

1. Summary information					
School	The Emmbrook School				
Academic Year	2018/19	Total amount of PPG received	108,565	Date of most recent PP Review	5/9/18
Total number of pupils	878	Number of pupils eligible for PP	99	Date for next internal review of this strategy	5/1/19
Amount PPG received per pupil	935	Number of LACG pupils	5	Amount of LACG received per pupil	2300
Total amount of LACG received	11,500				
Number of pupils eligible for service child premium	15	Amount of service child premium received per pupil	300	Trips & Visits expenditure	20,000
Total amount of service child premium received	4,500	TOTAL AMOUNT RECEIVED			108,565

GCSE OUTCOMES FOR SUMMER 2018

Executive summary:

- Improvements across 'overall', Ma, En and Ebac P8 over previous year
- Improvements in 2x and 3x Sc outcomes over previous year
- Improvements across overall, Ma, En and Ebac A8 over previous year
- Strong outcomes were achieved in: Ch; De; Dr and IT
- In Dr, students achieved almost 2 grades above expected
- Improvements in MFL over previous year
- A number of subject areas will have a 'special focus' in the intervention strategy for 2018/19. These will include: Cd; Cp; En; Fr; Hi; Me; PE; Te; Rs; Sp (based on ALPS + progress data)
- Overall measures for 5 A*-C (Inc) were slightly down on previous year (inc. EM4+), but EM5+ was similar
- The attendance of those who underachieved (P8<0) was significantly below those who achieved well (P8>0)

Detailed summary of results (2017 v 2016)

	P8	Ma P8	En P8	Ebac P8	Oth P8		
2016/17	-0.33	-0.21	-0.39	-0.53	-0.18	Overall improvement in P8 across Ma, En + Ebac. Disappointing outcomes in other 'bucket', to be explored later	
2017/18	-0.31	-0.11	-0.29	0.05	-0.83		
	A8	Ma A8	En A8	Ebac A8	Oth A8		
2016/17	32.81	5.92	7.15	7.67	12.06	Attainment is similar to progress - stronger attainment across Ebac, Ma + En. Disappointing in other 'bucket'	
2017/18	33.34	6.43	7.5	9.48	9.93		
	En&Ma 4+	En&Ma 5+	En 4+	En5+	Ma4+	Ma5+	
2016/17	38%	12%	12%	23%	8%	8%	benchmark achievement close to last year's performance with some improvement in En (4+) and Ma (4+); disappointing at 5+ for Ma
2017/18	32%	11%	14%	21%	11%	4%	
	1 Sc (4+)	2 Sc (4+)	3 Sc (4+)				
2016/17	34.60%	15.40%	3.90%			improvements in Sc across 2 and 3 sciences	
2017/18	32.10%	32.10%	10.70%				
	1 MFL						
2016/17	7.70%	improvement in MFL					
2017/18	10.70%						
	Ma 9-5	Ma 9-4	En 9-5	En 9-4			
2016/17	19.30%	46.20%	34.60%	50.00%	outcomes similar to previous year, but disappointing for Ma (9-5)		
2017/18	14.30%	42.90%	32.10%	46.40%			
	5 A* to C	5 A* to C (EM4+)	5 A* to C (EM5+)				
2016/17	38.50%	34.60%	11.50%	overall benchmark figure down on previous year but similar for 'strong' benchmark			
2017/18	32.10%	28.60%	10.70%				

