

# Pupil premium strategy statement

1. Summary information					
School	Telford Langley School				
Academic Year	18-19	Total PP budget	£314,000	Date of most recent PP Review (External)	Nov 15
Total number of pupils	720	Number of pupils eligible for PP	*	Date for next internal review of this strategy	July 19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)
% achieving 4+ Basics EM	31%	63% (2017)
Progress 8 score average	-0.30	+0.10 (2017)
Attainment 8 score average	33.43	53.30 (2017)

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

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

A.	The quality of teaching and learning
B.	Low literacy and numeracy skills
C.	Behaviour and attitudes to learning issues in all years
D.	The percentage of PP students entering Year 11 predicted to attain a standard+ in English and Mathematics is 56.7% and 47.8% respectively lower than the national other pupils figure.
E.	Improved attainment (Closing the gap) and improved rates of progress for PP students with particular attention to the higher and middle ability bands in particular boys leading to greater aspiration and engagement throughout.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F</b>	Attendance rates for pupils eligible for PP are 89.71% (below the target of 95% for all students) This reduces their school hours causing them to fall behind on average.	
<b>G</b>	Increased social, emotional, mental health issues are affecting the progress of a student's (mainly PP) across targeted students within each year group.	
<b>H</b>	Lack of parental and family engagement with school	
<b>I</b>	Low aspirations and history of underachievement	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve the quality of teaching and learning for all students	Improve the quality of teaching practice to 90% consistently good or better. Performance Management indicates that 88% of teachers are identified as effective in student output, outcome and teaching and learning. Learning walks will indicate that at least 9/10 lessons are effective in helping to students to learn. Book trawls indicate 90% of books scrutinised demonstrate effective or better feedback.
<b>B.</b>	High levels of progress in literacy and numeracy for targeted students, across all year groups, eligible for PP.	The targeted PP pupils make more progress than "Non PP" pupils so that at least 50% exceed Literacy & Numeracy targets and 100% meet expected targets.  65% of all students have a reading age at or above their chronological age. This will be evidenced through Accelerated reader, Access test and Corrective Reader outcomes.
<b>C.</b>	Behaviour and attitudes to learning issues in targeted PP students, in all years, to be improved	Improved engagement in lessons. Reduced C6 and C5 entries for each student. (without changing recording practices or standards) Increased Rewards's, Engagement in assertive mentoring programme and other targeted support.

		100% consistency with the consequence system, 100% 4 to start and 4 to finish, 100% punctuality, 100% using Rewards's to reward pupils within the lesson
<b>D.</b>	The percentage of PP students entering Year 11 predicted to attain a good grade in English and Mathematics is 56.7% and 47.8% respectively lower than the national other pupils figure. This figure reflects slower progress rates among PP students when compared to their peers in these key subjects. This is of serious concern in terms of the potential destinations and life chances of PP students.	Tracked rates of progress of PP students is better than that of other students in their cohort. Where it is not, department-level interventions take place (monitored by Heads of Departments and DOL) Any in-school gap between PP and other students in the 'Basics' GCSE measure is lower 5% and narrower than the last validated national average.
<b>E.</b>	Improved attainment (Closing the gap) improved rates of progress for PP students particularly those in the higher and middle ability, leading to greater aspiration and engagement throughout.  There are a key group of students who have some significantly low progress 8 scores.  *or in the case of Yr 7 and 8 standardised scores pupils identified by the school equivalent bands	Pupils eligible for PP identified as higher and middle achieving (KS2 data*) make as much if not more progress as "other" students across KS3, so that 90% are on track to make expected levels of progress at the end of each KS. Where they are not, departments are putting in place intervention, monitored by heads of department (HOD) and PP Lead Positive P8 scores; KS3 end of year tracking data, reduction in the gap between PP and non PP attainment in school and national gap to be closed.
<b>F.</b>	Attendance rates for pupils eligible for PP are 89.71 % (below the target of 95% for all students) This reduces their school hours causing them to fall behind on average.	Reduce the number of persistent absence (PA) among pupils eligible for PP to 10% or below. All PP students to have 95% attendance or above. Where they are not, pastoral departments are putting in place intervention, monitored by Heads of House.

