

## Archbishop Ilsey School: pupil premium strategy statement

1. Summary information					
<b>School</b>	Archbishop Ilsey Catholic School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£522,660	<b>Date of most recent PP Review</b>	July '18
<b>Total number of pupils</b>	1185	<b>Number of pupils eligible for PP</b>	511	<b>Date for next internal review of this strategy</b>	November '18
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>		
1. PP pupils with 4+ English and Maths compared to NPP	(PP/Dis: 45%; NPP/Non-dis: 71%) (PP/Dis: 22%; NPP/Non-dis: 22%)				
2. PP pupils with 5+ English and Maths compared to NPP					
<b>Progress 8 score average</b>	<b>-0.25 (all) PP -0.26</b>		<b>Not available yet</b>		
<b>Attainment 8 score average</b>	<b>42.2 (all) PP -37.3</b>		<b>Not available yet</b>		

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

<b>A.</b>	Lack of reading culture amongst many pupil premium pupils when they come to Ilsley and on average, our PP pupils are 5 standardised points behind national others.
<b>B.</b>	Low levels of attainment for pupil premium pupils at KS2. Lack of literacy, comprehension and reasoning skills. Vocabulary and inference is an issue.
<b>C.</b>	Low expectations and aspirations due to lack of cultural experiences of our PP pupils. HPA's in particular require higher expectations.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Attendance and attitudes to missing school in PP is an issue. Parental support needs addressing with these homes.
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### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (English & music, visits to Art Galleries, sports etc) and through reading regularly Pupil Premium Priority in classrooms	Complete a Cultural Literacy Audit - no gap or a narrowing gap in the opportunities afforded our most disadvantaged compared to their peers. Pupil voice questionnaire, poverty proofing the school day.
<b>B.</b>	HPA pupils to have extra support /focus in and out of lessons, especially in KS 3.	More PP HPA pupils achieving higher or more than higher at the end of each Year.
<b>C.</b>	Teaching moves further toward Outstanding and therefore better able to meet the individualised needs of PP pupils. Increase staff confidence in 'doing something different ' with DA pupils.	Teach to the top, HPA PP focus, use QLA in Year 7 to challenge pupil from the start. CPD to support staff.
<b>D.</b>	Pastoral outcomes makes rapid and sustained improvements for Pupil Premium Pupils Improve PP pupils and families attitudes to school – increase engagement	Embed new behaviour rules, adult behaviours and CPD, increase attendance of PP pupils Increased engagement from home
<b>E.</b>	More PP students making good progress over time and attaining higher, (Regular in school data collection, and NFER testing in KS3)	Attainment of all PP to have increased, compared to previous years.
<b>F.</b>	Increase PP pupils attitude and success in school, and parents outlook on school – Home to be notified with as much positivity as possible	Increase in PP attendance, school trips attendance, less behaviour logs, increase house medals and engagement School website revamped, Twitter platform, automated praise postcards/letters

## 5. Planned expenditure

Academic year

2018-19

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.

### i. Quality of teaching for all

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?
Teaching moves further toward Outstanding and therefore better able to meet the individualised needs of PP pupils.	All Staff Meetings to have a teaching and learning PP focus	Staff feedback indicates a willingness to use meeting time for CPD rather than information sharing.  Hallmarks of outstanding teaching include high expectations and challenge essential to closing the gap.	CPD report to governors and meetings with CPD link governor	AP/COR	January 2018 and July 2018
CPD programme developed with PP as the focus	All staff to be involved in working groups leading action research with PP as the focus. Increase sharing time.	Researching Rosenshine to develop improved teaching and learning. Making PP pupils high priority – all actions to focus on them first.	CPD link to monitor and have group upload work to share good practice. PP progress to be improved, more positive calls home, less behavioural issues Meet every half term	AP	January 2018
Working with other schools to improve teacher training and CPD	Join a TSA with a specific to further develop our teaching at KS 3.	In recent years our work with local primaries has led to an increase in the level of challenge for our KS3 English and Maths. However, partnership with outstanding primary practitioners can further develop our KS3 approaches and build into the wider curriculum.	Annual Report on Partnership to full governing board	AP/AM/COR	July 2019

