



## Pupil premium strategy statement: 22 September 2017

### 1. Summary information:

<b>School</b>	Carleton Community High School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£225,000	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	865	<b>Number of pupils eligible for PP</b>	262	<b>Date for next internal review of this strategy</b>	April 2018

### 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2016</i>
<b>% achieving 4+ in English/Maths (Class of 2017)</b>	42	65
<b>% achieving 5+ in English / Maths (Class of 2017)</b>	20	No comparative
<b>Progress 8 score average (Class of 2017)</b>	Not yet available	0.00
<b>Attainment 8 score average (Class of 2017)</b>	31.95 (41.92)	49.34
<b>*Progress 8 score for LAPS PP students (Class of 2017)</b>	Not yet available	Not available

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Attendance of all PP cohorts across the school is lower than expected (certainly lower than National)
<b>B.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and often beyond (Yr 10)
<b>C.</b>	Expectations of self and aspirations are especially low for some PP students. Behaviour issues for a small group of PP students who are also LAPS are having detrimental effect on their academic progress.

#### External barriers *(issues which also require action outside school)*

<b>D.</b>	Attendance of all PP cohorts across the school is lower than expected (certainly lower than National) This reduces their school hours and causes them to fall behind on average.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased attendance rates for pupils eligible for PP.(including a reduction in rates of exclusion for students in line with other)	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. (Current 93% Overall attendance among pupils eligible for PP improves from 89% to 94% in line with 'other' pupils.
<b>B.</b>	Improved rates of progress across KS3 for students eligible for PP.	Pupils eligible for PP identified as low attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high/middle attaining, across Key Stage 3,resulting in a far lower gap for D students – already lower than 2016 (E/M attainment) at time of writing. Where they are not, departments will ensure wave 1 interventions, linked to <i>I know</i> processes, monitored by Coordinators and Senior Links
<b>C.</b>	Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)	Monitoring is robust and systematic and is continuous through KS4 (9,10,11). 3 Year KS4 with additional time results in higher standards of attainment for D students. Alternative provision for eligible and less vulnerable students who fail to engage is successful. Collaboration a key here (WLC/TKS/LA) Gaps within other subjects are reducing over time. LAPs focus extremely important and provision mapped accordingly; LAPS review each data drop reveals improving picture. Swift intervention support this.
<b>D.</b>	Aspirations reflect a drop in RNI for these cohorts, a comparative ATL, greater involvement in enrichment activities, increased contributions to the life of the school,	Occasions of face to face contact increase. Students PASS surveys reveal improved self-esteem and motivation to succeed regardless of background. RNI data reflected in monthly scorecard drops for cohorts. Enrichment tracker reflects contributions for most are more frequent and are high quality.
<b>E.</b>	Improved literacy skills for PP students on a gp and individual basis	In line with SSIF funding (NEW College, Pontefract lead,; more students engaged with reading for pleasure. Audits (JMY) reveal higher quality of written responses in books/ folders. Reading tests(GL assessment) are more frequent and present an improved picture.

## 5. Planned expenditure

Academic year

2017/18

How are we using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies?

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted cost
B Improved rates of progress across KS3 for D students	Wave 1 teaching quality (IRIS, Coaching, CPD, pathways provision)  Pathways – bespoke support for students at 0.2 and below. Mentoring, small group approached with focused intervention.	The focus for ensuring all students make adequate progress is a driver for the school. Teachers are fully engaged in ensuring progress is regularly considered.  Intervention and one to one tuition opportunities are often required with both learning mentors (English and Maths) and specialist support assistants.  Some of the students need targeted literacy support to catch up. Our programme for reading improvement with LAPS has been independently evaluated and shown to be effective in other schools and has been used successfully here at CCHS	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Curriculum Journey details this. Addition of PIXL DTT to develop a simpler picture of student competencies. Data tracking of these students to demonstrate impact . CPD for Assistant in Literacy is carefully planned using INSET time. Appraisal targets include a progress target focused around PP.	Pupil Premium Champion/ AAHT	Dec 17 March 18 July 18	IRIS: £10,000  PIXL: £3500  Pathways: £1200 per student (50 students) £60,000
B Improved rates of progress across KS3 for D students  Increase coordinator awareness of strengths and weaknesses across department. Progress gap between D and non-D closing.	Coordinator monitoring <ul style="list-style-type: none"> <li>Information gathering</li> <li>Teacher guidance</li> <li>In class Support</li> <li>Focus on D</li> </ul>	Co-ordinators will be more knowledgeable about strengths and weaknesses within their department and can therefore try to effect change faster and more effectively.	Coordinator monitoring files checked by SLT links on a regular basis.  Findings of coordinator monitoring discussed in SLT link meetings.	JC	July 2018	On average 2 hours / week per co-ord. 10 x co-ords per fortnight = 400 hours = £12,000 minimum (based on £30/hr)