P8 score variation across subject range for PP students

Details	Entries	Progress8	Attainment
	Entered	Summary	Summary
Name	Entered	P8Overall	A8Overall
Included			
Ar 9-1	6	-0.25	31.25
Bio 9-1	2	0.63	70
Business Studies - GCSE Full Course	14	-0.71	33.71
Ch 9-1	2	0.63	70
Child Deve 2018	7	-0.19	30.14
Comb Sci (Tr)	26	-0.38	30.6
Cp 9-1	3	-0.38	38.33
De 9-1	3	0.64	51.83
Dr 9-1	3	1.4	53.83
Eng 9 - 1	28	-0.31	33.41
Eng Lit 9 - 1	28	-0.31	33.41
Fr 9-1	2	1.39	61
Ft 9-1	1	0	19
Gg 9-1	13	0.01	36.31
Hi 9-1	12	-0.44	31.29
IT GCSE1	4	-0.11	36.38
Maths 9-1	28	-0.31	33.41
Media AQA	7	-0.17	39.21
PE 9-1	3	0.2	35
Ph 9-1	2	0.63	70
Product Design 2018	5	-0.93	19.8
Resistant Materials 2018	5	-0.42	25.7
RS 9-1	17	-0.44	31.74
Sp 9-1	2	-1	47.5

Evaluation: significant subject variation for PP outcomes (see later table, also charting ALPS outcomes)

English and Maths thresholds – 'standard' and 'strong' passes

Details			EM Threshold						
			Entered	Standard Pass			Strong Pass		
				Both	English Only	Maths Only	Both	English Only	Maths Only
Pupils			%	%	%	%	%	%	%
All	All Students	165	99	64	8	10	39	21	8
Gender	Males	96	100	64	8	13	41	15	11
	Females	69	99	64	9	6	36	29	4
	Gender Gap	27	1.45	-0.23	-0.36	6.7	4.39	-14.4	7.11
Pupil Premium	Pupil Premium	28	100	32	14	11	11	21	4
	Non Pupil Premium	137	99	70	7	9	45	20	9
	Pupil Premium Gap	-109	0.73	-37.93	6.99	1.23	-33.81	0.99	-5.92
Prior Attainment	High	62	100	98	0	2	84	6	8
	Middle	72	100	53	17	10	11	38	8
	Low	20	95	10	10	15	0	15	0
SEN	E	3	100	33	67	0	33	33	0
	K	2	100	0	0	50	0	0	50
	N	160	99	65	8	9	39	21	8

Evaluation: narrower gap for 'strong' pass in both En + Ma for PP students against 'standard' pass

P8 and A8 score across 'subject bucket range'

Details			Progress 8							Attainment 8				
			Summary			Baskets				Summary	Baskets			
		Pupils	KS2 APS	Entries	Score	English	Maths	EBac	Other	Score	English	Maths	EBac	Other
All	All Students	165	4.75	154	0.03	0	0.22	0.27	-0.3	46.73	9.92	9.43	13.35	14.03
	Gender													
	Males	96	4.81	90	-0.13	-0.31	0.23	0.22	-0.6	46.81	9.58	9.83	13.77	13.63
	Females	69	4.65	64	0.27	0.45	0.2	0.35	0.11	46.62	10.38	8.87	12.78	14.59
	Gender Gap	27	0.16	26	-0.4	-0.76	0.03	-0.13	-0.7	0.18	-0.79	0.96	0.98	-0.97
Pupil Premium	Pupil Premium	28	4.25	26	-0.31	-0.29	-0.11	0.05	-0.83	33.34	7.5	6.43	9.48	9.93
	Non Pupil Premium	137	4.85	128	0.1	0.06	0.28	0.32	-0.2	49.47	10.41	10.04	14.15	14.87
	Pupil Premium Gap	-109	-0.6	-102	-0.42	-0.35	-0.39	-0.27	-0.63	-16.13	-2.91	-3.62	-4.66	-4.94
Prior Attainment	High	62	5.35	62	0.26	0.12	0.48	0.43	0.02	62.61	12.77	13	18.39	18.45
	Middle	72	4.53	72	-0.08	-0.01	0.02	0.17	-0.45	39.21	8.83	7.5	10.74	12.13
	Low	20	3.66	20	-0.25	-0.33	0.09	0.12	-0.81	25.08	5.7	4.8	6.75	7.83
SEN	E	3	4.25	2	-0.74	0.57	-0.65	-0.69	-1.72	41	11.33	8	10.33	11.33
	K	2	4.5	2	-1.16	-1.9	-0.17	-1.03	-1.47	28	5	7	7	9
	N	160	4.76	150	0.06	0.02	0.23	0.3	-0.27	47.07	9.95	9.49	13.49	14.14