<p>All staff to know who RADY pupils are in their tutor group and classrooms PP priority in marking, questioning and feedback.</p>	<p>Staff bulletin, frequent staff briefings, staff notice board with progress pupils are making. Reduce the point gap between PP and others Nationally</p>	<p>Making PP a focus for all staff is crucial, and makes them more aware of them in the classroom. Raise PP profile.</p>	<p>Learning walks, book trawls, pupils voice, and lesson observations have all been carried out. Increased attendance will also be indicative of success. Staff training on calendar Frequent staff briefings</p>	<p>SLT</p>	<p>July 19</p>
<p>Better communication and sharing of PP information to inform teachers in their planning and delivery</p>	<p>Staff room Plasma Screen to inform Google classroom Reduce the point gap between PP and others Nationally</p>	<p>Trailed last year, and these positive styled meeting created a positive and productive environment for staff to develop and share strategies for PP pupils. Improve progress. (In school PP gaps reduced significantly, especially in Yr 7 –Eng SAS -7 to -3, Maths, SAS -5 to -5, in both though more pupils were HA )</p>	<p>Evaluations after meetings use of Google classroom, PP pupils making more progress in lessons and causing less behaviour issues in departments.</p>	<p>SLT</p>	<p>July 19</p>
<p>Work with HPA to stretch and support. Teach to the top 3 PP</p>	<p>Research project with Karl Chinn. To work with HPA PP pupils.</p>	<p>Stretch and challenge – non-negotiable on Performance management. Teaching and learning moving towards outstanding. EEF.</p>	<p>Increased attendance, positive attitudes in lessons, good progress</p>	<p>COR/AM</p>	<p>July 19</p>
<p>Increased confidence in assessment at Key Stage 3, in particular.</p>	<p>Purchase and use of NFER testing</p>	<p>Use of external agency to moderate our in school assessments.</p>	<p>Ensure assessment data is used in school to inform planning and delivery of High Quality lessons, especially in Numeracy and Literacy across the curriculum,</p>	<p>AM</p>	<p>July 19</p>

<p>Pupil Premium Pupils are presented with a greater level of challenge.</p>	<p>Setting to reflect the potential of Pupil Premium pupils rather than historical attainment, with Pupil Premium pupils to reach representative percentages in the higher sets throughout the school</p>	<p>Setting throughout the school has seen PP percentages rise in higher sets, but not quite to a level proportionate with their demographic percentage.</p> <p>Every class to have 50/50 representation (or as close to)</p>	<p>We have since adopted the RADY programme through BEP. This programme has seen us implement a 4-5 point uplift in KS2 raw scores which provides far better setting outcomes for PP pupils.</p> <p>The general approach of increasing percentages of pupil premium pupils in higher sets has led to improving progress and attainment for PP pupils compared to non-PP pupils. However, the need for appropriate challenge, given that the PP non-PP attainment gap has been well established throughout primary since prior to last year, we have not yet been able to equalise groups as desired. As academic support for these children increases as we embed the RADY project, we hope to make further progress.</p>	<p>COR/AP</p>	<p>July 19</p>
<p>Rapid Intervention: Small target groups of underperformers immediately after key point assessments – better use of data</p>	<p>Peer mentoring by 6<sup>th</sup> formers and Year 10's. Data manager employed.</p>	<p>The right intervention, at the right time, with the right people is required.</p>	<p>Trained 6<sup>th</sup> form Maths and English pupils to lead on this with reviews and monitoring impact in progress.</p>	<p>COR</p>	<p>July 19</p>
<p>Sharper monitoring and reviewing of PP strategies</p>	<p>Senior Leader to be appointed to monitor PP expenditure and quality</p>	<p>With nearly 50% of PP pupils in our community, a senior leader needs to have oversight and vision to improve outcomes for all pupils.</p>	<p>Employ a senior leader in charge of the attainment and progress of PP students</p>	<p>COR</p>	<p>July 19</p>

