1. Summary Information

Grove School

Academic Year	2017 - 2018	Estimated PP Budget	£188 810	Date of most recent review	Sept 2017
Total number of pupils	890	Number of pupils eligible for PP	225	Date for next internal review of this strategy	Sept 2018

1a. Executive Summary

We are currently awaiting the release of national progress 8 data which is the new measure for all schools. In the interim we have made comparisons using attainment grades and levels of progress to allow comparisons year on year. When comparing attainment data it should be noted that there are significant differences in the starting points of the 2016 and the 2017 cohorts.

39% of disadvantaged students sitting their exams in 2017 started with Key Stage 2 scores below 4c, compared to 9% in the previous cohort.
Similarly, when looking at non disadvantaged students in 2017, 50% started school with a key stage 2 score of 5c or higher. Only 17% of disadvantaged students started with 5c or higher. A table showing the variations is included below

	Cohort size (dis/other)	% of disadvantaged cohort (2016 in brackets)	% of other cohort (2016 in brackets)
Lower	**19** (10/ 9)	34% (20)	9% (20)
Middle	**52** (13/39)	45% (56)	38% (54)
Upper	**57** (5/52)	17% (18)	50% (23)
N/A		4%	3%

Outcomes for students have generally improved from 2016 to 2017.

The average total attainment 8 score has increased from 39 to 40, the average A8 grade has increased from 3.9 to 4.0.
The number of students achieving 9 – 4 (A* - C) in English and Mathematics has increased from 45% in 2016 to 49% in 2017.
Students making 3 levels of progress in Mathematics has improved, as has those making 4 levels of progress in Mathematics and English.

While there is a general trend of improvement, non disadvantaged students are still improving at a quicker rate than disadvantaged. In response to this the school has conducted a full and challenging review of its strategy to close the progress and attainment gap of our disadvantaged students.

As a result we are now engaged with Achievement for All, who will work as critical partners to ensure we deliver the very best opportunities to all our students with a particular focus on disadvantaged and SEN.

We have also made three new appointments to ensure the strategy below is delivered. Darryn Robinson is the assistant head teacher with responsibility for what is now our Access, Aspiration and Achievement team. Karen Harrison Blount has been appointed as Strategy Delivery Manager and Kellie Williams as Senior Learning Mentor.

2. Current Attainment

The key measure for 2016 – 2017 is the schools progress 8 and attainment 8 measures. The progress 8 will be published as soon as the data is validated. Other data has also been published to allow comparisons prior to P8 becoming available.

	Pupils eligible for PP (Grove)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM 2015-16	35%	64.7%
% achieving expected progress in English / Maths 2015-16 only	33%	75.8% / 73.4%
% achieving 5 Standard passes incl. EM 2016-17 (comparable measure to 5A* - C 2015-2016)	17.2%	

Attainment 8

2015 – 2016		Difference	**2016 – 2017**		Difference
Disadvantaged (Grove)	42.59		**Disadvantaged (Grove)**	31.05	
Other (Grove)	47.54 (*)	-4.95	**Other (Grove)**	42.51	-11.46
Other (National)	52.56	-9.97	**Other (National)**	49.8	

Progress 8

A progress 8 score of 0.0 means students at Grove made expected progress when compared with students nationally

2015 – 2016			**2016 – 2017**	Difference
Disadvantaged (Grove)	-0.3		**Disadvantaged (Grove)**	-0.87
All (Grove)	-0.1		**Other (National)**	0.11

* Accurate to +/- 0.3   ** This is 2015 – 2016 for comparison until 2016 2017 national figures are released

Impact Dashboard

P8 against target :- The target for 2020 is to achieve a P8 score of +1 for disadvantaged students. This graph shows our progress to achieve this target.

A8 against target:- The target for 2020 is to eliminate the attainment gap between disadvantaged students and their peers. This graph shows our progress to achieve this target.

