

Review of Expenditure - 2017 2018			
Desired Outcome	Chosen Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether continuing with approach)
Colleagues are aware of the very best practice, developing metacognition skills for PP cohort and academic peer coaching.	Use of NQOSL cohort to lead on elements of <a href="#">EEF</a> proven strategies to raise attainment of cohort.	Success criteria met. NQOSL candidate led on metacognition. INSET provided to all staff.  Impact on all students is not yet embedded and the continued development of metacognition is a priority for CPD through 2018-19.	Metacognition INSET will continue through 2018/2019.  Use of NQOSL cohort to deliver on a Pupil Premium Project to continue – extended to include Associate Senior Leader Project.
Development of meta-cognition – focusing on most able PP students.	Whole school training and follow through across all Curriculum Areas.	Impact on all students is not yet embedded and the continued development of metacognition is a priority for CPD through 2018-19  H+ PP student A8 score (88.75). The average A8 score for non-PP H+ students is 74.37. However, cohort size is 1 student.	INSET will continue through 2018-19 and challenge is to ensure that the learning from INSET is consistently adopted by subject teachers.
Mathematics students supported who are at risk of not attaining grades 5 and 6.	Creation of additional Mathematics teaching group in Year 11 and targeted small group intervention delivered during morning tutor period by KS4 Mathematic Coordinator.	The percentage of PP students achieving 5+ in Mathematics (31.3%) has increased from 2017 (26%); however, 5+ is still marginally lower than the SISRA collaborative figure for the cohort (31.7%).	Sustaining improvements for the cohort in Mathematics remains a key priority.
Pupil Premium students across all Subject Areas achieve the highest possible outcomes.	Senior Leaders use data tracking and rigorous self-review, mid-year review meetings and line management meetings to discuss progress and attitudes to learning for PP students.	The implementation of SISRA has had a positive effect on the accessibility of data. The SISRA collaborative data provides useful comparative data not available nationally. Progress meetings suggest a shift in understanding of the needs of the cohort with intervention prioritised. Focus needs to move to Year 7 for 'non-secondary ready' PP students to ensure the gap does not widen from entry into school.	Senior Leaders will continue to prioritise the PP cohort during line management meetings. Employment of Mathematics and English Y7 intervention teacher for 2018-19.
Year 11 students are well prepared for external examinations, having developed independent learning and revision skills.	Externally delivered study skills session.  Associate Senior Leader project focus.	Positive feedback from students and parents.  Analysis of Associate SLT project indicated students welcomed study support intervention but would like it earlier in school career.	Externally delivered session to be repeated.  Ways to build in study support before final Pre-Public Examinations to be explored

Desired Outcome	Chosen Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether continuing with approach)
PP students are supported to engage in positive behaviour for learning.	Adoption of simple, low cost teaching strategies to promote engagement (questioning / written feedback).	There is no discernible difference between the average number of rewards points achieved between PP cohort and non-disadvantaged peers (average of 99 v 104 for 2017-18). However, behaviour points presents a different picture with the PP cohort average 31 and the non-disadvantaged being significantly less at 21.	Continue to encourage staff to reward PP students wherever and whenever possible. Actively ensure the reasons for more behaviour points are shared with staff and fully explored.
PP students have knowledge and understanding of higher education, different career paths and post-16 pathways.  Year 11 PP students have a career path for September 2017.	Careers programme from Y7-11, additional PP workshops, provision from Careers North / Mark Blagborough tailored to students' needs, university trips and guest speakers.  Close monitoring of Careers North's engagement with PP in Year 11.	Year 11 PP students visited appropriate providers and were able to apply with confidence for post 16 courses. Careers North completed additional interviews with targeted students. Extended work placement offered to two of the most disaffected students – one student successfully developed work place skills (Year 11). One student refused to attend (Year 10). Weekly college placement for one Year 10 student very successful and continuing into Year 11.	Mark Blagborough to be employed as Pupil Premium Coach in 2018-19 with specific brief to mentor and guide students though Year 10 and Year 11. Extended work placements to be judged on individual basis. Weekly college placement to continue for Year 11 student.
Ensure Senior and Middle Leaders have an understanding of the individual needs of each PP student.	Appoint Pupil Premium Coach (Mark Blagborough) to conduct 1:1 weekly interviews with most vulnerable in cohort. Individualised review for each year group led by the CfLL with Critical Path identified for each student	Pupil Premium Coach effective and well received. Critical Paths completed but not widely used	Pupil Premium Coach to continue but to expand remit to include meetings with parents. Critical Paths will no longer be completed.
PP students' well-being, motivation and positivity is increased.	Fund Music lessons for GCSE cohort.  Provide counselling through Brighter Horizons 4U.  Fund PP educational visits.	Positive impact on academic outcomes (Y11 Music GCSE student achieved highest grade in Music).  Emotional well-being supported for large number of the cohort.  A sense of well-being developed amongst the cohort with broader horizons / outlook.	Chosen approach crucial for progress within Music and will continue. Counselling and support with educational visits also to continue. Explore options to widen job opportunity horizons and aspirations.
Successes of the PP cohort recognised and celebrated.	Headteacher to lead on celebrating the success of the cohort (for example, through letters to parents).	Success criteria met.	Strategy to be developed to facilitate CfLL identifying PP students to be praised.

