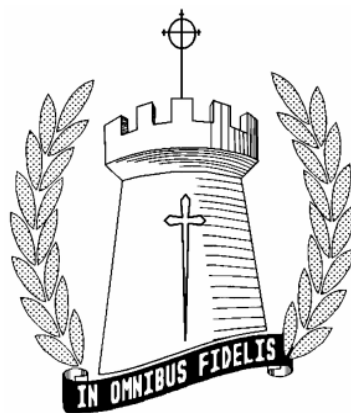


St Damian's RC Science College



PUPIL PREMIUM
REPORT TO GOVERNORS – END OF YEAR
2018-2019

REVIEW DATES:

HT1 - Oct 2018

HT2 - Dec 2018

HT3 - Feb 2019

HT4 - Apr 2019

HT5 - May 2019

HT6 - July 2019

Pupil Premium Plan

2018-2019

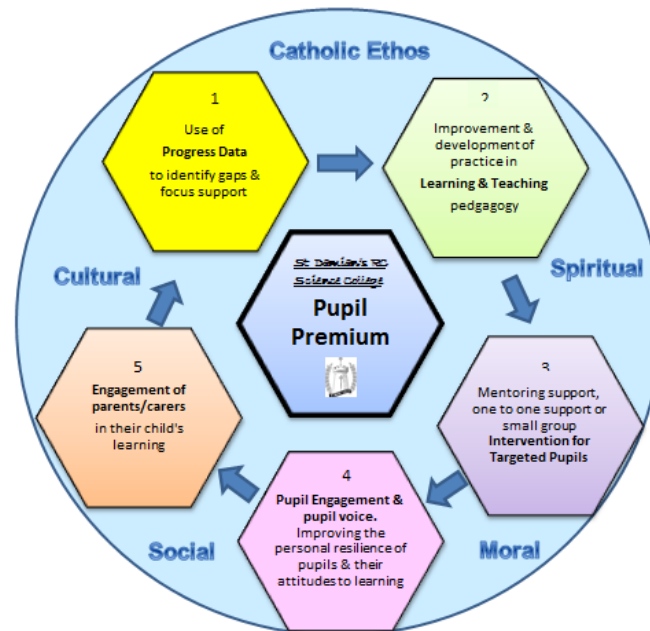
Overview

- ❖ Pupil Premium pupils form 25% of the St. Damian's R.C. College population
- ❖ Year 7 (40, 24%), Year 8 (51, 31%), Year 9 (40, 25%), Year 10 (28, 18%) and Year 11 (46, 30%).
- ❖ Total Pupil Premium: 205/812 students [25% of school cohort]
- ❖ The College has been allocated £ £208,500 [Apr 2019] for the academic year 2018/19 from Tameside LA
- ❖ LAC funding of £25,300- 11 pupils
- ❖ Strategies are based on the Teaching & Learning Toolkit published by the Education Endowment Fund
- ❖ Expenditure is outlined in all five sections of the plan. Certain strategies are given individual costings

Impact Report

The Pupil Premium Impact Report focuses on 5 key actions as highlighted in 'St. Damian's Pupil Premium Strategy' diagram.

The five units of the Pupil Premium Impact Report are colour-coded accordingly.



1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	<p>Key Focus on progress of 'groups' of underachieving PP learners</p> <p>Y7</p> <ul style="list-style-type: none"> • KS2>3 Transition • 10/40 pupils in Y7 with Below Expected Progress in KS2 English [4B, 6G, 1SEN, 2EAL, 1LAC] [25%] • 13/40 pupils in Y7 with Below Expected Progress in KS2 Maths [5B, 8G, 1SEN, 1LAC, 1EAL] [32.5%] <p>Y8</p> <ul style="list-style-type: none"> • Progress of High Ability [14 targeted pupils 5+ subjects under target, 9B & 5G, 9HA, 7MA, 1SEN, 3EAL, 1LAC, 2YC] <p>Y9</p> <ul style="list-style-type: none"> • Progress of Middle Ability [11 targeted pupils 3+ subjects under target, 6B, 5G, 2HA, 6MA, 2LA, 1 N/K, 3SEN, 2EAL, 2YC] <p>Y10</p> <ul style="list-style-type: none"> • Progress of Middle Ability Boys [15 targeted pupils, 10B, 5G, 5HA, 10MA (7B), 4SEN, 2LAC, 2EAL, 4YC] <p>Y11</p> <ul style="list-style-type: none"> • Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 [10 targeted pupils (5.3+), 6G, 4B] • Progress of Middle Ability [10 targeted pupils, 6G, 4B – 5+ subjects below target] • Progress of 4SEN PP 	
B.	Some PP learners do not maximise response to high quality teaching, learning & feedback	
C.	PP learners with lower levels of Literacy, Numeracy, homework and organisational skills	
D.	PP learners with social & emotional issues & low aspirations that are having a detrimental effect on learning	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	PP learners requiring attendance and welfare support	
2. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Increase Progress and Attainment of PP pupils in all Year Groups	<ul style="list-style-type: none"> • Y7 PP pupils entering 'Below', make at least 'Expected progress' in English & Maths • Y8 PP HA make improved levels of progress across the curriculum • Y9 PP MA make improved levels of progress across the curriculum • Y10 PP MA make improved levels of progress across the curriculum • Y11 PP HA achieve grades 9-7 across subjects at GCSE • Y11 PP MA increase progression levels across the curriculum
	High Quality Learning & Teaching & Feedback to Ensure Access for All Learners	<ul style="list-style-type: none"> • Improvements in quality of PP learners work as evidenced by MPP
	Mentoring, Intervention & Targeted Learning	<ul style="list-style-type: none"> • Improved skills in Literacy & Numeracy as evidenced by the HT Intervention Report
	Pupil Engagement & Pupil Voice	<ul style="list-style-type: none"> • PP Learners with social & emotional issues engage successfully with school as evidenced by HOY RAPs, Case Studies & Ambrose Records
	Engagement of Parents/Carers in Child's Learning	<ul style="list-style-type: none"> • High Levels of PP attendance in each Year Group 95%+

3. Planned expenditure

Academic year

£203,700

i. Increase Progress and Attainment of PP pupils in all Year Groups

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
High levels of progress in Literacy in Y7-9	Lexia Fresh Start Phonics Accelerated Reader Y9 PP Reading groups	Morning Intervention in place with focus on reading & spelling <ul style="list-style-type: none"> 1 PP pupil in Y7 Lexia 4 PP pupils in Y7 Catch up Form [English] 4 PP pupils in Y8 Lexia 40 pupils attending PP Wider Reading rotations [STE] 3 PP pupils in Y9 Lexia 	English Progress Checks [Summer 2019] Monitor: Y9 – 16 pupils [13MA, 3LA, 10B, 6G] Y8 – 19 pupils [13B, 6G, 9HA, 8MA, 1LA, 1N/K] Y7 – 7 pupils [4HA, 3MA, 2G, 5B]	SHN STE MYS	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
High Levels of progress in Numeracy in Y7-9	Numeracy Ninjas Mathswatch Teacher led Numeracy Intervention	Morning Intervention in place with focus on basic number <ul style="list-style-type: none"> 6 PP pupils attending Y7 NTE Intervention 4 PP pupils in Y7 Catch up Form [Maths] 5 PP pupils attending Y8 NTE intervention 	Maths Progress Checks [Summer 2019] Monitor: Y9 – 8 pupils [4MA, 2HA, 2LA, 6B, 2G] Y8 – 14 pupils [8B, 6G, 8B, 6G, 8HA, 5MA, 1LA] Y7 – 3 pupils [3MA, 3B]	NTE MJS	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019

Improved rates of progress across KS3 for PP learners [including High Ability]

