



Gosford Hill Disadvantaged Students Strategy Statement 2017.18

1. Summary information					
School	Gosford Hill School				
Academic Year	2017/18	Total PP budget	£122,000	Date of most recent PP Review	n/a
Total number of pupils	904	Number of pupils eligible for PP	158 TBC	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2016/17 only)	40%	64.7%
% achieving expected progress in English / Maths (2016/17 only)	50% / 35%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.68	0.12
Attainment 8 score average (from 2016/17)	36.7	52

3. Barriers to future attainment	
In-school barriers	
A.	Low literacy skills on entry
B.	Low numeracy skills on entry
C.	Progress and aspiration of students who are both disadvantaged and SEND (particularly Social, Emotional and Mental Health barriers)
D.	Progress of high ability disadvantaged students
External barriers	
E.	Attendance rates for disadvantaged students are lower than non PPG (4.2% difference). This reduces their school hours and causes them to fall behind on average.
F.	Lower parental engagement of disadvantaged students compared to non disadvantaged students

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	At least expected levels of progress in literacy for disadvantaged Year 7 students	Disadvantaged students in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October,

		March and June and Lexia assessments which will demonstrate and increase in reading and spelling ages by a minimum ratio gain of 2
B.	At least expected levels of progress in numeracy for disadvantaged Year 7 pupils students will be in line with that of non disadvantaged students	Disadvantaged students in Year 7 make at least expected progress. This will be evidenced by an increase in maths standardised scores and an increase in maths reading age using Numeracy Workout
C.	At least expected levels of progress and high levels of aspiration for disadvantaged KS4 students and will have support to help overcome Social, Emotional and Mental Health barriers	Disadvantaged students with SEN (SEMH) will have individualised timetables /alternative provision where appropriate, reduced behaviour incidents / exclusions, and will participate in higher aspirational opportunities. This will be supported by The Gateway SEMH support will be expanded due to extended counselling provision and the opening of the Trauma room. Student voice will show a positive attitudes to school 100% of disadvantaged students in year 11 will have confirmed destination
D.	At least expected levels of progress for high ability disadvantaged students	Progress checks will confirm expected progress being made by high ability disadvantaged students Interventions/action will be put in place at FL/HL progress meetings to meet at least expected progress
E.	Increased attendance rates for disadvantaged students.	Reduce the number of persistent absentees (PA) among Vulnerable students to 10% or below. Overall attendance gap between PPG students and non PPG to fall below 3%
F.	Increased parental engagements of disadvantaged students in comparison to non disadvantaged students	Attendance at ILP day to be 100% (using follow up appointments where necessary) Attendance at parental subject consultations to be in line with non PPG

5. Planned expenditure

Academic year **2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	How and when will you review implementation?
<p>A B Expansion of Professional Development Leader (PDL) roles to improve quality of teaching and learning for all students including PP</p>	<p>PDL’s visit classrooms frequently to monitor quality of teaching and learning, including for Disadvantaged students. Development points raised with teachers and followed up by PDL using coaching and mentoring</p>	<p>Focus on quality first teaching dictates that teachers need more support on improving the quality of teaching on a daily basis to ensure disadvantaged students have every opportunity to succeed. PDLs will visit classrooms regularly, identifying and sharing good practice when found and support teachers who need help with disadvantaged students and others. As PDLs work across school they can also identify issues when students are underperforming in several subject areas</p>	<p>PDLs meet regularly to monitor impact of work. PDLs use Lessons Learned to record lesson monitoring information. Performance of disadvantaged students monitored at a whole school level and any underperformance will be shared with PDLs so they can implement strategies with teachers and subjects involved.</p>	<p>JON/ADL</p>	<p>£2000</p>	<p>Reviewed by JON through tracking Lessons Learned</p>
<p>A B C Monitoring and follow-up of engagement in lessons, quality of written work and home learning FL / PDL</p>	<p>Developing existing systems to tie learning walks to specific disadvantaged students, enabling follow-up actions for these particular students in order to address any issues.</p>	<p>Learning walks / observations across faculties build up a broad view on each identified disadvantaged students which can be fed back to FLs and HLs for action. This ties in with the HL spreadsheet of all students that they are intervening with and notes, actions, impact.</p>	<p>HL notes record necessary actions. Follow-up learning walks.</p>	<p>FL / PDL</p>	<p>£1500</p>	<p>Tracking of lessons observations through Lessons Learned</p>

