

Review of Expenditure - 2016/17

Previous Academic Year

Desired outcome	Chosen action/approach	Cost	Estimated Impact	Lessons Learned
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Quality of teaching for all

<p>C and E</p>	<p>Increased number of staff in the guidance team to allow one ADOY per year group. The focus for all ADOY will be the pastoral support both in and out of lessons for all PP students.</p>	<p>£72,000</p>	<p>Impact: High</p> <p>Reduction in the number of exclusions of behavioural incidents of PP students in comparison to non-PP students.</p> <table border="1" data-bbox="846 671 1379 900"> <thead> <tr> <th></th> <th colspan="3">% of all incidents</th> </tr> <tr> <th>Incident</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Exclusion</td> <td>28%</td> <td>19%</td> <td>17%</td> </tr> <tr> <td>Faculty detention</td> <td>20%</td> <td>16%</td> <td>13%</td> </tr> <tr> <td>Pastoral Detention</td> <td>29%</td> <td>21%</td> <td>18%</td> </tr> </tbody> </table> <p>The introduction of the two new ADOY to allow for one DOY per year group has decreased the proportion of negative incidents for PP students in comparison to non-PP.</p>		% of all incidents			Incident	Autumn	Spring	Summer	Exclusion	28%	19%	17%	Faculty detention	20%	16%	13%	Pastoral Detention	29%	21%	18%	<p>Continue the employment of one ADOY per year group for the following academic year. ADOYs to continue to focus on the pastoral support of all PP students both in and out of lessons.</p>
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<p>C</p>	<p>Continue engaging the services of an independent careers advisor plus our on-site careers team to provide careers advice and support, work experience and mentoring. Careers Advisor employed 3 days a week to provide careers guidance to all students, with the focus being on PP students.</p>	<p>£4,000</p>	<p>Impact: Medium</p> <p>All PP students across years 10 – 13 have had access to an individual careers appointment with an independent careers advisor with the aim of increasing aspirations in lessons.</p>	<p>Continue the employment of the independent careers advisor but look at putting on more events/activities to further raise aspirations of PP students.</p>																				

A	Staff CPD - External providers to deliver CPD during staff training sessions. Looking at whole school teaching strategies but with a focus of how this can be applied to PP students.	£1,000	<p>Impact: TBC</p> <p>Training course booked for September. Please see link below for details of course.</p> <p>http://mark-allen-group.msgfocus.com/q/17FVwXgo9MYLBkSVsfzrOr/wv</p> <p>Feedback from this session, looking at key initiatives and suggestions, will then be provided to all staff through a staff briefing.</p>	If training course is successful then will look to book places for other colleagues working in the PP team for the 2017/18 academic year.
Targeted support				
B	Year 7 Catch up co-ordinator in place to tackle any pupils who enter secondary school below age related expectation for literacy and numeracy. Students are removed from non-core lessons and taught in small groups to improve literacy and numeracy skills.	£11,279	<p>Impact: Medium</p> <p>59% of all students eligible for catch up funding are PP.</p> <p>Using GL assessments as a benchmark:</p> <ul style="list-style-type: none"> • In literacy the average SAS improved from 79.1 to 86.3 • In numeracy the average SAS improved from 77.4 to 82.7 	Although the use of a year 7 catch up co-ordinator has been effective in showing improved SAS, we will look to make use of our on-site primary school to improve the phonics of these pupils. We will look to increase class sizes which are currently one-2-one to ensure pupils have increased regularity of sessions per week.
C	A hardship fund is available for bids from staff for initiatives for PP students. This will include 50% off all educational trips/visits and 50% off all music lessons.	£2,000	<p>Impact: Low</p> <p>All students have had access to reduced extra-curricular trips, uniform, revision guides and music lessons. Take-up of this funding has been low.</p>	Although the fund has been available to all PP, the take-up has been low. As part of our work next year to increase parental engagement, there will be a focus on increasing the awareness of this fund. This has already begun with informing parents during the primary transition.

