

Pupil premium strategy statement (Located: State of the Nation folder – file number 17)

1. Summary information					
School	The King's CE (VA) School				
Academic Year	2018-2019	Total PP budget + Year 7 Numeracy Catch up	£142,855 £13,079	Allocated spend Action plan spend (excluding non-costed items)	£155,934 £143,832
Total number of pupils		Number of pupils eligible for PP	186	Date for next internal review of this strategy	Dec 2018

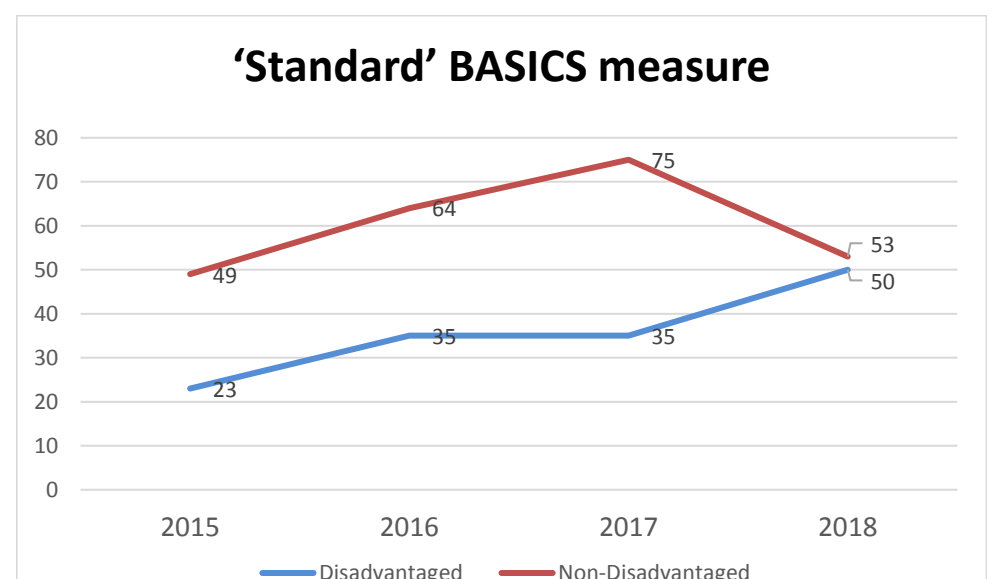
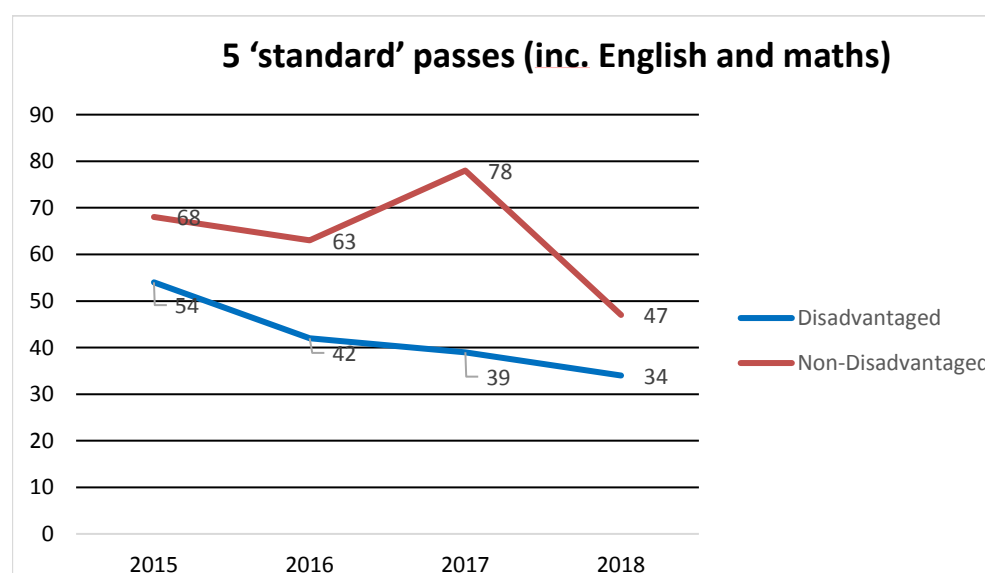
2. Current attainment (cohort 2018 – 81 pupils) 2017 data in brackets	Disadvantaged Pupils 32 (School average)	Other Pupils 49 (School average)	Other Pupils (National average 2017)
% achieving 5 standard passes including English and Maths (5EM - standard)	34% (39%)	49% (78%)	78%
% achieving 5 strong passes including English and Maths (5EM – strong)	6%	33%	tbc
% achieving a standard pass in English and Maths (BASICS – standard)	50% (35%)	53% (75%)	71%
% achieving a strong pass in English and Maths (BASICS – strong)	9% (39%)	18% (39%)	49%
Progress 8 English Pillar	-0.32 (-1.07)	-0.49 (+0.14)	tbc
Progress 8 Maths Pillar	-1.24 (-0.82)	-0.26 (-0.76)	tbc

Progress 8 Disadvantaged Male	-0.96 (-0.77)
Progress 8 Disadvantaged Female	-0.28 (-1.24)

Progress 8	-0.62 (-0.99)	-0.08 (-0.59)	tbc
Attainment 8 score average	39.27 (36.47)	42.07 (51.41)	51.41

Attendance	92.27% (91.22%)
Persistent Absence (i.e. less than 90%)	78.03% (77.58%)

Note: For persistent absence 2016- 2017 there were 4 pupils of whom one pupil was an extreme outlier with an average attendance of 47.99%. In 2017-18 there were 8 pupils of whom one was again an extreme outlier with an average attendance of 46.38%



Note: For the academic year 2018-19 a number of pupils (10 in total) have 'rolled off' FSM6 and as a result are no longer categorised as 'disadvantaged': Year 11 – 3pupils Year 10 – 2 pupils Year 9 2 pupils Year 8 1 pupil Year 7 2 pupils

