

Pupil Premium Strategy Statement: Alsop High School

1. Summary information					
School	Alsop High School				
Academic Year	2018- 2019	Total PP budget	£869,945	Date of most recent PP Review	12 th April 2018
Total number of pupils	889	Number of pupils eligible for PP	1566	Date for next internal review of this strategy	December 2018

	<i>Pupils eligible for PP (Alsop)</i>	<i>Pupil not eligible for PP (Alsop)</i>	<i>All (National)</i>
Progress 8 score average (from 2017- 2018)	-0.98	-0.77	
Attainment 8 score average (from 2017- 2018)	33.27	37.62	

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	The Progress 8 score for Disadvantaged students remains significantly negative in core and EBACC subjects
B.	Literacy and numeracy levels for some DIS students eligible for the Pupil Premium in year 7 are lower than non-disadvantaged students
C.	HA DIS pupils are making less progress compared to National in most subject areas
External barriers	
E.	Attendance: The attendance of DIS pupils is 2-3% lower than their non-disadvantaged counterparts.
F.	Persistent absence rates for DIS students are higher than non-disadvantaged students.

3.
4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More effective tracking of underperformance at each Assessment Point in KS3 and KS4. Subject based intervention plans to support those students falling behind. Intervention Hub used to support underperforming students in English and Maths.	The attainment of underperforming disadvantaged students in receipt of the Pupil Premium improves for Assessment Point 1 to Assessment point 2 and Assessment Point 3.
B.	Further improvement in the literacy and numeracy levels for disadvantaged students eligible for the Pupil Premium in year 7. Programme to move to the excellent model introduced in English last academic year. 80%+ of English and maths cohorts to reach SR by end of academic year.	Effective Catch up programme is in place for NSR pupils. Assessment point data to show that NSR pupils in receipt of the Pupil Premium not only reach SR standard but also meet year 7 Assessment Core assessment objectives in English and Numeracy. Effective Catch up and intervention programme to continue into year 8 for both English and Maths for those pupils that still do not meet SR standard at end of year 7.
C.	Clear Improvement in the attainment of higher ability DIS children across all subject areas diminishing the difference to National by 0.2%. This will be monitored at each AP.	Externally verified Assessment Point data demonstrates that HA DIS pupils are working in line with targets in all year groups. Externally verified data demonstrates that disadvantaged students in receipt of the Pupil Premium in year 11 to be in line with national statistics for other pupils.
D.	Whole school focus on 'Challenge across the curriculum' and introduction of '5 Point lesson plan' leads to improvements in learning and teaching and attainment in all subject areas for DIS pupils. All staff are graded as good or better. This will be monitored through QA process and AP data, which will be internally and externally validated.	Learning walks and lesson observations demonstrate improvements in L +T and show all DIS cohorts are appropriately challenged and making good progress in line with targets. Externally verified Assessment data supports this. Improvements in L+T lead to reduction in low-level behaviour. Behaviour and Conduct log demonstrates this. Pupil voice Questionnaires and feedback evidence improved pupil engagement with L and T. 'Analysis of 'Show my homework' demonstrates increased pupil engagement and those students are challenged outside of the classroom.
E.	Further embed strategies and improve attendance figures for Disadvantaged students in receipt of the Pupil Premium by 0.2% diminishing the difference to National figures. This will be monitored through weekly attendance data.	L+T teaching strategies, rewards programme and strategic interventions by the attendance team show clear improvements across all year groups and DIS cohorts
F.	Further, embed strategies to improve the persistent absence rates that include predominantly DIS students diminishing the difference to National by 0.2% This will be monitored through weekly attendance data.	New in -school support programme and interventions by the attendance team lead to a reduction in PA across all year groups and all DIS cohorts.

