REVIEW OF 2017/2018			
Desired outcome	**Chosen action/ approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
To ensure the quality of learning is at least 90% good or better **when judging teaching over time**	Direct & whole school CPD used to promote challenge and support of disadvantaged pupils within the classroom **Supporting the development of resilience and confidence**	**Medium impact** • The quality of T&L : 83% • Introduction of Doug Lemov strategies and posters has been well received and used by staff, especially "time to discuss the question" "No hands up" and "no-opt out" • External report (NACE/DfE advisor's) are positive about T&L	Develop few strategies at a time but do it well/ keep strategies high profile Incremental changes work best Ensure all staff know the rationale behind choosing Doug Lemov's pedagogy as strategy to improve the confidence of disadvantaged pupils
All pupils receive quality first teaching and learning experiences, with a particular focus on improving targeted feedback.	Whole staff INSET used to increase awareness; Teaching and Learning team priority action; Misconceptions challenged in a timely manner using classroom visualisers	**Medium impact** • Use of visualiser to address misconceptions and give instant feedback is now a feature of T&L at LDA. 100% of staff regularly use it (pupil voice/ learning tours) • Learning walks/ observations/ pupil voice show pupils are accepting that mistakes are part of the learning process	Focusing learning walks on just the above strategies has supported with embedding these techniques.
Improved progress for English and Maths across KS3 and KS4.	**To reduce class sizes within core subjects to enhance the quality of teaching delivered to PP pupils**.	**Low to medium impact** • Progress 8 in maths:-**0.501** (**up** from –0.689 last year) • Progress 8 in English:-0.63 • Math class with small number: -1.07 : review deployment of staff	Review the deployment of staff within core subjects to ensure maximum impact with targeted groups to promote progress. We will keep the strategy but ensure a better match between staff/group of pupils

Improved progress in English and Maths across KS4.	KS4 intervention staffing for English and Maths during form time PP pupils targeted for small group sessions for GCSE English and Maths to ensure progress is maximised.	**medium impact** • 63% of PP pupils targeted for English achieved Grade 4+. 44% achieved Grade 5+. • 46% of PP pupils targeted for maths achieved Grade 4+. 13% achieved Grade 5+. • Progress 8 in maths:-**0.501** (**up** from −0.689 last year)	This approach will continue. A review of group sizes and combinations will be conducted to maximise progress. More targeted intervention/after school workshop We need a database to track intervention for **groups** of DP Make more use of Shaping Future for HA
Improved progress for higher attaining pupils	NACE launched by HGr/T&L team 2016/17 to promote the importance of challenge and aspiration	**Medium impact** A higher proportion of disadvantaged pupils achieved the EBACC than national disadvantaged 2017. The proportion of disadvantaged pupils with High PA achieving the Basics measure (+1%), a standard pass in maths (+8%), a strong pass in maths (+6%) and the EBACC (+21%) increased from 2017. Proportion of pupils achieving Grades 9-7/A*-A increased in 11 subjects. A higher proportion of higher grades were achieved in 2018 including 3 at Grade 9 with an additional 2 pupils within 1 mark of Grade 9. 4 pupils achieved grade 9-7 in English, maths, biology and Spanish. 7 pupils achieved grade 9-6 across the full EBACC.	Challenge and aspiration remain a key focus for the school and our work with the NACE adviser will continue.

Attainment 8 (PP/ High Prior Attainment)				
LDA 2016 Results	National 2017 Results	LDA 2017 Results	LDA 2018 Results	Diff on LDA 2017
51.60	n/a	48.33	49.17	0.84

Progress 8 (PP/ High Prior Attainment)				
LDA 2016 Results	National 2017 Results	LDA 2017 Results	LDA 2018 Results	Diff on LDA 2017
-1.31	n/a	-1.064	-0.776	0.29

All underachievement is identified and challenged	challenge underperformance through analysis of reporting data including mock examinations and assessment tracking	**Low to medium impact** Progress meetings were held with individuals and cohorts and parents/carers were involved.	All Y11 will be allocated a mentor to enable more frequent progress meetings to be conducted with every child.
Improved review/data analysis used to inform teaching strategy for disadvantaged pupils	Create robust reviews and accountability measures to ensure staff are aware of Disadvantaged pupil performance.	**Low to medium impact** Progress 8 in maths:-0.497 (however, increase from last year) Progress 8 in English:-0.598	Create more opportunities at line management and department level to scrutinise the progress of disadvantaged pupils. Ensure groups of pupils are carefully tracked
Improved levels of accountability of teaching staff in relation to disadvantaged performance by in class progress data	Line manager/SLT led review meetings/ embedded reviews as part of Appraisal, Subject Reviews and work scrutiny.	**Low to medium** 1 pp review took place in Humanities Appraisal target focused on the progress of disadvantaged pupils **P8 for disadvantaged pupils: -0.566**	When are the opportunities to check progress made following a departmental review?