<p>B Improved rates of progress across KS3 for D students</p> <p>D students are 'front and center' of teaching, both in planning and in lessons.</p> <p>Progress gap between D and non-D closing.</p>	<p>Staff/Teacher focus through Data Conferences and teacher data files</p>	<p>Increasing staff awareness of who D students are and where they are at in terms of progress will support staff in planning for progress.</p> <p>Disadvantaged students will be priority in classrooms which should lead to swifter progress</p>	<p>QA process in place.</p> <p>Data conferences timetabled on annual calendar to ensure staff have adequate time to complete I know sheets.</p> <p>I know sheets to be collated by coordinator and SLT link and checked for effectiveness.</p> <p>Evidence of use of I know sheets sought through bi-weekly coordinator monitoring and termly SLT lesson observations</p>	<p>JC</p>	<p>July 2018</p>	<p>Resources &amp; time. (Dedicated twilight time)</p>
<p>B Improved rates of progress across KS3 for D students.</p>	<p>Pastoral Tracker at Progress Leader level introduced.</p>	<p>Progress leaders able to analyse after each interim which disadvantaged students are not making sufficient progress and intervene as necessary to try and increase progress of these students.</p> <p>Sharper focus on the monitoring of disadvantaged progress will ensure issues are identified earlier and a more horizontal view is achieved.</p>	<p>Input from progress leaders about the design of the tracker to encourage effect use.</p> <p>Training for progress leaders to increase effectiveness of use and interventions implemented.</p>	<p>HN / RPo</p>	<p>July 2018</p>	<p>Admin support in set up £250</p> <p>Training and tracking £2500</p>

<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p>	<p>Maintained Analysis, Identification and Strategy model through Data Conferences and <i>I know</i> structures. Target 100</p> <p>Use of learning mentors within lessons to engage with PP students specifically when data reflects a need.</p>	<p>Targeted support including +1 support for students falling behind can now occur half termly which makes this work much more meaningful.</p> <p>We must ensure the Progress gap is closing for all subject – we have decent practice in English and Maths which must be shared and grown across all areas, hence giving students the best life chances.</p>	<p>Pupil Premium coordinator to liaise with parents of disengaged parents. coordinators to increase presence in lessons through learning walks, ensuring they stay in lesson to support if and when necessary to for training purposes.</p> <p>Coordinators to provide bespoke classroom support specifically for D students and keep a record in co-coordinators file.</p> <p>Progress leaders will collate information from data conferences to establish a group of target students to ensure early intervention can be implemented.</p>	<p>GV (AHT)</p>	<p>Dec 17 March 18 July 18</p>	<p>£400 per pupil based on 120 pupils = £48,000</p> <p>Co-ordinator monitoring time as mentioned previously.</p>
<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p> <p>Diminishing the difference between progress of D students and non-d students.</p>	<p>+1 sessions, subject conferences and holiday revision sessions.</p>	<p>Giving students particularly those who are disadvantaged more time and additional support should increase rate of progress and overall P8 score.</p> <p>Sustained periods of support in core subjects at conferences away from school setting</p>	<p>SLT link meeting with year 11 progress leader.</p> <p>Year 11 progress leader to monitor attendance at plus 1 sessions and attendance of holiday sessions.</p>	<p>JC / EL</p>		<p>Literacy and Numeracy hotel - £3000</p> <p>Twilight booster (various) £1000</p> <p>Resources for boosters £1000</p> <p>Resources for D student £2000 (yr 11) £500 (yr 9 &amp;10)</p>
<b>Total budgeted cost</b>					£143,750	

