

# The Cowplain School: Pupil premium strategy statement

1. Summary information					
School	The Cowplain School				
Academic Year	2016-17	Total PP budget	193077	Date of most recent PP Review	Spring 2014
Total number of pupils	823	Number of pupils eligible for PP	230	Date for next internal review of this strategy	Ongoing
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			41.2%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			59.6 / 46.5%	75.8% / 73.4%	
Progress 8 score average			-0.48	0.12	
Attainment 8 score average			40.3	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Engagement of Middle Ability Learner towards Academic Success impacting on Progress 8 especially in terms of the open element.				
B.	The disadvantaged male learner in terms of the English element.				
C.	The disadvantaged student in the language and humanities Pillar				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of a specific group of disadvantaged students				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	

<b>A.</b>	To close the gap for the disadvantaged middle ability learner in terms of Progress 8 (for current and following year groups, hence different strategies)	The open element gap is reduced to 0 (P8 figure)
<b>B.</b>	PP students (excluding those at Woodlands) attend at the same level as N-PP students.	Attendance is comparable to N-PP students
<b>C.</b>	To close the gap for the middle and low ability students in terms of the ebacc subjects, especially focussing on a curriculum and progress design to achieve success in humanities subjects and languages.	The humanities and languages gap is reduced to 0 (P8 figure)
<b>D.</b>	To reduce the gap in English, in the male disadvantaged student for current Y11 and further year groups.	Progress boys make is comparable to girls.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation and budget cost?
Narrowing the Attainment and Progress Gap	Additional English and Maths teacher	English results rose dramatically in 2016 to 71%, a rise of 9%, and maths results maintained the improvement of previous years. The gap in the basics score between those who qualify for the PP and others was reduced to 17% from 39% in 2015. Therefore, it is prudent to continue to properly staff both departments so PP students can continue to make progress and the gap continues to close.	Through Line management from HODS Maths and English and effective appraisal system	IGS	Throughout the year e.g. in 5 observation periods; constant checking of Maths and English Data from HT and AHT; regular mock exams in core subjects; 4x data checking exercises. (40k)

	Mastery Curriculum	The gap in the performance in the middle ability students. On entry PP students will already be behind and only by challenging them to the highest level can the gap be closed rapidly. Especially by replacing a traditional differentiation approach with a mastery approach to ensure all learn the same, all are challenged, and the differentiation is based on the depth not the width of the curriculum.	Regular meetings with HODs; PL sessions for all staff focussed on mastery; HODs meeting to plan for HODs to deliver and develop a mastery curriculum approach; Mastery reviews, involving staff in the review process to inform further planning; External mastery courses for several subject areas.	LZO, NPE	First Review in January as part of a mastery review across all subject areas. Second in Spring, third in summer term. (20K)
	Best Practice CPD, centred around mindfulness, challenge, resilience and independence	To develop the teaching and learning of the disengaged and disadvantaged learner, the 4 strands of the teaching and learning vision are tailored around these learners. These T&L strands are further supported by 5 school improvement groups to disseminate excellent T&L expertise further and to share good practice in PL sessions led by these staff. These strands are also linked to the short observation approach described below and go as far as changes to the assessment and reporting system.	School improvement groups meet regularly and share good practice in PL sessions. Peer and short observations based on these four strands are monitored.	LZO	Throughout the year, after each PL session, in SLT learning walks and short observations. (1K)

	Short observation and Appraisal approach to support CPD	Regular short observations with precise feedback are used to develop the T&L of all staff, in terms of the one thing they would have had to do differently for the biggest impact on student progress. This approach is also used to observe how disadvantaged students are taught to develop an approach on how these students learn best. This is directly linked to Appraisal where teachers have to complete a minimum of 5 short observations a year and 2 peer observations.	The appraisal system and short observation system is monitored throughout the year and PL sessions are tailored to support the theme of these short observations. This will also happen through appraisal meetings.	LZO	Initial target setting in October, mid review in April, final review in June followed up by final data review in September. (1K)
	Impactful curriculum for the Resilience centre	In 2016 the results for PP Students studying in off-site provision were poor. The 3 PP students at an alternative provider achieved 1 GCSE grade E between them. The 3 PP students in the RC achieved 15 GCSEs between them – a massive improvement for students at risk of exclusion. This demonstrates that an appropriate curriculum for students in the RC can be hugely beneficial to the life chances of PP students in there.	The staff in the RC will have regular meeting with students and parents. Through Line management we looked at the specific curriculum for each child and adapted the subjects studied and examined to maximise their outcomes.	ICS/SRY	The curriculum will be reviewed for each student in the RC when they join, and as the RC develops and increases it's staffing. (80K)

