

Pupil premium strategy statement (2018-19) and impact statement (2017-18) and SERVICE children (2018-19)

1. Summary information					
School	The Cowplain School				
Academic Year	2018-19	Total PP budget	170,00 (estimated)	Date of most recent PP Review	Spring 14
Total number of pupils	776	Number of pupils eligible for PP	230	Date for next internal review of this strategy	Ongoing

2. Current attainment 2017/18 Results		
	Pupils eligible for PP (38)	Pupils not eligible for PP (133)
% achieving English & Maths 4+ (5+)	44% (20%)	60% (36%)
% achieving Ebacc 4+ (5+)	10% (5%)	29% (15%)
Ebacc Entry	24%	50%
Attainment 8 score average	33.89	44.35
Progress 8 score average (DfE estimate):	-0.48	0.02 (for all students, NPP figure not available on DfE website)

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.	Disengagement of Middle and High Ability Learner towards High Academic Success.
B.	The disadvantaged male learner in terms of progress across all subjects.
C.	The progress of the disadvantaged middle and high ability student in the Ebacc and Open 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</i>)	
	Success criteria

<i>measured)</i>		
A.	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.	PP students (excluding those at Woodlands) attend at the same level as N-PP students.	Attendance is comparable to N-PP students
C.	To reduce the gap in English and Maths, for the male disadvantaged student for current Y11 and further year groups.	Progress boys make is comparable to girls.

5. Planned expenditure					
Academic year	2018-19				
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 Investment in English and Maths Department	<p>The percentage of PP students achieving both English and Maths at Grade 4 was 44% (60% for NPP) (up from 30% v 64% of NPP students). The gap has therefore closed from 34 to 16%. The 2018 P8 Score is also significantly lower for PP student than in 2017, dropping from -0.13 to _____</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 and liase with HODs and Teachers.</p> <p>Performance of PP students directly linked to appraisal via appraisal case studies (see next section)</p>	IGS	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; 3x data checking exercises. (45k).

	<p>Best Practice Professional Learning (PL) for staff, centred around the underperforming PP learner (with a specific focus on the male learner).</p> <p>Further developing:</p> <p>1) T&L strategies for Mastery, Self Regulation, Purpose</p> <p>2) Targeted Questioning and Learning checks as part of appraisal teaching and learning focus</p> <p>3) Effective use of data in the classroom for the disadvantaged learner (Appraisal T&L focus)</p> <p>4) SIG Groups (mastery learning, planning and mastery student talk)</p>	<p>1) These 3 strategies were chosen as a focus (based on research) especially for the underperforming male PP learner, and are an on-going focus during PL sessions, T&L briefings and are linked to objective one appraisal case studies, with staff identifying precise T&L strategies to address the progress gap of the underperforming male PP learner. There is a specific focus on self regulation throughout this year, with teachers working closely with the pastoral team, to develop restorative justice and teacher awareness of mental health and its impact on classroom behaviour and consequently progress. External training is also being offered.</p> <p>2) Based on research questioning and learning checks are highly effective for disadvantaged students (especially underachieving boys). These strategies have been developed successfully across the school and now need to be embedded</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 further. This has been developed successfully across the school last year and needs to now be embedded.</p> <p>4) Staff develop mastery T&L further to spread and embed excellent T&L strategies across the school driven by the staff body and SLT.</p>	<p>1) PL sessions delivered, case studies completed and impact successful; T&L briefings successfully delivered by staff; Data shows a positive trend. Peer SOFs will be based on sharing effective T&L strategies; External training completed and shared on inset days and in PL sessions.</p> <p>2) PL sessions and SIG (school improvement groups) will be used to provide staff with further training. Both T&L strategies are foci of the SOF appraisal process. School improvement groups meet regularly and share good practice in PL sessions. Short observations re based on these two 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 classroom based interventions and seating plans with data are updated to ensure in the classroom teachers are aware</p> <p>4) SIG groups are successfully delivered and action research in the classroom is completed by teachers and monitored via google docs. Good practice is shared in PL session.</p>	<p>LZO</p>	<p>1) After each Data drop (3x). Throughout the year during underperforming student reviews, learning walks, and linked to objective one of appraisal as part of case studies reviews (3x).</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) After each SIG group success is monitored via resources and experiences shared and after PL session.</p> <p>(10K) Staffing and Resources; PLs; External Courses for teachers, with specific focus on self regulation and mental health</p>
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	Impactful curriculum for the Resilience centre	Continuing the work based on the 2017/18 successes, further curriculum provision development is necessary in 2018/19, inc distinct KS3 and KS4 curriculum. This year a new approach to hybrid time tables for students will be trialled, which are based on initial family meetings, followed by SENCO advice and support for class room teachers	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. Hybrid time tables will be successful.	IGS	During LM meetings and RC visits. (50K)
	A value based behaviour for learning system.	The 7 values have been extended to include kindness and now the emphasis needs to shift on developing students and parents understanding in terms of the use of the value based behaviour for learning approach. Parental information evenings will have workshops on values, because research shows that the impact of school values is dramatically increased if a common language with parents is developed.	Staff training days and PL sessions. The reflection programme continues to focus on values, and the development of those, with the emphasis being on the student based learning and peer teaching.	ACS	During short observations, during SLT reflection time monitoring, during SLT learning walks. (2K, resources, external training, speakers)