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Literacy skills entering Y7 are generally below the national average, and in some cases significantly below the national average, preventing them from making good progress in Y7 in a range of subjects													
B.	Numeracy skills of students are generally below the national average, preventing them from making good progress in mathematics in Yr 7 and increasing the likelihood of them falling behind as they progress through KS3 into KS4													
C.	Lack of aspiration and engagement by disadvantaged pupils, particularly LATs and males													
External barriers (issues which also require action outside school, such as low attendance rates)														
D.	Attendance rates for pupils eligible for PP are 90% (below the target of 97%). This reduces their school hours and causes them to fall behind.													
E.	Lack of home support and or provision for pupils completing homework activities or other independent study, including reading													
F.	Financial exclusion: Lack of opportunity at home to experience the world around them													
G.	Social, emotional and mental health													
4. Outcomes note: 1. the word 'pupils' in this document refers at all times to disadvantaged pupils 2. the phrase 'Other pupils' refers at all times to those pupils not eligible for the pupil premium funding 3. Where strategies have a dual benefit to both disadvantaged pupils and Other pupils a proportionate amount is allocated of the total cost incurred														
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria 2017-18 and Impact Statements 2017-18 to exemplify self-evaluation</i>												
A. £1500	<p>Accelerated Reader (AR) programme (continued strategy) will reduce the proportions of pupils requiring 'urgent intervention' or 'intervention' across KS3. The execution of the strategy will include:</p> <ul style="list-style-type: none"> a) piloting guided reading in form time (LF) b) learning zone coordinator c) guided reading time for LATs in English d) targeted intervention groups e) ensuring that English schemes of learning (SoL) in KS3 are adjusted to reflect the needs identified from the AR STAR testing baseline question level analysis (QLA) <p>Impact reviewed 2017-18 [complete]: positive gain Measuring tool – AR STAR testing – executed by the English team. Baseline testing in September and progress testing in the Spring and Summer terms - Pupil voice</p>	<p>Proportions of pupils at 'urgent intervention' or 'intervention' will fall to below 5% of each cohort in KS3 by July 2018. Current baseline:</p> <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>Intervention</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> </tr> <tr> <td>Urgent Intervention</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> </tr> </tbody> </table> <p>Chapter leaders target pupils in their chapters at 'intervention' or 'urgent intervention' for 1-1 reading. LF targets pupils from across chapters for 1-1 reading/ small group guided reading</p>	Disadvantaged	Year 7	Year 8	Year 9	Intervention	tbc	tbc	tbc	Urgent Intervention	tbc	tbc	tbc
Disadvantaged	Year 7	Year 8	Year 9											
Intervention	tbc	tbc	tbc											
Urgent Intervention	tbc	tbc	tbc											
£50	<p>Maintain the Primary practice of home-school reading logs with new year 7 cohort (new strategy)</p> <p>Impact review 2018-19 Measuring tool – Year 7 chapter drop ins Faculty identified 'bright spots' as part of skinny plan reviews</p>	<p>Year 7 Pupils continue to develop a love for reading with increased evidence that they free read at home material of their own choosing. Pupils who evidence that there is no parental support at home will read with an adult in school at least once per week.</p>												
£-	<p>Revised and simplified approach to promoting SPaG across the curriculum (revised strategy).</p> <p>Impact review 2018-19 Measuring tool – Faculty Health checks Faculty identified 'bright spots' as part of skinny plan reviews</p>	<p>Faculty Skinny Plans for 2018-19 include the promotion and embedding of SPaG as a priority SPaG poster prominently displayed in all classrooms and intervention spaces All teaching and support staff consistently apply SPaG codings and pupils actively required to respond to making improvements. All three Faculty Health checks conclude that the vast majority of teachers in each faculty apply the SPaG codings in order to drive improvements in the quality of pupil progress.</p>												
£450	<p>GLS Assessment Progress Test in English - PIMS (continued strategy) will help to identify gaps in English knowledge and skills from the end of Key Stage 2 so that schemes of learning in Key stage 3 (KS3), but particularly Year 7 can be adjusted to respond more effectively to pupil needs</p> <p>Impact reviewed 2017-18 [complete]: positive gain Measuring tool – Faculty identified 'bright spots' as part of skinny plan reviews</p>	<p>English schemes of learning adjusted in KS3 and teaching adjusted accordingly to respond even more effectively to pupil needs. Impact also linked to the RADY project impact measures</p> <p>Mini-assessments written for year 7 target assessment of the weak areas exposed in the PIMS. Question level analysis shows that pupils are getting stronger in these weak areas</p>												
£500	<p>Continued use of the 'Read/ Write/ Gold' software (continued strategy from 2017-18) to support access arrangements for internal and external assessments for pupils with a CAT SAS score less than 85 – with weak reading and decoding skills (as per JCQ guidelines)</p> <p>Impact reviewed 2017-18 [AN complete]: positive gain Measuring tool – SEND Coordinator</p>	<p>Dedicated set of 30 chrome books for SEND provision to enhance embedding the use of the software in lessons Timely identification of students who will benefit from the software Pupils trained in the use of the software (external provider October 18) Pupils are better able to access internal and external assessments. Appropriate access arrangements secured for the Summer 2019 GCSE examination series for all eligible pupils Evidence of pupils using the software in lessons to gain better access to units of work and going on to make at least expected progress in those units of work.</p> <p>Impact 2017/18</p> <p>Pupils identified across the school for reading and writing barriers, especially any diagnosis of dyslexia SENDco has mediated these barriers by providing all pupils with access to Read/ Write/ Gold' in lessons (Equality act 2010). Use of the software is beginning to embed in lessons where it is needed. JCQ dossiers now being built clearly evidencing that reading and or writing access arrangements are part of the student's normal way of working in school and leading to GCSE access arrangement requests being granted.</p>												