Impact of maths leaders:- This graph shows the impact of the maths leaders programme on current year 8 by the end of last academic year.
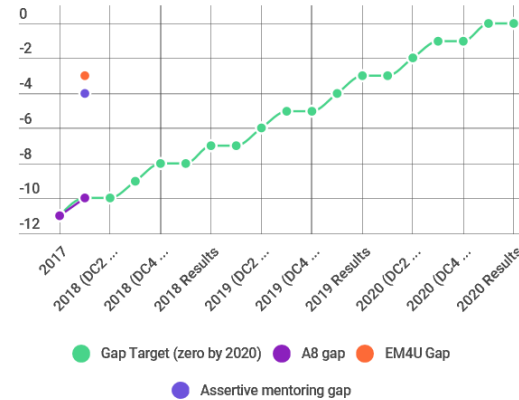
Attendance:- This graph shows the improvement in attendance of our target cohort of students.

Percentage ATL:- This chart compares the percentage of ATL 1,2,3 and 4's for disadvantage students as compared with their peers.
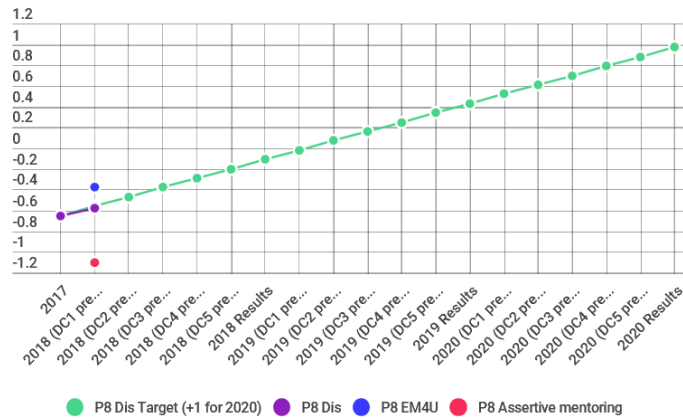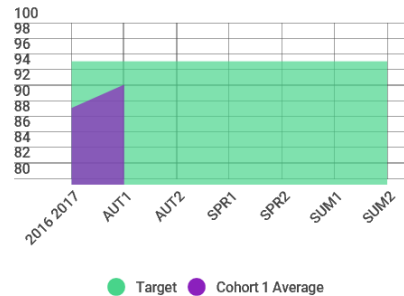
Levels of progress in Mathematics	2014 - 2015	2015 - 2016	2016 -2017
3 LP Disadvantaged	41.5%	42.4%	51%
3 LP Non D	63.6%	55.9%	56%
In school difference	-22.1%	-13.5%	-5%
4 LP Disadvantaged	14.6%	12.1%	15%
4 LP Non D	30.5%	17.3%	26%
In school difference	-15.9	-5.2%	-11%

Progress 8 in Mathematics	2015 - 2016	2016 - 2017
All (Grove)	-0.2	tbc once released nationally
Disadvantaged (Grove)	-0.4	tbc once released nationally

Levels of progress in English	2014 - 2015	2015 - 2016	2016 -2017
3 LP Disadvantaged	53.7	57.6%	45%
3 LP Non D	72.7	68.5%	57%
In school difference	-19%	-10.9%	-12%
4 LP Disadvantaged	12.2%	21.2	24%
4 LP Non D	25%	20.5	29%
In school difference	-12.8	+0.7	-5%

Progress 8 in English	2015 - 2016	2016 - 2017
All (Grove)	-0.1	tbc once released nationally
Disadvantaged (Grove)	-0.3	tbc once released nationally

3. Barriers to future attainment (For pupils eligible for PP)	
In school barriers (issues to be addressed in school)	
A.	Literacy skills entering Year 7, which prevents PP students from making good progress in Year 7 and in subsequent years. 39% of disadvantaged students scored less than 100 (national expectation for end of KS2) compared to 32% of other students.
B.	Numeracy skills entering Year 7, which prevents PP students from making good progress in Year 7 and in subsequent years. 37% of disadvantaged students scored less than 100 (national expectation for end of KS2) compared to 25% of other students.
C.	Percentage of disadvantaged students making accelerated progress in Maths needs to be higher than others in school or nationally to ensure the attainment gap closes.
D.	Current progress of those eligible for PP in all subjects compared to non PP students both in school and nationally.
E.	Engagement and aspiration of the hardest to reach students. The aspirations and social needs of a minority of students (hardest to reach) has had a detrimental effect on the overall progress of PP students.
F.	Tracking progress at key stage 3 following the end of NC levels.
G.	Students responding to effective feedback and staff using this for immediate intervention in order to close gaps.
External barriers (issues which also require action outside of school)	
H.	Low attendance. Attendance has a significant impact on progress and attainment.
I.	Coordination between parental aspirations, student engagement and school targets with a clear focus on progress.