	<p>Development of cultural capital and raising aspirations (especially for the underperforming male learner):</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) Prefects, school ambassadors and student voice</p> <p>7) Peer teachers</p>	<p>Continued from last year due to high level of impact on overall school ethos (as per most recent Ofsted report):</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.</p> <p>Wide range of enrichment activities planned throughout the school year, linked to curriculum and careers. 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. Option projects are specifically introduced for practical heavy subjects to inform students prior to the uptake about the high level of commitment needed and to explain, that all subjects are as important in terms of achievement as E&M.</p> <p>4) Due to its positive impact in 201718, PP students are continued to be 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) Prefects and ambassadors will be continued to be specifically invited to apply if they are PP, due to the positive recruitment impact last year.</p> <p>7) The uptake of the peer teachers programme by PP students is monitored and PP students are actively encouraged to take part in the training.</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, and specific encouragement to take up subjects low on PP students like music.</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) and 7) PP students to be targeted and invited specifically to join student voice and prefect team.</p>	<p>ACS/ICE /LBH</p>	<p>Data analysis after each data drop and GCSE results (25K, trips, external workshops, resources, staff time for training of ambassadors etc)</p>
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	Objective one of the Appraisal Cycle directly linked to the Y11 underperforming PP learner via case studies		Cases studies will be introduced linked to underperforming PP boys T&L strategies PL session and further PL time will be available for staff to develop case studies and share good practice. Weekly T&L briefings will be focussed on the underperforming PP male learner to share good practice on impactful T&L strategies.		Monitoring of case study students after each data drop, evaluation of success by teachers after each data drop (3x), evaluation of success with line manager twice during the academic year (1K Use of Blueskye, resources and staff training)
	The T&L of the underperforming male PP learner	<p>The middle/high ability male learner is contributing significantly to the PP gap:</p> <ul style="list-style-type: none"> • A specific boys action plan (see separate document) • Appraisal objective one linked to the male PP learner (see above) • T&L strategies training for staff especially based on self regulation, mastery and purpose (see above) • Use of Peer teachers • Reading ambassadors programme • Transition Ambassadors – identify a group of “likely lads” to act as mentors/ambassadors with the junior schools • Effective transition programme to identify the underperforming male learner before he arrives and ensure a smooth transition • High level oracy expectations from all staff (regular reminders via staff training and T&L briefings) • Be brilliant language used with PP students • Tutor involvement – mentoring PP students/building a relationship with them and their parents <p>Upper School:</p> <ul style="list-style-type: none"> • Period 6 engagement, external mentoring and trips, use of reflection time. • Involvement with external agencies to provide off site courses (APEX). • Revision assemblies 	As part of appraisal and data collections it will be monitored regularly. Staff training, Sharing good practice and SIG groups based around it.	ACS, LZO, LET, NBT	Monitoring of data after each central data collection (3x). SLT learning walks and reviews, SOF and appraisal process. Staff training (12K APEX, + 5 K transition programme)

