1. Summary Information

Grove School

Academic Year	2018 - 2019	Estimated PP Budget	£213115	Date of most recent review	April 2018
Total number of pupils	807	Number of pupils eligible for PP	243	Date for next internal review of this strategy	April 2019

1a. Executive Summary

*Progress 8 data is currently unverified estimates and are subject to change. The progress 8 data within the statement is the most up to date estimates available to the school.

Progress 8 for 2018 is -0.272 for all students. Progress 8 for students identified through pupil premium funding is -0.691.

A key priority for the school is to equip students for their next steps into college, apprenticeships and work. The number of students achieving five standard passes fulfilling the requirements for their next steps has improved year on year.

Students achieving grades 9 to 4 in Mathematics has increased from 37.9% to 41.5%
Students achieving grades 9 – 4 in English has increased from 41.4 to 48.8%
Students achieving at least 5 standard passes and 5 strong passes has increased from 2017.

2. Current Attainment

	Pupils eligible for PP (Grove)	Pupils not eligible for PP (national average)
% achieving 4 or above in English and Maths 2017-18	24.4%	71% (2017)
% achieving 5 or above in English and Maths 2017-18	12.2%	52 % (2017)

Attainment 8

2016 – 2017		Difference	2017 – 2018		Difference
Disadvantaged (Grove)	31.05		Disadvantaged (Grove)	31.43	
Other (Grove)	42.51	-11.46	Other (Grove)	43.68	-12.25
Other (National)	49.8		Other (National)	49.8 (2017)	

Progress 8					
A progress 8 score of 0.0 means students at Grove made expected progress when compared with students nationally					
2016 – 2017			**2017 – 2018**		Difference
Disadvantaged (Grove)	-0.676		**Disadvantaged (Grove)**	-0.686	0.801
All (Grove)	0.11		**Other (National)**	0.11 (2017)	

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.	The range of vocabulary of disadvantaged students is lower than that of non disadvantaged and therefore restricts their capacity to make accelerated progress.
D.	Percentage of disadvantaged students making accelerated progress in Maths and English needs to be higher than others in school or nationally to ensure the attainment gap closes.
E.	Current progress of those eligible for PP needs to be higher in all subjects compared to non PP students both in school and nationally.
F.	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.
G.	Self-motivation and a lack of engagement in learning restricts the progress some students make in lessons and in self study (including homework).
H.	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)	
I.	Low attendance. Attendance has a significant impact on progress and attainment.
J.	Coordination between parental aspirations, student engagement and school targets with a clear focus on progress.
K.	Social factors including health and diet, young carers and deprivation factors.

Spending overview 2018 – 2019	
Access Aspiration and Achievement team staffing (A; B; C; D; E; F; G; H; I; J)	£ 24,000
Teaching and Learning (A; B; C; D; E; F; G; H; I; J)	£ 12, 500
Art materials for students (E; F; G; H)	£ 700
Equipment/ Supplies (A; B; C; D; E; F; G; H)	£4000
Uniform (F; G; I; J; K)	£2000
Trips and visits inc Birks (E; F; G; I; J; K)	£ 10000
Music lesson (E; F; G; I; K)	£ 2500
Study guides and revision materials (A; B; C; D; E; F; G; H; K)	£ 2,000.00
Intervention expenses budget (A; B; C; D; E; F; G; H; I; J; K)	£ 4,000.00
Breakfast club (F; G; I; J; K)	£ 4,000.00
CPD (ALL)	£ 1,000.00
1:1 Devices (ALL)	£ 7,000.00
Additional support for Core subjects (ALL)	£ 53,000.00
Counsellor (ALL)	£ 11,500.00
Pastoral Support Staff (ALL)	£ 61,008
Achievement for All (ALL)	£ 6,228
Inclusions	£ 5000
Sims In Touch	£ 3520
Online learning resources	£7000
Contingency	£ 2079
Forces students bespoke support packages	£4000
Total	£214535
Allocation	£214535

