



**Ormiston Meridian Academy**

**Pupil Premium  
Intervention Plan  
2017/2018  
V2**

# Pupil Premium

## Background to 2017-2018 Funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Ormiston Meridian Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Disadvantaged pupils: Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM) £935 per child.
- Pupil Premium Plus: Looked-after children (LAC) and those adopted from care or who leave care under a special guardianship order or child arrangements order (formally known as a residence order) £1,900 per child.
- Service Children: Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) £300 per child

# Cohort Analysis and Funding Breakdown

## Summary of Pupil Premium (PP) 2017-18 student profile

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>% of year group Pupil Premium</b>	57% (93)	59% (123)	59% (85)	52% (81)	54% (62)

## Funding Allocation 2017-18

This will be updated each February when accurate figures become available.

<b>Figures based on January 2018 census</b>	
Total number of students on roll (11-16)	<b>779</b>
Total number of students eligible for Pupil Premium Grant	<b>428</b>
% of students eligible for Pupil Premium Grant	<b>55%</b>
<b>Total Anticipated Pupil Premium Funding for 2017-2018</b>	
	<b>£381,075</b>

# Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to diminish the achievement difference between eligible students and other students nationally.

After a thorough evaluation of our PP strategies, interventions and outcomes, we aim to achieve further progress in 2017-18 by continuing to focus on 3 key strategic objectives for our most disadvantaged students:

## 1. Attainment and Progress:

Nationally there is a difference in the performance of students from disadvantaged backgrounds and this is replicated by the performance of PP students within the Academy. We are a school with a significantly higher proportion of PP students (consistently over 50% of the cohort) and we recognize that the performance of PP students is key to success on our journey of school improvement towards becoming an outstanding school. We have made some progress towards diminishing the difference between the academic performance of our PP students when compared with 'others' nationally but whilst there is a negative difference reflecting underperformance of students from poor households, the academy will continue to monitor and intervene to support PP students.

## 2. Decreasing Absence Rates

There is a clear link between attendance rates and low academic achievement (Source – Uk Education department) and we must ensure that our PP students' attendance does not fall below the national Average of 94%. Furthermore, we aim to diminish the difference between the attendance of PP students and the attendance of 'others' nationally. A key focus this year is to reduce the number of PP students who are classed as PA students, due to hugely negative effect that attendance at these low levels have on academic achievement.

## 3. Improving Behaviour, Personal Development and Well Being:

This is an area of strength for the academy and there are many structures in place to support our disadvantaged students, who can face particularly challenging situations and environments in their personal lives that can, if not managed, have a negative impact on their school life. Several strategies are in place creating a range of support mechanisms which students can access on a short, medium or long term basis. A repeated compliment attributed to our schools by a wide range of external visitors and observers is that our students are well behaved and well-mannered and by maintaining our pastoral support structures we intend to maintain this positive feature of our Academy.

## Spend Plan 2017-2018 At a glance

<b>1. Improving Attainment and Progress (diminishing the difference)</b>	<b>Person Responsible</b>	<b>Pupil Premium</b>
Improving the GCSE English language and Literature outcomes of PP students	J Peacock	£1000
Improving the GCSE Mathematics outcomes of PP students	H Taylor	£1000
Improving the GCSE Science outcomes of PP students	C Williams	£1000
Improving the GCSE Social Sciences outcomes of PP students	E Bramwell	£800
Improving the GCSE MFL outcomes of PP students	L Rowley	£800
Improving the GCSE Art and Design outcomes of PP students	J Moores	£800
Improving the GCSE Performance outcomes of PP students	S James	£800
Improving the GCSE ICT, Business and Computing outcomes of PP students	I Arthur	£800
Higher Attaining PP Learners (HAL)	D Brown	£1,500
Small Group Y11 English interventions	J Peacock/L Rushton	£10,500
Small group Y11 Maths interventions	H Taylor	£18,000
Y11 English Mock Exam marking	L Rushton	2,300

Improving the outcomes of EAL PP students	D Daniyova	£32,300
Individual learning resources for PP, including laptop loan service	R Hutchinson	£7,500
Improving SEND PP Outcomes and LSC Provision	S Ashley	£48,000
Leadership of PP strategy	I Arthur/C Harper	£22,500
Saturday and Half Term Revision	I Arthur	£11,000
Support towards music lessons and City Music	S James	£7,500
Whole school pastoral manager	A Berrisford	£29,000
Stanley Head (20 students - 2 visits) – Maths, English and science targeted PP students	HOF	£2000
Mini Bus Attendance/travel support	R Hutchinson	£2500
Duke of Edinburgh Award	D Blundred	£1,100
<b>2. Decreasing Absence</b>		
Monitoring and tracking attendance of PP students	R Hutchinson	£18,500
Education welfare officer	R Hutchinson	£6,800
<b>3. Improving Behavior, Personal Development and Well Being</b>		
1:1 Support – KS4 Achievement	F Holdcroft	£15,000
1:1 Support – KS3 Achievement	J Hussain	£15,000
LSC provision	D Corbishley	£47,500

Reflection funding	L Davies	£15,000
Alternative Provision for most Vulnerable PP Students	P Martin	£17,500
Uniform Hardship Fund	C Harper	£20,000
		<b>£352,000</b>



**Description of Intervention:** The Pupil Premium funding in English will be used for revision materials and additional sessions focused on raising achievement of disadvantaged students to be in line with national figures. Students will be targeted for additional intervention sessions based on their emerging needs according to QLA, target grades and working grades. These materials and intervention sessions will aim to develop students' understanding of the assessment criteria in the GCSE papers, and equip them with the appropriate skills to best prepare them for the final exams.

**Rationale:** The Pupil Premium funding will provide resources for all disadvantaged students in Year 11, but there are specific resources and interventions planned for HAL and low ability students. Sutton Trust [July 2015] states "Research has shown that disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress". Additional revision and classroom materials will be provided to disadvantaged students; the Birmingham Pupil Premium Research Report [September 2013] states "Different levels of support in terms of additional resources like revision guides promote more independent learning for pupils in receipt of PP"

**Actions:**

- To use data to identify the particular needs of each single pupil and ensure that all interventions are precisely targeted whether through individuals or groups.
- 10 HAL students identified for additional Literature sessions at lunch time
- Letters to be issued to parents to inform them of the subsidised revision materials on offer
- Letters to be issued to parents communicating how the free resources can best be used effectively by students
- All English staff to make use of the resources that PP students have been provided with
- Use QLA to identify the needs of the PP cohort to support planning of intervention sessions
- Evaluate learning materials produced following the 2017 exams for English and create revision booklets for all PP students (based on QLA needs)

**Success Criteria:**

- To further diminish the difference between the outcomes of pupil premium students and non-pupil premium students at each assessment round.
- To improve pupil premium outcomes so that the proportion of disadvantaged students making expected levels of progress in English is higher than the national average

**Time Duration:**

- All intervention sessions to be monitored and groups reviewed after each AR round
- All purchased revision materials to be issued by end of December 2017
- All in-house booklets to be produced and issued following AR2 QLA

**Staff Responsible:**

- Head of Faculty
- Head of English

**Monitoring and Evaluation:**

- HOF to record attendance to additional sessions and report this data to AU.
- Information regarding the students' engagement with materials in class (11SH5) and in additional intervention sessions to be communicated with parents.
- Student data to be analysed by HoD and HoF to monitor the impact of the PP funded strategies.

**Cost:**

- 11SH5 Workbooks: 82% of the class are PP, and 73% are PP and SENK. Class sets of 'Macbeth' and 'An Inspector Calls' workbooks = £60.50
- Subsidised copies of Literature workbooks to be offered to all other PP students = £257.25
- Printing costs for 'in-house' revision books following QLA = £150
- Literature lunchtime intervention. Up to £180 for lunch costs for 10 students
- Refreshments for Saturday sessions and bootcamps = £170
- SNAP Literature revision packs for sets 1-4 PP students = £254.79



Description of Intervention: Maths Intervention Programme consisting of 4 strands focused on raising achievement of PP students to be in line with national 'other' and non PP within school.