<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Budgeted cost</b>
<p>A. Increased attendance rates</p> <p>Reduce the number of persistent absentees (PA) among D students by 10%. Overall attendance of D students improved from 89.2% to 94% in line with 'other' students.</p>	<p>Prioritisation of D students with attendance interventions</p>	<p>Students often fail to engage with FDR calls resulting in greater absence sessions and PA% rising for PP in particular. Data shows that PP students have broken weeks of attendance often from not ensuring they are fully prepared for school.</p>	<p>Regular monitoring of work Supervision meetings with attendance staff by principal attendance officer(BR)</p>	<p>ASM/ Attendance Officer</p>	<p>Weekly at SLT  Monthly at ESGC</p>	<p>n/a</p>
<p>Reduce the number of persistent absentees (PA) among D students by 10%.</p>	<p>Introduction of Raising Aspirations attendance tutor groups for Y9/10</p>	<p>Disadvantaged students often value attendance at school less – statement supported by PASS survey results. They therefore need more closely monitoring and more intensive support with attendance. Putting them into a small nurturing environment during tutor time will enable this.</p>	<p>Select cohort strategically using data and through communication with specific progress leaders.</p> <p>Monitor effectiveness of the intervention and make changes between cohorts where necessary,</p>	<p>HN</p>	<p>Weekly at SLT  Monthly at ESGC</p>	<p>2 staff (KSI &amp; DWO) 2hours / week - £800  Resources £200</p>