4. Outcomes

	Desired outcomes.	Success Criteria
A.	Accelerated progress in literacy for students identified through PP funding.	The gap between disadvantaged and non disadvantaged students for English is closing through each DC reporting. The gap in reading ages as identified by accelerated reader between disadvantaged and non-disadvantaged students is closing at each reporting point.
B.	Accelerated progress in numeracy for students identified through PP funding.	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. High usage of Hegarty maths and 'Fix Up 5' to close knowledge gaps.
C.	Accelerated progress in vocabulary of all students.	Rapid improvement in student vocabulary, monitored through the Bedrock Learning. Teachers to be aware of Bedrock stages and key words for their subject area. Students to use their vocabulary books with Mid-year reports from Bedrock to demonstrate significant impact on progress of disadvantaged students.
D.	Progress of students identified through PP funding in Mathematics and English to be in line with or better than others nationally.	Accelerated progress for targeted PP students targeted by learning mentor. 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.
E.	Progress of students identified through PP funding.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 2018 and 2019 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. Closing gap in the P8 figures between disadvantaged students and others in school and nationally. Gaps between the percentage of disadvantaged students achieving standard and strong passes to be closing when compared to non-disadvantaged students
F.	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.
G.	Student motivation to be increased in both lessons and in self study (including homework)	Lesson monitoring to identify and support students with self motivation and production of high quality work. There is clarity for parents and carers to identify what progress is being made and how this can be further supported at home. Individual support plans to be put in place as appropriate.
H.	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 student voice conferences.
I.	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.
J.	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. Regular 'meet and greet' sessions to open opportunity for regular contact with families.
K.	Social factors including health and diet; being a young carer; and deprivation factors	Students individual circumstances are clearly understood and appropriate support is put in place. All students have the opportunity to access the full curriculum and succeed to the very best of their potential.
L.	Bespoke emotional and/or academic support for children of forces families	Students identified through forces funding to receive bespoke packages depending on requirements to ensure they make excellent progress and additional pastoral support as required.

5. Planned Expenditure

Academic year 2018 – 2019

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 all students.	Bedrock and accelerated reader embedded into KS3 curriculum for English.	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.	MHA / CCL	DC Reports monitored by KHA . Half termly book trawls by AAA team.
	Mixed attainment for the 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	Planning monitored weekly through department learning meetings. Tracking through SISRA at each DC point.	CLY/ MHA	Progress checks at each DC point. Half termly book trawls by AAA team.
B. Accelerated progress in numeracy for all students.	Mixed attainment groups for years 7 to 9	EEF evidence shows streaming limits progress (effect size -1); Conversely Mastery learning effect size is +5; Reducing class size for all students +3	Planning monitored weekly through department learning meetings. Tracking through SISRA at each DC point. Collaborative planning and quality assurance of all lessons.	CLY	Progress checks at each DC point. Half termly book trawls by AAA team.

	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.	CLY	Weekly checks as per maths homework policy. Comparative data for progress against results at year 11.
C. Accelerated progress in vocabulary of all students.	Bedrock Vocabulary	https://www.bedrocklearning.org/about/research-and-results/	Bedrock embedded into KS3 lessons and targeted as homework for every student	MHA	½ yearly impact report from Bedrock.
G. Student motivation to be increased in both lessons and in self study (including homework)	Student ATL consistently recorded in planners.	Recognition of hard work and praise to encourage good learning.	Students will be recoignised through ATL system and those that achieve te highest number of ATL 1's recognized. Weekly prize for a random student that achieves ATL 1's in a week.	DRO KHA	Termly review of ATL and progress data Weekly ATL report
	Explicit target grades and learning journeys to allow students greater independence and control over their learning.	EEF, Metacognition effect size of +8	Regular learning walks, book trawls	DOS/ AAA team	SLT monitoring

H. 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	Data collection points
	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	Data collection points
	Learning journeys to be used to track progress in lessons		Walk for purpose with a key focus on use of learning journeys	DRO/ DOS	Data collection points

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
A. Accelerated progress in literacy for year 7 students eligible for PP.	Additional lessons for catch up premium student with a specific focus on accelerated reader	http://www.renlearn.co.uk/accelerated-reader/ar-research/	Dedicated LSA and regular review through AAA meetings (fortnightly)	KHA	October 2019

