

## Pupil premium strategy statement (2017-18) and impact statement (2016-17)

1. Summary information					
<b>School</b>	The Cowplain School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	188,062	<b>Date of most recent PP Review</b>	Spring 14
<b>Total number of pupils</b>	815	<b>Number of pupils eligible for PP</b>	244	<b>Date for next internal review of this strategy</b>	Ongoing

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving English &amp; Maths 4+ (5+)</b>	30% (11%)	64% (40%)
<b>% achieving Ebacc 4+ (5+)</b>	7% (5%)	33% (28%)
<b>Ebacc Entry</b>	39%	63%
<b>Attainment 8 score average</b>	34.21	44.99
<b>Progress 8 score average (DfE estimate):</b>	-0.13	0 (All Students, NPP currently not available on DfE website)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Disengagement of Middle and High Ability Learner towards High Academic Success.
<b>B.</b>	The disadvantaged male learner in terms of the English element.
<b>C.</b>	The disadvantaged middle and high ability student in the Ebacc and Open Pillar
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Attendance of a specific group of disadvantaged students	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	To close the gap in progress for the disadvantaged middle and high ability learner (especially for boys) (for current and following year groups, hence different strategies)	The P8 figure for disadvantaged students is 0.
<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 reduce the gap in English, for the male disadvantaged student for current Y11 and further year groups.	Progress boys make is comparable to girls.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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.					
<b>i. Quality of teaching for all</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 and budget cost?</b>

<p>Narrowing the Attainment and Progress Gap</p>	<p>Additional English and Maths teacher</p>	<p>The percentage of PP students achieving both English and Maths at Grade 4 was 30% v 64% of non-PP students. In 2016 40% of PP students achieved a C + Grade v 55% non PP. Therefore the gap has widened in 2017, although has not returned to 2015 figures of 17%.</p> <p>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, especially with the introduction of the new grading system, many PP students who were traditionally C/D borderline students now need to be challenged to achieve a 5.</p>	<p>Through Line management from HODS Maths and English and effective appraisal system.</p> <p>Heads of upper and lower school monitoring both English and Maths data to co-ordinate PP intervention</p>	<p>IGS</p>	<p>Throughout the year e.g. with short observation process, learning walks; constant checking of Maths and English Data from HT and AHT; regular mock exams in core subjects; 4x data checking exercises. (40k).</p>
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<p>Best Practice Professional Learning (PL) for staff, centred around mindfulness, challenge, resilience and independence.</p> <p>Further developing:</p> <p>1) Mastery Curriculum</p> <p>2) Targeted Questioning and Learning checks</p> <p>3) Effective use of data in the classroom for the disadvantaged learner</p> <p>4) Spaced Learning – memory and exam techniques</p>	<p>1) Mastery: The gap in performance of PP students on entry needs to be addressed, monitored and closed from Y7. The Mastery curriculum needs to move into Y8 by following a curriculum map written for the most able students to ensure all teachers have high aspirations for all students</p> <p>2) Based on research questioning and learning checks are highly effective for disadvantaged students (especially underachieving boys). PP review has also shown that these areas of T&amp;L need to be developed further.</p> <p>3) Using the data with the intention to address underperformance has a positive impact on the progress of the individual underperforming PP students and is necessary to plan for the point above. Also effective use of assessment data and assessment analysis on a question-by-question basis (QLAs) will help to plan and address gaps in students' knowledge.</p> <p>4) Exam technique and memory techniques support disadvantaged students within the school environment</p>	<p>1) The performance of PP students is to be monitored after each data drop and interventions are to be put in place by head of lower school. Assessments need to be developed further to prepare students for an exam driven culture to success and revision expectations need to be high from Y7 to develop independent and resilient learners in terms of exam performance. Further staff training on mastery in the classroom will be delivered. Mastery is one observation focus as part of the SOF (short observation) process used in the appraisal system.</p> <p>2) PL sessions and SIG (school improvement groups) will be used to provide staff with further training. Both T&amp;L strategies are foci of the SOF appraisal process. School improvement groups meet regularly and share good practice in PL sessions. Peer and short observations based on these four strands are monitored.</p> <p>3) Before each data drop departments moderate/discuss the data. After each data drop the data is used to plan for class room based interventions and seating plans with data are updated to ensure in the class room teachers are aware</p> <p>4) Revision techniques are part of the reflection time and assembly programme for all year groups. Assessments are regular in all year groups and exam preparation and analysis expectations are also for each year group. A school improvement group is to design spaced learning approaches to</p>	<p>1) – 3) LZO, 4) ACS</p> <p>1) After each Data drop. Throughout the year during mastery reviews, learning walks, and mastery meetings.</p> <p>2) After every SOF cycle and after every PL session during learning walks by HODs and SLT</p> <p>3) Each Data drop cycle and as part of the SOF cycle.</p> <p>4) Assemblies are delivered and reflection time is monitored. SIG group delivers PL session. LM work with HODs on curriculum adaptations.</p> <p>(15 k) Staffing and Resources, KS3 PL course for teachers</p>
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	Impactful curriculum for the Resilience centre	Continuing the work based on the 2016/17 successes, further curriculum provision development is necessary in 2017/18, inc distinct KS3 and KS4 curriculum.	The staff in the RC will have regular meeting with students and parents. Through Line management the specific curricula for each student will be planned and adapted for so the subjects studied and examined maximise the students' outcomes.	IGS	During LM meetings and RC visits. (65K)
	A value based behaviour for learning system, mindfulness and use of Reflection time to support.	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.	A school improvement group is to continue working with staff 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	ACS	During short observations, during SLT, learning walks, during SIG meetings, SLT learning walks during reflection time. (2K)