<p>A. Increased attendance rates</p> <p>School attendance 95.0% School PA 12.0% or less</p>	<ul style="list-style-type: none"> <li>• Improve the Positive Attendance &amp; Punctuality culture (Wave 0 &amp; Wave 1)</li> <li>1. SIMs user defined groups,</li> <li>2. Updated attendance overview document</li> <li>3. Updated attendance tracker</li> <li>4. User defined groups on CPOMS</li> <li>• Implement Wave 2,3 provision targeted on D students as appropriate –</li> <li>1. Home visits</li> <li>2. Attendance success plans for each student</li> <li>3. use of EdLounge for school phobics</li> </ul>	<p>Using carefully selected resources and specified meeting time staff can impact on a students' 'will' to attend school.</p> <p>Often the most effective actions are the simplest though time is a premium</p> <p>Use of EdLounge to maintain some progress and improve academic confidence of specific groups of students to support return to school and improved attendance.</p>	<p>Collation of evidence from intervention stream will be collated termly by DHT.</p> <p>The impact which we see in Attendance improvements for groups and individuals is presented monthly to the HT/SGC.</p> <p>Regular review of Edlounge students.</p> <p>Communication through progress leaders at Pastoral meetings to maintain momentum.</p>	<p>Dep Head</p>	<p>Weekly at SLT</p> <p>Monthly at ESGC</p>	<p>£5000 EdLounge</p> <p>IT/Admin support EdLounge £1000 (laptops, time, visits to homes)</p>
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<p>A. Increased attendance rates</p> <p>Reduction in RNI</p>  <p>Reduction in FTE especially for disadvantaged students.</p> <p>% of students on roll receiving FTE does not exceed 3.5%</p>	<p>Support for students with challenging behaviour.</p> <p>Raised expectations through changes in behaviour policy and via Carleton learning partnership.</p> <p>Development of behaviour triage for faster response and allocated workers.</p> <p>Continued introduction of pre-exclusion checklist used by PL before they consider suggestion to exclude</p> <p>Weekly monitoring of exclusion figures with comparisons to previous years, and national picture.</p> <p>Research alternative sanctions for D students to avoid exclusion and maintain attendance at school.</p>	<p>We wish to invest some of the funding we receive in ensuring that poor habits developed over the 7 yr primary phase are challenged and changed effectively. Support in the first instance is available from a number of adult internal sources. Additionality is created using external and volunteer staff when possible.</p> <p>Reducing the amount of RNIs will also reduce exclusions and consequently 'E' absent codes.</p> <p>It will also create more positive mindsets for some of our disadvantaged students which will support in improving their attendance.</p>	<p>Data provided for HT fortnightly which reveals patterns in poor behaviour choices. PIA will reveal where most effective actions are occurring.</p> <p>Progress Leaders monitoring by SLT continues. Practice is exemplary.</p> <p>Closely monitoring figures for RNIs and exclusions .</p>	<p>Asst Head (RP)</p>	<p>Jan 2018</p> <p>July 2018</p>	<p>Alternative provision costs. £20,000 (offsite)</p> <p>Positive behaviour mentor 50% of work is with D students - £13,000</p>
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A. Increased attendance rates	Improve the use of SIMs & CPOMS for more rigorous monitoring of attendance data	Increased communication lines between attendance term, form tutors, progress leaders and SLT. Increased evidence bank of support in place for students with poor attendance and actions taken by school.	Monitor use and ensure regular CPOMS updates for attendance. PIA and communication through progress leaders to monitor their checking of attendance updates.	DHT (SRo)	Weekly at SLT  Monthly at ESGC	n/a
A. Increased attendance rates  Engage parents more fully in the promotion of a positive attendance culture	Set up and launch Connect Ed.  Increased communication home through newsletter, parents evening, information evenings, phone calls, attendance certificates and rewards.	Increasing awareness and knowledge of the importance of attendance with parents in likely to have a positive effect on student's attendance at school.	Closely monitor take up and use of myed. Monitor regularity of information communicated to parents. Monitor progress leader's work in improving engagement of parents through PIA documents produced termly.	DHT (SRo)	Weekly at SLT  Monthly at ESGC	Connect Ed fee – £2500.
A. Increased attendance rates	Strategic analysis of school data, comparative data and use for fine scale monitoring & identifying gaps systematically, particularly for disadvantaged students who are also PA.	Ensuring weekly analysis which is communicated to all relevant parties will enable swifter action to be taken.	Weekly attendance update included on SLT agenda. Bi-weekly attendance update included on pastoral meeting agenda. Attendance team send weekly report to DHT with full breakdown of information. Attendance team send out weekly report to all form tutors with relevant information on.	DHT (SRo)	Weekly at SLT  Monthly at ESGC	n/a

B. Improved rates of progress across KS3 for D students	Intervention/Catch up	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils, visitors and parents. Previously this practice carried out by Governors has been successful.	Extra teaching time and preparation time paid for out of PP budget. This will ensure there is an accountability trail. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at calendared data points (6 per year) HODs to observe sessions and provide feedback / support for improvements as Learning Leaders.	Head of Maths/ English	Dec 17 March 18 July 18	Staff planning time and delivery - £2000
A. Increased attendance rates	Attendance/Success Mentor employed to monitor pupils and follow up quickly on truancies. First day response provision already in place for all	Students must be here to improve – generally speaking. Our impact cannot be measured if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of ASM about existing absence issues. PP champion, AAHT head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Attendance and progress discussed at least fortnightly with progress Leader and Attendance Officer. Letters about attendance to parents / guardians. ASM to visit PA PP at home to discuss attendance with parents / guardian and explore barriers	Pupil Premium Champion/ AAHT	Weekly at SLT  Monthly at ESGC	£18,000

