



# John Port Spencer Academy

## Pupil Premium Strategy Statement

**2018/19**

Impact to be reviewed termly

**What is the Pupil Premium?**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2018/19 financial year, schools will receive £935 for each pupil in Y7 to Y11 registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £2,300 for each pupil who has left local-authority care because of adoption, a special guardianship order, a child arrangements order or a residence order.

Pupils who have been in local-authority care for one day or more also attract £2,300 of Pupil Premium funding. However, funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing Pupil Premium funding for looked-after children.

Children of service personnel attract £300 of Service Pupil Premium (SPP) funding which is designed to assist schools in providing mainly non-educational support (known as pastoral care) to these children.

**How will parents know if it is working?**

We track all students' progress so we can see if the intervention we are putting in place is working. We report to parents about the progress of their child regularly throughout the year.

## Pupil premium strategy statement

| Summary information                    |                           |  |          |                                      |         |
|--|---------------------------|--|----------|--------------------------------------|---------|
| <b>School</b>                          | John Port Spencer Academy |  |          |                                      |         |
| <b>Academic Year</b>                   | 18/19                     | <b>Total PP budget</b>                           | £188,500 | <b>Date of most recent PP Review</b> | July 18 |
| <b>Total number of pupils (Y7-Y11)</b> | 1607                      | <b>Number of pupils eligible for PP (Y7-Y11)</b> | 205      |                                      |         |

| Student Outcomes          |          |               |              |                   |          |               |              |                   |           |               |               |                   |
|---------------------------|----------|---------------|--------------|-------------------|----------|---------------|--------------|-------------------|-----------|---------------|---------------|-------------------|
|                           | 2016     |               |              |                   | 2017     |               |              |                   | 2018      |               |               |                   |
|                           | FSM6 JPS | FSM6 National | Non-FSM6 JPS | Non-FSM6 National | FSM6 JPS | FSM6 National | Non-FSM6 JPS | Non-FSM6 National | FSM6 JPSA | FSM6 National | Non-FSM6 JPSA | Non-FSM6 National |
| Year 11 Cohort            | 41       |               | 283          |                   | 36       |               | 258          |                   | 29        |               | 282           |                   |
| Attainment 8              | 3.0      | 3.6           | 4.4          | 4.8               | 3.6 ↑    | 3.9           | 4.7 ↑        | 4.8               | 3.6       | 3.8           | 5.4 ↑         | 5.0               |
| Progress 8                | -1.42    | -0.33         | -0.61        | +0.12             | -0.8 ↑   | -0.34         | -0.12 ↑      | +0.13             | -0.68 ↑   | -0.39         | +0.09 ↑       | +0.14             |
| Progress 8 English        | -1.29    |               | -0.53        | +0.07             | -0.34 ↑  |               | +0.04 ↑      | +0.09             | -0.4      |               | +0.26 ↑       | +0.09             |
| Progress 8 Maths          | -1.23    |               | -0.71        | +0.09             | -0.49 ↑  |               | +0.03 ↑      | +0.09             | -0.53     |               | +0.11 ↑       | +0.10             |
| Progress 8 Ebacc          | -1.54    |               | -0.57        | +0.12             | -0.94 ↑  |               | -0.08 ↑      | +0.11             | -0.63 ↑   |               | +0.03 ↑       | +0.12             |
| Progress 8 Open           | -1.53    |               | -0.65        | +0.08             | -1.32 ↑  |               | -0.38 ↑      | +0.06             | -1.11 ↑   |               | -0.01 ↑       | +0.10             |
| % 4+ in English and Maths | 22%      | 42%           | 61%          | 70%               | 50% ↑    | 43%           | 72% ↑        | 71%               | 48%       | 43%           | 80% ↑         | 71%               |
| % 5+ in English and Maths |          |               |              |                   | 33%      | 24%           | 47%          | 49%               | 34% ↑     | 24%           | 63% ↑         | 49%               |