	<p>Development of cultural capital and raising aspirations:</p> <p>1) Academic and non Academic Enrichment Programme</p> <p>2) School Trips</p> <p>3) Curriculum choices</p> <p>4) Study support – Period 6</p> <p>5) Home Learning support</p> <p>6) Prefect and student voice</p>	<p>1) All enrichment programmes are aimed to raise aspirations and boost students independence and confidence preparing students for next set of in school exams, so students achieve highly and confidence is boosted even further and additionally making students aware of opportunities post 16. Exam Preparation Weekend, trips to visit universities, competitions: to raise confidence and resilience. Maths, English, Science and Revision Skills workshops prior to College exams in November. Wide range of enrichment activities planned throughout the school year, linked to curriculum and careers.</p> <p>2) School Trips Further enrichment programmes are based on after school clubs, such as DoE, PE clubs, other Period 6 activities offered by the school, Music lessons. PP students to be encouraged to attend.</p> <p>2) School trips as per point 1.</p> <p>3) Option choices are being monitored during individual option choices meetings with SLT during Y8, to encourage students into various pathways of high aspirations and to prepare them well for future career choices.</p> <p>4) PP students are invited and their attendance to period 6 is specifically tracked. Individual period 6 timetables are put together to ensure increased attendance and parents will be informed. PP students are also provided with free study resources.</p> <p>5) Based on Attitude to homework data analysis, PP students will be invited to attend home learning support during period 6.</p> <p>6) Based on 2016/17 prefect/student voice data it became apparent that PP students need to be targeted specifically to be involved.</p>	<p>1 and 2) Uptake and trips are monitored throughout the year. PP attendance is positively encouraged and parents are contacted to be involved in the process.</p> <p>3) Option interviews are to take place with PP information on option forms</p> <p>4) Period 6 invitation and tracking is based on termly data analysis and attendance is tracked</p> <p>5) As point 4.</p> <p>6) PP students to be targeted and invited specifically to join student voice and prefect team.</p>	ACS/ICE	Data analysis after each data drop and GCSE results (25K)
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	Reflection Time used to support PP students	Reflection Time is a valuable part of the school day and is going to be used to support PP students identified by Head of Upper or lower School who lack academic confidence and achieving below their target grades. Tutors selected 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. Reflection time can also be used for additional literacy and numeracy interventions or other academic interventions	Regular review of data at each data collection point and groups and activities adapted accordingly.	LZO, ACS, LVK, JSY	GCSE Results 2017 and Central Data collection points (1K)
	Marking with intention to address underperformance	The marking policy has been adapted to focus the marking process on identifying gaps in knowledge, students of concern and next steps in planning to ensure marking is used to address underperformance.  Refection time is then planned for to address underperformance and give students individual support.	PL sessions and departmental meetings are used to train staff and share good practice. SOF observations, LM meetings, SLT learning walks are used to monitor the effective implementation of the policy. Student voice will be used to get feedback.	LZO, HODs	Monitoring of Marking grids half termly as per monitoring plan.
	Home learning	Home learning is set in a transparent way on PARs by teachers and accessible by students and parents on Insight. 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. (2K)