YEAR 9

Tracking of PP SISRA Reports
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

Y9 PROGRESS CHECK ANALYSIS – Summer 2019 - 37 pupils

	Cohort	Pupils incl.	Expected	Exceeds	Exceptional
Art	37	36	32 88.89%	2 5.56%	0 0.00%
Drama	37	36	26 72.22%	0 0.00%	0 0.00%
English	37	35	20 57.14%	7 20.00%	2 5.71%
French	20	20	14 70.00%	8 40.00%	1 5.00%
Geography	37	36	22 61.11%	9 25.00%	4 11.11%
History	37	36	27 75.00%	3 8.33%	1 2.78%
Mathematics	37	36	28 77.78%	10 27.78%	4 11.11%
Music	37	36	30 83.33%	5 13.89%	0 0.00%
PE	37	37	30 81.08%	3 8.11%	0 0.00%
RE	37	36	27 75.00%	7 19.44%	3 8.33%
Science	37	36	25 69.44%	8 22.22%	3 8.33%
Spanish	29	29	17 58.62%	8 27.59%	2 6.90%
Technology	37	36	28 77.78%	4 11.11%	1 2.78%

Overall - 37 pupils

- 8 on/above target in ALL subjects [2HA, 5MA, 1N/K, 7G, 1B]
- 4 Exceptional progress [3MA, 1HA, 2B, 2G]
- 4 Very Good progress [3MA, 1HA, 3G, 1B]

High Ability – 11 pupils

- 2 on/above target in ALL subjects
- 1 Exceptional progress
- 1 Very Good progress

Middle Ability – 23 pupils

- 5 on/above target in ALL subjects
- 3 Exceptional progress
- 3 Very Good progress

Low Ability – 2 pupils

- 1 good progress

Not Known – 1 pupil

- 1 good progress

Y9 Progress – Next Steps

Subject Focus

- English
- Geography
- Science
- Spanish

Pupil Focus

- 11 Under
- [7G, 4B, 5HA, 5MA, 1LA]
- 2ATL
- 8HWK
- [2HA, 5MA 1LA]

SSY

Y9 FT

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

Improved rates of progress across KS3 for PP learners [including High Ability]

YEAR 8

Tracking of PP SISRA Reports
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

Y8 PROGRESS CHECK ANALYSIS - Summer 2019

	Cohort	Pupils incl.	Expected		Exceeds		Exceptional	
Art	3	52	44	84.62%	5	9.62%	0	0.00%
Drama	53	52	45	86.54%	5	9.62%	0	0.00%
English	53	52	34	65.38%	18	34.62%	7	13.46%
French	32	32	14	43.75%	2	6.25%	1	3.13%
Geography	53	52	31	59.62%	13	25.00%	3	5.77%
History	53	52	39	75.00%	13	25.00%	2	3.85%
Mathematics	53	52	38	73.08%	10	19.23%	1	1.92%
Music	53	52	39	75.00%	9	17.31%	2	3.85%
Physical Education	52	52	44	84.62%	10	19.23%	0	0.00%
Religious Education	53	52	41	78.85%	7	13.46%	1	1.92%
Science	53	52	38	73.08%	16	30.77%	5	9.62%
Spanish X Band & Y1	32	32	9	28.13%	2	6.25%	0	0.00%
Spanish Y2 & Y3	21	20	10	50.00%	3	15.00%	0	0.00%
Technology	53	52	44	84.62%	8	15.38%	1	1.92%

Overall – 53 pupils

- 9 on/above target in ALL subjects [2HA, 6MA, 1LA]
- 9 Exceptional progress [4HA, 4MA, 1LA, 7G, 1B]
- 9 Very good progress [3HA, 5MA, 1N/K, 4B, 5G]

High Ability – 27 pupils

- 2 on/above target in ALL subjects
- 4 Exceptional progress
- 3 Very good progress

Middle Ability – 23 pupils

- 6 on/above target in ALL subjects
- 4 Exceptional progress
- 5 Very good progress

Low Ability – 2 pupils

- 1 Exceptional progress

Y8 Progress–Next Steps

Subject Focus:

- English
- French
- Geography
- Spanish

Pupil Focus

- 18 pupils
- 12HA [8B, 4G]
- 6MA [4B, 2G]
- ATL – 2 pupils [1B, 1G]
- HWK – 4 pupils [3B, 1G, 4MA]

AST
Y8 FT

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

Improved rates of progress across KS3 for PP learners [including High Ability]

YEAR 7

Tracking of PP SISRA Reports
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

Y7 PROGRESS CHECK ANALYSIS - Summer 2019

	Cohort	Pupils incl.	Expected		Exceeds		Exceptional	
Art	45	45	43	95.56%	2	4.44%	0	0.00%
Drama	45	45	41	91.11%	4	8.89%	0	0.00%
English	45	45	38	84.44%	7	15.56%	0	0.00%
French	27	27	11	40.74%	1	3.70%	0	0.00%
Geography	45	45	31	68.89%	5	11.11%	1	2.22%
History	45	45	39	86.67%	9	20.00%	0	0.00%
Mathematics	45	45	43	95.56%	15	33.33%	2	4.44%
Music	45	45	39	86.67%	7	15.56%	0	0.00%
Physical Education	45	45	40	88.89%	9	20.00%	1	2.22%
Religious Education	45	45	35	77.78%	6	13.33%	3	6.67%
Science	45	45	32	71.11%	6	13.33%	0	0.00%
Spanish	18	18	11	61.11%	2	11.11%	0	0.00%
Technology	45	45	43	95.56%	11	24.44%	1	2.22%

Overall - 41 pupils

- 13 on/above target in ALL subjects
- 3 Exceptional progress [2HA, 1MA]
- 4 very good progress [2MA]

High Ability – 24 pupils

- 6 on/above target in ALL subjects
- 2 exceptional progress [1LAC]

Middle Ability – 19 pupils

- 6 on/above target in ALL subjects
- 1 exceptional progress
- 2 very good progress

Low Ability – 2 pupils

- 1 on/above target in ALL subjects

Y7 Progress – Next Steps

Subject Focus

- French
- Geography
- Spanish

Pupil Focus

- **5 pupils**
- 3HA, 1MA. 1LA
- 3 HWK [2B, 2HA]
- ATL - 4 pupils

SBS
Y7 FT

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

Improved rates of progress across KS4 for PP learners

YEAR 11

Progress 8 & Attainment 8 Reports for Y10 & Y11
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

Year 11 Maths & English Progress Checks [Summer 2019] – 48 pupils

ENGLISH	Expected	Exceeded
Y11 Autumn	49%	11%
Y11 Spring	47%	18%
Y11 Summer	41%	22%

MATHS	Expected	Exceeded
Y11 Autumn	33%	4%
Y11 Spring	27%	4%
Y11 Summer	40%	15%

Progress 8 Headlines [Summer 2019 – GCSE Examination Results]

Cohort Summary		
Measure	Total	%
Cohort	48	100
Attainment/Progress 8 Summary		
Measure	Total	%
Average Total Attainment 8	42.53	
Average Attainment 8 Grade	4.25	
Average KS2 Prior Attainment	4.58	
Average Estimated A8	43.81	
Average Total Progress 8	-0.057	
Basics 9-7		
Measure	Total	%
Students Achieving 9-7 in English and Maths	5	10.4
Students Achieving 9-7 in English	7	14.6
Students Achieving 9-7 in Maths	6	12.5
Basics 9-5		
Measure	Total	%
Students Achieving 9-5 in English and Maths	13	27.1
Students Achieving 9-5 in English	20	41.7
Students Achieving 9-5 in Maths	16	33.3
Basics 9-4		
Measure	Total	%
Students Achieving 9-4 in English and Maths	28	58.3
Students Achieving 9-4 in English	35	72.9
Students Achieving 9-4 in Maths	33	68.8
EBacc Total Measure		
Measure	Total	%
Students Entered for the EBacc	27	56.3
Average Number of Slots Filled for Cohort	5.1	
Average Points Score Per EBacc Slot for COHORT	3.72	
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	14	29.2
Students in COHORT Achieving the EBacc (Strong Pass)	5	10.4