The progress that PP students make at JPSA has improved dramatically since 2016. PP Students now achieve, on average, three quarters of a grade higher across their subjects by the end of Year 11. A higher percentage of PP students at JPSA achieve at least a grade 4 in both English and Maths than PP students do nationally. A higher percentage of PP students at JPSA achieve at least a grade 5 in both English and Maths than PP students do nationally. JPSA is determined to further improve outcomes for PP students and to remove the attainment and progress gap with non-PP students.

| PP Pupils – cohort sizes 2018/19 |             |             |             |           |             |             |
|----------------------------------|-------------|-------------|-------------|-----------|-------------|-------------|
|                                  | Year 7      | Year 8      | Year 9      | Year 10   | Year 11     | Total       |
| Total                            | 40 (12.2%*) | 43 (12.4%*) | 42 (12.5%*) | 50 (17%*) | 30 (10.2%*) | 205 (12.8%) |
| Male                             | 21 (52.5%)  | 24 (55.8%)  | 24 (57.1%)  | 26 (52%)  | 17 (56.6%)  | 112         |
| Female                           | 19 (47.5%)  | 19 (44.2%)  | 18 (42.9%)  | 24 (48%)  | 13 (43.4%)  | 93          |
| SEN                              | 6 (15%)     | 10 (23.2%)  | 6 (14.3%)   | 14 (28%)  | 11 (36.6%)  | 47          |
| FSM                              | 17 (42.5%)  | 27 (62.8%)  | 13 (30.9%)  | 21 (42%)  | 15 (50%)    | 93 (5.8%)   |
| EAL                              | 1 (0.3%)    | 0           | 0           | 0         | 1 (0.3%)    | 2           |

\* as a proportion of the year group

| Barriers to future attainment (for pupils eligible for PP)* |   |
|---|---|
| A   | Low attendance  |
| B   | Poor behaviour for learning                               |
| C   | Variable quality of teaching and learning (including SEN) |
| D   | Low levels of parental engagement                         |
| E   | Reduced access to learning resources                      |
| F   | Low levels of numeracy and literacy skills upon entry     |
| G   | Little knowledge of career routes                         |
| H   | Insufficient use of data to inform interventions          |
| I   | Variable success of intervention strategies               |
| J   | Variable pastoral care                                    |

\*These are examples of barriers to learning and do not apply to every pupil that is eligible for PP at John Port School

| Desired outcomes |   | Success Criteria  |
|------------------|---|---|
| A                | PP students attend school regularly   | <ul style="list-style-type: none"> <li>The average attendance of PP students is higher than the national average for non-PP (&gt;95%)</li> <li>The average attendance for PP students is in line with non-PP students at JPSA</li> <li>The % of PP students with persistent absence is below the national average for non-PP (&lt;10%)</li> <li>The % of PP students with persistent absence is in line with non-PP students at JPSA</li> </ul>                                   |
| B                | PP students show good standards of behaviour in school  | <ul style="list-style-type: none"> <li>The number of X (negative behaviour) points for PP students is in line with non-PP students</li> <li>The number of days that PP students are excluded is in line with non-PP students</li> <li>The number of days that PP students are excluded is below the national average for non-PP students</li> <li>The amount of epraise (positive behaviour) points awarded to PP students is in line with non-PP students</li> </ul>             |
| C                | The quality of lessons experienced by PP students is consistently good or better  | <ul style="list-style-type: none"> <li>&gt;90% of lessons are graded good or better</li> <li>100% of lessons show evidence of the 'First For Everything' strategy</li> <li>The attainment and progress gap between PP and non-PP students closes</li> <li>PP students at JPSA out-perform PP students nationally</li> <li>PP students at JPSA out-perform non-PP students nationally</li> <li>Sub-groups of PP students all make improved progress compared to 2017/18</li> </ul> |
| D                | The parents of PP students engage frequently with school  | <ul style="list-style-type: none"> <li>The % of PP parents that attend Parents' Evenings is &gt;80% and in line with non-PP</li> </ul>  |
| E                | PP students have the same access to resources and extra-curricular activities as non-PP students  | <ul style="list-style-type: none"> <li>Student feedback (via questionnaires) shows that 100% of PP students have access to the learning resources that they require to succeed</li> <li>0% of PP students say that they are disadvantaged in terms of resourcing compared to their peers</li> <li>PP students are over-represented in every extra-curricular activity compared to non-PP students</li> </ul>  |
| F                | PP students are supported with catching up in English (including reading) and Maths during KS3  | <ul style="list-style-type: none"> <li>All PP students have a reading age in line with the actual age by the end of Y9</li> <li>All PP students achieve a Maths scaled score of at least 100 by the end of Y7</li> <li>100% of PP students in KS3 hit their end of year targets in English</li> <li>100% of PP students in KS3 hit their end of year targets in Maths</li> </ul>  |
| G                | PP students receive high quality CEIAG and have clear career plans  | <ul style="list-style-type: none"> <li>100% of Y10 and Y11 PP students receive individual career interviews and advice</li> </ul>   |
| H                | Academic, behaviour and attendance data is used to track the performance of all PP students and informs interventions                         | <ul style="list-style-type: none"> <li>Academic, behaviour and attendance data for all PP students is updated every 4 weeks and is shared with SLT, Heads of Year, Pastoral Managers, Heads of Faculty and Heads of Subject.</li> <li>All Heads of Faculty, Heads of Subject and teachers are able to explain the current academic performance of PP students and what is being done to support those below target (below FFT20)</li> </ul>                                       |
| I                | Interventions are used to improve academic outcomes. Interventions are measured accurately and frequently for impact and adjusted accordingly | <ul style="list-style-type: none"> <li>Every intervention strategy is measured for impact</li> <li>Interventions that show evidence of success are repeated</li> <li>Interventions that do not show evidence of success are stopped</li> </ul>  |
| J                | The pastoral care of PP students is outstanding   | <ul style="list-style-type: none"> <li>100% of PP students say that they feel well supported in school</li> </ul>   |