Staff Behaviour CPD - change of rules to be more simplified	Improved attitudes to school by pupils and staff, therefore leading to better relationships and outcomes.	PP students need the emotional and social support the most -this is a positive strategy to help these pupils whilst improving outcomes for all students.	Engage with Paul Dix in 'When the adult changes' and begin to dip feed whole school changes.	JS	July 19
Purchase of FFT and support SISRA and SIMS data collection in school	Using data more effectively to raise attainment	Research suggesting using data better to target PP pupils is strongly recommended.  FFT is being developed.	Intervention with the right pupil, at the right time, for impact	PMc	July 19
Enable departments to have access to some PP funds in order to raise attainment by doing department al PP projects	Have a pot of money rign fenced for Teaching and Learning action research based projects.	EEF has lots of research which staff could take more ownership at school and use funds to close the attainment gap in the classroom, or beyond.	Intervention with the right pupil, at the right time, for impact Increase staff ownership of 'doing something different' with Pupil Premium students.	COR	July 19
<b>Total budgeted cost</b>					£174,220

<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>
Attainment and progress gaps to close, with extra focus on PP	Common Teacher Performance Management targets to identify PP attainment as universal target tailored to individual classes.	We have previously attempted this approach and found that in-class gaps were reduced, whilst the overall strategy had limited impact due to setting variations between PP and non-PP. As the later issue has been gradually addressed, we believe that performance management can play a role in reducing the gaps.	Performance management cycle starts in October 2018. Headteacher will then check that all colleagues have an appropriate PP target.	Headteacher	Spring-term review and October 2018.
	Increased confidence in reading and comprehension for Year 7's Increased confidence for Yr 10's and 12's.	Book clubs worked really well previously, giving PP pupils access to 6 <sup>th</sup> English 6 <sup>th</sup> formers where they have the opportunity to use good language and develop their vocabulary.	AFPOLS, discussions with HoD at the end of each assessment point.	COR/PMc	Half termly
	Support PP/SEN pupils extra-curricular	Breakfast club - Available to all pupils, especially SEN PP	Time for 1-1 support before and after school	JH/COR	Termly

	Period 6 to support pupils after school in areas of study where they are behind	Closing gaps through intervention and giving pupils more time to work in a quiet and safe environment. Trailed last year - more targeted intervention this year	Close skill and knowledge gaps before mock exams	AP/PMc	
	Booster Programmes outside of Maths and English to prioritise PP Pupils using QLA.	We have seen the impact of the booster programme on the performance gap in Maths and English. If other subjects and faculties take the same approach (not solely for Y11) we can expect similar impact. 6th formers have been used for this as support, and now each department had 6 <sup>th</sup> form mentors.	Line Management of these key faculties by the Deputy Head, with weekly reports to the Headteacher will ensure that these boosters happen, target the right children and receive appropriate resource.	COR/AM	After Mock Exams and September 2018
	Data Reviews for Heads of Dept. refined to facilitate the tailoring of support for specific groups of PP pupils (High Prior Attainers etc)	A redesign of Data reviews has led to greater priority given to PP performance, with pupils named to allow easier line management to plan and query interventions, teaching and planning.	The Data reviews for HoD are distributed termly and senior leader line managers receive copies – this allows line managers to discuss. Line Management notes go to the Head Teacher	Assistant Head (PMc)	September 2018 – interim mini-reviews via Subject Coordinators Meetings
	Work Scrutinies and Internal Monitoring redesigned to have a calendared PP focus	Work scrutiny rota has specific PP foci, where PP work and engagement will be compared to non-PP peers and PP work in other subjects with feedback to all teachers.	Work Scrutinies inform school leadership and will allow us to appropriately support individual staff to achieve the desired level of challenge.	SLT	Each work scrutiny analysed at SLT and reported to Curriculum Sub-Committee



