

Disadvantaged Pupils

Pupil Premium Funding 2016 – 2017

In 2011, the Government sought to address the inequality in the attainment of disadvantaged pupils (compared to their non-disadvantaged counterparts) by allocating funds to schools. 'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding i.e. those pupils claiming free school meals at any point in the last six years and those in care or who left care through adoption or another formal route such as a Special Guardianship Order or Child Arrangement Order. This year 48.5% of our KS3 and KS4 pupils are disadvantaged. Our aim is to ensure every student achieves success and is able to reach their full potential.

What barriers to success do disadvantaged pupils face?

- Gaps in their literacy and numeracy skills.
- Lack of effective social and emotional support, causing pupils to lack the resilience to cope with demands of school life.
- Low self-esteem.
- Lack of support in relation to the completion of homework and revision.
- Lack of confidence.
- Low aspirations.
- Intergenerational underachievement.
- Intergenerational gaps in literacy and numeracy skills.
- In some instances intergenerational disengagement with school.
- Poor attendance.
- Lack of parental engagement with the school such as attending parent's evenings, school events and specific meetings with staff.
- Limited financial support to provide the resources needed to fully engage in all aspects of school life.

Strategies used to improve the achievement of disadvantaged students

- Promoting and reinforcing an ethos of high achievement for all pupils. All subject teachers and leaders know which pupils are disadvantaged and take all reasonable steps to ensure that, where possible, progress is accelerated.
- A Deputy Headteacher has been appointed to lead the progress of disadvantaged pupils. Both the Deputy Headteacher and Assistant Headteacher for vulnerable groups have a clear understanding of how funding is allocated and the outcomes of this.
- The Teaching and Learning Team drive the importance of ensuring that all day to day teaching meets the needs of learners and interventions are delivered in addition to effective teaching.
- Raising aspirations through university visits, guest speakers and one to one careers guidance.
- Appointing highly competent teaching staff and deploying core subject staff, who have a good track record in raising attainment, to target groups.

- All leaders take responsibility for the progress of disadvantaged pupils. A focus on disadvantaged pupils is also embedded within our subject leader monitoring processes and our senior leader quality assurance processes.
- A clear and robust performance management system which includes specific targets relating to disadvantaged pupils.
- The AIM team review KS3 and KS4 pupil attainment and bespoke plans are put in place for all pupils, including disadvantaged pupils.
- Learning Leaders co-ordinate and manage the targeting of all pupils, including disadvantaged pupils to ensure all students receive the right intervention at the right time. Learning Leaders also support KS4 students in coping with the pressures and demands of KS4, especially Year 11.
- OSL targeted revision sessions take place after school, at weekends and during the school holidays.
- Master classes take place to focus on specific skills to raise attainment in all subjects pupils study.
- Year 11 have been placed in carefully grouped tutor groups with the most effective tutors assigned to co-ordinating and maximising the use of tutor time for Year 11 pupils. Tutor provide a range of support to their tutees.
- The appointment of one senior Assistant Headteacher to focus on the attainment of Year 10 and a Deputy Headteacher to focus on Year 11, especially disadvantaged pupils.
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis in core subjects.
- Regularly reviewing data which is used to inform whole school, AIM and subject leader actions.
- Completing holistic reviews of individual Year 11 pupils to ensure a holistic support package is place around students, triangulating different interventions and strategies.

How do we measure the impact of pupil premium?

- Data analysis: Rigorous data analysis is completed to review and target the progress and attainment of disadvantaged pupils. Data is analysed by senior and middle leaders. Academic data is triangulated with other data to ensure a holistic approach is taken when reviewing and targeting progress and attainment. Data analysis reviews student data from their start point and in relation to their targets.
- AIM team: Review triangulated data to identify bespoke plans for each targeted student, sharing these with subject leaders and teaching staff. These are frequently reviewed and developed.
- Quality assurance systems review quantitative and qualitative data:
 - a) Each department is quality assured by a member of the leadership team. The progress of disadvantaged students is scrutinised through subject leader panel meetings, termly review and updating of department self-evaluation forms, quality assurance drop-in lesson observations by subject leaders and members of the leadership teams and termly student work reviews – focussing on selected disadvantaged pupils .
 - b) Provision mapping to evaluate the outcomes of interventions disadvantaged students have received.
 - c) Senior leaders within the teaching and learning team complete whole school quality assurance drop in observations focussing on the progress of disadvantaged pupils and the impact of teaching and learning strategies.
 - d) The teaching and learning team review the progress of identified disadvantaged pupils through pupil work reviews, scrutinising the quality of work and progress evidenced in exercise books across the curriculum. Directed feedback is provided to staff and students when appropriate.
 - e) Lunch with the head teacher: identified disadvantaged students also have lunch with the headteacher and deputy head teacher, reviewing their progress and engagement in learning.
- Behaviour data reviews: behavioural data of disadvantaged pupils is review by the leadership team and communities to identify the positive impact of pupil premium and areas to be addressed or developed.