## Headline targets for PP in 2018/19

- By the end of Y11, PP students have a positive Progress 8 score, in line with non-PP students in school and nationally
- By the end of Y11, PP students have a positive Progress score in each of the elements of Progress 8
- By the end of Y11, PP students have an Attainment 8 score in line with non-PP students in school and nationally
- By the end of Y11, the % of PP students achieving 4+ in both Maths and English is in line with non-PP students in school and nationally
- By the end of Y11, the % of PP students achieving 5+ in both Maths and English is in line with non-PP students in school and nationally
- 100% of PP students successfully get onto their chosen route for further education

## Planned expenditure 2018/19

| Desired outcome A – PP students attend school regularly  |                  |        |        |
|--|------------------|--------|--------|
| Strategy   | Staff lead       | Cost   | Impact |
| Y11 attendance reward scheme. £5 voucher for every week of 100% attendance. Awarded weekly by SLT mentor. Extend to other year groups if successful.   | TCC, SLT mentors | £3,300 |        |
| Year Team PP progress meetings. Every half term. Focus on attendance, behaviour and effort.  | TCC, HOYs, PMs   | £0     |        |
| Attendance officer with specific responsibility for PP attendance.   | LS, AA           | £5,000 |        |
| Attendance officer meets with students when attendance drops below 96%.  | AA               | £0     |        |
| Attendance officer writes home to parents when attendance drops below 90%. Failure to improve attendance leads to Improving Attendance Programme (IAP) with support strategies put in place. | LS, AA           | £0     |        |
| Attendance HUB used for the re-integration of PP students with historically poor attendance.   | LOP, LS          | £5,000 |        |

| Desired outcome B – PP students show good standards of behaviour in school   |            |        |        |
|--|------------|--------|--------|
| Strategy   | Staff lead | Cost   | Impact |
| X behaviour system in place. Clear and consistent sanctions for poor behaviour.  | LOP        | £0     |        |
| Pastoral teams intervene when X grades are collected. Parental meetings called. Reports issued.  | HOYs, PMs  | £0     |        |
| Epraise system in place to reward positive behaviour and effort.   | LOP        | £3,000 |        |
| Praise postcards are used by Subject teams to recognise positive achievement and effort. PP students to receive at least 20% of the postcards issued (20% plan). | DOFs, HOS  | £500   |        |

