

**National Teaching School**  
designated by



National College for  
Teaching & Leadership

# **Pupil Premium Review Form 2 – Annex 2**

## **Self-evaluation template – Pupil Premium Strategy Statement**

### **SECONDARY**

## Pupil premium strategy statement (secondary)

| 1. Summary information |                             |                                  |             |  |        |
|------------------------|-----------------------------|----------------------------------|-------------|--|--------|
| School                 | Lees Brook Community School |                                  |             |  |        |
| Academic Year          | 2017/18                     | Total PP budget                  | £261,800.00 | Date of most recent PP Review                  | Mar 17 |
| Total number of pupils | 1051                        | Number of pupils eligible for PP | 281 (26.7%) | Date for next internal review of this strategy | Mar 18 |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i>       | <i>Pupils not eligible for PP (national average)</i> |
| % achieving 5A* - C incl. EM (2015-16 only)                     | <b>30.3% (ME: 37%) 2016 results</b>               | 56.8% (ME: 61%) 2016 results                         |
| % achieving expected progress in English / Maths (2015-16 only) | <b>65.6% English<br/>53.1% Maths 2016 results</b> | 84.8% English<br>80.0% Maths 2016 results            |
| Progress 8 score average  | <b>-0.27</b><br>(-0.42 2016)                      | <b>-0.10</b><br>(0.07 2016)                          |
| Attainment 8 score average                                      | <b>39.69</b><br>(38.41 2016)                      | <b>43.40</b><br>(49.75 2016)                         |

| 3. Barriers to future attainment (for pupils eligible for PP)  |   |
|--|---|
| Low aspirations to achieve and dis-engagement with school, including higher incidents of behaviour; attendance; weaker literacy and numeracy skills; underachievement at KS3 |   |
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )  |   |
| A.   | Underachievement at data entry point across KS3 and into KS4  |
| B.   | Inconsistency of experience in good teaching and learning including, differentiation, marking and feedback, across curriculum areas |
| C.   | Lower attendance levels of PP V nonPP   |
| D.   | Higher number of behaviour incidents for PPV nonPP, including FEX   |

|   |  |
|---|--|
| <b>E.</b>   | Lack of engagement in school – low aspirations to achieve MEs  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>G.</b>   | Attendance; lower aspirations and engagement with learning; lack of knowledge of careers and P16 options |

| <b>4. Outcomes</b>   |   |                                 |                                  |  |                             |
|--|---|---------------------------------|----------------------------------|--|-----------------------------|
|  | <i>Desired outcomes and how they will be measured</i>   |                                 |                                  | <i>Success criteria</i>  |                             |
| <b>A.</b>  | Improved attainment for Yr11 PP students, including those who are classed as higher attaining. Diagnostic tracking of achievement, and instigation of follow up intervention where necessary including PiXL-led DTT and mentoring.  |                                 |                                  | Positive P8 scores; reduction in the gap between PP and non PP attainment                                    |                             |
| <b>B.</b>  | Improved attainment in English and maths for KS3 PP students, including those who are classed as higher attaining. Diagnostic tracking of achievement, and instigation of follow up support where necessary.  |                                 |                                  | Improvement in numbers of PP pupils meeting MEs at KS3 in English and maths                                  |                             |
| <b>C.</b>  | Greater consistency in experience of teaching which is good or better, across faculties, including use of differentiation for the more able PP; greater consistency in the quality of marking and feedback.   |                                 |                                  | LW data; pupil voice; Focus Fortnight scrutiny, work scrutiny  |                             |
| <b>D.G.</b>  | To reduce levels of persistent absence. A core of disadvantaged pupils have significantly higher levels of PA – tackling this through engagement with parents and the use of more formal methods to track and action poor attendance.<br>Earlier intervention with low attendance – 93% for PP- early help identified and attendance team work with parents to engage them and students to improve attendance |                                 |                                  | Improved levels of attendance for PP students; sharing of success stories                                    |                             |
| <b>E.</b>  | Reduction in numbers of FEX and behaviour incidents for PP students.  |                                 |                                  | Behaviour data to indicate reduction in numbers of FEX and numbers of C3s for PP students                    |                             |
| <b>F.</b>  | To provide a programme of targeted engagement opportunities for PP students, including those who are higher attaining.  |                                 |                                  | Participation in activities; improved levels of engagement in enrichment opportunities; positive pupil voice |                             |
| <b>5. Planned expenditure</b>  |   |                                 |                                  |  |                             |
| <b>Academic year</b>   |   | <b>2016-2017</b>                |                                  |  |                             |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |   |                                 |                                  |  |                             |
| <b>i. Quality of teaching for all</b>  |   |                                 |                                  |  |                             |
| <b>Desired outcome</b>   | <b>Chosen action /</b>  | <b>What is the evidence and</b> | <b>How will you ensure it is</b> | <b>Staff lead</b>  | <b>When will you review</b> |