Desired Outcome	Chosen Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether continuing with approach)
Persistent absenteeism (PA) is below 8% for PP cohort.	Additional member of Attendance team funded.	Extra support welcomed but PA figure is still too high for this cohort (14.8% for 2017-18).	Reducing PA remains a key priority for 2018-19.
Increase in parental engagement.	<p>Text package purchased to enable a range of messages to be targeted towards parents (to celebrate success, inform about homework, forthcoming examinations, parents meetings, etc).</p> <p>Take a personal approach with PP parents (for example, call parents, send pre-arranged meeting appointments, offer a mentor to escort PP students during evening if parents not available).</p>	Success criteria met. Feedback from parents and students is positive. Phoning parents to make personalised appointments before parent evening booking window opens has been very successful with Year 7.	System will be refined to include more regular requests to staff to complete texts home. Texts will be used more regularly to inform parents of forthcoming events. Phoning PP parents to book parents evening appointments to be extended to all years. PP mentor for parents evening successful for targeted students in Year 11 – to be extended to all years.
PP students achieve the best possible outcomes.	<p>Routine review of the progress of Year 10 and 11 PP students against target grades, focusing on students underachieving in three or more subjects.</p> <p>Department interventions for Year 11 after school or in class strategies and approaches; for example, targeted questioning of PP students.</p>	<p>Provisional P8 score has improved for the cohort (-0.44 in 2018 vs -0.59 in 2017) – an indication that students have engaged with the support / range of interventions on offer.</p> <p>Progress of girls is especially strong (+0.54 for 2018).</p>	Continue with interventions and keep focus of Year 11 RAP on PP boys.
Students have a place to study after school and at lunchtime because some do not have a positive or quiet learning environment at home.	Implement silent study room.	Implemented room which continued throughout academic year but was not well used by PP students or non-disadvantaged peers and will not continue.	School Library will now provide a similar lunchtime and after school resource.

Desired Outcome	Chosen Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether continuing with approach)
PP students achieve the best possible outcomes.	Students receive 1:1 tuition, both in school and out of school: <ul style="list-style-type: none"> <li>• Teachers tutoring after school</li> <li>• In school tutoring (removing from other lessons)</li> <li>• Morning tutor period</li> <li>• Easter School</li> <li>• Explore MyTutor</li> </ul>	10 week 1:1 after school tutoring in Maths and Spanish – students and staff difficult to engage. 1:1 tutoring for LAC student very successful as occurred in the home and during other non-contact lessons. Easter School very well attended. MyTutor reviewed and deemed not appropriate. In Mathematics tuition two students improved grade from PPE by one grade (4 to 5 and 2 to 3). In Spanish, PP students outperformed non-disadvantaged peers and have benefited from 1:1.	Adopt an approach where intervention can take place within the school day. Use under capacity colleagues to support in their subject area, providing 1:1 or small group support during lesson time.
Improve literacy and numeracy levels for PP cohort.	Introduce computer based home study programme IXL Maths and English.	Students answered 33,462 questions! Most completed work in school and little was completed at home. Maths was far more popular than English. IXL is a very useful resource for prolonged absences from school.	Purchase IXL Maths for intervention purposes only in collaboration with Mathematics department.
Improve reading ages and numeracy levels.	Provide small group intervention for weaker students in cohort.  Provide reduced timetable at GCSE, with additional Maths and English support.  Provide college placements and extended work placements.	Successful intervention with positive engagement and notable improvement in reading ages, in particular. Student on extended work placement was not successful and returned to school.	The viability of extended work placements to continue to be assessed on student by student basis
Shared vision throughout the school to drive and sustain improvement for the PP cohort.	Increased focus on reviewing data for PP cohort and ensuring timely, appropriate interventions are in place.  2017/18 appraisal has targeted PP objectives for each CfLL Years 7 – 11, SENCO, Deputy Headteacher and Pastoral Support Team.	Success criteria met.	Initiatives to continue.