**Rationale:** Recent Sutton Trust research has shown that disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.

**Actions:**

- HAL PP identified as a discrete group of learners who will work with TA during form time (3 sessions per week)
- HAL PP P6 group with TA
- PP Boys P6 group with BN/WT
- Targeted groups of no more than 8 for intervention programme involving 2 additional hours per fortnight, based on QLA

**Success Criteria:**

- Attendance of at least 90% at all intervention sessions
- All students within the programme have an average success score of 3 minimum
- Current performance across AR rounds to show a positive increase
- Assessed performance to be within one grade of predicted

**Time Duration:**

- For intervention groups every 8 weeks
- For PP as a whole after each AR round

**Staff Responsible:**

- TA, BN, WT, SN

**Monitoring and Evaluation:**

- HOD to report attendance, engagement (success score) and attainment data to LM every 2 weeks #
- Information regarding attendance, engagement, independent learning (homework) and attainment shared with parents every 2 weeks
- Informal learning walks to track quality of provision
- Pre and post testing data used to analyse impact of provision on specific areas for development as identified in QLA

**Cost:**

- Photocopying for form time and intervention booklets £90
- Resources/text books for intervention  $88 \times 1.99 = £175.12$
- Scientific calculators for HAL PP  $15 \times 4.59 = £68.85$
- Maths sets for HAL PP  $15 \times 0.99 = £14.85$
- Access to mathswatch VLE for PP
- Revision guides for PP students who have not already purchased in year 10  $48 \times 2.50 = £120$
- Zig Zag papers £529

Description of Intervention: Small Group Intervention for Year 11 Math Students

Teresa Smith, will be delivering weekly one hour intervention sessions to small groups of students (maximum of 8). Students will be grouped based on their emerging needs according to QLA, target grades and working grades. These sessions will aim to develop students' understanding of the assessment criteria in the GCSE papers, and equip them with the appropriate skills to best prepare them for the final exams.

**Rationale:** Teresa Smith has been carefully chosen to deliver the intervention programme based on her experience of planning, delivering and assessing the new OCR GCSE maths curriculum

**Actions:**

- To deliver a personalised programme of intervention to small groups of identified students including disadvantaged students
- To equip students with tips and strategies to approach the Maths GCSE papers
- To liaise with class teachers about the progress of students in intervention so that the class teacher can continue to use these strategies in the classroom
- Parents will be informed about the intervention programme and given updates on their child's engagement and progress

**Success Criteria:**

- To further diminish the difference between the outcomes of pupil premium students and non-pupil premium students at each assessment round.
- To improve pupil premium outcomes so that the proportion of disadvantaged students making expected levels of progress in Maths is higher than the national average

**Time Duration:**

- each assessment round
- Identified students will have one hour of intervention each week

**Staff Responsible:**

- TA
- BN

**Monitoring and Evaluation:**

Head of Faculty to quality assure the intervention through drop-ins, student voice and assessing the quality of work produced in sessions. After each assessment round, the outcomes of the students on the intervention programme will be analysed. The intervention will also be evaluated with Teresa Smith after each assessment round, and students that are making at least expected progress will be exited from the programme.

**Cost:**

Intervention package £

Description of Intervention: Subsidised myGCSEscience.com subscriptions for PP pupils.

**Rationale:** A large proportion of learning now takes place outside of the classroom, with pupils now using SAM Learning, for example, on a daily basis. One of our aims as a faculty is to embed this culture of home learning in Year 11, from September. My GCSE science.com is the best and most relevant as it matches the new AQA specification and is broken down into Biology, Chemistry and Physics areas.

**Actions:**

- WI to issue letters to all pupils, with the option of subsidised subscription for PP pupils. Already done. Text message to be sent to remind parents
- WI to complete an audit of pupil access to the website at the end of September.
- ALL year 11 teachers to make reference to this resource in all Year 11 lessons.
- WI to produce posters for rooms.

**Success Criteria:**

- 50% of PP pupils have logged on to myGCSEScience.com by the end of September.
- Data from AR assessments indicate that there is a steady improvement in pupil grades, specifically a narrower gap between PP and non-PP pupils.

**Time Duration:**

- N/A

**Staff Responsible:**

- WI and team for pushing it

**Monitoring and Evaluation:**

- Pupil access can be monitored on a regular basis
- Monitoring of pupil progress across all ARs.

**Cost:**

- Approximately £5 per pupil.

Description of Intervention: Subsidized CGP Revision Guides

Rationale:

- One of the resources that pupils consistently find the most useful is the CGP Revision Guide. If pupils can use this on a regular basis then it is a powerful aid to successful exam preparation.

Actions:

- All PP pupils to be offered subsidized revision guides. Half the cost of non PP pupils

Success Criteria:

- AT LEAST 50% of PP pupils take up the offer of subsidised revision guides if they have not opted for the my GCSEscience.com
- Pupil data for successive AR show a clear improvement, and closing of the gap between PP and non-PP

Time Duration:

- N/A

Staff Responsible:

- WI

Monitoring and Evaluation:

- All pupils to have purchased a revision guide by the end of September or have access to the myGCSEscience.com site.

Cost:

- £2.50 per pupil.

Description of Intervention: Enrichment Opportunities: External Speakers	
<p><b>Rationale:</b>          Low aspirations and poor attitude are barriers to success for PP pupils, and Science can often be seen as inaccessible or irrelevant to some pupils. It is therefore essential that we maintain a positive attitude to the subject, and engender an aspirational culture.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• TE to look at inviting in guest speakers (founders4schools.co.uk) to speak to a select cohort of pupils.</li> <li>• TE to work with Royal Society/STEM links to offer enrichment to Year 11.</li> <li>• WI to run Stanley Head for 'Science' and focus on key areas for PP</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Pupils will show increased levels of engagement, positive attitude and ambition.</li> <li>• PP pupils who attend Stanley Head to improve their performance compared to those that do not</li> </ul>	
<p><b>Time Durations</b></p> <ul style="list-style-type: none"> <li>• Sept 2016 – July 2017</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>• TE and WI</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Success Scores can be used to monitor pupil engagement.</li> <li>• AR data to be analysed each AR round</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>• Currently unknown. Founders4schools is a free service.</li> </ul>



Description of Intervention: Keele / Staffs University events. Revision guides. Kerboodle. (Currently researching a trip for the HAL PP pupils to fully embed some of the more difficult, higher level concepts in Geography)

**Rationale:** It is intended that the Geography Department will give each pupil as much support as possible with their exam preparation and application. We have bought Kerboodle (AQA) with our PP money (£300) to allow all pupils to access activities, worksheets and the textbook on both their laptop and on their mobile phone. The Geography department already also have lunch time sessions targeted at specific groups of pupils so we want to target exam preparation more closely during home time hours.

**Actions:**

- Select students from Geography to access the full Kerboodle package and provide relevant passwords for the year.
- Select resources on Kerboodle aimed at improving students' examination technique, knowledge of key studies/ cases, key words and issues evaluations.
- Continue to research the HAL PP trip to embed key theories (see D Brown for specific dates available).
- Continue to communicate with Keele and Staffs University to secure date for PP trips to discuss evaluation issues more readily.
- Embed exam preparation into both lessons and homework via Kerboodle (continue to use this alongside the revision calendar that PP pupils have received).
- Regularly evaluate the process- what has been the impact on data? – What are the next steps from this and then embed into the learning.
- PP performance discussed and actions minuted at Departmental/Faculty meetings

**Success Criteria:**

- Improvement in progress of selected students / clear change in attitudes to learning – steady rise in grades over assessment rounds.

**Time Duration:**

- Throughout year for University events
- Half-termly basis for reviewing of Kerboodle activities each week.
- Throughout year for HAL PP trip (dependent on school dates).