<p>There is a tight system of monitoring and follow-up for disadvantaged students who have been identified as not completing Home Learning across subjects, particularly where they are</p>	<p>Home Learning Contract issued by HL in consultation with parent / carer</p>	<p>Overview of home learning completion can be seen and followed up swiftly.</p>	<p>A report card is issued to the student with boxes for each lesson indicating whether Home Learning was due in, whether it was submitted, a score (1-4) for overall completion and a score (1-4) for overall quality (relative to the student's current level). This card is monitored by the tutor each day and by the HL weekly.</p>	<p>HL</p>	<p>£1000</p> <p>Monitoring through HL line management meetings</p>	
<p>There is a tight system of monitoring and follow-up for disadvantaged students who do not attend interventions, for example in afternoon tutor time.</p>	<p>Teachers of intervention groups email tutors if disadvantaged students do not attend and copy in HL. The tutor ensures that students attend intervention with the oversight of the HL. A coordinated approach to attendance is required in order to maximise the effectiveness of the</p>	<p>Good attendance at sessions is required in order to maximise impact. Calling in to a form group and following up on intervention is effective in ensuring attendance when needed.</p>	<p>Intervention teachers keep clear records of attendance and follow-up. HL involvement to support tutor where required.</p>	<p>HL / tutors</p>	<p>£9500</p> <p>Intervention registers / mapping</p>	
<p>Accelerated reading</p>	<p>All students in Years 7 & 8 and very low ability students in Year 9 take part in the Accelerated Reader program. This includes 20 minutes reading a day in lesson time for years 7 & 8</p>	<p>Evidence from other schools is that AR has a significant impact on the reading ability of all students but particularly on disadvantaged students. Results since implementation (Dec 16) suggest positive outcomes so far for students in key groups.</p>	<p>Librarian (AH) oversees the AR. Students have one AR lesson per fortnight to support the process. Disadvantaged students who need additional support are identified by AH who then intervenes to ensure they have the right books and conditions to make progress.</p>	<p>AH and JON</p>	<p>£3127 subscription, £5,500 staffing</p> <p>£9000 for whole school</p> <p>£1800 for PP</p>	<p>Dec/Mar/July data collection to indicate impact</p>

Evidence based teaching programmes in Teaching and Learning Communities (TLC)	All teaching staff belong to one of 6 teaching and learning communities for ongoing CPD. Areas of practice to be developed will be evidenced using progress of disadvantaged students	Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit and the Evidence Based teaching literature) suggest the 6 approaches to teaching that form the basis of these groups are the six most effective ways to improve attainment, and it is suitable as an approach that we can embed across the school.	Peer observation to embed techniques AHT monitoring of the TLC's Evidence of student progress Active participation in TLC linked to PM	ADL	£2000	Termly review
Marking policy JON	The Marking Policy has been streamlined and now includes marking codes to ensure students receive more regular feedback and are clearer on how to make progress. The books of disadvantaged students will be prioritised	Monitoring from 2016-17 demonstrated that marking in books was inconsistent so a clearer and simpler system has been introduced to increase consistency and improve regularity.	Lesson monitoring by SLT and Middle Leadership in the form of Boo Scrutinies and Student Voice as well as improved outcomes for students in assessments.	JON	£2000	Termly review
Students are given revision sessions for core subjects which take place before study leave. JFD	Organise timetable swaps to support final revision for GCSE exams in core subjects which take place before study leave. This would give support to all students.	A breakdown of marks for each Science exam in summer 2017 showed that there were smaller gaps between disadvantaged and non disadvantaged students for exams where there had been a timetabled session for all students run by the faculty / subject specialists.	Liaise with FLs by January 2018 and have in place by February holiday, with support of DB in timetabling capacity.	JFD	No additional costs	