Spending overview 2017 - 2018	
Senior Learning Mentor (A; B; C; D; E; H; I)	£ 16,000
Strategy Manager (A; B; C; D; E; H; I)	£ 5,405
Art and Technology materials for students (D; E; G; H; I)	£ 3,800.00
Trips and visits inc Birks (E; H; I)	£ 8,900.00
Music lesson (E; H; I)	£ 1,200.00
Study guides and revision materials (C; D; E; G; H; I)	£ 3,000.00
Intervention expenses budget (A; B; C; D; E; F; G; H; I)	£ 9,000.00
Breakfast club (A; B; E; H; I)	£ 3,000.00
CDP (ALL)	£ 1,000.00
1:1 Devices (ALL)	£ 3,000.00
Additional support for Core subjects (ALL)	£ 53,000.00
Counsellor (ALL)	£ 11,500.00
Pastoral Support Staff (ALL)	£ 63,774.00
Achievement for All (ALL)	£ 6,228

4. Outcomes

	Desired outcomes.	Success Criteria
A.	Accelerated progress in literacy for year 7 students eligible for PP.	Rapid improvement in student vocabulary, monitored through the Bedrock Learning. Accelerated progress of targeted students through additional English intervention (Bedrock). Accelerated improvement of Hodder score averages of disadvantaged students when compared to others. Gap between the percentage of students meeting or above expected progress in year 7 to close.
B.	Accelerated progress in numeracy for year 7 students eligible for PP	Gap between the percentage of students meeting or above expected progress in year 7 to close. Percentage of disadvantaged students working above expected progress at DC points to increase throughout the year. MathsWhizz Scores to reflect rapid progress in 'working at age' High usage of Hegarty maths and 'Fix Up 5' to close knowledge gaps.
C.	Progress of disadvantaged students in maths to be in line with or better than others nationally.	Accelerated progress for targeted PP students enrolled on the EM4U programme. Disadvantaged students access Hegarty maths and fix up 5 in line with or better than other students. All teachers aware of disadvantaged students and individual needs. Personal learning checklists (with Hegarty links) provided after each formal assessment. Gap between disadvantaged and other students closing in both GCSE and predicted results.
D.	Progress of disadvantaged students as reflected by their attainment 8 and progress 8 figures to be in line with or better than others both in school and nationally.	Gap between actual (2017) and predicted (2018) Attainment 8 results for disadvantaged and other students is closing. Therefore Progress 8 at GCSE for disadvantaged to be higher than other students. Move towards 1:1 devices to deliver equity of opportunity in access to the curriculum. All interventions within school to contain a minimum of 50% of disadvantaged students. No gap in the P8 figures between disadvantaged students and others in school and nationally. Gap between the percentage of students achieving Minimum expected grade (MEG) at KS4 to close.
E.	Improve student engagement and aspiration of the hardest to reach students.	Aspiration, Access and Achievement team to identify, support and monitor progress of the hardest to reach students. Key students to each have a recognised pastoral link who is their fixed point of contact. Students to achieve an average ATL of 2 or better. Students familiar and experienced with restorative practice as a platform to resolve conflict and social issues. Progress plans set through structured conversations.
F.	Monitoring of progress in KS3 to be easily accessible and understandable	Teachers can readily identify students that are not making expected progress and apply appropriate interventions.

	for all stake holders to support the progress of students.	Progress leaders and all levels of leadership within the school can identify those students or groups of students not making expected progress across the school. There is clarity for parents and carers to identify what progress is being made and how this can be further supported at home. A.A.A team can track and monitor impact on disadvantaged students.
G.	Staff give effective feedback that is acted on immediately, the use of PLC's and DTT drives intervention.	Evidence that students receive and have the opportunity to act on feedback. PLC's evident in all subjects to track progress. The language and processes of DTT to be evident throughout the school. A.A.A team can track and monitor impact on disadvantaged students. Positive responses from students through questionnaires.
H.	Attendance of disadvantaged students is in line with others in school and national expectations.	Attendance of target group of students to be improving rapidly. A.A.A team working specifically with targeted students to remove barriers to attendance and raise aspirations. Structured conversations used to set key targets to improve attendance.
I.	Coordination of parental aspirations, student engagement and school targets with a clear focus on progress.	Structured conversations to be used to set targets and monitor progress of students. A.A.A team to identify, coordinate and support intervention around target students. Disadvantaged students to achieve an average ATL average in line with or better than other students. Clear structure to show improvement in parental/ school collaboration around progress of disadvantaged students.