		Access to the software was facilitated for internal examinations, particularly mock exams																																																																																																																																																																																																																												
B. £8200	<p>Year 7 Cath Up funding PETXi 5 day numeracy programme (continued strategy from 2016-17) deliver on scaled score promise/ delivers an exciting and engaging programme that Year 7 pupils really enjoy and builds their 'maths esteem.</p> <p>Impact reviewed 2017-18 [complete]: positive gain Measuring tool - PETXi self-evaluation – including a pupil voice. Internal SIMS tracking of pupil progress and attitudes in maths across 2018-19 as part of the 'legacy effect'</p>	<p>PETXi delivers on the programmes scaled score promise PETXi pupil voice reflects strong pupil engagement – comments reflect enjoyment/ improvement with specified skills/ high levels of attendance (95%+)</p> <p>Internal tracking data shows that the vast majority of pupils who engaged with PETXi are making at least expected progress at all data drops 2018-19.</p> <p>Where N strategies have been employed the maths team have been largely successful in getting pupils back on track.</p> <p>Internal tracking data shows that a majority of those pupils whose forecast grade has been 'uplifted' through the RADY project are making at least expected progress at all data drops 2018-19.</p>																																																																																																																																																																																																																												
£650	<p>Numeracy across the curriculum (new strategy) will deliver</p> <ol style="list-style-type: none"> 1. subjects identifying 10 subject specific words that link between themselves and maths in order to enable pupils to understand any similarities or differences in their usage 2. an understanding for all teaching staff of the mental arithmetic skills pupils typically develop in KS2 and to reinforce the use of these mental arithmetic skills at appropriate points in their subject area. 3. A single topic based link with subjects x y and z to establish common points for teaching and highlight any necessary differences in approach <p>Impact review 2018-19 Measuring tool – Faculty Health checks Faculty identified 'bright spots' as part of skinny plan reviews Pupil voice</p>	<p>'10 word' displays are in all teaching classrooms September 2018 Lesson observations, lesson drop-ins and faculty skinny plan work begin to capture 'bright spots' of mathematical language being highlighted where it overlaps in other subject areas. Pupils articulate an awareness of and understanding of this overlap</p> <p>Lesson observations, lesson drop ins and faculty skinny plan work begin to capture 'bright spots' of pupils being encouraged to use mental arithmetic skills using either their own effective strategies or being guided competently through standard procedures</p>																																																																																																																																																																																																																												
£1050	<p>HLTA Numeracy and Literacy Hours (new strategy) – as an alternative to some pupils studying French they will receive additional teaching in maths and English in order to build and reinforce basic skills in those subject areas.</p> <p>Impact review 2018-19 Measuring tool – SIMS data AP 1 2 3 Maths Faculty skinny plan impact reviews 1 2 3</p>	<p>Targeted pupils (6 pupils, of whom 4 are male and 4 are SEND code K) from an initial baseline using the KS2 mental arithmetic paper demonstrate increasing competence in subsequent mini assessments (again with reference to the KS2 mental arithmetic paper skill set)</p> <table border="1"> <thead> <tr> <th>Pupil</th><th>Baseline</th><th>Review 1</th><th>Review 2</th><th>Review 3</th><th>Pupil</th><th>Baseline</th><th>Review 1</th><th>Review 2</th><th>Review 3</th></tr> </thead> <tbody> <tr> <td>A</td><td>11/40</td><td></td><td></td><td></td><td>F</td><td>12/40</td><td></td><td></td><td></td></tr> <tr> <td>B</td><td>6/40</td><td></td><td></td><td></td><td>G</td><td>16/40</td><td></td><td></td><td></td></tr> <tr> <td>C</td><td>3/40</td><td></td><td></td><td></td><td>H</td><td>5/40</td><td></td><td></td><td></td></tr> <tr> <td>D</td><td>14/40</td><td></td><td></td><td></td><td>I</td><td>abs</td><td></td><td></td><td></td></tr> <tr> <td>E</td><td>8/40</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>English intervention focuses on basic reading and comprehension tasks. Using AQA approved assessment papers, students will demonstrate an increasing competence in this skill area through the completion of mini assessments.</p> <table border="1"> <thead> <tr> <th>Pupil</th><th>Baseline SPaG</th><th>Review 1</th><th>Review 2</th><th>Review 3</th><th>Pupil</th><th>Baseline</th><th>Review 1</th><th>Review 2</th><th>Review 3</th></tr> </thead> <tbody> <tr> <td>A</td><td>1/4</td><td></td><td></td><td></td><td>D</td><td>1/4</td><td></td><td></td><td></td></tr> <tr> <td>B</td><td>3/4</td><td></td><td></td><td></td><td>E</td><td>3/4</td><td></td><td></td><td></td></tr> <tr> <td>C</td><td>2/4</td><td></td><td></td><td></td><td>F</td><td>1/4</td><td></td><td></td><td></td></tr> <tr> <td>D</td><td>2/4</td><td></td><td></td><td></td><td>G</td><td>1/4</td><td></td><td></td><td></td></tr> <tr> <td>E</td><td>1/4</td><td></td><td></td><td></td><td>H</td><td>3/4</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>J</td><td>2/4</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>K</td><td>3/4</td><td></td><td></td><td></td></tr> </tbody> </table> <p>SPaG: spelling, punctuation and grammar</p> <table border="1"> <thead> <tr> <th>Pupil</th><th>Baseline Comp</th><th>Review 1</th><th>Review 2</th><th>Review 3</th><th>Pupil</th><th>Baseline Comp</th><th>Review 1</th><th>Review 2</th><th>Review 3</th></tr> </thead> <tbody> <tr> <td>A</td><td>2/4</td><td></td><td></td><td></td><td>D</td><td>1/4</td><td></td><td></td><td></td></tr> <tr> <td>B</td><td>2/4</td><td></td><td></td><td></td><td>E</td><td>2/4</td><td></td><td></td><td></td></tr> <tr> <td>C</td><td>2/4</td><td></td><td></td><td></td><td>F</td><td>1/4</td><td></td><td></td><td></td></tr> <tr> <td>D</td><td>2/4</td><td></td><td></td><td></td><td>G</td><td>1/4</td><td></td><td></td><td></td></tr> <tr> <td>E</td><td>1/4</td><td></td><td></td><td></td><td>H</td><td>2/4</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>J</td><td>3/4</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>K</td><td>3/4</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Comp: Reading and comprehension</p>	Pupil	Baseline	Review 1	Review 2	Review 3	Pupil	Baseline	Review 1	Review 2	Review 3	A	11/40				F	12/40				B	6/40				G	16/40				C	3/40				H	5/40				D	14/40				I	abs				E	8/40									Pupil	Baseline SPaG	Review 1	Review 2	Review 3	Pupil	Baseline	Review 1	Review 2	Review 3	A	1/4				D	1/4				B	3/4				E	3/4				C	2/4				F	1/4				D	2/4				G	1/4				E	1/4				H	3/4									J	2/4									K	3/4				Pupil	Baseline Comp	Review 1	Review 2	Review 3	Pupil	Baseline Comp	Review 1	Review 2	Review 3	A	2/4				D	1/4				B	2/4				E	2/4				C	2/4				F	1/4				D	2/4				G	1/4				E	1/4				H	2/4									J	3/4									K	3/4			
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C. £-	<p>All staff use data rich seating plans (refined strategy from 2017-18) derived from the top trump cards to inform planning and target</p>	<p>Data rich seating plans enable PP students to engage successfully with lessons because they are seated near the front or with an academic role model or with</p>																																																																																																																																																																																																																												