- All methods used to measure the impact of pupil premium inform further actions and the development of strategies.

Date of the strategy review: The strategy is reviewed termly. Date last reviewed 03.2.17

Year	#
7	114
8	105
9	94
10	100
11	85
12	34
13	23
14	4

Total number of disadvantaged students 559

Allocation of funding for 2016/17 is £412,000

Employ additional staff, particularly in core subjects, to reduce class sizes.	£120,000
Employ mathematics and English intervention tutors.	£50,000
Transport costs for supporting student attendance during the day or at OSL.	£3,000
Tracking of pupil progress at department and whole school level.	£4,500
Targeted intervention in English, mathematics and science.	£15,000
Encourage good attendance by giving prizes.	£1,500
Employ pastoral support managers who are expected to provide additional support to pupil premium pupils.	£60,000
Employ AHT to focus on Pupil Premium students' progress.	£25,000

Employ 4 Learning Leaders who are expected to provide additional support to pupil premium pupils.	£18,000
Provide a free breakfast in the morning.	£6,000
Provide key stationary items to support pupils learning in school and at home which are available through the school library and within departments.	£4,000
Employ AMAP Co-ordinator.	£4,500
Funding where needed for educational visits.	£5,000
University trips to help raise aspirations.	£2,000
Provision of homework club before school, lunchtime and each evening in the library with supervision.	£18,000
Provision of intervention programmes to support the emotional resilience of pupils.	£6,000
Develop ICT provision for homework help.	£3,000
Provide an extensive out of school learning programme after school and during some weekends and holidays – OSL.	£5,000
Provide programme of support for year 6 transition pupils.	£8,000
Purchase individual workbooks and revision guides for GCSE courses.	£5,000
LAC and EAL TA.	£17,000
Accelerated reader for targeted students in Years 9 and 10.	£4,000
Reading pens for identified students.	£1,500
Professionally qualified counsellor offering individual advice and support to students on an individual basis using a referral system.	£6,800
Attendance monitoring and intervention.	£10,000
Transition activities for Year 6 into Year 7.	£6,000
Allocated money to department budgets for any classroom based support	£4,000

All members of staff, governors and teaching assistants accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. We continually invest in a diverse range of academic and pastoral provisions to close the existing gap. Pupil premium funding allows us to:

- Continue the policy of overstaffing, where possible, particularly in the core subjects to allow for smaller class sizes.
- Develop the work of the Teaching and Learning Team and Research Fellows to raise standards further in all areas of the curriculum and attainment.
- Training to ensure that all teachers understand the complex range of special educational needs that also affect some of our disadvantaged pupils, ensuring that they can effectively facilitate learning and progress.
- Training for teaching assistants in a range of strategies and programmes to develop the impact of interventions that are delivered.
- Use the Accelerated Reader programme in Key Stage 3 and specific classes in Key Stage 4. All LAC pupils have access to this provision, in Key Stage 4, if required.
- Develop ICT provision within the school.
- Further develop data tracking systems which allow for greater monitoring of pupils and direct timely intervention.
- Employ English, maths and science intervention tutors to improve progress.
- Purchase individual workbooks and revision guides for GCSE courses.
- Deliver an extensive range of out of school learning programmes at the end of the school day, during some weekends and school holidays to enhance attainment.
- Provide breakfast and early bird exam preparation on the morning of exams.
- Provide workspace in the library before and after school, alongside homework support.
- Develop and widen the impact of the work of the College Archway Team, whose aim is to: support the social and emotional welfare of students, reduce exclusions and raise attainment.
- Put in place an effective mentoring programme to support academic achievement, behaviour for learning and attendance.
- Put in place support systems to develop the emotional resilience of pupils.
- Carry out an extensive programme of support for Year 6 transition pupils.
- The work of the AIM team in tracking, targeting and driving forward an ethos and expectation of high attainment for all.
- The employment of two senior assistant head teachers to focus on the progress and attainment of KS4 students and one assistant head teacher to focus on the progress and attainment of students in KS3.
- Encourage and promote good attendance through the use of rewards and the attendance matters initiative.
- Provide funding, when needed, for education visits.
- Provide uniform, equipment and cover travel costs, when needed.
- Provide an in-house counselling service.

