

**PUPIL PREMIUM
STRATEGY 2018-2019
TERM 3 IMPACT REPORT**

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others”

(Sir John Dunford National Pupil Premium Champion,
September 2013 to August 2015)

Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support to 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?
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers	Support and provide training from PiXL for staff (Core subjects) and the sharing of best practice	The A8 gap and P8 gap between PP pupils and NPP pupils have narrowed. Having a focus on this group is a key to school improvement; hence pupil premium is a key priority on the school SIP.	Focus is on all staff Dissemination of practices from PiXL training Strategies are shared regularly through CPD, academic board meeting, pastoral department meetings and focus Friday sessions.	SWI HOD DDU	Sep 19
	Review the curriculum to ensure it is meeting the needs of all learners	The context of year groups varies and it is important to review the pathways and guidance designed for pupils; using resources efficiently to ensure a range in our offer	Curriculum audit done by SLT Data analysed to guide pupils in meeting their needs Focus on reflective practitioners and sharing best practice through peer observation and Focus Friday Continuous focus building on quality first teaching. Lesson observations, learning walks and student voice.	HT SWI SPO	March 19
	Google classroom to support pupils in taking responsibility for their learning inside and outside of the classroom	Evaluating the quality of effective homework to help pupils in making good progress Support provided to pupils to access the curriculum material as	Monitoring homework Monitoring of assessment Tracking and analysing of pupil's progress	KWI MSI HOD	March 19

		this reduces the cost of purchasing teaching materials and resources			
	Effective tracking of pupil's progress and attainment to implement effective strategies to significantly improve the progress between English and Maths	Quality first teaching will improve results. Effective monitoring and strategies will improve the progress of all pupils	Lesson observation, learning walk and work scrutiny to support the data Tracking and analysing of pupil's progress	SWI RKO SAS	March 19
	Kerboodle used to support the teaching of science Science and MFL	High quality resources helps to develop effective strategies and useful interventions to address underperformance as well as to challenges learners	Sharing best practice Tracking and analysing of pupil's progress	IBA LSI	Sep 19
B. Increase level of literacy for PP pupils	Precision teaching	This focuses on accuracy and fluency in children reading.	Using literacy posters to promote learning in the classroom Promote pupil's engagement in lessons through research and discussion	RKO	Sep 19
	Literacy reps meeting regularly to embed literacy in all lessons	Literacy is required in the vast majority of subjects especially the new format of the new specifications. Evidence shows a whole school approach to literacy and a common language can enhance progress in literacy.	Improve the teaching of literacy Promote literacy through literacy posters, challenging disengagement, using target questions Enthuse and engage pupils with the necessary skills to make progress Regular monitoring and tracking of average reading age per year and by groups.	RKO CMC SWI	Sep 19
	Reading lessons in curriculum time – English	Extended reading has been proven on numerous occasions internally and externally that it make a substantial impact on reading ages and attitude to reading	Records of reading ages Tracking and analysing of pupil's progress	RKO	Feb 19

C. PP pupils make progress by receiving first quality teaching and learning and effective intervention equality of progress with all pupils. D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4	Continue to improve the quality of teaching and learning so pupils experience consistent first quality lessons	Coherent approach to teaching and learning through focus sessions/Insets/twilights	Maintain and improve the quality of marking and feedback Monitoring through lesson observation Regular monitoring and tracking of pupil's progress Regular work scrutiny of pupil's book	SWI HOD	Sep 19
	Secure the improvement in the learning of maths to ensure pupils make progress using Hegarty maths as a resource	Improvement in maths performance in relationship to other subjects across the school	Hegarty maths training and dissemination to staff Improve the quality of teaching Improve the quality of numeracy across the school Tracking and analysing of pupil's progress	SAS	Sep 19
	High quality feedback is linked to outstanding progress in curriculum area	Evidence from EEF toolkit on the impact of effective marking and feedback strategies Recommendations from previous PP reviews	Sharing best practice Improve the quality of teaching Monitoring through lesson observation Regular monitoring and tracking of student progress Regular work scrutiny of pupils book	SWI DDU HOD	Sep 19
	Whole school focus on challenging the more able PP pupils	Disadvantaged and more able pupils needs to be challenged more (OFSTED, 2018) Data indicates that that HAP PP pupils are performing at the same level from the same starting point as their peers	PIXL training for More Able Coordinator Improve the quality of teaching CPD training to support lesson delivery HAP pupils continue to be clearly identified and tracked in lessons Regular monitoring and tracking of pupil's progress	SPO AHU HOD	Sep 19
					PIXL £5000
					CPD & other training £15000