Planned expenditure £869,945					
Academic year	2018/19				
Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for underperforming DIS pupils.	<p>1. Clear focus on effective assessment across all subjects. HOS to work with other school leads to ensure effective moderation and standardisation</p> <p>2. Underperforming students identified, and strategic intervention plans created to improve attainment outside of year 11.</p> <p>3. Effective intervention programme targets and supports the right students with staff with proven track record of success</p>	<p>Predictions at AP3 in 2018 were inconsistent when compared with actual exam performance.</p> <p>More accurate assessment data is needed to inform intervention effective strategies that were extensive and well attended by students in 2017-2018.</p> <p>Historical underperformance in KS3 by some cohorts means that it is difficult to close the gap in year 11. (Exam data 2018)</p> <p>1:1 work/small group work has been identified by the EEF as having the biggest impact on student progress and therefore on narrowing the gap.</p> <p>Targeted work has been done with identified students on key aspects to support student attainment and progress.</p>	<p>All HOS have clearly identified targets for 2018-2019</p> <p>Standardised format for line management meetings so all HOS are challenged in same way</p> <p>All HOS to work with external link to support more accurate assessment</p> <p>All HOS must create Assessment Folders with exemplars to support accurate assessment data in all subject areas</p> <p>Meetings by Extended SLT group to scrutinise underperformance and create multi-faceted support programme when needed</p> <p>Meeting by Extended SLT group to monitor and evaluate interventions</p> <p>QA of assessments will be implemented</p>	SMO	October 2018

<p>The Progress 8 gap is reduced between DIS and all students in core and EBACC subjects and moves more in line with national average for All students</p>	<p>(i) Redeployment of key staff. Consistent approaches to learning, teaching and intervention programmes. Closer monitoring, scrutiny of work. Effective and timely use of data to support targeted intervention (ii) Focus on assessment procedures across all subject areas (iii) Academic tracking system created to monitor and response to underperformance and amount of work completed independently.</p>	<p>Five-part lesson format is developed and then embedded across all subjects areas Focus on Challenge across the curriculum to support all cohorts through sustained whole school Inset DIS students are seated strategically and supported when needed. Focus on QLA to support and further learning. Standardisation and moderation during collaborative planning and subject networks. Work with the LA and other external providers.</p>	<p>Regular lesson observations with SIL and external advisors to support Learning and Teaching Analysis from assessments Quality assurance evidence Lesson observations and typicality of teaching over time. Current progress indicators Intervention registers used to track attendance</p>	<p>SMO</p>	<p>Assessment point 4 and to 1</p>
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<p>Improvements in the attainment of higher ability DIS children across all subject areas</p>	<p>Development of “challenge” as whole school focus and curriculum through Inset and SOL’s in all faculty areas</p> <p>Identification and tracking of HA and MA DIS pupils in all year groups</p> <p>- Effective CIAG - focus on access to college and university sets high expectations and stretches high attainers on entry</p> <p>-Enrichment visits/trips to further engage pupils and build cultural capital</p>	<p>EEF data suggests that this is an area of underperformance during the past three years when compared to similar schools and national PP cohort in this area for FPHS - school current and historical data supports this.</p> <p>+5 months: Mastery learning strategies</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other’s progress (see also Collaborative learning and Peer tutoring)</p> <p>+8 Months: Metacognitive strategies to build resilience and improve attainment enable the biggest improvements in performance</p>	<p>Case studies related to DIS pupils demonstrate clear improvements.</p> <p>AP Data demonstrates a reduction in gap between the progress and attainment of DIS MA compared with non-DIS MA</p> <p>AP Data demonstrates improved performance of DIS high attaining pupils on entry across all years</p>	<p>KIK/DLR-</p>	<p>Ongoing From September 2018</p>
<p>Greater consistency of lesson delivery and quality</p>	<p>Consistent approaches to quality assurance and SIL to support informative work scrutiny observations and data checks</p>	<p>Explicit priority areas for teaching and learning- Weekly Inset ‘Wonderful Wednesdays’</p> <p>Changes to school day and academic focus from outset in Form time</p> <p>Focus on differentiation and level of appropriate support given to DIS pupils.</p>	<p>Lesson observations with SIL and SIP to support Learning and Teaching</p> <p>Analysis from assessments</p> <p>Quality assurance procedures</p> <p>pupil voice surveys</p> <p>‘Show my homework’ analysis</p> <p>Surveys Lesson observations and typicality of teaching over time.</p> <p>Current progress indicators</p>	<p>Executive SLT</p>	<p>Ongoing from September 2018</p>