Analysis of the impact of pupil premium expenditure for our disadvantaged pupils 2016-2017

Of the 178 pupils on roll, 87 of them were recorded as disadvantaged. The disadvantaged gap reduced when comparing 4+ to A*-C for the basics, English and mathematics. However, the gap did not reduce sufficiently enough to be below the 10% gap target. Overall performance in these areas reduced among all pupils which is something we are addressing.

	The Basics <i>(4+ 2017, A*-C 2016)</i>	English <i>(4+ 2017, A*-C 2016)</i>	Mathematics <i>(4+ 2017, A*-C 2016)</i>	Science <i>(2 X A*-C)</i>	Humanities <i>(A*-C)</i>
2017 Disadvantaged	32%	52%	40%	23%	16%
2017 Other	49%	65%	58%	38%	30%
2017 Gap & Trend	-17% (↑ 4pts)	-13% (↑ 4pts)	-18% (↑ 3pts)	-15% (↑ 4pts)	-14% (↓ 30pts)
2016 Disadvantaged	42%	59%	48%	19%	38%
2016 Other	63%	76%	69%	38%	22%
2016 Gap	-21%	-17%	-21%	-19%	+16%

The table below shows how we have spent pupil premium funding and the impact of this.

	Impact
<p>Expenditure and provision</p> <p>Development of SEN disadvantaged provision through:</p> <ul style="list-style-type: none"> • SEN/cause for concern referral system. • Class profiles. • Termly reviews of SEN pupils' progress, staff planning/marking, provision within the classroom and the impact of interventions. • Provision mapping and tracking. • Professional development training for all teaching and support staff. • Raising the profile of SEN pupils through staff training, teaching and learning staff briefings and bespoke workshops with departments . • OSL TA provision for pupils with statements. • A range of small group and 1:1 interventions by TAs and speech and language therapists. • Reading pens, computer readers and laptops. • I-pads • The development of the SEN TA and provision team. • SEN TA observations. • Differentiated curriculum and KS4 curriculum pathways for some pupils within our resource provisions. • Shared practise and interventions across resource provisions. 	<ul style="list-style-type: none"> • The SEN/cause for concern referral system: has identified a number of pupils for further testing to pin point specific needs, leading to the use of personalised strategies in class and additional intervention. Subject Leaders review each referral alongside the SENCO. 33 pupils were referred during the last academic year. Additional strategies that were put in place improved the behaviour for learning of 9 pupils which was shown through fewer behaviour calls and improved work evidenced in their books. 5 new pupils were identified as having speech and language related needs and strategies were put in place. This led to improvements in teaching and learning strategies and differentiation which was evidenced through class profiles and within planning, leading to improved progress evidenced in pupil books. 8 pupils were tested for literacy and processing needs and class profiles were updated. Observations of these pupils demonstrated improved engagement in lessons and progress in books. 3 students were identified as in need of Higher Needs funding which is now in place and has led to improved progress which is evidenced through student work. 8 students were reviewed and referred to GPs for further investigation, including ADHD and ASD referrals. • Class profiles: These have contributed to raising standards in teaching and learning, as well as pupil progression ,which has been evidenced through: learning walks and pupil work scrutiny. Current KS3 data shows that there has been a closing of the gap in the number of disadvantaged pupils making expected progress compared to the rest of the cohort in English and maths. Current Year 11 attainment data also shows a closing of the gap between disadvantaged pupils and the rest of the cohort in a number of subjects such as predicted 5*A-C in English, maths, science, art, dance, drama, travel and tourism and music. Current Year 11 progress data also shows a closing of the gap between disadvantaged pupils and the rest of the cohort, in relation to their aspirational targets in English, maths, additional science, dance,

statistics and music. There is also a closing of the gap in the number of disadvantaged pupils expected to meet their baseline targets in English, additional science, business studies, music and sports studies.

Evidence of this is within the term 3 data analysis.