Kerboodle & Hegarty maths	£2000
Total budgeted cost	£22,000

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?
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers	<p>Target meetings, KS3&4 PP pupils will have a 1 to 1 meetings, to ensure that their targets are set, needs are met and the appropriate support is offered to help them to make progress</p> <p>4 week leadership programme for Year 10 - Reward Trip</p> <p>Year 9 leadership sessions</p>	<p>All PP pupils needs to feel valued and be known in the school by all staff</p> <p>All Year 10 PP pupils grouped into 4 groups Motivated pupils to attend in the morning before school</p> <p>Guidance for KS4 options</p>	<p>List generated from data collection termly</p> <p>Tracking of pupil's progress</p> <p>Records kept of all meetings</p> <p>Intervention and support designed and implemented to support student attainment and progress</p>	<p>SWI CMC HOD PL</p>	<p>Sep 19</p>
	Rapid progress in all subjects through intervention sessions for a small group of pupils	<p>Feedback from teachers and pupils show that smaller class size have a positive impact on behaviour for learning and progress.</p>	<p>pupils with the needs are identified</p> <p>Teachers to deliver sessions to small group based on the analysed data through 4 matrix which will indicate an awareness of immediate needs to be addressed.</p> <p>Regular monitoring and analysing of pupil's progress</p>	<p>HOD</p>	<p>Sep 19</p>
	Smaller class sizes in Maths and science in Key Stage 4 by providing an additional teacher	<p>Feedback from teachers and pupils shows that the smaller class sizes have a positive impact on behaviour for learning and also on progress.</p> <p>Teachers analyses the data through 4 matrix which will</p>	<p>Teachers analyse the data through 4 matrix which will indicate an awareness of immediate needs to be met.</p> <p>Smaller class sizes identified for pupils not making progress and supported with intervention in</p>	<p>SAS</p>	<p>Sep 19</p>

		indicate an awareness of immediate needs to be met. Smaller class sizes identified for pupils not making progress and supported with intervention in class	class Tracking of pupil's progress		
	Numeracy booster withdrawal sessions for year 10 and 11	Feedback from teachers and pupils shows that the smaller class sizes have a positive impact on behaviour for learning and also on progress. 20 pupils selected per group in small groups for additional numeracy boosters 2 times per week over a 12 week block.	Teachers analyse the data through 4 matrices which will indicate an awareness of immediate needs to be met. Smaller class sizes identified for pupils not making progress and supported with intervention in class Tracking of pupil's progress	SAS	Sep 19
	Year 7 numeracy and literacy bespoke programme	Pupil premium pupils entering secondary school with an average score below the national average, needs to be supported in both numeracy and literacy to enhance their progress to be inline with their peers	Teachers analyse the data from pupil's KS2 entry data Assessment done to check/triangulate entry data pupils are identified and intervention group set up Monitoring and tracking of pupil's progress	SAS RKO	March 19
	Numeracy sessions at lunchtime and after school	Dedicated time set aside for all PP pupils not making progress in Maths to build on numeracy.	Peer tutoring done by Maths Ambassador to raise confidence in maths amongst the PP pupils which will increase their mathematical competence Evaluations of Impact Registers kept Case studies Tracking of pupil's progress	SAS	Sep 19
B. Increase level of literacy for PP pupils	First Story	KS4 initiative to build confidence in creative writing through poetry and Oracy amongst specifically PP pupils to create growth in their self-esteem, confidence and communication skills	Evaluation of the sessions Monitoring and tracking of pupil's progress	RKO	Sep 19

	Library Reading Club	Reading helps to improve pupils literacy which is a prerequisite in all subjects	Attendance registers of lunchtime and after school sessions are kept by the librarian and monitoring is done by the HOD of English Case studies	Librarian RKO	Sep 19
	Identification of small groups to be included in Phonics to focus on basic reading	Having specific member of staff to focus on supporting the small group helps to build pupil's confidence which will impact on an improvement in pupil's outcome	Records of reading age are kept Tracking of pupil's progress Department strategies to support the progress of pupils	RKO	Feb 19
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4	pupils to have targeted support from external agencies, providing intervention to ensure progress	Poor attendance of pupils and the lack of parental engagement in some cases leads to slow and poor progress in school Support pupils in overcoming barriers and to help breakdown the social, emotional and behavioural barriers to learning that they are experiencing	Records kept of meetings and attendance tracking support and intervention Parents attendance to meetings including Progress meetings	SPO DBA PL ITA	Sep 19
	Additional provision provided to support pupil's outcome and improving their progress and attainment 8 score - TLM course	pupils all need to make progress and achieve qualifications to support their post 16 and 18 pathways. Offering a level 1/2 qualification helps to motivate pupils in achieving more as they have another subject to add to their list of qualifications	pupils are identified Attendance register is kept Monitoring and tracking of pupil's progress	SWI	March 19
	Chaplaincy	A safe space with experienced support to support vulnerable pupils going through difficult circumstances.	Case studies	EMO SPO	Sep 19
Additional staffing for Maths and booster sessions					£30,000

