

Term 3 analysis

Objective	Action	Logistics	Impact	Cost
	<p>Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba)</p>	<p>Year 11 low achieving disadvantaged students get 1 or 2 hours of extra English and / or Maths to ensure that underachieving students' progress well in English and Maths. This is created by altering the curriculum for disadvantaged students to create time for smaller group support with specialist English and Maths teachers to enable controlled assessment to be completed and exam skills to be honed.</p>	<p>Y11 Data for PP students to show impact Winter Y11 projections % achieving Grade 4 in Eng/Ma: 46.2% - increase from summer 2018 projections below FFT20 67.5% and above National 44% % achieving Grade 5 in Eng/Ma: 23.1% - increase from summer 2018 projections below FFT20 34% and National 25</p> <p>Easter Y11 Projections % achieving Grade 4 in Eng/Ma: 47.5% below FFT20 67.5% and above National 44% % achieving Grade 5 in Eng/Ma: 25% below FFT20 47.5% but level with National 25</p> <p>Summer 2018 results* data correct August 2019 but may be subject to changes P8: -0.5 (national -0.45) 2018 results -0.18 A8: 3.6 (national 3.67) 2018 results 4.28 % achieving Grade 4 in Eng/Ma: 40% - below FFT20 67.5% and National 45% 2018 results 52.3% % achieving Grade 5 in Eng/Ma: 22.5% - below FFT20 34% and National 25% 2018 results 40.9% % grade 5+ EBACC: 17.5 (above national 7%) 2018 results 13.6 % grade 4+ EBACC: 20 (above national 12%) 2018 results 31.8</p> <p>In school gap v National gap: Progress8: -0.2 (better than national: - 0.58) 2018: -0.2 Attainment8: -0.3 (better than national: -1.34)</p>	<p>£1200</p>

			<p>2018: 0.5</p> <p>% achieving Grade 5 in Eng/Ma: 0.6 (better than national: -25) 2018: 11.2</p> <p>% achieving Grade 4 in Eng/Ma: -10.2 (national -26) 2018: 4.6</p> <p>% EBACC Grade 5+: 2.3 (better than national: -13) 2018: -5.2</p> <p>% EBACC – Grade 4+: -12.1 (national -16) 2018: 0.7</p>	
<p>Increased Literacy and Numeracy outcomes in 7-10.</p>	<p>Y7/8:</p> <p>Apollo (tier 1) (14 hours per week)</p> <p>Damascus (tier 2) (16 hours per week)</p> <p>Rising Stars (tier 3) (7 hours per week)</p> <p>Y10 and 7 Peer Mentoring for Maths</p> <p>Y9:</p> <p>Rising Stars (tier 3) (3 hours per week) and FLT</p> <p>Y10:</p> <p>Rising Stars (tier 3) (3 hours per week)</p>	<p>1-2 Additional hours of literacy for PP students in Year 7-10, taught by English specialists.</p> <p>1-2 hours of additional numeracy for PP students in Years 7-10, taught by a maths specialist.</p> <p>Additional hours of numeracy for PP students in Year 9-10 taught by Maths or ICT specialists.</p> <p>Curriculum restructuring has taken place for a targeted number of Year 8 and 7 students to be involved in the Damascus Programme which offers additional Maths and English in place of MFL and humanities; this is to support children who entered KS3 working towards the expected level and thus not secondary ready. Y7 -8 students that have below average SATS and higher ability students have 1 hour out of PE to develop literacy or numeracy.</p>	<p>Data:</p> <p>Y7 from 14/6/19</p> <p>PP % grade 4+ in English and Maths = 58.5% (National 45 / FFT20 62) above NATIONAL</p> <p>PP % grade 5+ in English and Maths = 24.4 (25 national / 40 FFT20)</p> <p>Y8 from 4/7/19</p> <p>PP % grade 4+ in English and Maths = 57.7% (National 45 / FFT20 66) above NATIONAL</p> <p>PP % grade 5+ in English and Maths = 36.5 (25 national / 40 FFT20) above NATIONAL</p> <p>Y9 from 13/5/19:</p> <p>PP % grade 4+ in English and Maths = 48.6% (National 45 / FFT20 69) above NATIONAL</p> <p>PP % grade 5+ in English and Maths = 28.6 (25 national / 43 FFT20) above NATIONAL</p> <p>Y10 from 10/6/19</p> <p>% grade 4+ in English and Maths = 60.6% (National 45 / FFT20 63) above NATIONAL</p>	<p>£21002</p>

