

**Draft
Gosford Hill
Disadvantaged
Students
Strategy
Statement
2018.19**



1. Summary information					
School	Gosford Hill School				
Academic Year	2018/19	Total PP budget	£117,810	Date of most recent PP Review	External planned for Nov 18
Total number of pupils	960	Number of pupils eligible for PP	126	Date for next internal review of this strategy	Oct 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 (2017/18 only)	29.6	71.2
% achieving expected progress in English / Maths (2017/18 only)	33.3	72.7
Progress 8 score average (from 2017/18)	-0.80	0.05
Attainment 8 score average (from 2017/18)	35.25	52.52 (52.56)
Progress 8 score average (17/18) with 4 outliers removed	-0.59	0.05
Attainment 8 score average (17/18) with 4 outliers removed	46.16	52.52

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 be in line with national figures
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		2018/19				
The four 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.						
1. Whole school developments						
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?
Evaluation of current provision and identification of development needs	External Disadvantaged Students review	Recommendation from previous OFSTED and DFE inspections Use of trained advisor (PJS)	Build recommendations into 18.19 plan with expected outcomes and costings	RBT/MBD	£1500	Review by Dec 18. Updated strategy plan for Jan 18
A framework for accountability using The Virtual House, Virtual Tutor Group model, SLT job descriptions and MIPC A,B,C,D	<p>The disadvantaged students from year 7-11 will be known as the virtual house accountable to the SLT (disadvantaged students)</p> <p>The disadvantaged students in each house (year 7-11) will be known as the virtual form accountable to the appropriate house leader</p> <p>All SLT job descriptions to include disadvantaged students</p>	Increased focus and accountability for the provision (curricular and extra curricular), attendance and progress of disadvantaged students	<p>Fortnightly line management meetings with a clear focus on disadvantaged students using attendance and progress data as evidence of impact</p> <p>Student profiles will provide information to staff eg) barriers to learning, strategies to overcome barriers, intervention, extra curricular opportunities</p> <p>Attendance, exclusion, behaviour and academic data for the virtual house and virtual forms</p> <p>Through line management and appraisal</p>	<p>RBT</p> <p>RGG MGN TBR JBE (LST)</p> <p>NSS</p> <p>SLT</p>	<p>No cost</p> <p>Use of existing line management and appraisal meetings</p> <p>No cost</p>	<p>Review of term 1 attendance, exclusion and academic data</p> <p>October 2018</p> <p>Fortnightly</p>

	MIPC to reflect Faculty Leader provision, monitoring and intervention for disadvantaged students		Through regular monitoring of MIPC data, line management and appraisal			
Interventions for disadvantaged students will use resources more effectively and show more impact A,B	Restructuring of the school day Introduction of 30 minute student development time at the start of the day	Prime time for crucial interventions More efficient use of resources HL can monitor disadvantaged students	Clear communication of rationale to staff, students, governors and parents Clear programme of interventions and student development activities published	SCH/OJT/ADL	£300 photocopying of resources	Attendance and impact data for interventions October 2018
Student Development Time ABCDE	All students in years 7-11 follow an well planned programme in new student development time for 30 minutes each morning including rigorous academic mentoring, learning to learn skills and key literacy and numeracy Tutors ensure that disadvantaged students are making more progress in closing their learning gaps This is a PM target for all staff	Experience of other schools using programmes to reinforce key skills all students should have Resilience education is important – learning to learn skills build student resilience	LW of SDT will show high levels of engagement in tutor activities and learning Book scrutiny of SDT books will show disadvantaged students making at least as much progress as peers Disadvantaged students' gaps in basic skills will close	ADL, SCH, JON, HL, MBD	£1500 cost of books and resources, but this is for whole school, so should be disaggregated for DA	Review effectiveness of SDT 3 times a year
Curriculum developments D,E	Investigation and introduction of qualifications Eg) INGOTS / VCerts	To improve the motivation and confidence of disadvantaged students by experiencing success	Clear communication of rationale to staff, governors, students and parents	SCH	Vcerts training	December 2018