<p>Further Improve year 7 literacy and numeracy progress for non - secondary ready disadvantaged students in receipt of the Pupil Premium</p>	<p>Progression mapped against key skills within year 7 curriculum in both English and Maths Small intervention groups timetabled to tackle underperformance and identified weaker skills Development of programme into year 8 and 9 in both English and Maths to ensure sufficient support is given to students outside of 'Catch up programme'</p>	<p>Some pupils not able to access an increasingly demanding curriculum in the core subjects. This in turn means some students find it difficult to access other subject in which core literacy and numeracy are integral. Skills not taught in isolation but re visited as part of year 7 curriculum to prevent students slipping further behind and not being 'Year 7 Ready.' These students need further targeted support in year 8 and in year 9 when beginning their GCSE courses.</p>	<p>Regular checks by Head of English and Maths Skills reports/maps to evaluate progress Evaluation of work scrutiny Key area for line management meetings.</p>	<p>KS3 coordinator in English and Maths NLB</p>	<p>Each AP</p>
<p>E. Further embed strategies and improve attendance figures for Disadvantaged students in line with National figures</p>	<p>Closer liaison and working with attendance stakeholders ie HOC's via scheduled fortnightly meetings, Mentors, TA's, Teaching staff on a regular basis Closer monitoring of learning mentors supporting Identified groups with pastoral issues -More networking with other schools (visits, etc) -Focus on parental engagement and communication with parent's pupils, Community groups and staff regarding attendance and learning days/time lost</p>	<p>Evidence nationally and within school shows, pupils with below 90% attendance perform less well than peers do by at least 1 grade minimum. DIS pupils in secondary state-maintained school are three times more likely to become persistent absentees than non-DIS pupils.</p>	<p>Improved and sustained improvements in attendance that diminish the difference to national figures. At risk groups, DIS identified through data collation and trends. Case studies to be introduced for group sessions and targeted 121 work based on key pastoral factors/PP Gap reduced in overall attendance of DIS pupils. Data analysed from HT 1 - HT 6 and YTD Following appropriate training, guidance and time to explore new</p>	<p>JAT</p>	<p>October 2018</p>

Planned expenditure					
Academic year		2018/19			
(ii) Targeted support					
Desired outcome	Chosen action/approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for underperforming DIS pupils.	<p>Underperforming students identified in each year group</p> <p>Students who are underperforming in all core subjects to go academic tracking in first term after AP1</p> <p>Targeted intervention programme and appropriate resources designed for these core students particularly boys</p> <p>Raise profile of assessment and importance of being on target</p> <p>HOY to support academic tracking process</p> <p>Regular meetings with parents to review progress each half term</p> <p>Total projected cost : £300,000</p>	<p>Historical underperformance in KS3 by some cohorts means that it is difficult to close the gap in year 11. (Exam data 2018)</p> <p>Low level disruption can affect progress</p>	<p>Meetings by Extended SLT group to scrutinise underperformance and create multi-faceted support programme when needed</p> <p>Meeting by Extended SLT group to monitor and evaluate interventions</p> <p>Weekly and termly behaviour reports</p>	SMO	October 2018
The Progress 8 gap is reduced between DIS and Non DIS in all core an EBACC subjects and moves more in line with national average for All students	<p>(i) Underperformance in core subjects is tackled through targeted use of the Intervention Hub and additional curriculum time</p> <p>(ii) Intervention programme created and implemented which targets underperformance of DIS students core and EBACC subjects and focuses on clearly the identified weaker or more challenging examination skills/topics.</p> <p>(iii) Identification of key students that need multi faceted support programme through Extended SLT meetings (ie. PA, behaviour)</p>	<p>Small group sessions can target more effectively gaps or misconceptions, which can affect attainment.</p> <p>4 months: Small group tuition</p> <p>Member of staff focus' exclusively on a small number of learners</p>	<p>Current progress indicators</p> <p>Intervention registers used to track attendance</p> <p>Intervention groups evaluated regularly to ensure the right students are targeted</p> <p>Intervention HUB used directly to improve attainment of underperforming DIS students in English and Maths</p>	SMO	Assessment point 4 and to 1