	Purchase of direct instruction and accelerated reader licence to assist in the intervention groups above		PP % grade 5+ in English and Maths = 42.4 (25 national / 41 FFT20) above FFT20 AND NATIONAL	
Objective	Action	Logistics	Impact	Cost
Professional development of teaching staff and TA's	Use of the TLC (teaching and learning communities) to develop staff knowledge and application of teaching strategies appropriate to Low attainers and high ability PP students	Evidence would suggest that quality first teaching is one of the main strategies in ensuring PP students make sufficient progress in line with non-PP students	Teaching and learning communities have had a focus on the development of teaching strategies for PP/SEND students. Staff briefings Meeting with Y7/9/10/11 PP students – and emailed staff for teacher comments Continued to promote the ACHIEVE concept: Always know your students (cohort, ability and individual needs). Check students understand a task and that they know how to progress. Have you sat students in an appropriate seating plan? Is your questioning appropriate? Ensure structure, modelling and a context for all tasks Vocabulary needs to be appropriate to each student. Employ the strategy sheet relevant to the student.	£100
Raise profile of PPG students with staff to ensure appropriate	Using whole staff briefing to highlight 1 or 2 key PPG students and strategies to use in the classroom – leading to	Raising the profile of PPG students with staff to ensure quality first teaching Raising the aspiration of students	Meeting Y7/9/10 PP students to complete questions about the support that they have from school, strategies they think work well within lessons – then summarised and saved under the 'Know your Cohorts' desktop icon for staff to use: Impact will be shown through the May 2019 staff voice results:	£50

<p>strategies within the classroom</p>	<p>the whole school learning walk for vulnerable students</p> <p>Praise postcards delivered weekly for top achieving PPG students from Y7-11</p>		<p><u>Main question:</u> Do you make use of the resources provided to help with the teaching of vulnerable students (e.g. 'ACHIEVE' strategy and SEND/PPG strategy sheets') Responses: Sometimes x 12 = 39%, Never x 1 = 3%, Usually x 14 = 45%, Always x 4 = 13% and rarely x 1 = 3%</p> <p>Revision guides purchased for all PP / SED students in Year 10 – staff and parent/carers have been informed.</p>	
<p>Improved outcomes for those who have disengaged from in-school provision.</p>	<p>Alternative Provision.</p>	<p>This funding will also help fund the alternative provision courses for disadvantaged students with emotional, behavioural or attendance issues. The money will help fund vocational courses and small group English and Maths support to ensure that these students get access to a curriculum that meets their individual needs</p>	<p>Alternative provision update</p> <p>1 student has been on alternative provision – they are now attending full time and are spending 3 days working towards their GCSE exams subjects. SUMMER RESULTS: GRADE 3s ACHIEVED IN ENGLISH AND MATHS</p> <p>1 student comes into school for English, Maths and Science and then are educated at home – attended 66 periods in term 2 – SUMMER RESULTS: STANDARD GRADE ACHIEVED IN ENGLISH LANGUAGE</p> <p>1 student is a school refuser and has had circumstances that have not allowed the student to come into school SUMMER RESULTS: GRADE 2 ACHIEVED IN ENGLISH LANGUAGE</p>	<p>£2875</p>
<p>Improved outcomes for English and Maths, Ebacc and Open subject slots.</p>	<p>Year 11 intervention support programme</p>	<p>Each subject provides targeted support either during lunch time and/or after school where disadvantaged students are supported with homework, development of theoretical knowledge and controlled assessment by subject staff.</p>	<p>Cycle 2 and 3 intervention: each subject offered at least 1 session during lunchtime or after-school – attended by the majority of PP students</p> <p>Y11 SUMMER 2019 RESULTS PP data</p>	<p>Intervention Manager salary PLUS MAY HALF TERM SCHOOL £840</p>

