

Pupil Premium Strategy Statement & Impact Evaluation

2018-19



What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is intended to raise the attainment and progress of disadvantaged students and close the gap between them and their peers. Funding for 2018-19 is based on the number of students who are in the following groups:

Disadvantaged students	Pupil premium per pupil
Students in year group's reception to year 6 as recorded as Ever 6 FSM.	£1,320
Students in years 7 to 11 recorded as Ever 6 FSM.	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£2,300
Students in year group's reception to year 11 recorded as Ever 6 service child or in Receipt of child pension from the Ministry of Defence.	£300

It is for Colleges to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual students within their responsibility. At St. Anselm's College we find Pupil Premium an essential component to our College funding, which allows us to introduce, analyze and build strategies which ensure our students, have a complete educational experience, attain their full potential and the 'gap' between them and their peers is 'diminished'. Support may be targeted individually, as part of a group, or through resourcing for a classroom or curriculum area.

What is the 'Catch-Up' Premium?

The literacy and numeracy catch-up premium gives Colleges additional funding to support year 7 students who are not yet 'Secondary Ready' at the end of Key Stage 2. At St. Anselm's College we use this funding for additional support and intervention in English and Maths during lesson time, at lunchtimes and after College.

How many students at St. Anselm's College are eligible for the Pupil Premium?

Approximately 12% of students at St. Anselm's College are eligible for the Pupil Premium



Pupil Premium Strategy Statement 2018-19 - St. Anselm's College

1. Summary information					
College	St. Anselm's College Birkenhead				
Academic Year	2018-19	Total PP budget	£63,000	Date of most recent PP Review	April 2018
Total number of students (7-11)	735	Number of students eligible for PP	86	Date for next internal review of this strategy	April 2019
2. 2018 GCSE PP Results					
		Students eligible for PP (your College)		Students not eligible for PP ALL (national average)	
Progress 8 score average			+0.22		0.00
Attainment 8 score average			59.88		44.3
Progress 8 score for English			0.01		
Progress 8 score for Maths			0.36		
3. Barriers to future attainment (for students eligible for PP)					
In-College barriers <i>(issues to be addressed in College, such as poor literacy skills)</i>					
A.	Literacy & Numeracy: Lower levels of literacy and numeracy of those students eligible for PP than their peers.				
B.	Curriculum: Rising to the challenge of the demands of the new GCSE specifications and preparing effectively for exams.				
External barriers <i>(issues which also require action outside College, such as low attendance rates)</i>					
C.	Attendance: Attendance rates for students eligible for PP is lower than their NPP peers. This results in lost learning time therefore causing them to fall behind and make less progress than their peers.				
D.	Attitude to learning: A fixed mind-set, lack of aspiration and lack of resilience is having a negative effect on the attitude to learning of a number of PP students.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	Teaching & Learning: To further develop opportunities to challenge, question and support in all subject areas with a focus on developing literacy and numeracy skills. This will be measured through a monitoring and evaluation process - Learning walks, book scrutiny and student voice.			<ul style="list-style-type: none"> - Levels of literacy and numeracy of PP students will come in line with 'other' students. - There will be no gap between PP and NPP in English & Maths across KS3/4. 	

		<ul style="list-style-type: none"> - Teachers will focus on the concept of 'Pupil Premium First': Seat First, Challenge First, Question First and Support First. - PP students will receive quality first verbal and written feedback.
B.	<p>Curriculum: To ensure that all PP students have the ability to meet the demands of all GCSE courses – review the demands of MFL and Separate Sciences. To ensure that all PP students have the facilities and resources necessary to prepare for exams/revise effectively. This will be measured via mock exam results and student and parental voice.</p>	<ul style="list-style-type: none"> - All PP students have a curriculum suited to best meet their individual needs. - All PP students will have a supervised area to complete their homework. - All PP students will be equipped with the resources and revision support needed they will not be at a disadvantage. - Students will feel valued, supported and prepared for exams.
C.	<p>Attendance: The attendance rates for all PP students increases to come in line with 'other' students. Students attend College and lessons on time. This will be measured via % attendance and punctuality in through SIMS.</p>	<ul style="list-style-type: none"> - The % of overall attendance for PP students increases to come in line with 'other' students. Students arrive to College and lesson on time ready to learn.
D.	<p>Behaviour for Learning: PP students will have a clear plan for their future career. They will be focussed in lessons, resilient and attend lunch time/after College activities for extra support when needed. This will be measured via an increase in achievement points, a decrease in behaviour points and 0% NEET.</p>	<ul style="list-style-type: none"> - PP students will have a planned career pathway post 16. - BFL grades of PP students will be at least good at each round of data. - PP students will have an increase in achievement points and a decrease in behaviour points.