- **Raising the profile of SEN pupils:** A personalised approach towards meeting the needs of SEN pupils is in place and staff have good understanding of the needs of pupils. This is evidenced within their class profiles and seating plans. During timetable changes class profiles are shared, improving transition for pupils. Transition programmes, across different key stages, have proved effective in maintaining the trajectory of progression.
- **Professional development training:** This has raised the profile of SEN pupils by developing and sharing best practise. SEN teaching and learning briefings update staff on SEN practise.
- **Student attendance at OSL and master classes:** The number of pupils, with statements, attending OSL has increased and the impact of this is reviewed through data tracking. ***Year 11 2016 had 5 out of 7 EHCP hearing impaired pupils that were able to follow a mainstream curriculum. 5 pupils attended additional targeted tuition and those counted within Progress 8 had a positive score. 2 out of 5 pupils achieved 5A*-C including English and maths which may not have been possible had they not benefitted from OSL.***
- **ADHD and ASD mentoring:** This has led to a reduction in behavioural issues, improvements in behaviour for learning and pupils' understanding of learning. ***15 pupils with ADHD were identified as significant behavioural concerns. After mentoring was completed, behaviour improved and these pupils were no longer a concern. Ten pupils were placed on the mentoring programme to pre-empt behavioural issues and this was also successful. Pupils have been skilled in overcoming barriers and have built good relationships with staff. These pupils also present as happier within themselves. All pupils completed surveys during the term following their intervention. 8 pupils said they felt more in control of their behaviour and emotions. 2 pupils felt that their behaviour had improved but wanted to continue their intervention.*** All pupils were observed by TAs or the SENCo after their intervention was completed and evidence such as increased engagement in group work, greater focus and improved reasoning skills were noted.

	<ul style="list-style-type: none"> • TA interventions: These have impacted on learning and progress, evidenced through pupil work and observations. Intervention tracking shows specific needs are effectively addressed and developed. TAs have good understanding of the skills pupils need to develop, strategies to overcome barriers and how to effectively support learning in the classroom. • Exam provision and access arrangements: Reading pens, computer readers and laptops have had a positive impact on pupil progress and achievement. <i>35 Year 11 disadvantaged pupils had access arrangements for exams. 20 pupils achieved their target grades in subjects and 15 pupils achieved their predicted grades.</i> • Resource provisions: Resources are shared, maximising the impact of specialist provision on the wider SEN cohort. Specialist testing has enabled other pupils to benefit from programmes to assist their progression. 16 pupils that are not attached to either of our resource provisions currently access resource provision support
<p>Development of disadvantaged pupil provision through:</p> <ul style="list-style-type: none"> • Financial assistance, ensuring that disadvantaged pupils are not disadvantaged. • Provision of work space in the library before and after school with homework support, including ICT facilities. • Close liaison with several local charities to ensure that the possibilities and chances for pupil premium pupils to take part in enrichment activities, in the community, are not missed. • Class profiles and seating plans identify vulnerable group pupils. • Senior Leadership Team mentor targeted pupils. • AIM. 	<ul style="list-style-type: none"> • Financial assistance: Equipment and uniform have been bought. Financial support has been provided for pupils requiring support with travel costs, enabling pupils to participate in all school events and OSL. A pack of basic equipment is also provided for pupils to take into examinations. No disadvantaged pupils have been disadvantaged. For example, the English department provide stationary packs in every lesson which are placed on desks. £1,200 pounds was spent on hygiene supplies and additional uniform last year. There were 660 occasions when items of uniform were lent to disadvantaged pupils and good quality donated uniform was also made available to parents of disadvantaged pupils, so that this could be purchased at a greatly reduced price. Last year 4 successful applications were made to charities to apply for grants to support disadvantaged students. • Provision of workspace: The library is well used by pupils before, during and at the end of the school day. It is utilised for the completion of homework and as a place for pupils to read. Pupils have established good working relationships with library staff. Computer equipment and learning resources are well used. • Class profiles and seating plans: All staff monitor the progress of disadvantaged pupils, personalising strategies to meet needs. Class