New 1-9 assessment model embedded across KS3 and KS4 in all subject areas	Dean Trust assessment management SLT line management Heads of Department/Faculty meetings	All applicable subjects are using the 1-9 system. There is a recognised linear pathway through the school.	2018 was the first entry for the majority of subjects on reformed GCSEs. The lack of grade boundaries and information made it difficult to assess with confidence against the grades. 2018 exam series papers are now available and are being used to inform and assist staff in assessing under new grade system. Standardisation will be conducted within school and the Trust to improve accuracy of assessment.
Total Budgeted cost £83,500			

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Rapid progress of all pupils reading below chronological age	• Literacy lessons within Curriculum model • Drop Everything and Read (DEAR) sessions every week for pupils in years 7-10 • Use of LEXIA & Bedrock software • Library/e-library resource • Targeted withdrawal of identified pupils	**Medium to high impact** • All key stage three pupils have been tested for their reading ages and are making progress towards becoming 'green', meaning they are reading at or above chronological age. • 71% of year 8 pupils are in line with their chronological age.	More opportunities for DEAR/Literacy across subject areas Online library needs to be relaunched with staff/pupils to encourage reading for pleasure Reading for progress needs further focus- too many pupils are reading books that are well

Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned
	• Increase attainment outcomes by increasing the number of disadvantaged pupils reading at or above chronological age through specialist literacy software and teaching	• Bedrock, a software package introduced last year to support literacy, evidenced that our disadvantaged pupils have improved their attainment by an average of 31%. • Bedrock has also highlighted that our SEND cohort have increased their attainment by an average of 40% from their baseline. • All pupils who have accessed Bedrock have increased their progress by 28% on average when compared to their baseline test.	below their reading age and are therefore not being sufficiently challenged
Increase in pupils achieving EBACC measure	• Increase outcomes by offering additional EBACC (History, Geography, MFL, Maths and English) lessons (2018 cohort) • Develop specific teaching and learning strategies to support pupil premium pupils in EBACC subjects through research and collaboration	**Low to medium** 61% of disadvantaged pupils entered into EBACC 12.2% achieved good pass (early indications via SISRA suggest this is in line with disadvantaged pupils nationally) 3.7% good pass	Allocation of extra lesson to sit with the director of KS4 rather than PP director to improve the match between allocation and needs
Desired outcome	**Chosen action/ approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Increased rates of attendance, reduction of persistent absenteeism	• Attendance team • Attendance panels • Attendance prize/raffle • Attendance of PP pupils raised in year team meetings	**Medium impact** Attendance for 2017/2018 (July 2018): 93.32 %, an improvement since 2017 (+0.82 %)	Continue with strategies but with more emphasis on: • HOY/SSM accountably • Analysis and reporting

		Persistent Absence is still higher amongst PP.	• Accountability of attendance rewards
	• Form tutor follow up of first day missed attendance • Triangulation of attendance monitoring • Key cohorts allocated to appropriate staff within the attendance team		

Group (pp number & %)	Attendance % disadvantaged	Attendance % Non disadvantaged	Gap	PA% disadvantaged	PA % non disadvantaged	Gap
Y7 (current Y8) 141 60%	93.7	97.39	3.69	18%	2%	-16%
Y8 (current Y9) 119 52%	93.94	97.67	4.73	16%	2%	-14%
Yr9 (current Y10) 120 (57%)	93.1	97.29	4.19	23%	2%	-21%
Yr10 (current Y11) 74 (60%)	90.32	95.53	5.21	23%	8%	-15%

Support behaviour and inclusion support to allow disadvantaged pupils to access educational provision on and off-site	• Inclusion/base support • Alternative (offsite) provision • Home school • 3-5 school		