<b>G.</b>	Increased social, emotional, mental health issues are affecting the progress of a student's (mainly PP) across targeted students within each year group.	Recorded cases are signposted correctly ensuring all follow up referral are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting. Youth survey to show a reduction in key findings data and Telford Langley School to be in line or lower than other participating schools.
<b>H.</b>	Improved parental and family engagement with the schools which effectively supports the needs of the DS's.	100% of targeted DS parent's to attend their all allocated Parent's events in particular parents evening appointments and family/parental learning events.
<b>I.</b>	All students will be aspirational for their future. They will have a clear pathway and destinations post 16. Pupil premium students will be proportionally represented in future educational data provided by LA.	Increased positive destination data for DS in line with other students in the school and students nationally.

## 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?
Improved quality of Teaching & Learning for all students Performance Management indicates that 90% of teachers are identified as effective in student output, outcome and teaching and learning.	Development of a 3 year plan Increased staffing to secure more teaching groups in all years. Implement a school wide learning model. Supported by systematic monitoring of the quality of teaching, learning and assessment over time. Rigorous PM programme. Targeted CPD. Lead practioners used to support delivery of a Coaching Model Calendared Learning Walks. Triangulation of use of appropriate data and use of PLC's.	Reducing class sizes thus improving opportunities for effective teaching and accelerating progress Providing small group work with an experienced teacher focused on overcoming gaps in learning. TDTN recommendations are that QFT teaching is increased via peer to peer support.  Improved teaching and learning outcomes 2017-18 demonstrated in Ofsted report and peer review.	Impact of strategy to be demonstrated through external and internal sources such as HMI, Peer reviews, Action plan support, performance management.	EBL PH	Half termly. 3 Performance management windows each year Regular Learning Walks Plus responses linked to external feedback as and when they take place.

	<p>CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs. Staff review of CPD</p>	<p>Staff feedback has identified the engagement in targeted, and whole school CPD in supporting improvements in their teaching.</p>	<p>Impact of programme formally evaluated before planning of next phase. Bluesky programme Management CPD programme to be tailored towards needs identified in PM programme, Learning walks</p>	<p>EBL</p>	<p>Ongoing through the CPD programme to be tailored towards needs identified in PM programme, LW's drop ins.</p>
	<p>CPD opportunities for Non-teaching staff to be able to support learning. Targeted, specific CPD based on student needs to enable them to access the curriculum ELSA Training Outstanding Teaching Assistant Training</p>	<p>Ofsted reports. Peer review identified that intervention is supporting emotional wellbeing in the classroom</p>	<p>Feedback from students Feedback from staff Supervision by EP</p>	<p>DoI</p>	<p>Half termly During supervision sessions ongoing</p>
<p>Securing the effective implementation of the Pupil Premium "In Lesson Focus" alongside the whole school marking and feedback policy.</p>	<p>Whole school Pupil Premium "In Lesson Focus", marking and feedback policy implemented, monitored and reviewed.</p>	<p>EFF toolkit identifies feedback as being the intervention which provides the most improvements for disadvantaged students.</p>	<p>Learning Walk Work scrutiny, Performance Management. Peer to peer reviews. Department meetings DOL directorate reviews</p>	<p>EBL DoI</p>	<p>Regular LW's During half termly EAB data analysis Performance management windows three times a year</p>