Evaluation: 'gap' wider in Maths than in English; significantly wider in 'other bucket' than EBAC; attainment stronger in English than in Maths

Attainment data across En, Ma, Sc and ALL

Details		All							English				Maths				Science			
								Summary	Entries	7+	5+	4+	Entries	7+	5+	4+	1+ Entry	2+ Entries	3+ Entries	Bio/Chem/Phys
		9-8/A*	9-7/A	9-5/B	9-5/C	9-4										A*-C	A*-C	A*-C	A*-C	
		Pupils	%	%	%	%	Average	%	%	%	%	%	%	%	%	%	%	%	%	
All	All Students	165	11	20	51	56	70	8.55	99	22	59	72	99	23	47	73	62	61	38	32
	Gender	Males	96	11	20	51	56	70	8.61	100	21	55	72	100	26	52	76	67	66	43
	Females	69	11	21	51	56	70	8.46	99	25	65	72	99	19	41	70	57	55	30	30
	Gender Gap	27	-0.32	-1.06	0.05	-0.35	-0.21	0.15	1.45	-3.8	-10.01	-0.59	1.45	7.2	11.5	6.48	10.14	10.55	12.27	2.9
Pupil Premium	Pupil Premium	28	3	5	20	26	39	7.96	100	7	32	46	100	4	14	43	32	32	11	4
	Non Pupil Premium	137	12	23	57	62	76	8.67	99	26	65	77	99	27	54	80	69	67	43	38
	Pupil Premium Gap	-109	-9.6	-18.22	-36.47	-35.78	-37.02	-0.71	0.73	-18.4	-32.82	-30.94	0.73	-23.44	-39.73	-36.7	-36.47	-35.01	-32.35	-34.38
Prior Attainment	High	62	21	38	83	86	95	9.45	100	42	90	98	100	50	92	100	97	95	73	65
	Middle	72	2	6	31	39	59	8.08	100	11	49	69	100	4	19	63	47	46	15	11
	Low	20	0	1	7	10	20	7.4	95	0	15	20	95	0	0	25	5	5	0	0
SEN	E	3	4	17	48	48	57	7.67	100	33	67	100	100	33	33	33	33	33	33	33
	K	2	0	0	12	12	18	8.5	100	0	0	0	100	0	50	50	0	0	0	0
	N	160	11	21	51	57	71	8.57	99	23	60	73	99	23	48	74	64	63	38	33

Evaluation: Grade 4+ and 5+ gaps wider in Maths than in English;

Impact of attendance on achievement

Details			Progress8	
Forename	Surname	Gender	Score	Att %
		Male	-2.79	89.0
		Male	-2.15	79.0
		Male	-2.15	85.0
		Male	-2.09	69.0
		Female	-1.58	87.0
		Male	-1.51	83.0
		Female	-1.49	64.0
		Female	-1.16	77.0
		Female	-1.15	48.0
		Male	-0.86	68.0
		Female	-0.71	81.0
		Male	-0.52	80.0
		Male	-0.35	80.0
		Female	-0.10	84.0
		Male	-0.04	87.0
			avg	77.4
		Male	+0.00	78.0
		Female	+0.00	84.0
		Male	+0.10	86.0
		Male	+0.12	77.0
		Female	+0.54	78.0
		Female	+0.64	85.0
		Female	+0.99	84.0
		Male	+1.00	90.0
		Male	+1.24	86.0
		Male	+1.27	88.0
		Male	+1.39	84.0
		Male	+1.44	83.0
		Female	+1.78	87.0
P8 Score:			avg	83.8

Evaluation: the average of PP students achieving lower P8 outcomes had lower attendnace, overall