<p>A</p>	<p>After school catch up will be held throughout the year across all year groups. The focus will be on PP students that are underperforming in their respective subjects. Students will be taught in small groups after school where they can focus on their individual areas of weakness. We will offer a Holiday school revision programme to all students during each holiday (apart from Christmas). Refreshments will be provided to ensure their attendance at the programme.</p> <p>Year 1 1:1 phonics screening tuition to be received by all PP students.</p>	<p>£18,500</p>	<p>Impact: Medium</p> <p>All faculties have run after school sessions targeting PP students, this has allowed students to focus on individual areas for improvement with a specialised teacher in a smaller class setting. Holiday sessions have been run during February, April and May. All PP students have been invited to these sessions but attendance has been varied. Predicted results show a significant close in gap between PP and non-PP for both attainment and progress in comparison to the previous academic year. GCSE results indicate that the gap has closed; the difference (between PP and all pupils) in the average grade has decreased from just over a grade down to half a grade (see below).</p> <table border="1" data-bbox="846 512 1599 754"> <thead> <tr> <th>Attainment 8 Gap</th> <th>2016</th> <th>2017</th> <th>Attainment Gap</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>1.01</td> <td>0.53</td> <td>↓ 0.48</td> </tr> <tr> <td>English</td> <td>0.81</td> <td>0.73</td> <td>↓ 0.09</td> </tr> <tr> <td>Maths</td> <td>1.04</td> <td>0.53</td> <td>↓ 0.51</td> </tr> <tr> <td>EBacc</td> <td>1.20</td> <td>0.68</td> <td>↓ 0.52</td> </tr> <tr> <td>Open</td> <td>0.94</td> <td>0.20</td> <td>↓ 0.74</td> </tr> </tbody> </table> <p>All Year 1 PP students passed their phonics screening.</p>	Attainment 8 Gap	2016	2017	Attainment Gap	Overall	1.01	0.53	↓ 0.48	English	0.81	0.73	↓ 0.09	Maths	1.04	0.53	↓ 0.51	EBacc	1.20	0.68	↓ 0.52	Open	0.94	0.20	↓ 0.74	<p>Although these sessions have been effective, attendance has been varied. All PP students were invited by letters and phone calls home but more work is needed to ensure the underperforming PP students attend these additional sessions.</p> <p>Phonics screening individual support for PP students will continue next academic year.</p>
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<p>C</p>	<p>Breakfast provided for FSM students and supervision in the main restaurant from 08:00 – 08:30</p>	<p>£9,000</p>	<p>Impact: Medium</p> <p>All PP students have had access to a free breakfast from the school canteen and this has been supervised at all times by two members of staff. Take-up of this has been high.</p>	<p>Although take-up of this breakfast has been high, we would like to review the quality of this breakfast to ensure pupils are having a healthy diet.</p>																								
<p>A,B,C,D</p>	<p>PP SLT Leads. Two members of the senior leadership team will have 20% of their time assigned to overseeing PP intervention and diminishing the gap for disadvantaged students.</p>	<p>£25,594</p>	<p>Impact: Medium</p> <p>Two members of SLT have overseen the standards and T&L of PP during the academic year. This has seen the introduction of more in depth PP tracking, PP passports, faculty PP action plans and PP specific T&L CPD sessions. This has raised awareness of PP students throughout the school and has increased the focus of identifying and overcoming barriers to learning.</p>	<p>One member of SLT will continue to line manage PP but there will be an additional appointment of a lead practitioner with a sole focus on improving the outcomes for PP students.</p>																								