	<p>profiles and seating plans are stored in yellow folders and are available to staff visiting lessons.</p> <ul style="list-style-type: none"> • Senior Leadership Team Mentoring: SLT mentoring has had a positive impact on developing attitudes towards learning, attendance at OS, learning within lessons, completion of homework and behaviour for learning. 14 pupils were allocated to members of the senior leadership team. These pupils attended OS and improved their behaviour for learning.
<p>Development of provision for LAC students through:</p> <ul style="list-style-type: none"> • The work of the Designated LAC Teacher, strategically supported by AHT for Vulnerable Groups. • LAC data tracking. • Liaison across the Trust with other LAC practitioners. • Good working practice between the College SENCO and the Designated LAC Teacher. • Class tracking sheets identify LAC pupils in receipt of pupil premium. • Effective links established between external tutors and subject teachers. • Beanstalk reading support scheme • Successful PP+ funding. • Excellent working relationships with all virtual schools. 	<ul style="list-style-type: none"> • Designated LAC Teacher: Their work has meant that the school is held in high regard by Virtual Schools. All pupil premium + funding is always approved and the school has been praised on the quality of PEP paperwork. LAC pupils fully integrate into school life, taking part in a range of school events. The school has been praised by the KCC placement officer for the effective support and provision that is in place. The school has received an increased number of applications for casual admission pupils, where placing authorities have specified this school rather than being directed by the KCC placement office. Very good links with external tutors and subject staff are in place, increasing the impact of pupil premium funded interventions. Evidence of this is shown in student books. • Data tracking: Data tracking has informed pupil premium spending. In 2015-2016 there was only one LAC pupil. 100% grade A-G in GCSEs were achieved. • Liaison across the Trust: Good practise is shared. The SENCO and Designated LAC Teacher triangulate provision. Pupil premium money has contributed to closing gaps in pupils' skills and learning. A holistic approach is in place. Evidence of this is shown within pupil's work. 2 pupils have accessed speech and language support and provision through our resource provision. • PP+ funding: Has had a direct impact on pupil progression because we build good links with external tutors so that tutors and teachers liaise regularly to ensure high impact targeted intervention. Nineteen LAC pupils currently access PP+ funded tuition and engage positively with this which is evidenced through the progress shown in exercise books.

Development of provision for disadvantaged EAL pupils through:

- Translated letters in all required languages.
- Full time EAL tutor to work with pupils within lessons, small groups and on a 1:1 basis.
- Good working practice between the EAL tutor, SENCO and the Designated LAC Teacher.
- Data tracking systems in place which also monitor attendance and causes for concern.
- The EAL tutor works alongside the College Attendance Manager to target the attendance of identified EAL pupils.
- Staff are provided with resources to raise awareness of EAL pupils and regular contact with individual staff regarding progress and strategies to support learning.
- Dedicated area for pupils to receive EAL support/mentoring.
- 1:1 and small group mentoring.
- Phonic, comprehension and writing intervention.
- Professional development for teaching and support staff.

- **Communication with EAL parents:** The use of translated letters for attendance, homework, OSL, detentions and well-being have improved the sharing of information, attendance of some targeted EAL pupils, completion of homework, attendance at detentions and OSL. This has helped to overcome language barriers. This has also triggered home visits.
- **EAL tutor:** Support in lessons has contributed to the progress and attainment of EAL pupils. Small group and 1:1 interventions have had a positive impact on pupil progress. A number of EAL pupils are now more confident in their use of English within lessons. Three pupils were very reluctant to speak in lessons which was becoming a barrier to progress. The EAL tutor gave specific targets to each pupil which were measured using teacher feedback worked alongside their teachers to change seating plans and share strategies. The EAL tutor has helped to maximise the impact of pupil premium spending for EAL LAC pupils by ensuring pupils have access to the resources and interventions needed. ***The EAL tutor targeted the attendance of ten EAL pupils, who had attendance below 95% and were absent one day on a fortnightly basis in term 2. This had a positive impact and the attendance of 9 pupils improved at these pupils were no longer absent for one day on a fortnightly basis.***
- **Staff resources:** Teaching strategies have been shared and individual pupil profiles, for Year 7 pupils, have been created. This has supported staff to develop strategies and approaches.
- **Dedicated area:** The EAL tutor room is well used for EAL mentoring and as a drop in safe area. Pupils have established a very positive relationship with our EAL tutor.

Development of provision for disadvantaged pupils within the Department for Deaf Students through:

- Small group and 1:1 intervention to support mainstream learning.
- Development of deaf awareness.
- All students have appropriate curriculum pathways, for example the implementation of ASDAN courses as a small number of deaf pupils are unable to access mainstream options.