<p>Improvements in the attainment of higher ability DIS children across all subject areas</p>	<ul style="list-style-type: none"> - Use of Intervention Hub to further stretch MA DIS pupils and tackle underperformance (year 10/11) - Masterclasses to build to build resilience and self-regulation using internal and external support programmes - Mentoring and regular MA meetings to build confidence and motivate pupils - MA DIS specific rewards to further engage and motivate learners - Develop 'Aiming for an A' in KS5 with sixth teaching staff only in Learning and Teaching group with external support and speakers from high performing teachers and schools. <p>Total budgeted including CIAG programme: £25,000</p>	<p>Priority area in school +5 months: Mastery learning strategies Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring) +8 Months: Metacognitive strategies to build resilience and improve attainment enable the biggest improvements in performance</p>	<p>Assessment and attendance data</p> <p>Case studies related to DIS pupils demonstrate clear improvements.</p> <p>Pupil voice questionnaires show pupils feel supported and are engaged</p> <p>Parental voice questionnaires show engagement and support</p>	<p>KIK/DLR-</p>	<p>Ongoing From September 2018</p>
<p>Greater consistency of lesson delivery and quality by staff to improve outcomes for Dis students</p>	<ul style="list-style-type: none"> - Effective practice is identified through QA process - Whole school inset is informed by QA process and whilst focused L and T addresses key priority areas including planning, differentiation and the use of scaffolding - SLT team undergo training with SIL to ensure consistency and this is carried out with middle management group. - Weaker staff are identified and are supported with planning and developing challenge in lessons through Learning and Teaching group <p>Total Projected cost: £50,000 including cover needed and staff training</p>	<p>Explicit priority areas for teaching and learning- Weekly Inset 'Wonderful Wednesdays'</p> <p>Focus on differentiation and level of appropriate support given to key staff</p>	<p>Lesson observations with SIL and SIP to support Learning and Teaching</p> <p>Quality assurance procedures Staff feedback/voice Lesson observations and typicality of teaching over time.</p> <p>Current progress indicators</p>	<p>Executive SLT</p>	<p>Ongoing from September 2018</p>

<p>Improved year 7 literacy and numeracy progress for non - secondary ready disadvantaged students</p>	<p>Small intervention groups timetabled to tackle underperformance and identified weaker skills</p> <p>NSR students in years 8 and 9 identified and given additional support in Intervention Hub</p> <p>Introduction of age appropriate reading and assessment programme to further engage older students in reading and improve comprehension skills</p> <p>Total budgeted cost: £40 Catch up Premium + £90,000 top up £1200 additional Reading materials</p>	<p>Catch up programme has been increasingly successful year on year.</p> <p>NSR still at end of year 7 need further support in English and Maths</p>	<p>Regular checks by Head of English and Maths</p> <p>Skills reports/maps to evaluate progress</p> <p>Pupil voice</p>	<p>KS3 coordinator in English and Maths NLB</p>	<p>Each AP</p>
<p>E. Further embed strategies and improve attendance figures for Disadvantaged students in line with National figures</p>	<p>-Development of PA support programme to reintegrate and engage pupils</p> <p>-Manage separate rewards for DIS cohort (to show how money is being spent)</p> <p>- Attendance cards, tracking to address individual inconsistent attendance trends</p> <p>-Attendance concerns identified in Extended SLT meetings to ensure coordinated support programme is created when necessary</p> <p>£200,000</p> <p>Additional Attendance Rewards budget to be confirmed</p>	<p>Attendance remains a whole school priority</p> <p>+3 months parental involvement Active engagement of parents in supporting their children's learning at school</p> <p>+4 months: Small group tuition Member of staff focus' exclusively on a small number of learners</p>	<p>At risk groups, DIS identified through data collation and trends.</p> <p>Case studies to be introduced for group sessions and targeted 121 work based on key pastoral factors/PP Gap reduced in overall attendance of DIS pupils.</p> <p>Weekly case conferencing meetings, attendance panels, closer monitoring of 92% or less(alerts set) and targeted pupil/parental improvement letters in conjunction with attendance team</p>	<p>JAT</p>	<p>October 2018</p>