<p>A, C, D</p>	<p>Raising Standards Intervention budget. Each year group will be assigned a budget to raise standards across the year group with a particular focus paid to all PP students.</p>	<p>£7,500</p>	<p>Impact: Medium</p> <p>This intervention developed into the academic mentoring of all PP students in year 11 by staff across the school. Staff have assigned at least 30 minutes per week to mentor year 11 students in the run up to their exam. GCSE results indicate that the gap has closed; the difference (between PP and all pupils) in the average grade has decreased from just over a grade down to half a grade. Mentoring for younger years has also taken place where sixth form students have mentored PP students across years 7&8.</p>	<p>We will look to continue this process in the following academic year, expanding this across all years, with a focus on PP students who are underperforming.</p>															
<p>A,B,C,D</p>	<p>PP Champions. Three PP champions have been assigned TLR roles with a sole focus on improving progress, attainment and aspirations of all PP students.</p>	<p>£17,152</p>	<p>Impact: Medium</p> <p>Three PP champions have been assigned TLR roles with an individual PP focus. Some of the initiatives of this have included:</p> <ul style="list-style-type: none"> • PP passports – increasing awareness of PP students • Tutor time activities – Weekly video clips look at improving cultural capital • Parental Engagement – A focus has been paid to increasing the attendance of parents of PP students at parents evening. <table border="1" data-bbox="996 791 1570 1007"> <thead> <tr> <th>Year</th> <th>% attendance for Non PP</th> <th>% attendance for PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>78.6</td> <td>54.4</td> </tr> <tr> <td>Year 8</td> <td>42.2</td> <td>57.1</td> </tr> <tr> <td>Year 9</td> <td>69.7</td> <td>45.9</td> </tr> <tr> <td>Year 11</td> <td>66.7</td> <td>62.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • PP First initiative – Launched within the English Faculty, looking to prioritise the checking for understanding, feedback and parental communication for PP students. • Mentoring – Utilising positive role models in sixth form to mentor pupils from years 7 & 8. 	Year	% attendance for Non PP	% attendance for PP	Year 7	78.6	54.4	Year 8	42.2	57.1	Year 9	69.7	45.9	Year 11	66.7	62.3	<p>One PP champion will continue their role into the next academic year. Their focus will continue to be mentoring, parental engagement and they will now also target improving the extra-curricular attendance for PP students.</p>
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A	SEND Team – As part of the role of the SEND team there will continue to be a focus of PP students who are also SEND	£12,797	<p>Impact: Medium</p> <p>The SEND team has worked closely will all PP SEND students as part of their work with all SEND students. Students are provided with support both in and out of lessons, on both an academic and personal level.</p>	This initiative continues to work well and will continue for the forthcoming academic year. More specific tracking of students who are both SEND & PP will be put in place.
A	EAL Team– As part of the role of the EAL team there will continue to be a focus of PP students who are also EAL	£10,043	<p>Impact: Medium</p> <p>The EAL team has worked closely will all PP EAL students as part of their work with all EAL students. Students are provided with support both in and out of lessons and they have continued to tackle the major barrier learning that a lack of understanding of the language can present in all lessons.</p>	This initiative continues to work well and will continue for the forthcoming academic year. More specific tracking of students who are both EAL & PP will be put in place.
A,D,E	Safeguarding Team – The safeguarding team, including a Senior Student and Family Support Practitioner and Admin Support, will be supporting all PP students throughout their time in school to monitor student well-being and liaise with the families	£65,084	<p>Impact: High</p> <p>The safeguarding team have worked closely with numerous PP students across all years throughout the duration of the year. This has all been evidenced in safeguarding files. This extra layer of support has made a big impact in ensuring that all students feel that school is a safe place and therefore allowing students to focus on their studies.</p>	This initiative continues to work well and will continue for the forthcoming academic year.
A	Standards Team – An assistant data manager has been employed with a majority focus on the tracking and reporting of progress for PP students.	£25,000	<p>Impact: High</p> <p>PP passports have been created through SIMS identifying possible barriers to learning (e.g attendance, low literacy). These have been annotated by form tutors and printed for all class teachers. PP students are tracked rigorously at each PA stage across all subgroups, this is reported and analysed for all class teachers.</p>	This approach has proven very successful in the monitoring and tracking of all PP students and this role will continue for the following academic year.
Other approaches				
A	For students across years we will continue to provide an alternative curriculum to PP students whose needs are better met from more vocational programmes.	£66,000	<p>Impact: High</p> <p>Alternative provision has been provided to 6 students across the course of this year. These students have been unable to access the curriculum in mainstream education for a variety of reasons. This alternative provision has provided these students the opportunities to continue their education in a more appropriate setting.</p>	Alternative provision will continue for some students in the following academic year. The appropriateness of this will continue to be monitored throughout the year and will be analysed on a student by student basis.

<p>A, B</p>	<p>Accelerated Reader and GL assessments will be used to monitor the literacy and numeracy levels of all PP students. Accelerated Reader will also be used to help improve and accelerate the reading ability of all PP students.</p>	<p>£7,325</p>	<p>Impact: Low</p> <p>Reading ages, literacy levels and numeracy levels have been tracked across the year through Accelerated Reader and GL assessments. Lots of follow up and intervention has been put in place at a whole school level but there has not been a specific focus on PP students.</p>	<p>Continue with Accelerated Reader and GL assessment in the following academic year but more focus to be paid to initiatives solely looking at PP students.</p>
<p>C</p>	<p>Specialist Projects. The events team will target events at PP students across all year groups with the aim of increasing engagement and raising the aspirations of all these pupils.</p>	<p>£4,000</p>	<p>Impact: Medium</p> <p>Specialist events have run throughout the year for all students with a focus on inviting the PP students across each year group. These events are always well received and can be evidenced through student voice. The aim of these events is to raise aspirations and therefore increase engagement in lessons.</p>	<p>These events will continue to run in the next academic year, with an increased focus on tracking which students are invited and attending each event.</p>