- **Support in mainstream revision sessions:** The school takes all reasonable steps to ensure that DDS pupils attend OSL and weekend/holiday revision sessions. Most parents actively support their children in attending sessions. There were 2 DDS pupils accessing the mainstream curriculum and both attended OSL sessions and holiday sessions, supported by a DDS TA.
- **Interventions:** Interventions have had a positive impact on learning, progress and pupil interaction with their teachers and peers. The introduction of sign supported English has improved writing

- Access to CXK.
- Full support in lessons to allow inclusion and remove barriers to learning.
- Timetabled 1:1 or small group tutorial sessions allowing for reinforcement or pre-teaching of language, skills and concepts covered in mainstream lessons.
- Healthy Minds course to address deaf identity, issues related to social and emotional wellbeing and to raise aspirations.
- Weekly sessions with a qualified Speech and Language Therapist.
- IEP's set and evaluated three times a year, involving parents and pupils.
- Reading interventions during tutor time.
- Audiological equipment is provided, maintained and checked daily. Close liaison with a range of hospitals and audiology clinics.
- Home- school contact books alongside phone calls and e-mails to keep in touch with parents/carers on a regular basis.
- Attendance matters initiative.
- Visiting audiology clinic.
- Transition programmes.

skills. Pupils present as more confident.

- **Healthy Minds:** This has significantly improved the confidence, social and communication skills, empathy and emotional well-being of pupils. This is evident in observations, the self-presentation of pupils and their approach to learning.
- **SALT:** Data tracking informs the review of programmes and the focus of the speech and language therapist. This has significantly improved the speech of some pupils and their willingness to use their voice within lessons.
- **IEPs:** All IEPs are completed and updated regularly, triangulating pupils' needs and strategies to ensure pupils made progress.
- **Tutor time reading intervention:** Reading ages of pupils have improved. Pupils living with hearing impaired parents and EAL parents have enjoyed this and found this provision very useful. Pupils show greater willingness to read aloud, are more interested in reading for pleasure and demonstrate more confidence.
- **Audio logical equipment:** Trained staff check and make minor repairs to equipment so pupils are not disadvantaged. 25 students have their audiology equipment tested and maintained by the unit.
- **Home school contact:** Home school contact with hearing and non-hearing parents is excellent. Staff and parents work in partnership and have excellent communication, so that pupils receive the best possible support.
- **Transition programmes:** These are in place for all key stages and help to ensure a smooth change, minimising the impact of changes on learning and progress.
- **DEAF CAMHS training:** Staff are attending DEAF CAMHS training to allow them to support our hearing impaired pupils mental health more effectively and quickly, reducing the time our pupils have to wait on waiting lists.

Development of provision to improve the attendance of disadvantaged students.

- First day absence calls.
- Attendance meetings with parents.
- Home visits by attendance manager.

- **First day absence calls:** Have improved communication with parents regarding attendance and have raised awareness of the importance of attendance. ***A call is made by members of the senior leadership team for every absent pupil on a daily basis. 59.2% of pupils have improved their attendance since calls began in October.***
- **Attendance meetings and home visits:** Attendance meetings have been positive in identifying solutions to improve attendance. The

- Attendance percentage letters.
- External agency referrals to support families/ pupils.
- Early Help referrals to support families/pupils.
- SLO involvement before student reaches 80%.
- Personalised re-integration packages.
- Work with local surgeries and clinics to minimise the amount of time lost through medical appointments booked during the school day.
- Attendance rewards and awards for most improved attendance.
- Attendance matters initiative and return to school absence interviews.
- Tutors are aware of vulnerable group pupils and attendance percentages.
- Community attendance initiatives.
- Community and SLT mentoring of targeted students.
- DHT for attendance.