Previous Academic Year 2017- 2018			
Desired outcome	Chosen action/approach		Lessons learned (and whether you will continue with this approach)
A) Improved pupil outcomes for non-secondary ready pupils.	Small group catch up session is focusing on KS2 and KS3 assessment objectives in English and KS2 skills in Maths throughout the academic year.	<p><u>Success criteria: met</u></p> <p>NSR Beginning of academic year English: 98 NSR in Reading = 55 SR by end of academic year: 45 = 81.8%</p> <p>NSR in Writing = 53 SR by end of academic year:46 = 86.7%</p> <p>NSR Beginning of academic year in Maths: 52 NSR End of Academic year in Maths: 33 = 63.4%</p>	<p>Whilst not all students were classed as SR at the end of the academic year, the need to ensure that the students were 'Year 7 Ready' meant that key KS2 and 3 learning objectives have been written into a new programme of study. This was part of a long-term plan to ensure that the KS2 skills were covered but not to the detriment of the year 7 Curriculum. The programme has been developed further in year 8 with a small number of NSR pupils attending additional sessions to support progress further. This approach was praised during the Pupil Premium Review in April 2018.</p> <p><i>'This area of the curriculum is an example of effective practice. The lead member of staff in English has developed this area with enthusiasm and vision.'</i> (Pupil Premium Review April 2018)</p> <p>The programme in Maths has developed considerably and has delivered high quality intervention to secure better pupil outcomes. This is integral to our goal to ensure better pupil outcomes in maths long term in KS3 and ultimately KS4. The KS3 Catch up Co Coordinator in English now oversees both the Maths and English Catch Programmes so that the approach is consistent in both core subjects.</p> <p><i>'There is clear development of a curriculum rationale for Alsop High School with emphasis on KS3 by developing a secondary ready curriculum with the skills needed for KS4.'</i> (Pupil Premium Review April 2018)</p>

	<p>Nurture groups created with KS2/3 specialists for pupils who were significantly below Secondary Ready standard</p>	<p>Success criteria: met All students in the nurture groups improved their reading age by the end of the academic year.</p>	<p>As evidenced in pupil work, assessment data on scale working towards Secondary Ready. The pupil continues to make good progress in these classes, improving social skills and communication. There is a clear correlation between attendance and progress and parental support. Those that have not made effective progress had attendance below 90%.</p> <p><i>'A Year 7 nurture group is composed of all disadvantaged pupils. Tracking evidence provided showed that many of these pupils are making good progress.'</i> (Pupil Premium Review April 2018)</p>
<p>C.) Improvement in the attainment of higher ability children in receipt of the Pupil Premium in all core subjects and numbers achieving grades 7, 8, and 9</p>	<p>i.) Show my Homework used to extend learning beyond the classroom ii.) Academic tracking system created to monitor and response to underperformance Intervention programme created and implemented which targets underperformance of PP students in English Maths and Science in response to QLA</p>	<p>Success criteria: further development needed Attainment for Disadvantaged MA students remains a key priority area. 5 subjects surpass National Average Figures by 20%- all are BTEC subjects.</p>	<p>This remains one of our biggest priority areas in school. There has been a re organisation of the SLT structure to develop and ensure more effective pupils outcomes for this cohort across the school. Mrs D Ross – Deputy Head -Overall Responsibility Most Able, Mrs K Kimber senior Leader Most Able. Development of 'Challenge' whole school focus and effective differentiation is key to improving pupil outcomes. School will be working with SIL Jane Holmes and Consultant Rachel Cave to review practice and focus the teaching and learning programme for 2018-2019.</p>

