Pupil Premium Strategy Statement 2019-2020 and Review of 2018-2019

The Government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) or having been eligible in the last 6 years (Ever 6) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the students who need it most.

National research shows that children who have been eligible for free school meals at any point in their school career have consistently lower educational attainment than those who have never been eligible.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM (now Ever 6) student, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility. (Source: DfE website)

Research shows that good teaching can, and does, narrow gaps in attainment. To improve outcomes for learners vulnerable to underachievement, the most effective schools: have a clear policy on spending the premium; thoroughly and regularly analyse the performance of underachieving students, tracking and monitoring their progress, especially in English and mathematics; use research and impact data to apply funding to most effective interventions and review this regularly; place expert qualified teachers to teach intervention groups and so develop personalised provision that is linked to effective planning, good specialist pedagogy, effective day-to-day assessment, feedback and appropriate and timely intervention.

1. Summary information

School	Northgate High School				
Strategy - Academic Year **Review - Academic Year**	2019-2020 2018-2019	**Total PP budget 2019-2020** **Total PP budget 2018-2019**	£205,000 £248,291	**Date of most recent PP Review**	September 2019
Total current number of students	1286	**Number of students currently eligible for PP**	215	**Date for next internal review of this strategy**	September 2020

The profile of students at Northgate High School who are eligible for the pupil premium at present is:

- 8.1 % of students eligible for FSM (104)
- 15.3 % of students are Ever6 (197)
- 0.5 % of students are Service Child (7)
- 0.5 % of students are LAC (7)

	Students eligible for PP (your school)	*Students not eligible for PP (national average)*
Progress 8 score average 2017	-0.46	+0.11
Progress 8 score average 2018	+0.29	+0.13
Progress 8 score average 2019	-0.07	
Attainment 8 score average 2017	34	49.8
Attainment 8 score average 2018	38	50.1
Attainment 8 score average 2019	43	
Progress 8 English 2017	-0.44	
Progress 8 English 2018	+0.29	+0.11
Progress 8 English 2019	-0.2	
Progress 8 Maths 2017	-0.19	
Progress 8 Maths 2018	+0.13	+0.12
Progress 8 Maths 2019	+0.3	

Summary:

Provisional data for 2019 shows that students eligible for pupil premium achieved progress almost in line with the national average for all students. This represents a further reduction in the gap between disadvantaged students and non-disadvantaged students, from -0.51 in 2017, to -0.34 in 2018 and now -0.28 in 2019.

We are proud of the ongoing improvements in this area and are keen to further reduce the gap in performance between disadvantaged and non-disadvantaged students. We have identified the following barriers for pupil premium students which we will prioritise in this plan for 2019-20:

3. Barriers to future attainment (for students eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*	
A.	The gap in attainment in the 'open slots' between students eligible for PP and others
B.	Progress in English, including the gap between students eligible for PP and others
C.	The gap in attainment in the % Basics @ grade 4 and grade 5 between students eligible for PP and others
D.	Low levels of engagement and participation by some students in their learning
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance rates for students eligible for PP 91.2 % (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.
F.	Less motivation to extend study by students eligible for PP can contribute to and compound lower progress.
G.	Less parental engagement and support for some students eligible for PP is a barrier to progress which causes them to fall behind their peers.

As a result, the following actions have already taken place:
- The appointment of an additional Assistant Headteacher to SMT to focus on Progress, with a particular focus on Pupil Premium students, from September 2018.
- Department focus on strategies to build positive relationships and improve outcomes in order to address the gap between students eligible for PP and others in the 'open' bucket subjects and throughout the curriculum.
- English department focus on strategies to engage boys who are eligible for Pupil Premium.
- A focus on strengthening facilities to instil extended study habits including the opening of a Homework and Revision Centre, using extended support staff provision to open this 4 nights per week until 4:30, providing refreshments and access to resources and opportunities for contact with expert teaching and incentivising attendance linked to in-school points.
- Embedding study skills (the 5 Rs) in students from Year 7 onwards.
- Extension of the Pastoral Team September 2018 (up to 5 Progress Directors) and September 2019 (up to 5 Pastoral Officers) to increase capacity for support.
- Extension of supervision support to the Pastoral Officers to increase their capacity to turn around issues and increase resilience.
- A review of staffing and extension of Foundation Learning habits into Years 10 and 11.

This is in addition to the ongoing work to establish a groundswell and ethos in school, understanding the needs of individuals to create challenge and support:

- A focus on outstanding teaching and learning, effective feedback for progress and positive mind sets.

- Embedding of our Behaviour for Learning Strategy, to ensure a positive learning environment; implementing a fair, consistent, tiered system of same-day sanctions that deter lateness and promote positive behaviour; increasing the use of conflict resolution strategies; rewarding positive behaviour linked to the school's core values of respect, determination and teamwork.

- The intelligent and discriminating use of tracking data enabling us to identify underperforming students and to then target intervention and support to promote or accelerate progress towards age-related expectations. We have embedded a thorough process of data analysis involving a wide range of teaching and support staff, including subject staff, pastoral leaders and Learning Support, in tracking and monitoring the progress of specific groups of vulnerable students, ensuring that intervention is made appropriately where there is underachievement.