**Staff Responsible:**

- HN to lead with support for GJ and VI

#### Monitoring and Evaluation:

- Each departmental meeting to have section to discuss impacts of new methods on PP learning
- Each teach to review PP work on Kerboodle and contact home – logs of this contact will be kept. (Kerboodle to produce tacking logs – to be used as basis of home conversations by teacher of KS4. – Time given over in departmental meetings to make phonecalls).
- Each assessment the PP data will be fully dissected at departmental meeting and new intervention to be selected if necessary (GJ and VI to aid).
- Learning conversations with pupils surrounding their involvement / non-involvement in activities (student voice to be used when selecting university trips).
- Spiral assessment in lesson- what has the impact been? (Ties in with new DDI scheme). Personalised homework to be set on Kerboodle according to their 'areas of development' in these assessments.

#### Cost:

- Kerboodle bundle = £300 (already bought)
- Revision activities / calendars = Free
- Keele university events = free as school mini bus can be used
- HALTrip = TBC

Description of Intervention: <b>Lunch time intervention sessions for Law and Psychology</b>	
Rationale: It is intended that the Social Sciences department will run two lunch time sessions per week aimed at Psychology and Law. The PP money provided to the department (£250) will be used to purchase lunches and resources for the students. We are strategically targeting PP students and directing them to attend the sessions.	
<p>Actions:</p> <ul style="list-style-type: none"> <li>• Select students from Law and Psychology</li> <li>• Create resources aimed at improving students examination technique, knowledge of key studies/ cases, key words and evaluations</li> <li>• Mastery learning- review, reflect, engage and encourage participation of students. Review topics/ students complete examination questions, provide a model answer-repeat process</li> <li>• Regularly evaluate the process- what has been the impact on data/ facilitator to constantly use growth mindset language</li> <li>• PP performance discussed and actions minuted at Departmental/Faculty meetings</li> </ul>	
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Improvement in progress of selected students/ clear change in attitudes to learning- growth mindsets language to be used</li> <li>•</li> </ul>	
<p>Time Duration:</p> <ul style="list-style-type: none"> <li>• Initial period September- one session per week until February half-term</li> </ul>	<p>Staff Responsible:</p> <ul style="list-style-type: none"> <li>• LD only</li> </ul>
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> <li>• Sessions led by HOD- review impact based on data and uptake of students</li> <li>• Evaluation questions to be consider: what has the impact by on data and student progress?</li> <li>• What has the uptake been? Why have some students not attended?</li> <li>• Spiral assessment in lesson- what has the impact been?</li> <li>• Mastery learning- has 'deep learning' taken place? Are students more aware of the key topics/ studies/ cases/ key words- measured through questioning, completion of examination tasks, assessment data, 1-2-1 conversations</li> </ul>	<p>Cost:</p> <ul style="list-style-type: none"> <li>• Resources for PPT- TBA</li> <li>• Lunch- 2.50 per student (11 student Psychology/ 8 Law)</li> <li>• No other costs</li> </ul>

Description of Intervention: *Bespoke differentiated learning and support materials*

Rationale: It is intended that the History department will create bespoke and differentiated revision resources strategically aimed at 27/58 PP students. The PP money provided to the department (£250) will be used for resources, revision masterclasses, P6 targeted sessions and enrichment aimed at the predominantly female PP cohort.

Actions:

- Select students from History
- Create resources aimed at improving students examination technique – recall and knowledge masterclasses for ‘British Thematic Study’ and ‘World Period Study’
- Create resources aimed at improving students examination technique –source skill masterclasses for ‘British Depth Study’ and ‘World Depth Study’
- Mastery learning- review, reflect, engage and encourage participation of students. Review topics/ students complete examination questions, provide a model answer-repeat process
- Regularly evaluate the process- what has been the impact on data/ facilitation to constantly use growth mindset language
- Embed exam preparation into both lessons and homework
- P6 and Lower ability PP P6 session to run alongside BW/LD –led by
- Enquire running sessions at Hanley Museum/ Gladstone Pottery Museum/ National Memorial Arboretum –buy in from students, higher horizons, growth mindset
- Reward and praise via cost free means –phone calls, texts, letters, praise postcard for GCSE – to be devised by BW
- Share good practice with other Departments in Faculty – utilize expertise
- PP performance discussed and actions minuted at Departmental/Faculty meetings

Success Criteria:

- Improvement in progress of selected students/ clear change in attitudes to learning- growth mindsets language to be used
- Improvement in progress of selected students / clear change in attitudes to learning – steady rise in grades over assessment rounds.

Time Duration:

- Throughout year
- Assessed at AR points - Impact
- Liaison with Cover re Enrichment

Staff Responsible:

- BW
- LD
- BL

Monitoring and Evaluation:

- Review impact based on data, attendance of P6, masterclass
- Evaluation -what has been the impact on data and student progress
- Spiral assessment in lesson- what has the impact been
- Mastery learning- has 'deep learning' taken place? - measured through questioning, completion of examination tasks, assessment data, 1-2-1 conversations

Cost:

- £250 – Reprographics/sweets
- Hanley Museum and NMA –FREE

Description of Intervention: MFL KS4 - To use strategies to support, motivate and reward P Premium students in Y11 who make progress and echo the ethos of 'hard work, effort, practice and resilience' promulgated by the Academy

**Rationale:** Students need to develop language skills independently, and develop their fluency and confidence in their learning journey. As students increase their vocabulary and skills, their ability to respond to questions and develop the flow of natural conversation will enhance their opportunity to pursue language studies beyond Key Stage 4.

**Actions:**

- To support ALL Pupil Premium students in preparation for their GCSE speaking examination, which is 25% of their overall assessment.
- To support ALL Key Stage 4 Pupil Premium students with revision and supporting homework materials that are accessible and supportive in order to encourage independent recall and revision, in all four examined skill areas.
- To provide an enrichment opportunity at Stanley Head, focusing on speaking preparation for assessment and also the final examination, worth 25% of the overall grade.
- To support ALL Key Stage 4 Pupil Premium students in developing listening skills. The listening examination is 25% over the GCSE grade.
- To supply ALL Pupil Premium students with access to an interactive and assessment focused program, which will enhance language acquisition and skill development in all four examinations. This can be accessed beyond school at any time.

**Success Criteria:**

- To 'diminish the difference' between P Premium and other students across the Faculty of Languages
- Students identified against data action points above RO/TD/AJ/AT to work with students to ensure effective delivery of strategies
- RO/TD/AJ/AT RO to evaluate the impact of these strategies in terms of AR performance, homework monitoring, learning conversations and student voice

**Time Duration:**

- Assessment Round 1
- Assessment Round 4

**Staff Responsible:**

- RO
- TD, AJ, AT, FL

**Monitoring and Evaluation:**

- DE to outline planning/ organisation of letters to parents/ meals/ minibus
- DE/MJ to order materials for PP students to use in coursework
- Work developed is used in C/W
- Feedback via website/ Faculty minutes on success
- Coursework working at levels (AR 1/2)

**Cost:**

- £250 – workshop day
- £80 materials for PP students to use both in the workshop, in school and at home to ensure work is completed to the required standard.

Description of Intervention: Art KS4– To enrich and inspire PP students to work with a practicing artist Jennifer Collier and develop new techniques and methods as part of their coursework. PP Students will have access to equipment and materials that they can use both in school and take home to help meet deadlines and complete work to the required standard.

Rationale: Students need to gain more awareness of how current artists work and how they use the world around them to inspire what they do. Development of career awareness and pathways in the creative industries will be enhanced as students will see a creative business/ gallery at work for themselves, have the opportunity to question the artist and see what it takes to have a successful business in the industry.

Actions:

- SOL to incorporate artist study
- Discussion with artist to arrange suitable date against AR's calendar
- Letter to parents/ minibus booking/ liaising with staff in school/ evolve log
- Data analysis done to select PP students most in need of progress improvement

Success Criteria:

- Students identified against data action point above DE/MJ and DE/MJ to go with students to disseminate techniques across the cohort for all learners in the year group.