5. Planned Expenditure

Academic year 2017 – 2018

The three headings below demonstrate how we are going to use 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 evidence of rationale for this choice	How will you ensure it is implemented well	Staff lead	To be reviewed.
A. Accelerated progress in literacy for year 7 students eligible for PP.	Target group for Achievement for All reporting	https://afaeducation.org/our-impact/	Quality assured through AFA mentor	DRO	Group agreed by 5th Sept 2017 Bedrock live by 2nd September CPD delivered by 5th Sept.

	School engaged with Bedrock Learning to raise vocabulary available to students	Refer to research on the Bedrock website https://www.bedrocklearning.org/about/research-and-results/	CPD delivered to English department and support staff. Bedrock to be used as in class and home learning tool.	RLU	Usage review on <mark>1/11/17,</mark> (Update- New launch with students run from 25/11/17) 8/1/18 and 17/4/18 DC Progress review 16/4/17 3/1/18 20/7/18 Weekly checks as per English homework policy.
	Additional year 7 intervention group set up to ensure targeted students make accelerated progress through Bedrock.	EEF (Mentoring effect size +1, individualized instruction +3)	Direction of learning given by website, set to specific needs of the student. Mentor to support and monitor	RLU/ KWI	Target group agreed by 1/10/17 DC Review points 16/4/17 3/1/18 20/7/18
	Smaller teaching group with additional support for students with the lowest KS2 fine scores	EEF (Reducing class effect size +3; small group tuition effect size +4)	Progress of students tracked through SISRA at relevant DC points. Progress monitored against EAP targets in SISRA.	AVA/ RLU/ DRO	DC Review points 16/4/17 3/1/18 20/7/18

		Ruth Miskin for students with the lowest KS2 fine scores	EEF Oral language interventions (effect size +5)	Progress through the programme	JJO	 Progress checks 1/11/17, 8/1/18 and 17/4/18
B. Accelerated progress in numeracy for year 7 students eligible for PP.		Target group for Achievement for All reporting	https://afaeducation.org/our-impact/	Quality assured through AFA mentor	DRO	 Progress checks 1/11/17, 8/1/18 and 17/4/18
		Mixed attainment groups and Mastery learning for the majority of year 7 students.	EEF evidence shows streaming limits progress (effect size -1); Conversely Mastery learning effect size is +5; Reducing class size for all students +3	Disadvantaged First – standing item on department meeting agenda. First item discussed at each meeting. Planning monitored weekly through department learning meetings. Tracking through SISRA at each DC point.	DRO	Progress checks 1/11/17, 8/1/18 and 17/4/18
		Smaller teaching groups for all plus additional support for students with the lowest KS2 fine scores.	EEF (Reducing class effect size +3; small group tuition effect size +4)	Staffing increased to allow for extra class on timetable. MathsWhizz for the weakest students to support in class learning. Hegarty maths used to support independent learning of all students.	AVA/ DRO/	Progress checks 1/11/17, 8/1/18 and 17/4/18