|  | <b>approach</b>   | <b>rationale for this choice?</b>  | <b>implemented well?</b>  |   | <b>implementation?</b>   |
|--|---|--|---|---|--|
| <b>A</b> Improved attainment for all PP students<br>(following trend of improvement in ATT8 score for PP in 2016)<br>To build on reduced gap between PP and nonPP students | <ul style="list-style-type: none"> <li>• Appraisal target for pupil progress focusing on attainment of PP students in all teaching groups.</li> <li>• PP APS/ P8 score judged separately on TOAP</li> </ul> | Making teachers more accountable for the progress of key groups/ individuals; sense of priority for PP pupils' attainment  | Evidence from learning walks<br>Pupil voice<br>Analysis of progress data – Learning Directors/ SLT link meetings – records<br>Rigorous Appraisal system | Deputy Head – T&L <b>HEK</b><br>Achievement team <b>GRY</b><br>Learning directors | Data entry points<br>Throughout Appraisal cycle.<br>Staff held to account through mid-year appraisal meetings – final pay award withheld if targets are not met <b>HOZ</b> |
| <b>A</b> Improved attainment for all PP students   | <ul style="list-style-type: none"> <li>• Increased focus on high-quality first wave teaching to have positive impact on all pupils including PP</li> </ul>  | Pupil access to first wave teaching has most impact, access to resources and strong teaching is crucial in improving outcomes.<br>Oct 2017 Observation analysis: planning is a strength, differentiation, engagement; behaviour for learning and learning skills need improvement the most | Appraisal observations – conducted by SLT pairings<br>Learning walks – departmental by LDs/ SLT links   | HEF/ HAK  | End of each observation cycle - termly   |
| <b>A</b> Improved attainment for Yr11 PP students  | <ul style="list-style-type: none"> <li>• ALS group CPD – all staff working on a an areas of interest in their T&amp;L</li> </ul>  | Shared planning; peer coaching to improve teaching and learning – specific focus on Post Ofsted priorities: progress of PP and higher attaining students   | Feedback from TLC groups  | Deputy Head – T&L <b>HEK</b>  | At conclusion of ALS groups<br>Data entry points<br>Following appraisal LW/<br>Focus fortnight waves   |

|  |  |  |  |  |                       |
|--|--|--|--|--|-----------------------|
| <p><b>A</b> Improved attainment for Yr11 PP students</p>                             | <ul style="list-style-type: none"> <li>• Provision of exam related materials for all PP, IT and paper based resources</li> <li>• Student achievement profile – findings shared with all staff</li> </ul> | <p>PP students don't always communicate a lack of IT at home or other issues with access to materials; provision of all resources to remove barriers to success.</p> <p>OFSTED Nov 16 raised concerns over access to resources and PP students having to complete homework in social time.</p>   | <p>Use of PP champion – appointed Jan 2017 – to work with individual cases to assess and overcome barriers to learning</p> | <p><b>HAK</b><br/><b>BRT</b></p>                   | <p>September 2017</p> |
| <p><b>A</b> Improved attainment for Yr11 PP students</p>                             | <ul style="list-style-type: none"> <li>• Use of PiXL teaching approach and materials across En, ma, sci, MFL, Hums to improve T&amp;L and pupil outcomes</li> </ul>                                      | <p>Use of targeted approach to improving pupils' levels including DTT, forensic analysis of test papers; participation in Curve and Wave exam windows and using feedback.</p>  | <p>Through LDs and SLT links; via departmental planning time and LD meetings (half-termly)</p>                             | <p><b>SMS and LDs</b></p>                          |                       |
| <p><b>E</b> Reduction in numbers of FEX and behaviour incidents for PP students.</p> | <ul style="list-style-type: none"> <li>• Continuation of HoY posts from Sept 2016. Strategic support from Head of Behaviour.</li> </ul>  | <p>Removal of vertical tutoring system felt time can be given to whole year groups with the support from experienced HoB. Pupils consulted felt a change was to be welcomed. Sharper focus on needs of pupils within the whole year group is enabled: focus for Y10&amp;11 on academic outcomes; Y7 transition etc.</p> <p>October 2017 – 75% of FEX are for PP students</p> | <p>HoB to monitor behaviour points inc C3s and FEX. Information to be shared with HoY and tutors.</p>                      | <p><b>HoB</b><br/>£41963.25<br/><b>HoYears</b></p> |                       |