	Lower and Upper School PP priorities to support narrowing the gap (Underachieving boys focus)	<p>The middle/high ability male learner is contributing significantly to the PP gap, lower school priorities are:</p> <ul style="list-style-type: none"> <li>• Use of Peer teachers</li> <li>• Reading ambassadors programme</li> <li>• Transition Ambassadors – identify a group of “likely lads” to act as mentors/ambassadors with the junior schools</li> <li>• Be mindful of language used with PP students – for boys in particular “Boys will be brilliant!”</li> <li>• Growth Mind-set – training for Y7 and parent meeting</li> <li>• Tutor involvement – mentoring PP students/building a relationship with them and their parents</li> </ul> <p>Upper School:</p> <ul style="list-style-type: none"> <li>• Period 6 engagement, external mentoring and trips, use of reflection time.</li> <li>• Involvement with external agencies to provide off site courses (APEX).</li> </ul>	<p>Monitoring the priorities and supporting accordingly.</p> <p>Report 3 interventions for Y7&gt;Y8 and for Y8&gt;Y9 in September.</p> <p>Monitoring of Y7-Y11 data</p>	ACS, LVK, JSY, SSH, LBO, LZO	Monitoring of data after each central data collection. (12k)
<b>Total budgeted cost</b>					£162,000
<b>ii. Targeted support</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>



Timely and Impactful Intervention	High expectations assessment and reporting cycle:	Low aspirations of the 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. A rigorous data monitoring system has been put into place to ensure increased awareness of underperformance and timely intervention for all year groups.	<p>Central data collection points are monitored; data is moderated in Departmental meetings. Data is shared in reflection time during learning focus week and in lessons. LM and DAT meeting have clear data foci</p> <p>1) Tracking of progress and of Yr7-Yr11 PP students after every Central Data Collection point, meetings with head of upper and lower school and in LM meetings with HODs. Data is centrally analysed and questions are set.</p> <p>2) PP intervention groups are identified and strategies to address underperformance are put into place, monitored and their impact is evaluated on a pastoral bases and on a classroom basis.</p> <p>3) In Y11 a group of boundary leapers is identified and intervention strategies put into place, ranging from curriculum choice support, period 6 and reflection time intervention, SLT mentoring, parental engagement.</p> <p>4) Weekly HOD meetings are used to act and support quickly depending on the need of the learner.</p> <p>5) DAT meetings are used to share good practice on strategies which work for specific students</p> <p>4) Parental information evenings are provided throughout the year to ensure parents understand data, grading system and reporting. Parental access of the reports is monitored and if reports are not accessed parents are contacted on many levels.</p>	LZO, LVK, JSY	<p>After each data collection and throughout SLT and HOD learning walks.</p> <p>1K resources and staffing cost.</p>
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	External Mentoring	Mentoring provide by Education Business Partnership (EBP) was first 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	(8K)
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% to the mid 70s% in 2016-17.	A database of the parents attending from the first Year 6 Welcome Evening onwards is kept so that parents can be more efficiently targeted. Further actions are being undertaken during 2017-18 to make the Parents Evenings more beneficial and focussed. This will be an on-going piece of work with hard to reach families. After each parents evening an analysis of who attended will be undertaken	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, contributing to the development of the school's character values, academic achievement and progress. Half termly celebration assemblies, positive report cards, rewards system linked to values, HOT 100 student lists, award evenings.	Performance of PP students in the listed possible success celebrations is monitored and a continued celebration of success has resulted in a culture, which is more self-assured in terms of accepting academic and other successes.  Success celebrations are organised by head of upper and lower school. Award system is monitored in terms.	LVK, JSY, ACS	Hot 100 – 2 events to be hosted Celebration assemblies, Award evenings, praise system (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 Weacock 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.

