

Pupil Premium Strategy Area	Pupil Premium used for: {Educational Endowment Toolkit Impact} Average impact is estimated in terms of the additional months' progress .	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Impact - Spring Term 2017-18	R A G	Impact - Summer Term 2017-18	R A G
Quality of teaching for all	PDC Leadership points (Line 8)	1. 90% of work scrutinies are green 2. Learning walks demonstrate consistent practice in all lessons 3. Teacher profile is maintained	1. Spring Term: 89.1% 2. Building Walks show consistency in NN and in behaviour for learning. 3. Teacher profile slightly improved from Aut1 (following ABTEF observations and the return of two staff from maternity leave)	Green	1. 91% green average for the whole year 2. Learning walks and building walks show effective practice in all areas 3. Teacher profile maintained	Green
	1:1 technology to transform learning and teaching using the SAMR model {Digital Technology +4}	1. Learning walks and student voice indicate transformational use of iPads in learning 2. 90% of departments achieve at least one level of exemplary status in their use of iPads by July 2018 3. 50% of departments achieve at least two levels of exemplary status in their use of iPads by July 2018	1. Student Voice: 'iPads allow me to organise my homework more effectively': 88% (year 7-10) agree or strongly agree; 'I really value having an iPad to help with my learning': 91% agree or strongly agree; 'iPads allow me to be more independent in my learning': 85% agree or strongly agree; 'iPads allow me to learn more effectively': 87% agree or strongly agree.	Green	1. Learning and building walks, student voice indicate wide range of examples of transformational use of iPads 2. ADS status applied for - if accepted would be confirmation of transformational impact across the school 3. Some departments (e.g. technology and music) are transforming learning with curriculum that is cutting edge - will be published globally if ADS application successful. All departments have embedded iPads in a number of ways	Green
	PIXL Club: Leadership support programme to raise achievement (embed PLCs, DTT) (line 36)	1. 5+ in English and Maths is close to the NA (39%) 2. Progress8 is above average (0) 3. Attainment 8 is close to NA (44.2)	MP4 working at grades: 1. 5+ E&M 34.4% (NA 39%) 2. P8 0.06 (NA 0) 3. A8 43.17 (NA 44.2)	Green	Exam outcomes : 1. 5+ E&M 39% (NA 2017 39%) 2. P8 0.028 (SISRA only) (NA 2017 0) 3. A8 43.91 (NA 2017 44.2)	Green
	Year 7 Literacy Intervention - Fresh Start Literacy {Reading Comprehension Strategies +5} (Line 27)	1. Improvements from baseline test (Fresh Start Literacy) 2. 0+ or better in MP	Year 7 7/19 (40%) are making expected progress. (All = 85%, DA 81%, Other 86%)	Red	Year 7 4/8 (50%) are making expected progress. (DA 42%, Other 56% Gap -14%)	Orange
	Year 8 Literacy Intervention - Fresh Start Literacy {Reading Comprehension Strategies +5} (Line 27)	1. Improvements from baseline test (Fresh Start Literacy) 2. 0+ or better in MP	Year 8 14/16 (88%) students now making expected progress. This is better than the DA group as a whole (All 85%, DA 81%, Other 86%)	Green	Y8 9/16 (56%) at or above in English (DA 63%, Other 72% Gap -9%) Gap smaller v 2017-18	Orange
	Year 9 Literacy Intervention - Literacy Progress {Reading Comprehension Strategies +5} (Line 27)	1. Improvements from baseline test (Literacy Progress) 2. 0+ or better in MP	Year 9 3/7 (43%) now at expected. This is focused on the very weakest literacy students, many have significant SEN issues too (All = 77%, DA = 72%, Other 79%)	Orange	Y9 5/9 (55%) at or above in English (DA 60%, Other 71% Gap -11%) Gap smaller v 2017-18	Orange
	Tassomai (line 37)	1. Science 5+ outcomes above NA (C+ 62%) 2. Science VA for PP improves (-0.1) 3. Diminishing differences between PP and National Other (+0.1)	MP4 1. 4+ 59% 5+ 39% 2. VA DA -0.29 (AB Other +0.24) 3. Gap v NA Other -0.39	Red	Y11 Results 1. 4+ 46.3% 5+ 25.3% 2. VA DA -0.55 (AB Other -0.2) Internal gap -0.3 3. Gap v NA Other -0.65	Red

	<p>Small group Tuition English {Small Group +4} (Line 9)</p>	<p>1. KS3 Students are on track to achieve 0+ or better 2. KS4 Students P8 0+ (or better than 2017) 3. Failure to make progress picked up in MP</p>	<p>Year 7 0/5 students are at/above threshold. 5/5 students met/partially met their intervention target</p> <p>Year 11 8/13 students have a P8 score above 0. 11/13 students met/partially met their intervention target. English P8 for DA is -0.06 MP4 (improved from -0.25 MP3)</p> <p>ENGLISH SGT WWW: The majority of students have met/partially met their teacher-set targets. Some significant progress made for key students in Year 11. EBI: Limited impact on Year 7 students.</p>	<p>Year 7 0 students are at/above threshold. 2/5 students met, 3/5 partially met their intervention target 0/6 did not meet their intervention target</p> <p>Year 8 2/6 students are at/above threshold. 3/6 students met 2/6 partially met their intervention target 1/6 did not meet their intervention target</p> <p>Year 9 3/7 students are at/above threshold. 3/8 students met 4/8 partially met their intervention target 1/8 did not meet their intervention target</p> <p>WWW: Year 9 students began to catch up with their threshold expectations EBI: Progress was more rapid throughout the Key Stage</p>