<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p> <p>P8/A8 data for this user defined group shows improvement</p>	<p>T100 programme of mentoring for Year 10/11 D students.</p> <p>Outcomes meeting to discuss progress of all year 11 D students and consider what more can be done.</p>	<p>Ensuring more students have a mentor in school will enable disadvantaged students to be monitored more closely.</p> <p>Thus ensuring barriers to learning can be removed more quickly.</p> <p>Outcomes meeting will increase lines of communication between SLT, Year 11 Progress leader and Coordinators of E&amp;M to ensure collaborative approach to increasing progress of D students.</p>	<p>SLT link meetings with year 11 progress leader.</p> <p>Monitoring of T100 group data to track progress.</p>	<p>JC / GV / EL</p>	<p>Bi-weekly at outcomes meeting.</p>	<p>N/a</p>
<p>Expectations of self and aspirations are especially low for some PP students. Behaviour issues for a small group of PP students who are also LAPS are having detrimental effect on their academic progress.</p>	<p>Resilience curriculum</p> <p>Links with Community Groups</p>	<p>Additionally finding opportunities to promote self-esteem and build resilience (in addition to the Resilience programme) would be of benefit. EG. PSEF supports the school (squash and leisure) Rotary Club opportunities; AHEAD partnership links</p>		<p>RPo / JC</p>	<p>July 2018</p>	<p>Ahead Partnership £5000</p> <p>Resilience programme £6000</p>

<p>E Improved literacy skills for PP students on a gp and individual basis</p>	<p>Identification; repeated support; raised awareness across the curriculum; reading assessment programmes</p>	<p>Literacy and esp reading are barriers to learning for a number of students with PP along with not PP. This is clearly linked to access issues We find students with reading ages which are on the 'cusp' are regularly dropping when students are retested at Year 10 in time for exam access arrangements. Though English results are improving significantly this is not yet reflected everywhere and teachers cite access with reading as a major factor.</p>	<p>Working through Basic Skills Coordinator (DSI) develop a strategy which incorporates the PP strategies into the whole school approach – it is not only PP students with Literacy needs. Ensure the program has sufficient milestones to guarantee progress is reflected. Included regular (but not too many Reading assessments for students with identified need; ensure all receive RT x 3 minimum across 5 years</p>	<p>KM/SR (SENCo and DHT)</p>	<p>July 2018</p>	<p>n/a</p>
<p>E Improved literacy skills for PP students on a gp and individual basis</p> <p>Development of a 'reading' culture through Year 7 which will lead into Year 8.</p> <p>Less students requiring reading and literacy intervention through into yr8.</p> <p>Evidence of more willingness to read through lesson observations.</p> <p>Improved standards in 'high literacy' lessons.</p>	<p>Purchase accelerated reader and train staff.</p> <p>Set aside both curriculum time and tutor time for those involved in accelerated reader.</p> <p>Form a TLC group in charge of literacy across school.</p>	<p>Improving the levels of literacy students in year 7 will enable students, particularly those who are disadvantaged to make swifter progress across other areas of the curriculum.</p>	<p>TLC group lead by HB will take control of accelerated reader.</p>	<p>HB</p>	<p>July 2018</p>	<p>£5000 – accelerated reader</p>

<p>E Improved literacy skills for PP students on a gp and individual basis</p> <p>Build a more efficient programme of support and intervention for Year 7-10 literacy gaps</p>	<p><b>Literacy ONLINE</b></p> <p>Check all testing licences and ensure the programme is fit for purpose.</p> <p>Request a quote for and purchase additional licenses.</p> <p>Ensure all students are tested and parents informed of the outcomes.</p> <p>Database created to record all updates to reading ages.</p>	<p>Increasing the amount and accuracy of information enables staff to plan more effectively for literacy ability of those in their lessons.</p> <p>It also ensures students received most appropriate intervention for them and consequently increases progress.</p> <p>Will enable a more efficient referral of students to the SEN team and should lead to less access to exams requests needed.</p>	<p>TLC group.</p> <p>SLT link meetings between SRO and SENCO</p> <p>Checking that all students have been tested.</p> <p>SENCO to report back to SLT with findings and up to date information.</p>	<p>SRO/HB</p>	<p>July 2018</p>	<p>£7000</p> <p>Staff time</p> <p>Resources</p> <p>Test licences</p>
<b>Total budgeted cost</b>						£85,500
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Budgeted costs</b>

