

The strategy will focus on three aspects:

1. Achievement
2. Aspiration
3. Attendance

Barriers to future attainment (for all pupils particularly those from disadvantaged backgrounds)	
1.	<p><b>Achievement</b></p> <p><b>Pupils who are eligible for PP are making less progress than other pupils, including Males, HAPs and SEN pupils:</b></p> <ul style="list-style-type: none"> <li>- Lower literacy skills on entry than other pupils</li> <li>- Lack of high quality teaching including feedback, tracking and assessment</li> <li>- HAPs are not challenged and stretched</li> <li>- Boys underperforming compared to girls</li> <li>- Subject areas do not have an explicit focus on progress of PP pupils</li> <li>- Heads of year do not have a holistic approach to underachievement across the curriculum</li> <li>- Lack of opportunity to catch up with peers</li> </ul>
2	<p><b>Aspiration</b></p> <p><b>Pupils who are eligible for PP are less engaged in school and enrichment and do not have the meta cognitive strategies to develop independent learning:</b></p> <ul style="list-style-type: none"> <li>- Lower rates of attendance to after school intervention and enrichment activities</li> <li>- Lower parental engagement in school based activities including attendance to Open evenings, Achievement evenings and 1:1 meetings</li> <li>- Lack of opportunities and resources available to actively engage parents with supporting their children’s learning</li> <li>- PP pupils complete less homework than other pupils</li> <li>- PP pupils are less likely to have the skills to ‘learn to learn’</li> <li>- PP pupils are less likely to want to pursue further education</li> <li>- Lack of opportunities and resources to actively engage pupils and parents</li> </ul>
3	<p><b>Attendance</b></p> <p><b>Pupils who are eligible for PP have lower rates of attendance than other pupils</b></p> <ul style="list-style-type: none"> <li>- Attendance of PP pupils was.....</li> </ul>

- PP pupils more likely to be permanently excluded or excluded for a fixed term than their peers

Outcomes		
	Intended outcomes	Success criteria
1	<p>1a) Appoint Directors of Achievement for KS3 and KS4 to support the achievement agenda and ensure all PP pupils in year 7-11 make outstanding progress</p> <p>1b) <b>All year 7 pupils</b>, particularly disadvantaged pupils make good progress in English and maths</p> <p>1c) <b>All pupils</b>, particularly disadvantaged pupils, are in receipt of high quality teaching – which includes a focus on:</p> <ul style="list-style-type: none"> <li>- Differentiated lesson plans</li> <li>- Adjusted seating plans</li> <li>- Specific and timely marking and feedback</li> <li>- Targeted questioning</li> <li>- Regular AfL</li> </ul>	<p>This will be evidenced through;</p> <ul style="list-style-type: none"> <li>▪ Appointments commencing Sept 2017</li> <li>▪ Monitoring and tracking of all year groups</li> <li>▪ RAG meetings as embedded in year 11</li> <li>▪ Achievement plans in place for all year groups as embedded in year 11</li> <li>▪ Accelerated reader assessments (increased reading ages and reading count over the year - EFR)</li> <li>▪ The LIT programme assessments (from summer term - JHS)</li> <li>▪ GL assessments - reading age test and PASS survey (after retesting - KBE)</li> <li>▪ Relevant PP funded maths intervention programmes (RCL)</li> <li>▪ Switch-on, Nurture group (SPE, GBA)</li> <li>▪ In –school and external assessments for all subjects and all year groups show that more PP pupils are on/above expected progress and less PP pupils are below/concern expected progress at each Progress check.</li> <li>▪ QA T&amp;L reports to show that teaching in all subjects is at least 70% effective or highly effective</li> <li>▪ QA Book looks to show marking and feedback is leading to progress and improved outcomes</li> </ul>

1d) Improved rates for progress for all pupils, particularly disadvantaged pupils across KS3 and KS4 in all subject areas

- i) **All subject areas** to consider and plan for underachieving groups of pupils, particularly those eligible for PP
- ii) **All HAPs**, particularly those eligible for PP are in receipt of lessons that stretch and challenge them
- iii) **All subject areas** to consider and plan for underachieving boys, particularly those eligible for PP
- iv) **All subject areas** to consider and plan for SEN pupils, particularly those eligible for PP

1f) Heads of year to use a more robust system to identify when pupils fall in the Concern category across subjects

- All PP students make progress in line with non-PP students, the gap between PP and Non-PP students narrows in subject areas (HoDs GCSE analysis 2017 V 2018)
- Higher Attaining PP pupils make significantly more progress than other pupils and the same progress as all HAPs, in school and nationally. (evidence through outcomes analysis ZJO)
- All subject areas access PP funding through the bid system to support department specific PP focus (evidenced through bids and funding tracking - ZJO)
- Improved teaching and learning ensures that all students receive quality first teaching through all subject areas (measured through QA T &L reports – Bluesky KVA/ NWA)
- All subject areas focus aspects of department improvement on provision for disadvantaged students (evidenced through SEF – KVA/NWA)
- All department reviews focus on the provision and progress of disadvantaged students (evidence through QA activity)
- School CPD programme supports a focus on school specific vulnerable groups through twilight sessions, MLD programme, HoDs forums and Teachmeets. (KVA/NWA)
  
- Heads of Year trained to use DAPA to identify pupils underachieving across a range of subjects
- PP pupils receive intervention at an earlier stage than non PP pupils – when they are in the below category as opposed to the Concern category (between B<-0.1 NA points)
- HoY embed a programme of intervention in line with the DoA's.
- HoY attend all RAG meetings for their year group and track interventions to embed a holistic approach.