5. Planned Expenditure - Academic Year: 2018-19

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	Review	Cost
A. Teaching & Learning: To further develop opportunities to challenge, question and support in all subject areas with a focus on developing literacy and numeracy skills	All lessons will be focussed on a set T&L foci: 'Pupil Premium First' . All teachers will focus on the concept of - Seat First, Challenge First, Question First and Support First. PP students will receive quality first verbal and written feedback .	EEF toolkit: Feedback: High impact for low cost based on moderate evidence +8. <i>'Feedback studies tend to show very high effects on learning'</i> .	Lesson observations, learning walks & work scrutiny will highlight evidence of the T&L foci. Feedback from student voice.	SBC/SPS	SLT & SLs will monitor the impact of the T&L foci half termly through MER documentation. SPS will review the impact of 'Pupil Premium First' via the 'Day in the life of a PP student' strategy.	
	To appoint a Maths & English PP Champion .	This will encourage more accountability for progress and outcomes of PP students in Maths and English. This role will be directly linked to Performance Management targets.	Through robust line management, performance management and increasing accountability of student outcomes at each data collection.	SBC/SPS	SLT & SLs will also monitor impact at each data collection	
	To share best practice via Wednesday morning T&L briefings, Outstanding Teaching Leaders Programme and PP T&L Twilight Session – focus on strategies from the EEF toolkit.	EEF Toolkit states: Collaborative Planning creates 'Moderate impact for very low cost based on extensive evidence +5'.	Maintain a log of CPD sessions attended.	SBC/ALR/LDB	SLT/SLs will review half termly via evidence from MER. Staff will feedback via PM Reviews.	

	To carry out a Staff Questionnaire to evaluate WWW/EBI with specific students and subjects - share this best practice.	Evidence from the '10th National Conference for Pupil Premium' 2018. EEF Toolkit suggests 'The impact of collaborative approaches on learning is consistently positive'.	All staff will complete the questionnaire. Key threads of WWW and EBI will be collated and shared with all staff at Staff Meetings and reinforced again at dept. meetings by SLs.	SBC/Subject Leaders	SBC to review impact after the analyses of the questionnaire.	
	Departmental PP Allocated Fund to increase opportunities for additional bespoke resources to use in departments.	Evidence from the '10th National Conference for Pupil Premium' 2018. This will encourage dept. to be more creative and increase accountability for their spend.	Evidence of impact will be collated from student voice, data rounds and or attendance to a specific club etc.	SBC/SPS/ Subject Leaders	As and when the budget is spent per dept. Expect to see evidence of impact within 6 weeks.	

Total: £33,400

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
B. Curriculum: To ensure that all PP students have a curriculum suited to their ability and that they are not at a disadvantage with hwk and exam preparation.	Review of PP student's curriculum to ensure the curriculum is suited to ability. One to one interviews to identify specific needs and any barriers to learning e.g. desks, revision materials. Monitoring of home learning facilities - loan of laptops.	This strategy worked exceptionally well last year, both parents and students felt valued and well supported.	Through half termly meetings and feedback from Staff Mentors. Feedback from student voice and parental feedback questionnaires.	SBC/SPS	This will be reviewed continually throughout the year dependent on the individual needs. All Yr11/10/7 interviews will take place in HT1.	
	To develop a Yr. 11 PP Assertive Mentoring Programme.	This strategy worked exceptionally well last year 2017-18. Students felt valued and well supported throughout Yr.11.	SBC will monitor the minutes/feedback from the one to one meetings. SBC will also collate student/parent voice on the effectiveness of this process and intervene with further strategies if needed.	SBC/SPS/Lead Coaches	Impact will be reviewed at each data collection point – every half term. This information will be reviewed by SBC//SPS.	
	Targeted Breakfast Club -	EEF Toolkit: <i>'The evidence shows</i>	By keeping a register for	SPS	Impact will be seen in the	