<p>c.) Improved outcomes for disadvantaged students in receipt of the Pupil Premium in all EBACC subjects</p>	<p>i) PPE exams during course of academic year ii) Exam literacy sessions to improve scores on higher band questions iii) Intervention programme addressing areas of weakness</p>	<p><u>Success criteria: further development needed</u></p> <p>Attainment for Disadvantaged students remains on going priority area. -0.98 (2018) -0.80 (2017)</p> <p>However, 10 subjects are in line or better than National figures. In 8 subject areas, attainment surpasses national figures by 10-20%.</p> <p>Attainment for Disadvantaged cohort changes to -0.74 if access students and 5 students with below 70% are taken into consideration. There are extensive case studies on all these students from the Access centre, Behaviour team and attendance teams.</p>	<p>There have been significant improvements in the quality of teaching and learning in Humanities since 2017. There have been substantial changes in staffing in history. There has been a marked improvement on marking and feedback, which had been identified as an area of weakness.</p> <p><i>'In Humanities, feedback sheets identifying SPAG, strengths, misconceptions and targets for improvement were an example of effective practice' (Pupil Premium Review April 2018)</i></p> <p>The Science Department has also experienced considerable change and teaching and learning practice is more consistent with questioning being a key area of focus.</p> <p><i>Questioning (in Science) was a strength and evidence of enthusiasm and positive relationships between teacher and pupils. (Pupil Premium Review 2018)</i></p> <p>However, further development needed in the EBACC subjects to secure more successful learning outcomes for DIS students is needed. Exam analysis underlines that some DIS pupils lacked the confidence and failed to secure marks on higher band questions in the actual exam but had done this in class-based assessments. The appropriate level of scaffolding given to students to build resilience and independence in examinations is a key focus for 2019-2019 in all subjects an is an integral focus of our 'Challenge Agenda.'</p>
<p>e. Improve attendance and for disadvantaged students in receipt of the pupil premium</p>	<p>Attendance team EWO Home text service Learning mentors</p>	<p><u>Success criteria: Further development needed</u></p> <p>Attendance is a city-wide priority area in Liverpool and the absence figures for schools nationally in 2017-2018 have increased. The attendance of our Disadvantaged pupils remains an ongoing priority and several initiatives were undertaken to improve the attendance of this cohort</p> <p>2017-2018 whole school attendance 93.9% 2017-2018 DIS attendance 91.6% Non-DIS attendance 95.4% 2017-2018 Whole school Persistent absence 13.5% The % of Persistent absence for DIS students remain high and is an ongoing priority area.</p>	<p>Continued work is needed with disadvantaged students in receipt of Pupil Premium is needed to diminish the difference with national figures.</p> <p>SLT re structure on recommendation of Ofsted inspector Jonathan Jones in May 2018 This is now led by Mr J Thompson with an additional Attendance leader role created to further support improvements in attendance and support effective interventions to reduce the persistent absence figure.</p>

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f. Further engage disadvantaged students in receipt of the pupil premium with small group support and interventions to avoid permanent exclusion	Identified students to have a bespoke programme in the access centre, which improves attendance and behaviour issues and ensures that the students leave school with some GCSE grades.	Success criteria: met		<p>The ACCESS centre has ensured that some of most challenging students leave school with some qualifications in core subjects. These students all had poor attendance and were at risk of permanent exclusion due to challenging behaviour. Several external agencies were involved with these students including the police and social services.</p> <p>37 students were placed in the Access Centre during the academic year. 36 students presented serious behavioural concerns and were at risk of exclusion or permanent exclusion. 6 students were subsequently permanently excluded. 83% of students in the Access Centre made improvements to behaviour during 2017-2018. Student voice identified that the students preferred the small group setting in the Access Centre, the need for quiet spaces to calm down and the extensive pastoral and classroom support they were given as reasons why they felt they had improved.</p> <p>Whilst this has been a successful programme, the Access centre will develop in 2018-2019 with its numbers reduced and focused only on challenging or vulnerable year 11 DIS students. This previously involved students from both KS3 and KS4.</p> <p>The staff will now support other DIS pupils in the Intervention Hub for underperforming students. This will focus primarily on English in the first instance and then on Maths.</p>	
		Year 11			
		Number excluded after entry	<u>2</u>		
		Grade 9-1 in English	<u>80%</u>		
		Grade 9-1 in Maths	80%		
		Grade 9-1 in Science	80%		
		Grade 9-1 in another subject	80% (art)		
		BTEC pass	60%		
			Number of students placed in AC during course of academic year		Perm Exc
		Year 7	5		2
		Year 8	4		1