| <b>Total budgeted cost</b>   |  |  |  |   | <b>£45,000.00</b>                           |
|--|--|--|--|---|---|
| <b>ii. Targeted support</b>  |  |  |  |   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                                     | <b>When will you review implementation?</b> |
| <b>A</b> Improved attainment for Yr11 PP students (including those who are higher attaining)                           | <ul style="list-style-type: none"> <li>In-class intervention using PiXL DTT approach</li> </ul>  | EEF/ Sutton Trust evidence re. small group teaching and precise intervention as having impact on achievement; pupils can be given specific intervention according to need. | Use of class teacher/TA/ intervention teacher to deliver sessions<br>Analysis at each data entry point | Achievement team<br>Head of English/ Maths and teams  | Data entry points –<br>Achievement team     |
| <b>A</b> Improved attainment   | <ul style="list-style-type: none"> <li>Yr7 pupils to have one extra maths and English lesson per fortnight. One English lesson a fortnight is in the library using AR</li> </ul> | Greater contact time with subject teachers; greater quantity of time in the library to improve reading age   | Monitoring of AR data for evidence of improved reading scores  | SMS LDs:<br>En&ma                                     | Data entry points                           |
| <b>B</b> Improved attainment in Eng and maths for KS3 PP students, including those who are classed as higher attaining | <ul style="list-style-type: none"> <li>Small group tuition – KS3 Eng and maths</li> </ul>  | Targeted support in small groups is deemed to have success; feedback offered is targeted and precise   | Use of TA/ intervention teacher to deliver sessions<br>Analysis at each data entry point               | Achievement team <b>GRY</b><br>Head of English/ Maths | Data entry points –<br>Achievement team     |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| <p><b>A</b> Improved attainment for Yr11 PP students (including those who are higher attaining)</p> | <ul style="list-style-type: none"> <li>• 1:1 Assertive Mentoring</li> <li>• Underachievement interviews Jan 2017 – all pupils received trial exam results and interviewed by SLT</li> </ul>   | <p>PP HA pupils targeted for positive P8 score<br/>Key pupils targeted and information shared with staff</p>  | <p>Tracking of P8 score; pupil voice regarding experience of programme</p>   | <p>Achievement team<br/>Assertive mentors</p>   | <p>Data entry points – Achievement team</p>                              |
| <p><b>D</b> To reduce levels of persistent absence</p>  | <ul style="list-style-type: none"> <li>• Monitoring of attendance of all pupils below 95%.</li> <li>• Attendance interviews, actions plans and engagement with parents to improve attendance rates</li> <li>• PP students tracked from 93% as part of early intervention</li> </ul> | <p>Attendance figures state that whilst overall attendance rates have improved, PP attendance remains lower than the school figure.</p> <p>PP attendance:<br/>91.6% Oct 2017<br/>93.2% Oct 2016<br/>PA (90% and below) 13.8% Oct 2017 (Nat ave: 10.3%)<br/>PA Oct 2016: 15.5%<br/>79 students – 47 if exclusions and holidays are taken off</p> | <p>Attendance team to monitor. Evidence from attendance figures.<br/>Form tutors regularly updated by attendance team re priorities.</p> | <p>Attendance team <b>DAS + WON</b><br/><b>£27516.00</b></p>  | <p>Each set of attendance figures published</p>                          |
| <p><b>E</b> Reduction in numbers of FEX and behaviour incidents for PP students.</p>                | <ul style="list-style-type: none"> <li>• Creation of HoY posts overseen by HoBehaviour</li> <li>• Use of SWITCH to support vulnerable KS3 PP pupils</li> </ul>  | <p>Small group intervention; personalised learning pathways for students at risk of exclusion</p>   |  | <p>HoB <b>HAM</b><br/><b>£41963.25</b><br/>STH SWITCH lead<br/><b>£14329.92</b><br/>OEC lead<br/><b>£14,387.34</b><br/>TA as tutor<br/><b>£10528.20</b></p> | <p>Data entry points where relevant; on return to mainstream lessons</p> |
| <b>Total budgeted cost</b>  |   |   |  |   | <b>£121,713.17</b>   |