<p>Promote student talk to promote engagement and deeper thinking</p>	<p>Teachers use DRICE to ensure that 90% of lessons are consistently good or better Development of Think, pair, share</p>	<p>This provides pupils with the opportunity to learn from their peers and develop their ability to articulate their own points in a safe environment.</p>	<p>Learning walks Sharing of best practise Quality assurance</p>	<p>EBL</p>	<p>Planned programme of learning walks will monitor the implementation and student voice responses will be used to analyse the impact.</p>
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<p>Improved engagement in lessons. Reduced C6 and C5 entries for each student. Reducing FTE's by 50%.</p> <p>Behaviour for learning is good or better</p>	<p>Consistent and continuous application of consequence system. Assertive mentoring Bespoke TT's Bespoke support in and out of the classroom Nurture based activities PSP's Engagement of appropriate outside agencies to be part of the schools graduated response to include Anger Management courses, ELSA, Build to Express etc. Attachment training for key staff. PDC (Pupil Disciplinary committee) to be held each term for individual students with 15 days FTE. Cone of success to be introduced to run alongside cone of need.</p>	<p>2017-18 outcomes demonstrates an improvement in behaviour records. EFF toolkit suggest targeted intervention matched to student need improves outcomes Metacognition and self-regulation demonstrates + 8months through EEF Toolkit.</p>	<p>Systematically monitor the implementation of the consequence system. (KP)</p> <p>Implementation of rigorous system for tracking DS behaviour patterns and targeting of appropriate intervention. Assertive mentoring of identified students who identified at being at risk</p> <p>Bespoke individual programmes for identified students</p>	<p>KP HOH DOI</p>	<p>Behaviour Learning Walks part of whole school CPD and monitoring and evaluation. Regular LGB reports</p> <p>In line with collection of subject data.</p> <p>On going</p>
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**Total budgeted cost** £140,000

**ii. Targeted support**

<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>
<p>Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers</p>	<p>Appropriate curriculum mapping and staffing.            Three year KS4 introduced for 20/21 leavers            Support staff allocated appropriately alongside teaching staff.            Continue with an increased number of Maths and English lessons in all year groups.            Supported allocation of four different options pathways.            Intervention in English and Maths appropriately targeted and well delivered.            More able programme/focus in PM.            DTT approach.            Targeted enhanced provision – eg educational visits, trips etc            Bespoke TT for identified students who cannot fully engage in mainstream school. Academic Coaches</p>	<p>Appropriate curriculum offer to meet students' needs and interests to improve engagement/outcomes            Extra support provided to improve attainment.</p> <p>Targeted Teaching groups with highly qualified staff are known to be effective.</p> <p>Improvement in PP outcomes in 2018 (Unvalidated Results)</p> <p>In school data demonstrates that this has a positive impact upon engagement in school</p>	<p>Regular Data analysis            Departments review            PM meetings            DH for Progress report to SLT &amp; EAB            Regular DOL PP Focus meetings.            PP Focus on subject department Agenda            Analysis of Data to inform intervention planning. (DOL)</p>	<p>PH            MC - English            RJ - Maths            APR            RP More able</p> <p>MCo            RJ</p>	<p>Each data drop</p> <p>In line with LGB reports            3 times a year</p> <p>During each LW</p> <p>Yearly, further to the trip and results</p> <p>LM meetings with AC's            monthly</p>