Further engage disadvantaged students in receipt of the pupil premium with small group support and interventions to	The isolation room was also used as a sanction for serious offences including defiance, aggressive	Year	Num of ref	Num of stud	M/F	DIS	MA	SEN	IYT	Rep?	This has been a successful initiative trailed last year to support challenging behaviour. Of the 143 students referred to the Isolation room last year, 63% were not referred again during the academic year. The Isolation room will continue this year to support challenging students but will also be developed as a cool off
		7	58	41	39/19	57	1	8		16	
		8	51	35	21/30	39	2	16		15	

avoid permanent exclusion	behaviour or truancy with members of the SLT team staffing the room.	9	50	34	30/20	46	1	24	1	11	space to ensure pupils can be re integrated back into lessons as quickly as possible when appropriate to do so.
		10	40	26	24/16	28	2	7	7	11	
		11	7	7	7/0	2		1		0	
		Total	206	143	121/85	172	6	56	8	53	

Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 35 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. Approach Cost

Estimate Evidence Estimate Average Impact Summary	Cost Estimate	Impact estimate	Estimated average impact	Summary
1 Arts participation .	£ £	★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £	★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling .	£	★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence
5 Collaborative learning	£ £	★ ★ ★ ★	+ 5 months	High impact for very low cost, based on extensive evidence
6 Digital technology.	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £	★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.

9 Feedback	£	★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary.	£	★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence
11 Homework (Secondary)	£	★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction 13 Learning styles £ ★ ★ + 2 Months Low impact for very low cost, based on moderate evidence.	£	★ ★ ★	+ 2 Months	Low impact based on moderate evidence
14 Mastery learning	£	★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£££	★ ★ ★	+1 month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£	★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£ £ £	★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence
20 Parental involvement	£ £ £	★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring.	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence

22 Performance pay	£ £	★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence
. 24 Physical environment ★	£ £	★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size 27 Repeating a year ★ ★ ★ ★ - 4 Months Negative impact for very high cost based on extensive evidence.	£ £ £ £ £	★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
28 School uniform	£	★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£	★ ★ ★	1 Months	Negative impact for very low cost, based on moderate evidence
30 Small group tuition	£ £ £	★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence
31 Social and emotional learning (SEAL).	£ £ £	★ ★ ★ ★ +	4 Months	Moderate impact for moderate cost, based on extensive evidence
32 Sports participation	£ £ £	★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools £ £ £	£ £ £	★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.

Disadvantaged Summary 2017-2018

Overall Attainment

- Attainment for Disadvantaged students remains on going priority area. -0.98 (2018) -0.80 (2017)
- However, 10 subjects are in line or better than National figures. In 8 subject areas, attainment surpasses national figures by 10-20%.
- Attainment for Disadvantaged cohort changes to -0.74 if access students and 5 students with below 70% are taken into consideration. There are extensive case studies on all these students from the Access centre, Behaviour team and attendance teams.

- Attainment for Disadvantaged MA students remains a key priority area. 5 subjects surpass National Average Figures by 20%- all are BTEC subjects.
- Data from summer 2018 underlines that attainment in core and EBACC subjects remains our priority area
 - Progress 8 English - 1.3
 - Progress 8 Maths - 1.1
 - Progress 8 EBACC - 1.3
 - Progress 8 Open - 0.3
- AP4 data further reinforces the ongoing need to prioritise these subject areas.
 - Progress 8 English - 1.3
 - Progress 8 Maths - 1.1
 - Progress 8 EBACC - 1.0
 - Progress 8 Open - 0.9

Catch up programme

- Attainment in Catch up Programme for both English and Maths is real strength. 81.8 % of students reached Secondary Ready standard in Reading and 86.7% of students in writing. The programme focuses on both skills even though we are only required to prove the impact in Reading. The Maths programme has undergone significant improvements compared with 2017. 63.4% of students reached secondary Ready in Maths compared with only 10% of cohort in 2017.