ALPS rating across subjects

Subject	All		Other		Disadvantaged	
	Entries	Grade	Entries	Grade	Entries	Grade
Art & Design	36	3	30	3	6	5
Biology	55	4	53	4	2	2
Business Studies	70	5	56	4	14	7
Chemistry	55	5	53	5	2	3
Computer Science	29	3	26	3	3	6
D&T (Product Design)	16	5	11	4	5	6
D&T (Resistant Materials)	13	7	8	7	5	7
Drama	14	2	11	2	3	1
English Language	156	5	128	5	28	6
English Literature	156	5	128	5	28	5
Food	4	-	3	-	1	-
French	28	3	26	3	2	5
Geography	97	4	84	4	13	5
German	19	3	16	3	3	2
History	56	4	44	3	12	7
Child Development	18	6	11	5	7	8
ICT (A*-G)	19	2	15	2	4	2
Mathematics	156	4	128	4	28	7
Mathematics (Additional)	22	-	22	-	-	-
Media	29	3	22	3	7	3
Music	5	5	5	5	-	-
Physical Education	35	5	32	5	3	7
Physics	55	5	53	4	2	7
Religious Studies	104	5	87	5	17	8
Spanish	13	5	11	4	2	8
Combined Science	202	7	150	8	52	7
Religious Studies SC	23	4	18	4	5	4

P8<-0.25: Ar (5); Bs (7); Cp (6); En (6); Lit (5); Fr (5); Hi (7); Me (3); PE (7); Ph (7); Pd (6); Rm (7)

Evaluation: subject variation is a concern for PP students

Evaluation: subject variation for PP students is significant

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Behaviour. Some of our PP students have complex needs – these include learning and social. These vary and range from challenging home circumstances resulting in poor attendance and behaviour in lessons, through to underachievement at ks2 resulting in weak literacy and/or numeracy in Y7. This creates a challenging environment for them in Y7.	
B.	Low Prior Attainment. Problem solving and reasoning skills as required for the reformed maths GCSE (as detected by both ks2 outcomes and baseline testing in Y7)	
C.	Confidence in class- asking for help and feedback, especially amongst HPA PP	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of engagement and low aspirations- linked to knowledge and understanding of different careers and post 16/18 educational pathways	
E.	Low attendance and persistent absence	
2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	PP progress in Maths and English will be at least +0.1	P8 Maths and English +0.1 or higher
B.	High prior attaining PP students perform as well as their non PP peers	HPA progress figures in line with HPA non PP
C.	All PP students are in training, employment, education at the end of year 11	There will be no NEETs
D.	PP P8 will be at least + 0.05 for 'other' subject option	P8 'Other' +0.05
E.	PP attendance will improve on 2017-18 (whole school)	Improvements against previous year for whole school
F.	Sanction points for PP students (on average) are below those of non-PP peers	Reduced sanction points

Summary of Interventions to be applied in 2018-19

From EEF toolkit (<https://educationendowmentfoundation.org.uk>)

I	Intervention	Impact +	Justification
1	Aspiration interventions	0	Previously, the 'I can' project (to boost self-esteem and confidence) has been met with enthusiasm and energy. Whilst the impact is zero, that is not our experience in school.
2	Behaviour interventions	3	Sanction points for PP students have previously been much higher than other peers. There is a strong correlation between effort and achievement in our monitoring
3	Feedback	8	Since we moved to purple and green pens, there has been a noticeable improvement in book work through scrutiny.
4	Homework (Secondary)	5	Since our investment in 'SMHW' students are completing homework more often and this is having an impact on learning, especially in lower years.
5	Mentoring	0	Our experience of this in school, especially for our vulnerable students, is that this type of support helps to regulate their mood and hence learning overall in school.
6	Metacognition and self-regulation	7	We have provided support for some students, via 1-1 therapy, to support this intervention. We have found it to be very powerful. We would like to extend to more PP students
7	Parental engagement	3	PP parents have previously not engage strongly with school. For example, their participation with such events as parents' evening have been poorly attended
8	Peer tutoring	5	Our students have told us that they enjoy and benefit from this. We have used it in a limited way in the past and very effective learning can be seen to be taking place.
9	Reducing class size	3	Teachers have reported that this makes a significant difference for PP students, and especially those with poor attendance as they get more 1-1 time.
10	Small group tuition	4	Teachers and TAs have told us that this intervention allows the focus to be on specific work for a small group of students who are struggling in one area

