

## Pupil Premium/ Closing the Gap Growth Plan 2018/19

Please refer to the supporting document 'Closing the Gap September 2018' for further details.

OBJECTIVE	BARRIER	STRATEGY	COST	IMPACT	REVIEW
<p>1. To rigorously monitor <b>attendance</b> 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>Appoint an additional member of staff to work with hard to reach families where attendance is an issue.</p> <p>Make additional Parents Evening appointment with SLT/AC for parents with students who's attendance falls below 90%.</p> <p>Set item on Governor meetings and pastoral meetings.</p>	<p>AC Time 3 hpw £10, 000</p> <p>Additional member of staff £15, 000</p> <p>Admin Time 5 hpw £1, 000</p>	<p>Attendance of pupil premium whole school improved from 94% to 95%.</p> <p><u>Year group breakdown of PP attendance:</u> Year 7 from 95% to 96% Year 8 from 94% to 95% Year 9 from 92% to 94% Year 10 from 94% to 95% Year 11 from 93% to 95%</p>	<p>AC, FT and RD, TK and NO to monitor on a daily basis. Pastoral meetings (fortnightly). Governor Pupil Committee (termly).</p> <p><b><u>Term 1:</u></b> <i>Year 7 : 94%</i> <i>Year 8 : 91.3%</i> <i>Year 9 : 95.6%</i> <i>Year 10 : 93.6%</i> <i>Year 11 : 92.5%</i> <i>Year 9 shows a positive and substantial increase. Other year groups have had students targeted and action plans put in place.</i></p> <p><b><u>Term 2:</u></b> <i>Year 7 : 93%</i> <i>Year 8 : 93.5%</i> <i>Year 9 : 94%</i> <i>Year 10 : 93.3%</i> <i>Year 11 : 89.8%</i></p> <p><b><u>Term 3:</u></b> <i>Year 7 : 93.5%</i> <i>Year 8 : 91.8%</i> <i>Year 9 : 93%</i> <i>Year 10 : 90%</i> <i>Year 11 : 85.4%</i></p> <p><b><u>Year 2018-19:</u></b> <i>Year 7 : 93.5% (overall 93.4%)</i> <i>Year 8 : 92.2% (overall 91.3%)</i> <i>Year 9 : 94.1% (overall 92.8%)</i> <i>Year 10 : 92.5% (overall 89%)</i></p>

					<i>Year 11 : 89.2% (overall 91.8%) Whilst we only reached the Y9 target of attendance, PP students had significantly better attendance than non PP in most year groups.</i>
2. To closely monitor the Disadvantaged Middle cohort in KS4.	Poor progress and attendance, lack of parental support, low aspirations, poorly motivated.	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.	Staffing £3500	For Disadvantaged Middle students to meet national progress score measures at Progress 8 and in Maths (previously significantly below).	Termly data catch reviewed by SLT Champion and regular meetings with students (and their teachers) in this group. <i>Mentoring ongoing throughout the year – successes celebrated and concerns addressed and supported.</i>
3. To improve T2 attainment in Y11 Maths data.	Historically poor T2 results (mock exams) showing a dramatic decline from previous term's results.	To provide a specific Maths revision strategies and exam technique sessions for Y11 in preparation for mocks.	£2,500	For T2 data to show a minimal drop in % compared to T1 (maximum of 4%).	Staff to provide NO with requests by July 2018. <i>Jan 2019: T2 data; 35.7% on a grade 4, compared to 41.1% in T1. The drop of 5.4 is an improvement from 2017/18 of 8.4%. However, this will be an area we will continue to focus on with an aim to reduce further next academic year. Non PP students dropped by 8% this year.</i>
4. To continue delivering a range of intervention strategies for Year 11 students in Maths and English.	Low motivation to attend additional sessions, staffing the sessions during holidays, lack of attainment.	<ul style="list-style-type: none"> <li>- Easter School</li> <li>- INSET day peer work</li> <li>- Hegarty support</li> <li>- Morning intervention</li> <li>- In class support</li> <li>- Monitoring exam work book</li> </ul>	£4000	To address gaps in pupil's knowledge, raise self-confidence of pupils in subject content and increase progress.	April 2019 <i>Easter school was well attended with 64 pupils attending – several hard to reach PP students did not attend despite offering transport due to family holidays booked. As a target we will address this with parents earlier in future. The knock on effect of having increased intervention is that non PP have hugely benefitted from provision that was previously exclusively PP only.</i>

		Bespoke sessions with small identified Y11 PP group to raise attainment and increase progress in Maths and English.			
5. 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 17% to 12% or below.  2018 Results : PP: 66.7% Non PP: 83.7%  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.  <u>Term 1:</u> PP: 42.9% Non PP: 82.4 <i>The starting gap is substantial between these two groups of students despite our intervention.</i> <u>Term 2:</u> PP: 35.7% Non PP: 74.1% <i>Although the gap is still substantial it has narrowed by nearly 2%. February half term and Easter School in place to arrange intense teacher led intervention with small groups.</i> <u>GCSE results</u> Maths 63.3% PP 89% non PP. <i>Whilst we celebrate the increase in attainment in maths for all students, the gap has increased between PP and non PP students to over 20%. Several PP students did not complete all their GCSE's exams which has had a significant knock on affect to the data.</i>
6. Introduce PROGRESS PUSH week in final week of summer term for Y9 and	Poor attainment and limited progress, low attendance, lack of parental support, low aspirations,	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.	Established by July 2019, reviewed September 2019. <i>Sept 2019 – pupils identified and completed additional lessons plus the work books sent home for completion over the holidays.</i>

10 in Maths and English.	poorly motivated.			Improve the number of students making expected progress at KS3.	
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 15.9% to 13%.	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. <u>Term 1:</u> English 18.8% Maths 41% Students monitored closely with additional intervention given. <u>Term 2:</u> English 27.9% Maths 38.4% Gap in maths slightly reduced whilst English has grown considerably. February half term intervention given by 4 staff over several days plus the possibility of Easter school too. Morning session on Wednesday to start running from January. <u>GCSE results</u> English 73.3% Maths 63.3% Whilst we celebrate the increase in attainment in both subject, the gap has increased between PP and non PP students to over 20%. Several PP students did not complete all their GCSE's exams which has had a significant knock on affect to the data.
8. 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 knowledge of required skills for a range of careers.	£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 interact with local industries.	MP to evaluate students' knowledge prior to involvement in the project/afterwards and identify impact. Initial monitoring Sept '18. Careers fair Oct '18. Post evaluation Dec '18. <i>MP completed program showing improvement in knowledge and aspiration</i>

		Developing links between the school/pupils and industries.			<i>for themselves. In addition the Y8 and 9 PP students were taken to Birmingham NEC for the World Skills Show looking in depth at the range of careers. Follow up work has been completed in the months since by LP.</i>
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