Phonics programme	£25,000
External agencies	£25,000
More able support	£10,000
TLM Course	£1500
First Story	£4500
Library staff	£3000
Other Intervention and support	£7,000
Total budgeted cost	106,500

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>A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers</p> <p>B. Increase level of literacy for PP pupils</p> <p>D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4</p>	Free breakfast club sessions	<p>pupils who are in school early are less likely to be late, more prepared for their day and have a greater amount of time with positive role models.</p> <p>Having a nutritious breakfast maintains focus, concentration and substantially improves behaviour.</p>	<p>Registers taken and tracked</p> <p>Evaluation of sessions</p> <p>Tracking of pupil's progress</p>	CMC	Sep 19

E. Raise the aspirations of PP pupils	Stationary cupboard ICT equipment Revision aids Teaching material for D&T Food	PP pupils will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11 Revision guides and appropriate texts are provided free of charge to student premium pupils. PP pupils often times attend lessons without ingredients for cooking class which impacts on their learning	All requests approved and monitored to ensure value for money. Participation in D&T food lessons	SWI CMC	Sep 19
	Careers interviews, career meeting, workshops and work experience	All pupils receive careers guidance through wellbeing lessons in all year and an interview with a Career Advisor. KS3 PP pupils will also receive career guidance through 1 to 1 sessions and workshops Year 10 pupils experience 1 week of work experience	Records of interviews are kept Participation in work experience Workshops documents and session evaluation forms reflects impact Year 9 options workshop	DPI IBA CBE	Sep 19
	Monitoring of pupils attendance and follow up quickly.	Attendance have a positive impact on attainment and this needs to be addressed as a key step for improvement in attainment.	Attendance and progress discussed termly. Early intervention group identified Letters are sent home to families regularly and immediately - records are kept EWO to support school with home visit	SPO PL LFO	Sep 19
	Monitoring of pupils behaviour and follow up quickly.	Positive behaviour has a positive impact on attainment and this needs to be addressed as a key step for improvement in attainment.	Behaviour and progress discussed termly from data analysis Early intervention group identified Letters are sent home to families regularly and immediately - records are kept	SPO PL JCA	Sep 19

	Uniform allowance to support those in need	Essential support is important for families to access subsidised uniformed when required due to challenging circumstances	Records are kept of interventions Tracking of pupil's progress	SPO	Sep 19
	Trips, enrichment and other opportunities to enhance learning outside of the classroom	Educational visits helps to engage pupils in their learning to positively impact on their progress and build on their cultural capital	Trip and activities are organised by various trip organisers to support the learning for e.g. Lion heart challenge programme Brecon and Beacons trip Lille trip Paris trip FEM project	SPO PL DPI HOD AHU	Sep 19
D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4 E. Raise the aspirations of PP pupils	More able projects and trips to raise aspirations for academic success	HAP PP pupils needs to make more progress in line with pupils nationally. Opportunities to raise aspirations such as visits to universities in particular Russell Group ones such as Cambridge, Imperial London. Being involved in special projects with external bodies needs to be created to promote academic excellence in the school.	Studied identified and support and guidance provided through 1-1 meetings Records are kept Tracking of pupil's progress	AHU PL HOD	Sep 19
E. Raise the aspirations of PP pupils	Lambeth Black Caribbean Aim High Project	Educational visits helps to engage pupils in their learning to positively impact on their progress and build on their cultural capital and raise aspirations	Student survey Attendance register behaviour/attainment logs to show student progress	SWI	Sep 19
	Motivational seminars and acknowledging and celebrating and rewarding pupils success when targets are met	pupils responds well to external motivational speakers and specific praise	Not academic rewards and this is shared in Prize giving and Year assemblies Tracking of pupil's progress Records are kept Reward assemblies	SPO PL CMC	Sep 19
	FEM Project	Educational opportunities to help pupils improvement in self	Tracking of attendance Tracking of pupil's progress	LHA CBE	Sep 19

		esteem, self-confidence and leadership skills boost student engagement in their learning, positively impacting on their progress		GSA	
	Academic and Peer mentoring	Combatting the barrier to learning that PP pupils face of lacking academic organisations Guidance for pupils to prepare for lessons	Monitoring and tracking of pupil's progress	CMC	Sep 19
				Careers & advice	£5,000
				Rewards	£15,000
				Trips & Enrichment	£25,500
				Breakfast Club	£10,000
				Lion Heart Challenge	£4000
				Additional resource	£11,500`
				Uniform	£3000
				FEM Project	£2000
				Total budgeted cost	£76,000

Areas of Development	Planned expenditure
Quality of teaching for all	£22,000
Targeted support	£106,500
Other approaches	£76,000
Reserve Funding	£18,965
Total PP budget 2018/19	£223,465.00

