meetings between AHT (Welfare) and Mentor. Reviews used to assess key issues, information sharing in relation to strategies to implement across school with specific students, progress in relation to baseline data and adjustments of strategy needed. Long term impact reviewed as part of school self-evaluation processes.</p> <p>Weekly monitoring via feedback reports from Relateen / Behaviour outreach. Pastoral leaders review in relation to in school data (AFL, BFL, PARS) Long term impact reviewed as part of school self-evaluation processes.</p>
<p><b>E</b> Further increase attendance rates for PP students in order to minimise 'in school gap' between PP and Non PP students</p>	<p>Attendance, Coaching and Pastoral team support for specific students with high needs. Named point of contact and, where appropriate, specific tracking of student attendance on daily and lesson by lesson basis, particularly for students with higher levels of risk (e.g. LAC, students with known truancy history). Use of Pastoral Support Plans to secure improved attendance through implementation of tailored support based upon specific needs of individual students.</p>	<p>National Audit Office "Improving school attendance in England" (2005) – Schools that made use of reward schemes, first day contact, electronic registration, clear policy on attendance and support by Headteacher of resourcing attendance management, had improved attendance in relation to national outcomes.</p> <p>NFER identifies that higher levels of absence are associated with higher levels of free school meals and pupils with EAL / SEN.</p>	<p>Identification through use of PARS daily and lesson attendance. First day contact via text and/or direct phone calls. Monitored on daily and lesson by lesson basis by Attendance Officer, with specific concerns immediately shared with DHT (Welfare) or relevant PM/Coaching staff.</p>	<p>DHT (Welfare and guidance)</p>	<p>Ongoing daily monitoring for high risk students to ensure safeguarding and positive attendance. Monitoring information used to feed into SLT SEF and to engage with parents/carers to secure positive outcomes.</p>

<p><b>E</b> Attendance at range of study support opportunities is maximised for PP students</p>	<p>Students identified as high risk of underachievement and/or do not have access to appropriate study environment or support at home to be specifically targeted/invited (or mandatory attendance) at scheduled 'grade up' or extended Hub sessions. Parental support and engagement sought through direct contact from coaching staff.</p>	<p>Analysis by DHT (Coaching) following summer 2016 outcomes for students who regularly attended additional study sessions and/or access Hub for private study shows that outcomes were improved and higher than students with similar starting points who did not regularly attend.</p> <p>Education Endowment Foundation (Teacher Toolkit) shows extending school time as low impact for moderate cost, however, the additional sessions form part of the school day for all except the Hub sessions (which are the only ones that incur any additional cost)</p> <p>Education Endowment Foundation – Parental involvement identified as moderate impact for moderate cost. The greatest cost in relation to this identified outcome is the time available to contact and meet with parents, which is why the role of Pastoral Manager and Coaches is important (as non teaching roles)</p>	<p>Target students identified and attendance monitored through attendance lists. Qualitative feedback from subject staff and individual students</p>	<p>DHT (Coaching)</p>	<p>Weekly monitoring of attendance. Half termly monitoring of impact. Long term impact reviewed as part of school self-evaluation processes and through impact upon individual student outcomes for GCSE Summer 2017.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£221,557</b></p>



iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b> High levels of progress in literacy for pupils eligible for PP.  <b>B</b> High levels of progress in numeracy for pupils eligible for PP  <b>C</b> Improved rates of progress across KS3 and 4 for high attaining pupils eligible for PP.  <b>E</b> Other support opportunities	Continued whole school focus upon homework to support, consolidate and extend learning. Making use of a range of approaches to support the development of subject specific content, including key words and comprehension (literacy), application of related and relevant mathematical/numeracy content (numeracy) and providing stretch and extension for higher ability students.	Education Endowment foundation ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) identifies homework as a low cost, moderate impact strategy, particularly if homework tasks are an integral part of learning.	Monitoring of ShowMyHomework to check that the frequency and quality of homework being set is supportive of learning and progress, relates to key learning objectives and whole school issues (desired outcomes A, B, C)	AHT (QA/SE – SMHW focus) SLT and HOFs	Spring term as part of school self evaluation process and to provide feedback via HOF forum and School effectiveness partner meetings.
	Use of ShowMyHomework website to provide access for parents and students to support them in engaging with homework tasks	OFSTED (“The most able students”, 2013, No.130118) identified that the quality of “...homework required improvement” with the quality of homework needing to be routinely checked for impact and quality. Opportunities to extend and deepen learning from curriculum time is recognised has having an impact upon overall rate and extent of progress for higher ability students and prepares students for increased expectations as they move into further and higher education.	Scrutiny of homework tasks and standard of engagement / completion through book look tasks, along with consideration of impact of marking and feedback (self, peer, teacher) in relation to homework.	AHT (QA/SE) DHTs (Teaching and Learning/ Assessment & Coaching) SLT and HOFs	
	Access to IDL cloud for students with specific literacy weaknesses as additional home learning opportunity. Engagement with parents to support this aspect of learning.		Line management discussions to assess impact, good practice and areas for continued development	DHT (SENCO)	
	Participation in The Scholars Program (provided by The Brilliant Club <a href="http://www.thebrilliantclub.org">www.thebrilliantclub.org</a> )	The Scholars program - recognised by DfE as approved used of PP spending	Monitoring of access to IDL cloud and completion of learning tasks.		
	Use of PiXL strategies; <ul style="list-style-type: none"> <li>• PiXL Wave</li> <li>• DTT, PLCs and Smith Proformas</li> <li>• Walking talking mocks</li> <li>• PiXL subject apps (subject to rollout)</li> <li>• KnowIt, ThinkIt, GraspIT (Jan 2018)</li> </ul>		Student and staff feedback as part of self evaluation and continuing professional development.		
			Monitoring through engagement with course tutors. Full impact assessment completed for each cohort by The Brilliant Club.	CEIAG Coordinator	Following completion for second cohort (April/May 2018)
			Monitoring of usage and outcomes data from apps, Wave outcomes.	DHT (assessment and coaching)	Spring term (HT4)

	PiXL 'Closing the gap' resources – Learning conversation prompts. To develop subject coaching strategies and wider coaching conversations with hard to reach students across the ability range.		Monitoring through engagement with individual students and their AFL/BFL/Progress data.	DHTs (Teaching and Learning / Coaching and Assessment)	Spring term (HT4)
<b>E</b> Further increase attendance rates for PP students in order to minimise 'in school gap' between PP and Non PP students	Breakfast club – staffed by teaching and support staff volunteers to support students in arriving to school early in order to have breakfast and, if required, speak to staff about homework or any specific issues/difficulties that they might be experiencing that need resolving. Runs from 8 – 8.40 each morning. Breakfasts also provided to morning study support ('grade up) sessions to encourage students to attend (and therefore secure positive punctuality and attendance). Specific targeting of individual students with high needs in relation to attendance / punctuality and/or progress and/or SEN – encouragement to attend.		Monitoring of attendance of students through sign in sheets and centrally collated attendance information (with resultant PP analysis). Qualitative feedback from staff and students involved in implementation / attendance.	HLTA DHTs	Half termly attendance statistics through SEN team meetings for Breakfast Club.  Attendance reviews as part of Coaching program (Grade Up attendance) to be shared via SLT meetings as part of School self-evaluation processes.
<b>Total budgeted cost</b>					<b>£4170</b>
<b>Total planned expenditure</b>					<b>£309,212</b>