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Timely and Impactful Intervention	High expectations assessment and reporting cycle and effective use of data and intervention planning in the class room:	<p>Over the last 2 years, low aspirations of the learner were 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. This now needs to be embedded further and has shown positive impact on the GCSE results so far. It now needs to be linked even more to T&L in the class room and intervention planning need to start in the classroom based on specific underperforming students.</p> <p>To increase the impact of this intervention even further the SENCO has been seconded onto SLT to especially work with specific groups of underperforming PP students (see below).</p>	<p>Ongoing: 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> <ol style="list-style-type: none"> 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. 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. 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. 4) Weekly HOD meetings are used to act and support quickly depending on the need of the learner. 5) T&L briefings are are used to share good practice on strategies which work for specific students. 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. 	LZO, LVK, JSY, LET	After each data collection and throughout SLT and HOD learning walks.

	Targeted intervention for specific groups PP students, and Y6 PP students	<p>Parental contact and very specific tailored support based on the needs of the individual have shown to be successful when dealing with the underperforming disadvantaged learner.</p> <p>Effective transition programmes have shown to have a positive impact on behaviour for learning and avoid a accelerated widening of the progress gap.</p>	<p>Starting point is the formation of a PP action group, with SENCO using successful SEN intervention approach and adapt it to the needs of the PP learner.</p> <p>This will result in the SENCO taking on an advocate role for the PP learner, with the responsibility to plan, implement an monitor bespoke packages of intervention programmes. This is based on all year groups and challenges the parents to become directly involved.</p> <p>The packages are based on reading ambassador scheme, small intervention groups, SEN outside and inside class room, LSA training, family meetings, student coaching, numeracy ambassador scheme. PP impact statements are created for each student on the intervention list and shared with staff.</p> <p>Effective transition programme with activities to engage the Y6 PP student and the parents, but also to put a transition programme into place based on feeder school information and liaison with feeder schools</p>	LET, LVK, JSY	GCSE Results 2017 and Central Data collection points (3x) (10K staffing costs, resources, transition budgeted above)
	External Mentoring	Due to its success continued: 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	GCSE results of mentored students (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%, which was maintained throughout 2017-18.	<p>A database of the parents attending from the first Year 6 Welcome Evening onwards is kept so that parents can be more efficiently targeted. This will be an on-going piece of work with hard to reach families.</p> <p>After each parents evening an analysis of who attended will be undertaken.</p>	NBT	After each parents evening an analysis of who attended will be undertaken (staff time)

	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 values, academic achievement and progress, but also challenging the image of low aspirations across some PP students. 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 (1K)
	Parental information evenings	4 Parental information evenings are held throughout the year, with specific invitations to PP parents, the evenings are based on reporting, assessment, values, internet safety, revision etc.	Parental information evenings are organised, parent attendance is monitored and specific parents are invited via personal contact from PP advocate (SENCO)	NBT, LET	Impact and numbers attending will be analysed after each Parental Evening.

Total budgeted cost £19,000

iii. Other approaches

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?
Attendance	Engagement of staff, parents and students with attendance, also including external agencies especially for legal aspects and processes.	<p>Keeping attendance as a live issue with staff and students was successful in 2017-18, especially mentioned in the 2018 Ofsted report.</p> <p>The systems to chase attendance, with calls, visits and the online pars system is now embedded in the school and known by parents and the community and has had a very positive impact on PP attendance.</p> <p>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.</p>	<p>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.</p> <p>Attendance records are built from the transition phase and maintained as a continuous process throughout the 5 years at Cowplain. This has helped to build good relationships with students and parents.</p> <p>Continuation to work with all external partners on a case-by-case basis led and monitored by the attendance officer</p>	NBT, Attendance officer, LVK, JSY	Half termly at meetings between NBT, MBK, LVK, JSY. (5K, attendance officer)
	Service Children	Greater inclusion and awareness of the unique needs of service children has a positive impact on them:	Specific interventions are organised; staff awareness increased using PL session and sharing good practice; staff kept up to date	LET	As a separate budget: £300 per student. Awaiting final Y7 number