	<p>A value based behaviour for learning system and mindfulness</p>	<p>Mindfulness is an effective and swift means to regulate attention, emotions and the ability to cope in stressful situations. Regulation of emotions and reactions to perceived obstacles, which is a key barrier for PP students. Staff/student relationships and learning environments to be more mindful; students' reactions to perceived barriers more appropriate; fewer behaviour concerns to present themselves as barriers to learning.</p>	<p>A school improvement group to start to teach members of this group mindfulness and to explore it in the classroom. Staff training days and PL sessions based around it. Short observations can be based on mindfulness as part of the appraisal system. Mindfulness delivered in reflection time by all staff and especially to specific PP reflection groups in Y10 and Y11. Mindfulness practiced in assemblies</p>	<p>EDS/ACS/LVK/LSY/NBT</p>	<p>During short observations, during SLT, learning walks, during SIG meetings, SLT learning walks during reflection time. (1K)</p>
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	<p>Enrichment Programme to develop cultural capital and raise aspirations</p>	<p>Exam Preparation Weekend ACS/LBH. Exam Preparation Weekend to raise confidence and resilience. Maths, English, Science and Revision Skills workshops prior to College exams in November. (Cost approx.). Wide range of enrichment activities planned throughout the school year, linked to curriculum and careers. Primarily focussed on raising aspirations and making students aware of opportunities post 16. Cost for day events from Able and Ambitious Budget. Cost for residential from PP, DSG and NBT discretionary budget.</p>	<p>Workshops are focussed on preparing students for next set of in school exams, so students achieve highly and confidence is boosted. Students selected by LBH to ensure a wide range of students attend appropriate events. List of PP students used to ensure high % attend these events. Register kept of events to monitor participation.</p>	<p>ACS/LBH</p>	<p>College exam results analysed December 2016. GCSE results analysed September 2017. (4K)</p>
	<p>Internal Mentoring</p>	<p>Academic internal mentoring of students identified based on Progress 8 measures. The identified students are monitored and coached by SLT. This is based on the success from external mentoring and to widen the students receiving mentoring to obtain the appropriate support. (Progress 8 indicators).</p>	<p>Monitoring is completed.</p>	<p>SLT</p>	<p>Data analysis in September 2017 (1K)</p>

	External Mentoring	Mentoring provide by Education Business Partnership (EBP) was started in May 2015 and those mentors continue to work with students in Year 11. The scheme has already been extended to year 10 who are starting their first year with external business mentors. The scheme is rigorously analysed by EBP for impact and data shows increased engagement and attendance for those students.	The school meets regularly with the assigned advisor from EBP and data is analysed at those meetings. Modifications are made to the programme as a result of analysis of data including changes in mentees / mentors and intervention outlined by the mentor.	IGS	April 2017 (16K)
	Reflection Groups in Y10 and Y11, linked to staff CPD and PP learning profiles and short observations	Students identified by Head of Upper School who lack academic confidence and achieving below their target grades. Tutors selected who can provide motivational support, guidance and mentoring and further guidance with managing barriers to learning by using a mindful and growth-mindset approach. This has been set up for Y10 and Y11.	Regular review of achievement at each data collection point.	LBH, EDS, LZO, NBT	GCSE Results 2017 and Central Data collection points for Y10. (1K)
Marking, Assessment and Feedback	PP book monitoring during LM meetings	Books are a good indicator of progress, especially for the disengaged learner.	PP book monitoring during LM meetings	LZO, HODs	GCSE results and Central data collection analysis
	Home learning	Home learning is set in a transparent way on Insight to be monitored and seen by parents. It is based on short task and flipped learning to avoid long-term projects, which can be challenging for the PP learner.	Monitoring of Data	ACS	Monitoring of PP Home learning Data on a termly basis. (1.5K)