11	Social and emotional learning	4	The difficult backgrounds which some of our students have needs careful supporting in school. Students need to feel 'safe' in the learning environment in order to be effective.
12	Teaching assistants	1	Teachers and students have told us that they benefit from and enjoy the support given by another adult in the room

3. Planned					
Academic year	2018/19				
i. Quality of teaching for all and ii. Targeted support					
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?
Consistently 'good' quality of teaching for all students including high quality feedback	Excellent pedagogical practice to be used across the school, synthesised and articulated through: questioning; targeted challenge and support; (see subject SEFs) A programme of twilight CPD focussing on these aspects to be drawn up by CPD Lead. Feedback provided to students (in all forms) to	Evidence from EEF highlights meta cognition as one of the most effective strategies for disadvantaged students. With increased focus on higher order skills and more complex literacy demands, these need to be explicit and embedded into everyday teaching rather than being reserved for 'exam preparation.' +8 EEF toolkit I3 'Feedback studies tend to show very high effects on learning.' EEF	Feedback from T&L monitoring systems (reviews/ observations/ walkthroughs –see evaluation cycle) Student voice groups Work scrutiny	Director (T&L) Faculty leads DHT CP Lead	April 2019 July 2019

	be used by students to improve work. PP books will be prioritised				
B. Improved progress for high attaining PP pupils	<p>Pupils are given access to additional support through in-class intervention to further challenge</p> <p>Smaller class sizes remain a key proponent carried forward from last year's work, with a CPD led focus on 'quality first teaching'</p> <p>Pupils' revision techniques in Years 10+11 are checked and degree of successful independence reviewed.</p>	<p>Students often do not have the support at home to enable them to. Through additional in-class intervention, we aim to give them the support that they may miss out on.</p> <p>In the academic year 2017-18, in certain subjects, especially Drama and Art, where class sizes were smaller than average, student performance was stronger.</p> <p>Programme of CPD focussing on quality first teaching leading to teachers becoming more skilled, especially in questioning and differentiation</p> <p>Revision techniques are delivered through assemblies.</p> <p>+3 EEF toolkit I9, I2 +5 EEF toolkit I4, I8</p>	<p>½ termly with Maths & English Directors</p> <p>Head of Year 11, working with the form tutors, will ensure that students know how to revise and have a revision plan which they stick to.</p> <p>Additional 1-1 support in Ma + En KS4 Intervention is running with focus on exam techniques and revision skills.</p>	DHT Faculty leads	<p>April 2019</p> <p>July 2019</p>

<p>To ensure we have an understanding of all PP students' needs</p>	<p>1:1 interviews with PP champion Supported by surveys and targeted workshops focusing on motivation Share information with staff</p>	<p>+3 EEF toolkit I9, I2 +5 EEF toolkit I4, I8 'social and emotional learning' 'behaviour interventions'</p> <p>The social barriers and needs are complex. They cannot be identified easily and require both investigation and working with families. Hence the need for interviews.</p>	<p>Set times for interviews/ notes made and needs met and reviewed every year</p>	<p>TB LA PJW YL BASE</p>	<p>Review notes and information after interviews and review impact every year</p>
<p>Improved well-being and motivation/ increased positivity to improve attendance and behaviour (reduced sanctions)</p>	<p>Mindfulness through PSHE curriculum so that programme is embedded into our curriculum.</p> <p>Through a consistent tutor period programme- focus on mental health, ant bullying, etc.. to support all students but specifically PP students</p> <p>Tailored mentoring for Traveller children who have record of poor behaviour</p>	<p>Reports show higher levels of positivity, self-esteem and engagement in school in students that participate in the project</p> <p>PP students will be exposed more to current affairs and structured support on mental health issues (via tutor time), dealing with emotions, conflict. Evidence has shown Traveller children and families engaged more with teachers/ mentors of similar background.</p> <p>+0 EEF toolkit I5, I1</p>	<p>To liaise with PSHE team- ensure all PSHE teachers are trained</p> <p>Ensure quality of delivery through internal/external reviews/ walk through.</p> <p>Working with HOY- monitoring in tutor period</p> <p>Creating resources that are consistent and of high quality for the whole school</p>	<p>PJW TB HOY TUTORS</p>	
<p>Total budgeted cost: £49, 000 (whole staff training and follow up peer observation/joint planning time; staff costs several SLT running the programme; external subject reviews across faculty areas including the core; departmental resources).</p>					<p>£49, 000</p>