	Raising the attainment of Disadvantaged Pupils (RADY project)	RADY and Challenging Education Consultancy	Closing the gap between PP and non PP pupils. Regular consultancy throughout the year, SLT feedback.	COR/SLT	October 18
	RADY Group and T+L Group have developed strategies and shared them with colleagues.	Strategies such as marking PP books first, mixing PP and non-PP in seating plans, avoiding assessed homeworks may contribute to ensure that PP pupils are better able to enjoy academic success and the confidence it brings.	We will seek to measure the effectiveness of these small changes to pedagogy by reviewing teaching. Judgements will inevitably be subjective. CPD opportunities will help support DA in the classroom, and allow staff autonomy in studying good practice to adopt in depts..	AP/AM/COR	Teaching Spreadsheet Analysis review annually as part of SEF writing.
	Maths Intervention - Looking at Gaps in Yr 7, 8 and 9 and then working with small groups of PP pupils to maintain their uplifted set positions.	Maintaining PP pupils in the groups that the RADY-inspired uplift if these pupils make faster progress from KS3 than their peers. Boosters will help to achieve this.	Success will be measured by whether rank ordering pupils within sets reveal a continuation of clustering of PP pupils at the lower end of the set.  In Yr 7,8 and 9, where RADY concept has been used.	COR/PMc	After each Datapack (Spring, Summer and Autumn)
Improve pastoral outcomes	The in-school attendance gap of Pupil Premium pupils compared to non-Pupil Premium pupils needs to narrow.	Attendance is the single biggest factor in determining pupil attainment. Our failure to address this gap satisfactorily in recent years is deeply disappointing. Changes to staffing and line management mean that we have an opportunity to address this, and that 'no excuses' culture must exist.	Line Management by the Pastoral Support Manager and the Lead Practitioner will ensure that all relevant staff are focused on maximising PP attendance.  Governance overview will be provided by the Pastoral Sub-committee.	JS/Trina	Half-termly reports to Pastoral Governors Sub-Committee.

	Persistent absence rates of Pupil Premium pupils to reduce to into line with non-PP pupils over two years (	Attendance is the single biggest factor in determining pupil attainment. Our failure to address this gap satisfactorily in recent years is deeply disappointing. Changes to staffing and line management mean that we have an opportunity to address this, and that 'no excuses' culture must exist.	Line Management by the Pastoral Support Manager is key to the success of this plan. Line Management notes will allow the headteacher to judge progress.  Governance overview will be provided by the Pastoral Sub-committee.	Pastoral Support Manager (KS)	Half-termly reports to Pastoral Governors Sub-Committee.
	Exclusion Rates of Pupil Premium pupils to reduce into line with non-PP pupils over two years through the early identification of at risk pupils and intensive mentoring and behaviour support.	Behaviour management has been far too reactive, with support devoted to pupils whose behaviour is already problematic. The Lead Learning Mentor - Behaviour has been tasked with developing a longer-term approach. In the short-term this may mean an increase in MM / PEx / Alternative Provision as support is re-targeted at younger pupils.	Governance overview will be provided by the Pastoral Sub-committee.	Pastoral Support Manager (KS)	Half-termly reports to Pastoral Governors Sub-Committee.
Improve outcomes for Looked After Children	Tracking of interventions to be improved. Use of external agencies to support these pupils.	Prior success and evidence from other successful schools.	Governance overview will be provided by the Pastoral Sub-committee.	DC	Half-termly reports to Pastoral Governors Sub-Committee.
					£174,220
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>					
Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural	All pupils in Year 7 to be personally invited to play a music instrument with per lessons attracting a very small fee, tiny for PP	Our experience with a number of current year 11s is that engagement in the Arts has transformed their self-belief, confidence and engagement. Our aim is to enable many more children to find joy and success at	The achievement of disadvantaged young people is a standard agenda item at Full Governors, Pastoral Sub-Committee and Curriculum Sub-Committee.	COR	July 19

