

	Pupil Premium used for: {Educational Endowment Toolkit Impact} Average impact is estimated in terms of the additional months' progress.	Amount allocated to the intervention / action 2016-17 (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? RAG September 2015	Impact - Autumn Term 2016-17  RAG	Impact - Spring Term 2016-17  RAG	Impact - Summer Term 2017  RAG
<b>Quality of teaching for all</b>	Embedding Formative Assessment Programme	12,000	New September 2015	QFWT for all students Y7-11	1. 90% of blinks demonstrate AfL techniques being used effectively 2. LTC learning walks demonstrate improvement in use of AfL techniques 3. Schemes of work provide opportunities for AfL practices to become embedded	97% of blinks - 'AFL strategies (as developed in LTCs) are evident in the lesson.'	TEF evaluations showed wide range of AFL techniques being used effectively LTC survey showed that a majority of staff feel their use of AFL has improved this year.	Monitoring of lessons and work scrutiny have shown significant improvements in AFL practices. LTC work praised by the SSAT throughout the year. Ofsted commented positively on both the impact of the LTCs in the classroom and its effectiveness as part of the school CPD programme.
<b>Quality of teaching for all</b>	1:1 technology to transform learning and teaching using the SAMR model  {Digital Technology +4}	19,586	New September 2013	1:1 technology (I Pads) used in Year 7 Skills of Success classrooms to transform L&T and engage all learners, especially Disadvantaged Y7	1. Blinks and student voice indicate transformational use of iPads in learning 2. 90% of departments achieve at least one level of distinguished status in their use of iPads by July 2017 3. 30% of departments achieve at least two levels of distinguished status in their use of iPads by July 2017	94% of lessons seen (blinks) using iPads to enhance learning 29% already achieved at least one level at distinguished status (out of a possible three levels) 7% achieving two levels	KS3 student surveys - 'iPads help me learn more effectively' - 88% of Y7 students, 87% of Y8, 87% of Y9 - agree/strongly agree. 'iPads allow me to be more independent in my learning' - 88% of Y7, 80% of Y8, 89% of Y9 - agree/strongly agree	1. Huge progress in use of iPads. Transformational use in a wide range of subjects. Parents strongly supportive. External visitors (Ofsted, Apple, external support/SIP etc) all hugely positive about impact.  2. 85% have achieved at least one level; 3. 57% achieving at least two levels 50% of staff have completed Apple Teacher training (Sep 2017) programme. 5 Staff undertook iBooks training in July, beginning to create digital resources as a result. iTunesU courses rolled out to Y10 - launch of formal digital curriculum.
<b>Quality of teaching for all</b>	Additional Staffing in Maths	24,000		Smaller groups in KS4 lead to improved feedback, differentiation & intervention Y11	1. Improved P8 score for disadvantaged students - from -0.52 (2016)	Jan17 WAG Maths P8 Disad -0.82 (improved since Aut1 -0.98) 5+ mock better than last year's C+ (26.3% v 20.5%)	April17 WAG Maths P8 Disad -0.42 (improved since Aut2 and better than 2016) March 2017 mock better than last year's C+ (5+ 48% v 30%; 4+ 55% v 45%)	1. Maths P8 for DA -0.34 (2017 unvalidated). Improved from last year, but still not as high as should be. Girls DA -0.27, boys DA -0.47 2. Maths P8 All -0.04
<b>Targeted support</b>	Small group Tuition English  {Small Group +4}	34,000	From September 2015	Additional sessions to help close the gap between current attainment and target level/grade	1. KS3 Students are on track to achieve 0+ or better 2. KS4 Students P8 0+ (or better than 2016) 3. Failure to make progress picked up in MP	Y9 - all targeted students made at least expected progress. Teacher RAG targets suggests that 87% made at least expected progress. Limited impact in Y8. Y11 - 50% of students maintained or improved their grades in mock results.	Y7 (3 students) 33% (1 student) made expected progress (ie moved from below target to on target) Teacher set targets: 33% of students met teacher set targets. Y8 (3 students) 33% of students made expected progress. Teacher set targets: 33% of students met teacher set targets. Y9 (9 students) 44% of students made expected progress Teacher set Targets: 44% of students met teacher set targets. KS3 students have at least maintained expected progress with only 5/15 below expected (10/15 at MP3)  Y10 (6 students) 100% of students `s English Grade remained at the same level. Teacher set targets: 33% of students met teacher set targets Y11 (26 students). 