Attendance Manager supports a number of parents. This has improved the attendance of some pupils and a number of parents have found her work invaluable. Home visits have involved parents in improving attendance when they are unable to come into school. ***On average 100 home visits were completed each term.***

- **External agency referrals:** These have had some success in improving circumstances which cause poor attendance. The school has very strong links with external agencies. Triangulation of information by the school, between external agencies and families, is excellent. On average the school worked forty Early Help referrals per term. ***Fifty six Early Help referrals were made by the school and these were all to support disadvantaged students and their families.***
- **SLO referrals:** Pre-referral meetings take place prior to SLO referrals being made. SLO referrals and meetings have been carried out. ***As a result of the new framework 6 SLO referrals have been made.***
- **Personalised re-integration packages:** These have proved successful. Pupils have achievable targets within a timescale and an environment which makes them feel safe and supported when returning to school. Pupils have formed positive relationships with our Learning Support Manager and are able to talk through any issues rather than revert to poor attendance.
- **Work with local surgeries and clinics:** This has had some success in supporting parents in acquiring appointments after school and in reinforcing the importance of avoiding time away from lessons.
- **The role of communities:** The DHT, Community Principals/Vice Principals and the Attendance Manager analyse pupil attendance data and identify actions on a weekly basis. This has increased the attendance of some pupils. Weekly attendance competitions have meant that pupils take greater ownership of attendance. Community assemblies take place weekly and always include a focus on attendance. ***67% of pupils targeted by communities have improved their attendance.***
- **Attendance matters initiative:** This have raised the profile of attendance and led to the development of pupil attendance monitors, working within the attendance matters initiative. Tutor group and community attendance competitions run weekly and pupils have greater understanding of the importance and impact of good attendance. Fortnightly prize draws and termly competitions have been well received

	<p>by pupils. Pupils wear 100% attendance badges with pride and enjoy receiving good attendance post cards. Attendance re-start assemblies were launched at the end of January. The number of 100% pupils has since the 're-start' increased by 40% and is currently 55% as a school.</p> <ul style="list-style-type: none"> • Targeted attendance mentoring: The AHT for vulnerable groups works with a range of teams within the school to identify which disadvantaged pupils and vulnerable group pupils should be targeted and how this can most effectively be done. Strategic targeting of identified pupils had a positive impact in building relationships and improving attendance. <i>Last year an additional 12 pupils, were targeted each term because they were absent once every two/three week and were under achieving as a result of this. Each term all 12 pupils improved their attendance which was measured across a term. In term five, 9 out of 12 pupils had achieved 100% attendance for that term.</i>
<p>Additional Pupil Premium provision and strategies:</p>	
<p>Curriculum:</p> <ul style="list-style-type: none"> • Continuing the policy of overstaffing, particularly in the core subjects to allow for smaller class sizes. • Increased staffing capacity to enable specific curriculum pathways to be introduced so that all pupils experience a curriculum appropriate to their needs. • Teaching and Learning Team to raise standards further in all areas of the curriculum. • Research Fellows drive innovative approaches to raising standards and attainment. • Extra sessions after school, at weekends and during the holidays to enhance attainment. • Accelerated progress teaching groups – the Pod, 7R and 7Q groups. • Intervention tutors. • Accelerated Reader Programme in KS3. • Show My Homework. • KS3 PAS assessment system. • Literacy and numeracy lessons for specific classes to close gaps in 	<ul style="list-style-type: none"> • Curriculum pathways: The timetable has been restructured to place more emphasis on core subjects, with increased curriculum time and a more even distribution of lessons throughout the week. A more broad and balanced curriculum is now in place. The school's ethos is to increase aspiration and attainment amongst the most able. • The Pod: Pupils with the lowest levels of attainment in Years 7 and 8 make good progress due to the specialist learning environment, quality of teaching and TA support. Following a streamlined curriculum has closed gaps in learning and addressed literacy needs. This is shown through the progress made by pupils . <i>90% of Year 7 pupils and 100% of Year 8 students made at least expected progress by the end of the school year.</i> Pupils enjoy learning and are independent learners, displaying confidence and motivation. This has been evidenced in learning walks and lesson observations. Pupil work also evidences good progress. The Pod provides accommodation for vulnerable pupils at unstructured times, with break and lunchtime clubs being well attended. • The Teaching and Learning Team: Bespoke workshops have been delivered which have impacted on all aspects of teaching and learning. Coaching is now delivered by the team and is valued by staff as a way of developing their practise. The Teaching and Learning Team