		<p>Mentoring links in with intervention support to ensure that students who are having difficulties completing homework and independent learning activities can have a quiet place with ICT access and internet. Teaching staff are on hand to provide support and have learning conversations with students.</p> <p>Any other mentoring or strategy support systems developed throughout the academic year</p>	<table border="1"> <tr> <td>% Grade 5+ in En & Ma</td> <td>22.5%</td> </tr> <tr> <td>% Grade 4+ in En & Ma</td> <td>40%</td> </tr> <tr> <td>% EBacc - Grade 5+</td> <td>17.5%</td> </tr> <tr> <td>% EBacc - Grade 4+</td> <td>20%</td> </tr> </table> <p>MAY HALF TERM SCHOOL: 28 HOURS of support to cover a variety of subjects, offering 3 hour revision sessions – impact shown in results</p>	% Grade 5+ in En & Ma	22.5%	% Grade 4+ in En & Ma	40%	% EBacc - Grade 5+	17.5%	% EBacc - Grade 4+	20%																							
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<p>Increased engagement with homework and independent learning.</p>	<p>Homework club</p> <p>Monitoring behaviour and achievement points</p>	<p>Based on cost of 2 staff members supporting students in homework club. This is an opt-in session where PP students can get support with homework, classwork and can use ICT or printers if they do not have access to this at home.</p> <p>Any other appropriate interventions to engage students in learning in and out of lessons.</p>	<p>Homework club register</p> <p>Homework club is offered to students everyday</p> <p>On average 7 PP students have been attending homework club across 2 days per week</p>	<p>£390</p>																														
<p>Increased PPG attendance</p>	<p>Attendance Tracking</p>	<p>Contribution to the cost of the attendance manager who monitors the attendance of PP students. The attendance manager makes follow up phone calls and works with the EWO to try and tackle any issues leading to poor attendance.</p> <p>There will be regular meetings between the parent liaison worker and attendance</p>	<p>SPRING TERM 2019 DATA:</p> <table border="1"> <tr> <td>PP</td> <td>2018/19</td> <td>14/12/18</td> </tr> <tr> <td>197 Total students</td> <td></td> <td>113</td> </tr> <tr> <td>Overall</td> <td>94.21% Attendance</td> <td></td> </tr> <tr> <td>28 are PA students (14.2% of cohort)</td> <td></td> <td></td> </tr> <tr> <td>7 x Year 11 are PPG and PA students</td> <td></td> <td></td> </tr> <tr> <td>Non-PP</td> <td></td> <td></td> </tr> <tr> <td>711 Total Students</td> <td></td> <td></td> </tr> <tr> <td>Overall</td> <td>96.51% Attendance</td> <td></td> </tr> <tr> <td>50 are PA students (7.03% of cohort)</td> <td></td> <td></td> </tr> <tr> <td>10x Year 11 are non-PPG and PA students</td> <td></td> <td></td> </tr> </table> <p>SUMMER TERM 2019 DATA: PP PA has decreased by 4 student</p>	PP	2018/19	14/12/18	197 Total students		113	Overall	94.21% Attendance		28 are PA students (14.2% of cohort)			7 x Year 11 are PPG and PA students			Non-PP			711 Total Students			Overall	96.51% Attendance		50 are PA students (7.03% of cohort)			10x Year 11 are non-PPG and PA students			<p>£270</p>
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		<p>manager to help identify parents needing support in getting their child into school. Fortnightly meetings with the Assistant head teacher and attendance manager to highlight PP students with poor attendance and actions put in place.</p> <p>Assistant head teacher to also liaise with the Year progress leaders (YPL) in targeting students with poor attendance and actions put in place.</p>	<p>PP attendance has increased by 3% to above school target</p> <table border="1" data-bbox="1346 245 1827 453"> <thead> <tr> <th>PP</th> <th>2018/19</th> <th>20/9/18</th> </tr> </thead> <tbody> <tr> <td>198 Total students</td> <td></td> <td></td> </tr> <tr> <td>Overall 97% Attendance</td> <td></td> <td></td> </tr> <tr> <td>24 are PA students (12.1% of cohort)</td> <td></td> <td></td> </tr> <tr> <td>4 x Year 11 are PPG and PA students</td> <td></td> <td></td> </tr> </tbody> </table> <p>Non-PP</p> <p>714 Total Students Overall 97.76% Attendance 67 are PA students (9.38% of cohort) 7x Year 11 are non-PPG and PA students</p>	PP	2018/19	20/9/18	198 Total students			Overall 97% Attendance			24 are PA students (12.1% of cohort)			4 x Year 11 are PPG and PA students			
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<p>Increased PPG engagement and achievement.</p>	<p>Mentoring and use of strategy sheets</p>	<p>Mentoring time will be provided by the pastoral teams and academic mentor, to monitor and support the progress of PP students. This will involve regular liaison with teachers and parents to ensure that students are acting on targets set to raise their achievement.</p> <p>Targeted PP students will have weekly meetings to set and monitor subject-based targets and parents will be contacted regularly to make sure they know how they can support student progress.</p> <p>Strategy sheets will be set up for all PP students and regularly reviewed through</p>	<p>16 PP students are mentored weekly by the intervention manager:</p> <p>AUGUST 2019 DATA:</p> <ul style="list-style-type: none"> • 20 targeted 5+ for En/Ma: 10 achieved (50%) • 28 targeted 4+ for En/Ma: 16 achieved (57%) • English language: 41% on/above target • 50% achieved grade 4+ • English literature: 34% on/above target / 25% achieved G4+ • Math: 6% on/above target / 70% achieved G4+ • Science: 37% on/above target <p>From Autumn 2018 projections to August 2019 results:</p> <ul style="list-style-type: none"> • 32% of students improved on the number of subjects on/above target 	<p>(accounted for previously)</p>															