	Use of reflection time to improve exam technique and knowledge	Resilience in exam performance and the grit to continue and persevere has been identified as a learning block for students. Reflection time encourages resilience and doing things more and gain, supporting revision and long term memory	Monitoring of exercise book as part of a whole school monitoring process with one specific focus on reflection time, evident as student teacher dialogue in green in exercise books.	LZO	GCSE results and Central data collection analysis
<b>Total budgeted cost</b>					£167.500

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Timely and Impactful Intervention	High expectations assessment and reporting cycle	Low aspirations of the middle ability learner are challenged by using a culture of no grading, target setting has been replaced with pathways, and the names of the pathways are linked to what type of learner they should be, linking assessment directly to teaching and learning. Pathways will avoid students limiting themselves to a pass grade, and % results will allow students to easily recognize that the grade doesn't matter but what they don't know yet does (a growth mind-set approach)	Central data collection points are monitored; data is moderated in Departmental meetings. Data is shared in reflection time during learning focus week and lessons as part of reflection time.	LZO	SLT learning walks during reflection time, line management meetings to analyse data, data reports by HODs have a PP / NPP section.

	Tracking of progress and of Yr7-Yr11 PP students after every Central Data Collection point	Increase awareness of these students, intervention is based on teaching and learning in the class in the first instance, performance is monitored and the impact of interventions also.	Data discussed during LM meetings, meetings between Head of Years and HT: LVK and JSY have fortnightly progress meetings with IGS to discuss PP student progress and actions taken or identified. After each data drop (academic) LVK and JSY to sift through information and look for trends. As a result of this interventions will be put	LVK, JSY, HODs, SLT	Central Data collection points.
	Planning for Timely Intervention.	After every data drop, HODs, teachers and Pastoral leaders, plan for intervention mainly based on in class interventions.	Data discussed during LM meetings, meetings between Head of Years and HT. Interventions planned	LVK, JSY, HODs, SLT	Central Data collection points.
	LM and DAT meetings have clear PP data foci	Data reports prepared by HODs have a clear PP focus. Pastoral leaders monitor attendance and behaviour.	Data discussed during LM meetings, meetings between Head of Years and HT.	SLT, HODs	Central Data collection points.
	Reflection time intervention programme	In Y10 and Y11, intervention tutors are created for Core subjects, to allow intervention to be planned without upsetting students attachments to specific rooms and tutors	Data discussed during LM meetings with Core HODs.	Core HODs	Central Data collection points.

	Period 6 tracking	Following data analysis, each department identified students requiring after school intervention to improve/complete CA or to boost grade to ensure 3 levels of progress. This term priority was given to Foundation subjects and 88% of the PP cohort was targeted. Raising the standard of CA and ensuring their completion will have an impact on overall grades.	Individualised timetables were created, sent home and handed out at parents evening. Registers are taken for each session and monitored by ACS and LVK. The parents of non-attenders will be contacted again mid-November.	ACS	At the beginning of the Spring term, new P6 timetables will be created following consultation with departments and data analysis. They will also include Maths and English sessions.
Student and Parental Engagement	Attendance to Parents Evening	A three-week run-in timeline was successful and resulted in attendance at all parents evenings increasing from the low 60s% in 2014-15 to the mid 70s% in 2015-16.	The timeline approach worked well, but still did not engage the hardest to reach parents many of who were the parents of PP students. We will continue with the approach but extend it to home visits where necessary.	NBT	After each parents evening an analysis of who attended will be undertaken. (1k)
	Celebration of Success	We wish to recognise the achievements of those who are consistently doing well across the school including their behaviour, attendance and academic achievement. Half termly celebration assemblies, positive report cards, HOT 100 student lists.	Pupils are invited to attend the HOT 100 event each term. PP pupils noted. Records of those PP students who are recognised for celebration assemblies.	LVK, JSY	Hot 100 – 2 events to be hosted Celebration assemblies – each half term (3K)