PP students effectively in the classroom

Impact reviewed 2017-18 [WW complete]: positive gain

Measuring tool: Faculty Health checks
SLT 'compliance' checks

£-

N Strategy stickers (refined strategy from 2016-17) deliver on reducing the proportions of pupils not making at least expected progress across all year groups. They tap into and draw on the continuing improvements in quality first teaching. Parents are more fully informed and engaged in supporting their child's learning

a social skills role model or because of a 'do now' lesson strategy or

The data manager updates and issues to teaching staff top trump cards half termly. All teaching staff confidently know who their pupils are

Teachers ensure that all cover supervisors/ supply teachers have access to and apply their data rich seating plans

The proportion of Ns within any faculty at AP1 does not exceed 20% of the disadvantaged cohort
The proportion of Ns within any faculty at AP2 and AP3 does not exceed 15% of the disadvantaged cohort
The average progress for pupils is at least 0.0 by AP2 across each year group 8-11 from the starting baselines of 2017-18 Summer 2 data.
The proportion of male pupil Ns is no more than 5% above the figure for female pupil Ns across each of the year groups by AP2

Disadvantaged Summer 2 2018	Year 7 %	Year 8 %	Year 9 %	Year 10 %	Year 11 %
Overall % N		17	20	18	34
% N across Maths		15	19	22	34
% N across English		22	19	22	49
% N across Science		15	20	12	24
Year 8 average progress		+0.2			
Year 9 average progress			-0.1		
Year 10 average progress				-0.1	
Year 11 average progress					-0.4
Male Ns		27	31	26	35
Female Ns		9	7	11	34

N strategies are printed by class teacher and on pupil exercise books within 1 week of the start of any new term. They continue to be SMART and owned by the pupils.

Faculty leaders further develop their systems and processes for identifying their faculty sub group of top underperformers and how their leadership is having impact in this area (drawing on and effectively embedding some of the strategies within this plan)

Impact reviewed 2017-18 [WW complete]: positive gain

Measuring tool – SIMS data AP 1 2 3

£-

Faculty Office disadvantaged pupil zone (refined strategy from 206-17) and actively gather 'bright spot' evidence, especially for those prolific underperformers in the faculty subjects.

Measuring tool: SLT 'compliance drop-ins' to faulty offices
Faculty meeting minutes
Laser 1 2 3 review minutes
Faculty Skinny plan impact reviews 1 2 3

Faculties routinely gather 'bright spot' evidence for PP underperformers and post to the faculty office. Where appropriate this will include evidence from 'mytutor' sessions

Faculties are able to present case studies of 2 or more PP students at each skinny plan review for whom intervention has got them back on track (i.e. 'expected progress' judgements)

Faculties develop a growing understanding of an effective pupil premium strategy that all members of the faculty are increasingly able to articulate and apply in their day-to-day work.

£-

Mini-Assessments (new strategy) to be created for year 7 pupils (in the first instance) that Faculties devise termly assessments that better engage LAT pupils, particularly for GCSE grades 1,2, and 3, and especially for males. Subjects better prepare LAT pupils for mini assessments

Impact review 2018-19

Measuring tool: Pupil voice
mini assessment results compared to overall progress judgements
SIMS behaviour analysis around assessment points

Around the timings of mini assessments, and at the end of year examinations, there are no evident 'spikes' in the recorded instances of poor behaviour
Pupils show greater resilience and confidence under test conditions (e.g. pupils are quicker to engage/ more likely to attend school on assessment days/ apply themselves for longer or complete the assessment)

Pupils demonstrate a positive attitude towards assessments in the majority of the subjects they study, particularly LATs

Mini assessments created for year 7

Teachers of year 7 use the mini assessment data to inform lesson planning and delivery

£4500

Subject Bidding (continued strategy from first implementation 2016-17) continues to be available to enhance quality first teaching for pupils.

English: £630 – theatre company production of a curriculum text to enhance pupils' understanding and engagement

Impact reviewed 2017-18 [TH complete]: positive gain

Maths: £450 – annual license for 'mathswatch' to support home study online with the advantage of providing immediate feedback

Impact reviewed 2017-18 [ST complete]: positive gain

Maths: £150 – annual license for 'timestable rockstars' to support greater home practice in improving timetable skills, especially for the least able and males.

Impact review 2018-19

Subject bids deliver on their intended outcomes in the vast majority of cases (Each subject bid is accountable for an 'intended impact' statement)

Impact 2017/18

MEDIA: 100% of pupils achieved at least their target grade on the on the continuous assessment element, where students need to demonstrate a knowledge and understanding of 'different camera angles, framing shots and the ability to edit the photos they've taken using the cameras'.44% (4/9) of pupils went on to meet their 2017 P8 forecast grade.

60% (15/25) of all media students met their 2017 P8 forecast grade. Attainment in Media compares favourably to national for the top grades: A*-A 12% (15.7% nat) and A*-B 36% (38.7% nat)

DESIGN TECHNOLOGY: Year 10 pupils on the new curriculum achieved at least expected progress at Autumn 1 (62.5%) and Spring 1 (62.5%) data drops. This compares to 53% and 46% respectively for the same period last academic year 50% (4/8) of pupils went on to meet their 2017 P8 forecast grade in graphics.

Media: £207 – Cameras for Media coursework
Impact reviewed 2017-18 (SW complete): positive gain

Geog: £205 – resources to develop practical skills in coursework
Impact reviewed 2017-18 (AS complete): positive gain

Design Technology: £1500 – resources to aid pupils in connecting curriculum content to real life situations
Impact reviewed 2017-18 (CP complete): positive gain

Measuring tool – Subject bids 'intended impact' statements (reviewed as per the schedule specified on bid documents)

£2925

Information and Careers Guidance (IAG) programme (continued strategy from first implementation 2015-16) continues to grow the network of external partners, both educational institutions and employment workplaces, to enable pupils to see the opportunities available to them post 16 both locally and nationally. To ensure that all pupils leave school prepared for life in modern Britain; developing the values, skills and behaviours they need to be successful in life.