### iii. Other approaches

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead   | When will you review implementation?                                       |
|---|--|--|--|--|--|
| <p><b>C</b> To engage PP students, including those who are higher attaining, in academic and enrichment opportunities</p> | <ul style="list-style-type: none"> <li>• Provision of a varied programme of careers guidance and enrichment including trips and visits.</li> <li>• Targeted focus on range of enrichment opportunities: Revision and Rewards days using school partners; Subject days – Derby University; Future First – Alumni visits; Careers talks from Outreach team at Derby / Nottingham University; Mentoring programme via Rotary</li> <li>• Further careers interviews for PP students who are</li> </ul> | <p>Low student engagement with school by some students.<br/>Pupil voice referred to need for more careers and P16 options guidance.<br/>Pupils benefit from listening to outside voices.</p> | <p>Programme of careers and P16 options events coordinated by Director of Careers and Aspirations.<br/>Opportunities targeted towards PP students.<br/>PP careers evaluation forms completed</p> | <p>Assistant Head – PP and HA<br/>Director of Careers and Aspirations<br/><b>WIR</b></p> | <p>Termly<br/>Following big events – pupil voice<br/>Data entry points</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  | <p>unsure of career options</p> <ul style="list-style-type: none"> <li>• Completion of Student Achievement Profiles for all PP students in Yr11 – information shared with teaching staff. Barriers to success identified and removed.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils are given time to have 1:1 conversation to identify issues or struggles. Staff have information and can act upon it, any support can be tailored to pupils' needed.</li> </ul>   |   | <b>HAK/ BRT</b>  |  |
| <b>D. E.</b> To support pupils' emotional health and well-being through access to school counsellor;                   | <ul style="list-style-type: none"> <li>• Employment of full-time school counsellor</li> <li>• Pupil referrals made by HoY and SLT</li> <li>• Liaison with Safeguarding lead where cases overlap</li> </ul>                                       | <p>Knowledge of individual pupils and their low self-esteem. Some pupils come from very challenging home circumstances where there is little or no support for the pupil and school. Some pupils struggle with anxiety related to examinations; increased numbers of PP accessing the service as pupils move further up the school</p> | <p>Regular updates of pupils via inclusion meetings – referrals made to HOD:<br/>Feb 2016<br/>Y7 29% of PP seen<br/>Y8 25% of PP seen<br/>Y9 54% of PP seen<br/>Y10 47% of PP seen<br/>Y11 50% of PP seen</p> | <p><b>HOD</b><br/><b>£15714.75</b><br/><b>HAS</b><br/><b>£41963.25</b></p>             |  |
| <b>F</b> To provide a programme of engagement opportunities for PP students, including those who are higher attaining. | <ul style="list-style-type: none"> <li>• Offer trips/ visits to PP students – target individual according to need/ interests/ opportunity/ support for learning</li> </ul>   | <p>Pupil voice states that students value these opportunities – they remember them in their learning. Pupils from less affluent families have less access and opportunity to provide such experiences. Students need to be encouraged to attend events.</p>  | <p>Provision of opportunities for PP overseen by <b>HAK</b></p>   | <p><b>HAK</b><br/><b>Subject teachers/ HoY according to opportunities provided</b></p> |  |