| Desired outcome C – The quality of lessons experienced by PP students is consistently good or better   |               |        |        |
|--|---------------|--------|--------|
| Strategy   | Staff lead    | Cost   | Impact |
| REACH strategy in place (Routines, Engagement, Assessment, Challenge, High Expectations) for every lesson taught in school. CPD delivered on every element of REACH and implementation monitored via drop in lesson observations and Faculty Quality Reviews.  | AVA, FMM      | £0     |        |
| Every teacher has a specific performance management target in relation to outcomes for the PP students that they teach.  | FMM           | £0     |        |
| 'First For Everything' teaching and learning strategies applied by every teacher. First for... <i>premium seating, getting to know them, resources, questioning, reading, differentiation, feedback, praise, intervention, parents.</i> Implementation monitored through book sampling, learning walks, drop in lesson observations and Faculty Quality Reviews. | TCC, AVA, FMM | £0     |        |
| CPD delivered on 'First For Everything' during inset session early in the year.  | TCC           | £0     |        |
| Timetabling ensures that PP students are taught by the most effective teachers in school.  | AVA, DOFs     | £0     |        |
| A team of 'PP Champions' meet every term to share strategies and to discuss new ideas and approaches for increasing the academic progress that PP students make. They engage with the latest research (e.g. EEF Toolkit) and trial new strategies. Good practice is disseminated during subject, faculty and year team meetings.                                 | TCC           | £2,000 |        |

| Desired outcome D - The parents of PP students engage frequently with school   |            |        |        |
|--|------------|--------|--------|
| Strategy   | Staff lead | Cost   | Impact |
| Contact details for PP parents on MIS to be updated.   | TBr        | £0     |        |
| PP parents to be 'pre-booked' for Parents Evening appointments.  | HOYs       | £0     |        |
| PP parents are given specific Parents Evening appointments with the relevant Head of Year of Pastoral Manager to discuss overall performance in school and address barriers to learning. | HOYs       | £0     |        |
| Y11 Revision skills workshop for PP parents and PP students.   | KKn        | £1,000 |        |

| Desired outcome E - PP students have the same access to resources and extra-curricular activities as non-PP students  |            |         |        |
|---|------------|---------|--------|
| Strategy  | Staff lead | Cost    | Impact |
| 20% Plan enforced so that every activity, scheme or event, includes a minimum threshold of 20% PP Students i.e. over-representation.  | TCC        | £0      |        |
| PP students receive tailored support in terms of resourcing to meet their individual needs. This may include uniform, equipment, contributions to trip payments, transport costs etc. | TCC        | £54,700 |        |

| Desired outcome F - PP students are supported with catching up in English (including reading) and Maths during KS3   |            |        |        |
|--|------------|--------|--------|
| Strategy   | Staff lead | Cost   | Impact |
| Y7 students are tested for their reading age upon entry. Students with a reading age significantly below their actual age have their curricula adjusted to enable reading comprehension sessions to be taught. Re-testing of reading age takes place at least once per year. | KT         | £3,000 |        |
| Lexonic reading comprehension programme to be used with all PP students in KS3 where reading age is significantly below actual age.  | KT         | £6,000 |        |
| HLTA for Maths supports all PP students with a Maths scaled score below 100 under entry in Year 7.   | ALS        | £5,000 |        |

| Desired outcome G - PP students receive high quality CEIAG and have clear career plans   |            |        |        |
|--|------------|--------|--------|
| Strategy   | Staff lead | Cost   | Impact |
| Every Y11 PP students receives a one-to-one career interview due support their knowledge of careers and to help them identify the actions needed to pursue the career of their choice. | KKn        | £1,000 |        |
| Additional Careers Advisor is employed to work with PP students in all year groups to develop student knowledge of career routes and opportunities.                                    | TCC        | £5,000 |        |