Impact reviewed 2017-18 (HK pending): positive gain
 Measuring tool – IAG Manager event logs + pupil voice + NEET figure 2019

£10875

Intervention Support Programme (ISP) (refined strategy from first implementation 2015-16) will target KS4 pupils who are underperforming in a large number of subject areas and work with them to improve their performance – especially males

Impact reviewed 2017-18 (KH complete): variable gain
 Measuring tool – Pupil Progress Manager half termly and termly ISP reports (includes SIMS data)

Recognising pupil achievements (refined strategy from first implementation 2015-16) encompasses a growing range of strategies to promote pupil self-esteem, helping them to self-recognise those small steps of progress and continue to raise aspirations.

Praise postcards home
Impact reviewed 2017-18 (WW + KH complete): positive gain

£300

Meet the Head teacher

£300

Head teacher's Christmas lunch

55% (12/22) of all graphic students met their 2017 P8 forecast. Attainment in graphics compares favourably to national for A*-C 63.6% (61.8% nat).

ENGLISH: The large majority (69%) of pupils made at least expected progress over Autumn 2 and Spring 1 data drops post the revision opportunity provided by the theatre performances. A majority (64%) HAT pupils made at least expected progress over Autumn 2 and Spring 1 data drops post the revision opportunity provided by the theatre performances.
 56% of disadvantaged pupils achieved Grade 5 GCSE or better in the English pillar compared to 55% for Other pupils. 74% of disadvantaged pupils achieved Grade 4 GCSE or better compared to 81% for Other pupils.

MATHS: Significant engagement with the mathswatch software took place with 11-1 and 11-2 over the period March 2016- June 2017. Disadvantaged pupils, particularly in 11-2, engaged with the resource to the same extent as Other pupils:

Engagement with the software	All pupils	Disadvantaged pupils
11-1	72% (18/25)	50% (4/8)
11-2	96% (23/24)	92% (11/12)

Class	Pupils in class	PP pupils		Time Spent	Questions answered	Tutorials watched
11-1	25	8 32% of class	All	3082	1094	619
11-1			PP	242	269	61
11-1			*	8%	25%	10%
11-2	25	11 48% of class	All	4533	2112	303
11-2			PP	362	1127	130
11-2			*	52%	53%	43%

Note: * Indicates the proportion of time spent/ questions answered and tutorials watched attributable to disadvantaged pupils

Across the 20 pupils using the software the average Progress 8 maths value was +0.028 – significantly better than the overall Progress 8 maths value
 No pupils 2019 are NEET

Work Experience employer feedback is extremely positive in the vast majority of cases.

Pupils are able to select educational routes that are appropriate to them. They understand and can develop the skills and knowledge employers want to match the needs of the local and wider economies.

Pupils develop high aspirations through the provision of real-life contacts with the world of work

Pupils are prioritised for career interviews, especially those in danger of becoming NEET.

All pupils undertake a successful work experience placement – as determined by employer feedback and pupil attendance.

A framed employer feedback section in the school canteen is established in Sept 2018 for class of 2017-18 raising the profile across all year groups

Impact 2017/18

No pupils 2018 were NEET

9 (3 male) pupils (of a cohort of 26) took part in the National Citizen Service Programme (NCS) and successfully certified by maintaining their commitment to the end.

100% of pupils received positive feedback from their work experience placement employers

The identified cohort of year 11 pupils (15) each generate a positive Progress 8 figure (0.0 or better) from their GCSE results 2019 or are at least in line with the overall progress of the year 11 cohort (i.e. they are not 'outliers')

In all cases the proportions of disadvantaged pupils represented at these events is in line with that for other pupils. Pupil voice activities indicate that pupils are motivated by the achievement rewards available to them.

Teachers typically send home two postcards each week highlighting a subject specific 'bright spot' for the chosen pupils.

The full range of staff engage with the meet the head teacher strategy, selecting pupils to share 'bright spots' in their work. Pupils receive a letter from the head teacher to take home and share with parents

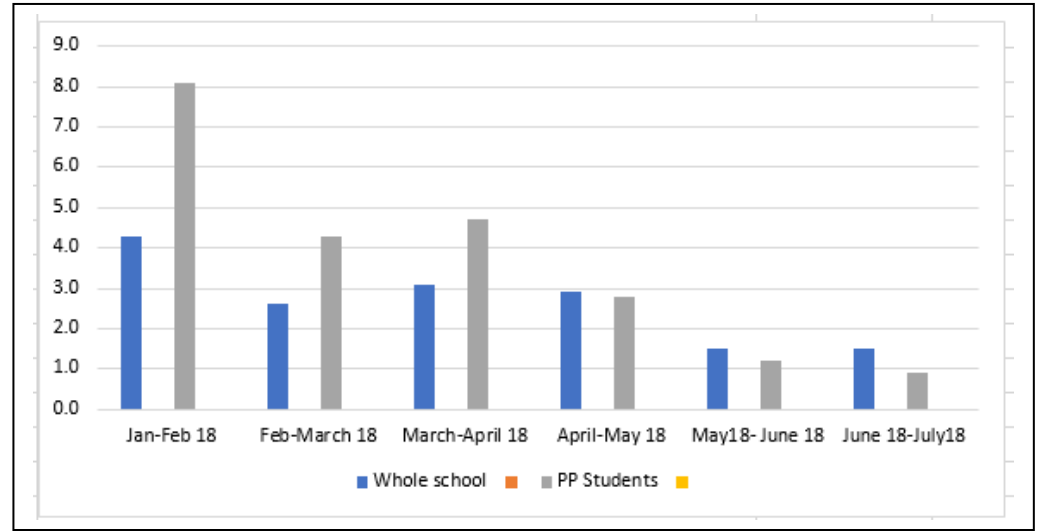
Head teacher's Christmas lunch takes place and there is a proportionate