- Data analysis points are planted in the school calendar and follow-up meetings identified where strategies to address underperformance can be planned**.** Progress Directors have a consistent protocol to follow across the school. Accuracy of data is checked and shown to be accurate, meaning that interventions can be targeted appropriately.

- Specialist interventions have been further developed and greater capacity to improve is being built. For example, in September 2018 we extended the contract of a specialist teacher to teach Foundation Learning full-time and provide interventions targeted at students with low attainment in KS3 and with support needs in Years 10 and 11. Evidence suggests that interventions with students who have both SEN and are eligible for FSM are having an impact. In September 2019, we trained an additional HLTA and an Emotional Literacy Support Assistant. We have also directed interventions to encourage a change in mind set and approach for students including a Breakfast Club and after school homework club. In September 2018 Northgate also adopted a Thrive approach with Year 7 and 8 to address gaps in emotional resilience that underpins underachievement at KS4 for some identified PP students.

As a result, the gap between disadvantaged students and 'others' in our Years 7 to 9 is smaller than that seen for Year 11 in the summer of 2019, although the data reveal work to be done with the new Year 11:

May 2019 Closing the Gap Summary

	Progress averages across all subjects			
Year	Residual - all	Residual - disadvantaged	Residual - others	Difference
7	-0.3	-0.4	-0.3	-0.1
8	-0.2	-0.3	-0.2	-0.1
9	0.3	0.2	0.3	-0.1
10	0.4	0.1	0.4	-0.3

To engage, support and raise aspiration amongst disadvantaged students we have reviewed the role of the IAG coach – this member of staff focuses solely on IAG for disadvantaged and disengaged students 11-16, organising visits, talks, interviewing each student, ensuring they have a clear sense of direction or are signposted to find out more. She has a role in ensuring disadvantaged Year 11 leavers engage with their onward pathway, liaising with students and parents. She plays an active role in the Progress Team for each year group, supporting pathways evenings and parents' evenings. In 2018 there were 2 NEET students across a year group of 228. In 2019 there were

Additionally, there is ongoing support for the most vulnerable and disadvantaged in Years 7-8 by a Forefront Project to raise aspiration, broaden horizons and inspire with British values. This intervention aims to raise attendance and participation and is run by an HLTA under the review of SMT. During 2019, the Dora Love Prize was again entered by Northgate High School and significantly, a whole day, whole year group experience to embed inclusive ideas took place.

We are also confident in the research by Sutton Trust showing that a whole-school focus on outstanding teaching and learning will benefit all students including those eligible for Pupil Premium funding. Therefore, we have feedback for progress, literacy, presentation and capture of key learning points as well as positive mind set as a key focus and will be using PPF to support this.

The Progress Director for Year 8 implemented an EEF-supported project in September 2018 to boost reading and to enhance the ability of students to interpret texts when they were in Year 7. He will rigorously scrutinise the data to examine outcomes for PP students, so that we can determine how best to move forwards.

It is clear that teaching assistants are a high cost intervention and research shows that unless deployed well, trained specifically and their performance scrutinised, can be low impact. Thus, we continue to develop processes and systems to enhance the quality and expertise of our team and to monitor and review their performance. The focus for 2018 was on creating a flexible, skilled, responsive team who are trained to address individual nature of pupil premium need and react responsively e.g. working alongside students in homework club, providing a mentor role focused on 'can do' and independence. Clearly, this remains a high cost to the school but evidence shows that the TA team is having an impact on the progress of SEN/Ever 6 students. In 2017/18, the structure of Learning Support was reviewed and since September 2018, the Assistant Headteacher for Learning Support has focused on outcomes for E and K students and trained as SENCO whilst overlapping to provide support for PP students. Positive residual for E pupils +0.2 2019.

We are acutely aware that PP eligible students are being impacted by external factors having a more detrimental effect on their progress than in previous years, and have implemented the following actions in a bid to address this:

- Extension of the pastoral team to intensify the capacity to support pastoral issues and attendance. Each year group now benefits from its own dedicated Pastoral Officer.
- Extension of Progress Director capacity. Each year group now benefits from its own dedicated Progress Director, giving increased capacity to enable direct work with more students and for a range of strategies to be trialled and implemented.
- Head of Foundation Learning post made full time, to include the capacity to teach managing emotions sessions, identified as a need in our pupil premium cohort.
- Training of an Emotional Literacy Support Assistant and time in her day to support pupils into learning.
- Thrive approach training for Learning Support key staff.