46% of students increased their English 42% of students remained at the same Grade. Teacher set targets:58% of students met teacher set targets  Limited impact with Y10 cohort Y11 12/25 have improved their MP grade across the half term-some significantly so	KS3 The gap between disadvantaged and Other has narrowed in Y8 and remained narrow in Years 7 and 9.  The 5+ English and Maths (predictions) disadvantaged and Other has narrowed in Years 7 and 8 but has marginally widened in Year 9.  Disadvantaged students make increasing progress towards their thresholds across all 3 year groups Impact of intervention spend closely monitored throughout the year and reported to governors. Disadvantaged students have made increasing progress.  English Progress8 DA +0.08 (2017 unvalidated)
<b>Targeted support</b>	Small group Tuition Mathematics  {Small Group +4}	28,000	From September 2015	Additional sessions to help close the gap between current attainment and target level/grade Y7-11	1. KS3 Students are on track to achieve 0+ or better 2. KS4 Students P8 0+ (or better than 2016) 3. Failure to make progress picked up in MP	Positive picture which masks the finer measure of improvements in basic skills test data. 19% of students were working above their expected progress. 62% of students were working at expected progress. 19% of students were working below expected progress Y10 64% are at least within 1 grade of target. feedback from students and teachers is positive but not fully reflected in data.	KS3 42% of students were working at expected progress. Teacher set targets: 66% of students met teacher targets.  KS4 100% met teacher set Targets 1 student progressed above target grade. 1 student improved towards target grade Focus has been on Y11 Pet Xi style intervention.	The gap between disadvantaged and Other has narrowed in Y8 & Y9 and remained narrow in Year 7  The 5+ English and Maths (predictions) disadvantaged and Other has narrowed in Years 7 and 8 but has marginally widened in Year 9.  Disadvantaged students make increasing progress towards their thresholds across all 3 year groups Impact of intervention spend closely monitored throughout the year and reported to governors. Disadvantaged students have made increasing progress.  Maths P8 for DA -0.34 (2017 unvalidated). Improved from last year, but still not as high as should be. Girls DA -0.27, boys DA -0.47 2. Maths P8 All -0.04

Targeted support	Literacy Intervention {Reading Comprehension Strategies +5}	2,500	Accelerated Reader From September 2014	Individual reading programme; small group spelling programme <b>Y7-10</b>	1. Personalised reading interventions in place 2. Accelerated Reader data shows improved reading 3. For those in the below average band: reading improves, moving closer to the average band	AR Aut 2 change: Y7 NRSS +5 (+5months) Y8 NRSS +5 (+5 mnths) Y9 NRSS +4 (+4mnths) Y10 NRSS +3 (+3mnths)	AR Spr 2 change: Y7 NRSS +5 (+11months) 12/17 students have improved since Sept. Y8 NRSS +4 (+7 mnths) 14/18 students have improved since Sept Y9 NRSS +4 (+8mnths) 6/9 students have improved since Sept Y10 NRSS +1 (0 mnths) 6/10 students have improved since Sept.	Y7 NRSS +7 (+15 months) 14/17 students have improved since Sept. Y8 NRSS +5 (+10 months) 17/18 students have improved since Sept Y9 NRSS +6 (+12 months) 8/9 students have improved since Sept Y10 NRSS +6 (10 months) 9/10 students have improved since Sept.	AR demonstrating very good impact
Targeted support	KS3 Mentor {Mentor +1 Social & Emotional +4}	19,422	New April 2015	Individual Mentoring and support for disadvantaged underachieving students in KS3 <b>Y7-9</b>	1. Students achieve 0+ or better in their MP reports. 2. Students feel supported 3. Barriers identified and removed	Pockets of impressive improvement from some students. Lack of consistency and monitoring due to staff absence. 17/46 students made progress (37%) but over 60% of students made no progress and some students progress deteriorated	Focus on MA Sp1 20 students improved the number of their subjects on target or above between Jan & Feb 2017 14 students made limited progress Overall The number of students improving in at least 3 subjects has increased significantly this half term. Most students made progress in at least one subject over the term  Focus on LA Sp2 8 out 18 had a score of 0 or better; another 8 were only -1 6 students improved the number of their subjects on target or above between Feb and April 2017 This intervention continues to show a positive impact.	Summer 1 56% of students have improved in at least 1 subject since last MP Summer2 40% of students have improved in at least 1 subject since last MP End of Yr reports for DA: Y7 1, Y8 1.3, Y9 0.8	