	Effective PP transition programme	Numbers in year 7 have increased for the year 2017/18 by 55 pupils based on the extensive art award programme, summer school provision, and departmental based programme.	This is to e continued throughout 2016/17	JSY, SST	To be reviewed throughout the year after specific events (10k)
<b>Total budgeted cost</b>					£24.000
<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	Engagement of staff and students with attendance	Keeping attendance as a live issue with staff and students was successful in 2016-17, and we believe it is vital that this continues.	Attendance will be part of reflection time, learning focus week as part of the students' report reflection and attendance is monitored by head of upper and lower school with Attendance manager and fortnightly reviewed with IGS. Attendance records will be built form the transition phase and maintained as a continuous process throughout the 5 years at Cowplain. This should help to build good relationships with students and parents and make continuous monitoring easier.	NBT, MBK, LVK, JSY	Half termly at meetings between NBT, MBK, LVK, JSY. (10K)
	Parental engagement	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	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	LVK, JSY, MBK	Termly meetings, which also involve feedback from Primary Partners. (1k)

		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.	and Woodcroft, with a focus on Wecock Farm.		
	Liaison with external partners: GP Surgeries, Legal aspects/processes, HCC, LICO and LA.	The impacts of legal processes wherever the criteria are met have been impactful, using our good relationship with the LICO team to get optimum outcomes. There have been some good liaisons with health professionals	Continuation to work with all external partners on a case-by-case basis.	MBK/NBT/IG S	Regular and on-going checks between MBK and IGS, and termly monitoring.
<b>Total budgeted cost</b>					<b>£11,000</b>

6. Review of expenditure 2016-17: Previous Academic Year					
<b>Total Budget</b>		<b>£198,343</b>	<b>Total Budget Spent</b>		<b>£203600</b>
<b>i. Quality of teaching for all</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>	

<p>Narrow Progress and Attainment Gap</p>	<p>Additional English and Maths Teacher</p>	<p>In 2016, the PP cohort was -1.6 points lower than national for all students. In 2017, the cohort was -2 points behind national.</p> <p>The percentage of PP students achieving both English and Maths at Grade 4 was 30% v 64% of non-PP students. In 2016 40% of PP students achieved a C + Grade v 55% non PP. Therefore the gap has widened in 2017, although has not returned to 2015 figures of 17%.</p> <p>44% of non PP students achieved English Lang Grade 5 results v 26% PP. 48% achieved a 5 in Lit v 21%PP. 50% of students achieved both English qualifications, with 54% non-PP v 36% PP.</p> <p>At Language at Grade 4, the PP Gap was -23.78%: For Lit at 4+ the PP Gap was – 15.74%</p> <p>Last year, Lang C+ = -22.45%, therefore a drop of 1.6%: Lit C+ - 16.95%, therefore a rise of 1.2%.</p> <p>Attainment has therefore, remained broadly static in English, notwithstanding the new exam and lack of IGCSE option. In summary, we believe the extra teaching capacity in English has helped maintain standards achieved in the previous year, with 2017 being a weaker cohort on entry. PP students' Maths results at Grade 4 were 44% in 2016 v 51% at C in 2017. At Grade 5 20% of PP achieved v 47 of NPP. With the lower attainment on entry year group and harder exam we again believe results have remained broadly static. Again, investment in Math's teachers has allowed results to remain broadly in line with 2016 figures and improve on 2015.</p>	<p>Investment should continue in Eng and Maths in 2017/18.</p>	<p>£40K as per plan</p>
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	Mastery Curriculum	<p>The gap in the performance in the middle ability students has halved throughout the year. The PP/NPP gap after the first assessment (3 assessments per year), on average across all subjects was 9% for assessment 3 this was reduced to 4% especially due to improved performance in MFL. Across all learners the gap was maintained at 10%</p> <p>A mastery review and data analysis comparing Y7 and Y8 assessment outcomes showed that the mastery curriculum caused Y7 students to outperform Y8 students in some subjects where identical assessments were used.</p>	<p>Staff need to be further challenged to have a clear understanding what high challenge for all means especially in non-core subjects.</p> <p>Continue to develop a focussed approach to tracking intervention groups at KS3.</p> <p>Focus on the guided (low ability) PP learner, to not just maintain the gap but reduce it.</p> <p>Assessments need to further support T&amp;L and the curriculum.</p>	£20K
	Best Practice CPD, centred around mindfulness, challenge, resilience and independence	SOF observation target setting shows that those 4 values have been developed by teachers throughout the year and the SIG (school improvement groups) groups delivered training sessions to all staff to disseminate good practice even further. This 4 values were developed further to 7 character values, which were shared across the school and linked to the behaviour management system	To challenge SIG groups further to encourage teachers to take risks when developing the resilient and independent student.	£5K
	Short Observation / Appraisal system focus on PP students.	Short observation system was completed and a pupil premium review has taken place based on the same approach, which resulted in very positive student voice feedback, but still highlighted gaps in planning for lessons during which questioning and interventions are specific and driven by PP data. It also highlighted the need for reviewing the marking/feedback approach to increase accountability of teachers towards PP students.	To continue to develop T&L conversations about the PP learner to ensure staff use all information about to learner to challenge the learner on all levels.	£5K