<p>£1000</p> <p>£1500</p> <p>£3500</p> <p>£500</p>	<p>Annual Awards Evening</p> <p>Annual rewards Trip Impact reviewed 2017-18 (pending): positive gain</p> <p>Year 11 Rewards Scheme (new strategy) – PP male focus Impact review 2018-19</p> <p>Onsite KS4 male weights room (new strategy January 2019)</p> <p>Impact review 2018-19 Measuring tool – SIMS AP1 2 3 - Pupil voice activity</p> <p>Raising Achievement for Disadvantaged Youngsters (RADY) project (continued strategy from first implementation 2016-17) will raise teacher expectations of pupil performance by uplifting their KS2 SATs results before setting KS4 forecast grades. The uplift is by the national average gap between disadvantaged pupils and other pupils at the end of KS2 (circa 4 scaled points)</p> <p>Impact reviewed 2017-18 (WW complete): positive gain Measuring tool – SIMS AP1 2 3</p>	<p>representation of pupils</p> <p>Awards evening takes place and there is a proportionate representation of pupils</p> <p>Annual rewards trip takes place and there is a proportionate representation of pupils</p> <p>The Year 11 Rewards Scheme is a significant contributing factor to the school realising its 2018-19 Progress 8 target: An increased proportion of pupils exceed a P8 value greater than or equal to +0.5 compared to 2018 GCSE results. An increased proportion of pupils generate a positive P8 value compared to 2018 GCSE results.</p> <p>For the existing 'difficult male client' cohort identified in KS4 the strategy leads to:</p> <ol style="list-style-type: none"> 1. Reduced SRI call outs amongst this group 2. The large majority of attitude to learning grades are grade 2 or better 3. The large majority of commitment to homework grades are 2 or better 4. The existing proportion of N grades amongst the cohort is reduced by one third by AP2 <table border="1" data-bbox="1060 920 1995 1202"> <thead> <tr> <th>Year</th> <th>Number of males</th> <th>Number of PP males</th> <th>PP male Baseline 'N' grades Summer 2 2018</th> <th>AP1</th> <th>AP2</th> <th>AP3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>tbc</td> <td>tbc</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>8</td> <td>43</td> <td>15</td> <td>26% (47)</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>9</td> <td>46</td> <td>19</td> <td>32% (75)</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>10</td> <td>28</td> <td>17</td> <td>23% (50)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>34</td> <td>13</td> <td>35% (47)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The large majority of pupils are making at least expected progress in English, maths and science against the uplifted targets The large majority of pupils demonstrate a good or better attitude to learning in English, maths and science against the uplifted targets</p> <p>Pupils tracked into Year 8 (2017-18 cohort) and 9 (2017-18 cohort) continue to make similar levels of progress</p>	Year	Number of males	Number of PP males	PP male Baseline 'N' grades Summer 2 2018	AP1	AP2	AP3	7	tbc	tbc	n/a	n/a	n/a	n/a	8	43	15	26% (47)	n/a	n/a	n/a	9	46	19	32% (75)	n/a	n/a	n/a	10	28	17	23% (50)				11	34	13	35% (47)			
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<p>D.</p> <p>£14250</p>	<p>Improving pupil attendance, to include the work of the Attendance Officer and annual subscription for ATTEND (continued strategy from first implementation in 2016-17) so that pupils are in school and not hindering their ability to make good progress in all of their subjects</p> <p>Attendance Officer continues to refine and embed current preventative strategies:</p> <p>Intelligence gathered from primary schools on new intake. ATTEND identify 'key students with poor attendance and monitor closely from the outset. Letter home to all parents/ carers 8-11 reviewing attendance in the previous academic year with advisory note if this figure is below 96%. ATTEND to monitor closely key students from the outset.</p> <ol style="list-style-type: none"> a) Funding of school uniform/ elements of where appropriate b) weekly meeting between ZW and SME to analyse data and take appropriate action c) At 2 days absence ATTEND home visit d) At day 3 request for medical evidence c) PP 'attendance clinic' @ 4 days of absence (98% specific trigger for PP) d) PP coordinator to receive half termly PP attendance updates e) 95% attendance triggers ' Early help assessment' to explore barriers/ meeting with parents (done on a 4 weekly cycle) f) 93% attendance pupil/ EWO attendance meeting (LA involvement) 	<p>Pupil attendance for the academic year averages at 96% or better. Pupil persistent absence for the academic year averages 92% or better.</p> <table border="1" data-bbox="1039 1795 2005 2047"> <thead> <tr> <th>Pupil</th> <th>Baseline 2017-18</th> <th>Review 1</th> <th>Review 2</th> <th>Review 3</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Persistent Absence</td> <td>77.4%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Impact 2017/18</p> <p>The impact of late gate has been to reduce the overall minutes late to school for all pupils and to reduce in equal measure the lateness of disadvantaged pupils:</p> <table border="1" data-bbox="1039 2240 2005 2522"> <thead> <tr> <th></th> <th>Whole school</th> <th>PP Students</th> </tr> </thead> <tbody> <tr> <td>Jan-Feb 18</td> <td>4.3 mins late</td> <td>8.1 mins late</td> </tr> <tr> <td>Feb-March 18</td> <td>2.6 mins late</td> <td>4.3 mins late</td> </tr> <tr> <td>March-April 18</td> <td>3.1 mins late</td> <td>4.7 mins late</td> </tr> <tr> <td>April-May 18</td> <td>2.9 mins late</td> <td>2.8 mins late</td> </tr> <tr> <td>May18- June 18</td> <td>1.5 mins late</td> <td>1.2 mins late</td> </tr> <tr> <td>June 18-July18</td> <td>1.5 mins late</td> <td>0.9 secs late</td> </tr> </tbody> </table>	Pupil	Baseline 2017-18	Review 1	Review 2	Review 3	Attendance	94.5				Persistent Absence	77.4%					Whole school	PP Students	Jan-Feb 18	4.3 mins late	8.1 mins late	Feb-March 18	2.6 mins late	4.3 mins late	March-April 18	3.1 mins late	4.7 mins late	April-May 18	2.9 mins late	2.8 mins late	May18- June 18	1.5 mins late	1.2 mins late	June 18-July18	1.5 mins late	0.9 secs late
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Impact reviewed 2017-18 (ZW pending): positive gain
Measuring tool – Attendance Officer SIMS analysis

A 'Late gate' strategy was added to list of preventative strategies in April 2018. The graph below, recording minutes late, displays the power of this strategy in the latter part of the 2017-18 academic year



E.