Table 1: pupils eligible for PP 2018-2019

2018-2019 cohort			
Year group	Total cohort	PPG	PPG (%)
7	82	29	35.3
8	71	41	57.7
9	84	38	45.2
10	95	49	51.5
11	112	53	46.9
12	44	12	27.2
13	23	5	21.7
TOTAL	511	227	44.4

Key Stage 3 Progress for 2018-19
YEAR 7 GAP ANALYSIS

Data to date, July 1, 2019 All pupils = 81 Disadvantaged pupils = 31 Non Disadvantaged pupils = 50
Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Term 1		Term 2		Term 3	
	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English <i>Disadvantaged</i> <i>Non disadvantaged</i>	-16%	-4%	-12%	-5%	0%	-6%
Mathematics <i>Disadvantaged</i> <i>Non disadvantaged</i>	-5%	-5%	-1%	2%	3%	5%
Science <i>Disadvantaged</i> <i>Non disadvantaged</i>	-8%	-1%	2%	-6%	-7%	-3%
Religious Studies <i>Disadvantaged</i> <i>Non disadvantaged</i>	-3%	-11%	-8%	-17%	-20%	-16%
Computing <i>Disadvantaged</i> <i>Non disadvantaged</i>	-1%	-1%	-1%	-1%	0%	-9%
Art <i>Disadvantaged</i> <i>Non disadvantaged</i>	-6%	-8%	-1%	-1%	-1%	4%
Drama <i>Disadvantaged</i> <i>Non disadvantaged</i>	-2%	-3%	-4%	13%	-19%	-17%
French <i>Disadvantaged</i> <i>Non disadvantaged</i>	-16%	0%	-15%	2%	10%	1%
Geography <i>Disadvantaged</i>			-12%	-2%	-18%	-10%

<i>Non disadvantaged</i>						
History <i>Disadvantaged</i> <i>Non disadvantaged</i>	-3%	-3%	-3%	-2%	-1%	1%
Mandarin <i>Disadvantaged</i> <i>Non disadvantaged</i>	-9%	-9%	19%	19%	0%	-2%
Music <i>Disadvantaged</i> <i>Non disadvantaged</i>	-14%	-1%	-10%	-8%	-8%	-10%
Physical Ed. <i>Disadvantaged</i> <i>Non disadvantaged</i>	8%	3%	11%	5%	11%	8%
Spanish <i>Disadvantaged</i> <i>Non disadvantaged</i>	-13%	0%	-9%	0%	3%	2%
D&T <i>Disadvantaged</i> <i>Non disadvantaged</i>	-5%	-11%				

YEAR 8 GAP ANALYSIS

Data to date, July 1, 2019 All pupils = 71 Disadvantaged pupils = 41 Non Disadvantaged pupils = 30
 Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Term 1		Term 2		Term 3	
	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English <i>Disadvantaged</i> <i>Non disadvantaged</i>	10%	5%	-5%	7%	22%	14%
Mathematics <i>Disadvantaged</i> <i>Non disadvantaged</i>	0%	1%	-1%	-1%	-10%	-4%
Science	1%	4%	0%	9%	10%	13%

<i>Disadvantaged Non disadvantaged</i>						
Religious Studies <i>Disadvantaged Non disadvantaged</i>	-6%	-1%	-8%	4%	6%	13%
Computing <i>Disadvantaged Non disadvantaged</i>	8%	18%	-7%	7%	7%	9%
Art <i>Disadvantaged Non disadvantaged</i>	7%	-1%	0%	1%	19%	16%
Drama <i>Disadvantaged Non disadvantaged</i>	16%	-7%	5%	7%	2%	7%
French <i>Disadvantaged Non disadvantaged</i>	-3%	-14%	17%	5%	1%	5%
Geography <i>Disadvantaged Non disadvantaged</i>	-5%	-4%	0%	1%	2%	6%
History <i>Disadvantaged Non disadvantaged</i>	10%	7%	14%	8%	23%	12%
Music <i>Disadvantaged Non disadvantaged</i>	-3%	2%	-3%	-6%	-7%	3%
Physical Ed. <i>Disadvantaged Non disadvantaged</i>	5%	-9%	7%	-12%	6%	3%
Spanish <i>Disadvantaged Non disadvantaged</i>	-9%	01%	5%	13%	-7%	22%