	Independent and targeted learning through Hegarty Maths and Fix Up 5	EEF (Meta cognition and self-regulation effect size +8; individualised instruction +3)	Website ensures Fix up 5 questions are targeted to known gaps. Hegarty now embedded across the school with fixed format for homework.	DRO	Usage review on <mark>1/11/17</mark>, (Update – Fix up 5 now central to maths weekly rewards in tutor) 8/1/18 and 17/4/18 <mark>Weekly checks as per maths homework policy.</mark>
	MathsWhizz for students with the lowest KS2 fine scores	Clear evidence of 'working at age;' and correlation between usage and improved progress	Access given as part of small group teaching, rewards for home usage.	DRO/ AVA	<mark>Target students agreed 20/9/17</mark> Progress checks 1/11/17, 8/1/18 and 17/4/18
	Maths Leader programme for years 7 and 8.	EEF (Mentoring effect size +1, individualized instruction +3)	Content developed by DRO to fit existing gaps or to reflect the scheme of work. Work delivered by Maths Leaders in year 8,9 and 10	DRO/ KWI	<mark>Target students agreed by 1/10/18</mark> Progress checks 1/11/17, 8/1/18 and 17/4/18
C. Progress of disadvantaged students in Maths and English to be in line with or better than others nationally.	EM4U group set up to develop meta cognition and self regulation.	EEF (effect size +8). Equipping students with skills and tools to be able to drive their own learning.	Assessment of previous year used to model 2017 2018. High profile given to students through all levels of leadership.	DRO/ RLU	<mark>Termly</mark>

	Fixed agenda item in Maths weekly meeting. Teachers to be aware of and acting on specific needs of students in their class in receipt of PP funding.	Maintain profile of disadvantaged students EEF (Individualised instruction effect size +3).	Fixed agenda item on department meeting. Review of data at each DC and assessment point. Review of engagement and use of Hegarty.	DRO	Weekly through meetings;
					Progress checks <mark>1/11/17,</mark> 8/1/18 and 17/4/18
			Regular book trawls in maths to review quality of work in books	DRO/ CLY/ DWH	
	Mixed attainment groups in maths at KS3 to ensure equity of opportunity for all students for the future.	EEF (Streaming effect size -1; Mastery learning +5, Reducing class +3)	Planning monitored weekly through department learning meetings. Tracking through SISRA at each DC point.	DRO/ CLY	Progress checks 1/11/17, 8/1/18 and 17/4/18
	Half termly reviews of ATL's to identify students that are not exhibiting appropriate ATL's	EEF Behaviour interventions (effect size +5)	Fixed agenda item for A.A.A team.	KHA/ KWI	ATL review dates 2/11/17 8/1/18 1/3/18 19/4/18
	Additional lesson for maths (and English) added into the curriculum	EEF, extending school time (effect size +2)	Maths and English to be taught daily at KS4. Additional staffing to ensure additional lessons can be delivered.	LTO	<mark>30/7/17 (Achieved)</mark>
D. Progress of disadvantaged students as reflected by their attainment 8 and progress 8 figures to be	Launch of 1:1 devices to develop further equity of opportunity in accessing the curriculum.	Equipping all students with Chrome books will widen access and ability to make progress. EEF Digital learning (effect size +4)	Part funding of devices for students in receipt of FSM .	TKI/ DRO	Progress checks 1/11/17, 8/1/18 and 17/4/18

in line with or better than others both in school and nationally.	Additional Chromebooks purchased to be released on short term loan for students to fulfill coursework commitments.	Students need access to Office 365 in order to complete coursework and other homework commitments.	10 devices purchased, released under agreement and commitment to specific deadlines.	KWI	<mark>1/12/17</mark>
	Disadvantaged students to make up at least 50% of any subject/ year group intervention cohort.	Disadvantaged students make up approximately 25% of the whole school cohort, securing 50% in any intervention group ensures al strategies can close the progress/ attainment gap.	Raise profile with progress and subject leaders. Review all intervention cohorts. Raise profile of the students with all teachers.	DOS/ PL/ DRO	Progress checks <mark style="background:lime">1/11/17</mark>, 8/1/18 and 17/4/18
	Engage with and complete Achievement for All two year programme to improve progress of all disadvantaged students.	See main site for impact evidence https://afaeducation.org/our-impact/	Appointment of in school Champion (DRO), link mentor (Martin Howlett) and two new posts to ensure delivery of strategy. Termly meeting between DRO and MHO to challenge data and quality assure interventions	DRO	Progress checks <mark style="background:lime">1/11/17</mark>, 8/1/18 and 17/4/18 <mark>Formal audit of PP provision booked for 10/12/17</mark>
	Identify and develop interventions around 'invisible learners' (Those that do 'just enough' to get by) to ensure they make accelerated progress.	Review of data and cohort in 2016 2017 suggests we have a body of students who are not identified through behavioural or progress indicators but that could be making better progress.	Open case studies to individual build profile and then target intervention appropriately.	KHA	<mark>Target group identified by 1/11/17</mark> Progress checks 1/11/17, 8/1/18 and 17/4/18