£8700

MyTutor – online one to one tuition (new strategy 2018-19) providing private tuition for pupils in either a subject they would like to over perform in or a subject they need to improve their performance in (with English, maths and science taking priority) 15 students 1 hour per week 10 weeks – January 15 students 2 hours per week 10 weeks - March

Impact review 2018-19
Measuring tool – Summer 2019 GCSE results analysis

The large majority of pupils who undertake one to one tuition perform at least to their target grade in the summer GCSEs 2019 for that subject. Where performance begins significantly below forecast (i.e. N3 progress grade) the large majority of these pupils will be no more than ½ a GCSE grade below their forecast in that subject.

Mytutor produce a good student/ tutor fit - taking into account pupil character as well as academic need
Target pupils are well prepared and briefed for the tutor sessions
Close liaison takes place between the tutors and class teachers such that every session has a clear delivery focus and approaches to teaching that are applied in school are shared with tutors

£900

INSIGHT – online tool for enhanced home-school communication and the setting of homework (new strategy 2018-19)

Impact review 2018-19
Measuring tool – INSIGHT usage statistics
SIMS AP 1 2 3 data

Parents have increased clarity on their child's school attendance and any homework that has been set (including what a successful piece will look like and the deadline for submission).The barrier to pupils' accurately recording homework is removed.

£2000

CORE PROVISION: Homework Club - to provide a calm and productive space for pupils to complete homework and have the assistance of subject specialists as the need arises and access to resources that facilitate the completion of quality homework pieces (refined strategy from first implementation 2015-16)

Impact review 2018-19
Measuring tool – Parent voice from consultation evening
SIMS AP 1 2 3 – assessment and behaviour data

All the logistics for an efficiently operated homework space are in place by AP1. Systems and processes are in place for monitoring and tracking pupil involvement in the club.

Average Commitment to homework grade (Best average would be 1.0 and worst average would be 4.0)	Baseline Summer 2	AP1	AP2	AP3
Year 7				
Year 8	2.04(1.91)			
Year 9	2.13(2.03)			
Year 10	2.04(1.96)			
Year 11	2.33(2.17)			

Note: the figures in brackets are the commitment to homework averages for all pupils in the year group

The average commitment to homework grade in each year group is better than the baseline figure at Summer 2 2018.
The vast majority of pupils in years 7 and 8 average a grade 2.5 or better for commitment to homework (i.e. they complete homework and meet deadlines)
The large majority of pupils in years 9, 10 and 11 average a grade 2 for commitment to homework (i.e. they complete homework and meet deadlines)
All pupils in year 11 taking subjects involving either continuous assessment or coursework meet school imposed deadlines and exam board deadlines.

There is evidence to indicate pupils use the space out of choice

£1000

Assertive Mentoring Year 7 (continued strategy 2017-18) providing intense 1-1 mentoring support for year 7 pupils by identifying and then addressing the genuine barriers to learning that each pupil faces. Providing remote mentoring to those pupils on the first cohort 2017-18. 15 pupils 10% of cohort

The vast majority of pupils improve in at least 5 elements of performance across the range of subjects they study - be that their 'standards' card record, equipped to learn grades, commitment to homework grades, attitude to learning grades or progress judgements.
100% of pupils improve their average progress grade from across all the subjects they study (be that moving from below expected (N) to expected € or from E to Good (G) or better.

The vast majority of pupils from cohort 2017-18 maintain the improvements in the 5 elements of performance gained during the mentoring programme. There is evidence of further self-propelled gains.

Impact 2017/18

90% of pupils on the programme sustained their commitment for its duration and improved in at least one area of their learning:

	Improved attendance	Improved equipped to learning	Improved ATL	Improved homework	Improved progress judgements	Personal target- reading, writing, spelling
Student A	X		X	X	X	X- identified as a need to wear glasses
Student B	X				X	
Student C			X			X- discovered diagnosis of OCD & ODD
Student D		X			X	
Student E						X- created handwriting and spelling sessions
Student F			X		X	
Student G	X					
Student H			X			
Student I					X	
Student J						

Impact reviewed 2017-18 (MW complete): positive gain
 Measuring tool – SIMS AP 2 3
 - Parent voice from consultation evening

The 'Jones/ Harley' Period 6 effect (refined strategy from 2017-18) will identify and nurture those pupils who's approach to learning is such that additional teacher time and support will enable them to significantly perform beyond their forecast grade in a given subject

A majority of the cohort are signed up to at least one subject. The vast majority of the signed up students complete the 20 hours of additional study required for the £5000 reward scheme. Summer GCSE results analysis shows that where pupils have committed to P6 they are more likely to meet or exceed forecast grades compared to those who do not.

Impact 2017/18

The evidence shows that pupil attendance to P7 additional study periods has a positive impact on their final GCSE performance

Progress 8 pillars	English	Maths	EBacc	Open
Students signed up to P6	9/81	43/81	21/81	32/81
P8 >0.5	9 (100%)	13 (30%)	13 (62%)	12 (38%)
P8 > 0.25	9 (100%)	18 (42%)	15 (71%)	12 (38%)
P8 > 0	9 (100%)	21 (49%)	17 (81%)	12 (38%)

The biggest effect of the P7 extra study provision was reserved for the 23% (19/81) pupils who took advantage of it in at least three areas of the Progress 8 pillars (i.e. English, maths, EBacc or Open). Of these 19 students 79% (15) secured positive progress 8 scores, with an average figure of +0.76 – an average of three quarters of a GCSE grade better than one might typically expect across each of their Progress 8 subjects.

A number of 'connect' events will be held across the year with the specific purpose of developing better home- school links by supporting parents in a number of specific areas:

1. Guiding their child in best practice in hand writing
2. How to read effectively with their child
3. Guiding parents on what good presentation in their child's written work should look like across all subject areas
4. Upskilling parents in mental arithmetic strategies
5. Guiding parents in how to create good homework routines

Connect evenings attract an increasing proportion of parents because they are marketed effectively

Through parent voice the vast majority of parents rate the sessions 4 or 5 for being informative and indicate that they will apply what they have learnt in supporting their child at home

Through sampling/ case study children there is evidence of impact in their learning (e.g. consistently good presentation/ few or no homework sanctions)

Impact reviewed 2017-18 (WW completed): positive gain
 Measuring tool – SIMS AP 2 3
 - Parent voice from consultation evening

£1000

Connect Evenings (new strategy) will develop working relationships with parents and carers so that their children can take full advantage of their education by providing pertinent information and skills to enable them to better support their child's education

Impact review 2018-19
 Measuring tool – parent survey
 Pupil survey

F.