Targeted revision sessions during Easter holidays study leave, providing as much support for disadvantaged students as they would have had if study leave started later		Structured revision particularly supports vulnerable learners. FLs give input as to number of sessions they would like to run and timing of these.	A year 11 revision timetable is organised in order to minimise clashes between sessions.	JFD and DB	£600	
Triangulate PP student voice with monitoring and performance data JON	Disadvantaged students will have regular student voice to gauge teaching quality which will be cross referenced with other data from lesson monitoring and assessment to identify and share best practice.	Other schools have adopted this model to identify which departments are most successful at making progress with key groups and then use those staff to share strategies across the school.	Disadvantaged students voice data should demonstrate an improvement in teaching quality as the year progresses if the approach is working. If not, the data will be used to identify areas for development and look to improve teaching quality.	JON	£2000	Termly
Total budgeted cost					£23,500	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	How and when will you review implementation?
C. Improved progress for high attaining disadvantaged students JFD	Weekly small group sessions in maths and English for high-attaining pupils with FL or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	Free	Mar 17

A B C Improved progress by disadvantaged students in maths, English and science	Devolved specialist HLTAs to maths, English and Science faculties (60% of their time)	To close the gap between disadvantaged and non-disadvantaged students in English, maths and science by boosting specialist faculty staffing	Progress checks for students who work with HLTAs in TERMS/MONTHS	FL English/Maths/Science HLTAs	£64,000 total 20% PP £12800	Three progress checks per year
E C Improved attendance, behaviour engagement, attainment for disadvantaged students	Expand alternative provision for disadvantaged students	Disadvantaged students identified as needing alternative provision eg) low attendance, exclusion record, under achievement Modified curriculum to include external providers (ACE training), work experience, DoE etc whilst still achieving progress 8 targets	Monitoring weekly attendance of specific provisions and behaviour tracking Quality assurance through lesson observations, visits to external providers, student voice, parent voice, progress checks House Leader Focus Groups/Tutor	CA/SCH CA/SCH HI	£50,000 Gateway staffing costs 80% PP £ £40,000	Termly attendance and behaviour Logs Progress checks Weekly
C E Improved mental health of disadvantaged students	CPD for all staff on mental health awareness Therapeutic interventions for disadvantaged students School counsellor (1:1 and small groups) Peer mentoring programme	SEMH identified as a barrier for significant number of disadvantaged students Eg) attendance, behaviour records, exclusions, low attainment	Whole staff trauma and attachment training Mental Health Awareness Week Implementation of the trauma room School counsellor impact analysis	JS/SCH/CA JS/RS/HL SCH/CA JS	INSET time JS/RS time £10,000 grant One third of school counsellor salary £10,000	Lesson observations Lessons learned feedback Behaviour data Exclusion/isolation data Student voice
A B Diminish the difference in literacy and numeracy skills of disadvantaged students	Specific interventions to improve reading and writing skills eg) Lexia, Accelerated / Acceleratewrite, New Reading and Thinking (wave 2 and wave 3 interventions) Specific interventions to improve numeracy skills e.g. Numeracy Workout. KS3 and KS4 Maths	RAs and SAs are lower for disadvantaged students on entry KS2 indicates lower rates of numeracy for disadvantaged students on entry	Interventions in place for targeted groups of students Humanities groups in year 7 and 8 Foundation pathway for year 9,10 and 11	OJT/HLTA LCR SCH/LCR	Numeracy and Literacy HLTA £10,000 PP £8000	Pre and post RA / SA analysis English and maths progress checks Review Int attendance