Lessons Learned

Progress 8 PC prediction accurate

Attainment 8 PC prediction accurate

Small increase in E&M Grades 9-7

Small decrease in E&M 9-5 [4/5 pupils]

Increase in E&M Grades 9-4 [2 pupils]

Dip in EBacc Grades 9-5 [6 pupils]

2PP boys did not sit GCSEs – Impact on PP P8

3LAC – 2 in year admissions, 1 pupil [+3.6 residual]

9 PP pupils with P8 residual of +1 grade

Focus:

To increase overall PP Progress 8

To increase levels of progression in English & Maths at Grades 9-5

Ensure accuracy of EBacc prediction

NTR
Y11 FT

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

Year 11 Exam Results – [Summer 2019] – 48 pupils

- **Strong Progress: Construction, CPLD, ICT, Biology, Physics**
- **Good Progress: Art, RE, Chemistry**

YEAR 11 PUPIL PREMIUM AUTUMN 2018

BTEC

Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Construction	5	5	100.00%	1	20.00%	0	0.00%
CPLD	10	9	90.00%	5	50.00%	1	10.00%
Sport	11	7	63.64%	4	36.36%	1	9.09%

Cambridge Nationals

Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
ICT	7	7	100.00%	5	71.43%	2	28.57%

GCSE 9-1

Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Art	7	5	71.43%	1	14.29%	0	0.00%
Drama	2	0	0.00%	0	0.00%	0	0.00%
English Language	46 (45)	18	40.00%	10	22.22%	2	4.44%
English Literature	46 (45)	15	33.33%	9	20.00%	6	13.33%
Food Preparation	5	2	40.00%	0	0.00%	0	0.00%
French	5	1	20.00%	0	0.00%	0	0.00%
Geography	15	4	26.67%	3	20.00%	2	13.33%
History	18	12	66.67%	5	27.78%	1	5.56%
Maths	46 (45)	12	26.67%	5	11.11%	1	2.22%
RE	45	31	68.89%	17	37.78%	7	15.56%
Science Combined	43 (42)	16	38.10%	8	19.05%	3	7.14%
Science Biology	3	3	100.00%	2	66.67%	0	0.00%
Science Chemistry	3	2	66.67%	2	66.67%	0	0.00%
Science Physics	3	3	100.00%	2	66.67%	0	0.00%
Spanish	23	8	34.78%	5	21.74%	2	8.70%

Improvements made in predicted Outcomes:

History
RE
Biology
CPLD

Accurate predictions:

Construction
ICT
Art
English Language
French
Maths
Physics
Spanish

Lessons Learned:

Year 11 Subject Progression

Focus on improving PP progression in:

Drama
French
Geography
Maths
Combined Science
Maths

'Groups'

MA negative for PP in all buckets

8 SEN pupils in cohort [17%]

Improved rates of progress across KS4 for PP learners

**YEAR 11
HIGH ABILITY**

Progress 8 & Attainment 8 Reports for Y10 & Y11
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

High Ability Pupil Premium [Summer 2019] – GCSE Exam Results

Cohort Summary		
Measure	Total	%
Cohort	15	
Attainment/Progress 8 Summary		
Measure	Total	%
Average Total Attainment 8	62.3	
Average Attainment 8 Grade	6.23	
Average KS2 Prior Attainment	5.33	
Average Estimated A8	58.95	
Average Total Progress 8	0.335	
Basics 9-7		
Measure	Total	%
Students Achieving 9-7 in English and Maths	5	33.3
Students Achieving 9-7 in English	6	40
Students Achieving 9-7 in Maths	6	40
Basics 9-5		
Measure	Total	%
Students Achieving 9-5 in English and Maths	11	73.3
Students Achieving 9-5 in English	13	86.7
Students Achieving 9-5 in Maths	12	80
Basics 9-4		
Measure	Total	%
Students Achieving 9-4 in English and Maths	15	100
Students Achieving 9-4 in English	15	100
Students Achieving 9-4 in Maths	15	100
EBacc Total Measure		
Measure	Total	%
Students Entered for the EBacc	14	93.3
Average Number of Slots Filled for Cohort	5.93	
Average Points Score Per EBacc Slot for COHORT	5.89	
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	10	66.7
Students in COHORT Achieving the EBacc (Strong Pass)	5	33.3

Lessons Learned:

Increase in P8 prediction from 0.115

Increase in A8 from 60.1

Dip of 2 pupils achieving Grades 9-7 in E&M

Drop of 1 pupil achieving Grades 9-5

100% of PP achieving Grades 9-4 in E&M

Dip of 3 pupils achieving EBacc

5 pupils with 6+ Grades 9-7 grades

Highest achiever 9 Grades 9-7 [including 3 Grade 9s]

NTR
Y11 FT

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

Improved rates of progress across KS4 for PP learners

YEAR 10

Progress 8 & Attainment 8 Reports for Y10 & Y11
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

Y10 PROGRESS CHECK ANALYSIS
July 2019
Year 10 Maths & English Progress Checks [Summer 2019] – 29 pupils

ENGLISH	Expected	Exceeded
Y10 Autumn	85%	4%
Y10 Spring	88%	15%
Y10 Summer	57%	13%

MATHS	Expected	Exceeded
Y10 Autumn	50%	8%
Y10 Spring	50%	4%
Y10 Summer	37%	7%

Progress 8 Headlines [Summer 2019 – Progress Checks]

Cohort Summary		
Measure	Total	%
Cohort	29	100%
Attainment/Progress 8 Summary		
Measure		
Average Total Attainment 8	34.84	
Average Attainment 8 Grade	3.48	
Average KS2 Prior Attainment	4.63	
Average Estimated A8	43.6	
Average Total Progress 8	-0.858	
Basics 9-7		
Measure		
Students Achieving 9-7 in English and Maths	0	0
Students Achieving 9-7 in English	2	6.9
Students Achieving 9-7 in Maths	0	0
Basics 9-5		
Measure		
Students Achieving 9-5 in English and Maths	2	6.9
Students Achieving 9-5 in English	7	24.1
Students Achieving 9-5 in Maths	2	6.9
Basics 9-4		
Measure		
Students Achieving 9-4 in English and Maths	9	31
Students Achieving 9-4 in English	16	55.2
Students Achieving 9-4 in Maths	11	37.9
EBacc Total Measure		
Measure		
Students Entered for the EBacc	12	41.4
Average Number of Slots Filled for Cohort	5	
Average Points Score Per EBacc Slot for COHORT	2.98	
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	3	10.3
Students in COHORT Achieving the EBacc (Strong Pass)	0	0

Focus: English & Maths

Increase Expected progress in Maths & English

Increase Exceeds in English & Maths

Target pupils with dips

Progress 8 Headlines

Dip from -0.495 [March 2019]

To increase overall PP Progress 8

To increase Basics Measures:

- 9-7
- 9-5
- 9-4

To increase Strong & Standard pass rates in the EBacc

RBA
Y10 FT

- HT1 - Oct 2018
- HT2 - Dec 2018
- HT3 - Feb 2019
- HT4 - Apr 2019
- HT5 - May 2019
- HT6 - July 2019