	Supported enrichment activities	PP students were supported for specific trips, visits and camps etc. from the PP budget. (£17,514.04). As far as we are aware no PP student missed an enrichment activity for financial reasons.	We will continue with this approach, as it is a very successful way of ensuring PP students can access all the enrichment activities on offer regardless of financial circumstances.	NBT	Through feedback from activity organisers we will be aware of PP students who might wish to attend activities but are unable to. (19.5K)
	Invitational parental meetings from Wecock Farm and Acorn Centre	A small number of students were seen at the Acorn Centre after each Parents Evening. These were generally PP students from Peacock Farm and the meetings were very positive, although still the hardest to reach did not attend.	We will continue with this approach although we need to extend it to home visits for a number of students.	NBT	Impact and numbers attending will be analysed after each Parents Evening home visits made will be logged and evaluated for impact.

	<p>Effective PP transition programme</p>	<p>The Transition programme has been reviewed and considered as excellent by an outside marketing agency and Ofsted.</p> <p>The continued development and success of this programme is a key to ensuring that positive outcomes for PP students are clear needs to focus even more closely on the effectiveness of transition activities for these students. Review of existing practices show that although there is a clear communication of data and strategies in the final term of Year 6, there is room for development of this. Our summer school has been running in the same format for several years and it has reached a stage suitable for review and development. 25 identified disadvantaged pupils from year 6 (aged between 10 and 11 years) from Wecock Farm, were invited to Summer School at The Cowplain School this year.</p>	<p>Evaluate the 2015/16 transition programme and new events to lead strategic planning of PP activities,</p> <p>Implement new Arts Award project and evaluate impact on PP students (staff / student evaluations, review of percentage of PP students participating that select TCS as first choice from each Junior school etc)</p> <p>Review the existing programme of Science / Tech / Maths / Business project activities that are offered to Years 4,5 and 6 and develop / extend this provision for 2016/17.</p> <p>Summer school provision to be reviewed for effectiveness and support of PP students transition. To identify PP pupils that did attend the Summer school in 2014/15 and review their overall progress and attainment in Year 7 and compare this to the PP pupils whom were invited but did not attend this provision. Data to be interrogated for patterns. Ensure that the aims of summer school transition project are clear from the outset, activities are planned in conjunction with feeder schools to ensure provision of opportunities for the development of basic skills as well as for social skills. Evaluation of programme to be shared subsequently which should include longer term impact evaluation of the programme. (Grant application approved extra 5K)</p> <p>Pupil premium tracking between Junior schools and TCS to be reviewed.</p>	<p>JBR</p>	<p>January</p> <p>March</p> <p>May</p> <p>September 2017</p> <p>(10K, additional money from PTA: 3k)</p>
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<b>Total budgeted cost</b>					£33.500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance	Attendance Weeks, promoting competition and awards. Keeping attendance live for all Staff. Attendance during reflection time.	Keeping attendance as a live issue with staff and students was successful in 2015-16, and we believe it is vital that this continues.	Staff training repeated in September 2016. Continual reminders made e.g. at Safeguarding Training October 2016. We will continue to put tracking data on staff briefing notes. Likely to add further focus groups to it. MBK to link more closely with LVK and JSY to ensure tutors are using data actively. Interventions to be monitored. At least half termly with interim data for focus students as required.	NBT, MBK, LVK, JSY	Half termly at meetings between NBT, MBK, LVK, JSY. (10K)
	Daily Pick Up	Although we often found both the student and his/her parents absent from the family home, a note was always left and was followed up with a letter. It was also known in the community that we would call. It is therefore an initiative worth continuing, and made more efficient through closer partnership working with Primary Partners. Such visits were also very useful as part of the evidence gathered for the legal process.	We want to continue with this, but it needs to be very focussed on PP students, and with collaborative work with our Primary Partners. Likely to be twice weekly, picking up staff and student names from Hart Plain and Woodcroft, with a focus on Wecock Farm.	NBT	Termly meetings, which also involve feedback from Primary Partners. (1k)
	Partnership with HCC to develop attendance	Initial meetings were held between IGS and the LA, but the LA did not pursue	We will continue to work with the LICOs and hope that we may hear	MBK/NBT/IGS	Regular and on-going checks between MBK and IGS, and

