

## Review of PP expenditure 2016-2017

<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)																		
<p>The literacy policy will be implemented consistently across the school, leading to evidence of more extended writing for disadvantaged pupils in subjects other than English and regular reading as evidenced in accelerated reader (Y7 and 8).</p>	<p>DEAR time for Y7 and 8 every day, rolling lesson. Prioritise the disadvantaged pupils for reading out loud to teacher and TA, staff to listen to them reading at least one page in their reading book.</p> <p>All disadvantaged pupils reading the correct book.</p> <p>Accelerated reader is completed termly in English lessons. Extended writing to be present in books every fifth lesson or every three weeks.</p> <p>Ensure that this is particularly impactful for disadvantaged pupils by specific monitoring of extended writing particularly with weaker teachers/departments. Expectation that middle leaders hold staff to account following book monitoring.</p>	<p>DEAR time is now fully embedded and staff are able to record that they have listened to PP students reading aloud on SIMS. <i>Pupils are clear about the purpose of DEAR time. Pupils were really positive about this intervention, reporting that it has improved their confidence in reading and that they enjoyed the sessions. (PP review June 2017).</i></p> <p>Extended writing is improving in books. The policy has been shared with staff and INSET delivered. <i>Evidence of extended writing in majority of subjects, with teacher feedback given. All books contain lots of teacher feedback (PP review June 2017).</i></p> <p>Rescue Reading, the bespoke catch up programme for Disadvantaged students with a reading age below 10 years yielded significant results.</p> <table border="1" data-bbox="943 890 1570 1230"> <thead> <tr> <th>Group</th> <th>Reading Age Increase (April to June) 3 month trial period</th> </tr> </thead> <tbody> <tr> <td>Y7 PP Cohort</td> <td>+8 months</td> </tr> <tr> <td>Y7 PP Boys</td> <td>+1 year and 1 month</td> </tr> <tr> <td>Y7 PP Girls</td> <td>+7 months</td> </tr> <tr> <td>Y7 Rescue Readers</td> <td>+6 months</td> </tr> <tr> <td>Y8 PP Cohort</td> <td>+ 7 months</td> </tr> <tr> <td>Y8 PP Boys</td> <td>+ 11 months</td> </tr> <tr> <td>Y8 PP Girls</td> <td>+ 4 months</td> </tr> <tr> <td>Y8 Rescue Reading</td> <td>+ 7 months</td> </tr> </tbody> </table>	Group	Reading Age Increase (April to June) 3 month trial period	Y7 PP Cohort	+8 months	Y7 PP Boys	+1 year and 1 month	Y7 PP Girls	+7 months	Y7 Rescue Readers	+6 months	Y8 PP Cohort	+ 7 months	Y8 PP Boys	+ 11 months	Y8 PP Girls	+ 4 months	Y8 Rescue Reading	+ 7 months	<p>These literacy strategies are now embedded within school culture and will continue into next year.</p>
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<p>Disadvantaged pupil outcomes in every subject and year group will improve each term.</p>	<p>HLTA in English and Maths have been in place since 2013. Role now needs to be reviewed to ensure that they are impacting.</p>	<p>English: English HLTA used for KS3 interventions. Reading ages of pupils whom have intervention lessons with CDU have shown a positive improvement. 21 students across KS3 have improved their reading</p>	<p>Moving forward in English the second in department is to take responsibility for the PP and catch up students. HLTA needs to be directed across all ability ranges at KS3 (and be trained to</p>																		