Year 10 Progress Checks - July 2019

Good progress in: Food, History, RE, Art, Child Development, ICT

YEAR 10 PUPIL PREMIUM SPRING 2019							
BTEC Tech Award							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Child Development	4	4	100.00%	2	50.00%	1	25.00%
Sport	5	3	60.00%	0	0.00%	0	0.00%
BTEC							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Construction	2	1	50.00%	0	0.00%	0	0.00%
Music	3	2	66.67%	0	0.00%	0	0.00%
NCFE - Technical Award in Interactive Media							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
ICT	3	3	100.00%	1	33.33%	0	0.00%
GCSE 9-1							
Subject	COHORT	No	EXPECTED	No	EXCEEDS	No	EXCEPTIONAL
Art	3	3	100.00%	2	66.67%	1	33.33%
English Language	27	15	55.56%	3	11.11%	0	0.00%
English Literature	27	16	59.26%	4	14.81%	0	0.00%
Food Preparation	8	6	75.00%	1	12.50%	1	12.50%
French	5	2	40.00%	0	0.00%	0	0.00%
Geography	10	3	30.00%	1	10.00%	0	0.00%
History	15	9	60.00%	7	46.67%	0	0.00%
Maths	27	10	37.04%	2	7.41%	0	0.00%
RE	27	22	81.48%	8	29.63%	3	11.11%
Science Combined	26	14	53.85%	3	11.54%	0	0.00%
Science Biology	1	1	100.00%	0	0.00%	0	0.00%
Science Chemistry	1	0	0.00%	0	0.00%	0	0.00%
Science Physics	1	0	0.00%	0	0.00%	0	0.00%
Spanish	7	4	57.14%	3	42.86%	1	14.29%

Overall – 29 pupils -2 pupils excluded [TE & EB]

High Ability [8 pupils]

- 1 pupil very good progress
- 3 good progress
- 1 pupil exceptional ATL & HWK

Middle Ability [17 pupils]

- 4 pupils making very good progress
- 5 pupils good progress
- 1 pupil exceptional ATL & HWK

Low Ability [2 pupils]

- 2 pupils making very good progress
- 1 pupil exceptional ATL & HWK

Year 10 Subjects

Focus on PP progression in:

English Language
English Literature
French
Geography
Maths
Combined Science
Spanish

Y10 Progress–Next Steps

- 9 pupils
- [4HA, 5MA, 6B, 3G, 2LAC, 1SEN]
- 2ATL concerns
- 3 HWK concerns

Improved rates of progress across KS4 for PP learners

[High Ability]

YEAR 10

Progress 8 & Attainment 8 Reports for Y10 & Y11
Subject Intervention
HOY Intervention & PP RAPS, Staff Briefings

Y10 PROGRESS CHECK ANALYSIS – July 2019
High Ability Pupil Premium [Summer 2019] - Progress Checks

Cohort Summary		
Measure	Total	%
Cohort	8	100%
Attainment/Progress 8 Summary		
Measure		
Average Total Attainment 8	49	49
Average Attainment 8 Grade	4.9	4.9
Average KS2 Prior Attainment	5.28	5.28
Average Estimated A8	57.66	57.66
Average Total Progress 8	-0.866	-0.866
Basics 9-7		
Measure		
Students Achieving 9-7 in English and Maths	0	0
Students Achieving 9-7 in English	2	25
Students Achieving 9-7 in Maths	0	0
Basics 9-5		
Measure		
Students Achieving 9-5 in English and Maths	2	25
Students Achieving 9-5 in English	6	75
Students Achieving 9-5 in Maths	2	25
Basics 9-4		
Measure		
Students Achieving 9-4 in English and Maths	6	75
Students Achieving 9-4 in English	8	100
Students Achieving 9-4 in Maths	6	75
EBacc Total Measure		
Measure		
Students Entered for the EBacc	5	62.5
Average Number of Slots Filled for Cohort	5.63	
Average Points Score Per EBacc Slot for COHORT	4.27	
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	2	25
Students in COHORT Achieving the EBacc (Strong Pass)	0	0

Focus

To increase overall PP Progress 8

To increase levels of progression in English & Maths

To increase Basics

Measures:

9-7

9-5

9-4

To increase Strong & Standard pass rates in the EBacc

RBA
Y10 FT

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

£68,700

ii. High Quality Learning & Teaching & Feedback to Ensure Access for All Learners

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
HA PP pupils accelerate progress	High quality T&L in all lessons. Promotion of Independent Learning and effective strategies to revise.	<ul style="list-style-type: none"> • HA PP pupils were observed in History, RE and Science completing tasks independently. • HA PP pupils were observed in Maths revising effectively and working together to solve problems. • HA PP pupils were observed in MFL using Quizlet to revise key vocabulary. • The English Curriculum has been written carefully to promote Independent learning and HA PP pupils were observed using writing frames and 'upgrade your' sheets to improve their own work. 	<ul style="list-style-type: none"> • Whilst Independent learning is being encouraged in a large number of lessons, retrieval skills and long-term memory is restricting the impact of it. This needs to be a whole school focus next year. • Scaffolding, such as writing frames, need to be taken down quicker to promote Independent learning. 	SKY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
PP boys progress increases, and pupils are engaged in their learning	Engaging T&L activities used to inspire and engage all pupils.	<ul style="list-style-type: none"> • A twilight was delivered to the staff on strategies to engage boys. Many of these activities were observed in learning walks as having an impact on pupil progress and engagement. • Private praise was used effectively with PP boys to improve their engagement in Maths and MFL. • Competition was built into a number of activities observed across the whole school to promote engagement of PP pupils. • PP boys were observed highly engaged in PE, RE, Music, Technology, Science and MFL • PP boys were observed being engaged in Maths whilst working on mini whiteboards • PP boys were highly engaged in an exciting writing lesson in English. • PP boys were engaged in revision tasks in RE and were using buzzers to answer questions. 	<ul style="list-style-type: none"> • Whilst iPad are engaging, the impact of their use on learning still needs to be measured. Quizlet needs to be monitored to ensure that it has impact and that there is variety for the pupils. 	SKY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019

PP pupils are well motivated and engage effectively in lessons

Positive pupil engagement
Increased participation in pupil leadership
Revised F/T & HOY report protocols

Year Group	Pupil Premium - Detentions 2018- 2019					
	HT1	HT2	HT3	HT4	HT5	HT6
7	2/7	3/8	5/9	9/18	9/22	15/31
8	23/52	41/73	35/66	46/87	32/64	64/113
9	20/33	36/65	15/35	46/93	22/53	30/78
10	18/64	11/45	5/25	10/37	8/31	13/66
11	5/18	7/9	4/6	5/11	1/2	X

Total of 122/ 288 detentions given in HT6 were PP = 42%. This indicates the decline in the % of PP learners obtaining A/S seen in HT5 was maintained in HT6
74/288 were PP Boys – 26%. This is a further 6% decrease in the number of PP boys obtaining A/S from HT5 which had seen a decrease of 28% compared to HT4
Out of 1100 A/S detentions given out between 2018- 2019 549 A/S were to PP learners. This is an average of 50% indicating PP learners are equally likely to obtain an A/S as a non-PP learner
The number of PP pupils requiring additional support through reports are outlined below; compared to the number of reports which ran.