	<p>Impactful curriculum for the Resilience centre</p>	<p>In 2016/17, 11/13 students accessing the RC were PP students. 11/13 are SEND or have an additional need. Two Year 11 students (1x PP) worked under the RC in 2017. Student 1 (PP) was a school refuser and disengaged from school. His mother died in June 17, prior to his exams. He achieved 6 x GCSE (all Level1) inc. Grade 3 Maths/ Grade 2 English. His attendance in 16/17 was 54% which was an improvement from previous years. Student 2 was a child who was at risk of perm exclusion and extremely disruptive. His attendance was 70% and he successfully completed an extended work placement. He was SEN low literacy. He achieved 7 x GCSE (Level 1) including Grade 3 in Maths and Grade 2 in English. One other PP child was at an alternative provide –Woodlands PRU. He failed to attend any exam and achieved 0 GCSES. End of year attendance of all RC students was 79.4. In Dec. 16 it was 71.4%. Attendance of TCS students at Woodlands PRU was 27.95% at the end of 16/17. Relationships with parents is extremely strong: in 16/17 100% attended parents evening; 1 EHCP was obtained, 2 pending; The RC provides a safe environment, which enables vulnerable students to access education and achieve GCSE grades.</p>	<p>Further development is necessary in 2017/18, inc distinct KS3 and KS4 curriculum.</p>	<p>£60K</p>
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	A value based behaviour for learning system and mindfulness	<p>Staff completed a mindfulness training inset day and mindfulness became part of a behaviour system as one of the character values.</p> <p>In the two PP groups, mindfulness was used to stop the cycle of negativity and provide support dealing with emotions that could be a barrier to learning. Both tutor groups have seen a significant drop in behaviour points.</p>	<p>Continue to develop a whole school approach to mindfulness through SIG and external links.</p> <p>Mindfulness is not a quick win. The habits have to be leaned deeply by students and continually reinforced by staff. We have a mindfulness champion for 2017-18 and regular focus weeks on mindfulness throughout the year. Staff will be continually reminded to include mindful moments in their lessons.</p>	1K
	Enrichment Programme to develop cultural capital and raise aspirations	<p>22 PP students attended, their mean progress figure increased by 15% between the data drops.</p> <p>Continue to target PP students and continue to encourage them to attend events and enrichment opportunities.</p>	<p>Continue to target PP students and continue to encourage them to attend events and enrichment opportunities. Additionally encourage PP students to attend after school clubs and to have specific advise on curriculum option choices.</p>	4K
	Internal Mentoring	<p>The internal mentoring process was started and then integrated into the learning walk approach to support the students directly in lesson. The use of the progress 8 indicator as a relative measure was successful and identified PP students of mid to high ability which were supported accordingly. Based on the 15 students who were chosen for internal mentoring, the P8 estimates were on average reduced by 1/3, with some students achieving an almost 0 P8 score.</p>	<p>Academic monitoring needs to be more focussed on a specific small group of students and the selection criteria need to be reviewed using not just P8 indicator but also 4 to 5 and 6 to 7 “boundary” leapers.</p>	1K



	External Mentoring	<p>The school has meet regularly with the assigned advisor from EBP and data was 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.</p> <p>Exam results: Those EBP students at risk of not achieving a Grade 5 performed better than predicted with an 11% improvement on prediction. Students who received EBP mentoring achieved better results in English than Maths (above level 5).</p> <p>Those students who achieved A*-C (4+) who had mentoring performed better than predicted compared to those who did not have the mentoring.</p> <p>All EBP students had destinations on leaving school, therefore less likely to be a NEET. Attendance improved overall for those who received mentoring compared to those who did not. We therefore believe the scheme to be a success and will continue in 17/18.</p>	Due to its success, it will be continued.	16K
	Reflection Groups in Y10 and Y11, linked to staff CPD and PP learning profiles and short observations	In the two PP groups, mindfulness was used to stop the cycle of negativity and provide support dealing with emotions that could be a barrier to learning. Both tutor groups have seen a significant drop in behaviour points.	These groups were continued this year.	1K
Marking, assessment and feedback	PP book monitoring during LM meetings	Books of disadvantaged students were monitored during LM meetings, HODs completed book monitoring and during the PP review completed in June 2017. The books showed improved standard of work by disadvantaged students and all students received effective feedback. However, the approach to marking, feedback and reflection does not show whether any of the evidence on students progress obtained from marking was affectively used to inform planning of interventions and further lessons.	As an outcome the book marking policy was reviewed to make it be more specific to allow teachers to use them to plan specifically for intervention, to use marking to plan for next steps and also to use marking to allow to plan for revision later on in the year.	No additional cost