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<p>Improved attainment (Closing the gap) improved rates of progress for PP students in the higher and middle ability bands, leading to greater aspiration and engagement throughout.</p>	<p>Appropriate curriculum Increased number of teaching groups across all year groups PIXL DTT approach across whole school. Curriculum and staffing mapped to meet the needs of the students. Interventions planned to meet the targeted needs of the DS DOL to schedule targeted DS Holiday provision based on DTT. Analysis of Data to inform intervention planning which is bespoke and part of the individuals plan.</p> <p>Dol secures impact of Intervention strategies &amp; programmes for DS “In Lesson PP strategy” applied by all staff</p>	<p>Curriculum map adjusted to meet Government guidance and student needs. Reducing class sizes thus improving opportunities for effective teaching and accelerating progress Providing small group work with an experienced teacher focused on overcoming gaps in learning.</p> <p>Evidence from 2016-17 outcomes demonstrating closing the gap.</p>	<p>Scrutiny of data through moderation and assessment grades.</p> <p>Learning walks/Lesson observations</p> <p>Performance management process</p> <p>SLT meetings</p> <p>Line manager meetings</p> <p>Intervention attendance registers</p> <p>Department examination analysis documents – plans for 2017-18 DOL annual plans</p>	<p>APR PH/DOL</p>	<p>Half termly</p> <p>Each data drop – dependant on year group.</p>
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<p>Improved attendance %'s</p>	<p>EWO employed follow T&amp;W protocol rigorously. Pastoral team and EWO fortnightly meetings to identify need. Daily contact information produced to inform absences by attendance officer. First day response. Employment of Attendance Clerk Attendance Action Plans (AAP) 1:1 Assertive mentoring Attendance focus Attendance booklets Two weekly attendance review Rewards allocated for 100% attendance and punctuality</p>	<p>Improved attainment through increased attendance. National Foundation for education Research briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance improvement plan developed and implemented. Securing the delivery of QFT to encourage attendance on positive experiences identified by students.</p> <p>Ofsted 2016-17 recognise improvements in attendance within certain year groups.</p>	<p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Attendance and progress discussed at least weekly with mentor</p> <p>Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian or barriers</p>	<p>KP HOH</p>	<p>2 weekly with EWO for all Weekly for assertive mentoring cohort Daily by attendance officer to target EWO's daily plan of visits and meetings etc.</p>
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Improved literacy & numeracy	<p>Bespoke Timetable for KS3 low ability sets have additional Eng &amp; Maths</p> <p>Deliver small group Corrective reader provision.</p> <p>Read 45.</p> <p>Accelerated Reader Programme.</p> <p>Introduction, delivery of PIXL Code programme for identified students.</p> <p>Introduction of Clicker 7</p> <p>Develop and embed a numeracy policy.</p> <p>Ninja numeracy prog.</p> <p>KS4 identified students have a 3<sup>rd</sup> pathway with extra English and maths.</p> <p>Smaller group sizes</p> <p>Additional staff allocation to support need at KS4.</p> <p>Increased literacy support within "In Lesson PP Strategy".</p>	<p>School and external evidence demonstrates outstanding impact to Reading ages. In school progress is greater than EFF toolkit of +4 months using phonics.</p> <p>Reading comprehension such as Accelerated reader EEF = + 5 months</p> <p>Research by John Hattie shows direct instruction technique to be very effective.</p> <p>2017/18 reading age (average) improvements</p> <p>PP - 16 months increase</p> <p>Non PP - 11 months increase</p>	<p>Data tracking</p> <p>CPD for deliverer of PIXL Code</p> <p>CPD for new class teachers to support reading in lessons.</p> <p>Literacy lead to monitor and evaluate delivery</p> <p>Regular calendar of LW's which affect middle leaders feedback</p> <p>Whole school Clicker 7 CPD</p> <p>Track home usage of clicker 7</p> <p>Book trawls</p> <p>Accelerated reader assessments regularly undertaken.</p> <p>Literacy lead to undertake regular assessments of students</p> <p>Numeracy Ninja higher number of students in receipt of higher "belts"</p>	<p>PH/HR SF</p> <p>APr</p>	<p>AR tests completed through English lessons as and when.</p> <p>Annual review of curriculum mapping</p>
<b>Total budgeted cost</b>					£120,000

### 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>Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice</p>	<p>Appointment of engagement Officer            Application of appropriate graduated response including the use of nurture provision.            Employ school counsellor.            ELSA training undertaken by TA and 6 weekly programmes being run            Referral to CAMHS and signposting to other relevant support services.            Purchase SLA for Ed Psych interventions.            Future in Mind agreed school programme and interventions.            SFAP Use of House 1            Application of EHCNA            Appropriate Theatre groups            Monthly and bespoke IASS support            Effective use of Boxall Profile.            Build to Express Lego programme training and resources</p>	<p>Evidence suggests that the number of students with SEMH has increased rapidly and that targeted early intervention matched to specific students with specific SEMH issues can be effective.            Increase in the number of student's referred to use internal and external services to support Mental health.            CAMHs young person survey identified that Telford Langley respondent's highest CAMHS users across T&amp;W. 23.2 % of students in school had used the school nurse or relateen. (2016) 12.7% greater than the survey average had self-harmed or considered self-harming.            100% of students who accessed House 1 during 2017-18 are PP.            90% of students who attended alternative provision are PP            100% of EHCNA requested were granted.</p>	<p>SSO's, DSL,s DOH (relationships) and HOH to engage with parents and students as required.            Appropriate services identified and actively engaged.            Working with Director of Inclusion to identify graduated response for those who require referral to other services</p>	<p>KP  MMO  APR</p>	<p>Half termly (graduated response as and when = Access plan do review)            Annual through CAMHS report.</p>