Year Group	Pupil Premium – Pupil Reports HT5			HT6	
	F/T	HOY	SLT	F/T	HOY
7	2/2	1/1	0	0/1	0
8	4/8	0/1	0	1/3	0/1
9	3/8	3/3	0/3	1/1	2/3
10	1/1	1/2	0	0/1	1/1
11	0	0	0		

No significant change in the number of reports that ran with PP or Non-PP learners from HT5 to HT6

Year Group	Behaviour points analysis: number of PP pupils causing concern due to accumulation of behaviour points HT5	HT6
	7	6/12
8	8/10	7/10
9	4/10	5/10
10	3/10	2/9
11		

No significant change in the number of pupils causing a concern in the number of behaviour points obtained from HT5 to HT6

- Successful reduction in A/S given to PP boys towards the end of the year suggests strategies put in place by F/T & HOY were starting to have impact
- HOY need to ensure that ALL form tutors are monitoring behaviour points and placing pupils on FT report when more than 70 points are obtained in 1 half term
- HOY must ensure all FTs are fully aware of who their PP learners are
- Number of reports that ran in the last half term was extremely low, HOY to ensure that support strategies are in place until the end of the academic year
- Continued drive to ensure PP learners are encouraged to take on aspect of pupil leadership; a change to the selection process ensured that there are now 3 PP learners as part of the PLF

MJE
HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

£59,000

iii. Mentoring, Intervention & Targeted Learning

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?
Pupils develop independent learning skills	Homework Club/Study Club Form tutors focussing on behaviour points given for 'lack of homework' – early parental contact.	<p>Strongest evidence of impact occurred in Y8 where 5 out of 5 PP learners all made significant progress in at least 2 subjects.</p> <p>Other HOY reported improvements in general pupil ATL and a reduction in behaviour points awarded.</p> <p>Limited impact occurs when PP learners are reluctant to attend regularly, and parents are not always able to support.</p>	<ul style="list-style-type: none"> Pairing PLF members one to one with specific learners each week improves ATL whilst in study clubs Getting students to focus 1 or 2 subject areas each half term leads to more impact Selecting PP learners with parental backing will have more impact 	<p>MJE HOY 7-11</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>
Effective revision for linear examinations	Targeted intervention classes	<p>Identified PP pupils attending Y11 Targeted Intervention Classes after school & at lunchtime</p> <ul style="list-style-type: none"> Art – 6 pupils Construction – 1 pupil CPLD – 4 pupils Drama – 1 pupil English – 11 pupils Food – 6 pupils French – 5 pupils Geography – 3 pupils History – 8 pupils Maths – 13 pupils RE – 7 pupils Science 17 pupils SEN – 4 pupils Spanish – 5 pupils <p>Key to Success Forms [English] – 13 PP pupils 11 DGN – 8PP 11 RTU – 5PP</p> <p>Key to Success Forms [Maths] – 14 PP pupils 11 JAL – 11PP 11 PGL -3PP</p>	<p>Lessons learned</p> <ul style="list-style-type: none"> Good attendance at ongoing revision classes – impact – improvement in subject outcomes Targeted intervention forms worked well. Pupils engaged well – impact on E&M outcomes Easter Revision classes attended - prepared for exams <p>Focus on Y11 PP Girls [Spring]</p> <ul style="list-style-type: none"> 16 Y11 PP pupils mentored by SLT 11G, 5B] 4HA [3G, 1B] 12MA [8G, 4B] <p>P8 for PP Girls [Summer 2019] 31 pupils + 0.128</p> <p>Further focus on P8 for PP boys [Summer 2019] 17 pupils -0.383</p>	<p>MHW HOY</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>

<p>SEN Pupils increase levels of Literacy & as a result have improved curriculum access to all Subject Areas</p>	<p>Literacy Curriculum for Lower Ability Targeted LSA Support KS3/4 Study/Homework and Aspirations clubs SENCO liaison with Whole School Literacy Lead</p>	<p>Summer Term Progress Checks [2019]</p> <p>Year 7 4 PP/SEN/males 1 on or above target in all subjects. 1 has EHCP and full time LSA. 1 under in 2 Physical need/CAF in place (LC) 1 under in 3 Late admission/ADHD (KD)</p> <p>Year 8 7 PP/SEN (4males, 3 females), 2 males EHCP (OA and JR) 1 female (MC) on or above target in all subjects Other females - under 3, on or above 10 (MH), under 2, on or above 10 (CO) Males – below 5, on or above 7 (OA), under 4, on or above 8 (CB), under 8, on or above 4 (SM), under 2, on or above 10 (JR)</p> <p>Parental contact with PP SEN pupils increases engagement and home support Attendance tracking and professional dialogue with attendance officer provides insight into progress issues</p> <p>Year 9 4 PP/SEN/3 males, 1 female Female on target in all subjects (LK) 1 under in 2 (MS) Improved progress Other 2 (TCM and LP) under in 7 and 5 subjects. SENCO has had parental contact with TCM. Attendance monitoring of LP. Need to increase LSA support for LP but depends on capacity.</p> <p>Year 10 Summer data 6 PP/SEN (4 males), 1 female LAC, 1 female EHCP. 1 female on or above in all (AI), other female below in 4, on/above in 4 (SC) Males – below 3/on or above 5 (JA), below 7/on or above 1 (NP), below 4/on or above 4 (GS), below 3/on or above 5</p> <p><u>Pupil Focus</u> All except LAC child in SEN intervention form groups In class support for AI for some lessons, and a small amount for NP and JA.</p>	<p>Pupil Focus</p> <p>Year 7 – Ensure both pupils sustain exceptional progress</p> <p>Year 8</p> <ul style="list-style-type: none"> • 1 with recent referral to CSC. Monitored via EHCP • 1 monitored via EHCP. Has missed LSA support since Autumn HT1 • 2 ATL dipped • 1 cognition and learning needs, but no in class support available. <p>Year 9</p> <ul style="list-style-type: none"> • 4 pupils to monitor [3B, 1G], 2ATL, 2 HWK <p>New male LSA in the classroom full time with OA, SM and CB. Same LSA targeting OA and SM in 1:1 form time intervention with brief to motivate/engage/ build rapport/support SEMH</p> <p>Focus on SEN boys. To track and monitor the effectiveness of intervention Effective deployment and use of LSAs</p>	<p>CWR</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>
Total budgeted cost				£38,000	