Targeted support	Study Support {Extra school time +2 Collaborative Learning +5}	7,000	From September 2011	Y11 Revision classes in Easter and May half term Y11 Saturday Study Club Y10 Revision workshop in School <b>Y11 (&amp;Y10)</b>	1. Students know how to revise 2. Students have a place to revise 3. Gap between current attainment and target level/grade closed	Limited data yet. Saturday club used prior to mocks, attendance was good and mock results were better than 2015 cohort	30% of Year 11 attend Saturday Study Club Attendance at Easter revision sessions was also good - 75% of students attended one or more sessions (10 sessions)	30% of Year 11 attend Saturday Study Club Attendance at Easter revision sessions was also good - 75% of students attended one or more sessions (10 sessions) Gap between exam results and target grade closed slowly	
Targeted support	Achievement for All {Parental Involvement +3 Homework +5}	7,000	New March 2013	Groups in <b>Year 7-10</b> To improve · progress in English and Maths · Parent Engagement · Attendance	1. Accelerated progress (0+ or better) for targeted group 2. Parental engagement moves from red to green 3. Attendance improves in line with NA 4. Exclusions reduced		Year 8 53% working at or above target in English. 87% working at or above target in Maths 53% at good attendance level (95+%) Year 9 50% working at or above target in English. 58% working at or above target in Maths 50% at good attendance level (95+%) Year 10 61% parental engagement. 20% of students (3) improved Eng or Maths grade. 50% have a positive Eng P8, 64% have a positive Maths P8 9/14 (64%) have a positive P8 (All Y10 = 50%)	Year 8 AFA cohort 53% working at or above target in English. 87% working at or above target in Maths  Year 9 AFA cohort 50% working at or above target in English. 57% working at or above target in Maths Limited impact this HT. Students making better progress in Maths.  Year 10 AFA cohort 14% parental engagement. English: 0 students improved from MP5; 29% improved from Baseline. Maths: 43% improved from MP5; 36% improved from Baseline. Poor parental engagement and limited impact on grades, particularly in English	
Targeted support	Year 7 Literacy Intervention Fresh Start Literacy {Reading Comprehension Strategies +5}	3,000	From September 2016	1 lesson per week of literacy / English catch up <b>Y7</b>	1. Improvements from baseline test (Fresh Start Literacy) 2. 0+ or better in MP 3. Improvement GL Assessment v KS2 test better than rest of cohort	Impact measured through Eng progress is limited. Finer measure being developed. Y7 Read Write Inc 43% of students are making expected progress 50% are below expected target	Y7 Read Write Inc 63% of students are making expected progress 36% are below expected target	Y7 Read Write Inc 1. 68% of students making at least expected progress from starting points (RAG) 2. 75% of students are 0+ for MP6	
Targeted support	Year 8 Literacy Intervention Fresh Start Literacy {Reading Comprehension Strategies +5}	3,000	From September 2016	1 lesson per week of literacy / English catch up <b>Y8</b>	1. Improvements from baseline test (Fresh Start Literacy) 2. 0+ or better in MP 3. Improvement GL Assessment Y7 v GL Assessment Y8 better than rest of cohort	Y8 Read Write Inc 44% of students are making expected progress 66% are below expected target	Y8 Read Write Inc 45% of students are making expected progress 55% are below expected target	Y8 Read Write Inc 1. 80% of students making at least expected progress from starting points (RAG) 2. 25% of students are 0+ for MP6 3. Average change in SS = -1.3 (Other = +2.1)	