Time Duration:

- Autumn term
- Jennifer Collier workshop 1 full day

Staff Responsible:

- DE to lead
- MJ to support

Monitoring and Evaluation:

- DE to outline planning/ organisation of letters to parents/ meals/ minibus
- DE/MJ to order materials for PP students to use in coursework
- Work developed is used in C/W
- Feedback via website/ Faculty minutes on success
- Coursework working at levels (AR 1/2)

Cost:

- £250 – workshop day
- £80 materials for PP students to use both in the workshop, in school and at home to ensure work is completed to the required standard.



Description of Intervention:

KS3 Food Club – focus on Y8 PP students having the opportunity to use the food room for practical experience and to gain more insight into their awareness of careers in food. Due to DT rotation students will have the opportunity to sample more cooking time even if their group falls in one of the last rotations before options time.

**Rationale:** Currently no option group is running in year 9 due to only a very small number having food as their first choice. This year time will be given over after school for students to develop opportunities to widen engagement with food to ensure a successful KS4 option group going through into September 2018. The aim is to increase confidence with equipment, widen awareness of food knowledge, experience new foods and be able to make more informed choices on possible career pathways.

**Actions:**

- Complete a survey via Y8 F/Tutors on what activities students would like to see running (September 2017)
- Posters/ flyers made to advertise group – F/Time within DT rotation lessons discussed
- Students who successfully complete half term participation achieve a 'challenge certificate' and will be able to share this achievement with home, PP student's priority.
- Food careers in action – to focus on any opportunities to conduct one or more speaker/ visit to offer enrichment
- Group lists each half term supplied to MJ with PP indicators to monitor and track participation
- Food purchased to run the groups at no or minimum cost (subsidized) for all PP students involved.

**Success Criteria:**

- Students in Y8 will have extra access to the food room and identified groups (PP) will use the facilities to enhance their confidence within the subject area and increase the amount of access time students (PP) have in order for them to make more informed choices at options time and Food have a KS

**Time Duration:**

- Each group will run for a half term – 5 hours
- Groups will start September 2017– July 2018
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**Staff Responsible:**

- JE to oversee running of club
- MJ to keep records of JE group lists

**Monitoring and Evaluation:**

- Development of group records indicating PP/ attendance to group data
- Sharing participation at options/ whole school events
- Review and evaluate club each half term via student form feedback

**Cost:**

- £120 to purchase food and or equipment
- Certificate printing to come from reprographics Faculty budget

<p><b>Description of Intervention:</b> Faculty Homework Club – development of a KS 3 club run at lunch time (1 per week) to give support and access to resources and materials needed both in Art, Textiles, Product Design, Food and Graphics.</p>	
<p><b>Rationale:</b> PP students need support/increased opportunity to engage more productively with homework in terms of time, organisation, quality of work produced and available resources to use.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Flyers/ Poster developed to ensure student awareness – Y7/8 Form Tutors/ clubs list (whole school)</li> <li>• Log/ register of those who accessed lunch time provision</li> <li>• Homework exemplar folders available for each specialism (student work)</li> <li>• Order extra materials to be available</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• PP Y7/8 attendance to be around 10 students per session</li> <li>• Development of subject folders with exemplar work (Student) to guide available for the sessions</li> <li>• Resources/ materials to be ordered as required for students to use</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>• September 2017-July 2018 (Y7/Y8)</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>• MJ to oversee</li> <li>• All Subject specialists in Faculty to support with exemplar work folder with hard copy of half termly homework's set</li> </ul>
<p><b>Monitoring and Evaluation:</b> Register of students taken and saved Behaviour faculty log – to reduce the amount of H/W detentions set at KS 3 over the year.</p>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>• £150</li> </ul>

Description of Intervention: KS 4 Food – PP students to develop a consistent record of practical making and evaluating dishes in line with SOL development and the course requirements. PP students ingredients purchased and organised, alongside camera's available to record and document the process as evidence to collate in coursework analysis.

Rationale: PP students in Y10/11 need support to ensure that they are completing practical's in a timely fashion as planned by the classroom teacher. Ingredients will be purchased and used appropriately to ensure a more consistent journey in student progress and missed practical opportunities decline as the 2017-18 year goes on. Camera's to support will log the steps of making and analysis/ evaluation will have clarity via photographs available for students to use.

Actions:

- Tc to use tracking sheets to give practical overview picture
- Tc to contact parents via email/ text/ phone or letter to ensure PP student attendance to practical sessions
- TC to liaise with technician over ordering ingredients in a timely fashion
- TC to direct support from JE towards PP students to focus on and priorities for ongoing strategies

Success Criteria:

- PP students in Y11 and Y10 access practical time and maintain a record where possible on being, 'on track' with planned practical's and have the photographic evidence logged and saved either within student areas or coursework folders to ensure a clear progression path – TC Tracking sheets
- AR current working at grades reflect PP student engagement and consistency

Time Duration:

- September 2017-July 2018 (Y7/Y8)

Staff Responsible:

- TC to oversee
- JE to support practical planning/camera availability
- DT Technician to order ingredients

Monitoring and Evaluation:

TC Tracking sheets of groups 11/10  
Component spreadsheets  
AR Data

Cost:

- £200

Description of Intervention:

1. Drama- external practitioner to deliver a series of workshops which support students with devising process and the play, 'The Curious Incident of the Dog in the Night-Time'.
2. BTEC Sport – 3 interventions planned (one for each year group 9-11). For Y11 - an arranged trip to Staffordshire University to look at Peak Performance and Fitness Testing and Training. For Y10 – an arranged trip to a national centre of excellence (mainly Cricket – utilizing in house links with Andy Housley – at Warwickshire Cricket Ground ideally). For Y9 a trip to Burslem Cricket Cave to look at video analysis of performance.
3. Dance – E-learning by Artspool – online resource that gives the students options to complete tasks, tests based on the 6 dance works and other exam questions that will be on the examination paper. A professional dance company workshop to support component one and two of the new BTEC tech award.
4. Music – Drum tuition funded for 3 pupil premium students (Natasha Dos Santos, Dezider Ferko and Patrick Kaleja).
5. Generic – to support pupil premium students with trips and attendance at Boot Camps/Revision Sessions by providing incentives.

Rationale

Drama:

1. This was a new text delivered and a new style of drama using physical and frantic assembly theatre, which will also be beneficial for devising drama. The workshops will support students in being able to learn and apply these skills to their performances.

BTEC Sport:

2. To experience and support knowledge for the external examined component that will develop the depth of understanding of fitness training and testing in Y11, to highlight knowledge of sports leadership and the skills, qualities and responsibilities demonstrated by sports leaders in an elite venue (looking at including a potential tour of the ground/site and also observing a professional training session to support students planning and devising their own sports leadership sessions to be delivered throughout Y10, a trip for Y9 that will support observing and analysing performance in a sport that is not necessarily mainstream to our students context.

Dance:

3. Consolidate learning in class, extend knowledge of answering exam questions and enables the teacher to monitor the students results and participation. Workshop – as part of the BTEC specification, students must study repertoire from three professional dance companies and study the process involved in creating one of their pieces, videos of workshops and written work about the workshops is required.

Music:

4. These three students have opted for GCSE Music and it is a requirement for them to be able to play an instrument.

Generic:

5. As trips are a requirement for the performance faculty in terms of content of courses students need to have access to these if they are financially unable through subsidizing or full payment. Incentives for Bootcamps include refreshments due to students being expected to stay for several hours beyond the school day or to encourage attendance during half-term sessions.

Actions:

Drama:

- Meet and inform students of workshop requirements and expectations
- Arrange dates for workshops
- Inform parents and staff of workshop dates

BTEC Sport:

- Meet with key links to establish working relationships at Burslem Cricket Cave, Warwickshire Cricket Ground and Staffordshire University and develop workshops to ensure the needs of the course are met. Arrange dates for trips and ensure Evolve is completed in good time. Inform parents and staff of trips to ensure that there is better planning.