Strategy for 2019-2020

4. Intended Outcomes 2019-2020

Academic Year 2019-2020 Action Plan

	Desired outcomes and how they will be measured	*Success criteria*	*Chosen action/approach*
A.	Reduce the attainment gap between students eligible for PP and others in the 'open' slots.	• Attainment gap in the open slots reduces, contributing to a reduced gap in both Progress 8 and Attainment 8 measures for Year 11 in 2020. • Attainment gaps for open slot subjects show a declining trend in Years 7-10, as measured using 'Most Likely Grades' in comparison to FFT(20) benchmarks, as well as, where possible, Progress 8 and Attainment 8 modelling/forecasting systems. • Students eligible for PP are the heart of the school's monitoring and intervention systems across subject areas, with underperformance identified early and addressed to support improved outcomes.	• Continue with priority interviews with PP students, conducted by members of SMT, as part of the GCSE options process, ensuring that students select appropriate courses matched to their ability, interests and future goals. More time given to these students during interview. • Develop mechanisms to improve the sharing of data about attainment gaps and underperformance with departments, making this a routine part of our approach to data points. Identify mechanisms to address underperformance, working with Heads of Departments to prioritise PP students for intervention and support. • Quality teaching first: Further develop strategies to support learning, develop independent study skills (the 5Rs) and ensure quality feedback for progress in all subjects (inc. English and EBacc subjects, which may be counted in the open slots) through whole-staff development, the teaching and learning group and action research groups, sharing good practice. • Encourage improved completion of homework, with a strong focus on review and study skills, through use of the Go4schools Homework module. All homework will be set through this system across all subjects, removing barriers caused by absence, lost sheets, or inaccurately recorded homework. Additionally, tutors, teaching assistants and parents will be better informed so that they can assist with full completion.

	Desired outcomes and how they will be measured	**Success criteria**	**Chosen action/approach**
B.	Improve progress in English, including reducing the gap between students eligible for PP and others.	• Progress gap in English reduces, contributing to a reduced gap in Progress 8 for Year 11 in 2019. • Progress gaps in English show a declining trend in Years 7-10, as measured using 'Most Likely Grades' in comparison to FFT(20) benchmarks, as well as, where possible, Progress 8 modelling/forecasting systems.	• Closely monitor data sets to quickly identify underperformance, making PP students a priority for attention. • Develop interventions to help PP students make more rapid progress, helping to close the gap. • Use the new English and Maths Intervention role, as part of the IOA bids, to identify students for specific ongoing literacy intervention in English: use ARTi testing, SPAG tests and actual current level - expected current level residuals to identify a cohort of Year 9 students, deliver a structured intervention programme and track improvements made. • Continue with targeted short-term additional English lessons in Year 11, prioritising PP students, aimed at developing and consolidating key skills.
C.	Reduce the attainment gap between students eligible for PP and others in the % Basics @ grade 4 and grade 5.	• Attainment gap in % Basics @ grade 4 and grade 5 reduces for Year 11 in 2020. • Data for other year groups shows projected performance with a narrowed gap.	• Use progress checks and reporting cycles to predict likely performance at grade 4+ and grade 5+, analysing the attainment of PP students and identifying those at risk of underperformance. • Use the IOA English and Maths intervention projects to develop a wide range of new approaches to addressing underperformance. A dedicated intervention lead will work closely with subject leads to: identify underperforming students, prioritising PP students; develop resources to support intervention; train additional staff and student ambassadors in the delivery methods necessary; coordinate intervention sessions; communicate with parents and staff; collect and analyse data to assess effectiveness. • Use the IOA Maths independent study project to develop a wide range of study materials which students can use independently, linked to their own learning needs, aiming to address specific learning gaps. Use student ambassadors from the sixth form to help students engage with these materials, improving confidence and leading to genuinely independent study. • Extend the IEE reading research project into Year 8 and relaunch it with the new Year 7 cohort, aiming to further improve inference and evaluation skills amongst Year 8 PP students and identifying the most pertinent area to be addressed in Year 7. • Continue with the Extreme Readers programme, targeting any PP students not already involved in the IEE research projects.

| **D.** | Improve engagement and participation amongst our most disengaged PP students. | • Behaviour attribute scores show improvements and show a narrowing of the gap between PP and 'other' students.
• Withdrawal room figures show a reduction in the number of PP students sent to withdrawal.
• Progress Directors and Pastoral Officers identify improved attitudes amongst disengaged PP students. | • Track behaviour classwork and homework learning attributes at every data point, using these key indicators to identify poor engagement and participation, allowing support to be targeted appropriately. Prioritising PP students to help boost performance.
• Identify lesson 'hot spots' for poor behaviour and high numbers of withdrawals, using SMT to visit these to promote effective beginnings and sustained engagement.
• Develop a new focus on school ethos and behaviour for learning, pinned to a relaunch of the school's core values of respect determination and teamwork. Involve students in the process of unpicking 'what this looks like at Northgate', promoting discussion of what makes for a positive atmosphere and why these values matter.
• Develop reward systems and incentives to better promote positive behaviours, include more frequent reward events in each year group, linked to plus points, and more regular communication of positives with students and parents, celebrating success. We would like to move the school ethos further towards one where students are keen to engage positively and to receive praise for their achievements.
• Introduce the Go4schools Behaviour module, which will allow us to track behaviour issues more accurately, communicating details and outcomes with appropriate staff and with parents. This will allow us to identify disengagement issues earlier and to support students with improving their participation.
• Centralise department detentions using the Behaviour module, allowing us to ensure that sanctions are delivered quickly and implemented effectively, encouraging improved engagement in the future. This will also help us to spot trends for PP students, intervening where possible to address any ongoing barriers to engagement.
• Use the 'live points' functionality of the Behaviour module to promote active interest in students' plus points and the rewards they are building towards.
• Alter the current rotation of Progress Directors and Pastoral Officers, with a view to maintaining continuity across the Year 7-11 journey where possible. This will improve our knowledge of specific student issues and provide greater opportunity for relationships to be built with students and parents, promoting more positive engagement.
• Continue with the Thrive approach with specific Year 7 and Year 8 individuals, developing their resilience and emotional intelligence and thereby improving their ability to cope in lessons and to complete difficult tasks. |