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	<p>Extra set in Core subjects needs to be reviewed and approaches adapted to show greater impact.</p> <p>December 2016 data highlights boys' progression. Training to be delivered on how to engage boys in high quality first teaching.</p> <p>Guidance to staff on use of disadvantaged data in planning and delivering lessons.</p> <p>Y11 and Y10 progress 8 overview to be held by all middle leaders on a computer version and discussed regularly at curriculum team meetings, intervention by line managers where it is not improving.</p>	<p>age on average by 12 months. 18 students improved their reading age, 13 of which by 12 or more months.</p> <p>Year 10 have had an extra set in English since Jan 2017 where 6 out of 10 pupils have made 1 full grade improvement.</p> <p>Year 11 - the progress 8 score for Y11 English leavers was -0.62 (whole cohort -0.13) compared to -0.72 (whole cohort -0.66) of the year before.</p> <p><b>Maths</b></p> <p>Out of the 43 students who received intervention at KS3 14 students ended the year either meeting or above expectations, at the start of the year 25 of these students were above or meeting. For those 29 students from Y7-9 gaining permanent intervention at KS3 22 began the year M (meeting expectations) or A (above expectations), 25 ended the year on M or A.</p> <p>In Y10 eight students received interventions improving from 2 M to 4M. For the eight students receiving permanent intervention throughout the year the progress was 2 M to 4 M.</p> <p>Y11 – the progress 8 score for the Y11 Maths leavers was -0.41 (whole cohort -0.04) compared to -1.09 (whole cohort -0.66) the year before. Of the eleven students who received permanent intervention three achieved a grade 4 or above and of these four two gained their MEP.</p> <p><b>Boys</b></p> <p>Disadvantaged boys improved from -0.16 to -0.05 from December to the final exams. This compares to last year of a progress 8 for the boys of -0.57.</p> <p><b>Y11</b></p> <p>Disadvantaged students leaving in 2016 gained a progress 8 of -0.53, this years' leavers gained a progress 8 of 0.13.</p>	<p>be able to deliver support in KS4), interventions need to be monitored and altered where proving to be ineffective. As interventions are focussing on KS3 it will take time to see the overall result at GCSE but a plan needs to be in place as to how to support the disadvantaged students at KS4.</p> <p>Maths HLTA left the school in July, at present a decision needs to be reached as to whether to re-appoint. The department needs to plan effective interventions for the first half term at least without an HLTA. Our next focus is to ensure that interventions are more tailored to the specific needs.</p>
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<p>Disadvantaged pupils aspirations will be raised from Y7, by a combination of stretching targets, individual peer mentoring and opportunities to explore further education and careers. Strategies to involve parents in their children's education will ensure ongoing engagement.</p>	<p>Set aspirational targets for disadvantaged students (FFT aspire 5% expectation) so that differences with national non disadvantaged children close over time.</p> <p>More concentrated work with primary schools on barriers for learning for the disadvantaged pupils.</p> <p>Set up a detailed profile for each student in each year with barriers to learning and strategies.</p> <p>From Y9 provide targeted careers advice to disadvantaged children.</p> <p>Ensure that parents are well informed of their childrens' progress such as use of praise postcards. When progress 8 falls below -0.5 parents are automatically involved in the strategies to improve. Pilot a text message service for Y10 for Maths for one half term for disadvantaged students, to include praise.</p> <p>CSLC meet termly to pool resources on raising aspirations.</p>	<p>Students are all have required grades based on FFT. Students with the same starting point will have the same required grades. <i>Good work is taking place with move to FFT20 targets (PP review June 2017).</i></p> <p>Detailed pen portraits are available for all Y7 PP students, these were shared with staff in the first teaching and learning briefing and are saved centrally for easy access. There was a stand-alone PP transition day in June which was attended by all, an outdoor education company came in and students performed team building skills and completed an accelerated reader test. This contributed to the pen portraits. Detailed profiles are not complete, further development on how this will be produced and monitored needs to be complete before involving the staff.</p> <p>All students in Y9 upwards are signed up for the KUDOS, impartial careers planning programme. In September 25% of students in Y9 and 10 knew which pathway they wanted to follow, in June 85% knew what their next steps would be (Y10 feedback survey). Y10 all completed an employment and work experience day, including formal interview sessions with real employers. Y9 students participated in the Carlisle College careers day in July.</p> <p>Postcards are used to inform parents.</p> <p>The meetings were attended, ideas for raising aspirations were shared and we met with the University of Cumbria to discuss more involvement with them in the future.</p>	<p>Targets are set for each year using FFT, to ensure that students will gain a minimum of 0 for their progress 8 score.</p> <p>Transition is to be continued as this year, detailed pen portraits compiled on these students, a day for them to come in in the summer term and best work collated and placed into planners for the start of the year.</p> <p>The details of how to manage the detailed profiles needs to be researched and then decided whether it will be effective.</p> <p>The intention is to change to from KUDOS to Fast Tomato which is more relevant, more precise, easier to use in the time allowed, with access to independent careers advisors and financially a better option. Y10 futures day planning will start with an analysis of PP careers questions returns.</p> <p>Look into a more consistent approach for parental contact.</p> <p>Attend CSLC meetings and include Newman students in all events planned. First meeting 5th October at launch.</p>
<p>Increased attendance rates for PP students to rise from 91.5% achieved in 2015/16 to 92% by end of 2016/7 and</p>	<p>Earlier interventions, 95% and below letter to be sent out at the end of each half term.</p> <p>Form tutors to speak to PP students on a regular basis about attendance, on return from absences and focus on PP students with attendance below 95% on a weekly basis.</p> <p>Weekly attendance provided to them by attendance officer.</p> <p>Action Plans started with PP students if their attendance falls below 93%, calls home on first day of absence, Early</p>	<p>The attendance figures have improved from 91.4 to 92.1% for PP for the year. PA has improved from 22 to 16.6%.</p> <p><i>The school is clearly working hard to improve attendance. Attendance officer is a very committed and determined member of the team. Her work with key staff, for example form tutors, in enabling absentees is creating a more positive approach to encouraging pupils to attend school. Strategies are clearly working, with PP attendance rising to 92.8% since the Ofsted visit (previously 91.4%). There have also been improvements in</i></p>	<p><i>Strategies in this area should continue. (PP review June 2017).</i></p>

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<p>strive to raise PP attendance to 95%</p>	<p>help assessments and home visits completed for persistent absentees with unauthorised absences.            SAM weeks for identified PP students with attendance below 93% across the year and/or in the last 6 weeks.            Carried out termly.            Patterns of non-attendance to be scrutinised to see if there are any issues by attendance officer, letter then sent to parents if absent for 3 of the same days during that term and HoY and form tutors informed. Termly basis.            Disadvantaged student voice to be carried out on students below 95% to find out why they are not coming in and what we can do to encourage them to.</p> <p>Behaviour Online Programme for the next academic year 2016-17.</p> <p>Student support officer provides one to one and small group support for students during break and lunchtimes.</p>	<p><i>PA (from 22% to 16.6% - this is a difference of 10 pupils). (PP review June 2017).</i></p> <p>To date we had 375 pupils come through inclusion of which 167 of them were PP. Pupils of all abilities have been able to access the resources that comes with the programme, and help us to convey the message of change in a medium that they are familiar with.</p> <p>In addition to this intervention we self-assessed some target pupils that had also used this intervention. When reviewed, 97% of those pupils had increased their score and their general outlook on school life.</p> <p>Each half term details of who JBO has worked with is provided with brief details, these are linked to attendance and have shown. 17 of the 29 PP students with appointments in the last term improved their attendance for that half term.</p>	<p>Lessons to be learned going forward with this intervention is to utilize it in a more targeted way with our PP pupils.            This would include using</p> <ul style="list-style-type: none"> <li>• behaviour online in mentoring sessions</li> <li>• Group work</li> <li>• Detailed recording of all PP Pupils using this intervention separated from non PP Pupils.</li> </ul> <p>Students will continue to gain support from JBO and attendance will be monitored.</p>
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