Dance:

- Paid for PP students and offered to non-PP students.
- Letters to go out to students and parents with login information.
- Students taught how to access site.
- Details plus a link placed on the homework section of the website and tasks will set as extended homework.
- Meet and inform students of workshop requirements and expectations
- Arrange dates for workshops
- Inform parents and staff of workshop dates

Music:

- Letter home to inform parents for Drum tuition
- Provide timetable for drum lesson times,
- Contact and liaise with peripatetic practitioner regarding progress of students.
- Provide opportunities for performance to develop confidence

Generic:

- Calendared trips, bootcamps and revision sessions early on.
- Discussions with students to encourage attendance on trips, boot camps and revisions session ran outside of normal school hours.
- Contact with parents to inform them and offer financial support if necessary.
- Purchase of refreshments and providing students with these during each session.
- Risk assessments for trips via Evolve at least 3 weeks in advance
- Booking relevant transport if necessary.
- Inform staff of students involved.

Success Criteria:

Drama:

- Improved grades
- Improved and better quality of performances with application of dramatic conventions
- Develop confidence as performers.

BTEC Sport:

- Improved grades in external exam component
- Better quality of coursework that produces better depth of analysis and sports leadership sessions.
- Higher aspirations of students looking at the world of sport
- Forging links with key players in the sporting world/industry.

Dance:

- Students work will be monitored online through access by teacher via E-learning.
- Students will be monitored at AR rounds looking at improvement in their written paper.
- Completion of high quality video and written evidence for component one and two.

Music:

- Improved GCSE results
- Better accessibility to course specification through external music practitioners.
- Developed knowledge to enable them to access GCSE exam written paper.
- Develop confidence as performers.

Generic:

- Students being able to access trips relevant to course content
- Improved knowledge as a result of trips
- Better attended bootcamps and revision sessions.
- Improved work through higher expectations and better quality.
- Improved results.

Time Duration:

Drama:

- September to March

BTEC Sport:

- September to March

Dance:

- E-learning – Whole school year
- Workshop – ideally term 1.

Music:

- Throughout KS4

Generic:

- Throughout academic year.

Staff Responsible:

Drama:

- JM

BTEC Sport:

- BS/JS/MX/MG

Dance:

- EB

Music:

- AJ

Generic:

- All

<p>Monitoring and Evaluation:</p> <p>Drama:</p> <ul style="list-style-type: none"> <li>▪ Forecasting results for both units and external examinations targeting &gt;83% A*-C (83% 2017 forecast) &lt;17% to achieve higher than a grade 5 (C) &gt;10% to achieve a grade 7/8 (A)</li> <li>▪ JM to QA the workshops and how students apply skills to their pieces of drama. Work to be assessed after each AR point and entered on SIMs and component spreadsheet. To be analysed and strategies identified where appropriate.</li> <li>▪ RAP Dashboards and DDI</li> </ul> <p>BTEC Sport:</p> <ul style="list-style-type: none"> <li>▪ Results from external examinations targeting 0% of Unclassified results (15% - 2017), &lt;10% L1P results (10% - 2017), at least 75% achieving a L2P or higher (65% - 2017) and &gt;8% achieving a L2M (8% - 2017)</li> <li>▪ Reducing the number of re-sits taking place from 46% having more than 1 re-sit to half at 23%.</li> <li>▪ Data generated from AR tests that are of the examined component and producing higher quality coursework and higher expectations of higher grades overall to increase the number of L2M &gt;62% (2017), L2D &gt;7% (2017) and L2D* &gt;7% (2017).</li> <li>▪ RAP Dashboards and DDI and early intervention steps.</li> </ul> <p>Dance:</p> <ul style="list-style-type: none"> <li>▪ Forecasting results for external examination targeting &gt;20% A*-C (20% 2017 forecast) &lt;80% to achieve above a maximum of a grade 4 (D)</li> <li>▪ Results from external GCSE exam paper and AR test results.</li> <li>▪ Results from internally marked BTEC units</li> <li>▪ Higher expectations through working with a professional company leading to high quality performances and coursework.</li> <li>▪ RAP Dashboards and DDI</li> </ul> <p>Music:</p> <ul style="list-style-type: none"> <li>▪ Forecasting results for external examination targeting &gt;60% A*-C (60% 2017 forecast) &gt;40% to achieve above a grade 4 (D)</li> <li>▪ Frequency of attendance</li> <li>▪ Weekly liaison with peripatetic practitioner</li> <li>▪ Monitoring of practical and written assessments</li> <li>▪ High Quality Performances</li> <li>▪ RAP Dashboards &amp; DDI</li> </ul> <p>Generic:</p> <ul style="list-style-type: none"> <li>▪ Boot camp and revision session attendance registers</li> <li>▪ Monitoring of practical and written assessments</li> <li>▪ High Quality Performances</li> <li>▪ RAP Dashboards &amp; DDI</li> </ul>	<p>Cost:</p> <p>Drama:</p> <ul style="list-style-type: none"> <li>▪ £200</li> </ul> <p>BTEC Sport:</p> <ul style="list-style-type: none"> <li>▪ £600 towards the cost of transport across all 3 trips</li> <li>▪ £400 towards the cost of tours/professional practitioners.</li> </ul> <p>Dance:</p> <ul style="list-style-type: none"> <li>▪ Approximately £15 x 9 students (£135)</li> <li>▪ Approximately £250 for workshop</li> </ul> <p>Music:</p> <ul style="list-style-type: none"> <li>▪ Awaiting information from M. Bennett and G. Jones.</li> </ul> <p>Generic:</p> <ul style="list-style-type: none"> <li>▪ £350 towards subsidizing trips and incentives for attendance (£100 – BTEC Sport, £100 for Performing Arts and £150 for support with trips).</li> </ul>
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<p><b>Description of Intervention:</b> <b>Raising Aspirations and career IAG via EGX, the UK's biggest gaming and careers event.</b> The event takes place between September 21<sup>st</sup>/ 22<sup>nd</sup> at Birmingham's NEC. During the event students can view, play and evaluate the very latest computer software and hardware within the gaming industry and receive talks from industry leaders on career opportunities within the global gaming industry.</p>	
<p><b>Rationale:</b> A key aim of the department is to develop enrichment and raise the aspirations, behavior and achievements of PP students, particularly boys. This day event is likely to prove very popular and create excitement before and after the event. The faculty would like to see it become established as an annual event, so that a faculty reward/sanction system and/or targeting system could be put in place to further motivate students at KS4 throughout the year. We expect staff careers knowledge to be updated and enhanced to therefore cascade to all students via the curriculum. In addition, CGP revision guides last year proved popular with students for homeworks and independent revision</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>▪ AU to issue letters and target PP students, particularly boys, particularly KS4. AU to check and book cover</li> <li>▪ RH to organize purchasing of tickets (67 + 3 staff)</li> <li>▪ Faculty to market in July and September</li> <li>▪ Trip to the event on Friday 22<sup>nd</sup> September</li> <li>▪ CGP revision guides purchased for Y10 PP Computer Scientists - £5 for revision guide, £2.50 for exam questions book</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ High participation, particularly from PP males</li> <li>▪ Improved career guidance and raising of aspirations</li> <li>▪ Development of a new enrichment event within the Faculty</li> <li>▪ Increased opportunities for independent study</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>▪ 1 day 21<sup>st</sup> or 22<sup>nd</sup> September 2017</li> <li>▪ Next event in 2018 promoted throughout the year within the faculty</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ AU</li> <li>▪ RH</li> </ul>
<p><b>Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>▪ Post event student voice evaluated by AU</li> <li>▪ Evaluation of use of revision guides AU &amp; RH</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>▪ £470 Return Coast Travel - School to NEC Birmingham</li> <li>▪ £15 Per Ticket x 4 PP students who asked for financial assistance</li> <li>▪ 38 PP students to attend</li> <li>▪ CGP revision guides purchased for Y10 PP Computer Scientists £7.50 each</li> </ul>



Description of Intervention: A series of activities designed to unify the HAL cohort form all years, identifying why they have been chosen, the expectations placed upon them and a series of opportunities to achieve their full potential

**Rationale:**

Research has shown that to enable each student to fulfil their potential, thus enriching the student, the school and the community as a whole, we must provide, the environment to facilitate a student's growth in intellectual, physical, aesthetic, spiritual, personal and social skills. This also stimulates the teaching staff providing new challenges and to encourage them to develop innovative teaching strategies and techniques that will benefit all students.