	strategies	this. Therefore our liaison with the LICOs was paramount and went from strength to strength.	more from the LA.		termly monitoring.
	Full engagement with legal processes	This was very successful. 5 successful court cases, 5 to the ALP and 32 fines issued.	The Isle of Wight case has impacted on guidance from the LA, and there was a significant increase of leave of absence requests as a result. However we will continue to use the legal process wherever the criteria are met, using our good relationship with the LICO team to get optimum outcomes.	MBK	Regular and on-going checks between MBK and IGS, and termly monitoring.
	GP surgery liaison	A systematic approach has been hard to establish with surgeries due to their reorganisation, but liaison remains important and we have been successful in establishing known contacts between the school and practice managers.	Although not as effective as hoped, we have had good liaison with health professionals at meetings, which in previous years they had not attended.	MBK	Termly reviews.
<b>Total budgeted cost</b>					<b>£11000</b>

6. Review of expenditure				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

Narrow Progress and Attainment Gap	Additional English and Maths Teacher	Use of RBR in 11G4 (which had a high PP to Non-PP ration.) - A* - C of 18.75 but subject residual of 1.54 vs whole school. 46.67 3LOP and 13.33 4LOP are respectable for this group when taken into consideration with the residual above.	In part as smaller groups in the lower halves of the cohort generally have a higher PP / Non PP ratio, but there needs to be greater focus on cohort PP distribution as well in general terms this year too.	£60K
	English Intervention Technician/ One to One Tutor	Where PP students were selected attendance was poorer. Of the students who attended regularly, 74% passed at C grade (or above) so this can be seen as a successful intervention.	Because of the straightforward nature of entry this year it will be a lot easier to work with lower end groups and have better and more specific PP attendance which can be targeted and arranged.	£10K
	Best Practice CPD for all staff	Friday morning T&L slots were introduced to share good practice; PL sessions were T&L driven and mainly run by staff; school improvement groups had a focus on marking and reflection, exam resilience and literacy.	T&L vision needs to be more focussed around the character values PP students have to develop, SIG groups are to be run by teachers and also focussed on T&L values as part of a T&L vision.	£5K
	Short Observation / Appraisal system focus on PP students.	System was introduced and successfully monitored across the school. Feedback was positive and it has created a positive culture towards improving T&L.	This needs to be developed further to develop the T&L dialogue further, disseminate good practice to more staff and link SOFs to a specific T&L focus the relevant teacher wants to develop, especially focussed on character values PP students have to develop,	£5K