		ATL is a significant indicator in progress			
	Half termly reviews of ATL's to identify students that are not exhibiting appropriate learning behaviours. Followed by targeted in class support from senior learning mentor.	This bespoke, targeted intervention has been very successful in SEN EEF (Behaviour interventions effect size +3)	Monitor progress at DC points. SIMS report will identify average ATL's across subjects.	KWI/ KHA	ATL review dates 2/11/17 8/1/18 1/3/18 19/4/18
	Student spotlight, regular reviews of quality of work and responses to teacher feedback.	Focus attention on student learning behaviours and responsibility\n\nEEF Feedback (effect size +8)	Students to be visited regularly in lessons and work reviewed in books, check with teachers that homework is being completed. Contact with home for key updates.\n\nStudents selected on progress data.	KWI/ KHA/ DRO	Progress checks ==1/11/17==, 8/1/18 and 17/4/18
	Fund specialist subject equipment (eg Revision books/ Art packs to year 8)	Equity of opportunity. EEF Arts participation (effect size +2)	Equipment funded for students currently in receipt of free school meals on a case by case basis with reviews of impact.	KHA	Progress checks ==1/11/17==, 8/1/18 and 17/4/18
	Pastoral support and guidance including counselling service to ensure mental wellbeing and pastoral care of all students	Package of support built around students dependent on need to ensure they can make progress and to limit detrimental impact on others	Pastoral team maintain case work as guided by subject leaders/ progress leaders and safeguarding team.	ACH\n\n\n\nKHA	December 2017 and June 2018

			Individual case studies set up and monitored by AAA team.	KWI	Review dates1/11/17, 8/1/18 and 17/4/18
			Investigate measure and strategies to measure 'soft skills' and progress in them.		1/3/18
G. Staff give effective feedback that is acted on immediately, the use of PLC's and DTT drives intervention.	PLC's and DTT to form regular part of department meeting cycle.	Some of the PP funding will be invested in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit – effect size +8) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Subject spotlights and formal observations. .	DRO	Each subject area conducts a Spotlight each year, presented to school Governors.
	Each faculty to include in their policy how DTT and PLC's are used to drive learning.		Faculty guidelines to be collated.	DRO	1/11/17
	Book trawls of disadvantaged students to be completed on a termly basis as part of student spotlight		Students to be visited regularly in lessons and work reviewed in books, check with teachers that homework is being completed. Contact with home for key updates	DRO/ KWI/ DOS	Review dates<mark>1/11/17</mark>, 8/1/18 and 17/4/18

i.i Targeted support

Desired outcome	Chosen action/ approach	What is evidence of rationale for this choice	How will you ensure it is implemented well	Staff lead	When will you review implementation

E. Improve student engagement and aspiration of the hardest to reach students.	Engagement with Achievement for All and use of structured conversations to further develop links	EEF Parental involvement (effect size +3).	Work with AFA to develop bespoke intervention around students.	JPL/ DRO	
	Targeted behavior intervention for identified students either through pastoral support or senior learning mentor

Assess access to pastoral support and/or outside agencies to support where appropriate.

School counsellor to give professional and confidential advice and support. | A small number of students throughout different year groups are regularly involved with pastoral support and whose often complex social relationships impact on their progress, and that of their peers. | Pastoral support/ counselling and safeguarding team maintain confidential files of students accessing services.

Investigate measure and strategies to measure 'soft skills' and progress in them. | ACH/ KWI | Review of soft skills research 1/3/18 |
| | Additional support for Maths and English for targeted year 10 students | EEF extended school time (effect size +2) | Additional 'core skills' lessons for a small group of students to ensure they make additional progress and main lessons can move at a quicker pace for all.

MathsWhizz used to raise 'working at' numeracy age of target students.