Total Budgeted cost £312,709.40

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Lessen effects of financial deprivation Through increased involvement and participation for disadvantaged pupils in enrichment and curricular activities	• Support school ethos and increase a sense of belonging and pride by providing school uniform, PE kit and other uniform related sundries • Reduce the impact of financial deprivation on access to wider educational experiences by subsidising trips, visits and educational experiences • Reduce the impact of financial deprivation on meeting the school's core standards and expectations by subsidising equipment, stationary etc. • Increase pupils' opportunities to access areas of practical curriculum by subsidising catering/ food and nutrition ingredients • Offer rewards and prizes to disadvantaged pupils to celebrate success in attainment, progress and attendance	**Medium to high impact** pupils now with the right equipment/uniform to access learning Inclusion pupils – external trips started Introduction of the house system – reduction in the number of behaviour points and an increase in the number of rewards given.	2018-19 – Alternative pupils provided with some/all of their uniform to come back on site Trips were of value but moving forward more emphasis on enriching the curriculum/learning Quality/relevance of rewards – rewards day overhaul Shared programme of attendance challenges throughout the year Launch of behaviour for progress – in line with T+L model
Desired outcome	**Chosen action/ approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Improve learner confidence and raise levels of engagement, aspiration and motivation	Introduction of house system	**Medium to high impact** Introduction of House system saw a positive impact on learner confidence due to culture shift of celebration in lessons, assemblies and whole school.	House system and Rewards system to be further embedded
Increase in parental engagement	1st and 2nd wave communication triggered for concerns or celebration of attainment/progress or attendance	Increase in positive home communication via introduction of House System. Pupils received more	Continue

Home/school links developed		rewards based on introduction of House points to Rewards system.	
Develop systems to capture "Soft Data" to analyse engagement of disadvantaged pupils and parents.	Develop tracking model to record parental engagement and systems to trigger intervention to challenge non-engagement at key points	**Low to medium** Basic systems are in place which have had some impact on PP pupils. E.g. preventative approaches and statistical analysis has improved follow-up to challenge non-attendance at key events such as parents' evenings.	More robust analysis needed to identify tiers of non-engagement. Targeted intervention following analysis.
Desired outcome	**Chosen action/ approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Targeted Careers Support for Yr8 and 9	Provide Workshops and Interviews for PP students Coordinate trips and visits to colleges/industry Develop in school CEIAG to raise the aspiration of our disadvantaged students including developing links with the CITB Using Shaping Futures to coordinate events and training		
Support transition between KS2 and KS3	Provide clear transition for disadvantaged pupils by developing strong links between school and partner primary schools Provide transition materials, workshops and taster days	**High impact on all pupils** Academic and pastoral success due to thorough Transition package.	To be continued Opportunities to consolidate gaps in learning to be embedded further.
Support transition into year 7	Student support manager (SSM) in year 7 to work with identified pupils to ease transition	**High impact on all pupils** High impact on PP pupils.	Bespoke package in place with equal weighting on academic and pastoral areas.

	Smaller form sizes in year 7 to build quality relationships with disadvantaged pupils	Home-school relationships strengthened resulting in high level of trust and communication with parents/carers positively impacting transition.	
Total Budgeted cost £68,870			

Measuring the impact of Desired Outcomes

Target		Success Criteria	Impact following the 2017/2018 Strategy
i.	Increase pupils reading age in Year 7 to at or above chronological age	Key assessment data and Reading age data show increase in proportion in pupils reading at or above chronological age **September 2017 position: 65% of disadvantaged pupils began KS3 (year 7) with reading ages below chronological age in 2017 (35 % on or above)** *PP Target: increase to 70% by the end of year 7*	<table><tr><td colspan="2">July 18 results for Year 7 July 18 results for Year 7</td></tr><tr><td>Catchup</td><td>PP (147 pupils)</td></tr><tr><td>13% (sig below)</td><td>19% sig below</td></tr><tr><td>30% (below)</td><td>32% below</td></tr><tr><td>56% at</td><td>49% at</td></tr></table> 49 % of Pupil Premium pupils are now currently reading at their chronological age which is a difference of 14% from the beginning of the year. It is also worth noting that there has been a decrease of 'red' pupils by 7% which has placed our pupils closer to their chronological reading age. When tested in June 2018 10% of year 9 pupils who had a reading age significantly below chronological, 19% were reading at or more than 12 months above chronological age.
ii.	Enhanced progress towards age related expectations in Numeracy at key stage 3	Key assessment data shows rapid progress towards challenging targets in Maths at Key Stage 3 particularly for pupils in the Numeracy cohort. *Pupils beginning Year 7 **below** age related expectations in English and Maths* <table><tr><td></td><td>all %</td><td>PP %</td><td>non PP %</td></tr><tr><td>Maths</td><td>30</td><td>34</td><td>22</td></tr></table>	Maths <table><tr><td>Year 2017</td><td>% Meeting Age related KS2 (=/>100 scaled score)</td><td>% Meeting age related KS3 at the end of the school year</td><td>% Literacy/Numeracy Catch-up pupils</td></tr><tr><td>7</td><td>61%</td><td>38% or 67% (See above)</td><td>34%</td></tr></table>

| iii. | Increase outcomes in all key measures (Key Stage 4) | Key assessment data shows improvements in outcomes for eligible pupils