	Establish a Resilience Centre providing high quality first teaching for students at risk of not making good enough progress.	In 2016 the results for PP Students studying in off-site provision have not achieved well in recent years. The 3 PP students at an alternative provider achieved 1 GCSE grade E between them. The 3 PP students in the RC achieved 15 GCSEs between them – a massive improvement for students at risk of exclusion. And a significant return on investment.	Potentially we were too ambitious with the number of entries for each student. Trying to get the maximum number rather than the maximum result. In future a more personalised approach will be used so that maybe different numbers of exams are done depending upon the individuals circumstances.	£60K
	Exam Preparation Weekend	Yr 11 Study Weekend 2015 for selected group of PP students, with Maths, English & Revision Skills workshops. Student evaluation forms after trips were extremely positive about impact. 2016 GCSE Results – 66% 5A*-C inc ME, 70% A*-C	Study Weekend to be held November 2016. Impact to be analysed following college exams and 2017 GCSE results.	£5K
Marking, assessment and feedback	High quality marking and assessment policy	New marking policy was introduced to focus on specific feedback and reflection time to create a dialogue directly impacting on progress. Book monitoring showed that some departments developed effective systems.	This needs to continue, working with HODs and close monitoring systems, sharing good practice to embed.	Staffing cost
	Monitoring of PP books in LM meetings	It became very clear very quickly that books are a good indicator of progress, especially for the disengaged learner.	This needs to continue, working with HODs and close monitoring systems, sharing good practice to embed.	
	Use of reflection time to improve exam technique and knowledge	Reflection time was introduced to create a student teacher dialogue especially supporting the shy vulnerable students who will not voice concerns, to allow a dialogue to develop. The impact was positively observed in book monitoring.	It has been recognised that reflection time is even more important after assessments to increase resilience in exam performance. The development of this time needs to continue, working with HODs and close monitoring systems, sharing good practice to embed.	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Timely and Impactful Intervention	Tracking of progress and of Yr9-Yr11 PP students after every assessment point	Tracking took place but HOUS/LS were not clear as to what was required specifically from them.  Overall subject tracking took place after every data drop.  HOUS – used P8 measures and looked at the CORE	Approach changed and bi-weekly meetings put in place for UOHS/LS to meet with IGS. This is more focused. Foundation subjects to now become a main focus for the HOUS.	Staffing cost
	Planning for timely Intervention	For the academic year 2015-16 there was a cut in the gap of attainment between those who are and are not PP. This was cut from 32% to 16%. Therefore, most interventions worked but needed to be better monitored (P6, Intervention Tutor, use of CORE PE time, mentoring)	Time needs to be protected so that HOUS/LS can put into action the interventions that are required.  The implementation of intervention tutors has been reviewed and improved. This is now a more focused approach to tutor time (now called Reflection time).	Staffing cost
	Assessment cycle on a 3 weekly basis for Y11 and half termly basis for Y9 and Y10.	For the academic year of 2015-16 a 3 weekly assessment cycle for Y11 and half termly basis for Y9 and Y10 was introduced to increase exam resilience. The impact is shown in the paper exam analysis that the % of students who now get to the end of the papers in their GCSE exams has gone up.	Assessments need to be followed up with enough reflection and learning time to address the gaps. Assessment calendar planning was handed over the HODs for their departments to plan to support their staff with marking and planning. The assessment cycle was linked to the reporting and central data collection cycle and report statements are closely linked to assessments to make report targets more meaningful. The SIG groups are still sharing techniques on teaching students to access exam papers confidently.	Staffing cost

	Line management meetings have a clear data focus	LM minutes were designed to structure discussion around data	Data analysis was too varied by HODs, a directed data analysis approach has been introduced.	Staffing cost
	Tracking used to inform Period 6 attendance	<p>P6 was initially used to help students catch up and complete their CA's. This was the main focus from September – December. This worked with the majority of students but approximately 10% did not utilise this time effectively (either sporadic attendance or very few sessions attended)</p> <p>The use of Prom for students to attend P6 had a positive impact as 80% of the year group including PP attended. The incompleteness of CA's which was directly linked to Prom attendance was put into use with those who did not attend or complete their CA's not being invited.</p> <p>After December the focus of P6 was underachievement by PP pupils.</p>	<p>It was apparent that some subjects struggled to get all CA's completed. This was down to a number of reasons: poor planning, student's attitude towards the subject and the prioritisation of the CORE became a focus for students (to the detriment of Foundation Subjects).</p> <p>Students also struggled to prioritise due to the focus on CORE subjects and poor time management on their part.</p> <p>Foundation subjects to be the main the main focus of P6 this academic year. CORE has intervention tutors to help support those that are underachieving.</p> <p>LVK/ACS – have asked for P6 registers to be compiled and that PP students are identified. LVK to ask for copies of these are specific points of the year.</p>	Staffing cost
Student and Parental Engagement	Attendance to Parents Evening	A three-week run-in timeline was developed to ensure that parents had three communications from school about parent's evenings, by different means (email, letter, text). This was then followed by phone calls to particular students, especially PP students. As a result attendance at all parents evenings went from the low 60s% in 2014-15 to the mid 70s% in 2015-16.	The timeline approach worked well, but still did not engage the hardest to reach parents many of who were the parents of PP students. We will continue with the approach but extend it to home visits where necessary.	£2K