<p>B. Improved rates of progress across KS3 for D students</p> <p>Improved levels of self esteem and aspirations for D students.</p>	<p>Create a D students summer camp for year 6 D students joining in September.</p>	<p>Increase self esteem and self awareness before students start in September.</p> <p>Enable year 6 D students some extra literacy intervention as a boost before September staff and encourage additional reading over the summer holiday.</p> <p>Aids the transition process to try and ensure a smooth start to secondary school and remove potential barriers to progress before new academic year starts to ensure maximal time in lessons and maximal engagement in September.</p>	<p>Summer school has been run very successfully before. AAHT who has previously coordinated summer school to organise this year's summer school.</p> <p>Summer school to be organised in line with transition to encourage maximum uptake from year 6 parents.</p>	<p>AAHT / HB</p>	<p>September 2018</p>	<p>£3000</p>
<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p> <p>Disadvantaged students have a clearer view on where they are and what they need to do</p>	<p>Further development of Progress Wall to reflect position and progression of D students</p>	<p>Students having a clearer idea of where they are currently and what they need to do to improve should increase motivation and support in improving aspirations and improving work ethic.</p> <p>Having regular discussions with students about it in their form groups also maintains momentum.</p> <p>Positioning of the progress wall in the staff room also enables teaching staff to see the horizontal picture for each student.</p>	<p>Year 11 progress leader to calendar in slots for each tutor group.</p> <p>Year 11 progress leader to ensure they are present when students are updating the progress wall to ensure positive conversations take place during this task.</p>	<p>JC / EL</p>		<p>N/A</p>

<p>D Expectations of self and aspirations are especially low for some PP students.</p> <p>Behaviour issues for a small group of PP students who are also LAPS are having detrimental effect on their academic progress.</p>	<p>Resilience building linked to fine monitoring.</p> <p>PASS Survey to be used with D students at the start of year and again at the end of year to measure improvement.</p> <p>Identify group of D students to be involved with raising aspirations tutor group in year 7 &amp; 8 following same process as successful pilot group.</p> <p>Engagement meeting with key members of staff</p>	<p>Aspirations reflect a in RNI for these cohorts, a comparative ATL, greater involvement in enrichment activities, increased contributions to the life of the school.</p> <p>PASS survey will provide information with the honest views of D students to enable action to be taken to improve these views where necessary and put in place timely intervention to avoid potential disengagement in the future.</p> <p>Raising aspirations tutor group has been successful in previous years in increasing effort levels and engagement in lessons and encouraging disadvantaged students to set goals and targets for themselves with support of staff.</p>	<p>AAHT to carry out PASS survey and communicate with SLT and progress leaders the results of the survey.</p> <p>AAHT to request information from progress leaders about the interventions that will be put in place as a result of the findings.</p> <p>Raising aspirations tutor group to follow same process as previous year to avoid having to retrain staff.</p> <p>Ensure engagement meetings are in whole school calendar and have suitable agendas.</p>	<p>AAHT Overseen by RP</p>	<p>Half yearly</p>	<p>£1000</p>
<p>C. Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p>	<p>Identify a targeted behaviour intervention for identified students.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Use support worker to engage with parents before intervention begins. Monitor behaviour but additionally focus on 'conduct; which reveals positives. but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.</p>	<p>PL – year 10</p>	<p>Jun 18</p>	<p>STC training day for year 10 D. £500 Total: £1500</p>
<b>Total budgeted cost</b>					<p>£6,000</p>	