|  |   |   |   |                           |  |
|--|---|---|---|---------------------------|--|
| <b>F</b> Use of Revision and Pathways evening – October 2017 – sharing information with parents and pupils | <ul style="list-style-type: none"> <li>Evening event; P16 providers in attendance; talk to parents and pupils about revision and building towards success; timed before trial exams – Nov 2017</li> </ul> | Developing purposeful partnership with parents and pupils; sharing of key revision information and linking to P16 pathways. | Providers – 10 providers attended           | <b>SLT team WIR</b>       |  |
| <b>F. A.</b>   | <ul style="list-style-type: none"> <li>Use of Accelerated Reader for Yr7&amp;8 pupils and 1:1 reading mentoring scheme for pupils making little or no progress</li> </ul>                                 | Reading ages impact upon all academic subject; pupils making little or no progress have limited access to the curriculum.   | Termly tracking using AR/ Star Test results | <b>Library lead - HAK</b> |  |
| <b>Total budgeted cost</b>   |   |   |   |                           | £87,678.99<br>(inc £40,000.00 for events, transports and staffing) |

| 6. Review of expenditure       |                          |  |  |      |
|--------------------------------|--------------------------|--|--|------|
| Previous Academic Year         |                          | 2016-2017  |  |      |
| i. Quality of teaching for all |                          |  |  |      |
| 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) | Cost |
|                                |                          |  |  |      |

|   |   |   |   |   |
|---|---|---|---|---|
| <p>Improved attainment of PP including higher attaining pupils</p>              | <ul style="list-style-type: none"> <li>Scrutiny of PP higher attaining student performance through LW and appraisal system</li> </ul> | <p><b>PP achievement:</b><br/> <b>Att8 38.17 2016</b><br/> <b>Att8 39.69 2017</b><br/> <b>PP 9-4% = 51% compared to 53% for nonPP (gap reduced)</b><br/> <b>PP P8</b><br/> <b>-0.27 2017 (nonPP -0.1)</b><br/> <b>-0.44 2016</b></p> <ul style="list-style-type: none"> <li>All staff aware of PP inc higher attaining pupils in their classes; marked on seating plans.</li> <li>Use of Classcharts to record behaviour and use adaptable seating plans with key vulnerable groups highlighted inc PP and HAPP</li> <li>Differentiation needs a sharper focus in T&amp;L including that of setting challenging work for the most able</li> </ul> | <ul style="list-style-type: none"> <li>Focus on attainment to be continued as PP performance remains a priority; still some instances of HA pupils not being given challenging tasks/ work in lessons – seen in whole school work scrutiny (July 2016)</li> <li>Re-designation of HoY time to focus on students' achievement in PP achievement: shift the focus from behaviour to attainment</li> <li>Introduction of SEAR documents/ Govs meetings from Sept 2016 onwards – continuation of meetings including PPHA</li> </ul> | <p>HoY additional costs:<br/> <b>approx. £20,000.00</b></p> |
| <p>Improved planning for differentiation for all pupils including PP and HA</p> | <ul style="list-style-type: none"> <li>CPD – revisiting differentiation for HA and PP</li> </ul>                                      | <p><b>Not achieved</b><br/> Staff know it is a priority; remains a focus for 2017/18.<br/> Oct 2017 Observation analysis: planning is a strength, differentiation, engagement; behaviour for learning and learning skills need improvement the most</p>   | <ul style="list-style-type: none"> <li>In CPD evaluations, staff felt generic differentiation strategies aren't always helpful; more subject led approaches are needed – further time to develop these needed.</li> <li>CPD delivered on differentiation with time for subject teams to develop common approach to challenge/extension work in lessons – use of ALS to support this</li> </ul>  | <p><b>£300.00</b></p>                                       |

|   |   |  |   |      |
|---|---|--|---|------|
| Consistency in marking and feedback across subjects | <ul style="list-style-type: none"> <li>• Whole school marking scrutinies; use of Focus Fortnights to target marking and feedback;</li> <li>• Yr9 PP FF set up for Feb 2017 – marking of work to be a priority to feedback to staff</li> </ul> | <p>All subjects analysed; feedback to staff; sharing of effective examples.</p> <p><b>Not achieved</b> – all staff not following policy of feedback and pupil response – experience is too varied within faculties</p> | <ul style="list-style-type: none"> <li>• Questions over how to show IMPACT of marking still remain; some inconsistency in marking within teams.</li> <li>• Sharper focus on quality of written feedback needed to assure consistency of experience across subjects. Observation of other schools' approach to high-quality T&amp;L to be planned in.</li> </ul> | None |
|---|---|--|---|------|