Bedrock to raise vocabulary of target students, | AST | Progress checks 1/11/17, 8/1/18 and 17/4/18 |
| H. Attendance of disadvantaged students is in line with others in | Target group for Achievement for All reporting | https://afaeducation.org/our-impact/ | Quality assured through AFA mentor | DRO | Progress checks 1/11/17, 8/1/18 and 17/4/18 |

school and national expectations.	Mentoring scheme to raise aspirations and commitments within school	Engaging students by making them more responsible for the outcomes of others, raising aspirations through leadership opportunities.	Appointment of strategy manager to oversee and coordinate strategy. Development of mentoring programme	KHA/ DRO/ KWI	Target students identified by 5/9/17 Attendance review dates 1/11/17, 8/1/18 and 17/4/18
	Regular contact with families of target students with regular attendance issues	To be able to properly identify and understand individual barriers	Collaboration between attendance and A.A.A teams.	KHA	Review dates 1/11/17, 8/1/18 and 17/4/18

i.i.i Other approaches

Desired outcome	Chosen action/ approach	What is evidence of rationale for this choice	How will you ensure it is implemented well	Staff lead	When will you review implementation
I. Coordination of parental aspirations, student engagement and school targets with a clear focus on progress.	Engagement with Achievement for All and appointment of two targeted posts with specific focus on disadvantaged students.	EEF Parental engagement (effect size +3).	Appointment of AFA Champion in school (DRO) and AFA dedicated coach (Martin Howlett)	DRO	Review dates 1/11/17, 8/1/18 and 17/4/18
	Use of structured conversation to further develop links with families with key focus on progress.	PWC audit verified impact of AFA on improving parental engagement and progress of disadvantaged learners.	Whole staff CPD on structured conversations.	MHO	5/9/17
	Progress days in place of parent evenings for parents, students and tutor/ appropriate link to engage in a structured conversations with key focus on progress.	Allow longer discussions with a focus on ATL and progress.	Dedicated day on school timetable to conduct longer, more in depth meetings with parents using structured conversations.	PL/ DRO	Progress day 24/1/18 Review dates 1/11/17, 8/1/18 and 17/4/18

			CPD for all staff in conducting structured conversations.	MHO	<mark>5/9/17</mark>
			Template booklet for all students to support meetings, record targets and monitor progress	PBR	<mark>5/9/17</mark>
F. Monitoring of progress at all levels to be easily accessible and understandable for all stake holders to support the progress of all students.	SISRA to be used as main tool to monitor progress across the school.	SISRA will allow teachers/ leaders to quickly drill down into data to identify those not making expected progress.	Whole staff CPD to revisit and introduce new features of SISRA	TKI/L TO	<mark>September 2017</mark> Data review 1/11/17, 8/1/18 and 17/4/18
	Teaching staff can use SISRA to track the progress of each of their class groups and identify students who require intervention in order to reach age related expectations	Reporting for AFA has highlighted challenges for life without levels. Part of the pupil premium funding is directed driving standards for all pupils by developing effective systems to monitor and assess progress.	Audit of current systems including feedback from all stakeholders to ensure progress can be easily monitored and understood by all.	LTO/ TKI	Dec 2017
	Progress leaders can use SISRA and any additional spreadsheets to track the progress of their year group and identify students who require intervention		CPD for all staff on SISRA	LTO	<mark>5/9/17</mark>
	SLT can use SISRA and any additional spreadsheets to monitor the progress of each year group		PL/ DOS/ SLT to agree and develop system for target setting that is aspirational and achievable	PL/ DOS/ SLT	<mark>Meeting Sept 2017</mark> Data review <mark>1/11/17</mark>, 8/1/18 and 17/4/18

Review of expenditure 2016 - 2017

Intervention	Success criteria	Approximate cost	Impact	Lessons learned
Providing reading Intervention in Key Stage 3	This will help to improve the literacy of our disadvantaged students and thus close the gap.	£10,000	Number of disadvantaged students making accelerated progress has increased from 7% to 13%	In order to increase the vocabulary available to students and give them the opportunity to be in more control of their progress we have added Bedrock learning to the intervention package for both KS3 and 4.
Putting an additional English and Maths lesson into the curriculum in Year 11 – Tutor time and additional lesson	Close the gap in term of those making expected progress for English and Maths.	£60,000	The gap between students making expected progress in maths has decreased from 14% to 5%, the gap in English has remained relatively equal.	Significant changes in curriculum, assessment and monitoring made yearly comparisons challenging. A clearer measure of impact will be available on release of national P8 data.
	EM4U Launched to engage the hardest to reach disadvantaged students most at risk of not achieving target grades.		The number of disadvantaged students making 3 levels of progress in maths has increased (by 9%), the number making 4 levels of progressed has increased in both maths (3%) and English (3%).	