<p>Improved parental and family engagement with the schools which effectively supports the needs of the DS's.</p>	<p>New online parental booking system embedded</p> <p>Parental/family learning sessions to be organised and run by core subject departments</p> <p>Monthly Parental Drop-ins held to discuss and address concerns supported by IASS and other outside agencies.</p>	<p>Parental engagement has a large and positive impact on children's learning (DFE 2010 and Joseph Rowntree Foundation 2013)</p> <p>EEF Toolkit values parental involvement as a moderate impact (+3 months)</p>	<p>analyse data after each parents evening to identify areas of need</p> <p>Parental Questionnaire</p>	<p>PH RP DC</p> <p>HOH</p> <p>DOL</p>	<p>after each Parents evening review of attendance</p> <p>Termly</p>
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<p>Raising and understanding aspirations and improving life chances.</p> <p>Increased positive destination data for DS in line with other students in the school and students nationally.</p>	<p>TLR – PSHE Targeted yr 10 &amp; 11 destination assemblies. Implement moving on up programme. Support for targeted students to attend taster sessions at appropriate providers Appointment of Careers Lead TLR Targeted high quality careers advice which meets the Gatby Benchmarks across all year groups. Provide high quality careers advice – Targeted Future Focus meetings Future Focus attendance at all PEPs. Establish a data tracking system for DS at key transition points. Appoint Aspire to HE lead. Aspire programme: Targeted support for identified students Targeted support for CIC TLR 3 Transition lead appointed for transition for yr6's and family</p> <p>Select and implement a commercial attitudinal</p>	<p>2017/18 100% of moving on up students allocated positive destination.</p> <p>Reduces the impact of transition dip between yr 6 and 7</p> <p>Information from LA virtual schools advice that improved engagement in education after school is greater when careers advice is targeted for LAC. Reviewed 2018 leaver's data against LA destination data when available.</p>	<p>Assemblies planned and held</p> <p>Relevant staff led meetings and reviews.</p> <p>Through parental feedback</p> <p>Line management meetings</p> <p>Student tracking of destination data.</p>	<p>KP AH – DOL APR JR - TA</p>	<p>Dec 17 April 18 July 18 On receipt of school destination data from LA</p> <p>annually</p>
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	survey to establish baseline data. Use of motivational speaker				
<b>Total budgeted cost</b>					<b>£54,000</b>

**6. Review of expenditure 2017-18**

**2017-18 Review of Pupil Premium Expenditure: Telford Langley School – Income £284,000**

**i. Quality of teaching for all**

<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>
Improved quality of Teaching & Learning for all students Performance Management indicates that 88% of teachers are identified as effective in student output, outcome and teaching and learning.	Increased staffing to secure more teaching groups in all years Appoint Lead teacher in all 5 directorates. Supported by systematic monitoring of the quality of teaching, learning and assessment over time. Rigorous PM programme Targeted academic coach support. Triangulation - use of appropriate data and use of PLC's.	5 Lead practitioners are now in place. PM windows undertaken for all school staff. PM now indicates improvements.  Improvements evidenced throughout the year. External validation through HMI and Peer review (Internal) - learning walks, work scrutiny and structured performance management process.	This approach will continue to be used to improve the quality of teaching and learning and will remain in the 2017-18 strategy.  PM Booklet alterations to be introduced for TLR holders	
	CPD provision is appropriately targeted to support Quality First Teaching (QFT) and Individual teacher needs. Staff review of CPD	CPD has been based on outcomes of learning walks, teacher feedback, departmental reviews, Performance Management and feedback from HOD/DOL/DH (Staff)	This approach will remain. Teacher feedback is dominant in books and a focus on self and peer reviews to improve outcomes.	