## ii. Targeted support

| 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) | Cost        |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
|--|---|---|--|-------------|-------------------------|------------------|------------------|------------|-------------------|-----------------|------------------|------------|-------------------|-----------------|------------------|-------------|-----------|--------------|--|--|---|---|
| Improved P8 score for PP pupils most at risk of underachieving | <ul style="list-style-type: none"> <li>• Pupils entered for ECDL as additional qualification/ instead of subjects where progress was below expectations</li> <li>• Use of PiXI approach and resources from February 2017 – English and maths</li> </ul> | <p><b>2017 results: ECDL</b></p> <table border="1" data-bbox="745 916 1122 1321"> <tr> <td><b>ECDL Info</b></td> <td><b>2017</b></td> </tr> <tr> <td><b>ECDL entries All</b></td> <td><b>187 (88%)</b></td> </tr> <tr> <td><b>Avg Grade</b></td> <td><b>L2D</b></td> </tr> <tr> <td><b>PP entries</b></td> <td><b>41 (22%)</b></td> </tr> <tr> <td><b>Avg Grade</b></td> <td><b>L2D</b></td> </tr> <tr> <td><b>HA entries</b></td> <td><b>72 (39%)</b></td> </tr> <tr> <td><b>Avg Grade</b></td> <td><b>L2D*</b></td> </tr> <tr> <td><b>P8</b></td> <td><b>-0.14</b></td> </tr> <tr> <td></td> <td></td> </tr> </table> | <b>ECDL Info</b>   | <b>2017</b> | <b>ECDL entries All</b> | <b>187 (88%)</b> | <b>Avg Grade</b> | <b>L2D</b> | <b>PP entries</b> | <b>41 (22%)</b> | <b>Avg Grade</b> | <b>L2D</b> | <b>HA entries</b> | <b>72 (39%)</b> | <b>Avg Grade</b> | <b>L2D*</b> | <b>P8</b> | <b>-0.14</b> |  |  | <ul style="list-style-type: none"> <li>• Pupils who were IT literate performed above expectations. PP pupils identified in Yr10 into 11 to be entered for ECDL course – timetabled for September 2016.</li> <li>• Course extended to approx. 100 pupils for 2017 exam series.</li> <li>• Extension of PiXL approach to more subjects; use of DTT to provide intervention – training given to all staff to wider understanding of how PiXL works and its focus on purposeful teaching and learning.</li> </ul> | <p>Cost of course entry; staffing<br/><b>GRY, BRL £14954.25</b></p> |
| <b>ECDL Info</b>   | <b>2017</b>   |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>ECDL entries All</b>  | <b>187 (88%)</b>  |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>Avg Grade</b>   | <b>L2D</b>  |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>PP entries</b>  | <b>41 (22%)</b>   |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>Avg Grade</b>   | <b>L2D</b>  |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>HA entries</b>  | <b>72 (39%)</b>   |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>Avg Grade</b>   | <b>L2D*</b>   |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
| <b>P8</b>  | <b>-0.14</b>  |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |
|  |   |   |  |             |                         |                  |                  |            |                   |                 |                  |            |                   |                 |                  |             |           |              |  |  |   |   |