Access Centre

- 80% of students achieved a grade 9-1 in English, Maths, Science. 80% achieved a grade 9-1 in Art and 60% achieved a pass in a BTEC subject. All students had extensive behavioural issues and multi-agency involvement.
- 36 students were placed in the ACCESS centre during 2017-2018. 83% of students made improvements to behaviour during this period.

September 2018

Disadvantaged Summary November 2018-2019

- Catch up Programme to further develop. It tracks and supports students in English into year 8. This is now the case in maths. 80% of NSR students to reach SR standard in both literacy and numeracy by end of 2018-2019. JBE now co-ordinates both English and Maths. NSR cohort intervention now also takes place in the intervention Hub with SWH.
- The provision in the ACCESS centre has been significantly revised. It now offers a structured curriculum for year 11 only students. Staff in ACCESS centre are now monitored regularly by CAA. Communication takes place daily. Both SHW and MWR now attend departmental meetings and briefings in /English and Art and Photography. Moderation and assessment has been a key focus. SHW has undertaken moderation training with SST and STB to ensure consistency across all staff delivering English programme. All Access centre assessments must be moderated by subject teams in line with rest of school. BJM and PLA were also asked to moderate student work before half term in both art and photography with MWR. It was concluded that some of the work would be used as exemplars and that the work completed before was of at least a grade 4 standard.
- Responsibility for EAL has moved to CAA. A significant number of our EAL cohort are identified as Disadvantaged. This was identified as a cohort that would undergo more scrutiny during the lesson observations completed by J. Holmes. RRO has already undertaken a lot of work in this area but J Holmes has agreed that provision mapping in this area would be good practice and whole school staff training is needed to support this cohort further. Language proficiency testing to be taken at the end of each term to monitor the impact of the support given by RRO. Visit to Kings and meet with key staff is needed as soon as possible.
- Intervention plans must be specific in all subject areas and focus on what students **cannot do**. Cohort must be identified based on this information and the raw scores obtained. Supported by EFF research and interventions.
- This was identified at the recent Pupil Premium forum meeting as a key change to intervention in Archbishop Beck and an integral part of improving attainment across the subject areas in their school.
- English had already identified a grade 3 intervention cohort prior to the recent year 11 exams. This was further supported by the raw data collected after the marking and moderation had taken place. SMO, NLB, CAA, CHT and SST all met to review the intervention plan. These students have begun their intervention with SHW in the Intervention Hub. Resources have been created to improve the scores on key questions and therefore are more specific and focused on improvements than ever before. Intervention Hub is integral to improving attainment but must be driven by current data.
- This will be the model for all interventions. A second cohort of students will begin their interventions with SST and CBO this week. Maths to follow once all assessments have been marked and moderated. Meeting with key staff to take place as with English to ensure plan is explicit.
- Question level analysis and raw data spreadsheets are being completed in each subject area to inform the intervention process with questions level focus.
- All intervention groups will be required to re-test and assess impact as part of monitoring and evaluation process. This must take place in other year groups after AP1.

September 2018

- A more effective tracking sheet has been created by T Barnes to track attendance by subject, attendance and cohorts so that these reports can be created half termly.
- All interventions must be tracked, evaluated and then collated by CAA. This must be in place for attendance interventions, SEN support, catch up, behaviour interventions as well as the support given by the pastoral support mentors. Sharing of information and multi support plans are key as students often receive support from four or even five key teams across the school. CAA has already collated evidence from many of these areas. These will be further scrutinised after AP1.
- Monitoring visit took place with J /Holmes on /Friday 2nd November. She was satisfied with strategy document for 2018-2019 and that the plans were data responsive and supported her findings from previous learning and teaching focused visits before the half term holiday. She did not feel it was necessary to undertake a second Pupil Premium review this term and was satisfied with the leadership of this area.

Summer 2018 AP2

	DIS English On or Ab	DIS Maths On or Ab	DIS Science On or Ab	DIS History On or Ab	DIS Geog On or Ab	DIS Spanish On or Ab
Year 7	56.3%	62.6%	59.4%	64.7%	63.9%	80.1%
Year 8	59.0%	60.7%	68.7%	62.5%	70.9%	71.1%
Year 9	49.1%	53.3%	63.7%	54.6%	54.9%	77.5%