<p>Securing the effective implementation of whole school marking and feedback policy.</p>	<p>Whole school marking and feedback policy implemented, monitored and reviewed.</p>	<p>This is monitored on a regular basis both whole school and individuals based on feedback during systematic monitoring. Feedback is given to individuals as well as whole school.</p> <p>This also included the introduction of Pupil Premium Marking and Feedback policy which was monitored as part of the whole school programme</p>	<p>This approaches will remain.</p> <p>Learning Walks identified that there was no significant difference between PP and NON PP books but regular staff intervention around this is required.</p>	
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<p>Improved engagement in lessons. Reduced C6 and C5 entries for each student. Reducing FTE's by 50%.</p>	<p>Consistent and continuous application of consequence system. Assertive mentoring Bespoke TT's Bespoke support in and out of the classroom Nurture based activities PSP's All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.</p>	<p>Evidence as demonstrated by both internal and external sources state that behaviour in school has improved.</p> <p>Consistency is well monitored and regular whole school, department and individual support has been given.</p> <p>100% of exclusions in the Hub have been followed up with a return to school meeting which has set targets, expectations and identified new areas of provision required.</p>	<p>Targeted support</p> <p>This will remain a focus for targeted/identified students. 15 day PDC's to be introduced.</p> <p>Introduction of the Hub facility. Targeted provision and engagement programme. Allocation of an engagement worker.</p>	
<b>Total Spent cost</b>				140,000

## 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
Students in KS4 who are eligible for PP make faster progress in English and mathematics than their peers	<p>Appropriate curriculum mapping and staffing. Increased number of Maths and English lessons in all year groups.</p> <p>Introduce three different options pathways. More able programme/focus in PM. DTT approach.</p> <p>Targeted enhanced provision – eg educational visits, trips etc</p> <p>Bespoke TT for identified students who cannot fully engage in mainstream school</p> <p>Targeted Interventions planned to meet the targeted needs of the DS</p> <p>Develop DS provision map</p>	<p>Appropriate programmes established and new curriculum map applied.</p> <p>Outcomes for English and maths: Based on predications PP students achieved greater outcomes in English than non PP</p>	<p>The enhanced curriculum provides further pathways to success for learner; some of which have been bespoke. We will continue with this approach next year to secure further progress and outcomes. The school will continue to monitor and model its curriculum based need.</p> <p>Evidence from 2016-17 exams suggests that particularly in English, compared to 2016 DS made grater progress.</p>	
Improved attainment (Closing the gap) improved rates of progress for PP students in the 2 <sup>nd</sup> /3 <sup>rd</sup> ability quartile, leading to greater aspiration	<p>Deliver an appropriate curriculum</p> <p>Increased number of teaching groups across all year groups</p> <p>PIXL DTT approach across whole school.</p> <p>Curriculum and staffing mapped to meet the needs of the students.</p> <p>Interventions planned to meet the targeted needs of the DS</p>	<p>All appropriate interventions, programmes, targeted provision was undertaken across all year groups. KS 3 and lower KS4 data confirms improved attainment for PP students.</p>	<p>Greater focus required on targeting outcomes for students within the target group.</p>	

<p>and engagement throughout.</p>	<p>DOL to schedule targeted holiday provision based on DTT.          Analysis of Data to inform intervention planning.          DoI secures impact of Intervention strategies &amp; programmes for DS          Develop DS provision map.</p>	<p>18% increase in 4+ basics compared to 2016.</p>		
<p>Improved attendance</p>	<p>EWO employed follow T&amp;W protocol rigorously.          First day response.          Employment of Attendance Clerk          Attendance Action Plans (AAP)          1:1 Assertive mentoring          Attendance focus          Attendance booklets          Two weekly attendance review          ViVos allocated for 100% attendance and punctuality.</p>	<p>All Agreed Actions have been put in to place.          Attendance measures demonstrate improvements within the annual cycle.          Attendance in final exams improved this year            Attendance improvement plan developed and implemented.          Securing the delivery of QFT to encourage attendance on positive experiences identified by students.</p>	<p>Focus to remain.            Regular PSP's and attendance reviews to remain.</p>	