		To boost progress 8 and attainment 8 scores of disadvantaged students	Curriculum planning and training for key staff			
There is a tight system of monitoring and follow-up for disadvantaged students who do not attend interventions,	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 sessions.	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. The move to a 30 minute morning form period will make this a much more effective system	Intervention teachers keep clear records of attendance and follow-up. HL involvement to support tutor where required.	HL / tutors	£9500 Intervention registers / mapping	Weekly
A B C Monitoring and follow-up of engagement in lessons, quality of written work and home learning FL / HL / SLT	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.	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.	HL notes record necessary actions. Follow-up learning walks.	FL / PDL	£1500 Tracking of lessons observations through Lessons Learned	
Accelerated reading	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	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.	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.	AH and JON	£3127 subscription, £5,500 staffing £9000 for whole school £1800 for PP	Dec/Mar/July data collection to indicate impact
Systematic tracking of	Tracking of provision, attendance, completion and impact of additional		All disadvantaged students will have had additional	ADL	No cost	Reviewed termly

careers, Pixl Edge, achievement points, educational visits etc C, E	opportunities for disadvantaged students		opportunities for personal development. These will be checked for effectiveness and impact			
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 Book 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.	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.	FLs/HLs	No additional costs This has happened	
Supporting disadvantaged students to prepare for examinations	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.	FLs/HLs	£600	
Triangulate PP student voice with monitoring and performance data	Disadvantaged students will have regular student voice to gauge teaching	Other schools have adopted this model to identify which departments are most successful at making	Disadvantaged students voice data should demonstrate an improvement in teaching quality as the year	JON	£2000	Termly

JON	quality which will be cross referenced with other data from lesson monitoring and assessment to identify and share best practice.	progress with key groups and then use those staff to share strategies across the school.	progresses if the approach is working. If not, the data will be used to identify areas for development and look to improve teaching quality.			
Total budgeted cost					£23,500	
2. 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	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	Dec 18
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	Monitoring weekly attendance of specific provisions and behaviour tracking Quality assurance through lesson observations, visits to external providers, student	CA/SCH CA/SCH HL	£50,000 Gateway staffing costs 80% PP £ £40,000	Termly attendance and behaviour Logs Progress checks Weekly atte

		experience, DoE etc whilst still achieving progress 8 targets	voice, parent voice, progress checks House Leader Focus Groups/Tutor prioritise		HL time	
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 aware	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, Accelerad / Accelewrite, New Reading and Thinking (wave 2 and wave 3 interventions) Specific interventions to improve numeracy skills	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 Year 7 Humanities (progress over 3 months: Reading Ages: +10 months Spelling Ages: +2.5 months Math Ages: +10 months	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>e.g. Numeracy Workout. KS3 and KS4 Maths</p> <p>Boosters.</p>		<p>Year 8 Humanites: RA+9, SA-negative, MA +2</p> <p>Humanities groups in year 7 and 8</p> <p>Foundation pathway for year 9,10 and 11</p>			
<p>C D E Overcome barriers for disadvantaged students</p>	<p>Profiles for all non SEN 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 ILP/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 	<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>

		<ul style="list-style-type: none"> • 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. 				
		Parental engagement – PCE opportunities.				

Total budgeted cost

£74,800

4. Equal Access, Material Barriers and Aspirations

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?
Joint project with the Virtual School	Training for all staff to support students with attachment issues	Evidence from virtual school project indicating the significance of attachment issues as a barrier to attainment and progress	Feedback from staff following training Lesson observations to confirm that strategies are being implemented and impacting on the progress of disadvantaged students	SCH	£2000 (virtual school to provide £4000)	October 2019
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	Subsidised school resources/equipment for FSM students and	Financial constraints restrict students readiness for and willingness to attend school	Free revision guides in preparation for public examinations	JFD	£1000	Provision map for PPG students (SIMS discovery)

students have equal access	others with identified need Extra ILP appointments		Subsidies for uniform and equipment on a case by case basis			
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	PSHE/assembly programme implemented in morning registration 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	Incorporaed 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 programme expanded to year 7 and 8 following a successful launch in 2017/18	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 – why does PP money have to contribute to this/ unless it is being given for additional support these students might need? Next steps – ADL will need to work with tutors of	Termly Sept 2019, 78% of non DA students had completed 1 or more attribute, but only 485 of DA students. ADL regular updates of where all students are at and for tutors to give DA students more support DA students also having more time in IT rooms to catch up with Pixl Edge updates

					disadvantaged students to help them to really support these students to aid their completion of some attributes	
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 Report submitted every term tracking students' achievement. The gap at 25 and 50 AP's closed by end the of the year. To continue to raise awareness of all staff of the need to be mindful of AP's given to DA students. Ongoing. It did engage and reward students more, but there was a gap in rate of acquisition of AP's
C.D.E. To engage parents and disadvantaged students in their progress in school	Sept 2019 ILP day "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	