A low cost high impact model of doing this is to incorporate new challenges for HAL students through the quality of the work provided and through a programme of enrichment activities.

**Actions:**

- All HAL PP students identified. Parents evening held to explain the expectations on their sons/daughters and to
- Initiate a mentoring system, led by SLT in which HAL students meet SLT every 2 weeks to look at progress, involvement in extracurricular activities and activities coming up. Parents given direct contact with SLT mentor
- A termly "debate" where students from all years compete for the debating championship
- The implementation of a series of societies and clubs specifically aimed at HAL eg Maths Association
- External or internal provision of high quality stimulation for HAL students
- Trip to a Russel Group university

**Success Criteria:**

- the gap between PP HAL and HAL students in school is in line with National, or moving towards 0
- the performance of the HAL cohort is in line with national performance of similar students
- at least 60% of HAL students attend at least 1 extracurricular activity

**Time Duration:**

Meetings held once every fortnight.  
Ongoing throughout the AR rounds, termly and at the end of the year

**Staff Responsible:**

BN  
SLT  
Heads of Faculty

**Monitoring and Evaluation:**

- A tracking report produced once per fortnight detailing, discussion points, actions and progress from previous meetings. This will be stored on the central system
- Performance of teams in monthly debate
- Attendance registers to societies fortnightly
- AR rounds detailed analysis

**Cost:**

HAL associations TBC ( eg Maths association £98)

**Description of Intervention: Small Group Intervention for Year 11 English Students**

Liz Rushton, English Education Consultant, will be delivering weekly one hour intervention sessions to small groups of students (maximum of 8). Students will be grouped based on their emerging needs according to QLA, target grades and working grades. These sessions will aim to develop students' understanding of the assessment criteria in the GCSE papers, and equip them with the appropriate skills to best prepare them for the final exams.

**Rationale:** Liz Rushton has been carefully chosen to deliver the intervention programme based on her experience of planning, delivering and assessing the new AQA GCSE English specifications.

**Actions:**

- To deliver a personalised programme of intervention to small groups of identified disadvantaged students
- To equip students with tips and strategies to approach the English GCSE papers
- To liaise with class teachers about the progress of students in intervention so that the class teacher can continue to use these strategies in the classroom
- Parents will be informed about the intervention programme and given updates on their child's engagement and progress

**Success Criteria:**

- To further diminish the difference between the outcomes of pupil premium students and non-pupil premium students at each assessment round.
- To improve pupil premium outcomes so that the proportion of disadvantaged students making expected levels of progress in English is higher than the national average

**Time Duration:**

- 5-6 week cycles between each assessment round
- Identified students will have one hour of intervention each week

**Staff Responsible:**

- Head of Faculty
- Head of English

**Monitoring and Evaluation:**

Head of Faculty to quality assure the intervention through drop-ins, student voice and assessing the quality of work produced in sessions. After each assessment round, the outcomes of the students on the intervention programme will be analysed and a report will be presented to the line manager for English. The intervention will also be evaluated with Liz Rushton after each assessment round, and students that are making at least expected progress will be exited from the programme.

**Cost:**

Intervention package £

SEND Awaiting post test results for all groups...

Description of Intervention:

Year 7 - Language for Thinking – A one hour intervention run twice weekly in small groups (4) delivered by a TA. This is aimed at improving their range of vocabulary, and increasing confidence with verbal and written communication. Different images are presented as visual stimuli to encourage discussion through exploring different scenarios, expanding ideas and use of varied and expressive language.

Year 8 - Talking Partners at Secondary - A one hour intervention run twice weekly in small groups (4) delivered by a TA. This is aimed at improving their range of vocabulary, and increasing confidence with verbal and written communication. Using various resources i.e. idioms, inference using headlines, developing story lines using, who, where, what, when, why, how, interviewing techniques, homonyms and homophones, memory games, similarities and differences in visual images, mind-mapping, spider diagrams and problem solving using visual prompt.

**Rationale:** Bristol Speech and Language (2011) say that difficulties with Speech and Language makes it harder for students to find the right words and form clear sentences when speaking. It can also make it difficult to understand what another person says. A student may also have difficulty understanding what others say and may struggle to put thoughts into words or both.

Speake J (2004) points out that there are many barriers to learning for students with speech and language difficulties. Including difficulties with following instructions, attention and focus, literacy, social skills, higher order thinking skills, planning and sequencing, auditory processing, difficulties in answering question and behaviour.

The research of Roulstone and Wren (2012) found that there was no consistency in the interventions chosen in schools both primary and secondary, and there is a wide selection to choose from, including published interventions and bespoke interventions being created. The outcomes of the interventions were only recorded by a third of the sample. The interventions should also be categorized by primary need and the focus should be on students' outcomes. What work for SLCN Roulstone and Wren (2012) categorizes the interventions in three ways universal, targeted and specialized. We use the targeted approach for identified students in years 7 and 8, this being small groups of students and a trained TA delivering the interventions.

**Actions:**

- Complete a baseline test with SEND students early in year 7 and 8 using BPVS test, also use of STAR Reading data.
- Group students appropriately from intervention specific baseline, grouped according to ability. (A, B, C) – Language for Thinking Only.
- Different and additional resources to accompany the main programme i.e. auditory processing, idioms, synonyms, acronyms, memory and word games etc. Language for Thinking Only.
- Change timetables for safeguarding and clarity for all staff and students.
- Introduce students to relevant staff and learning room/environment.
- Retest after 10 week programme with both the BPVS and programme specific baseline. Also compare baseline data from STAR Reading.

**Success Criteria:**

- Improved BPVS (vocabulary) and STAR Reading age of above 4 months progress from baseline testing.

**Time Duration:**

- 2 x 1 hour sessions per week for a 10 week period.

**Staff Responsible:**

- S Ashley
- B Cashmore
- TA's delivering the programme

**Monitoring and Evaluation:**

- S. Ashley/B. Cashmore receive weekly updates with regard to engagement, attendance and behaviour.
- B Cashmore to download and disseminate information from STAR Reading pre and post intervention, to TA's for individual student reports. At end of programme.
- Discuss progress and further steps as necessary.

**Cost:**

- £250.00 initial training from SEND Services for both programmes.
- £200 photocopying for both programmes additional resources.
- Language for Thinking
- £268.00 per group of 4 students (10 groups run 2016/17)
- £50.00 literacy games.
- £6.00 per student retesting individuals.
- Talking Partners at Secondary
- £268.00 per group of 4 students (2 groups run 2016/17)
- £50.00 new programme.
- £6.00 per student retesting individuals.

#### Description of Intervention: Duke of Edinburgh's Award

The Duke of Edinburgh's Award is now in its third year and will again be delivered at Bronze level (Y9) and Silver level (Y10). The Award is delivered internationally and is valued by local, national and international employers. Students who are taking part in the Award will complete four sections; Skill, Physical, Volunteering and Expedition. In order to complete each section they will have to record evidence and attend regular training sessions. Students will be taught key transferrable skills including first aid, navigation and communication skills.