<p>2</p>	<p><b>All students, particularly disadvantaged pupils</b> are engaged with learning and a wider range of enrichment opportunities and have high aspirations for themselves and those around them.</p> <p>All Parents are more engaged through a range of activity in supporting children's learning</p>	<ul style="list-style-type: none"> <li>▪ Increased attendance to whole school events including Achievement evenings, open evenings etc</li> <li>▪ Increased attendance at Higher Education events / career events</li> <li>▪ A significant declining trend in reported negative behaviour and exclusions (evidence using behavior and attendance systems through Pars - CFI)</li> <li>• Student voice shows increasing positive attitudes to school and self. (evidence through department review student voice, PASS, department specific student voice and surveys)</li> <li>• Enrichment opportunities are well-attended by PP pupils (Evidenced by registers, evaluated by KVA)</li> <li>• Evidenced through parental feedback and attendance registers</li> </ul>
<p>3</p>	<p><b>Increased attendance rates and lower exclusion rates for all pupils, particularly those from disadvantaged backgrounds</b></p>	<ul style="list-style-type: none"> <li>▪ Overall attendance for all pupils, particularly those eligible for PP improves from 88.3% to 95% (evidenced through attendance data CFI)</li> <li>▪ Exclusion rates decrease for all pupils, particularly those eligible for PP (CFI)</li> <li>▪ PP pupils' progress and engagement with school improves over time as evidenced through student feedback</li> <li>▪ Views from parents of disadvantaged pupils are surveyed and responded to – 80% of parents to be 'happy' with the school's provision for their child (school survey HSP)</li> <li>▪ Evaluations from all parents' evenings are 85% positive</li> </ul>

Planned expenditure – Academic year 2017/18					
Achievement – raise achievement of all pupils, particularly those from disadvantaged backgrounds					
Intended outcome	Approach/strategy	Rationale	Staff lead	Estimated cost	Review of progress and impact
Improve outcomes for all pupils in core subjects	Specialist teachers appointed in English, Maths and Science	To ensure quality first teaching for all pupils, particularly those from disadvantaged backgrounds.	ASE/KVA	£90000	Yr 7-11 outcomes data
Improve reading ages for all pupils in Year 7 and 8, ensure all pupils make good progress in literacy in Years 7 and 8	New literacy lead appointed	To ensure a high quality literacy across the curriculum plan which supports staff with the explicit teaching of literacy and provides high quality literacy CPD for all staff in order to impact upon the reading ages of <b>all pupils, particularly those from disadvantaged backgrounds</b>	EFR	(Incorporated in staffing cost)	Literacy Development Plan in place (reviewed and RAG taken place April 2017) New Literacy leader in place from Sept 2018 Reading age tests conducted - all pupils to be retested for impact autumn term 2018  AR STAR reading test conducted three times over the year (see AR results below)
	Switch-on reading and writing	An approach recommended by the EEF to support students with low literacy levels to make good progress in reading and writing.		N/A	Switch on reports
	Accelerated reader programme	An intervention to support reading at all levels. AR enables students to choose the most appropriate reading books at their reading age level.		Paid for 3 years (up until 2019)	Accelerated Readers has had a positive impact on the reading ages and word count of the majority of pupils

					including those from disadvantaged backgrounds (results analysis)
	The LIT Programme from the Hackney Learning Trust	A whole class literacy intervention originally funded through EEF which includes meta-cognitive aspects of reciprocal teaching and is linked to the new English curriculum in terms of skills and depth.		£3140	JHS to evaluate
	Lexia	Literacy intervention delivered by TA in form time for targeted pupils (Dyslexia).	EFR/JHS	£4168	EFR to analyse and evaluate reports produced by Lexia
	Library books	Books on reading list to support literacy programme.	THO	£1000	THO to evaluate use of books.
<b>All subject areas to consider and plan for underachieving groups of pupils, particularly those eligible for PP</b>	All departments to bid for PP funding to focus on a T&L curriculum aspect or engagement / enrichment focus to support <b>all pupils, particularly disadvantaged pupils</b> either across the curriculum or from a specific year group.	To ensure that all teachers are involved in and accountable for the progress of <b>all pupils, particularly disadvantaged pupils</b> in their classrooms and subject areas. This gives teachers the chance to be more creative in terms of their approach to T&L and enrichment.	ZJO	£8000	Wide range of bids in place – see evidence of bids and review of impact from each area – Maths – Pinpoint maths English – Tutor time resources History – Theatre visit Drama – Theatre trip English – Sports journalist intervention Yr 10 and 11 DLA – 1:1 intervention PP Year 10 pupils
	KS4 GCSE Intervention classes /resources in core subjects (through PP curriculum bids)	To provide additional support / resource and experience in preparation for upcoming examinations, to ensure <b>all GCSE pupils are well-prepared for GCSE examinations in all subject areas.</b>	ZJO	Incorporated in above curriculum bids.	See above GCSE outcomes for <b>all pupils, particularly disadvantaged pupils</b>