		<p>student voice and student/teacher meetings.</p> <p>Any other mentoring or strategy support systems developed throughout the academic year.</p>	<ul style="list-style-type: none"> • 43% improved English language grade (20% stayed the same) • 48% improved English literature grade (28% stayed the same) • 20% improved maths grade (45% stayed the same) <p>Assistant Head Teacher – responsible for vulnerable groups meets with students following data collections to offer support during tutor time – the focus has been Y11 in the Spring term – impact to be shown in August results</p> <p>Strategy sheets – the AHT and KS4 mentor have updated the strategy sheets for Y7-10 and are updating Y8 in June 2019. Feedback sent to teaching staff to apply into lessons and impact shown in date (see above)</p>	
<p>Increased involvement with parent/guardians</p>	<p>Parent support programme</p>	<p>Parents of PP students will be provided with a support booklet to help support students at home, this will include key dates for school events, such as parent evenings, revision techniques, dates for homework club and enrichment opportunities.</p> <p>Parents of PP students will be invited to all events by phone to develop school/home communications and relations.</p>	<p>Attendance figures and feedback for Parents evenings:</p> <p>Y11 parents evening, Y8 options evening, Y10 parents evening, Y8 parents evening</p> <p>Over 72% attendance for all events, all PP students were invited via phone prior to each event. Feedback from parents was positive, praising staff and the support offered.</p>	<p>£180</p>

<p>Increased involvement in enrichment and aspirational activities.</p>	<p>Enrichment programme</p>	<p>Offer enrichment opportunities for all PP students, either during lunch time, after-school or during a day/residential trip. Invite PP students to the Nottingham Trent University (NTU) aspirational programme sessions. Take PP students to 'ENGLISH – RAISING THE GRADE' conference run by NTU Other appropriate enrichment activities offered pastorally and academically.</p>	<p>Extra-curricular sessions programme In school enrichment programmes includes PP during tutor time, lunchtime and after-school Year group opportunities Y10-11: Careers meetings NTU Y10 Raising the grade in English NTU Y9 University visit Y9/10 the Lovely Bones theatre trip</p> <p>POSTOVE COMMENTS FROM STUDENTS AND STAFF ABOUT EACH TRIP – STUDENT VOICE AVAILABLE</p>	<p>£405.40</p>
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