| Desired outcome H - Academic, behaviour and attendance data is used to track the performance of all PP students and informs effective interventions   |               |      |        |
|---|---------------|------|--------|
| Strategy  | Staff lead    | Cost | Impact |
| New 9-1 target and assessment system introduced in KS3 to accurately report and track the performance of students and therefore to enable timely interventions where needed.                                    | TCC, AVA, LBo | £0   |        |
| Behaviour report issues to all staff every week to highlight students with negative behaviour.  | LOP           | £0   |        |
| Every teacher receives a short profile on each of the PP Students that they teach which highlight potential barriers to learning as well as student aspirations.  | TCC, HOYs     | £0   |        |
| Y11 PP Progress Meetings take place every 4 weeks between SLT PP Lead, Headteacher, Vice Principal, HOY11 and DOFs to analyse academic performance and adjust strategies and interventions throughout the year. | TCC           | £0   |        |
| Y11 PP intervention tracker created and used to measure impact of PP strategies. A similar tracker to be used with Y7-Y10 as the year progresses.   | TCC           | £0   |        |

| Desired outcome I - Interventions are used to improve academic outcomes. Interventions are measured accurately and frequently for impact and adjusted accordingly  |                     |         |        |
|--|---------------------|---------|--------|
| Strategy   | Staff lead          | Cost    | Impact |
| Two Maths intervention teachers are employed specifically to support the achievement of PP students. They provide additional support in lessons and lead small group / one-to-one sessions. For KS4, the focus of the intervention lessons/session is determined by Question Level Analysis on mock exams. | TCC, ALS, SBe, SRe  | £45,000 |        |
| An English intervention teacher is employed specifically to support the achievement of PP students. They provide additional support in lessons and lead small group / one-to-one sessions.   | TCC, ASWi, CAS, KJa | £39,000 |        |
| Academic targets are raised to FFT20 +1 for all PP students to help ensure that any prior underperformance at KS1 or KS2 is not allowed to transfer to KS3 or KS4.   | TCC, JRo            | £0      |        |
| 'Peer Partners' strategy is used to ensure that every PP student is supported once per week by a peer tutor. Peer tutors (who often are also PP) are high achieving students that support with specific learning needs.  | MPe                 | £0      |        |
| All Y11 PP students receive a minimum of 12 hours subject specific personal tutoring from a University student (My Tutor). Tutoring takes place online weekly.   | KKn                 | £5,000  |        |
| Y11 PP students have their curricula adjusted where necessary to ensure that they achieve at least 8 strong GCSE grades. Students below target may be withdrawn from other lessons to enable high priority intervention to take place.   | TCC, KKn            | £0      |        |
| SLT member focuses on Y9 and Y10 PP outcomes and further develops strategy to support these students in making a positive start their GCSE courses   | CAS                 | £0      |        |

| Desired outcome J - The pastoral care of PP students is outstanding  |                    |        |        |
|--|--------------------|--------|--------|
| Strategy   | Staff lead         | Cost   | Impact |
| A PP Breakfast Club is takes place three times a week to provide food/drink and a positive start to the day for all PP students who wish to attend   | LOP                | £5,000 |        |
| Pastoral progress meetings are held every half term between SLT PP Lead, Heads of Year and Pastoral Managers to report on attendance of PP students. | TCC, HOYs, PMs     | £0     |        |
| Pastoral Support 'minimum expectations' strategy shared with, and delivered by, Pastoral teams   | TCC, LOP, LS, HOYs | £0     |        |