£5000

Educational Opportunity Support (continued strategy from 2015-16) facilitates the purchasing of things such as school uniform, essential equipment, part funding trips (one per school lifetime) , specialist clothing for residential trips or DofE, etc.

No pupil misses out on an educational opportunity due to lack of a resource

Impact 2017/18

All pupils requiring support through a lack of resource received the necessary

<p>£1050</p>	<p>Impact reviewed 2017-18 [WW complete]: positive gain Measuring tool – Individual case study spends and the activity facilitated</p> <p>Duke of Edinburgh Award – DofE (continued strategy from 2016-17) broadens pupils outlook on life providing them with opportunities to do something completely new and improve on things they may already be doing. Pupils will build confidence and resilience. With colleges, universities and employers regarding a DofE award highly it will 'open doors' post 16.</p> <p>Impact reviewed 2017-18 [MW complete]: positive gain Measuring tool – DofE certification</p>	<p>support. No pupil's need was turned down, Examples include: Uniform, Shugborough 2017, Art materials, cooking materials, essential school equipment, bus fares to school,</p> <p>Impact 2018/19</p> <p>Early spend of £912.75 on school uniform items to ensure 13 pupils were able to attend school.</p> <p>100% pupil retention rate to certification 100% of pupils certify at one of Bronze, Silver or Gold award. None of the pupils are 'NEET'</p> <p>Impact 2017/18 100% retention rate (5 pupils) All pupils certified at Bronze award All pupils involved in the programme secured a standard pass in both English and maths (the BASiCs measure) All pupils involved in the programme secured at least five subjects at grade 4 or above</p>
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<p>G.</p> <p>£67732</p> <p>£1200</p> <p>£250</p>	<p>Supporting pupil mental health and wellbeing (continued strategy from 2016-17)</p> <p>Impact reviewed 2017-18 [SME complete]: positive gain Measuring tool – Individual case study spends and the impact to GCSE outcomes SIMS AP 1 2 3</p> <p>Educational Psychologist – one day per week (new strategy) – to work with Lac and Care Leavers (15 pupils) to help identify barriers to learning that may have been missed</p> <p>Impact review 2018-19 Measuring tool – Individual case studies and the impact to GCSE outcomes SIMS AP 1 2 3</p> <p>Mental Health First Aid training (new strategy) Collectively these strategies support pupils by engaging them with a range of external partners to help them develop the skills and tools to better manage issues in their lives and engage more successfully with educational opportunities</p> <p>Impact review 2018-19 Measuring tool – Individual case studies and the impact to GCSE outcomes SIMS AP 1 2 3</p>	<p>Pupils are identified and supported in a timely manner Individual case studies exemplify the benefits to pupil well-being and academic outcomes</p> <p>Impact 2017/18</p> <p>Pupils were able to succeed in their GCSEs because, by being able to access a range of services for promoting well-being, potential barriers were mitigated or removed. The pupil group below all enjoyed progress journeys that led to, on average, at least half a GCSE grade beyond what might typically be expected by pupils with a similar starting point nationally. The 14 students accessed between them the available services 53 times.</p> <table border="1" data-bbox="1039 1359 1990 2041"> <thead> <tr> <th>Pupils with a Progress 8 score > +0.5</th> <th>Attendance support</th> <th>CAMIHS</th> <th>Younger Mind</th> <th>SAVANA</th> <th>Galaxy</th> <th>Time to Talk</th> <th>Dove</th> <th>LST (or Stoke equivalent)</th> <th>LST drop-in</th> <th>Social care involvement</th> <th>SEND support</th> <th>YOT</th> <th>Police support</th> <th>Police interventions</th> <th>T3</th> <th>Access arrangements</th> <th>Interventions - strategies</th> <th>Alternative Provision</th> <th>Total services accessed</th> <th>Proportion of the range of services accessed by the individuals</th> </tr> </thead> <tbody> <tr><td>Pupil A</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td>0%</td></tr> <tr><td>Pupil B</td><td></td><td></td><td>1</td><td>1</td><td>1</td><td></td><td></td><td>1</td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td>33%</td></tr> <tr><td>Pupil C</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>3</td><td>17%</td></tr> <tr><td>Pupil D</td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td></td><td>1</td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td><td>1</td><td></td><td></td><td></td><td>9</td><td>50%</td></tr> <tr><td>Pupil E</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td>0%</td></tr> <tr><td>Pupil F</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td>0%</td></tr> <tr><td>Pupil G</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>3</td><td>17%</td></tr> <tr><td>Pupil H</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td>0%</td></tr> <tr><td>Pupil I</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td>8</td><td>44%</td></tr> <tr><td>Pupil J</td><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>2</td><td>11%</td></tr> <tr><td>Pupil K</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>3</td><td>17%</td></tr> <tr><td>Pupil L</td><td></td><td></td><td>1</td><td>1</td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td>6</td><td>33%</td></tr> <tr><td>Pupil M</td><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td>1</td><td>6</td><td>33%</td></tr> <tr><td>Pupil N</td><td></td><td></td><td>1</td><td></td><td>1</td><td>1</td><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>7</td><td>39%</td></tr> <tr><td></td><td>3</td><td>3</td><td>5</td><td>1</td><td>2</td><td>9</td><td>0</td><td>4</td><td>7</td><td>4</td><td>1</td><td>0</td><td>2</td><td>2</td><td>2</td><td>3</td><td>4</td><td>1</td><td>53</td><td></td></tr> <tr><td></td><td>21%</td><td>21%</td><td>36%</td><td>7%</td><td>14%</td><td>64%</td><td>0%</td><td>29%</td><td>50%</td><td>29%</td><td>7%</td><td>0%</td><td>14%</td><td>14%</td><td>14%</td><td>21%</td><td>29%</td><td>7%</td><td></td><td></td></tr> </tbody> </table>	Pupils with a Progress 8 score > +0.5	Attendance support	CAMIHS	Younger Mind	SAVANA	Galaxy	Time to Talk	Dove	LST (or Stoke equivalent)	LST drop-in	Social care involvement	SEND support	YOT	Police support	Police interventions	T3	Access arrangements	Interventions - 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