iv. Pupil Engagement & Pupil Voice

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?																																																																																																																																																																																				
A range of 'in-house' packages to support all pupils to positively engage in learning	Personalised Ambrose packages to meet the individual needs of pupils	<ul style="list-style-type: none"> Number of PP pupils accessing Ambrose support out of total number of pupils accessing Ambrose <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td rowspan="3">HT1</td> <td>PP</td> <td>1</td> <td>4</td> <td>1</td> <td>2</td> <td>0</td> <td>8</td> </tr> <tr> <td>ALL</td> <td>5</td> <td>7</td> <td>6</td> <td>5</td> <td>5</td> <td>28</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> 8 PP out of 28 pupils have accessed Ambrose support <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td rowspan="3">HT2</td> <td>PP</td> <td>5</td> <td>12</td> <td>10</td> <td>5</td> <td>12</td> <td>44</td> </tr> <tr> <td>ALL</td> <td>11</td> <td>23</td> <td>25</td> <td>23</td> <td>33</td> <td>115</td> </tr> <tr> <td>Diff from HT1 for PP</td> <td>+4</td> <td>+8</td> <td>+9</td> <td>+3</td> <td>+1</td> <td>2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td rowspan="3">HT3</td> <td>PP</td> <td>5</td> <td>0</td> <td>3</td> <td>2</td> <td>7</td> <td>17</td> </tr> <tr> <td>ALL</td> <td>11</td> <td>4</td> <td>5</td> <td>9</td> <td>15</td> <td>44</td> </tr> <tr> <td>Diff from HT2 for PP</td> <td>=</td> <td>-</td> <td>-7</td> <td>-3</td> <td>-5</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td rowspan="3">HT4</td> <td>PP</td> <td>1</td> <td>7</td> <td>6</td> <td>4</td> <td>6</td> <td>24</td> </tr> <tr> <td>ALL</td> <td>4</td> <td>13</td> <td>8</td> <td>9</td> <td>12</td> <td>46</td> </tr> <tr> <td>Diff from HT for PP</td> <td>-4</td> <td>+7</td> <td>+3</td> <td>+2</td> <td>-1</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td rowspan="3">HT5</td> <td>PP</td> <td>7</td> <td>5</td> <td>2</td> <td>7</td> <td>3</td> <td>24</td> </tr> <tr> <td>ALL</td> <td>11</td> <td>10</td> <td>7</td> <td>14</td> <td>6</td> <td>48</td> </tr> <tr> <td>Diff from HT2 for PP</td> <td>+6</td> <td>-2</td> <td>-4</td> <td>+3</td> <td>-3</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td rowspan="3">HT6</td> <td>PP</td> <td>5</td> <td>8</td> <td>6</td> <td>5</td> <td>0</td> <td>24</td> </tr> <tr> <td>ALL</td> <td>7</td> <td>13</td> <td>20</td> <td>25</td> <td>0</td> <td>65</td> </tr> <tr> <td>Diff from HT5 for PP</td> <td>-2</td> <td>+3</td> <td>+4</td> <td>-2</td> <td>-3</td> <td></td> </tr> </tbody> </table> <p>Low number of Y7 PP pupils accessing support from Ambrose</p>		Year	7	8	9	10	11	TOTAL	HT1	PP	1	4	1	2	0	8	ALL	5	7	6	5	5	28									Year	7	8	9	10	11	TOTAL	HT2	PP	5	12	10	5	12	44	ALL	11	23	25	23	33	115	Diff from HT1 for PP	+4	+8	+9	+3	+1	2		Year	7	8	9	10	11	TOTAL	HT3	PP	5	0	3	2	7	17	ALL	11	4	5	9	15	44	Diff from HT2 for PP	=	-	-7	-3	-5			Year	7	8	9	10	11	TOTAL	HT4	PP	1	7	6	4	6	24	ALL	4	13	8	9	12	46	Diff from HT for PP	-4	+7	+3	+2	-1			Year	7	8	9	10	11	TOTAL	HT5	PP	7	5	2	7	3	24	ALL	11	10	7	14	6	48	Diff from HT2 for PP	+6	-2	-4	+3	-3			Year	7	8	9	10	11	TOTAL	HT6	PP	5	8	6	5	0	24	ALL	7	13	20	25	0	65	Diff from HT5 for PP	-2	+3	+4	-2	-3		<ul style="list-style-type: none"> Increased support of PP students is needed in term 1. HOY to be made aware of trends in requiring internal support SSOs to monitor PP Y11 as examination pressure starts to build – focus in safeguarding meetings FBY to discuss with AST what practice has taken place in Year 8 form time / assembly to build confidence and resilience with Y8 PP students Year 8 continue to need Ambrose support more than any other year group FBY has organised a meeting between SHR and AST to discuss supportive strategies to use with the year group and share good practice FBY has discussed with SSOs that Y11 must take priority and the focus must be to return them to lessons to prepare for exams <p>HT5</p> <ul style="list-style-type: none"> Year 7 have an increased need for Ambrose support. VHN has been asked to raise this with SBS however most cases are linked to injuries and illness There has been a reduction in Y8 which shows there has been impact from the discussions between SHR and AST <p>HT6</p> <ul style="list-style-type: none"> Increases in support needed for Y8&9 HOYs to liaise with FTs and support PP pupils as soon as they arrive to form Half term 2 shows an increase of Ambrose support needed especially in Years 8, 9 and 11. This could be linked to changing seasons and increased workload Increased support is needed for Year 7 in the summer term. This may be due to Y7 PP pupils becoming more aware of the services available and confidence requesting help There is a positive impact on pupil self-management of needs from the SSO and HOY meetings 	FBY	<p>HT1 - Oct 2018</p> <p>HT2 - Dec 2018</p> <p>HT3 - Feb 2019</p> <p>HT4 - Apr 2019</p> <p>HT5 - May 2019</p> <p>HT6 - July 2019</p>
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	Diff from HT2 for PP	+6	-2	-4	+3	-3																																																																																																																																																																																			
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HT6	PP	5	8	6	5	0	24																																																																																																																																																																																		
	ALL	7	13	20	25	0	65																																																																																																																																																																																		
	Diff from HT5 for PP	-2	+3	+4	-2	-3																																																																																																																																																																																			

External support packages to support pupils to positively engage in Learning

Personalised support packages provided by external agencies to meet the individual needs of pupils

- 7 PP out of 20 pupils are or have accessed external support this half term.

	Year	7	8	9	10	11	TOTAL
HT1	PP	0	5	0	0	2	7
	ALL	0	9	3	2	6	20

	Year	7	8	9	10	11	TOTAL
HT2	PP	0	5	5	0	3	13
	ALL	0	10	12	6	8	36
	Diff from HT1 for PP	=	=	+5	=	+1	

	Year	7	8	9	10	11	TOTAL
HT 3	PP	0	3	2	2	2	9
	ALL	3	6	5	6	5	25
	Diff from HT2 for PP	=	-2	-3	+2	-1	

	Year	7	8	9	10	11	TOTAL
HT 4	PP	4	1	4	4	4	17
	ALL	4	6	13	12	9	44
	Diff from HT3 for PP	+4	-2	+2	+2	+2	

	Year	7	8	9	10	11	TOTAL
HT 5	PP	3	3	3	4	4	17
	ALL	3	6	4	13	5	31
	Diff from HT4 for PP	-1	+2	-1	=	=	

	Year	7	8	9	10	11	TOTAL
HT 6	PP	0	5	4	5	0	14
	ALL	3	8	14	13	0	38
	Diff from HT5 for PP	-3	+2	+1	+1	-4	

Y7 PP pupils require minimal support from external agencies
 Y8 and 9 pupils show a slight spike in the need to access support of external agencies
 KS4 pupils require little external support and instead tend to use the support of SSOs in school

- PP children's needs are well supported internally by SSOs and the importance of support with this age group will continue to be a feature of safeguarding meetings
- Some external support is needed for years 8 – 11 but with monitoring and increased mentoring internally the number of PP students needing external support can continue to be reduced and managed internally
- SSOs to be trained on supporting mental health so less emphasis is placed on using external agencies for PP pupils

HT4

- 17 PP out of 45 pupils are or have accessed external support this half term.
- There has been an increase in numbers due to data being released from Diane King LGBT
- PP students must continue to be seen by external agencies when appropriate.

HT5

- 17 out of 31 pupils have accessed external support this half term
- PP numbers remain low and the SSO must continue to support pupils as necessary to provide easily accessible help internally

HT6

- Less PP pupils accessed support from external agencies in HT6
- PP numbers followed the year trend of remaining low showing that inhouse services are working successfully for pupils
- There is a continued need to provide external support for specific PP pupils to support their well being
- The need for LGBT support is a continued need
- The continued availability of SSO support is essential for PP students who like the familiarity and consistency of school staff

FBY

HT1 - Oct 2018
 HT2 - Dec 2018
 HT3 - Feb 2019
 HT4 - Apr 2019
 HT5 - May 2019
 HT6 - July 2019