## Review of expenditure 2017/18

| Strategy   | Impact   | Cost    | Continue?   |
|--|--|---------|---|
| Data to drive intervention (Data packs, Sistra, PP broadsheet) | All teachers as well as middle and senior leaders now have access to the most up to date data on the performance of PP students. This has enabled more timely interventions and increased accountability.  | £0      | Yes. Introduce 1-9 assessment at KS3 to improve analysis of student performance in Y7, Y8 and Y9  |
| Target setting (FFT20 for all, FFT20+ for some PP)             | Targets raised for 75% of Y10 PP students. Resulted in positive mind-set amongst students.   | £0      | Yes. Review Y10 PP targets again after July mocks. Set challenging targets for PP students in all other years (FFT20 +1 grade)  |
| Maths intervention teacher                                     | 20 x Y11 PP students received at least one extra Maths lesson per week from January. 4 x Y11 PP students also received weekly Maths tuition from mentors. %5+EM was 5% above the national average. %4+EM was 10% above the national average.   | £10,000 | Yes. Also increase Maths provision available by using online tutoring (My Tutor). Consider employing a further Maths intervention teacher. Increase capacity for Maths tuition for PP students in the LSC |
| English intervention teacher                                   | 20 x Y11 PP students received at least one extra English lesson per week throughout the year. %5+EM was 5% above the national average. %4+EM was 10% above the national average. Y10 PP students in alternative provision passed their English Literature GCSE.  | £38,000 | Yes. Also increase English provision available by using online tutoring (My Tutor). Increase capacity for English tuition for PP students in the LSC  |
| 'Premium seating'  | Teachers using seating plans with PP students identified and located in the 'best' seats. Teachers have been able to offer more frequent support, feedback and guidance to PP students in lessons. 63% of teachers are using premium seating for PP students. 88% have clearly identified PP Students on their seating plans. 85% of PP students can explain how they can improve their performance. | £0      | Yes. Further enhance the T&L strategies for PP students in September inset. Re training of staff to ensure 100% buy in. Train new colleagues and monitor usage of strategies in the classroom             |

|   |  |    |   |
|---|--|----|---|
| Y9 'Step up to English'                 | 10 x Y9 PP students were removed from Languages and given additional English lessons instead. All students have been graded for their 'Gold Award'. Awaiting final results. All students involved have shown increased confidence and enjoyment for the subject and a more suitable prepared for their GCSE course.                                  | £0 | Yes. 7 x Y9 PP students identified for this strategy next year.   |
| 'First for Everything'                  | Teachers prioritise PP students for marking (books marked first), questioning (differentiated), feedback and rewards. 75% of teachers can explain specific strategies that they are using. 88% of PP books are regularly and effectively marked. However, only 63% of PP books were presented as well as non-PP books.                               | £0 | Yes. Check marking more regularly with increased frequency of PP work scrutiny. Launch new presentation expectations with students in September.  |
| 'Targeted questioning'                  | All teachers direct questions to PP students during lessons to improve understanding. Questions are differentiated to match ability and provide sufficient stretch and challenge. 83% of teachers are using targeted questioning techniques with PP students.  | £0 | Yes. Re-launch in September.  |
| PP Progress Meetings                    | Y11 PP student progress is tracked and analysed regularly throughout the year by senior and middle leaders. PP P8 score improved to -0.68 although further efforts and revised strategies needed to close the gap to non-PP. Ebac and Open elements of Progress 8 improved for PP students but English and Maths remained broadly the same as 16/17. | £0 | Yes. Improve focus by using a RAG next year. Set more specific PM targets for staff in relation to PP outcomes. Track the effectiveness of English and Maths intervention more closely. Use QLA in English and Maths. |
| Adjusted curricula (removal of options) | 10 x Y11 PP students had their curriculum adjusted by the removal of an option subject. All ten students improved their P8 score compared to predictions that were taken prior to removal of option.   | £0 | Yes. Adjust Y10 PP curricula prior for the start of Y11. Use new assessment data at KS3 to inform curriculum changes there too.   |