## 6. Review of expenditure (2016/17)

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																		
Improve attainment across the curriculum	Staff INSET and CPD externally	<p><i>Mixed:</i> training especially for new courses has ensured there is an understanding of the course requirement for optional subjects.</p> <p>The Readvantage strategy, Positive Culture training (Jason Bangbala) and BLP has informed approach to building aspiration in school. We aim to compare the impact on attainment for all children, not just PP eligible.</p> <p>Success However, Progress 8 data is likely to show that PP students did not make expected progress. We believe that 7 x outliers removed will improve this picture significantly.</p> <table border="1"> <thead> <tr> <th></th> <th>D with outliers</th> <th>D without outliers</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.86</td> <td>-0.36</td> </tr> <tr> <td>Eng P8</td> <td>-0.4</td> <td>0.14</td> </tr> <tr> <td>Ma P8</td> <td>-0.7</td> <td>-0.29</td> </tr> <tr> <td>EBACC P8</td> <td>-1.0</td> <td>-0.51</td> </tr> <tr> <td>Open 8</td> <td>-1.2</td> <td>-0.59</td> </tr> </tbody> </table>		D with outliers	D without outliers	P8	-0.86	-0.36	Eng P8	-0.4	0.14	Ma P8	-0.7	-0.29	EBACC P8	-1.0	-0.51	Open 8	-1.2	-0.59	<p><b>Positive:</b> Building Learning Power and readvantage strategies. Attainment figures for PP are much more positive (2017 results) and lower than National 2016 for En/Ma – a range of other subjects have positive trends for PP students in their cohorts when we consider 3LOP.</p> <p>This work has largely informed our Carleton Learning Partnership.</p> <p><b>Improvement:</b> For 17/18 a much greater use will be made of Learning Leaders (Coordinators). All have been given a time allocation to carry out monitoring and support work.</p>	£250 per teacher for 10 teachers. Plus staff cover for training events
	D with outliers	D without outliers																				
P8	-0.86	-0.36																				
Eng P8	-0.4	0.14																				
Ma P8	-0.7	-0.29																				
EBACC P8	-1.0	-0.51																				
Open 8	-1.2	-0.59																				

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



Pathways Staffing	Bespoke support for students at L2- Mentoring, small group approach, focussed intervention	Good: Attainment is better for PP in En/Ma but this is not limited to Pathways students  Increased aspirations and broader outcomes: Neat figure 2.2% compared with National 6.6%	<b>Mixed success here:</b> students are by context weaker; progress is positive for a number (P8 ranking only at this stage) <b>Improvements planned:</b> More broad cover when using staff to support individuals is needed. This will be in place immediately. Finer monitoring in place for future to include Coordinator Journal	£1200 per student (50 students) £60,000
Improved attainment through KS4 focussed on En/Ma	Use of Learning Mentors within lessons to engage with PP students specifically when data reflects a need	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met. Where mentors were used in English and maths P8 better: P8 D -0.36 P8 English D 0.14 P8 Maths D -0.29 P8 Open D – 0.59	This seems to be most effective when the focus area was determined by the class teacher based on their observations of the pupils. We will continue this year and ensure that this continues to be tracked via QA systems (UDG used) <b>Improvement:</b> Added to Appraisal targets for a core group of staff with key responsibility.	£400 per pupil based on 120 pupils £48,000
Improved attendance for PP cohorts	Use of intervention time from staff (not voluntary) AS Mentor - cohorts all PP (caseload of 25)	Expecting to see the attendance of key cohorts improved. Less impact due to late start of ASM (Feb 2017) Signs of Good attendance should reveal positives and enable tracking – Did not reveal positive picture will be therefore removed for next year	<b>Mixed:</b> Absence of ASM affected response times and ultimately the difference made. Huge difference made to Year 7 students. (7.0% PA for PP) Strategy is good but not bespoke enough so will be improved	£500/pupil x 25 students £12,500

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved engagement of Year 7 students and parents	Resilience programme and residential visit	Resilience programme giving positive results. Student surveys reveal improving picture. Students clear about resilience in Yr 7 and could discuss during monitoring within lessons  Medium-low: positive impact for students who attended but many did not despite extensive financial support), (Parental Choice)Success criteria: not met for all (PP cohort well represented)	<b>Mixed:</b> Next year we will continue the programme and extend into year 8 for resilience building. This has been successful with students able to communicate using these terms. It has impacted on ATL scores equally. Residential : Earlier information to parents – aim to increase participation in 17-18  Introduce the PASS survey – see PP Strategy document to enable improved personalised focus on individuals	£120 /PP pupil & cover costs 30 students supported  Resourcing and TLR costs for Resilience curriculum £4000 £4000