<p>Pupils are well prepared for the next stages of education, training & employment</p>	<p>One to one Careers Interviews with Positive Steps CEIAG Curriculum ASPIRE Days Options Advice Post 16 Transition PP included in plan to meet Gatsby Benchmarks</p>	<p>Y11 Update</p> <ul style="list-style-type: none"> • 1 Y11 pupil at Tameside College - Construction • Y11 1:1 Careers Interviews with Positive Steps • All Y11 PP pupils seen. Most have college offers. A small number still need further support. Careers officer on personal leave so will update further in HT4 <p>Y10 Update</p> <ul style="list-style-type: none"> • 2 Y10 pupils signed up for Ashton Sixth Form College 'Realising Aspirations' programme • 2 HA PP boys had early careers interview to raise aspirations following Autumn Progress Checks <p>Y9 Options</p> <ul style="list-style-type: none"> • Options Pathways discussed and being implemented during Y9 Options process • 44 pupils [17 PP X Band, 27 PP YBand] • Red Pathway - Triple Science [9 GCSEs] – 2 PP pupils • Green Pathway - EBacc [9 GCSEs] – 22 PP pupils • Purple Pathway - GCSEs & Vocational Subjects [8 GCSEs] & Masterclass in En/Ma/Sc – 13 PP pupils • Blue Pathway - GCSEs & Vocational Subjects [8 GCSEs] & Masterclass in Literacy & Numeracy – 7 PP pupils <p>National Careers Week [March 2019]</p> <ul style="list-style-type: none"> • All PP pupils in Y7 attended an employer workshop • All PP pupils in Y8 completed work on 'My Dream Career' • All PP pupils in Y8 attended a workshop on journalism delivered by the editor of 'The Tameside Reporter' • All Y9 PP pupils completed Y9 Options Process • All PP pupils in Y10 completed work on 'My Career Pathway' • Y10 PP prioritised for 1:1 Careers Interview <p>Y9 Manchester University Visit [June 2019]</p> <ul style="list-style-type: none"> • 5 out of 20 pupils – PP <p>Y9 ASPIRE Day – all 37 PP pupils</p> <ul style="list-style-type: none"> • All PP pupils to do workplace visits [Sainsburys, Brother, Willow Wood Hospice, Ashton Old Baths, Findel Education] <p>Y10 Work Experience [July 2019]</p> <ul style="list-style-type: none"> • 3 out of 15 pupils - PP 	<p>Lessons Learned:</p> <ul style="list-style-type: none"> • All PP pupils have planned destinations in Y11 • Outcomes of PP Workplace visits very positive – evidenced by pupil voice • Outcomes of PP Work Experience [July 2019] extremely positive – evidenced by employer references • Outcomes of Y9 University visit very positive – evidenced by pupil voice <p>Focus:</p> <ul style="list-style-type: none"> • Follow up small number of Y11 PP pupils to ensure progression routes are sustainable [Sept 2019] onwards • Identified pupils in new Y10 & Y11 to be mentored [Sept 2019] • Complete Careers Adviser 1:1 interviews with Y10>11PP cohort [Sept 2019] 	<p>MHW</p>	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>
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Pupils to have positive relationships with key person (SSO) to remove barriers to learning

HOY / FT referral to SSOs to provide support and techniques to maximise learning opportunities

- PP pupils accessing support from the SSOs during HT 1
- Information shared with HOYs and featured in pastoral meeting

Year	Pupils using SSO support	PP pupils accessing SSO support	% of PP pupils accessing support
7	25/168	5	2.97%
8	19/167	5	2.99%
9	25/164	9	5.48%
10	15/158	4	2.53%
11	19/156	5	3.20%

- PP pupils accessing support from SSOs during HT2

Year	Pupils using SSO support	PP pupils accessing SSO support	% of PP pupils accessing support
7	32/168 (+7)	12 (+7)	7.14% (+4.17%)
8	25/167 (+6)	6 (+1)	3.59% (+0.60%)
9	29/164 (+4)	12 (+3)	5.48% (+1.83%)
10	21/158 (+6)	4 (=)	2.53% (=)
11	23/156 (+4)	5 (=)	3.20% (=)

- PP pupils accessing support from SSOs during HT3

Year	Pupils using SSO support	PP pupils accessing SSO support	% of PP pupils accessing support
7	36/168 (+4)	12 (=)	7.14% (=)
8	34/167 (+9)	10 (+4)	5.99% (+2.4%)
9	36 / 164 (+7)	12 (=)	5.48% (=)
10	29/158 (+8)	9 (+5)	5.69% (+3.16%)
11	31/156 (+8)	7 (+2)	4.49% (+1.29%)

- PP pupils accessing support from SSOs during HT4

Year	Pupils using SSO support	PP pupils accessing SSO support	% of PP pupils accessing support
7	13/168	6	3.57% (-3.35)
8	25/167	12	7.19% (+1.20)
9	18 / 164	9	5.48% (=)
10	19/158	8	5.06% (-0.63)
11	20/156	7	4.49% (=)

- PP pupils accessing support from SSOs during HT5

Year	Pupils using SSO support	PP pupils accessing SSO support	% of PP pupils accessing support
7	11/168	7	4.17% (+0.63)
8	13/167	8	4.799% (-2.4)
9	10 / 164	5	3.04% (-2.44)
10	14/158	5	3.16% (-1.9)
11	7/156	4	2.56% (-1.93)

HT 6

Year	Pupils using SSO support	PP pupils accessing SSO support	% of PP pupils accessing support
7	7/168	1	0.6% (-3.57)
8	14/167	7	4.799% (=)
9	13 / 164	6	3.65% (+0.61)
10	7/158	1	0.63% (-2.98)

- There is a gradual increase of year 8, 10 and 11 PP student accessing support, this is reflective of non-PP students across each year group. SHR as KS4 SSO will prioritise the needs of Y10 and Y11 students as they prepare for the summer examinations

- There is stability in years 7 and 9 in PP students accessing SSO support, this shows that PP pupils are less likely to need support than non-PP students. This shows that Ts are supporting pupils' development well in form time. SSOs to continue supporting FTs with simple wellbeing / resilience activities

- Pupil voice activity to be started to allow SSOs to understand what PP students need / want in support sessions

HT4

- Support being accessed has stabilised in HT4
- There is only an increase in support needed in year 8 for PP students. FBY has provided AST and MJE with a breakdown of support needed so that form time activities can be used as a strategy to support pupils

HT5

- There has been a decrease in numbers of PP needing SSO support in years 8-11
- SSO work continuing to have a positive effect on pupils
- There is a relationship between the decrease in FT referrals to SSOs after the safeguarding briefing relating to the wellbeing boxes

HT6

- PP support continues to decrease in HT 6 except for Y9
- Year 9 need to be supported via FTs and assembly as they go into y10 and commence GCSEs

FBY

HT1 - Oct 2018
HT2 - Dec 2018
HT3 - Feb 2019
HT4 - Apr 2019
HT5 - May 2019
HT6 - July 2019

	Year 7 and 8 PP students increase their need for internal support as the academic year progresses The spring term is when most support is requested from PP students in school Pupils demand for SSO support in all year groups decreases in the summer term	<ul style="list-style-type: none"> Continued use of the wellbeing boxes and HOY/SSO communication to support and share strategies at all levels in the school To share information summaries on a half termly basis with HOYs so that they are aware of PP pupils receiving support to monitor ATL and HWK 	
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Total budgeted cost **£14,000**