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
Disadvantaged GCSE results 2018				
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	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 JON	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	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	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)

	provision with the most underachieving groups, especially the middle ability key groups.	between DC3 and the final results.		
Humanities group KS3 OJT	Focused support with literacy and numeracy in a nurturing environment as well as project-based learning to diminish the difference between PP and non PP students who are also on the SEND register and require a highly differentiated curriculum.	<u>YEAR 7:</u> Number of PP students involved: 6 Average gain in reading age (Sept-July): 10.5 months Average gain in spelling age (Sept-July): 25mths Average gain in maths age (September-July): 19 months <u>YEAR 8:</u> Number of PP students involved: 7 Average gain in reading age (Sept-July): 15 months Average gain in spelling age: (Sept-July): 11 months Average gain in maths age (Sept-July): 14 months	Structured literacy and numeracy interventions allowed for literacy and numeracy levels to increase. Majority of students made accelerated progress in reading, however, many still left at the end of year 8 with a reading age below 10 years and 6 months and are likely to struggle with accessing the curriculum. This needs addressing. Closer liaison with subject teachers (especially those teaching English, maths and science) is needed so that all Humanities students are making at least expected progress and so that the skills they learn in Humanities Groups are transferable to other subject areas. Humanities students should also learn how to use assistive technology to help them with overcoming their barriers to learning (for example, Clicker 7).	£30,000 staffing
Improve attainment across the curriculum	Staff sent on external 'growth mind-set' course	<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. However, Progress 8 data shows that PP students did not make expected progress.	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		Face to face involvement of attendance officer with students from Sept 17 (Support staff restructure)	£1500

<p>attendance to decrease</p>	<p>Use of PCs where appropriate</p>	<table border="1"> <thead> <tr> <th>Term 16/17</th> <th>Whole School</th> <th>SE ND</th> <th>SE ND Non Send gap</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>95.90</td> <td>92.94</td> <td>3.52</td> </tr> <tr> <td>2</td> <td>95.29</td> <td>91.97</td> <td>4.25</td> </tr> <tr> <td>3</td> <td>94.61</td> <td>90.69</td> <td>5.02</td> </tr> <tr> <td>4</td> <td>94.73</td> <td>91.32</td> <td>4.38</td> </tr> <tr> <td>5</td> <td>94.96</td> <td>91.99</td> <td>3.81</td> </tr> </tbody> </table>	Term 16/17	Whole School	SE ND	SE ND Non Send gap	1	95.90	92.94	3.52	2	95.29	91.97	4.25	3	94.61	90.69	5.02	4	94.73	91.32	4.38	5	94.96	91.99	3.81	<p>Need for increased regularity of parental engagement for target students</p>	
Term 16/17	Whole School	SE ND	SE ND Non Send gap																									
1	95.90	92.94	3.52																									
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<p>PP interventions OJT</p>	<p>Narrowing the gap in literacy levels-in particular, reading ages-between disadvantaged and non disadvantaged students.</p> <p>Targeted interventions to support KS3 literacy (in addition to Humanities Groups): LEXIA Buddy Reading Buddy Spelling</p>	<p>LEXIA Year 7 Number of PP students involved: 5 Average gain in reading age for PP students: 7 months Average gain in spelling age for PP students: 9 months</p> <p>Year 8 Number of PP students involved: 9 Average gain in reading age for PP students: 7 months Average gain in spelling age for PP students: 11 months</p> <p>BUDDY READING Number of PP students involved: 7 Only one student made significant gains in their reading ability (14 months), the impact for the rest of the students was either insignificant or negative.</p> <p>BUDDY SPELLING Number of PP students involved: 3 Average gain in spelling age for PP students: 13</p>	<p>Currently case studies and data demonstrates an improvement of reading and spelling ages for majority of students within the program across PP and non PP. Where progress was less good for individuals, engagement and/or attendance at sessions was lower.</p> <p>Where pupil's progress was not accelerated, the following actions could be considered in 2018/2019 to narrow the gap in literacy levels:</p> <ul style="list-style-type: none"> - Further interventions, e.g. AR/AW for spelling in year 8. - Support from Sixth Form students to act as reading mentors for reluctant readers. - Read, Write Inc. to be introduced to support literacy levels of students who need a highly structured phonics approach. - Small group/1:1 lessons with dyslexia qualified teacher. - More training for 'buddies' and closer monitoring of 'buddy interventions'. <p>A HLTA for literacy/numeracy was not in post until January 2018 which impacted negatively on the number of students who received literacy support.</p>	<p>LEXIA (total cost for PP students): £836.00</p> <p>Buddy reading: £59.00</p> <p>Buddy Spelling: £25.50</p>																								