	Desired outcomes and how they will be measured	Success criteria	Chosen action/approach
			- Continue to target counselling and youth worker services to support vulnerable and disengaged learners. - Ensure SEN and inclusive practices are at the heart of teaching and learning through SEN focused across school working group, encouraging CPD and even wider engagement with learning for all.
E.	Increase attendance rates for students eligible for PP.	- Attendance figures for PP students show improvement across Years 7-11. - Overall attendance for PP students moving towards, or exceeding, 95 %. - Gap in attendance rates between PP students and 'other' students decreases. - Proportion of persistent absence amongst PP students reduces.	- Attendance Officer to target Pupil Premium students for early flagging and intervention when tracking and collating attendance data. - Attendance Officer to make earlier contact with parents of PP students to establish reasons, identify any barriers and work collaboratively with the pastoral teams to overcome these. - Use the new structure of a dedicated Progress Director and a dedicated Pastoral Officer for each year group to build stronger relationships with students and families, providing support and encouragement to improve and maintain attendance. - Use attendance data as part of our rewards systems, promoting and celebrating high levels of attendance. - Make daily attendance and overall attendance figures available to parents a live data by introducing the Go4schools Attendance module. - Provide information about attendance and the effects of absence to parents at key events, including the Year 7 parent-tutor evening. - Provide financial support where necessary for Pupil Premium students to help overcome barriers created by uniform and/or equipment.

| F. | Increase the amount of time students eligible for PP engage in independent study. | • Students eligible for Pupil Premium make regular use of the Homework and Revision Centre, using the resources and guidance available to conduct meaningful review and revision.
• PP students show increased uptake of subject-specific support sessions.
• Homework completion by PP students increases.
• Homework attribute scores for PP students show improvement.
• PP students make effective use of a wide variety of learning resources to study outside of lesson time. | • Promote, record and reward attendance at the Homework and Revision Centre. linking attendance to the school's reward system and incentives.
• Extend the staffing capacity of the HWRC to increase opportunities for direct students support and to develop additional methods to encourage attendance and target students appropriately.
• Run a range of subject-specific and study skill workshops in the HWRC, advertising these effectively.
• Communicate effectively with PP students and their parents to inform about and invite to subject-specific support sessions, based on their individual need.
• Improve the recoding of student attendance at support sessions across the school and reward this using the school's rewards procedures.
• Launch the Go4schools Homework module across all year groups, reducing learning barriers and increasing homework completion by providing accurate homework information, resources and guidance. This can be viewed by students, tutors, pastoral staff, support staff and parents who can then support students and encourage timely, effective and full completion.
• Work with all staff to develop homework tasks which are accessible and which promote development of the 5Rs.
• Assist departments with the creating and Schemes of Learning, which allow homework tasks to be shared between teachers, improving consistency and reducing workload.
• Train Heads of Departments and Progress Directors in how to analyse patterns in the setting and completion of homework, with a focus on Pupil Premium students.
• Continue the homework club for vulnerable Year 7 and Year 8 students, encouraging Teaching Assistants to use the Go4schools information to support students effectively.
• Streamline and mechanisms for students to access learning files from outside of school (shared files on the Learning Portal through SharePoint and personal files through OneDrive) and train them in how to access these.
• Use the IOA Maths projects to develop resources which aid independent study in Key Stage 3 Maths. Under the direction of the new Interventions Coordinator and the Head of Maths, train sixth form student ambassadors in how to assist |