	In class support through LSA.	EEF (Individualised instruction +3 months; Teaching assistants +1)	Communication through class teacher and AAA team, identifying students through ATL and faculty referral.	LSA	Half termly through AAA review meetings
	Ruth Miskin for students with the lowest KS2 fine scores	EEF Oral language interventions (effect size +5)	Progress through the programme	JJO	Target students agreed 20/9/18 Progress checks at each DC point
B. Accelerated progress in numeracy for all students.	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	CLY	Target students agreed by 1/10/19 Progress checks at each DC point.
D. Progress of disadvantaged students in Maths and English to be in line with or better than others nationally.	Fixed agenda item in Maths and English 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. Regular book trawls in maths to review progress	CLY	Weekly through meetings; Progress checks at each DC point
	Mixed attainment groups in KS3 to ensure equity of opportunity for all students.	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.	MHA /CLY	Progress checks at each DC point.
	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 each half term as part of AAA review meetings

	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	(Achieved)
E. 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.	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	Final exam and DC progress data.
	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	1/12/17
	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/ HOY	Termly review
	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	Termly meeting with AFA champion.

		Half termly reviews of ATL's and progress data to identify students that are not exhibiting appropriate learning behaviours.	EEF (Behaviour interventions effect size +3)	Walk for purpose to be completed with faculty directors to review work and progress in identified students books Student spotlight, regular reviews of quality of work and responses to teacher feedback.	DRO	Data collection points. Termly AAA review meetings.
		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	Data collection points. Termly AAA review meetings.
		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. Individual case studies set up and monitored by AAA team. Investigate measure and strategies to measure 'soft skills' and progress in them.	ACH KHA KWI	Data collection points. Termly AAA review meetings.

	Reader Pens	https://static1.squaresp ace.com/static/564210b 6e4b047c0f3f9b0c0/t/5 719fd78ab48de0f879e9 7a5/1461321083975/SP +English+GCSE+Report% 5B5%5D.pdf	Directed use through SEN faculty	JJO	DC collection points and exam comparison data.
F. Improve student engagement and aspiration of the hardest to reach students.	Gold/ Silver/ Bronze learners	Recognition of hard work and praise to encourage good learning	Students will be recoignised through ATL system and those that achieve te highest number of ATL 1's recognized. Weekly prize for a random student that achieves ATL 1's in a week.	DRO	Termly review of ATL and progress data
	Pupil voice conference	Engage students in a review of learning and empower them to share thinking with all stakeholders	Continue with format from 2017/2018. Use time in discovery days to deliver.	KWI	Termly meetings
	Free water and fruit	Ensure all students have access to fruit and water throughout the day. Encourage healthy eating.	Delivered through bistro	KWI	Termly meetings
	Engagement with Achievement for All and use of structured conversations to further develop links	EEF Parental involvement (effect size +3).	AFA to complete yearly audit of services.	MHO /DRO	Termly review meetings

	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	Termly review meetings
H. Attendance of disadvantaged students is in line with others in school and national expectations.	Breakfast club	Success of 2017 2018 strategy	Attendance cards for free place on Breakfast Club weekend. Regular contact to build relationships and encourage 100% attendance	KWI	Termly review meetings
	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	Termly review meetings
	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	Termly review meetings

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	Termly review meetings

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	Termly review meetings
K. Social factors including health and diet; being a young carer; and deprivation factors	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	Termly review meetings
	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	Termly review meetings
			CPD for all staff in conducting structured conversations.	MHO	
			Template booklet for all students to support meetings, record targets and monitor progress	PBR	
	Development of bespoke support through AAA team, building relationships with young people to understand and support individual circumstances.	Success of structure used by SEN faculty. Impact of social and emotional learning (+4 – EEF)	Appointment of AAA learning mentors, mentor training and development of personalised plans for students.	KWI, AHB	Termly review meetings

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 and FFT to be used as main tools to monitor progress across the school.	FFT and 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/LTO	Termly review meetings
	Teaching staff can use FFT and 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	Termly review meetings
	Progress leaders can use FFT and 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	Termly review meetings
	SLT can use FFT and 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	Data collection points.
L. Bespoke emotional and/or academic support for children of forces families	AAA team to build bespoke strategies around individual or small groups of students so that support is targeted to the needs of each student.	Feedback from parents and work with professional links at Tern Hill.	KWI to develop and manage packages and drop in sessions.	KWI	Termly review meetings