activities ( Hippodrome, music, visits to Art Galleries, etc) and through reading regularly	pupils.	school outside of the main curriculum areas which will then translate to improvements in those main curriculum areas.			
	All pupils in Year 7 to complete cultural passport which will list activities such as gallery visits. Pupil Premium pupils to be wholly subsidized and parents of PP pupils called ahead of activities with their importance explained.	Our involvement in the RADY project has led to a joint-RADY working group with several schools. This approach has been employed at KNBS and has been found to hugely assist in targeting financial support for families to engage in the sort of cultural activities many of us take for granted,	The achievement of disadvantaged young people is a standard agenda item at Full Governors, Pastoral Sub-Committee and Curriculum Sub-Committee.	COR	July 19
	All Year 7s to take part in at least one regular extracurricular activity. Parents of Year 7s identified as not taking part called and pupils pushed to take part.	Our experience with a number of current year 11s is that engagement in the Arts has transformed their self-belief, confidence and engagement. Our aim is to enable many more children to find joy and success at school outside of the main curriculum areas which will then translate to improvements in those main curriculum areas.	The achievement of disadvantaged young people is a standard agenda item at Full Governors, Pastoral Sub-Committee and Curriculum Sub-Committee. Assistant Head SC and Lead Practitioner ER will report to these groups.	COR	July 19
Ease transition from Primary to secondary to increase confidence in pupils, staff and families	Summer School, Year 7 Cognitive Tests. Better use of QLA form Government.	Previous success	Happiness, confidence and greater extra-curricular uptake with increased attendance.	COR	July 19
Increased exposure to pupils from industries: Role model event days with Yr 7-10 target groups	Using PP group, target resources like Founders for schools, the Diana Award, and Harvey Nicols to get pupils this experience. Build Career work into Y7 and 8 Enquire and Create curriculum. Skills show and 'Think Tank' activities to be woven into curriculum.	EEF research in the more time we talk about Careers, the less likely they will become a NEET	Reduced NEETS Pupils buying into the curriculum more as they can see the bigger picture	COR	July 19
The Diana Award	Mentoring of Yr 7-10's to increase confidence, trialled last year to huge success	Increase confidence, attendance and behaviour of PP pupils through carrying out a social action project.	Increase attendance, reduced behavioural logs, improved attitude to school.	COR	July 19

Improve parental support	Embed getting in touch weeks in school	Before Key points in the Year (not Parents Evenings) get tutors to call home and invite parents in for positive talks.	Tutors to call home during these 2 weeks, and for some PP pupils to be invited in to look at their child's work (to trial this with HPA PP RADY pupils) Get feedback from parents.	COR/AM	Dec '19
Poverty Proofing the school day to remove barriers we can in school	Working with other similar school in order to look at how schools might make it more difficult for our PP pupils.	Research from Poverty Proofing in using their services to engage PP pupils more and help them in the school day.	Through Pupil Voice, parent voice, investing in Cashless system in school	SLT	July '19
Whole school literacy focus – knowledge and vocabulary	Embed a more holistic approach to improving vocabulary gaps	Research from Alex Quigley, Closing the Gap.	Improvements in AR, literacy and AFPOLS.	HoD Eng	Dec '19
Educate pupils, especially our DA pupils on their 'emotional keyboard' - e.g, Kindness	'Them and Us' tutor time programme	Research from the EEF.	Improving social skills, reducing behaviour logs and exclusions.	COR, HUB	July 19
Increase cultural background and family engagement	Working with Prof' Karl Chinn in our 'Brilliant Birmingham' Curriculum in Yr 7	Aspirational role model, parents to support pupils in school and learn together	Increase attendance, reduced behavioural logs, improved attitude to school.	AM	July 19
Engaging local Universities to be role models for our pupils	Aim Higher Programme from B'ham University/Warwick University.	Aspirations programme targeted their year at our HPA PP RADY pupils (with the uplift)	Raise the expectations of our HPA PP pupils in school, as priority as previous have been poor in terms of results.	KH	July 19
Ease transition for our Yr 6 pupils	Yr 6 only Summer School	EEF recommends transition needs to be high priority	Increase confidence in pupils to achieve socially, academically and spiritually.	COR	Aug 19
Engage families and students in Mental health support	Employment of Educational Psychologist	Students from deprivation in turn are more likely to have SEN and vice versa - LKMco think tank research	Increase confidence in pupils to achieve socially, academically and spiritually.	DC	July 19

					£174,220
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## 6. Review of expenditure