	Desired outcomes and how they will be measured	Success criteria	Chosen action/approach
			students with these resources and then organise a programme of sessions to facilitate these interventions. • Continue to promote GCSE Pod with PP students and their parents, providing guidance on how to use it and evaluating impact. • Provide subject-specific revision guides for Year 10 and 11 students eligible for Pupil Premium.
G.	Improve engagement with, and by, parents of students eligible for PP.	• Parents of PP students make more use of the assessment and feedback data provided by teachers at reporting points. • Parents of PP students show improved attendance at parents' evenings and other information/advice evenings. • Meetings with parents of PP parents are arranged effectively and show evidence of improved engagement with the school, leading to greater support for students. • Regular communication between a range of staff and parents of PP students increases, encouraging parents to engage with their child's education. • Parents of PP students make use of live attendance and behaviour data, leading to improved support.	• Continue to target parents of PP students for early release of parents' evening appointments, giving them more opportunity to make appointments. Develop robust follow-up procedures to communicate with these parents when appointments are not made to identify barriers and help overcome these. • Bring the timing of parents' evenings forwards by half an hour to encourage attendance, responding to evidence that parents prefer earlier appointments. • Bring forward and standardise the start times of other major evening events for parents, with a view to increasing attendance. • Use the 'Events' feature of the online parents' evening booking system to invite parents to information/advice meetings, targeting parents of PP students for early release and making contact if bookings are not made. • Track the viewing of assessment and reporting data by parents of PP students and follow up to ascertain reasons for non-engagement where needed, helping to identify and remove barriers to engagement. • Track attendance of parents at evening events and look for patterns, signalling which parents we are struggling to engage with. • Introduce the Go4schools Attendance module, allowing parents to view live attendance data. • Introduce the Go4schools Behaviour module, allowing positive and negative incidents to be recorded accurately and communicated effectively with parents, providing much improved information about what is happening in school and encouraging parents to take an active interest. • Make greater use of SchoolComms to provide parents with information about: in-school activities and support; advice and resources available for the promotion of independent study skills; events; issues affecting young people's education and wellbeing.

Previous Academic Year 2018-2019 Review

	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)*

A.	Reduce the attainment gap between pupils eligible for PP and others in the EBacc slots.	• Ensure that PP pupils in Year 9 are given priority interviews during the options process, to advise on the choices being made, and priority choices during the allocation process.
		 • Foster greater enjoyment of the study of Modern Foreign Languages, working with the newly appointed Director of Languages to promote MFL, to improve behaviour and engagement in MFL lessons and to intervene to address underperformance, targeting PP pupils.
		 • Further develop strategies to support learning and independent study in the Sciences, Geography, History and Computer Science through the teaching and learning group and action research groups, sharing good practice.
		 • Improve access to and use of revision materials by PP pupils through developments to the ICT infrastructure (see F).
		 • Continue our whole-school focus on the 5 Rs, sharing good practice and embedding quality teaching and learning strategies into lessons across the school.
		 • As part of this, maintain a focus on developing 'feedback for progress' skills, focusing particularly on encouraging PP pupils to act upon feedback received from teachers and T.A.s, as well as reflecting on lessons learned through self-testing.
		 • Use advice and strategies suggested by Achievement for All to promote progress of PP pupils.
			• Attainment gap in Ebacc slots from -5.1 in 2018 to -2.4 in 2019, showing a large reduction in the gap.
			 • Ebacc attainment gaps for other year groups, changes 2018 to 2019:
			   ▪ Year 10 most likely grades, across 3 Ebacc slots: -3.0 reduced to -2.7
			   ▪ Year 9 actual current grade - expected current grade gap across 3 Ebacc slots: -0.9 static at -0.9
			   ▪ Year 8
			   ▪ Year 7
			 • All data points across Years 7-11 are now followed by analysis between the Assistant Headteacher Progress and the appropriate Progress Director, identifying students who are underperforming academically, or showing lower learning attribute scores than expected. Pupil Premium students are at the heart of this, and reduced cohort by these students is flagged earlier than for others.
			 • Priority interviews with SMT for Year 9 students during GCSE options greatly helped to ensure appropriate and challenging curriculum choices.
			 • Greatly improved engagement and enjoyment seem in MFL, with reduced use of withdrawal as a result.
			 • School focus on the 5 Rs, independent study skills, access to revision resources and feedback for progress continue, we feel, to have wide ranging impact, particularly for PP students.
			 • Some strategies developed from AfA input.
				• Priority GCSE options interviews for PP students to continue, with greater emphasis on the importance of languages.
				 • Focus on fewer MFL subjects in Years 7 and 8 is improving engagement and leading to greater chance of success in Year 9 and at GCSE - this will continue.
				 • Allowing students greater choice with MFL in their GCSE curriculum is ensuring that students are better engaged: choice rather than force. This will be carried through for the new Year 9 cohort.
				 • Focus on core study skills and review mechanisms has benefits for all, but particularly for PP students. This will continue.
				 • AfA input was not representing value for money and this will not continue in 2019-2020.