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| <p>KS3 and 4 PP and HA pupils targeted for positive P8 score through behaviour and learning support</p>            | <ul style="list-style-type: none"> <li>• 1:1 Assertive Mentoring Programme for KS4 pupils</li> <li>• Use of TAs as tutors for pupils who are excluded to OEC</li> <li>• Focus on supporting behaviour of PP students at risk of exclusion and underachievement</li> </ul> | <p>38 students mentored with P8 scores ranging from -4.5 to -0.3<br/> AUT 1 P8: -1.05 GCSE results P8: -0.77<br/> 0.28 improvement<br/> AUT 1 ATT8: 37.86 GCSE results ATT8: 40.64<br/> 2.78 improvement<br/> 4 pupils gained positive P8 score<br/> 23 improved P8 score= 60%<br/> Achieved</p> | <ul style="list-style-type: none"> <li>• Matching of pupils to staff with positive relationships brings success; involvement of parents in process helps pupils achieve.</li> <li>• Tracking of P8 score shared with AM pupils useful to see progress; positive pupil voice regarding experience of programme is shared with staff</li> <li>• Targeted support planned to continue 2016-2017; approach to be used at KS3 with underperforming PP HA students</li> </ul> | <p>TA as tutor<br/> <b>£10528.20</b><br/> OEC lead:<br/> <b>£14387.00</b><br/> Maths tutor<br/> <b>£11361.30</b><br/> Head of Behaviour<br/> <b>£41963.25</b><br/> LBM<br/> <b>£23226.40</b></p> |
| <p>Improved attainment in English and maths at KS3</p>   | <ul style="list-style-type: none"> <li>• Small group tuition in English and maths</li> </ul>  | <p>Improvement in PP pupils making expected progress<br/> <b>Not achieved</b></p>  | <ul style="list-style-type: none"> <li>• Availability of subject specialist staff to deliver sessions – not in place for EN for 2016/17 start.</li> <li>• Some negative impact on other subjects as pupils taken out of lessons to receive extra tuition.</li> <li>• Need for sharper focus on outcomes for any intervention – pupils making progress but not achievement expected outcomes</li> </ul>  | <p>Cost of staffing:<br/> Ma<br/> <b>£22950.00</b><br/> English and Maths intervention staffing – to be reviewed for 2017/18</p>   |
| <p>All Yr7&amp;8 pupils to spend more time reading in school through access to AR via library lessons and DEAR</p> | <ul style="list-style-type: none"> <li>• Use of Accelerated Reader for Yr7&amp;8 pupils</li> <li>• DEAR every day P4</li> </ul>   | <p><b>Achieved</b><br/> All pupils participate in AR scheme via library lessons once a fortnight; staffing by librarian supported by English teachers</p>  | <ul style="list-style-type: none"> <li>• Kindles no longer being given to PP students. School has invested in Accelerated Reader programme for all Yr7and8 pupils.</li> <li>• Yr8 PP AR score: Sept 2015: 600; July 2016: 616</li> <li>• Yr7 AR 0.41 growth in reading ages</li> <li>• Yr8 AR 0.54 growth in reading ages</li> </ul>  | <p><b>£771.31</b> for Kindle books</p>   |

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| <p>Access to out of classroom learning experiences: greater motivation to succeed; improved knowledge of subject specific revision strategies</p> | <ul style="list-style-type: none"> <li>Revision opportunities for Yr10 and Yr11 PP pupils including HA Revision days at Breadsall Priory, Derby University; motivation sessions; use of WTMocks via PiXL</li> </ul> | <p><b>Achieved</b><br/>Mixed impact; pupil evaluations very positive about being given time to revise and specific techniques; they enjoyed learning in different environments</p> | <ul style="list-style-type: none"> <li>Selection of boundary leapers for any targeted intervention; strong teachers to be used to deliver sessions</li> <li>Pupils benefitted from being out of school; using different methods of learning</li> </ul> | <p><b>£448.75</b><br/>transport costs</p> |
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| Improved rates of attendance for PP students | <ul style="list-style-type: none"> <li>Attendance tracking of all PP students including PA</li> <li>Liaison with Safeguarding lead when cases overlap</li> </ul> | <p>Attendance officers target PP students.</p> <p>Attendance figures state that whilst overall attendance rates have improved, PP attendance remains lower than the school figure.</p> <p>Whole school attendance<br/> May 2016: 95.1%<br/> PP attendance May 2016: 92.6%</p> <p>Whole school attendance:<br/> October 2015: 96%<br/> October 2016: 95.6%<br/> October 2017: 95%</p> <p>PP attendance<br/> October 2015: 93.7%<br/> October 2016: 93.2%<br/> October 2017: 91.6%</p> <p>PP attendance: 91.6% Oct 2017<br/> Lower than 2016</p> | <ul style="list-style-type: none"> <li>Close scrutiny of attendance of all pupils including PP and HA is having positive impact.</li> <li>Out of 312 PP students, 18.5% (May 2016) of those are classed as PA persistently absent. PA students receive intensive monitoring.</li> <li>Attendance officers and team work closely with parents and pupils to improve attendance figures and this will continue.</li> <li>Feb 2017: 72 students at 90% or below (PA); all are on ATT caseload inc 21 FEX. 4 under court orders; 4 due for court MAR 2017, 18 cases pending further action, 3 PN issued</li> <li>All PP parents are contacted at an earlier stage of 93% to help prevent their child becoming an attendance concern and to offer support with any barriers to learning. If appropriate an EHA will be offered to all PP parents for additional support. We initiate swifter action on those parents who fail to engage and fail to make satisfactory changes with their child's school attendance.</li> </ul> | <p>Cost of staffing:<br/> Attendance officers<br/> <b>DAS + WON</b><br/> <b>£27516.00</b><br/> <b>Safeguarding lead</b><br/> <b>£41963.25</b></p> |
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**iii. Other approaches**

