

Pupil Premium Action Plan – Autumn 2018

| Issue | Action taken | Expected impact | |
|----------------------------------|---|---|--|
| Leadership and Management | | | |
| 1.1 | <p>A new PP strategy was implemented in 2016-17, and will be further embedded in 2018-2019.</p> <ul style="list-style-type: none"> <i>Total number of PP students 256 (28%)</i> <i>Total by year group: Year 7 = 49 (25%); Year 8 = 58 (33%); Year 9 = 52 (26%); Year 10 = 54 (31%); Year 11 = 43 (24%)</i> | <ul style="list-style-type: none"> Evaluation of strategy for 2017-18. Regular meetings between AHT and designated Governor for PP. Report to Governors | <ul style="list-style-type: none"> The PP strategy will be embedded throughout 2019-19 and reviewed at the end of the year ready for September 2019. |
| 1.2 | <p>Middle and senior leaders monitor the progress, attendance and behaviour of PP students</p> | <ul style="list-style-type: none"> New assessment structure in place for 2018-2019 to monitor attainment and progress (PP1, PP4) New SEF procedures (PP4) New reporting structure in place for 2018-2019 (PP1). Monitoring of attendance of PP parents at parents' evenings (PP1) | <ul style="list-style-type: none"> HCOL and HOY will regular evaluate the progress of PP students and identify students who are underperforming. Attendance of PP parents at parents' evening will increase. |
| Student Outcomes | | | |
| 2.1 | <p>PP students had lower attainment at GCSE in 2016-17 than non PP students</p> <ul style="list-style-type: none"> <i>5 x 4-9 inc En and Ma: PP students 42.2%; Non PP students 67%. This is a marginal improvement on 2016-17</i> <i>Attainment 8 scores: PP students 34.4; non PP 48.3. This is comparable with 2016-17.</i> | <ul style="list-style-type: none"> New assessment structure in place for 2018-2019 to monitor attainment and progress (PP2, PP4) Exam revision resources and materials identified and purchased for Y11 PP students (PP5) | <ul style="list-style-type: none"> PP attainment will show an improvement in Year 11. |
| 2.2 | <p>The progress of PP students at GCSE in 2017-18 was half a grade lower on average than for non PP students. This was in line with the gap in 2015-16 and 2016-17</p> <ul style="list-style-type: none"> <i>Progress 8 scores: PP students -0.7; Non PP students -0.21. This is comparable with 2016-17.</i> | <ul style="list-style-type: none"> New assessment structure in place for 2018-2019 to monitor attainment and progress. Year 11 students of concern identified and shared with teaching staff. SLT mentoring of students of concern (PP4). | <ul style="list-style-type: none"> PP progress 8 measure will show an improvement. |
| 2.3 | <p>PP students in alternative provision perform poorly.</p> <ul style="list-style-type: none"> <i>Progress 8 score for PP students at Eaglewood was -2.8 in 2017-18</i> <i>Progress 8 score for students at Greenwood was -1.88 in 2017-18</i> | <ul style="list-style-type: none"> Weekly inclusion meetings led by DHT (PP1, PP4) | <ul style="list-style-type: none"> Improved communication with providers. Regular assessment of students' progress. |

| Behaviour and Attendance | | | |
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| 3.1 | <p>In all year groups PP attendance is lower than non-PP students</p> <ul style="list-style-type: none"> • 2017-18 attendance gap by year group: Year 7 3%; Year 8 5%; Year 9 13%; Year 10 6%; Year 11 10.5%. • This is an improvement in Years 7 and 8. | <ul style="list-style-type: none"> • School attendance policies in place (PP1). • Parental engagement workshop planned for November 2018 (PP1). • Parental engagement support booklets purchased for PP parents (PP1) | <ul style="list-style-type: none"> • The attendance gap will narrow in all year groups. |
| 3.2 | <p>The proportion of exclusions of PP students is higher than the proportion of PP students for each year group.</p> <ul style="list-style-type: none"> • 57 out of 78 students excluded in 2017-2018 were PP. This was a significant increase on 2016-2018. | <ul style="list-style-type: none"> • Weekly inclusion meetings led by DHT (PP3). • Attachment training from HIAS at whole staff INSET in September 2018 (PP3) | <ul style="list-style-type: none"> • The number of exclusions will be reduced. |
| 3.3 | <p>Incidents of poor behaviour are higher for PP students than for non-PP students.</p> <ul style="list-style-type: none"> • 41% of on calls were PP students compared to 69% in 2016-17; | <ul style="list-style-type: none"> • School behaviour policy to deescalate situations (PP3). • Attachment training from HIAS at whole staff INSET in September 2018 (PP3). | <ul style="list-style-type: none"> • The number of on calls is further reduced. |
| Teaching and Learning | | | |
| 4.1 | <p>Teachers are aware of who their PP students are increasingly conscious of their individual needs.</p> <ul style="list-style-type: none"> • Class lists are clearly identified with PP students via the ADDS system. • New PP students flagged up by SIMS manager and communicated to staff. | <ul style="list-style-type: none"> • The Arnewood Lesson asks staff to identify PP students on their seating plans (PP4). | <ul style="list-style-type: none"> • |
| 4.2 | <p>Teachers are increasingly differentiating their lessons in order target PP students.</p> <ul style="list-style-type: none"> • Differentiation is a foci for all lesson observations (performance management; departmental SEF traffic light observations). | <ul style="list-style-type: none"> • Differentiation is a focus for T and L and is commented on in all lesson observations (PP4). • INSET training delivered in September 2018. | <ul style="list-style-type: none"> • Lesson observations will show that |
| 4.3 | <p>Extra provision has been put in place to prepare Year 11 PP students for their terminal examinations.</p> | <ul style="list-style-type: none"> • £4000 approx has been allocated for additional exam resources for Year 11 PP students for 2018-19 (PP5). | <ul style="list-style-type: none"> • Year 11 PP students will be better prepared for their final exams. |