	Home learning	Attitude to homework data was monitored throughout the year and students were invited to attend home study sessions after school. The impact needs to be monitored more strategically.	Earlier intervention should encourage better habits. More emphasis on rewarding good completion of HL.	1.5K
	Use of reflection time to improve exam technique and knowledge	Reflection time and assembly time was used to deliver exam technique sessions. Student voice feedback in Y11 showed that these sessions were useful but should have started earlier.	Exam technique sessions to continue in reflection time and as part of additional weekly assemblies for Y11. But these sessions/assemblies will also be used in the Y10 to Y7.	No additional cost
<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	High expectations assessment and reporting cycle	Pathways were successfully introduced and the assessment system was successfully adapted to move away from a graded approach. Students are now focussed on  During learning focus week, students were encouraged to reflect upon their learning pathway and the expectations it has. Data of all year groups and all subjects is analysed and PP gaps are identified and tracked.  LM meetings with HODs and head of lower and upper school focussed on data re taking place.	Data monitoring to continue throughout this year using the same approach and ensuring there is a continuity from one year to the next when new teachers take on classes, so information on students is not wasted but also so impact can be shown more clearly.  Develop assessments further.	Staffing cost

	Tracking of progress and of Yr7-Yr11 PP students after every Central Data Collection point	<p>Data was 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 sifted through information and look for trends. As a result interventions were put into place.</p> <p>Introduction of a whole school approach to seating plans with data has improved awareness of disadvantaged students but further work needs to be done.</p>	Tracking of PP students to continue in all year groups. Lower and Upper school to identify priorities to close the gap.	Staffing cost
	Planning for Timely Intervention.	After every data drop, HODs, teachers and Pastoral leaders, planned for intervention mainly based on in class interventions. An overarching analysis document was introduced after the second central data collection, in which questions on students' performance, trends and patterns were raised and discussed by HODs	<p>HODs and teachers have increased awareness of disadvantaged underperforming students, however this now needs to be more explicitly linked to T&amp;L in the classroom.</p> <p>The data analysis procedures are to continue as they are.</p>	
	LM and DAT meetings have clear PP data foci	Data reports prepared by HODs now have a clear PP focus. Pastoral leaders successfully monitored attendance and behaviour throughout the year. The		
	Reflection time intervention programme	The intervention programme in Y11 was run successfully and groups were adapted after the last data drop. Student voice feedback shows that the intervention was useful, however students felt it could be more focussed from before Christmas	To continue the intervention programme using data after each data drop.	

	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. During autumn term foundation subjects were prioritised overall showing a positive impact on foundation GCSE results, with Art increasing, Drama, Dance and PE results increasing and Music achieving overall 100%.	Use of CDC3 in Y10 to plan for P6 intervention and encourage attendance of PP students even more.	Staffing cost
Student and Parental Engagement	Attendance to Parents Evening	The Pastoral Team increased the focus on the hard to reach parents with even more intensive phoning, texting and where possible home visits. The accessing of reports was also monitored and phone calls made to those parents who had not accessed their child's report by the tutor. This led to a further increase in attendance by 4 percentage points from the low 60s% in 2014-15 to the mid 70s% in 2015-16.	A database of the parents attending from the first Year 6 Welcome Evening onwards is kept so that parents can be more efficiently targeted. Further actions are being undertaken during 2017-18 to make the Parents Evenings more beneficial and focussed. This will be an on-going piece of work with hard to reach families. After each parents evening an analysis of who attended will be undertaken	1K, as part of staffing cost
	Celebration of Success	Celebration Assemblies have been held half termly for every Year Group. All those at the end of terms have been extended by 10 minutes to allow more students to be recognised, and this has included many PP students. There has been more student involvement and staff too, with tutors responsible for nominating students based on their Values and then presenting the awards. Hot 100 have been held at the end of terms 1 and 3 and have been successful and positive events.	All Celebration Assemblies need to be extended. Hot 100 events need to be moved to the start of each term rather than the end so they can be made more high profile and be communicated more effectively to parents instead of the communication being rushed.	Hot 100 – 2 events were hosted and prizes bought for Celebration assemblies – each half term (3K)