**Rationale:** Current research suggests that adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as increased self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress (EEF, 2016). The evidence suggests that the impact is greater for longer courses (more than a week) which is why the Duke of Edinburgh's Award fits the school perfectly. It also suggests that impact is greater when students are placed into a 'wilderness' setting which is another element offered by the DofE programme through the Expedition section. Research suggests that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. It is expected that participation in the DofE will have a positive impact on progress in all areas. One potential issue in this particular area is the cost to impact ratio. Activity providers can be quite expensive for a short term programme. In order to develop a successful programme at Sandon we aim to run a self-sufficient programme without the need to involve AAP's. We believe that this will provide cost effective impact

#### Actions:

- Deliver training programs at Bronze and Silver level in accordance with DofE framework
- Monitor completion of Skill, Physical and Volunteering sections through eDofE
- Plan and deliver 2 practice walks, 1 practice expedition and a qualifying expedition
- Review staff training and update where necessary (focus on HML and Outdoor First Aid)
- Complete license review with Central England Operations Officer
- Plan and organise presentation evening for 2016/17 cohort

#### Success Criteria:

Completion of the Award is in itself the main measure of success as outlined in the license agreement however historical data shows that Pupil Premium students involved in the Award show improvement in the following areas when compared with PP students not involved in the program:

- Attendance
- Progress across core subjects (Maths/English/Science)
- Attainment in core subjects
- Behavior referrals

These will continue to be the measures we use to judge the internal success of the program.

#### Time Duration:

- Complete program completion in 9 months
- Skills, Physical and Volunteering sections completed in 6 months

#### Staff Responsible:

Dan Blundred (DofE Manager)

#### Monitoring and Evaluation:

- DofE Leaders to complete fortnightly reviews of eDofE
- BL to collect data from previous AR4 and compare to AR1 and AR3 data in new academic year
- DofE leaders to visit volunteering placements to gather reports
- BL to conduct licence review with Central England Operation Officer

#### Cost:

£1000 to cover cost of license fee

<p>Description of Intervention: <u>Decreasing Absence Monitoring and tracking of PP students</u> – daily monitoring and tracking of PP student absence to identify where intervention is required to reduce absence and persistently absent rates to be in line with national figures.</p>	
<p><b>Rationale:</b> evidence from research carried out by the government highlights the link between poor attendance and underachievement. This underachievement accelerates for students who become persistently absent. Further to this the research suggests that pupil absence in areas of high deprivation are likely to be higher with the pupils from poorer backgrounds being less likely to sustain high levels of attendance and therefore not achieve appropriately.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• To identify and challenge absence in PP students daily</li> <li>• To identify patterns of absence in PP students</li> <li>• To fully engage staff within school so they understand how they improve PP attendance rates</li> <li>• Promote positive attendance for PP students through incentives and promote the link between attainment</li> <li>• Ensure robust lines of communication between school and parents are used at appropriate times</li> <li>• Produce reports to the senior leadership team</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Decreased absence rates for PP students and reduced number of PP Persistently Absent students</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>• Academic Year</li> <li>• Half Termly</li> <li>• Termly</li> <li>• Achievement Rounds</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>• R. Hutchinson</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• End of year full reports</li> <li>• 2 weekly Senior Leadership Team reports</li> <li>• 2 Weekly form tutor and Heads of Year reports</li> <li>• Governors reports</li> <li>• Achievement round reports</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>• £ 18500</li> </ul>

Description of Intervention: Personal Development and Behaviour Pastoral Manager KS4: Management of behaviour. Tracking of academic performance. Pastoral and welfare support. Monitoring of attendance and punctuality. RAP Y10&11

**Rationale:** To deal with attendance, behavioural, pastoral and welfare issues and secure attainment. To support and work with students and their families to maximize learning for individual students.  
To contribute to the development of a whole Academy approach to overcome obstacles to learning and improve student participation and learning in Academy life.

**Actions:**

- Promote positive behavior throughout KS4 and the school and undertake investigations into reported misbehavior/incidents and implement sanctions according to Academy policy
- Deal with incidents throughout the day as necessary and develop positive relationships with parents, liaising with parents regarding disciplinary/health/welfare issues
- Contribute to the recording, investigation and monitoring of bullying
- Liaise with teaching staff, students and parents to provide particular support and intervention to targeted underperforming students in order to raise achievement and help them minimize/overcome barriers to learning.
- Mentor, counsel and support students as appropriate
- Contribute to tracking of academic progress targeted students after every AR
- Contribute to the Academies strategy to improve the attendance and punctuality of students
- Represent the Academy at Early Help meetings which involve vulnerable students, parents and outside agencies

**Success Criteria:**

- Improved and increased engagement and motivation leading to a positive effect on behavior, attainment and attendance.
- Improved emotional well-being and self-esteem enabling positive outcome
- Improved attendance
- Barriers to learning identified and targeted through early intervention enabling students ability to apply their skills across the curriculum

**Time Duration:** Ongoing

**Staff Responsible:** Fliss Holdcroft

**Monitoring and Evaluation:**

Case studies for targeted students with evidence of pre and post intervention. Working documents updated frequently and after each AR.

**Cost:**



Description of Intervention: Personal Development and Behaviour Pastoral Manager KS3:  
 Management of behaviour. Tracking of academic performance. Pastoral and welfare support. Monitoring of attendance and punctuality.

**Rationale:** To deal with attendance, behavioural and welfare issues while securing attainment of targeted students/groups. To also, support families of students to maximize their full learning potential, removing barriers whether attendance, academic performance or from a social emotional point of view. To contribute to the development of a whole Academy approach to overcome obstacles to learning and improve student participation and learning in Academy life.

**Actions:**

- Promote positive behaviour throughout KS3 and the Academy
- Work in line with the Academy's behaviour policy when following up on reports of negative behavior
- Targeting specific areas of poor behavior i.e. by lesson, subject, day
- Develop positive relationships with parents
- Further develop the awareness of bullying via assembly/bully boxes
- Regular monitoring of students identified on RAP, weekly mentoring sessions and end of day checks on report cards
- Constant tracking of RAP students after every AR
- Liaise with teaching staff, students and parents to provide particular support and intervention to targeted underperforming students in order to raise achievement and help them minimize/overcome barriers to learning
- Work in line with the Academy's attendance officer/HOY when dealing with PA students, offer support to both students and family when facing challenging barriers
- Working with other professionals when targeting specific needs of both student and parent: Early help meetings, C.I.N meetings

**Success Criteria:**

- Increased levels of attainment and positive behaviour
- Improved levels of emotional well-being, resulting in students engaging more robustly where barriers had been previously
- Positive outcomes after early intervention
- Improved levels of attendance

**Time Duration:**

- On going

**Staff Responsible:**

- Mr Hussain

**Monitoring and Evaluation:**

- Mr Hussain

**Cost:**

- Staffing costs

<p>Description of Intervention: Emotional regulation. Programme helping students to recognise their emotions and ways of coping with emotions. Adapting their behaviour in school and out of school.</p>	
<p>Rationale: The Emotional Regulation Programme is designed to provide young people with the opportunity to discuss, analyse and describe what triggers, anger and conflict in our lives.          To provide young people an insight into the skills and strategies needed to positively help resolve any issues or conflicts (skills and knowledge)          To provide young people with the opportunity to discuss and compare issues in relation to conflict and anger in a safe environment with others of a similar ilk in a positive and co-operative way.</p>	
<ul style="list-style-type: none"> <li>• Actions: Skills that students will learn throughout the programme. To enable students to recognize their unwanted behaviour .</li> <li>• To promote a positive and co-operative group</li> <li>• To be aware of and examine the skills needed and the benefits of problem solving and their resolution.</li> <li>• To communicate and co-operate with other members of the group.</li> <li>• To have knowledge of what triggers and situations which can affect our emotions, and have understanding of the different strategies which you can use to cope with these problems in a positive way.              To build positive relationships with staff enabling them to discuss and deal with issues instead of reacting to them.</li> </ul>	
<p>Success Criteria: To be able to function both in school and out of school. Building positive relationships with students by working with them to resolve areas of need.          Improved behaviour, success scores, increasing by an average of 3.          Fewer recorded incidents on SIMs</p>	
<p>Time Duration: 6- 8 week programme for 1 hour a week.</p>	<p>Staff Responsible: D Corbishley          D Tomkinson</p>
<p>Monitoring and Evaluation: Referral system from Director of Inclusion Heads of Year, Pastoral managers, Educational psychologist, and parents. Pre and post questionnaire for students with scoring system. Form staff pre and post questionnaires with scoring system. Evaluation of the questionnaire by the LSC staff at end of programme and report to Director of Inclusion, Heads of Year and Pastoral Managers.          Improved success scores by agreed number.</p>	<p>Cost:  <input type="checkbox"/></p>