Previous Academic Year	2017-18
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### 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
Continue to develop whole-school literacy strategy.	Maintain additional hours for librarian role and continue to implement the Accelerated Reader programme for all pupils.	Yr 7 progress: 94% of Pupil Premium (PP); 92% of male PP; 96% of female PP • 92% of non- Pupil Premium Yr 8 progress: 83% of PP; 89% of female PP; 72% of male PP Yr 9 progress: 78% of PP; 82% of male PP; 76% of female PP • 80% of non-PP	Not only reading, but a focus on how pupils use vocabulary is important and will need to be built upon in order for pupils to recognise different words in different contexts.	£23,995
Support for all PP students who cannot access the curriculum in school.	Offsite provision	Reduce NEETs at the end of KS4.	OfSTED commented on this as a strength of the school - more visits need however to support families more.	£156,750
Improved relationships with students for better outcomes.	Extra teaching sets in Yr 7,8 and 9.	Key Stage 3 data looks extremely promising, with PP/Non-PP gaps narrowing.	OfSTED commented on the use of good strategies to improve the outcomes for our PP students.	£37,376

### 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
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Pastoral outcomes continue to improve for Pupil Premium Pupils	Persistent absence rates of Pupil Premium pupils to reduce to into line with non-PP pupils over two years (see SDP and Attendance Action Plan for more detail).	<p>% of PP pupils are always lower than NPP pupils. More dedicated work is needed with PP pupils that are on the border line of becoming disengaged with school.</p> <p>16-17 PP attendance = 93.34 16-17 NPP attendance = 95.71</p> <p>17-18 PP attendance = 93.68 17-18 NPP attendance = 96.51</p>	Lack of a dedicated member of the pastoral support team working primarily / solely on PP attendance and persistent absence. More training on how to engage PP students needs to be addressed.	£180,748 (pastoral support team and family learning coordinator)
	Exclusion Rates of Pupil Premium pupils to reduce into line with non-PP pupils over two years through the early identification of at risk pupils and intensive mentoring and behaviour support.	<p>6 out of the 9 Year 7's excluded last academic year were PP</p> <p>44 students out of 138 P.A's last academic year were PP</p> <p>4 Exclusions so far this academic year 3 year 8 1 year 9 all PP (2018)</p>	Our behaviour interventions have been far too reactive and not enough energy and though has gone into early work with Year 7s and 8s. Our Pastoral Support leader is preparing a strategy document explaining how our approach will change this year and beyond, reducing behaviour referrals and focusing on relationships (Paul Dix)	
	The in-school attendance gap of Pupil Premium pupils compared to non-Pupil Premium pupils is narrowed	This compares poorly to % of their peers. This reflects the failure of the implementation of our attendance strategy after an eight year trend of gradual improvement.	<p>Lack of a dedicated member of the pastoral support team working primarily / solely on attendance and persistent absence, a lack of commitment to the objective by the pastoral team member given responsibility and a lack of adequate line management of the area contributed to disappointing outcomes in these areas.</p> <p>Subsequent staffing changes mean we now have a Lead Learning mentor with a specific specialism and clear responsibility.</p>	

<p>Targeted Support for Pupil Premium Pupils by Maths and English specialists across all Year Groups.</p>	<p>Targeted compulsory booster programme.</p>	<p>1. PP pupils with 4+ English and Maths compared to NPP (PP/Dis: 45%; NPP/Non-dis: 71%)  2. PP pupils with 5+ English and Maths compared to NPP (PP/Dis: 22%; NPP/Non-dis: 22%)</p> <p>Gaps in Maths 5+ are narrowed, which is positive. 4+ is an area of concern between PP/NonPP</p> <p>This promising news is tempered by the fact that the picture was not so positive in subjects outside of the booster programme – which conversely shows the impact of the booster programme.</p>	<p>This successful intervention needs to continue with consideration given to expanding it into other subjects, possibly via a p6.</p> <p>Key marginal pupils need intervention quicker.</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>
<p>Ensure that there continues to be no gap in the progression of pupils into Further Education / Training.</p>	<p>Careers Support to ensure that all pupils have applied for appropriate courses, attended college interviews by May 2017.  Dedicated Careers advisor in school to support.</p>	<p>Only one pupil had not been accepted onto a college course by mid-September 2017.  Engage Carers at Parents Evenings also.</p>	<p>Through the Aim Higher programme we now aim to shift to focus to ensure that PP pupils receive the careers guidance and mentoring support to ensure they are ambitious and aspirational in the courses they apply for.</p>	<p>£25236</p>