In addition, we continue to identify from our PP cohort those who are performing highly and include them in our more able cohort.

This will be an area of focus for 2018-19 in working with G+T Lead

The G+T Lead will be carrying out the following exercise:

- a. liaise with staff to identify PHA students (especially PP) who may have underperformed at KS2
- b. work more strongly with transition staff to identify PHA PP students on arrival
- c. work more strongly with school tester to arrange standardised testing for PHA PP students

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>To foster positive dispositions towards learning and challenge, especially for HPA PP</p> <p>AND</p> <p>To raise aspirations and create higher expectations for the future.</p>	<p>Careers workshops for each year group that compliment new PSHE curriculum</p> <p>Targeted 1:1 interviews (for PP students) and small groups with a careers officer</p> <p>University trips targeted PHA programme</p>	<p>Best practice has been linked to individual interviews with each student to identify their own specific needs and to construct provision around it. The evidence for this in-school. When we had a home-liaison officer working directly with PP students and families, both attendance and behaviour for those students improved.</p> <p>Evidence shows a higher level of engagement from PP students when a more personalised approach is needed- although they belong to the same group they have very different needs and abilities</p> <p>+0 EEF toolkit I1, I5 +5 EEF toolkit I4, I8 +4 EEF toolkit I10</p> <p>-</p>	<p>Through organisation of workshops- dates in the diary and follow up with individual students.</p> <p>Regular meetings with the students to ensure attendance</p> <p>Tracking impact through pupil progress checks.</p>	<p>PJW LA TB YL Careers BASE</p>	<p>Dec 2018 April 2019 July 2019</p>
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<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Raise attendance by increasing access to after school clubs and activities. This project will be led by LA (PP coordinator) by contacting all PP families and making aware of what is available, offering travel arrangements where necessary</p> <p>Engage with parents over issues around attendance relating to home circumstances; the school attendance officer will prioritise PP students and their attendance as this is a key school priority and identified barrier</p> <p>Provide additional support (e.g. minibus transport or taxi service) to maximise attendance for PP pupils</p> <p>Stronger engagement with EWO</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Research demonstrates the clear link between attendance at clubs and activities and improvements in attendance and attitudes towards school.</p> <p>+4 EEF toolkit I10</p>	<p>Ensure attendance is tracked and that barriers are removed to enable students to take part in clubs and activities. Seek parental support for these measures.</p>	<p>Director attendance</p> <p>Welfare staff</p> <p>PP Coord.</p> <p>EWO</p> <p>Attendance officer</p>	<p>Jan 2019</p> <p>Apr 2019</p> <p>Jun 2019</p>
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<p>Improving reading ages of PP students in line with progress made by other students</p>	<p>Specific PP students will be targeted for reading intervention.</p>	<p>Regular reading every day for all students increases vocabulary, comprehension skills. This is of particular importance for PP students who may not always have access to books or benefit from home circumstances where reading is encouraged or supported. School data shows PP RAs lower than non PP in all cohorts. +6 EEF toolkit</p>	<p>Set up groups and programme for intervention; track student quizzes (frequency and also quality)</p>	<p>Faculty lead English TAs</p>	<p>Termly reading tests. Final review July 2019</p>
<p>Improving outcomes in maths especially 5-9 for PP students.</p>	<ol style="list-style-type: none"> 1. Consistent classroom approaches for PP students nb for reasoning/problem solving. 2. Consistent assessment procedures 3. Targeting of identified students/groups for supplementary support/intervention 	<p>The results last year highlight in terms of Progress students who had been targeted (from the different types of interventions) were more engaged and made more progress. This was especially the case in: Dr; Art; Hi and some classes in En + Ma</p>	<p>Close liaison with faculty director- Raising achievement meetings (DHT) to review the data and progress of targeted students</p> <p>Close analysis of mock results</p> <p>Feedback from staff on the 6th form mentoring and year 11 students</p>	<p>DHT Faculty lead Subject lead</p>	<p>Once every term</p>