	<p>Narrowing the gap in numeracy levels between disadvantaged and non disadvantaged students.</p> <p>Targeted interventions to support numeracy (in addition to Humanities Groups):</p> <ul style="list-style-type: none"> - Buddy Maths (for year 7) - Maths Boosters (for years 9-11) <p>Working with groups in Maths to provide additional support for those pupils not making expected progress as identified at faculty level and in discussion with the SENCO.</p> <p>Targeted interventions to support the learning of subject specific words:</p> <ul style="list-style-type: none"> - Science Booster (for years 7-11) 	<p><u>BUDDY MATHS</u> Number of PP students involved: 3 Average gain in key skills test for PP students: 25% (compared to 22% for non-PP)</p> <p><u>MATHS BOOSTER</u> Number of PP students involved: 7 Average gain: 14%</p> <p><u>MATHS WITHDRAWAL CLASSES</u> Number of PP students who attended maths withdrawal classes: 11</p> <p><u>SCIENCE BOOSTER</u> Number of PP students involved: 17 Average gain: 34%</p>	<p>If not affected by low attendance, maths booster and buddy maths session show positive impact on attainment for majority of students within the programs across PP and non PP. However, as the sessions took place during registration time, they are only 10 (morning registration) or 15 (afternoon registration) minutes long. Changes to Student Development time next year should allow for registration time to be more effectively used to support student progress. Non-attendance requires a more consistent follow-up.</p> <p>Maths withdrawal classes- Gap performance analysis of PP compared with non PP students takes place for all year groups following data captures and external data points (GCSE results) at faculty level. However, further assessment tools need to be developed or consideration should be given to commercial assessments which allow to estimate maths age, in order to assess the impact of withdrawal classes more thoroughly. Maths support for non-exam RPE students should be now considered to maximise the impact of maths HLTAs.</p> <p>Intervention groups within science are identified and tracked well. Evaluation of impact related to PP takes place at the end of each intervention- in all but 2 interventions PP students made better progress than non PP. Science support for non-exam RPE students should be now considered to maximise the impact of science HLTA.</p>	<p>Buddy maths: £25.50</p> <p>Maths booster: £100.00</p> <p>Maths withdrawal classes: £1,500</p> <p>Science booster: £500.00</p>								
<p>Accelerated Reader</p>	<p>AR was introduced in December and reading ages improved for key groups.</p>	<p>Impact was significant for SEND and PP students with average reading ages increasing more than chronological age.</p> <table border="1" data-bbox="840 1326 1240 1469"> <thead> <tr> <th>Year</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> </tbody> </table>	Year	NRSS (Dec 16)	NRSS (June 17)	NRSS Gain	All	104.1	106.8	2.7	<p>This approach was successful and now students in Year 9 who are low ability and in some cases PP will continue with AR.</p>	<p>£3127</p>
Year	NRSS (Dec 16)	NRSS (June 17)	NRSS Gain									
All	104.1	106.8	2.7									

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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
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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
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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	Whole staff INSET led by the school counsellor	Reduction in trend of overall exclusions from previous year	Development of front line teachers/tutors to recognise and support mental health issues is a key strategy.	£400

high profile behaviour incidents		distorted by 2 high profile incidents that resulted in multiple exclusions	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	
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

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6. 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%