		Creation of a programme of support, including a dedicated area for service students; purchase of books chosen by service students that reflect their experiences; creation of a club with a weekly opportunity to meet; specific trips for service students and greater inclusion to general school trips; support to families on an individual bases based on need, via a close working relation ship between the Service Student advocate and parents.	via emails about specific students; Students feel supported with tier worries and concerns and LET to attend HIAS service children co-ordinator meetings.		
Total budgeted cost					£5,000

6. Review of expenditure 2017-18: Previous Academic Year					
Total Budget		£170,000 (estimated)	Total Budget Spent		£174,000
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Narrow Progress and Attainment Gap	Additional English and Maths Teacher	The percentage of PP students achieving both English and Maths at Grade 4 was 44% (60% for NPP) (up from 30% v 64% of NPP students). The gap has therefore closed from 34 to 16%.	Investment should continue in Eng and Maths in 2018/19.	£40K as per plan	

	<p>Best Practice Professional Learning (PL) for staff, centred on 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 was monitored throughout the year and the Y7 and Y8 gap varied throughout the year in subjects but overall a positive impact of the interventions is visible and departments and teachers have been aware throughout the year where the gaps were. The mastery curriculum approach has now been developed and the focus for 201819 has shifted to mastery teaching and learning. In Y9 the gap was not that stable, and consequently the Assistant head of lower school has moved into Y9 from 201819 to avoid a repeat of the unstable gap across subjects.</p> <p>2) During school reviews, the impact of questioning and learning checks was visible in the class room and teachers were observed skilfully targeting underperforming PP students, however, this can still be developed further and is again linked to 201819 appraisal targets, to develop these T&L approaches consistently across the school.</p> <p>3) Effective use of data was observed during SOFs and school reviews.</p> <p>4) Exam technique and memory techniques support disadvantaged students within the school environment have been developed by departments to be used in the class room and are visible as part of everyday T&L language.</p>	<p>1) The assistant head of upper school has moved into Y9, the data needs to be monitored closely throughout this year too, and for specific groups of underperforming PP students (with high numbers of progress concerns) a PP co-ordinator has been recruited.</p> <p>2) PL sessions and SIG (school improvement groups) will be used to provide staff with further training. Both T&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 are specifically based this year on how T&L strategies are used with underperforming PP students (especially boys)</p> <p>3) Teachers need to continue to work on linking the date directly to T&L strategies, which are to be developed further with a specific one on the underperforming PP boy.</p> <p>4) Revision techniques are part of the reflection time and assembly programme for all year groups to continue. Regular assessments in all year groups and exam preparation and analysis expectations to continue. Departments to continue to plan their curriculum to adapt this style of learning.</p>	<p>£15K</p>
	<p>Impactful curriculum for the Resilience centre</p>	<p>In 2017/18, 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 2018, further information required</p>	<p>Further development is necessary in 2018/19, inc distinct KS3 and KS4 curriculum and development of hybrid time tables</p>	<p>£65</p>

	A value based behaviour for learning system, mindfulness and use of Reflection time to support.	Ofsted and external visitors commented very positively on the value based behaviour for learning system and the impact of it is especially visible when comparing the attitude of the lower school learner to the upper school learner, visible in a positive trend in behaviour points and reward points. External staff training on restorative justice has been effective and was successfully shared in PL training for staff and resources and further training have been provided by pastoral leaders.	This needs to be developed further by engaging the students more in the delivery and development of the values across the school to truly embed it. Also a restorative practice approach to manage this system needs to be developed further too.	£2K
	Development of cultural capital and raising aspirations: 1) Academic and non Academic Enrichment Programme 2) School Trips 3) Curriculum choices 4) Study support – Period 6 5) Home Learning support 6) Prefect and student voice	1) and 2) 32 PP students attended, their mean progress figure increased by 13% between data drops. 3) The curriculum has been improved further and the curriculum choices have resulted in an increased uptake of PP students in music, psychology and photography, and in an decrease of the number of option changes throughout Y10 and also in Y9. 4) 5) and 6) The number of PP students in home learning support has increased, which has resulted in a positive improvement in their home learning completion and overall in improved ATH outcomes for some PP students. The number of PP Prefects has been increased slightly. The period 6 attendance of PP students has improved, reflected in the improved GCSE outcomes	1) and 2) 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. 4), 5) and 6) to continue with positive encouragement and specific recruitment to home learning clubs, period 6 and prefect and student voice, extending it to peer teachers and student ambassadors.	£25k
	Reflection Time used to support PP students	The impact of reflection time mentoring on the progress of PP students was marginally positive. The attendance of these PP students remained the same even though the intervention strategies by the PP tutor were rigorous and incredibly supportive. The tutor group had also a drop in behaviour points	The PP reflection groups have been continued, due to the feedback received from students on how supported they felt by the school and the member of staff.	1K
	Marking with intention to address underperformance	Monitoring of marking and exercise books showed there was no difference in quality/quantity of work between the PP and NPP learner. However there was a slight difference in the quality of the marking reflection by the male PP learner when compared to others.	This approach to marking has been continued this year with a specific emphasis on the ale disadvantaged learner's performance during marking reflection time and the marking grid was updated to invite a self assessment of quality of work and the quality of the reflection work	N/A