Targeted support	Year 9 Literacy Intervention Literacy Progress {Reading Comprehension Strategies +5}	3,000	From September 2016	1 lesson per week of literacy / English catch up <b>Y9</b>	1. Improvements from baseline test (Literacy Progress) 2. 0+ or better in MP 3. Improvement GL Assessment Y8 v GL Assessment Y9 better than rest of cohort	Y9 17% of students are making expected progress 54% are below expected target. 8% (1 student) are above expected progress	Y9 31% of students are making expected progress 62% are below expected target 8% (1 student) are above expected progress	Y9 1. 100% of students making at least expected progress from starting points (RAG) 2. 75% of students are 0+ for MP6 3. Average change in SS = -2.1 (Other = +2.3)	
Targeted support	Numeracy Intervention {Small group Tuition +4}	12,000	From September 2013	Interventions to boost outcomes at end of KS3 & 4 <b>Y11</b>	1. Personalised numeracy interventions in place incl PET XI 2. Interventions show positive impact 3. For those in the below average band: numeracy improves, moving closer to the average band	Calendared for Summer Term	Abbot Beyne PetXi run by NAS and LK for three groups of key students (April 2017). Impact to be measured with GCSE results	1. Personalised interventions in place - period 4 and PETXI 2. 50% of students who took part in PETXI improved their final grade v MP3	

<b>Other approaches</b>	Improving Attendance (Attendance Officer) {Parental Involvement +3 Behaviour Intervention +4}	11,000	Ongoing from September 2012	Weekly meetings with EWO Issuing of FTPN Assembly & rewards Attendance intervention groups  <b>Y7-11</b>	1. Gaps in attendance between Disadvantaged and non Disadvantaged are closing 2. Gaps in PA attendance between Disadvantaged and non Disadvantaged are closing 3. Intervention improves attendance of identified students	<b>Autumn Term 2016</b> Attendance 94.3% Disadvantaged Attendance: 92.4% Other Attendance 95.4% (National Other = 95.7%) 2016 gap v National Other -3%; Aut Term gap with National Other -3.3%  PA =15.5% Disadvantaged PA = 18.56% Other PA = 10.35% (National Other = 11%) 2016 gap v National Other -10; Aut Term gap v National other = -7.56	<b>Spring Term 2017</b> Attendance 94.7% Disadvantaged Attendance: 92.93% Other Attendance 95.95% (National Other = 95.9%) 2016 gap v National Other -3%; Spring Term gap with National Other -2.97%  PA =8.70% Disadvantaged PA = 13.47% Other PA = 5.67% (National Other = 8.3%) 2016 gap v National Other -10; Aut Term gap v National other = -5.17	<b>Summer Term 2017</b> Attendance 95% Disadvantaged Attendance: 92.62% Other Attendance 95.59% (National Other = 95.9%) 2016 gap v National Other -3%; 2017 gap with National Other -3.28% .  PA =10.87% Disadvantaged PA = 16.45% Other PA = 7.44% (National Other = 8.3%) 2016 gap v National Other -10; 2017 gap v National other = -8.3
<b>Other approaches</b>	Essential equipment	3,000	From September 2012	Buy bag for all students, plus a filled pencil case <b>Y7</b>	1. All students have the equipment they need for lessons	In place and 'topped up' as needed Equipment points: 356	In place and 'topped up' as needed Equipment points: Spring Term 171	In place and 'topped up' as needed Equipment points: Spring Term 171; Summer Term: 204
<b>Other approaches</b>	Year 7 team building residential trip (Whitemoor Lakes) {Outdoor Learning +3}	7,998	New September 2012	All <b>Year 7</b> to Whitemoor Lakes for team building and transition activities	1. Student transition is smooth 2. Students engaged in school life 3. Resilience and self esteem developed	Positive experience. All Year 7 students attended, and one student with extensive medical condition attended for long days.		Positive experience. All Year 7 students attended, and one student with extensive medical condition attended for long days.
<b>Other approaches</b>	PIXL Club: Leadership support programme to raise achievement,	7,500	New September 2015	Understanding of whole school approaches that improve outcomes: PLCs, DTT & razor sharp interventions  <b>Y10-11</b>	1. 5+ in English and Maths is above the NA 2. Progress8 is close to 0.5 3. Attainment 8 is close to NA (49.8)	Jan 2017 WAG 5+ En & Ma = 34% (PP 24%) P8 = -0.53 (-0.78) A8 = 41.6 (36.1)	April 2017 WAG 5+ En & Ma = 31.4% (PP 24%) P8 = 0.13 (-0.13) A8 = 42.8 (37.34)	1. 5+ E & M 34% (NA 42.2%) No DA figures yet 2. Progress 8 +0.21 DA -0.17 3. Attainment 8 42 (NA 46)
	Spend	204,006						
	Total Allocation	204,130						
	Difference	124						