

Pupil Premium/ Closing the Gap Growth Plan 2017/18

Please refer to the supporting document 'Closing the Gap September 2017' for further details.

OBJECTIVE	BARRIER	STRATEGY	COST	IMPACT	REVIEW
<p>1. To rigorously monitor attendance of Pupil Premium students, to narrow the gap between Pupil Premium and the whole school.</p>	<p>Attendance issues including; illness, parental engagement, travel costs, social issues, family expectations, aspirations and pupil resilience.</p>	<p>Attendance monitored weekly. Contact made with parents raising concern. Attendance plans implemented. FPN warning letters, FPN issued. Bespoke intervention put in place for each individual child. Home visits.</p> <p>Set item on Governor meetings and pastoral meetings.</p>	<p>AC Time 3 hpw £10, 000</p> <p>Admin Time 5 hpw £1, 000</p>	<p>Attendance of pupil premium whole school improved from 94.2% to 95%.</p> <p><u>Year group breakdown of PP attendance:</u> Year 7 from 95% to 96% Year 8 from 94.7% to 95.5% Year 9 from 93.8% to 95% Year 10 from 94.7% to 95% Year 11 from 93% to 93.5%</p>	<p>AC, FT and RD and NO to monitor on a daily basis. Pastoral meetings (fortnightly). Governor Pupil Committee (termly).</p> <p>End of Term 1 Attendance <i>PP students attendance: 96.2</i> <i>Year 7 PP attendance: 94.8</i> <i>Year 8 PP attendance: 94</i> <i>Year 9 PP attendance: 95</i> <i>Year 10 PP attendance: 93.3</i> <i>Year 11 PP attendance: 94.7</i></p> <p>End of Term 2 Attendance Figures: <i>Whole school attendance: 96.06</i> <i>PP students attendance: 94.10</i> <i>Year 7 attendance: 96.15</i> <i>Year 7 PP attendance: 94.6</i> <i>Year 8 attendance: 96.55</i> <i>Year 8 PP attendance: 94.2</i> <i>Year 9 attendance: 95.95</i> <i>Year 9 PP attendance: 94.9</i> <i>Year 10 attendance: 96.45</i> <i>Year 10 PP attendance: 93.1</i> <i>Year 11 attendance: 95.35</i> <i>Year 11 PP attendance: 93.7</i></p> <p>End of Term 3 Attendance Figures: <i>Whole school attendance: 95.84</i> <i>PP students attendance: 93.78</i> <i>Year 7 attendance: 95.7</i> <i>Year 7 PP attendance: 93.8</i> <i>Year 8 attendance: 96</i> <i>Year 8 PP attendance: 94.5</i> <i>Year 9 attendance: 95.4</i> <i>Year 9 PP attendance: 92.5</i> <i>Year 10 attendance: 96.2</i> <i>Year 10 PP attendance: 94.2</i></p> <p>Whole school PP attendance 2017-18 = 94.1% although our target was not reached, we stayed on track with last year. Specific identified students still causing concern re attendance.</p>

<p>2. To closely monitor the Disadvantaged Middle cohort in KS4.</p>	<p>Poor progress and attendance, lack of parental support, low aspirations, poorly motivated.</p>	<p>Data manager reporting on DM each term's data catch, SLT Champion of this vulnerable group, close monitoring of the individual and relevant interventions given.</p>	<p>Staffing £3500</p>	<p>For Disadvantaged Middle students to meet national progress score measures at Progress 8 and in Maths (previously significantly below).</p>	<p>Termly data catch reviewed by SLT Champion and regular meetings with students (and their teachers) in this group. <i>T1: New pupils to KS4 met with and monitoring system explained. Y11 students have set SMARTER targets and requested support in chosen areas. Y11 Mocks closely evaluated and intervention created for T2.</i> <i>T2: Of the 25 students in Y11 T2 data shows all students have made progress this year of almost one full grade per subject. Some Y10 students are making pleasing progress with intervention in place where necessary although concerns with 9 students – personalised program to support these developed.</i> <i>T3: intense mentoring of the Y11 students in the final months, including close work with parents where necessary. Attendance is an area of concern and a high level of intense support has been given to students with struggling with their mental health. Y10 PP have had specific motivational work around the world of work, careers and aspirations.</i></p>
<p>3. To compile a bundle of necessary educational resources for those starting KS3 and KS4.</p>	<p>Lack of family income or interest in supporting educational resources.</p>	<p>To provide work books, revision books, exam style question and answer books. MFL Dictionary, scientific calculator, stationary provisions, geometry set.</p>	<p>73 x £42 KS3 32 x £34 KS4</p>	<p>To provide students with all the necessary resources to fully access the curriculum and independently progress knowledge and understanding.</p>	<p>Staff to provide NO with requests by July 2017. <i>Bundles delivered to Y7 and Y10 students September 2017.</i></p>
<p>4. To establish EASTER SCHOOL for Year 11 students in Maths and English.</p>	<p>Low motivation to attend additional sessions, staffing the sessions during holidays, lack of attainment.</p>	<p>Bespoke sessions with small identified Y11 PP group to raise attainment and increase progress in Maths and English.</p>	<p>£2000</p>	<p>To address gaps in pupil's knowledge, raise self-confidence of pupils in subject content and increase progress.</p>	<p>April 2018 <i>Students attended a range of bespoke 1 day revision sessions with 48 sessions attended in total.</i></p>
<p>5. Introduce bespoke Summer Work in Maths and English for Y</p>	<p>Limited progress, low attendance, lack of parental support.</p>	<p>Bespoke workbooks with small identified Y10 and 9 PP groups to set specific HW based on weaknesses</p>	<p>£1200</p>	<p>To encourage mastery, improve retention over summer holidays, improving transition</p>	<p>Established by July 2018, reviewed October 2018.</p>