<p>Description of Intervention: Learning Curve (Nurture Group) Intervention offered to more vulnerable Year 7 students, small group work of no more than 12 students working on social and emotional aspects of learning. During this we cover a wide range of topics in those areas with staff available to give daily support to those students.</p>	
<p>Rationale: The aim of our Nurture group is to ease transition from primary school to secondary school through the development of students' social skills, their self-esteem and the understanding of their own emotions and the effect of them on others.</p>	
<p>Actions: To start in Year 6 supporting the transition of more vulnerable students by building positive relationships, gaining more knowledge of each student to address areas of need.</p> <ul style="list-style-type: none"> <li>• To provide skills to maintain good standards of learning through regular support from staff.</li> <li>• To promote positive relationships with staff.</li> <li>• To promote healthy social and emotion skills through staff role modelling.</li> <li>• To provide a safe environment for those students.</li> </ul> <p>Good communication and relationships with the parents/carers of these students, regular contact, newsletters, parents are able to contact LSC staff directly.</p>	
<p>Success Criteria: Improved emotional well being, confidence and self-esteem, by setting targets for the students using the information provided by the Boxall profiles. To become more independent students in both academic and within their social life by learning life skills, building their resilience and developing confidence. Improved Boxall profiles firstly by targets set, this in turn will also improve other areas of development on the profile.</p>	
<p>Time Duration: Depending on individual students Boxall profiles. From one term to three.</p>	<p>Staff Responsible: D Corbishley D Tomkinson</p>
<p>Monitoring and Evaluation: Referral system from Primary schools. Form staff, Head of year and Pastoral referrals. Boxall profiles completed by Primary schools if provided, targets set by LSC staff from Boxalls, these are completed again, December, Easter and July, each time evaluate if intervention is to continue based on Boxall profile scores and new targets set for individual students and re-address the dynamics of each group. Observation in class are also completed pre and post. Form staff complete questionnaires on impact of Learning Curve at end of the Year.(scored)</p>	<p>Cost: □</p>

<p>Description of Intervention: Learning Support Centre. A facility within school used for some of the more vulnerable students using the time to engage in the learning, tailored timetables for students individual needs. This facility is also used for small interventions group works for a variety of topics, reading, spelling, maths supporting SEN department and EAL department.</p>	
<p><b>Rationale:</b> Enable vulnerable students to remain engaged within education through flexible packages. Students gain in confidence and self-esteem. Improve behaviour and social skills, attendance, reduce exclusion. Improve organisational skill. Better understanding of consequences of behaviour in school with peers, staff and families.</p>	
<p><b>Actions:</b> Working with students on 1 to 1 basis delivering programmes based on individual needs, for example SRA, Language for Thinking.  Planned group work to support progress and learning, Year 7 catch up premium cohort reading and development and numeracy of the most vulnerable Year 7  Work with Attendance Office to engage PA students back into school. Provide a personalized curriculum to support effective re-engagement into school for most vulnerable PA students.  Working to remove barriers to learning. Support students to develop confidence, resilience professional relationships within the school environment.  Planned group work to support reading and vocabulary development in Year 8.</p>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Improve attendance to a set target agreed.</li> <li>• Improve emotional well being, confidence and self esteem by the use of pre and post questionnaires.</li> <li>• Accelerated reading levels and improved reading age to a set target agreed.</li> </ul>	
<p><b>Time Duration:</b> Dependent on individual needs.  Group works run for 8 week and reviewed. Then continued or look at alternative intervention.</p>	<p><b>Staff Responsible:</b> D Corbishley  D Tomkinson</p>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Improve behaviour as recorded with success scores.</li> <li>• Reduction of negative behaviour referrals</li> <li>• Pre and post questionnaires comparisons.</li> <li>• Behaviour scores to have improved by an average of 3.</li> <li>• Accelerated reading scores improved by set target.</li> </ul>	<p><b>Cost:</b>  □</p>

<p>Description of Intervention: Self Esteem. Programme helping students to build their self-worth and confidence.</p>	
<p>Rationale: The Self-Esteem Programme is designed to provide young people with the opportunity to discuss and address any issues and express on how they are feeling. To provide young people an insight into the skills and strategies to promote healthy self esteem and build on their confidence. To encourage students to engage firstly within small groups then skills from this can be used in mainstream lessons. To contribute to the development of a whole Academy approach to overcome obstacles to learning and improve student participation and learning in Academy life.</p>	
<ul style="list-style-type: none"> <li>• <b>Actions:</b> To promote a positive and co-operative group with students taking an active part in lessons. To feel able to access school even though they need emotional support at the time by working in the LSC, offering a quiet, calm space to work.</li> <li>• To communicate and co-operate with other members of the group and within lessons.</li> <li>• To build young persons confidence, building their resilience To build positive relationships with staff enabling them to communicate and have areas of needs addressed.</li> </ul> <p>□□□□ To offer alternative ways of dealing with their emotions.</p>	
<p>Success Criteria: To be able to function both in school and out of school. Access school if there has been attendance issue. Student feels more able to contribute to lessons and more engaged in their learning. Able to approach staff if they are having issues both in school and at home. Improved attendance Improved success scores. Pre and Post questionnaires.</p>	
<p>Time Duration: 6- 8 week programme for 1 hour a week.</p>	<p>Staff Responsible: D Corbishley D Tomkinson</p>
<p>Monitoring and Evaluation: Referral system from Director of Inclusion Heads of Year, Pastoral managers, Educational psychologist, and parents. Pre and post questionnaire for students with scoring system. Form staff pre and post questionnaires with scoring system. Evaluation of the questionnaire by the LSC staff at end of programme and report to Director of Inclusion, Heads of Year and Pastoral Managers.</p>	<p>Cost: □</p>

**Description of Intervention:** 2017-18 Reflection Provision & Intervention Fortnightly data plan, in relation to cumulative and fortnightly data. Report to be sent to Headteacher at the end of 2 week cycle. Where analysis shows high proportion of PP referral and repeated incidents, further intervention strategies initiated, tracked and impact evidenced. Improved tracking and analysis of PP students and percentage of incidents involved in compared to whole school. Continued tracking of Reflection and SLT detention referrals and data sent to relevant Heads of Year / Pastoral Managers. Produce Success Score reports to monitor an immediate impact on student behaviour in lessons and monitored on a daily basis.

**Rationale:** Success score is shown from previous schools, to have an impact on positive student behaviour. Heads of Year are able to monitor it closely and have the conversation with students immediately. Data also show that whole school staff can see positive trends with certain students and share. Fortnightly data allows up to spot trends for certain students or academic areas and implement strategies and interventions to support PP students.

**Actions:**

- Collation of data every 2 weeks and cumulative from start of Academic year
- Governors and Principal panels for continued referrals
- Produce student information packs for Parental meetings led by Heads of Year and Pastoral Managers
- Produce Success Score data on a daily basis for Heads of Year to immediately act upon and share at Parental meetings where necessary

**Success Criteria:**

- Reduced Reflection referrals for Pupil Premium students in relation to whole school referrals.

**Time Duration:**

- Monitored throughout and data analysis at the end of each term – 3 times per year.
- Success Score data delivered at the end of every day and monitored closely on a fortnightly basis

**Staff Responsible:**

- Mrs Davis

**Monitoring and Evaluation:**

- SLT to receive data updates on a fortnightly basis. List of students with regular and persistent referrals and Heads of Year notified. Areas of concern can be rectified. Key students can be given extra support in areas of concern. Recording and tracking systems are fully communicated across the system in line with Behaviour policy. Students complete appropriate time in Reflection before been allowed back to lesson. Data to be analysed at end of each term and continuous comparisons on previous year time scales.

**Cost:**