YEAR 9 GAP ANALYSIS

Data to date, July 1, 2019 All pupils = 85 Disadvantaged pupils = 39 Non Disadvantaged pupils = 46
 Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Term 1		Term 2		Term 3	
	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English <i>Disadvantaged</i> <i>Non disadvantaged</i>	14%	14%	-11%	-3%	-21%	-3%
Mathematics <i>Disadvantaged</i> <i>Non disadvantaged</i>	-3%	8%	-6%	-3%	-24%	-13%
Science <i>Disadvantaged</i> <i>Non disadvantaged</i>	-24%	-22%	-19%	-6%	-18%	-17%
Religious Studies <i>Disadvantaged</i> <i>Non disadvantaged</i>	0%	5%	3%	3%	2%	-3%
Computing <i>Disadvantaged</i> <i>Non disadvantaged</i>	14%	5%	6%	3%	-4%	5%
Art <i>Disadvantaged</i> <i>Non disadvantaged</i>	11%	-3%	0%	0%	-3%	-3%
Drama <i>Disadvantaged</i> <i>Non disadvantaged</i>	14%	14%	14%	6%	-15%	5%
French <i>Disadvantaged</i> <i>Non disadvantaged</i>	14%	17%	-10%	17%	4%	-6%
Geography <i>Disadvantaged</i> <i>Non disadvantaged</i>	8%	5%	0%	-3%	-12%	-1%

History <i>Disadvantaged</i> <i>Non disadvantaged</i>	-14%	-8%	-14%	6%	-7%	-9%
Mandarin <i>Disadvantaged</i> <i>Non disadvantaged</i>			11%	33%	11%	11%
Music <i>Disadvantaged</i> <i>Non disadvantaged</i>	-5%	16%	14%	6%	15%	8%
Physical Ed. <i>Disadvantaged</i> <i>Non disadvantaged</i>	-3%	22%	0%	3%	7%	2%
Spanish <i>Disadvantaged</i> <i>Non disadvantaged</i>	9%	22%	-4%	-4%	-3%	-1%

Key Stage 4 progress for 2018-19

YEAR 10 GAP ANALYSIS

Data to date, April 29 2019 All pupils = 95 Disadvantaged pupils = 48 Non Disadvantaged pupils = 47 **Green = Gap narrowed compared to previous data/year** **Blue = Gap increased compared to previous data/year** **Orange = No change in Gap**

Subjects	Year 10 DC1				Year 10 DC2				Year 10 DC3			
	%=EP	Gap in % meeting at least EP	%>NEP	Gap in % exceeding NEP	%=EP	Gap in % meeting at least EP	%>NEP	Gap in % exceeding NEP	%=EP	Gap in % meeting at least EP	%>NEP	Gap in % exceeding NEP
English Disadvantaged	23	-3	19	-1	50	-13	19	15	45	5	69	19
English Non-Disadvantaged	20		20		63		4		40		50	
Mathematics Disadvantaged	63	-10	18	12	48	4	33	13	49	11	69	20
Mathematics Non-Disadvantaged	53		7		44		20		38		49	

The % of pupils meeting and achieving grades near to their expected grade in Mathematics is better than that of English

YEAR 11 GAP ANALYSIS

Data to date, April 29 2019 All pupils = 109 Disadvantaged pupils = 52 Non Disadvantaged pupils = 57 **Green = Gap narrowed compared to previous data/year** **Blue = Gap increased compared to previous data/year** **Orange = No change in Gap**

Subjects	Year 11 DC1				Year 11 DC2			
	%=EP	Gap in % meeting at least EP	%>NEP	Gap in % exceeding NEP	%=EP	Gap in % meeting at least EP	%>NEP	Gap in % exceeding NEP
English Disadvantaged	62	6	21	4	35	-15	15	4
English Non-Disadvantaged	56		17		50		11	
Mathematics Disadvantaged	26	-13	26	6	19	0	10	-12
Mathematics Non-Disadvantaged	39		20		19		22	

The % of pupils meeting their expected grade in Mathematics is better than that of English, while the % of pupils achieving near grades to their target grade is better in English than in Mathematics.

Post PPE Headline Figures : Pupil Premium

	Spring 2018 DC3			Summer 2018 GCSE Results			Spring 2019 DC2			Summer 2019 GCSE Results		
	PP	Non-PP	GAP	PP	Non-PP	GAP	PP	Non-PP	GAP	PP	Non-PP	GAP
Cohort Size	63	54		63	54		53	58		53	58	
Progress 8	-0.61	-0.02	-0.63	-0.37	+0.12	--0.49	-0.27	0.00	-0.27	-0.22	0.17	-0.39
Attainment 8	39.12	41.34	-2.22	41.44	42.81	-1.37	37.47	45.36	-7.89	38.51	47.75	-9.24
Eng/Maths >4	40% (25)	44% (24)	-4%	46% (29)	46% (25)	0%	43% (23)	59% (34)	-16%	37.74 (20)	67.24 (39)	-29.51%
Eng/Maths >5	30% (19)	33% (18)	-3%	29% (18)	35% (19)	-6%	13% (7)	34% (20)	-17%	13.21 (7)	37.93 (22)	-24.72

Year 11 Progress of Higher Ability Pupil Disadvantaged (HAP PP)