v. Engagement of Parents/Carers in Child's Learning

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Staff lead	When will you review implementation?																																																																																																												
High Levels of attendance in school	Attendance tracking Services of Attendance Officer Parental contact Rewards	<p>Half Term 1</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>%</th> <th>Non-PP</th> <th>%</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>41</td> <td>97.75%</td> <td>128</td> <td>98.43%</td> <td>-0.68%</td> </tr> <tr> <td>8</td> <td>52</td> <td>96.55%</td> <td>116</td> <td>97.92%</td> <td>-1.37%</td> </tr> <tr> <td>9</td> <td>41</td> <td>92.91%</td> <td>124</td> <td>97.52%</td> <td>-4.61%</td> </tr> <tr> <td>10</td> <td>28</td> <td>92.80%</td> <td>131</td> <td>97.30%</td> <td>-4.5%</td> </tr> <tr> <td>11</td> <td>48</td> <td>94.42%</td> <td>108</td> <td>96.76%</td> <td>-2.34%</td> </tr> </tbody> </table> <p>Half Term 2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>%</th> <th>Non-PP</th> <th>%</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>44</td> <td>97.89%</td> <td>126</td> <td>97.60%</td> <td>-0.29%</td> </tr> <tr> <td>8</td> <td>54</td> <td>95.75%</td> <td>116</td> <td>97.21%</td> <td>-1.46%</td> </tr> <tr> <td>9</td> <td>44</td> <td>89.86%</td> <td>123</td> <td>96.90%</td> <td>-7.04%</td> </tr> <tr> <td>10</td> <td>27</td> <td>91.94%</td> <td>132</td> <td>96.26%</td> <td>-4.32%</td> </tr> <tr> <td>11</td> <td>48</td> <td>92.86%</td> <td>108</td> <td>96.91%</td> <td>--4.05%</td> </tr> </tbody> </table> <p>Half Term 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>%</th> <th>Non-PP</th> <th>%</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>44</td> <td>96.59%</td> <td>127</td> <td>97.03%</td> <td>-0.44%</td> </tr> <tr> <td>8</td> <td>54</td> <td>94.06%</td> <td>116</td> <td>97.17%</td> <td>-3.11%</td> </tr> <tr> <td>9</td> <td>44</td> <td>93.74%</td> <td>123</td> <td>97.12%</td> <td>-3.38%</td> </tr> <tr> <td>10</td> <td>27</td> <td>89.48%</td> <td>132</td> <td>95.50%</td> <td>-6.02%</td> </tr> <tr> <td>11</td> <td>48</td> <td>93.56%</td> <td>107</td> <td>95.77%</td> <td>-2.21%</td> </tr> </tbody> </table>	Year	PP	%	Non-PP	%	Difference	7	41	97.75%	128	98.43%	-0.68%	8	52	96.55%	116	97.92%	-1.37%	9	41	92.91%	124	97.52%	-4.61%	10	28	92.80%	131	97.30%	-4.5%	11	48	94.42%	108	96.76%	-2.34%	Year	PP	%	Non-PP	%	Difference	7	44	97.89%	126	97.60%	-0.29%	8	54	95.75%	116	97.21%	-1.46%	9	44	89.86%	123	96.90%	-7.04%	10	27	91.94%	132	96.26%	-4.32%	11	48	92.86%	108	96.91%	--4.05%	Year	PP	%	Non-PP	%	Difference	7	44	96.59%	127	97.03%	-0.44%	8	54	94.06%	116	97.17%	-3.11%	9	44	93.74%	123	97.12%	-3.38%	10	27	89.48%	132	95.50%	-6.02%	11	48	93.56%	107	95.77%	-2.21%	<p>HT1</p> <ul style="list-style-type: none"> PP attendance data is slightly lower than that of non-PP students KS4 pupils are contacted as priority when absence is recorded by FTs <p>HT2</p> <ul style="list-style-type: none"> KS4 PP absence is a growing concern and absence rates compared to non-PP have increased since HT1 JGH is now making PP attendance a priority in HOY meetings Circumstances regarding PP absence is recorded on spreadsheet for FTs and HOY to use as a tool to open up discussion with pupils <p>HT3</p> <ul style="list-style-type: none"> Y11 has had a slight improvement in PP attendance, liaising with HOY has been difficult due to absence, this has meant that JGH has worked directly with FTs Improvement in Year 9 PP attendance has been partially due to the close work carried out by JGH and SSOs for specific children - links being made between attendance and home circumstances Use of attendance cards being used to raise profile with FTs 	JGH	<p>HT1 - Oct 2018</p> <p>HT2 - Dec 2018</p> <p>HT3 - Feb 2019</p> <p>HT4 - Apr 2019</p> <p>HT5 - May 2019</p> <p>HT6 - July 2019</p>
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		<p>PP Student attendance dips as the academic year progresses Year 7 PP pupil attendance is the best in comparison with other years Y11 PP attendance is a concern due to the linear examinations</p>	<ul style="list-style-type: none"> • Attendance officer to meet fortnightly with HOYS to discuss PP attendance to encourage FT monitoring and support on a daily basis • Focus on Year 9 and 10 PP attendance • There is a distinct difference between PP and non-PP attendance in all years and must be addressed by FTs and HOYS 																																																																																																								
Reduction in Fixed term exclusions	Inclusion support Review of ASPIRE system; alert to changes in behaviour Consistency in reintegration once	<table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Pupil Premium – Fixed Term Exclusions</th> </tr> <tr> <th>Term 1 (40 Exclusions)</th> <th>Term 2 (34 Exclusions)</th> <th>Term 3 (34 Exclusions)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4</td> <td>0</td> <td>1</td> </tr> <tr> <td>8</td> <td>5</td> <td>2</td> <td>9</td> </tr> <tr> <td>9</td> <td>10</td> <td>7</td> <td>5</td> </tr> <tr> <td>10</td> <td>1</td> <td>3</td> <td>0</td> </tr> <tr> <td>11</td> <td>1</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Analysis of Exclusions has moved to termly.</p>	Year Group	Pupil Premium – Fixed Term Exclusions			Term 1 (40 Exclusions)	Term 2 (34 Exclusions)	Term 3 (34 Exclusions)	7	4	0	1	8	5	2	9	9	10	7	5	10	1	3	0	11	1	2	0	<ul style="list-style-type: none"> • The way in which fixed term exclusions are tracked is currently under review. • Planned introduction of Restorative Justice across all year groups • Activities to promote reflection and accountability when placed in Seclusion • Regular HOY analysis of pupils placed in seclusion 	MJE	<p>HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019</p>																																																																											
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	exclusion has occurred	<p>No significant difference in the number of fixed term exclusions over the last 2 academic years and the number given to PP learners is on average 45%</p> <p>A large proportion of fixed term exclusions could be attributed to 2 PP learners which are now educated elsewhere.</p>	<ul style="list-style-type: none"> • Ensure all form tutors are following pupil tracking policies • A large proportion of fixed term exclusions are currently attributed to 1 Y9 PP learner; Y9 has the highest % of PP learners, a review of strategies supporting this pupil is required 		
Involvement of parents to identify and reduce barriers to learning	Parental Interviews Y6>7 Transition Information Evenings Parents' Evenings Twitter / Text messages	<ul style="list-style-type: none"> • Y11 Induction Evening [19.9.18] • Y10 Induction Evening [26.9.18] • Open Evening [Y6>7 Transition] [1.10.18] • Y7 Welcome Mass • Ongoing HOY contact with targeted PP pupils • HT3 – Y10 & Y8 Parents' Evening • HT4 – Y9 Options Evening, Y7 & Y9 Parents' Evening 	<ul style="list-style-type: none"> • Ongoing good communication with parents to ensure obstacles are overcome 	HOY	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Resources made available to pupils who need them to support pupils' progress and engagement.	Revision Resources Subject Subscriptions e.g. mathswatch Additional lessons	<ul style="list-style-type: none"> • Revision resources made available to Y11 PP as needed • 'mathswatch' subscriptions • LAC Funding includes ICT provision & 1:1 tuition 	<ul style="list-style-type: none"> • Prioritise resources for Y11 in lead up to GCSE examinations • Review school policy on PP spending on resources and remissions 	AON	HT1 - Oct 2018 HT2 - Dec 2018 HT3 - Feb 2019 HT4 - Apr 2019 HT5 - May 2019 HT6 - July 2019
Total budgeted cost					£24,000