<p>skills.</p>	<p>continually update staff and have contributed to creating greater consistency in practise.</p> <ul style="list-style-type: none"> • Research fellows: Specific staff are researching and piloting innovative strategies to raise standards and attainment. The impact of this on teaching, learning and progress is positive. • Accelerated Reader Programme: All pupils in Key Stage 3 are enrolled onto the Accelerated Reader programme. Reading ages have improved and data is used to pin point areas for intervention. KS3 pupils display a greater interest in reading. AR data evidences progress and pupils engage well in inter-community reading competitions. Progress of students can be accessed through the Accelerated Reader system. On average AR reading data shows that most pupils' reading ages improve by at least one chronological year over the course of the school year. • Show My Homework: This has proved an effective homework platform.
<p>Literacy and numeracy across the curriculum:</p> <ul style="list-style-type: none"> • Literacy Co-ordinator. • Numeracy co-ordinator. • Promotion of literacy and numeracy strategies through teaching and learning staff briefings. • Staff training sessions. • Creation of whole school resources and classroom displays. • Literacy marking focus. • Literacy interventions. • Numeracy interventions. 	<ul style="list-style-type: none"> • Literacy co-ordinator: The teaching and marking of literacy skills has developed and there is now shared ownership in improving literacy skills. • Numeracy co-ordinator: Shared understanding of basic numeracy skills and how to teach these. A clear focus of how to embed numeracy strategies across the curriculum. • Promotion of strategies: Best practise is regularly shared and has helped to contribute to improvements in teaching and learning. Exercise books are sampled on a thrice –weekly basis as part of work scrutiny sampling. • Staff training sessions: These have contributed to developing practise which has been evidenced in learning walks. • Resources: Subject specific literacy resources have been created and classroom displays are used to address literacy issues. All classrooms display connectives to support writing and the development of vocabulary. These strategies have contributed to improved pupil progress. • Literacy marking focus: Exercise books show that pupils are making good progress in improving literacy skills. • Numeracy focus: Departments have worked to increase opportunities for the development of numeracy skills in their subjects, especially

	<p>through the use of starter tasks and homework tasks.</p> <ul style="list-style-type: none"> • Literacy and numeracy interventions: Interventions provide intensive support to those whose literacy or numeracy could otherwise act as a barrier to progress. These have contributed to improvements in reading, spelling, the formation of letters and a range of numeracy skills. Pupils apply strategies from interventions within their lessons.
<p>Holistic provision:</p> <ul style="list-style-type: none"> • Learning Leaders. • Assertive mentoring for targeted students. • Archway. • Year 6 vulnerable groups transition programme. • AHT for vulnerable groups. • Student Support Manager. • AIM • Free healthy breakfast and drink water campaign. 	<ul style="list-style-type: none"> • AIM and Learning Leaders : Learning Leaders provide focused support and work to accelerate rates of progress. The four Learning Leaders function as a very effective group, conducting data analysis, targeting key pupils, supporting the work of subject leaders/teachers and use a range of interventions to ensure the best outcomes on a pupil-by-pupil basis. Pupils have formed very good relationships with Learning Leaders, utilise their support and this is evident through improved progress. AIM reviews pupil progress and balances the demands of different subjects . Continual monitoring and tracking, the creation of personalised learning plans and provision has played a significant role in improving attainment. <i>This is shown in the three year improvement trend for 5A*-C English and maths cross over and the sustained year on year improvement shown in levels of progress. Please see the three year trend table at the start of this document.</i> This can be seen on the Outcomes and Assessment Progression sheet for summer results 2016. • Assertive mentoring: Members of the leadership team and staff mentors work with pupils from vulnerable groups. This has had a positive impact in improving behaviour, attendance, engagement in learning and progress. This is transitional and based on data. • Archway: The Archway team meets weekly to review pupils and identify additional support . A holistic, personalised package of interventions and support is put in place. Case study notes show the positive impact this has had on some pupils' behaviour, attendance and progress. Improvements are tracked and Archway case studies are available. • Year 6 transition programme: An extensive programme of support is in place for Year 6 transition pupils and has ensured a very smooth transition for vulnerable group pupils. The AHT for vulnerable groups has very good relationships with feeder primary schools, working collaboratively to create personalised transition packages, making links

	<p>with parents and external agencies.</p> <ul style="list-style-type: none">• AHT for vulnerable groups: This member of staff oversees the vulnerable groups strategy, which is monitored and reviewed by senior leaders on a termly basis. Vulnerable group data is analysed termly by the AHT, identifying actions which are put in place at a senior, middle leadership and teaching level. The profile of vulnerable groups has been raised across the school. The AHT works alongside: AIM, Archway, the attendance improvement, the teaching and learning team and research fellows to ensure all practise is shared and embedded.
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Date of next review: September 2017