	Spring 2018 DC3			Summer 2018 GCSE Results			Spring 2019 DC2			Summer 2019 GCSE Results		
	HAP	NON HAP	GAP	HAP	NON HAP	GAP	HAP	NON HAP	GAP	HAP	NON HAP	GAP
Cohort	18	25		20	15		9	22		9	24	
Attainment 8	57.36	32.8	24.56	56.28	58.93	-2.66	54.39	34.01	20.38	53.33	60.27	-6.94
Progress 8	-0.41	-0.72	0.3	-0.31	0.08	-0.39	-0.32	-0.26	-0.07	-0.43	-0.11	-0.54
Basic A*-C EM	80%	18.6%	61.4%	90%	86.67%	3.33%	88.89%	27.27%	61.62%	77.78%	91.67%	-13.89%
English P8	0.47	-0.31	0.78	-0.2	0.44	-0.64	-0.56	0.9	-0.34	-0.11	0.08	-0.19
Maths P8	-0.83	1.43	0.6	-0.66	-0.61	-0.05	-0.86	-0.6	-0.26	-0.97	-0.18	-0.79
Ebacc P8	-0.59	-0.91	0.32	-0.19	0.3	-0.49	-1.08	-0.41	-0.67	-0.79	-0.17	-0.61
Open 8 (other)	-0.54	0.47	-1.01	-0.27	0.08	-0.35	0.2	0.53	-0.33	0.07	0.6	-0.53

YEAR 11 GROUPS ANALYSIS

	SUMMER 2017-18								SUMMER 2018-19							
	HAP	MAP	LAP	EAL	SEN	BLACK AFRICAN	BLACK CAR	OTHER GROUP	HAP	MAP	LAP	EAL	SEN	BLACK AFRICAN	BLACK CAR	OTHER GROUP
Cohort	20	34	4	28	11	24	25	4	9	31	10	19	7	17	16	5
P8 Gap	-0.29	-0.49	-0.2	0.18	-1.07	0.11	-0.89	0.53	-0.54	-0.38	-0.37	0.61%	-0.85	-5	-1	-3
EM Gap (%)	3.33%	12.25%	0%	2.95%	0%	-21.43%	15.43%	30%	13.89%	-27.96%	-3.17%	-16.23%	-37.5%	-36.1%	-9.19%	-25%
English Gap (%)	3.33%	-11.03%	25%	6.83%	1.52%	3.57%	23.71%	30%	18.06%	13.21%	-17.46%	4.39%	-14.29%	15.78%	13.6%	75%
Maths Gap (%)	0%	5.88%	0%	3.57%	0%	4.17%	0%	0%	-4.17%	3.23%	0%	-4.17%	0%	-4.55%	0%	0%

1. Review of expenditure				
Academic year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers	<p>Support and provide training from PiXL for staff (Core subjects) and the sharing of best practice</p> <p>Review the curriculum to ensure it is meeting the needs of all learners</p> <p>Google classroom to support pupils in taking responsibility for their learning inside and outside of the classroom</p> <p>Effective tracking of pupil's progress and attainment to implement effective strategies to significantly improve the progress between English and Maths</p> <p>Kerboodle used to support the teaching of science Science and MFL</p>	<ul style="list-style-type: none"> • The A8 gap widened however the P8 gap narrowed as the training sessions supported teachers delivery of core subjects. Some best practices were shared by these subjects with other departments and this has helped to narrow the PP gap. • The context of year groups varies and the GCSE curriculum has been revised with a broad pathways to support all pupils and to let parents understand why we have made changes. • Dissemination of best practice and CPD have been provided to support all staff and this has lead to a greater use of google classroom to set homework. The quality of homework set is good and this is monitored by the HODs. • LM meetings and examination meetings with HODs/SLT/Governors have a focus on pupil progress. Department's reports shows greater consistency in the analysis of results. • The quality of the resources is an effective strategies and useful interventions tool used by all teachers to address underperformance and to challenge all learners. • Improvement in Triple Science GCSE Passes (9-5) as with the aid of the app as it provided useful resources 	<ul style="list-style-type: none"> • The progress of pupils suggest that the approach is yet to have an impact. We will continue to develop effective strategies through the sharing of best practice. Selection of pupils by teachers needs to be more forensic and form a coherent plan of impact amongst subjects. • This is a long term goal that will change each year and this remains at the heart of our vision "Ambitious for the Future & Inspire to Learn" as we devise our curriculum at key stage 3 to show an improvement in results in the rate of attainment and progress over the next 3-5 years fo all pupils. • We will continue to use google classroom to set homework as it has improved the quality of homework set. More training to be provided to support teachers in using the tool effectively. • Get parents involved in using google classroom as this will get them engaged in their child's learning. • Continue to provide more refresher course on how to track pupil progress as this will help to support the effectiveness of the strategies. • Continue to use Kerboodle as it is a good tool when used effectively, pupils progress will get better. 	£22,000