	Supported enrichment activities	PP students were supported for specific trips, visits and camps etc. from the PP budget. (£19.5K). As far as we are aware no PP student missed an enrichment activity for financial reasons.	A careful eye needs to be kept to ensure that PP students do not slip off our radar. Also to ensure that the situation is dealt with the utmost sensitivity so that parents are not discouraged from seeking the school's help	20k
	Invitational parental meetings from Wecock Farm and Acorn Centre	We have continued with this approach and have made home visits for a number of students. Close work with PLs has also created strong links with parents of PP students, as has getting to know them at the summer school.	We need to make closer links between the parents who do not access their child's report and those who do not attend parents evenings. We should then be able to get a more accurate list of these where a home visit is required from a senior member of staff.	£1K + staffing cost

	Effective PP transition programme	<p>Numbers in year 7 have increased for the year 2017/18 by 55 pupils. This was a huge success and has triggered a lot of positive publicity. The event included 220 pupils from our local schools. Suggest that the event is run biannually. Bid from STEAM offset cost. Actual ticket sales and net balance pending.</p> <p>Schools selected from the opportunities provided to them. Science, Lego Mindstorms and MFL workshops took place with partner primary schools. Summer school was enrichment activity based in 2016. This will be the same in 2017 due to cohort of students involved. There are approx. 60 PP/FSM in the year 7 cohort. Estimated number of take up – 35.</p> <p>Programme being arranged by JSY, MDN, SDN.</p> <p>Individual meetings held with Junior schools led by SST / LEV / JBR to develop effective transition. Students tracked to lead intervention at a dept. level using CDC and HOD reports.</p>	This needs to continue this year.	<p>10K, (additional money from PTA: 3k)</p> <p>Summer school bid 3.4k</p>
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**iii. Other approaches**

<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>
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Closing of Attendance Gap	Attendance Weeks, promoting competition and awards. Keeping attendance live for all Staff. Attendance during reflection time.	Staff training took place over the course of the year. Very close liaison between the Attendance Team and the Pastoral Team, with attendance being promoted in RT and through assemblies, and with a focus on PP students. School attendance overall for 2016-17 was at a new school record of 95.3%. Persistent absentee rate (many of who were PP students) fell by 2.15% over the year. Overall PP attendance went up from 90.91% in 2015-16 to 92.82% this year, with the gap between PP and NPP students being reduced in every year group. A PP review during which the attendance officer was interviewed showed clearly that she has detailed knowledge about PP students' attendance, which is shown in the increase of tier attendance figure.	To continue with certain procedures, supported by Head of upper and lower school and all tutors. To continue with parental engagement on attendance and to develop a continuous attendance document for each PP students starting from Y6.	10k, Staffing cost
	Daily Pick up	<p>Actioned in the earlier part of the year by Attendance Manager and PLs with a focus on PP students but then stopped due to time constraints and the absence of the Attendance Manger for personal reasons. To continue as intended this year.</p> <p>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.</p>	Actioned in the earlier part of the year by Attendance Manager and PLs with a focus on PP students but then stopped due to time constraints and the absence of the Attendance Manger for personal reasons. To continue as intended this year.	1k was planned and spent + additional cost of purchasing a vehicle for pick up.

	Partnership with HCC to develop attendance strategies	<p>Have continued close liaison with the LICOs but the legal process has been hampered by the Isle of Wight case and the issues that followed. However wherever possible use was made of the legal process and ALP when holiday fines were not the matter of concern.</p> <p>Regular and on-going checks between MBK and IGS, and termly monitoring supported the process.</p>	To be continued this year.	Staffing cost
	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
	Full engagement with legal processes	Good liaison with health professionals at meetings, which in previous years they had not attended.	We will continue keep the successful liaisons going.	Staffing