<p>C To further raise the profile and aspirations of disadvantaged students across the school</p> <p>Further the voice of disadvantaged students</p>	<p>One year School Improvement Leader secondment to SLT with a specific focus to improve outcomes for disadvantaged students</p>	<p>The lower attendance, attainment and aspiration of disadvantaged students as shown by school data</p>	<p>Specific actions tbc when in post</p> <p>Year 11 disadvantaged students to attend The Skills Show at the NEC in Birmingham – Thursday 16th November 2107.</p> <p>Use of Career Planning Kit as a follow up to consider key skills for potential career path.</p> <p>Peer mentoring with year 12 and 13 students to build confidence and raise self-esteem. Programme will also build on choice of career path</p>	<p>SWB</p>	<p>£3800</p>	<p>Impact analysis of interventions</p> <p>Growing Future Leaders project – impact analysis</p>
<p>C D E Overcome barriers for disadvantaged students</p>	<p>The introduction of HL/tutor database identifying barriers /strategies for disadvantaged students</p>	<p>To increase awareness of disadvantaged students amongst tutors and HL – particularly disadvantaged students who are not SEN / LAC</p> <p>To explore other HL/tutor led initiatives</p> <ul style="list-style-type: none"> • Academic tutoring –disadvantaged students spend extra time with tutor • Extra PCE appointments for disadvantaged students Support through SLT and tutors. • HL meeting with PP (non-SEND) students • Capture non SEN vulnerable student voice (barriers/strategies) • Access/invites to the learning centre • Celebration events • Free/reduced access to school show for families of disadvantaged students • Summer School – helpers in year 10. Potential incentive for disadvantaged students to support attendance and behaviour. • HLs/tutors aware of enrichment opportunities and catch ups that they are targeting disadvantaged students with. <p>Parental engagement – PCE</p>	<p>HL database and development of profiles for disadvantaged students who are not SEN</p> <p>Progress meetings for year 10 and 11 involving FLs and HLs</p>	<p>HLs</p> <p>HLs</p>	<p>Incorporated in overall tutoring costs</p>	<p>Weekly attendance and behaviour data</p> <p>Progress checks</p>
Total budgeted cost						<p>£74,800</p>
<p>iii. Equal Access, Material Barriers and Aspirations</p>						

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	How and when will you review implementation?
C E F Ensure a successful transition for disadvantaged students	Early identification of students with significant barriers to progress	Academic, SEN and pastoral Information from primary schools and stakeholders from year 5	SENCO/HLs visits to primary schools Early transition programme Non SEN and disadvantaged 1:1 visits Summer school funded for disadvantaged students Student surveys	RBT OJT HLs	£1000 for summer school places	Student feedback from transition Analysis of summer school attendance
C D E F To ensure that disadvantaged students have equal access	Subsidised school resources/equipment for FSM students and others with identified need	Financial constraints restrict students readiness for and willingness to attend school	Free revision guides in preparation for public examinations Subsidies for uniform and equipment on a case by case basis	JFD	£1000	Provision map for PPG students (SIMS discovery)
C D E F Increased aspirations of disadvantaged students	Organised events/activities in school and in the community	Destinations analysis for previous years Feedback from academic tutoring Lack of opportunities at home and low aspiration of some parents /carers	Attendance at / student voice analysis; Human Library events Visits to HE, local industries Enrichment programme Targeted enrichment programme ACE training Work experience Extra support for college/FE/apprenticeships applications/interviews	AH Various DWD SCH/CA/ OJT TBC SCH	Incorporated into Gateway and HLTA costs	Destinations analysis Participation analysis Student voice
C D E F Increased engagement with parents of disadvantaged	Coordinated programme	Attendance records for ILP and subject evening events Alternative appointments offered at PCE	ILP day in September Subject evenings – checking response and follow up appointments Termly phone calls Targeted interviews Celebration/school events – tracking PPG participation	HLs/tutor teams	Incorporated into HLs/tutor time	

C.D. To recognise and reward personal skills and citizenship contributions in years 7 and 8. To develop personal and citizenship skills in years 7 and 8	Pixl Edge launched with both year 7 and 8 nurture groups Autumn 2017. Pixl Edge to be launched with year 7 Jan 2018	The Pixl Edge scheme is proven to motivate and reward students for their personal development and this acknowledgment has benefits for disadvantaged students who gain from external recognition. In time, this will raise aspirations of KS4 students as well (C)	ADL to support HL and tutors in delivering the programme ADL to oversee completion of activities and follow up as necessary	ADL	£100 whole school £20 PP	termly
C.D. To ensure disadvantaged students are getting the recognition of achievements	Track disadvantaged students who are awarded certificates for achieving milestone achievement points Follow up with Faculty and House teams if rewards are not in proportion	Rewards are motivating for all students.	ADL to track the certificates given and liaise with FL and HL as necessary.	ADL	free	termly
C.D.E. To engage parents and disadvantaged students in their progress in school	Sept 2017 Inset included training on “structured conversations” to enable tutors to identify with parents of disadvantaged students their barriers and aspirations	Achievement for All literature supports this approach as a way of breaking down barriers that parents of disadvantaged students may have	House Leaders to monitor the outcomes of conversations	RBT	£50	Termly
Total budgeted cost					£2,500	