B. Increase level of literacy for PP pupils	<p>Precision teaching</p> <p>Literacy reps meeting regularly to embed literacy in all lessons</p> <p>Reading lessons in curriculum time – English</p>	<ul style="list-style-type: none"> ● Improvement in reading and spelling age. ● pupils confidence improved in lessons to read 	<ul style="list-style-type: none"> ● Continue to use the approaches and funding to supplement the sessions. 	
<p>C. PP pupils make progress by receiving first quality teaching and learning and effective intervention equality of progress with all pupils.</p> <p>D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4</p>	<p>Continue to improve the quality of teaching and learning so pupils experience consistent first quality lessons</p> <p>Secure the improvement in the learning of maths to ensure pupils make progress using Hegarty maths as a resource</p> <p>High quality feedback is linked to outstanding progress in curriculum area</p> <p>Whole school focus on challenging the more able PP pupils.</p>	<ul style="list-style-type: none"> ● CPD and best practice sharing sessions have established a clear way for all staff to assess needs, plan and review plans based on lesson observations, work scrutiny and learning walks. Cross-curricular work has been done and has led to a successful sharing good practice session in twilight INSET. ● EFF research shows feedback makes the biggest difference to progress. Department reviews carried out in 2018-19 showed that the quality of teaching has improved and the quality of feedback to facilitate progress was of high standard. 	<ul style="list-style-type: none"> ● CPD on training on Teaching & Learning - to promote collaborative work, high expectations & aspirations, stretch and challenge for all, will need to feed into our whole school approach moving forward to embed high quality teaching ● Leadership training CPD will need to be built into direct time for 2019-20 to engage all staff leaders in their strategic approach to school improvement. ● Continue to focus on improving the quality of marking and feedback across the curriculum. 	

ii. Targeted support

Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
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<p>A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers</p>	<p>Target meetings, KS3&4 PP pupils will have a 1 to 1 meetings, to ensure that their targets are set, needs are met and the appropriate support is offered to help them to make progress</p> <p>4 week leadership programme for Year 10 - Reward Trip</p> <p>Year 9 leadership sessions Rapid progress in all subjects through intervention sessions for a small group of pupils</p> <p>Smaller class sizes in Maths and science in Key Stage 4 by providing an additional teacher</p> <p>Numeracy booster withdrawal sessions for year 10 and 11</p> <p>Year 7 numeracy and literacy bespoke programme</p> <p>Numeracy sessions at lunchtime and after school.</p>	<ul style="list-style-type: none"> • pupils regularly have appointments from the end of yer 9-11 to aid their transition. Some pupils in year 10&11 had priority for one to one as their progress data indicated that they required some immediate intervention. • The session helped to develop pupils skills and qualities which has helped them in their transition throughout the academic year. • Lesson 7 provision was structured to deliver pupils with greater needs in the core subjects, allowing them to focus on revision strategies and reviewing content. Intervention sessions were targeted to specific pupils. • Pupils had more support in lessons, 1-1 teaching as teachers were able to focus on pupils' individual needs. • Sessions having a low impact as the PP gap and NON PP Gap widened for most year groups. 	<ul style="list-style-type: none"> • These sessions will continue in 2019-20. • We should consider starting our one-one sessions from Key Stage 3 to build a longer pathway and providing earlier intervention for identified pupils. • We continue to aim high and actively discuss and reflect on learning to build skills for the pupil's future and to be the best of themselves. • The sessions went well and some key pupils did not attend . Continue to run the sessions. • These strategies have proven some success as seen in the impact. However all strategies used can be further developed and used more effectively in the next academic year to even meet the desired outcomes and improve that quality of teaching for all. 	<p>£106, 500</p>
<p>B. Increase level of literacy for PP pupils</p>	<p>First Story</p> <p>Library Reading Club</p> <p>Identification of small groups to be included in Phonics to focus on basic reading.</p>	<ul style="list-style-type: none"> • 15 girls participated in this session and it has helped to develop their creative writing skills. • Reading intervention group is performing much better than at the start of the programme. • The number of pupils in the small intervention sessions have reduced and the reading level of the girls have improved. 	<ul style="list-style-type: none"> • These actions will continue to increase and raise the literacy of literacy and should continue in 2019-20. • Targeted reading intervention sessions for KS3, including reading club can be better developed in the school through an intervention leaders programme. 	