	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)

B.	Reduce the attainment and progress gaps between pupils eligible for PP and others in Maths.	• Introduce Heggarty Maths to enable teachers to target additional work outside of lessons and to monitor its completion, with a particular focus on engagement from PP pupils.
		• Use advice and strategies suggested by Achievement for All to promote progress of PP pupils.
			• Attainment gap in Maths reduced from -2.0 to -0.8.
			• Progress gap in Maths reduced from -0.5 in 2018 to -0.2 in 2019.
			• For other year groups:
			  ▪ Year 10 most likely grade attainment gap: -1.1 reduced to -0.7
			  ▪ Year 9 actual current grade - expected current grade gap: -0.1 improved to +0.3
			  ▪ Year 8
			  ▪ Year 7
			• Heggarty Maths is proving to be a very useful way for Maths teachers to promote and support learning outside of the classroom. The immediate feedback on completion and accuracy is allowing gaps in understanding and engagement to be identified and addressed earlier.
			• AfA provided useful whole-school strategies, particularly on identifying learning barriers and considering ways to engage parents of Pupil Premium students. However, we did not gain any strategies to help with Maths specifically, or indeed any other specific subjects.
				• Heggarty Maths to continue, with clear signposting for parents and support professionals through the Go4schools homework module from September 2019, further promoting completion and engagement.
				• Specific interventions aimed at improving study skills would benefit some students, particularly those eligible for PP - this will be developed from 2019 as part of the Maths interventions project.
				• Inviting underperforming students to after-school support was not always successful and we need to explore how to improve uptake.
				• AfA involvement ceased from September 2019.

	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)

C.	Reduce the attainment gap between pupils eligible for PP and others in the % Basics @ grade 4 and grade 5.	• Use progress checks and reporting cycles to predict likely performance at grade 4+ and grade 5+, analysing the attainment of PP pupils and identifying those at risk of underperformance.
		• Undertake IEE reading research project in Year 7, aiming to improve inference and evaluation skills amongst PP pupils, augmenting this with subject-specialist applications.
		• Analyse the effectiveness of the Year 7 project and, if successful, roll out with Year 8.
		• Continue with the Extreme Readers programme, targeting any PP pupils not already involved in the IEE research project.
		• Use advice and strategies suggested by Achievement for All to promote progress of PP pupils.
			• % Basics @ grade 4 gap reduced from -47.2 % in 2018 to -14.3 % in 2019
			• % Basics @ grade 5 gap reduced from -41.2 % in 2018 to -14.9 % in 2019
			• Year 10:
			  ▪% Basics @ grade 4 gap reduced from -23.6 % in 2018 to -19.9 % in 2019
			  ▪% Basics @ grade 5 gap reduced from -25.0 % in 2018 to -21.5 % in 2019
			• Year 9:
			  ▪% Basics @ grade 4 gap showing slight increase from -25.5 % in 2018 to -27.3 % in 2019
			  ▪% Basics @ grade 5 gap reduced from -14.1 % in 2018 to -11.7 % in 2019
			• Very positive feedback from Year 7 reading project, with greater engagement and confidence seen.
			• Advice from AfA has not targeted English and Maths and we gained a limited amount in this regard.
				• Continued focus on performance in English and Maths is essential, with knock-on benefits seen across the curriculum.
				• Year 7 reading project to continue with that cohort into Year 8 and to be launched fresh with the incoming Year 7 cohort.
				• Extreme readers programme to continue.

| D. | Improve engagement and participation amongst our most disengaged PP pupils. | • Track learning attributes through progress checks and reports, monitoring the behaviour, classwork and homework of PP pupils.
• Use this data to identify target groups for specific interventions, designing bespoke support packages to address the issues raised.
• Devise a revised mentoring model, involving tutors and other members of staff, so that all PP pupils can have access to a mentor where appropriate to support them with engagement and progress.
• Develop whole-school reward systems to incentivise positive engagement.
• Develop centralised systems for subject-based detentions so that reasons and completion can be recorded, monitored and reported to parents, with interventions planned where patterns emerge.
• Use the Thrive approach with specific Year 7 and Year 8 individuals, developing their resilience and emotional intelligence and thereby improving their ability to cope in lessons and to complete difficult tasks.
• Use counselling and youth worker services to support vulnerable and disengaged learners.
• Provide financial support for PP pupils for engagement in extra-curricular activities, school trips and activities days. | • Learning attributes (behaviour, classwork and homework) run at the very heart of our in-year data analysis procedures: we believe that these potential 'barriers to learning' lie at the heart of much underperformance. Our 'quality teaching first' drive focused on enhancing these attributes: disengaged students will not learn as much as they could. Learning attributes averaging below 4.0 (i.e. 'good') across a student's subjects will cause a flag to be raised so that we can analyse impact and strategise appropriately.
• Underperforming students in English targeted for additional English lessons, with Pupil Premium students given priority. This has, in many cases, helped them to consolidate or improve their grades (esp. at grade 4/5).
• Tutor mentoring has worked very well in some cases and less so in others. We have tried to assign students to their tutor or to the wider pastoral/progress team based upon their need and to tie in with any work already undertaken with the student.
• Reward systems have been improved to better encourage positive engagement, with good success (Year 11 points linked to prom. invites, Year 10 points linked to newly-developed 'pre-prom.', Year 9-7 reward events linked to points and attributes). We are starting to see a good shift in engagement.
• Department detentions have not yet been centralised - we decided to wait for the introduction of the Go4schools behaviour module in autumn 2019 to avoid undue workload associated with using SIMS first.
• The Thrive approach has worked well with Year 7 and Year 8 students, with only 1 student being | • Using learning attributes to track attitudes to learning and to identify students to target for support is proving to be very beneficial, but we know that this is not the whole answer: well-engaged students who are underperforming will continue to be targeted for intervention and support. This approach will continue.
• Further work is needed on developing department-specific intervention methods which help to raise engagement and boost performance (and therefore confidence).
• Additional English lessons have shown good benefit, but will only ever be of limited value as an emergency remedy. These sessions will continue, but the greater need is for more targeted English support across the journey from Year 7-11.
• Mentoring of students by tutors is proving to have many challenges due to time limitations and the difficulty of working with students whilst the rest of the group are present. We will continue to address engagement through this route where possible, but it is clear that this will not be the main route to success. Engagement needs to be encouraged through |