| <b>Desired outcome</b> | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b> (and whether you will continue with this approach) | <b>Cost</b> |
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| <p>Access to Arts opportunities including music tuition. Improved engagement with school; wider participation in school arts enrichment activities</p> | <ul style="list-style-type: none"> <li>To offer peripatetic music lessons to PP pupils. 1:1 lessons: keyboard, guitar, urban choir, drums. Attendance at Arts events</li> </ul>   | <p><b>Achieved</b><br/>To improve engagement with school; to develop musical ability; to improve levels of self-confidence; to give some pupils a positive experience.<br/>See Evaluations in Section 7</p> | <ul style="list-style-type: none"> <li>Offered to some pupils as an incentive to improve behaviour – pupils enjoyed experiences, learnt new skills otherwise not open to them, built confidence.</li> <li>OFSTED NOV 2016 raised concerns over amounts spent as it had no impact of raising attainment for PP students</li> </ul>   | <p><b>£17,698.96</b><br/>Equipment<br/>Cost of staff for tutoring</p>                      |
| <p>To use rewards systems to promote engagement with school</p>  | <ul style="list-style-type: none"> <li>Revision and Rewards trips created for Yr11 pupils.</li> <li>Reward vouchers issued to Y11 pupils who made positive P8 progress</li> </ul> | <p><b>Part Achieved</b></p>   | <ul style="list-style-type: none"> <li>Pupils enjoyed the sessions at Derby University and impressions and interest in HE improved as a result. Pupils benefited from spending time in a new learning environment. Firm links have now been made with local universities – further opportunities to be provided.</li> <li>Half termly revision and rewards trips offered to PP pupils from September onwards.</li> </ul>  | <p><b>£250.00</b><br/>transport costs<br/><b>Positive P8 score</b><br/><b>£1000.00</b></p> |
| <p>Improved knowledge of revision skills and access to revision materials</p>  | <ul style="list-style-type: none"> <li>Provision of revision guides for key GCSE subjects for all PP students</li> </ul>  | <p><b>Achieved</b><br/>Reduction of P8 score gap between PP and non PP students from previous year.</p>   | <ul style="list-style-type: none"> <li>Revision guides were popular with students and all PP will receive Eng/ Maths/ Science books as well as other key subjects.</li> <li>Pupils now not given option to have the revision guides.</li> <li>Revision study packs to be given to all PP students before trial exams to support their learning.</li> <li>Use of Yr11 subject evening/s to highlight focus on revision and offer chance to buy study packs, revision guides, give guidance on how to revise, use of past papers available to take home for parents to see</li> </ul> | <p><b>£667.28</b></p>  |

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| Use of SWITCH to support vulnerable pupils with challenging behaviour | <ul style="list-style-type: none"> <li>Small group support; removal of pupils from mainstream lessons; personalised approach to change behaviour and attitudes to learning</li> </ul> | <p><b>Achieved</b><br/>Success with individual students</p>  | <ul style="list-style-type: none"> <li>For some pupils the short time in SWITCH has a positive impact; for others it is more or a long-term support for behaviour and attendance.</li> <li>From Sept 2016, only KS3 have access.</li> </ul> | <p>STH SWITCH lead<br/><b>£14329.92</b></p> |
| Support for emotional health of pupils                                | Access to school counsellor via referral system   | <p><b>Achieved</b><br/>Success with individual students. Pupil voice state great value is placed on the support offered.</p> | <ul style="list-style-type: none"> <li>To be continued – time spent using the service to be scrutinised for some individuals; it may mask other behaviour; may be used too heavily as a crutch</li> </ul>                                   | <p>HOD<br/><b>£15714.75</b></p>             |

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