	Raising the grade conference –English Year 10		JHS	£300	Year 11 outcomes
<b>Improve outcomes in English and Mathematics for pupils in Alternative provision</b>	DLA Maths tutor and KCS English tutor deliver 1:1 tuition to 4 pupils at MAPLE	These pupils progress is paramount to the school and also for their own future prospects.	ZJO	£7500	Mock exam results in EM and GCSE results
<b>Aspiration – Improve engagement and aspiration for all pupils, but particularly those from a disadvantaged background.</b>					
<b>Intended outcome</b>	<b>Approach/strategy</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Estimated cost</b>	<b>Review of progress and impact</b>
<b>Increase rate of engagement in extracurricular school activity</b>	Enrichment programme established across the school	<b>To ensure that all students, particularly disadvantaged pupils</b> have access to a wide range of extra-curricular activities which could include trips / residentials / clubs and memorable experiences that are fun and enjoyable.	KVA	£7000	KVA to monitor and publish attendance termly. KVA to evaluate spending
<b>Increase access and opportunity to experience higher education</b>	NTU / Nottingham university Widening participation programme of assemblies and visits embedded into each year group	To ensure all pupils, particularly those from a disadvantaged background are fully informed of opportunities in Higher education. These will include: <ul style="list-style-type: none"> <li>- Next step assemblies (Yr 7-11)</li> <li>- Year 10 Pepper programme – mindfulness and well being</li> <li>- Year 10 Nottingham university trip aimed at boys (Nov) and girls (Jan)</li> <li>- NTU Summer residential (HAP PP's Year 9)</li> </ul>	ZJO / SBR/ KCO	Travel costs - £1000	DoAs to evaluate pupil feedback after each assembly / visit / residential. University feedback.
	Careers programme and external Careers Adviser support <b>all pupils,</b>	To ensure all pupils receive high quality careers advice and guidance	JWE/KVA	£5000	KVA -Ring fenced funding – impact reviewed July 2018

	<b>particularly those from disadvantaged backgrounds.</b>				
	Well- being award	To support the mental health and well being of all pupils, particularly those from a disadvantaged background.	ABR	£250	Support towards Well being award – recognition for work done by whole school to support mental health of pupils and staff.
<b>Parents / carers are more engaged, through a range of activity, in supporting children’s learning</b>	Family learning project to involve a number of families from different year groups	A holistic approach to family learning, using external providers to support families from disadvantaged backgrounds.		£1500	ZJO – Dads and Lads programme. Year 8 – Family meal post next steps assembly
	Additional contribution to hardship fund.	To ensure that parents / carers of <b>all pupils, particularly those from disadvantaged backgrounds</b> have access to additional funding to support pupils’ emotional an social well –being.	LN / ST	£500	LN and ST to review usage and impact for individual families
	Personalised spending plans for individual Looked after Children	To support the educational, social and emotional needs of our LAC		£120	GWJ review of each plan
<b>Attendance – Increase attendance rates of PP pupils and focus on emotional and social well being of our most vulnerable pupils.</b>					
<b>Intended outcome</b>	<b>Approach/strategy</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Estimated cost</b>	<b>Review of progress and impact</b>
<b>Increased attendance rates for pupils eligible for PP</b>	PP funding to support whole school behaviour and attendance trips and rewards. Bespoke attendance and behaviour project (boys focus)	Attendance rewards supported by PP funding to improve attendance for all pupils particularly those from disadvantaged backgrounds. Attendance data to identify PP students who have either poor attendance or issues with punctuality – funding used to	CFI / ZJO / HoDs	£4000	CFI to report on attendance data ZJO to monitor and track attendance at before school provision



	<p>Breakfast clubs for targeted students in every year group</p> <p>Student travel – support travel to/from school. Support attendance on Course based trips</p>	<p>engage disadvantaged pupils with low attendance.</p> <p>Focused breakfast clubs to encourage students to be in school and on time every day.</p> <p>Ensure barriers to attendance to school and or school trips are minimised</p>			
	<p>A coordinated multi-agency approach for identified pupils, including access to Children’s Services and the Health Related Education Team</p>	<p>A personalised approach for our most vulnerable pupils including Access to Anger Management, Counselling Services, Behaviour Management Services</p>	<p>GW / LNE</p>	<p>£5800</p>	<p>GW LAC plan CFI monitor CASY support</p>
			<p><b>Total estimated spend</b></p>	<p><b>£139328</b></p>	