Ensure that disadvantaged pupils are able to access enrichment opportunities to engage a love of learning.	Fund access to activities that will help increase the attainment of these pupils.	Ensure there is at least 50% representation in everything and allow all pupils to access every opportunity we have. Increased attendance to school and engagement.	The need for three further steps has been highlighted by the limited success of this initiative.  A review of school trips and other opportunities is needed to make sure that pupils have equal access to everything, with no financial constraints.	
	Support families of pupil premium pupils' participation on educational visits and activities.	Impact is hard to measure, due to a failure in data collection systems. We are, therefore able name the number of families we assisted with financial support for visits /activities, but unable to analyse the comparative take up rates for specific types of enrichment activities.	Failures in data collection have been addressed, with all enrichment activities now being recorded on our MIS.  Furthermore our RADY Action Group, through gathering best practice from partner schools, has adopted a Cultural Passport approach of ensuring all our pupils enjoy these important experiences throughout their time with us.	
Increase Yr 7 maths confidence, using QLA for challenge	Mathletics purchased - Pilot RADY group to work on this	More love of Maths in a competitive way, get the pupils more proactive at home with parents support	Small group used this year – need a target groups with specific focus so it can be tracked and pupils can be rewarded straight away. Increase in competition in Yr 7, 8 and 9 in particular to enthuse all pupils.	£2000



Barriers in speech and language removed	Speech and language therapist is employed to work with PP pupils	Speech and language support with specialist provider for targeted pupils	Pupils progress and improved attendance	£3000
Improve careers advice and guidance for our pupils	Employment of an external provider	Career guidance for all pupils from 11-18 using external provider. Extra support to focus on at risks NEET/FSM.	Reduced NEETS. Continue work with external agencies.	£3000
Increased challenge in Key Stage 3	Building On our Enquire and Create Curriculum in Year 7 and 8.	Huge success with Year 7 - Progress and PP/Non-PP gap reduced massively from the start which was at 15% in Yr 9, for example.	Continue this into Year 8 and 9, start with New Year 7s, applying the RADY approach and improving transition phases every 9 weeks.	£25,000

<p>Half term and Easter Tuition</p>	<p>Engaging Yr 11 in revision strategies to help support them for exams.</p>	<p>Increasing attendance figures</p>	<p>Continue with this support for students.</p>	<p>£5000</p>
<p>Increased Cultural literacy: Trips to Western –Super Mare, bush craft, numerous PE. RADY pupils especially involved in WASPS Rugby. Events. Music events, drama etc also.</p>	<p>With more awareness of RADY pupils in school, extracurricular and school trips had a more of a focus for these pupils.</p>	<p>Hooking pupils into school in Yr 7, especially PP pupils. More have taken part in extra-curricular than ever before, attendance for these pupils is much higher, and the behaviour of these pupils is much better than other PP students who were not RADY targeted pupils.</p>	<p>Ensure that every PP pupil has the opportunity to get involved in the wider school life. Ensure they are pushed, reminded, encouraged more so than other pupils. Funded if needed. Tracking of Extra –curricular PP participation crucial Continue</p>	<p>£2000</p>
<p>Homework support for PP and more accessible extracurricular clubs</p>	<p>Set up a Homework/activity clubs 1 night a week where pupils can access equipment/resources and support. Have regular 'pit stops' throughout the homework project</p>	<p>Some homework projects further disadvantage PP as they do not have the resources or support networks at home.</p>	<p>Monitor completion rate of homework's projects and quality. Tutors to support this so need awareness of what projects are running</p>	<p>£4000</p>

Increase Year 7's confidence in general - positive mindset	Summer school	Parents and pupils less stressed in September, transition eased	Continue this next year, focus on Maths, Literacy and team building.	£3500
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