<p>Year 10 and 11 Students achieve target grades in specific subjects</p> <p>focusing on students underachieving in 3 or more subjects</p>	<p>Department interventions for year 11 after school or in class strategy and approach for example: targeted questioning;</p> <p>6th form mentoring; Liaising with faculty lead on underachieving PP students- 1:1 interviews and a personalised approach to their learning and what support they need is implemented</p>	<p>The results last year highlight in terms of Progress students who had been targeted (from the different types of interventions) were more engaged and made more progress in their subjects</p> <p>+5 EEF toolkit I4 +4 EEF toolkit I10</p>	<p>Close liaison with faculty director - Raising achievement meetings to review the data and progress of targeted students;</p> <p>Close analysis of mock results;</p> <p>Feedback from staff on the 6th form mentoring and year 11 student</p>	<p>DHT Faculty directors YL</p>	<p>Once every term</p>
<p>Total budgeted cost: £50, 000 (whole staff training and follow up peer observation/joint planning time; staff costs; several SLT running the programme; external subject reviews across faculty areas including the core; departmental resources).</p>					<p>£ 50, 000</p>

Review of expenditure				
Previous Academic Year	2017/18			
i. Quality of teaching for all and 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
A. Whole child's needs are met	<p>Students reviewed fortnightly in pastoral meeting</p> <p>Intervention (such as small group teaching, in-class support put in place).</p> <p>Additional support for Maths</p> <p>Additional support for English</p>	<p>The use of targeted interventions did enable students to see progress and provide intervention at the point of need. This was especially the case where the needs were clearly identified and targeted (e.g. Art)</p> <p>Data for current Year 7 indicates that around 20 pupils have arrived with Maths or Reading scaled scores below 100. Of these, 12 students did not reach the expected level.</p> <p>Last year, all but 5 in English and 12 in Maths pupils deemed to not be 'secondary ready' achieved L4 in Ma + En by the end of the year.</p>	<p>Key staff are made aware of students requiring support (Sept INSETs, Year Team meetings, SEN dept. meetings).</p> <p>PP families are contacted prior to important information evenings to ensure attendance and engagement</p> <p>PP students are given additional and prioritised support to meet their socio-</p>	£20,000

	<p>All interventions are reviewed and evaluated</p>	<p>During 2017/18, our aim is for this to be 100%</p>	<p>emotional needs, via school counsellor or allocated mentor The resources around NS in English and Maths need reviewing so that they are more tightly focussed around assessment and achieving milestones.</p> <p>This aspect of EEF toolkit will be continued</p> <p>1-2-1 support (EEF+5) Mentoring (EEF+0) Aspiration (EEF+0) –</p> <p>Even though the aspiration toolkit reportedly scores zero, we have found it useful in-school (for example, with the 'I can' project in 2016-17, we realised improved motivation and attendance</p>	
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<p>B. Improved progress for high attaining PP pupils</p>	<p>Pupils are given access to additional support through in-class intervention to further challenge</p> <p>Smaller class sizes remain a key proponent carried forward from last year's work, with a CPD led focus on 'quality first teaching'</p> <p>Pupils' revision techniques in Years 10+11 are checked and degree of successful independence reviewed.</p>	<p>Students often do not have the support at home to enable them to. Through additional in-class intervention, we aim to give them the support that they may miss out on.</p> <p>Programme of CPD focussing on quality first teaching leading to teachers becoming more skilled, especially in questioning and differentiation – through lesson observations and learning walks. Last year, the focus was on delivering effective teaching strategies to SEN and PP students. Some of those strategies, such as 'ready to learn' were effective in ensuring students (Inc. PP) had a structured start to learning.</p> <p>Revision techniques are delivered through assemblies.</p>	<p>½ termly with Maths & English Directors</p> <p>Head of Year 11, working with the form tutors, will ensure that students know how to revise and have a revision plan which they stick to.</p> <p>Additional 1-1 support in Ma + En KS4 Intervention is running with focus on exam techniques and revision skills.</p> <p>This aspect of EEF toolkit will be continued</p> <p>Class size (EEF+3) Instruction (EEF+3)</p>	<p>£30,000</p>
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The school's strategic decision to maintain smaller class sizes across the curriculum, with a stronger focus on pupil attendance and well-being, as well as an integrating CPD with T&L through quality, scheduled sessions is making some impact. Recent monitoring of Y11 has highlighted improvements across a range of KPI for Y11 in all subjects, though in some KPI, there appears to be a decline.