<p>A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers</p> <p>D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4</p>	<p>pupils to have targeted support from external agencies, providing intervention to ensure progress.</p> <p>Chaplaincy</p> <p>Additional provision provided to support pupil's outcome and improving their progress and attainment 8 score - TLM course</p>	<ul style="list-style-type: none"> • More support is provided for pupils • One to one mentoring support was provided for pupils who were experiencing personal issues, including behaviour and personal issues. This helped to reduce the level of problems some of the pupils were experiencing. • Identified pupils with very low P8 score were offered an alternative subject (TLM) to help them improve their P8 score - 100 pass for the group. 	<ul style="list-style-type: none"> • A minority of pupils are experiencing these problems so more one to one support should be put in place through the work of the Progress Leader to engage pupils. • An alternative subject (TLM) was offered to pupils to help them to improve their P8 score, this situation should be avoided, better planning and support by HOD's to help all pupils in making progress in their subjects. 	
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned	Cost
<p>A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP pupils and their NPP peers</p> <p>B. Increase level of literacy for PP pupils</p> <p>D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4</p> <p>E. Raise the aspirations of PP pupils</p>	<p>Free breakfast club sessions</p> <p>Stationary cupboard</p> <p>ICT equipment</p> <p>Revision aids</p> <p>Teaching material for D&T Food</p> <p>Careers interviews, career meeting, workshops and work experience</p> <p>Monitoring of pupils attendance and follow up quickly.</p> <p>Monitoring of pupils behaviour and follow up quickly.</p> <p>Uniform allowance to support those in need</p> <p>Trips, enrichment and other</p>	<ul style="list-style-type: none"> • Medium impact - accessed by a small number of pupils, pupils find it difficult to come to school early • All pupils were provided with mathematics, english and science resources. • Most pupils were provided with revision guides and text including resource cards to support their revision technique. • More emphasis on revision technique will improve the impact from medium to high. • Pupils had regular interviews from the end of year 9-11 to aid their transition, subject choices and career pathway. • Pupils in post 16 had good offers to post16 courses which are in line with their aspirations. • Attendance Coordinator worked closely with School Attendance officer and 	<ul style="list-style-type: none"> • Continue to share best practice with staff on effective revision and information retention for pupils to do in lesson time. • There needs to be departmental ownership for using resources, modelling to pupils effective revision technique through quality first teaching. • Continue this approach in 2019-20 for the transition point. • Consider aspirations for all Key Stage 3 pupils to build a longer pathway and engage parents as this would be beneficial. • Reorganise the attendance structure to allow more collaboration and a clearer structure for escalation for low attendance. • Continue to look at the attendance programme /structure that was used in 2018-19 including the regular follow up and discussion. 	<p>£76,000</p>

	<p>opportunities to enhance learning outside of the classroom</p>	<p>directly with PP pupils who were falling below the school attendance expectations of 95%.</p> <ul style="list-style-type: none"> ● Form tutors have praised the improvement on attendance regularly ● Individual attendance certificates and rewards are offered. ● The level for PP pupils attendance increased slightly. ● The tracking system for behaviour have been altered, in particular the internal exclusions and pupils being sent of lessons. ● These alteration shows identified/specific behaviour incidents and the data show higher incidents than previously. (data not available to show0 ● The % of PP pupils being sanctioned have reduced as there is no accurate data for the year 2017-18. ● Uniform was provided to pupils who were in need. ● Positive impact as all pupils felt cared for. ● All pupils in KS3 were able to attend at least one trip, both curriculum and extra-curricular. ● Most of KS4 pupils attended extra-curricular activities which build skills of independence and team spirits. ● Pupils feedback was very positive. ● Pupils who did music were able to perform and their lessons were subsidised, these pupils all passed their music examination. 	<ul style="list-style-type: none"> ● The number of pupils flagging up as repeating behaviour is a minority so more one to one work should be put in place by the Progress Leaders to re-engage the pupils. ● More support needs to be provided to staff who are experiencing classroom management deficiencies. ● This will continue in 2019-20 due to the high level of deprivation. ● Money will continue to be used for this purpose in 2019-20 inline with the PP policy and spend plan. ● This will be closely monitored for impact and progress, looking at all pupil by pupil to help build a more robust impact evaluation. 	
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<p>D. pupils eligible for PP identified as high attaining from KS2 level make as much progress as other pupils identified as high attaining, by the end of Key Stage 4</p> <p>E. Raise the aspirations of PP pupils.</p>	<p>More able projects and trips to raise aspirations for academic success</p>	<ul style="list-style-type: none"> • All pupils in KS3 were able to attend at least one trip, both curriculum and extra-curricular. • Most of KS4 pupils attended extra-curricular activities which build skills of independence and team spirits. • Several programmes were put in place to support these pupils. 	<ul style="list-style-type: none"> • These strategies have proven to be successful. All of the strategies can be used in 2019-20 to even more to meet the desired outcomes and improve the quality of these approaches. 	
<p>E. Raise the aspirations of PP pupils</p>	<p>Lambeth Black Caribbean Aim High Project Motivational seminars and acknowledging and celebrating and rewarding pupils success when targets are met FEM Project Academic and Peer mentoring</p>	<ul style="list-style-type: none"> • % of pupils making progress is very good when compared to other groups of pupils. • Students are engaged in activities to improve their self esteem and confidence which will aid them in making progress. 	<ul style="list-style-type: none"> • These strategies have proven to be successful. All of the strategies can be used in 2019-20 to even more to meet the desired outcomes and improve the quality of these approaches. 	