	<p>Small group Tuition Mathematics {Small Group +4} (Line 9)</p>	<p>1. KS3 Students are on track to achieve 0+ or better 2. KS4 Students P8 0+ (or better than 2017) 3. Failure to make progress picked up in MP</p>	<p>13/20 students met their intervention target 6/20 students partially met their intervention target 12/20 students have made overall progress judged to be Amber or Green Maths P8 for DA is -0.58 MP4 (improved from -0.8 MP3)</p> <p>MATHS SGT WWW: Attendance to the sessions has been good and engagement of students has been very positive. There has been an improvement in mock exam grade for a number of students.(14 out of 18 students) Student voice is positive. EBI: Students are able to recall and independently use the skills worked on in intervention sessions.</p>	<p>MATHS SGT WWW: Almost all students met intervention targets and many increased their maths grade EBI: More students experienced an uplift in their grades</p>
	<p>Literacy Intervention {Reading Comprehension Strategies +5} (Line 9)</p>	<p>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</p>	<p>Accelerated Reader (AR) Y7 26/28 students made progress Y8 6/6 made progress Y9 11/14 have made progress; 3 have gone backwards Y10 4/4 students improved Y11 4/4 students improved</p>	<p>Summer2 : Y7 - 2 students improved to within average range and removed from AR EH went up +10 (nearly 2 years RA improvement); IH +12ss . 11 out of 13 students reading improved. Those that declined are poor attenders Y8 - 1 student made no improvement, 3 improved sufficient enough to leave AR. 1 student improved by 11 months. Y9 -no data capture</p> <p>AR most effective when students have regular attendance.</p>
	<p>KS3 Mentor {Mentor +1; Social & Emotional +4} (Line 10)</p>	<p>1. Students achieve 0+ or better in their MP reports. 2. Students feel supported 3. Barriers identified and removed</p>	<p>MSCL KS3 Year 7 - 1/8 students on track in 3 subjects; 6/8 students only on track in 1 subject Year 8 - 2 students on track in 4 subjects; 2 students on track in 2 subjects. 4/5 students have improved Year 9 - 1/6 students now on track in 3 subjects.</p> <p>WWW: Improvements seen in Year 8 with all 5 students judged as Amber or Green for progress. EBI: Limited progress in Year 7 and Year 9.</p>	<p>MSCL KS3 Y7- 0 students at or above threshold. Students engaged with report and 4 students achieved intervention targets Y8- 1 student below target and 1 student at threshold in 5/6 subjects. Y9- 2 students below threshold in more than half subjects. 4/6 students on track in 4 or more subjects.Improved number of at threshold in 4/6 students</p> <p>WWW: Better progress noted towards RADY thresholds in Y9 EBI: Progress was evident earlier in Key Stage</p>
<p>Targeted support</p>	<p>Improving engagement with Learning (Pastoral worker) {Behaviour Intervention +4} (Line 10)</p>	<p>1. Effective systems are applied to identify the students 2. Behaviour points reduce for identified students 3. Individual interventions have a positive impact</p>	<p>Impact of HT4 interventions for identified students. KS4 6 students identified. Total behaviour points= 324 points (81 per HT) KS3 20 students identified. Total behaviour points =1128 (282 per HT) BACT Healthy Living - 85% have gained no or very few behaviour points</p> <p>BACT Respect - 75% have gained no or very few behaviour points Ninja cooking continues to have positive impact- 1 additional student has joined for 1 term. YESS/Eagle's Nest/Teen spirit - positive impact</p>	<p>1. Item on SST agenda cycle. Pyramid of Need document embedded.</p> <p>2. The number of behaviour points reduced for identified students each HT from HT4.</p> <p>3. Measuring the impact of each intervention has been improved allowing more accurate assessment of the impact of each. The range and nature of interventions has been examined.</p> <p>EBI The reduction in behaviour points was not sustained; the impact of many interventions was short term.</p>