Reduced 'gap' to national figures in key measures

PP targets: reduce the 'gap' between attainment of disadvantaged pupils and all pupils nationally to less than 10%

25% of disadvantaged pupils attain the EBACC measure (in line with all pupils national figure)

55% of disadvantaged pupils to attain grade 4+ in English and Maths (gap to national (2017) 10%)

41% of disadvantaged pupils to attain grade 5+ in English and Maths to meet all pupils nationally (2017) | • The estimated Progress 8 figure is close to floor and above the LDA 2016 figure.
• Proportion of pupils making expected progress increased in 7 subjects (based on aspirational Expected Attainment Pathway (EAP)).
• Proportion of pupils exceeding expected progress increased in 10 subjects (EAP).
• The estimated Progress 8* of EAL pupils (4) is above national *(+0.35)*.
• 9 subjects improved attainment from 2017- geography, Spanish, music, dance, drama, food and nutrition, resistant materials, health and social care and PE.
• 4 subjects above national 2017 attainment – food and nutrition, resistant materials, health and social care and hair and beauty.
• 3 subjects in line with national 2017 attainment – dance, drama and child development.
• Attainment is in line with or above national in all technology subjects.
• The proportion of females (+3%), non-SEND (+2%) and pupils from the high PA band (+3%) achieving the EBACC increased from 2017.
• A higher proportion of disadvantaged pupils achieved the EBACC than national disadvantaged 2017.
• The proportion of disadvantaged pupils with High PA achieving the Basics measure (+1%), a standard pass in maths (+8%), a strong pass in maths (+6%) and the EBACC (+21%) increased from 2017.
• A higher proportion of Low PA pupils achieved a standard pass in English than national 2017 (+2%).
• The proportion of pupils from the middle PA band achieving the EBACC is in line with national 2017.
• The proportion of pupils from the Low PA band achieving a strong pass in maths is in line with national 2017.
• The proportion of non-disadvantaged females achieving the Basics measure at a strong pass (+10%), a standard pass (+17%), the EBACC strong pass (+6%), EBACC standard pass (+9%) maths grade 5 (+7%) and maths grade 4 (+13%) increased from 2017.
• 100% of the cohort achieved at least 1 qualification.
• 99% achieved at least 5 qualifications.
• 89% achieved at least 8 qualifications. |

		Alternative provision: With the exception of the pupil that was deemed unable to sit examinations, the pupils who accessed alternative provision sat a minimum of eight Level 2 qualifications and all had access to the qualifications needed to fill the buckets for Progress 8. 100% achieved GCSE grades in at least seven subjects. 81% achieved the grades required to fill the 10 buckets for Progress and Attainment 8. For the reasons identified these pupils did not access mainstream lessons and required additional support. Whilst their individual barriers impacted on their progress the provision within Inclusion, and high level of support on offer, enabled these pupils to maintain engagement, complete their secondary education and leave school with a broad range of qualifications.
iv.	Increase outcomes and progress for disadvantaged pupils with high prior attainment	Key assessment data shows improvements in outcomes for pupils with high prior attainment (using KS2 data) **PP targets: increase the attainment in EM measure for HPA disadvantaged pupils** *50% of disadvantaged pupils in HPA band achieve 9-7 in English* *50% of disadvantaged pupils in HPA band achieve 9-7 in Maths* *65% of disadvantaged pupils in HPA band achieve 9-5 in English & Maths (gap to National 'all state funded mainstream schools 10% (2017))* *50% of disadvantaged pupils in HPA band achieve a positive progress 8 score*	• Proportion of pupils achieving Grades 9-7/A*-A increased in 11 subjects. • 7 pupils achieved grade 9-6 across the full EBACC. • A higher proportion of higher grades were achieved in 2018 including 3 at Grade 9 with an additional 2 pupils within 1 mark of Grade 9. • 4 pupils achieved grade 9-7 in English, maths, biology and Spanish.