6. Review of expenditure and impact 2016.17

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Monitoring of key groups JON	Monitoring was not sufficient to identify areas of good and weak practice in terms of teaching quality for disadvantaged students.	Did not meet the success criteria.	We have adapted the lesson monitoring forms to include specific questions on the performance and progress of disadvantaged students.	Free
Destination of Year 11 Disadvantaged students 16.17 DWD	Finalised in November 18 when OCC data is available (DWD)	Finalised in November 18 when OCC data is available (DWD)	Finalised in November 18 when OCC data is available (DWD)	Free
Use opportunity of additional staffing to give extra maths lessons to targeted disadvantaged students	Part-time teacher was employed to teach sessions from February.	Between DC3 February and the final exams, the disadvantaged students P8 maths element for students who attended more than 3 extra lessons improved by 40% of a grade.	Teacher absence over the same period for some of the students made progress slower than it would otherwise have been. Have discussed with the FL having a pre- and post-test and measuring the impact on the knowledge / skills / understanding / problem solving specifically taught. A whole-year group assessment may be used if it picks out the key skills.	£5000
Exam data DC4 /final result Middle PP JFD	After school revision, Easter Revision, timetable changes to give final revision sessions before exams which took place before study leave and revision sessions during study leave. There was a push on all aspects of teaching and additional provision with the most underachieving groups, especially the middle ability key groups.	The overall P8 measure improved for middle ability disadvantaged students between DC3 and DC4 and DC4 to the final results. The gap between disadvantaged students and non disadvantaged students halved between DC3 and the final results.	The gaps are still too wide in the final results and in other year groups. Strategies, support and monitoring need to be more specific to particular areas of weakness and particular students. A coordinated approach across middle leaders is required to action issues.	£600 (Easter Revision)
Creation of Humanities group KS3	Focused support with literacy and numeracy in a nurturing environment as well as project-	YEAR 7: Number of PP students involved: 7	New initiative which still needs embedding but received very positive feedback from both parents and students involved. Structured	£30,000 staffing

OJT	based learning to diminish the difference.	<p>Average gain in reading age (Sept-June): 9 mths Average gain in spelling age (Sept-June): 24mths Average gain in maths age (March-June): 5 mths</p> <p>On target or above in English (end of year): 86% On target or above in Maths (end of year): 43% On target or above in Science (end of year): 57%</p> <p>YEAR 8: Number of PP students involved: 3 Average gain in reading age (Sept-June): 13 mths Average gain in spelling age: (Sept-June): 18mths Average gain in maths age (March-June): 18 mths</p>	<p>literacy and numeracy interventions allowed for literacy and numeracy levels to increase. Closer liaison with subject teachers (especially those teaching English, maths and science) is needed so that all students are making at least expected progress. Closer liaison with primary school needs to be considered in the future to allow for a successful transition from primary to secondary school.</p>									
New pathway for KS4 SCH												
Improve attainment across the curriculum	Staff sent on external 'growth mindset' course	<p><i>Mixed:</i> training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings</p>	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050								
ii. Targeted support												
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost								
Gap between PP and non PP	Focus on attendance ILP interviews Sept 16 Weekly review of key students	<table border="1" data-bbox="846 1393 1263 1449"> <tr> <td>Ter</td> <td>Wh</td> <td>SE</td> <td>SE</td> </tr> <tr> <td>m</td> <td>ole</td> <td>ND</td> <td>ND</td> </tr> </table>	Ter	Wh	SE	SE	m	ole	ND	ND	Face to face involvement of attendance officer with students from Sept 17 (Support staff restructure)	£1500
Ter	Wh	SE	SE									
m	ole	ND	ND									