|   |  |        |   |
|---|--|--------|---|
| PP Working Party (Faculty Advocates)        | Representatives from each faculty have been meeting every 4/5 weeks since November to review and disseminate good practice. Teachers have increased access to PP strategies and resources.   | £0     | Yes. Faculty advocates to have a slot on every Faculty agenda next year. Re-launch as 'PP Champions' and extend the group. Enable colleagues to engage with more research about effective PP strategies and then share. |
| Year Team PP Progress meetings              | Progress meeting with an focus on PP students in each year group have been taking place every 4/5 weeks. Attendance, behaviour and academic progress have been reviewed.   | £0     | Yes. Improve tracking sheet to take into account attendance, behaviour, epraise, exclusions, attainment and progress.   |
| Whole staff CPD (Raising the profile of PP) | Inset session delivered in December by PP Trust Lead. Increased awareness and use of PP T&L amongst teachers. 85% of subject action plans have specific PP Strategies. 88% of teachers can identify the PP students that they teach. 63% if teachers can explain how much progress the PP Students in their class were making. | £0     | Yes. Schedule another CPD inset session in school that focuses of effective strategies for teachers. Ensure all new staff are trained on the 7 strategies and understand profiles.                                      |
| KS3 residential trip                        | 30 x Y7 and Y8 PP students visited Kingswood for team building and confidence building exercises. All students gave positive feedback. All have shown improved attendance and behaviour since the trip.  | £2,000 | Yes. Identify other residential activities for PP students in other year groups.  |
| Pre-booking Parents Evening appointments    | Improved attendance of parents/guardians of PP students at parents evenings (average of 76%)   | £0     | Yes. Ensure that pastoral leaders and form tutors are calling parents who haven't made appointments.  |
| English Y11 PP Conference                   | All Y11 PP students visited GSA to engage with English revision prior to GCSE exams. Positive feedback received from all students. The APS of Y11 PP students was higher in the actual results than what was predicted prior to the intervention.  | £300   | Yes. Repeat earlier in the year and consider other English specific opportunities e.g. watching a live performance of Romeo and Juliet.   |

|   |   |                                  |  |
|---|---|----------------------------------|--|
| Easter Revision sessions  | 70% of Y11 PP students attended Easter revision sessions. FSM6 P8 improved from 2017 and strong gains seen in Ebac and Open elements for PP.                                  | £0<br>Time off in lieu for staff | Yes. Be more rigorous in promoting revision sessions. Also include May half-term revision.   |
| Priority revision (collapsed timetables during exams)           | 100% of Y11 PP students attended targeted revision sessions until Friday 15th June.   | £0                               | Yes. Offer revision skills workshop (students and parents) earlier in the year to improve effectiveness of revision by PP students.  |
| Resources provision (e.g. exam packs, revision guides, laptops) | PP students voice indicated that 80% recognised the support they received in terms of learning resources. More equity with non-PP students.                                   | £56,000                          | Yes.   |
| Typicality walks  | All faculties conducted regular typicality walks as part of ongoing quality assurance of teaching and learning. The typicality walks raised the importance of PP strategies.  | £0                               | Yes. Results indicate that the vast majority of lessons are planned according to PP students. New staff will need to embed this into to their practice early on in the year. Ongoing QA walks and Faculty Quality Reviews will ensure that staff are reacting accordingly. |
| Peer Tutoring   | 30 PP students in KS3 received peer tutoring. All students spoke positively about the impact of the tutoring. PP wo accessed peer tutoring saw improvements in tracking data. | £0                               | Yes. Improve analysis of impact on academic progress (now possible with implementation of 9-1 grades at KS3). Extend peer tutoring and offer breakfasts too.   |

|   |   |  |  |
|---|---|--|--|
| Attendance calls home from PP mentors   | PP attendance at 94.5% compared to 93% for PP students nationally. 8% of PP students have persistent absence compared to 21.3% nationally. Y11 PP attendance was below national due to a number of students that were persistently absent | Portion of PP Mentor salary<br>c£5,000 | Yes - specific PP Attendance and Welfare officer to be appointed for September. Extend reward scheme for students with positive attendance. Introduce SLT mentoring for Y11 PP students.<br><br>Further staff training if SIMS attendance reports needed.  |
| Careers Advice  | All PP students have received priority career interviews in Y10 and Y11. 7 x PP students were given additional support with College, Sixth Form and apprenticeship applications by mentors. Only 1 potential NEET.                        | c£1,500                                | Yes.   |
| Three full time PP Mentors used to support students with pastoral care, attendance, revision, safeguarding, family liaison, meta-cognition, breakfast clubs, homework help. | All PP students in school have received mentoring support. During the PP review in July 2018, students spoke very positively about the impact that the PP mentors have had.   | £75,000                                | Re-structuring of pastoral teams and implementation of Heads of Year and Pastoral Managers mean that much of the mentoring support can be passed onto them instead. SLT mentors to be put in place for Y11 PP students. PP money for 2018/19 to be reallocated to other effective strategies e.g. small group maths tuition, intervention, catch up reading, attendance rewards, LSC, peer tutoring. |