Evaluation: smaller class sizes will continue (broadly) but those subject areas where PP students have done less well will be required to publish a strategy for improvement – SEE subject SEF document –

Attendance is improving albeit slowly. Our continued forensic analysis is ensuring that our key groups of pupils, including the most able disadvantaged, SEN, all PP, boys, girls and the most able (generally) are all performing well.

Evaluation: this remains an area for improvement ...

In addition, we continue to identify from our PP cohort those who are performing highly and include them in our more able cohort.

Evaluation: this will be an area of focus for 2018-19 in working with G+T Lead

Current Y11 PP are making progress.

Evaluation: whilst there have been clear and visible improvements in outcomes for PP students across the important areas of En, Ma and Ebac, especially against P8 measures, there is more to be done in specific subject areas and in terms of the accuracy of monitoring

iii. Other approaches

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
C. Teachers ensure that there are no barriers to learning, such as access to resources, additional teaching and homework support.	Teachers use 'showmyhomework' to identify pupils missing homework so that additional support can be provided	If students don't complete their homework regularly, then there is little chance that they will make good progress, be able to revise independently and succeed in exams.	Statistics are reviewed on 'showmyhomework' and PP pupils are challenged. This will continue.	£25,000

	<p>Teachers understand and seek ways to remove barriers and to promote success. (CPD with specific focus on identifying and removing barriers for all students); standing item on department meeting agenda and slt agenda</p>	<p>Review of Year 11 homework completion in 2016-17 identified a broad correlation with poor those completing homework regularly and success in exams.</p> <p>Engaging teachers in this approach will mean that we can all work to remove barriers so that this happens at a classroom and individual level.</p>	<p>By working closely with the Heads of Year and Deputy i/c CPD :</p> <p>Stronger engaging with parents through tutor and pastoral programme. This will continue.</p> <p>By reviewing revision/study leave for students where home support is inadequate. This will continue.</p> <p>By ensuring that all students are given continued access to reading and other resources; financial barriers can be surmounted. This will continue.</p> <p>This aspect of EEF toolkit will be continued</p>	
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			Homework (EEF+5)	
D. Increased attendance rates for pupils eligible for PP.	<p>Raise attendance by increasing access to after school clubs and activities.</p> <p>Engage with parents over issues around attendance relating to home circumstances.</p> <p>Provide additional support (e.g. minibus transport or taxi service) to maximise attendance for PP pupils</p> <p>Stronger engagement with EWO</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Research demonstrates the clear link between attendance at clubs and activities and improvements in attendance and attitudes towards school.</p> <p>We aim to increase participation in school life for all PP students. This will continue.</p>	<p>Ensure attendance is tracked and that barriers are removed to enable students to take part in clubs and activities. Seek parental support for these measures. Bring attendance for all key groups to be in-line with national average</p> <p>This aspect of EEF toolkit will be continued</p> <p>engagement (EEF+3) behaviour (EEF+3) social & emotional (EEF+3)</p>	£25,000