Progress 8 (PP/HPA)

LDA 2016 Results	National 2017 Results	LDA 2017 Results	LDA 2018 Results	Diff on LDA 2017
-1.31	n/a	-1.064	-0.776	0.29

Attainment 8 (PP/ HPA)				
LDA 2016 Results	National 2017 Results	LDA 2017 Results	LDA 2018 Results	Diff on LDA 2017
51.60	n/a	48.33	49.17	0.84

v.	Improve learner confidence and raise levels of engagement, aspiration and motivation	Increased participation in enrichment activities. Current position (June 2017): 	Year	All %	PP/ non PP %
---	---	---
10	98	99/98
9	94	89/90
8	98	99/99
7	98	94/82 | *PP targets:* *100% of disadvantaged pupils access at least 1 enrichment activity* Improved conduct and behaviour records Improved self- esteem and well-being for PP pupils.	Increased participation in enrichment activities. Current position (July 2018): 100% of disadvantaged pupils accessed at least 1 enrichment activity due to increase in whole school opportunities e.g. Wellbeing week Conduct records show an improvement in achievements points and a decrease in incurred behaviour points across whole school cohort.
vi.	Increase independence and self regulation	Increased independent learning & completion of homework tasks & reduce homework concerns July 2017 position **Whole School** 			Pupils identified as homework concern	
Total	851	240	28%
PP	509	166	33%		**Whole School** |		Pupils identified as homework concern	
Total	850	207	24%
PP	508	147	29%
Non PP	352	60	17%	

	Non PP	352	74	21%	

Use Classcharts Homework system to record, track and monitor homework
PP target: reduce HW concerns of disadvantaged pupils to below 10%
Improved outcomes (see point iii)
Increased participation in enrichment activities (see point iv)

Learning walks show pupils are more engaged through the no – opt out/ no hands up strategies but independence still remains a priority

| vii. | Increased rates of attendance, reduction of persistent absenteeism | Attendance Officer

Local Authority Service Level Agreement and support

Accountability and targets

Improved Attendance data to form tutors

Rewards for good and improved attendance

inclusion support and development of area including outside space, facilities, garden and re-setting of external fencing

Internal Inclusion

Alternative Education curriculum and support

Police panels – Safer Schools Police Officer/attendance blitzes

Targets: increase attendance of disadvantaged pupils to meet national average 94.8%

Reduce persistent absenteeism of disadvantaged pupils in line with national average of 12.8% (source ASP).

redirections of TA resources and inclusion Manager position | |

Impact:

Attendance

Pupil Group	Academic Year 2015/16 (Source RoL 2016)		Academic Year 2016/17 (Source ASP 2016/17)	
	School %	NA%	School %	NA %
PP	94	92.8	93.2	92.5
Non PP	97.1	95.9	96.9	95.8

Gap between PP and non PP is in line with NA

Persistent Absence (PA)

Pupil Group	Academic Year 2015/16 (Source RoL 2016)		Academic Year 2016/17 (Source ASP 2016/17)	
	School %	NA %	School %	NA %

PP	14.9	21.6	19.4	22.4
Non PP	5	8.3	5.6	8.5

Exclusions
Source - School performance summary (ASP) 2016/17

Pupil Group	Academic Year 2016/17				
	Permanent exclusions		Fixed period exclusions		Pupils with fixed period
	School %	NA %	School %	NA %	School %
PP	0.21	0.45	2.08	21.14	2.08
Non PP	0.00	0.08	0.00	5.12	0.00

All school PP exclusion cohorts are significantly lower than NA which demonstrates the successful impact of school systems including, Inclusion, Intex, CPD, T+L pedagogy and pastoral support packages.
School PP pupils receiving a fixed period exclusion (FPE) in 2016/17 was significantly lower than NA - gap to national was 19.06%.
School PP pupils receiving one or more FPE in 2016/17 was significantly lower than NA - gap to national was 7.53%.

| viii. | Increase in parental engagement | Improved pastoral data such as increased attendance to parents' evenings, revision launch etc

Improvements in parent voice data such as parent survey

Increased communication between home and school of disadvantaged pupils, particularly of positive, congratulatory nature

PP Target: parents engage in school events and activities

increase event attendance of the parents/careers of disadvantaged pupils to 75% | A variety of techniques trialled with varying degrees of impact. A formalised system based on the more successful strategies to be rolled out.

Attendance target for parents evenings was met in 4/5 Year groups. Where the target was not met, the combined attendance for this year group including the Options evening |