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			removed from the programme. See Thrive evaluation documentation for further details. • Very positive impact on many individuals has been seen through counselling and youth worker services. Student support ambassadors are also having some impact in Years 7 and 8, allowing us to increase capacity to deal with issues which may affect learning. • PP funding has been used to support students with extra-curricular activities so that they can experience the full range of opportunities available, encouraging positive engagement. • Work with a disaffected group of Year 11 students, creating a specific curriculum pathway with expert mentors, led to significant improvements in behaviour and engagement and, we are sure, led to improved outcomes for these students. • Work also began with a disaffected group of Year 10 boys, including close mentoring from a deputy headteacher, additional careers advice and the creation of additional opportunities to explore career pathways through talks, trips and visits. This is yielding positive results, although progress is, by nature, slow and challenging.	more fundamental changes to the school's ethos and the way we work in every lessons, activity and reward. • Improving our reward systems is, we believe, starting to reap real benefits and we will pursue this extensively as a mechanism to change the school culture, celebrating success more and encouraging positive engagement in all aspects of school life. • Centralising detentions has worked very well for pastoral systems (D1, D2, D3) and we look forward to extending this to the departmental systems as part of the Go4schools behaviour module. • Thrive will continue for targeted students. • Counselling to continue as much as possible. More use to be made of our new Health and Wellbeing support staff role. • The ongoing work with disaffected boys moving from Year 10 to Year 11 will be crucial to their success and we also need to explore other year groups and students where this would be of benefit.

	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)
E.	Increase attendance for pupils eligible for PP.	• Target PP pupils as a specific sub-group for attendance tracking and intervention. • Develop rewards/incentives to encourage higher attendance. • Develop home-school links for specific individuals through Progress Directors and Pastoral Officers. • Hold additional support meetings for parents of PP pupils with a view to encouraging engagement in learning and to discuss any specific issues which may arise. • Provide financial support for PP pupils to help overcome barriers created by uniform and/or equipment.	• Attendance rates for PP students (as at May half-term) were at 91.2 %, with 'other' students at 95.1 %. This represents an increase in the gap by 0.1 % since the previous year. • Persistent absenteeism for PP students (as at May half-term) was at 24.5 %, with 'other' students at 9.5 %. This represents a reduction in the gap by 1.4 % since the previous year and absolute reduction for PP students of 2.5 %. • These figures were particularly affected by low attendance (87.5 %) and high persistent absenteeism (34.0 %) for PP students in Year 8, as well as high general absence (6.7 %) and persistent absence (15.6%) in Year 11. • Our new attendance officer is now making good progress with targeting persistent absenteeism and with focusing on the attendance of PP students. • Progress Directors and Pastoral Officers are building strong relationships with families to encourage attendance and to help deal with any barriers.	• Absence and persistent absenteeism continue to be major, pervasive issues which affect all students, but especially those eligible for PP funding. It is proving to be difficult to make significant improvements, but we are noticing some gains. • This must remain a key focus for us - students can not make as much progress if they are not in lessons and in a position to receive support and guidance from the school. • Increasing the capacity of the pastoral teams through new appointments, giving a dedicated Progress Director and Pastoral Officer for each year group will further improve our ability to support families and to build strong relationships with them. These relationships have proved to be crucial in many cases.