<p>attendance to decrease</p>	<p>Use of PCs where appropriate</p>	<table border="1"> <thead> <tr> <th>16/17</th> <th>School</th> <th></th> <th>No n Send gap</th> <th>Need for increased regularity of parental engagement for target students</th> <th>PP gap</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>95.90</td> <td>92.94</td> <td>3.52</td> <td>92.34</td> <td>4.43</td> </tr> <tr> <td>2</td> <td>95.29</td> <td>91.97</td> <td>4.25</td> <td>91.72</td> <td>4.43</td> </tr> <tr> <td>3</td> <td>94.61</td> <td>90.69</td> <td>5.02</td> <td>90.62</td> <td>4.91</td> </tr> <tr> <td>4</td> <td>94.73</td> <td>91.32</td> <td>4.38</td> <td>90.81</td> <td>4.38</td> </tr> <tr> <td>5</td> <td>94.96</td> <td>91.99</td> <td>3.81</td> <td>91.73</td> <td>3.95</td> </tr> </tbody> </table>	16/17	School		No n Send gap	Need for increased regularity of parental engagement for target students	PP gap	1	95.90	92.94	3.52	92.34	4.43	2	95.29	91.97	4.25	91.72	4.43	3	94.61	90.69	5.02	90.62	4.91	4	94.73	91.32	4.38	90.81	4.38	5	94.96	91.99	3.81	91.73	3.95		
16/17	School		No n Send gap	Need for increased regularity of parental engagement for target students	PP gap																																			
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<p>PP interventions OJT</p>	<p>Targeted interventions to support KS3 literacy:</p> <ul style="list-style-type: none"> - LEXIA - Buddy Reading - Buddy Spelling - New Reading and Thinking - Handwriting 	<p>LEXIA Phase 1: 4/01-28/02 2017 Number of PP students involved: 21 Average gain in reading age: 9 mths Average gain in reading standardised score: 4.7 Average gain in spelling age: 4 mths Average gain in spelling standardised score: 1.0 Phase 2: 8/05-10/07/2017 Number of PP students involved: 4 Average gain in reading age: 15 mths Average gain in reading standardised score: 7 Average gain in spelling age: 17 mths Average gain in spelling standardised score: 4.25</p> <p>BUDDY READING Number of PP students involved: 4 Average gain in reading age: 8.5 months Average gain in reading age standardised score: 6.75</p> <p>BUDDY SPELLING Number of PP students involved: 4</p>	<p>Most interventions show positive impact on students' attainment but the effectiveness of some have been affected by attendance and time constraints (short interventions run in morning and afternoon registration).</p> <p>New Reading and Thinking Intervention did not show any impact on students' attainment but was implemented as a result of a SaLT recommendation.</p>	<p>LEXIA (total cost for PP students in both phases): £1,663.00</p> <p>Buddy reading:£184.00</p>																																				

	<p>Targeted interventions to support KS3 numeracy:</p> <ul style="list-style-type: none"> - Buddy Maths - Numeracy workout <p>English Booster sessions</p> <p>Maths Booster sessions</p>	<p>Average gain in spelling age: 6.75 mths Average gain in spelling age standardised score: 2.5</p> <p><u>NEW READING AND THINKING</u> Number of PP students involved: 2 Average gain in reading age: no progress made.</p> <p><u>HANDWRITING</u> Number of PP students involved: 1 Impact: no improvement in legibility of handwriting</p> <p><u>BUDDY MATHS</u> Number of PP students involved: 5 Average gain in key skills test: 29%</p> <p><u>NUMERACY WORKOUT</u> Number of PP students involved: 15 Average gain in maths age: 7 mths Average gain in standardised score: 2.9</p> <p><u>ENGLISH BOOSTER</u> Number of PP students involved:16 Average gain in writing accuracy:9</p> <p><u>MATHS BOOSTER</u> Number of PP students involved: 29 Average gain: 12%</p> <p><u>SCIENCE BOOSTER</u> Number of PP students involved: 24</p>		<p>Buddy Spelling: £85.00</p> <p>New Reading and Thinking: £61.00</p> <p>Handwriting: £23.00</p> <p>Buddy maths: £230.00</p> <p>Numeracy Workout: £514.00</p> <p>English booster: £125.00</p> <p>Maths booster: £384.00</p>
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	Science Booster sessions	Average increase in scientific key words: 19%		Science booster cost: £530.00																																								
Accelerated Reader	AR was introduced in December and reading ages improved for key groups.	Impact was significant for SEND and PP students with average reading ages increasing more than chronological age. <table border="1"> <thead> <tr> <th>Year 8</th> <th>NRSS (Dec 16)</th> <th>NRSS (June 17)</th> <th>NRSS Gain</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>104.1</td> <td>106.8</td> <td>2.7</td> </tr> <tr> <td>Non PP</td> <td>105.5</td> <td>108.0</td> <td>2.5</td> </tr> <tr> <td>PP</td> <td>93.2</td> <td>97.4</td> <td>4.3</td> </tr> <tr> <td>PP Gap</td> <td>12.3</td> <td>10.6</td> <td>-1.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 7</th> <th>NRSS (Dec 16)</th> <th>NRSS (June 17)</th> <th>NRSS Gain</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100.9</td> <td>104.6</td> <td>3.7</td> </tr> <tr> <td>Non PP</td> <td>103.3</td> <td>107.0</td> <td>3.7</td> </tr> <tr> <td>PP</td> <td>92.6</td> <td>96.0</td> <td>3.4</td> </tr> <tr> <td>PP Gap</td> <td>10.7</td> <td>11.1</td> <td>0.4</td> </tr> </tbody> </table>	Year 8	NRSS (Dec 16)	NRSS (June 17)	NRSS Gain	All	104.1	106.8	2.7	Non PP	105.5	108.0	2.5	PP	93.2	97.4	4.3	PP Gap	12.3	10.6	-1.7	Year 7	NRSS (Dec 16)	NRSS (June 17)	NRSS Gain	All	100.9	104.6	3.7	Non PP	103.3	107.0	3.7	PP	92.6	96.0	3.4	PP Gap	10.7	11.1	0.4	This approach was successful and now students in Year 9 who are low ability and in some cases PP will continue with AR.	£3127
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ACE training	Links with ACE training established to develop alternative curriculum for disadvantaged students	See case studies to illustrate the impact on students destinations	An important development that will be expanded next year , including taster sessions for year 8 and 9 students	Staffing HLTA 2 half days 40 weeks Depreciation of minibus plus fuel Safety boots for staff x2																																								