	Celebration of Success	Half termly Celebration of Success assemblies happened. 3 x HOT 100 events. Get attendance of PP	Involve students with the ideas of HOT 100 Tutors to contribute to the awarding of certificates Departments to nominate 3 x a year	£6K
	EBP mentoring	We have seen an improvement in attendance and engagement in the students, which have been mentored.	Ensure that the right mentor is matched with the right student so a impactful relationship is built.	18K
	Supported enrichment activities	PP students were supported for specific trips, visits and camps etc. from the PP budget.	We will continue with this approach, as it is a very successful way of ensuring PP students can access all the enrichment activities on offer regardless of financial circumstances.	£8K
	Invitational parental meetings from Wecock Farm and Acorn Centre	A small number of students were seen at the Acorn Centre after each Parents Evening. These were generally PP students from Wecock Farm and the meetings were very positive, although still the hardest to reach did not attend.	We will continue with this approach although we need to extend it to home visits for a number of students.	£1K
	After and before school engagement activities (Pompey in the community, period 6)	Pompey in the Community will continue to offer Thursday's HW club and football coaching. Data from 2015/16 shows approx. 30% of participants qualify for the PP. However, the early morning club has ceased as numbers dwindled to make it unsustainable. Period 6 was successfully operated throughout the year and, according to student and staff feedback, impactful in ensuring GCSE students obtained record results for the school.	Investment in post-school activities appears to be more impactful than those before school. The P6 scheme has been enhanced for 2016/17; all YR11 students have a specific TT, which has been forwarded to parents and are expected to attend those subjects for which they need extra intervention. Further engagement activities have been organised by redirecting teachers' directed time to focus on more pupil facing activities rather than meetings.	£3K

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Closing of Attendance Gap	CPD for all staff and Tutor time used for attendance tracking. Keeping Attendance live for all staff.	Initial staff training in September 2015. Data sent to tutors and their interventions tracked. Data supplied by MBK for inclusion in the bulletin every Wednesday. PP attendance improved from x% in 2014-15 to x% in 2015-16.	Staff training reported in September 2016. Continual reminders made e.g. at Safeguarding Training October 2016. We will continue to put tracking data on staff briefing notes. Likely to add further focus groups to it. MBK to link more closely with LVK and JSY to ensure tutors are using data actively. Interventions to be monitored. At least half termly with interim data for focus students as required.	Staffing cost
	Daily Pick up	This was used initially to establish a presence in the local area, and to ensure key students' families were met with. Then used for specific cases.	We want to continue with this, but it needs to be very focussed on PP students, and with collaborative work with our Primary Partners. Likely to be twice weekly, picking up staff and student names from Hart Plain and Woodcroft, with a focus on Wecock Farm.	£3K
	Attendance Weeks, promoting competition and awards	Attendance Cups for Upper and Lower School were presented weekly in assemblies, and attendance was a focus for Celebration Assemblies and Hot 100 days. Had good impact. Year 10	Year 9 (2014-15) improved end of year attendance from 93.98% to 95.10 (2015-16). As a focus group, the gap in PP attendance from non-PP attendance was at 2.77% was the smallest in the school. This will therefore continue in 2016-17.	£1K
	GP surgery liaison	Initial links were made with local surgeries, and two meetings were held. Interest was shown by Surgery Managers but changes in local provision meant that progress was slow.	Although not as effective as hoped, we have had good liaison with health professionals at meetings, which in previous years they had not attended.	Staffing cost
	Partnership with HCC to develop attendance strategies	Initial meetings were held between IGS and the LA, but the LA did not pursue this. Therefore our liaison with the LICOs was paramount and went from strength to strength.	We will continue to work with the LICOs and hope that we may hear more from the LA.	£5K