F.	Increase the amount of time pupils eligible for PP engage in independent study.	• Target PP pupils for attendance at the Homework and Revision Centre through individual invitations and conversations. • Improve attendance monitoring and recording systems for the HWRC and for department-based extra-curricular support sessions, so that participation of PP pupils can be tracked and used to target individuals where greater involvement would be of benefit. • Develop rewards and incentives schemes to encourage PP pupils to engage in organised support sessions. • Target PP pupils for specific out of lesson interventions across Years 7-11, with progress of PP pupils becoming a regular feature of departmental meetings in order to develop and implement suitable programmes. • Continue the homework club for vulnerable Year 7 and Year 8 pupils. • Introduce Hegarty Maths for the setting of independent study tasks, with completion by PP pupils monitored and support introduced where necessary. • Promote GCSE Pod with PP pupils, providing guidance on how to use it. Evaluate usage and target low-level PP users for further support/intervention. • Implement a move from HomeAccessPlus to Office365 Teams to facilitate improved reliability of access to the electronic resources available. • Train teachers in how to use the Teams functionality to set and monitor homework completion, using the Assignments unction, and how to improve pupil-teacher dialogue using the Conversations function.	• Good levels of attendance seen by PP students at the Homework and Revision Centre, with an average of 14.5 sessions attended (compared to 12.5 for 'other' students). • Updated monitoring systems for the HWRC are helping to track and analyse uptake. It has been more difficult to integrate the recording of support sessions happening in department areas, due to the wide number of staff involved. • Use of reward points in Year 11, linked to prom. invites, has been highly beneficial. Students are clear that completing additional study has benefits and are encouraged to develop positive attitudes to study, under the guidance of professionals. • Homework club continues to be well attended, allowing us to support vulnerable and disadvantaged students and encourage good study habits. • Heggarty Maths has proved to be beneficial in allowing students to study independently. • The move from HomeAccessPlus to Office 365 Teams created some difficulties at first, due to inaccurate 'team' memberships and some log-in issues, which were then resolved. The reliability of file access from outside of school has improved. • The individualised class Teams proved very popular with some teachers and students, but uptake was limited. Problems with locking down the 'conversations' feature put off many teachers and increased workload. The overall impact was therefore limited.	• Having robust recording systems for HWRC attendance and incentives such as refreshments and plus points have helped to promote good levels of attendance. • Targeting PP students to encourage attendance at the HWRC does work and we need to continue with this. • Collating attendance at support sessions across the school is challenging and we need to work on improving this. We will gain more control next year by holding some subject-specific support sessions in the HWRC and inviting students (and informing parents) to these. • More work is required on developing departmental intervention routes. • Homework club to continue. • Heggarty Maths to continue, with better tracking of PP students v. 'others' needed, so that we can analyse use/impact and support where necessary. • The use of the Office 365 Teams feature proved to be a step too far in terms of complexity and engagement for some students and staff. We will retain the benefits, but simplify the experience by using OneDrive for student personal files and SharePoint for shared subject

	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)
				resources, removing the bespoke class Teams. Individual class work will now be through the Go4schools homework module, which will maintain live class syncs and reduce in-school workload, as well as improving sharing within departments and improving our ability to analyse uptake and completion.

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G.	Improve engagement with parents of pupils eligible for PP.	• Use SchoolComms texts and e-mails to send invitations and reminders to parents of pupils eligible for PP, covering parents' evenings, meet the tutor evenings, presentations and advice evenings.
		• Record attendance at all such face-to-face events and use this information to better target parents who are not engaging, through phone calls etc. to ascertain reasons for not engaging and to find solutions to remove barriers to future engagement.
		• Record the viewing of progress checks and reports on Go4schools and make contact with parents of PP pupils who are not viewing this information in order to encourage engagement and find alternative mechanisms which may assist in the future (e.g. paper copies).
		• Develop systems for parents to be able to view 'live' information about achievement points, so that parents can share in the successes of PP pupils.
		• Explore mechanisms to increase and improve communication between teachers, key workers and other staff members and the parents of PP pupils.
		• Invite parents of PP pupils to additional events at key points in the calendar to discuss ways that they can support learning outside of school and to garner support for the work being done in school.
		• Use advice and strategies suggested by Achievement for All to increase parental engagement.
			• All PP students were included as part of 'early release' groups for parents' evening bookings, as part of the new online booking system. This allowed parents to be notified separately and for bookings to be encouraged, tracked and managed centrally.
			• Uptake at parents' evenings for students in the 'early release' groups was:
			  ▪Year 11 - 69.6 % (79.6 % for all students)
			  ▪Year 10 - 82.2 % (87.3 % for all students)
			  ▪Year 8 - 77.5 % (82.2 % for all students)
			  ▪Year 7 - 84.8 % (86.8 % for all students)
			• Attendance records are being collated to enable us to view patterns over time, with the aim of have impact as the data becomes more meaningful.
			• Go4schools data is useful in seeing who has not accessed assessment and reporting data and these parents are then targeted to encourage engagement.
			• 'Live' data not yet in place, but on the way in autumn 2019.
			• 'Structured Conversations' training from AfA delivered to all staff in April 2019, improving our understanding of how best to communicate with hard-to-reach parents and students. This aims to explore barriers to learning and unpick mechanisms to overcome these. Staff will take these mechanisms into their day-to-day work and the pastoral teams are incorporating them into their work with hard-to-reach families.
				• The online parents' evening booking system has proved very beneficial in encouraging uptake, particularly for PP students, who we have been able to target and encourage. Many parents have expressed their gratitude for this.
				• Data for booking times shows that parents prefer earlier booking slots (early appointments fill up first and fewer are made for after 7:00 pm), so the timing of parents' evenings will now be brought forward by half an hour.
				• A significant number of parents still do not make use of the assessment data and detailed advice from subject specialists made available through progress checks and reports. This remains an area of focus for improvement. The introduction of the Go4schools behaviour, attendance and homework modules will provide parents with more data (and more up-to-date information) in one place, hopefully encouraging better engagement with the school and therefore better support for students.