				Financial assistance for students
Improved Year 8 literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 26 pupils. £40,300
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attachment training to reduce the number of high profile behaviour incidents	Whole staff INSET led by the school counsellor	Reduction in trend of overall exclusions from previous year distorted by 2 high profile incidents that resulted in multiple exclusions	Development of front line teachers/tutors to recognise and support mental health issues is a key strategy. The use of JS (counsellor) to train staff is a high impact strategy to stop issues escalating to student managers/counsellors/school nurse Two placement counsellors has increased capacity to support individual students	£400
NQT and Interns ADL	Training to raise awareness of PP students, barriers and strategies	Lesson observations and successful completion of NQT/Interns	To be included in INTERN induction/training programme 17.18	£100
BETSY conference	Conference of mental health professionals held at GHS (3 free places)	Development of the trauma room at GHS Sept 2017	Key development to support the growing needs for SEMH support for students	£5000 grant
HL training	July training session led by county SEN/PP consultant	Raise awareness off HLs regarding PP agenda, linked to GHS 17.18 PP strategy plan	Value of external expertise and scrutiny of plans	£400
HL PP tracking	Identification of PP students who are not SEN Development of barriers strategies database	Greater understanding amongst staff of how to support non SEN PP students	Key group of students are PP without SEN student profile	Meeting time
Improved Year 7 literacy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 14 pupils. £17,640

<p>Targeted interventions to support KS3 numeracy:</p> <ul style="list-style-type: none"> - Buddy Maths - Numeracy workout <p>English Booster sessions</p> <p>Maths Booster sessions</p> <p>Science Booster sessions</p>	<p><u>MATHS BOOSTER</u> Number of PP students involved: 29 Average gain: 12%</p> <p><u>SCIENCE BOOSTER</u> Number of PP students involved: 24 Average increase in scientific key words: 19%</p>		<p>New Reading and Thinking: £61.00</p> <p>Handwriting: £23.00</p> <p>Buddy maths: £230.00</p> <p>Numeracy Workout: £514.00</p> <p>English booster: £125.00</p>
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			Maths booster: £384.00 Science booster cost: £530.00
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk

Exclusion data shows the gap between PP and non PP students throughout 2016/17.

	TOTAL	PP Total	PP %	NON PP Total	NON PP %	PP Gap Total	PP Gap %
TERM 1	13	7	54%	6	46%	1	8%
TERM 2	14	7	50%	7	50%	0	0%
TERM 3	8	4	50%	4	31%	0	19%
TERM 4	25	16	64%	19	76%	0	-12%
TERM 5	12	4	33%	8	67%	-4	-33%
TERM 6	0	0	0%	0	0%	0	0%