<p>Study Support {Extra school time +2 Collaborative Learning +5} (Line 9)</p>	<p>1. Students know how to revise 2. Students have a place to revise 3. Gap between current attainment and target level/grade closed</p>	<p>Attendance at Easter Revision was 45% Sessions for: Maths, English, Science, Music, IT, RE, Geo, French, Art & Media Attendance at Saturday Club 30%+ Gap APS v TG is -1.26 (this has closed by 0.22 [nearly a quarter of a grade])</p>	<p>Attendance at Easter Revision was 45% Sessions for: Maths, English, Science, Music, IT, RE, Geo, French, Art & Media Attendance at Saturday Club 30%+ Gap APS v TG is -1.26 (this has closed by 0.22 [nearly a quarter of a grade])</p>	
<p>Achievement for All (rewards) {Parental Involvement +3 Homework +5} (Line 27)</p>	<p>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</p>	<p>Year 9 66% Year 9 students are on track in Maths (Non-AFA PP= 76%) 75% students in Year 9 English are on track (Non-AFA PP= 54%) Year 8 50% of students in Year 8 English are on track (Non-AFA PP= 80%) 71% of students in Year 8 maths are on track (Non-AFA PP= 71%) Year 10 AVG P8 = -0.589 (Non-AFA PP = -0.745) 4/8 students with a P8 above -1 for English 6/8 students with a P8 above -1 for Maths 5/8 students with attendance above 96% 5/8 students are Amber or Green for parental engagement Afa KS3 WWW: 50% of students in Year 8 English are on track; 10/14 students in Year 8 maths are on track 8/12 Year 9 students are on track in Maths; 9/12 students in Year 9 English are on track 7/26 students with 100% attendance for the half term; 10/26 students with attendance above 95% EBI: Attendance of overall group is not good, with only 10 students out of 26 above 95%. 6 students out of 26 below 90% attendance 10 students out of 26 with attendance between 95-90%. Afa KS4 WWW: Students continue to respond to 1-1 & small group mentoring. EBI: Continued issues around low self esteem</p>	<p>Afa Year 8 9/14 students on track or above in english 10/14 students on track in Maths 12/14 students above 94% attendance 1 student had a prolonged period of absence during this half term Afa Year 9 9/12 students on track in English 10/12 students on track in Maths. 6/12 students above track in maths 8/12 students above 94% attendance. 1 student had a particular period of absence during this half term WWW: Majority of students making good progress EBI: Attendance issues for some students Afa Y10 G=0 A=3 R=13 The above is combined Maths/English P8 improvement despite good parental engagement reported WWW: Good parental engagement reported. EBI: Greater progress was made by cohortAFA KS4 WWW: Good parental engagement reported. EBI: Greater progress was made by cohort</p>	
<p>Numeracy Intervention {Small group Tuition +4} (Line 27)</p>	<p>1. Personalised numeracy interventions in place incl PET XI 2. Interventions show positive impact</p>	<p>1. 14 Y11 students attended the PIXL Strive for 5 Conference on 30/3/18 Positive feedback from staff and students. Impact will be measured in summer exams</p>	<p>11 / 14 of the studwents acheived a Grade 5 - the other 3 gained a grade 4</p>	
<p>Other approaches</p>	<p>Improving Attendance (Attendance Officer) {Parental Involvement +3 Behaviour Intervention +4} (Line 10)</p>	<p>1. Gaps in attendance between Disadvantaged and NA Other are diminishing 2. Gaps in PA attendance between Disadvantaged and NA Other are diminishing 3. Intervention improves attendance of identified students</p>	<p>1. Attendance: Spring 2018 Gap v NA -3.5% (2017 gap -3.28) 2. PA: Spring 2018 Gap -11.5% (2017 gap -8.30) 3. 105 students identified as poor attenders in 2016/17. 47 of these have improved attendance for HT4. (8 No longer on roll, 1 Home Ed has returned to school and 1 awaiting EHE to go off roll) 4. 45 students identified as PA for 2016/17; 24 have improved attendance for HT4</p>	<p>1. Attendance: 2017-2018 Gap v NA -3.3% (2017 gap -3.28) 2. PA: 2017-2018 Gap -11.5% (2017 gap -8.30) 3. 105 students identified as poor attenders in 2016/17. Nearly half of the historically low attenders improved their attendance in 2017/18 4. 45 students identified as PA for 2016/17; Over half of the historically PA students improved their attendance in 2017/18</p>
	<p>Essential equipment, trips and experiences (Line 27)</p>	<p>1. All students have the equipment they need for lessons 2. Lack of equipment is not a barrier to success 3. No student is excluded from curriculum trips on basis of cost</p>	<p>1. All students given equipment in September 2. Equipment Points issued. 354 2017-18 v 635 2016-17 3. Students supported for school trips</p>	<p>1. All students given equipment in September 2. Equipment Points issued. 510 2017-18 v 635 2016-17 3. Students supported for school trips</p>

	Year 7 team building residential trip (Whitemoor Lakes) {Outdoor Learning +3} (Line 27)	1. Student transition is smooth 2. Students engaged in school life 3. Resilience and self esteem developed		Autumn Term Judgement 1. Whitemoor Lakes successfully completed 2. Y7 ETRICs score from 4.55 --> 4.64 3. Achievement points: 5817	
Spend					
Total Allocation					
Difference					