	Home learning	Almost 100% of the students attending home learning support were PP students and this could have been a contributing factor to the progress gap being maintained throughout the year groups and/or managed effectively.		1K
	External Mentoring	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. 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). Those students who had mentoring performed better than predicted compared to those who did not have the mentoring. 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 18/19.	Due to its success, it will be continued.	16K
	Lower and Upper School PP priorities to support narrowing the gap (Underachieving boys focus)	This was a partial success and the male disadvantage learner gap is still significant and present, so much so that even the appraisal system has been adapted to reduce the gap. Strategies to reduce this gap have been reviewed, new ones put in place, planned for and implemented as above in the PP strategic plan for 2018-19. The APEX intervention has been successful and has continued in 2018/19.	This gap needs ot be closed further and has been identified as a major focus for the 2018-19 PP plan.	12K for APEX
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Timely and Impactful	High expectations assessment and reporting cycle	Over the last 2 years, low aspirations of the learner were 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. This now needs to be embedded further and has shown positive impact on the GCSE results so far. It now needs to be linked even more to T&L in the class room and intervention planning need to start in the classroom based on specific underperforming students.	To increase the impact of this intervention even further the SENCO has been seconded onto SLT to especially work with specific groups of underperforming PP students (see new PP Plan above).	1K
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%, which was maintained throughout 2017-18.	This is on-going.	1K, as part of staffing cost
	Celebration of Success	As last year, again with a positive impact aspirations and a culture of success being seen as positive: 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. Reward trips have take place and the clear link between rewards and values has increased the students' understandings of the values.	Celebration assemblies need to be organised further in advance and PP awards need to be monitored	5K
	Invitational parental meetings from Wecock Farm and Acorn Centre	The accessing of reports by all parents for each year group is now at 95% with the remaining 5% receiving a paper copy. Reports are also now additionally issued on parents evenings. The attendance of parents evening is now around 70% for each year group, however the persistent non-attenders are still an issue.	The list of home visits now needs to focus on the persistent non-attenders of parents evening of the underperforming male PP learner.	Staffing cost
	Effective PP transition programme	Numbers in year 7 have dropped again slightly due to a smaller pan, however feedback from students, feeder schools, the community and parents has been incredibly positive.	This needs to continue this year.	10K,

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance	Engagement of staff and students with attendance	<p>Very close liaison between the Attendance Team and the Pastoral Team has been maintained, with attendance being promoted in RT and through assemblies, and with a focus on PP students. School attendance overall for 2017-18 again above national average. Persistent absentee rate (many of who were PP students) fell again over the year. Overall PP attendance went up from 90.91% in 2015-16 to 92.82% in 2016-17 and this was maintained throughout 2017-18, with the gap between PP and NPP students being reduced in every year group.</p> <p>In the most recent Ofsted inspection the systems in place and their impact have been described as exceptional, since the trend in the school's attendance numbers are positively against the national trend.</p>	To continue with 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
	Parental engagement	As above		1k for pick up.
	Liaison with external partners: GP Surgeries, Legal aspects/processes, HCC, LICO and LA.	As above	To be continued as required	Staffing cost