Review of expenditure 2017 - 2018				
Intervention	Success Criteria	Cost	Impact	Lessons Learned

Target group for Achievement for All reporting	https://afaeducation.org/our-impact/ Quality assured through AFA mentor	£6228	Systems held to account be external auditor. Provision for PP recognised as a strength in Ofsetd reporting	Utilising an external critical friend has allowed us to reflect on best practice and improve systems. AFA membership will continue for second year,
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/ All students accessing bedrock for a minimum of 2 sessions per week. Gap in results between pp students and non-pp students to be zero by 2020.	£1227	RLU	Experienced a number of teething issues with the initial set up. English department showing good cultural practices now of enforcing detentions for non-compliance to expectations. Learnings around the roll out of new programmes to the school and ensuring one subject lead has a comprehensive knowledge and buy in before launching.
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 the specific needs of the students. Mentor to support and monitor.	Absorbed in school teaching costs	RLU/ KHA Number of targeted students meeting or exceeding progress in year 7 improved from 59% to 82%	Dedicated intervention lead required to ensure aligned focus for the group and effective progress tracking.

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 Positive impact on emotional well-being of students through nurture and consistency.	Achievements could be improved through subject specialist teachers teaching the smaller group in their 'safe' environment.
Ruth Miskin for students with the lowest KS2 fine scores	EEF Oral language interventions (effect size +5)	£200	JJO Students enrolled on the course progressed to the next stage.	No concerns. To continue as set up.
Mixed attainment groups and mastery learning in maths 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.	Gap in maths for year 7 for students achieving or exceeding target is 2%. 81% of disadvantaged students are on target or above in comparison to 83% of their peers. Y8 16/17 (streamed) - 33% students meeting or exceeding expected progress. In comparison. Y8 17/18 (mixed) - 87% students meeting or	DRO to educate heads of faculties towards mixed attainment groups.

			exceeding expected progress.	
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.	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.	Gap between number of students making expected progress is minimum in year 7 (2% in Maths; 3% in English) In year 8 it is decreasing from previous year (7% in English; 8% in maths)	In both maths and English the gap between disadvantaged students and their peers is closing in KS3.
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.	£1200	DRO On every measure students that completed the most hegarty made the most progress.	Identified that fix up 5 ensures targeted learning on areas of need so maths leader board changed to reflect the value of this.
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 No accelerated progress achieved	Due to no accelerated progress Maths Whizz will not be continued

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 Number of targeted students in year 7 meeting or exceeding expected progress from DC2 – DC3 improved from 68% to 86% Number of targeted students in year 7 meeting or exceeding expected progress from DC2 to C3 75% to 92%	Continue to engage mentors for Maths leader programme Change focus of sessions to pre tutor and prepare students for the topics coming up.
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 Progress 8 for EM4U cohort increased from -0.9 to - 0.4	Additional intervention has varied in impact. Going forward intervention needs to be timetabled and within the school day.
Half termly reviews of ATL's to identify students that are not exhibiting appropriate ATL's	EEF Behaviour interventions (effect size +5)	Absorbed in staffing costs.		Students were pleased to receive cards home celebrating success. Focus changed mid-year to identify invisible learners and pastoral to challenge behavioural issues. AAA team to review data of detentions,

| | | | | supervisions and exclusions of disadvantaged students against non-disadvantaged.

Pupil voice conference flagged the need for cover teachers to be educated in the ATL system. Cover teachers now using ATL systems effectively. |
|---|---|---|---|---|
| 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 | £100 | Increased opportunity for students to access and own a Chromebook | Rolling initiative to support families to access devices and subsequently the full curriculum. |
| 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 | £100 | Students completing coursework in order to achieve GCSEs. | Need to purchase more durable units and a secure charging trolley. |
| 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.

10 devices purchased, released under agreement and commitment to specific deadlines | No additional costs to consider | Enrollment onto an intervention is not a good predictor of change in outcomes. | Focus needs to be on quality first teaching. Strategies for 2018 onwards to focus on securing good progress every lesson for every student. |