			The number of disadvantaged students achieveing the highest grades in maths has increased in both maths and English	
Running a photography course for students	To boost self-esteem and engagement of disadvantaged students and to help improve their attendance at school	£1500		This project has been closed.
Assisting students with the costs of material for Art and technology subjects	To ensure that disadvantaged students have the same access to materials as others to allow them to participate effectively in lessons	£3800	33% of disadvantaged students achieved A*/A against a target of 9%; 100% achieved A* - C against a target of 91%.	
To help students participate in a wide range of school visits and trips, including activities days, the Birks and other trips and visits	To ensure that disadvantaged students have the same access to trips and visits to ensure that they are able to benefit from a wide curriculum offer	£5,000	Disadvantaged students have had the same opportunity to attend trips/ take part in school activities as their peers.	
Providing a counselling service	Investing in the wellbeing of our students to ensure that they have all the support that we can offer them. This will help them to perform better in school.	£8700	Counselling service has been a huge success and accessed by a range of students at times of need.	For 2017 2018 need to identify method for assessing impact on student wellbeing.
To provide music lessons for students	To ensure that disadvantaged students have the same access to music lesson as others to allow them to participate effectively in lessons	£1200	Disadvantaged students have had equitable opportunity to learn instruments.	As part of school values it is important to retain access to wider curriculum and skills.

To provide revision books and study guides for eligible students in KS4	To ensure that disadvantaged students have the same access to revision books and study guides as others to allow them to prepare effectively for exams	£3000	Awaiting P8 data to demonstrate impact	Revision books are a useful tool, however for 2017 2018 we will be looking for opportunities to empower students to use resources that will give them immediate feedback such as Hegarty maths and GCSE pod.
Providing a reward system for students	To boost self-esteem and engagement of disadvantaged students and to help improve their attendance and progress at school	£5000	Awaiting P8 data to demonstrate impact	Appointment in 2017 2018 of a new Assistant head teacher responsible for Achievement and rewards.
Motivation events for KS3 and KS4	To boost self-esteem and engagement of disadvantaged students and to help to boost their confidence and facilitate independent learning.	£5000	In key stage 3 the number of disadvantaged students making accelerated progress is increasing over time (see notes below comparing DC4 to DC6). Awaiting P8 data to demonstrate impact in KS4.	This programme is to be further developed with support from Achievement for All through mentoring and 'soft skills' interventions.
	Project 10 Launched to engage the hardest to reach year 10 boys at risk of exclusion.		Impact data to follow	The project was developed from extensive research and impacted on attendance and improved engagement across the school of the majority of students enrolled.

Providing nurture groups and support – KS3	To boost self-esteem and engagement of disadvantaged students and to help to boost their confidence and facilitate independent learning	£36000	Year 7 Percentage of accelerated progress grades given to disadvantaged students increased from 12% to 14% (DC4 to DC6)	This has been extended to a further support group in year 10
			Year 8 Percentage of accelerated progress grades given to disadvantaged students increased from 7% to 9% (DC4 to DC6)	
			Year 9 Percentage of accelerated progress grades given to disadvantaged students increased from 8% to 10% (DC4 to DC6)	
Providing pastoral support from Yr 7 -11	3 appointed pastoral support staff will provide additional support and intervention to improve attendance and outcomes for disadvantaged students and to narrow the gap with non-disadvantaged students.	£55,000	Fixed term exclusions have decreased. We have also improved the expertise of our pastoral care to provide therapeutic care and intervention where appropriate so that we are taking a more proactive approach leading to improved attendance	The pastoral team have a significant impact across the whole school, the individualised learning model of both pastoral and SEN has been extended to appoint two new posts (Strategy manager and Senior learning mentor)

			and punctuality to lessons. Student feedback is increasingly positive about the additional provision offered in school	