9 & 10 PP student who have not made adequate progress.		and work completed over the year in Maths and English.		between each academic year. Improve the number of students making expected progress.	<i>Work created and distributed to students. Use of Hegarty online maths support has been well utilised over the holidays by students.</i>
6. Introduce PROGRESS PUSH week in final week of summer term for Y9 and 10 in Maths and English.	Poor attainment and limited progress, low attendance, lack of parental support, low aspirations, poorly motivated.	Bespoke sessions with small identified Y10 and 9 PP groups to raise attainment and increase progress in Maths and English.	£3,500	To address gaps in pupil's knowledge, raise self-confidence of pupils in subject content and increase progress towards KS3 target. Improve the number of students making expected progress at KS3.	Established by July 2018, reviewed September 2018. <i>Progress Push was planned and delivered with good progress seen by the staff delivering. Most students saw the benefit although a small minority we disappointed to be missing out on end of term activities. Action for next year to raise motivation of the small minority.</i>
7. To reduce the gap between PP students and Non PP's attainment in Basic Measure level 2 in Maths and English cohort 2017.	Attendance, lack of parental support, low aspirations, poorly motivated.	Introduce PP Fast Track - a highly intensive level of support for individual students raising concerns. Also, metacognition development, 1:1 support, small group intervention with extensive feedback.	Cost: Metacognition sessions £475, intervention sessions for 10 hours; £250 per student.	For the gap to reduce from 17.1 to 10.	Termly data catch reviewed by AC, CL and classroom teacher, PP Fast track students fortnightly reviewed, targets and progress shared with teaching staff, pupil and parents. <i>Term 1: PP 45% Non PP 61% Gap 16%</i> <i>Term 2: PP 41% Non PP 61% Gap 19%</i> <i>Term 3: PP 45% Non PP 75% Gap 29%</i> <i>Term 2 data is issued based on Mock exam and the trend is for this terms data is to dip.</i> <i>Term 3's data is a concern mainly down to the results in maths. Rigorous intervention has been in place to improve this including Easter school, additional Maths lesson in small groups, Monday evening Maths (personal invite home), form time intervention, purchase of exam question work book to be used/monitored by maths teachers.</i> 2018 GCSE RESULTS : PP: 66.7% Non PP: 82.6% GAP – 15.9%

					<i>This is a pleasing result as we have, once again, reduced the gap. Although we did not meet the rather ambitious target, we did reduce the gap by a further 2% and the cohort was significantly bigger than previous years.</i>
8. To minimise the gap in attainment at Maths GCSE level 4+ or above between pupil premium and non pupil premium students.	Poor motivation and exam technique, application of knowledge, memory skills, attendance.	Specific Maths tuition days delivered by peers, holiday homework, focus on improving MRI responses, morning intervention sessions. Introduce PP Fast Track - a highly intensive level of support for individual students raising concerns. Metacognition development sessions.	Metacognition sessions £475 per day, intervention sessions for 10 hours; £250 per student. Peer teaching sessions £200, morning intervention sessions £4000.	For the gap to reduce from 11.4 to 5%. 2017 Results: PP – 74.1% Non PP - 85.5% 2016 Results: PP – 56.3% Non PP - 87.6%	Termly data catch reviewed by AC, CL of Maths and maths teacher, PP Fast track students fortnightly reviewed, targets and progress shared with teaching staff, pupil and parents. Maths books reviewed by CL and AC each half term. <i>Term 1: PP 54.2% Non PP 62.8% Gap 8.6%</i> <i>Term 2: PP 45.8% Non PP 61% Gap 15.2%</i> <i>Term 3: PP 58.3% Non PP 75.6% Gap 17.3%</i> <i>Term 2's data is a serious concern. Rigorous intervention has been in place to improve this including Easter school, additional Maths lesson in small groups, Monday evening Maths (personal invite home), form time intervention, purchase of additional exam question work book to be used/monitored by maths teachers.</i> 2018 GCSE RESULTS : PP: 66.7% Non PP: 83.7% GAP – 17% <i>The gap in Maths is disappointing. Although far smaller than results previous to 2017, we did not manage to reduce it significantly from last year's results. However, the cohort was significantly bigger than previous years (by over 3 fold) and we had students with significant health problems which impacted attendance. Further actions include monitoring weekly progress of PP students during T2 where attainment dropped in the mock examinations, and seeing how they can be supported with exam techniques and revision.</i>
9. To raise career aspirations of MD PP students.	Limited experience or knowledge of different industries and career options within family.	Engaging MD PP students in a Careers Fair, involving interactive workshops and pupils collecting information/developing	£1,500 for admin support, staffing, cover and workshops.	To provide students with a greater knowledge of career opportunities, inspiring them to engage with their learning and	MP to evaluate students' knowledge prior to involvement in the project/afterwards and identify impact. Initial monitoring Sept '17. Careers fair Oct '17. Post evaluation Dec'17.

		knowledge of required skills for a range of careers. Developing links between the school/pupils and industries.		interact with local industries.	<i>The results of the before and after surveys showed an increase in knowledge in all areas questioned - understanding of options after Year 11, who to speak to in school about these options and how to carry out reliable careers research, personal strengths and how they relate to careers, CV writing, employability skills and knowledge of employers.</i>
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