<p>%'s Improved literacy &amp; numeracy</p>	<p>Appoint a Literacy co-ordinator.          Bespoke TT for KS3 low ability sets have additional Eng &amp; Maths          Deliver small group Corrective reader provision.          Read 45.          Accelerated Reader Programme.          Develop and embed a numeracy policy.          Ninja numeracy prog.          KS4 identified students have a 3<sup>rd</sup> pathway with extra English and maths.          Smaller group sizes          TA allocation to support need at KS4.          Increased literacy support within feedback and marking process.</p>	<p>Outcomes remain high for all students who have literacy and numeracy as a focus across Ks3 and 4.          Criteria met and exceed in some areas.            Improving outcomes for PP students given their starting points.            Reading ambassadors introduced.          Outcomes 2016-17:          Yr 7          PP 100% 18 months increase          NON PP 67% 4 months increase          Yr8          PP 100% 17 months increase          Non PP 50% 24 months increase          Yr9          PP 100% 13 months increase          NON PP 100% 4 months increase          Overall          PP 100% 16 months increase          NON PP 72% 11 months increase</p>	<p>Careful scrutiny of data identifies this is an effective strategy based on in school and national evidence collected. We will continue with this strategy with some changes to delivery, training and management of the programmes          All of the identified programme will remain with the:          Introduction of Clicker 7          Introduction of PIXL CODE          Numeracy profile needs to increase to meet that of the literacy.</p>	
<b>Total Spend</b>				£100,000

iii. Other approaches				
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
Students with Social, emotional, mental health (SEMH) issues receive appropriate support and advice	<p>Application of appropriate graduated response</p> <p>Employ appropriate counselling services</p> <p>Referral to CAMHS</p> <p>Purchase SLA for Ed Psych assessments</p> <p>SFAP Use of House 1</p> <p>Application of EHCNA</p> <p>Appropriate</p> <p>Theatre groups</p> <p>IASS student voice support</p> <p>Build to Express Lego programme training and resources</p>	<p>Level of need both nationally, locally and within school remains high.</p> <p>A graduated response remains in place with internal and external support provided.</p> <p>Appropriate external support is sourced, provided and monitored.</p>	<p>Support will remain target group will remain a focus and use of further external providers to be used.</p> <p>Providing support for staff who are supporting the SEMH to ensure they have the correct “tools” to support.</p>	
<p>Improved parental and family engagement with the schools which effectively supports the needs of the DS's.</p> <p>100% of targeted DS parent's to attend their allocated Parent's evening appointments and events.</p>	<p>Appoint new MIS system manager</p> <p>New online parental booking system embedded</p> <p>Parental/family learning sessions to be organised and run by core subject departments</p>	<p>In more personalised intervention engagement has seen a significant increase over the year</p>		

<p>Raising and understanding aspirations and improving life chances.</p> <p>Increased positive destination data for DS in line with other students in the school and students nationally.</p>	<p>TLR – PSHE</p> <p>Targeted yr 11 destination assemblies.</p> <p>Implement moving on up programme.</p> <p>Support for targeted students to attend taster sessions at appropriate providers</p> <p>Targeted high quality careers advice.</p> <p>TLR 3 Transition lead appointed for transition for yr6's and family</p> <p>Future Focus attendance at all PEPs.</p> <p>Assertive mentoring</p> <p>Yr 9,10 &amp; 11 carers festival</p> <p>Attendance at University days.</p> <p>Establish a data tracking system for DS at key transition points.</p>	<p>PSHE lead appointed and programme running with a focus upon student outcomes.</p> <p>Group, individual support and advise has been given to 100% of all targeted students. This has included off site visits supported by careers, pastoral and SEN support staff.</p> <p>Parents have attended additional academic mentoring meetings.</p> <p>Attendance at parents evenings have improved since the new booking system was introduced.</p> <p>Attitudinal survey sourced.</p>	<p>Moving on up programme to be delivered on a need by need basis and be an umbrella term for the support offered.</p> <p>National/local data for destinations are published at the end of the autumn Term</p> <p>New booking system does not allow staff to target students/parents electronically.</p> <p>Staff training needing to be undertaken to complete appropriately.</p> <p>Destination data review to be taken at other points throughout the year.</p>	
<b>Total Spend</b>				<b>£40,000</b>