	<p>opportunity to complete homework and have breakfast with staff. Sky News on plasmas to create discussion regarding current affairs/develop oracy skills.</p> <p>Targeted Homework Club – Mon-Thu, this will be an opportunity for PP students to complete hwk in a quiet supervised area.</p>	<p><i>that the impact of homework, on average, is five months' additional progress'.</i></p>	<p>the breakfast and homework club and holiday sessions – ensuring targeted students attend. By informing parents and encouraging them to support their sons. Offering rewards as incentives.</p>		<p>reduction of PP students attending study hall. Increased levels of self-esteem and confidence in completing HWK.</p>
	<p>To run a Yr. 11 Elevate 'Raising Attainment Evening' targeted specifically at engaging parents in their child's learning, illustrating how they can help their child revise effectively.</p>	<p>This strategy worked exceptionally well last year as highlighted in the parental evaluation forms. Research shows <i>'Elevate's study skills workshops and seminars are designed to achieve behavioural change amongst students'</i> – Elevate 2018.</p>	<p>Invites will be sent to all parents well in advance outlining the purpose of the evening. Students will also receive their Mock Exam Results for maximum impact.</p>	SBC/BJD	<p>Impact will be illustrated in the improvement of the second round of Mock Exams and overall outcomes.</p>
	<p>Targeted holiday revision sessions with a specific focus on English and Maths. Supervised Holiday Quiet Study Room.</p>	<p>D.Linsell <i>'Holiday Colleges boost self-esteem, aspirations and work ethic of more vulnerable children many of whom are on free College meals'</i> TES</p> <p>The quiet study room was extremely effective last year during the Easter holiday.</p>	<p>Parents and students will be informed in advance. Strict rules/expectations will be made clear to all students. A register will be taken to monitor attendance and BFL.</p>	SBC/SPS/Staff leading the sessions.	<p>Impact will be seen in improved data at each data collection round and BFL grades.</p>
	<p>Educational Visits focussed specifically to universities and Duke of Edinburgh.</p>	<p>EEF Toolkit states 'To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment'</p>	<p>All PP students will have the opportunity to visit any relevant university open days or apprenticeship open days. Students will be targeted dependent on their chosen future careers.</p>	LK/SPS/LDB	<p>Impact will be seen in 0% NEET and all PP students securing a place in their chosen destination.</p>

	Exam Remarks for PP students.	This strategy worked well last year and had a positive impact on overall results.	SLs will analyse exam results in Aug 19. SLs will inform exams officer of all necessary re-marks.	KD/SBC/ Subject Leaders	Impact will demonstrated in an improvement in GCSE outcomes.	
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Total: £5,750

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	Review	Cost
Catch-up Cohort: To ensure all 'Catch-up' students make the same progress in literacy and numeracy as their peers.	To develop a 'Literacy and Numeracy' lunchtime Master class targeted at MAPs.	EEF Toolkit states that students who received catch up intervention ' <i>Develop more positive attitudes towards College and rapidly increase their reading ages</i> '	Early identification of cohorts via SATs and primary liaison data – analysis of data at each data collection yrs. 7-10. Progress tracked via PP tracking and Individual Pupil Premium Progress Plans and each data input.	SBS/Maths & English Leads	Maths and English leads to review at each data collection point and via book scrutiny.	
	To use a number of intervention programmes to rapidly improve literacy and numeracy levels in yr. 7 including 1:1 tuition after College.	EEF Toolkit states that students who received catch up intervention ' <i>Develop more positive attitudes towards College and rapidly increase their reading ages</i> '	Bespoke programmes will be led by literacy/numeracy co-ordinators, student outcomes will form part of staffs performance management targets.	SBS/Maths & English Leads	Maths and English leads to review at each data collection point and via book scrutiny.	

Total: £5,000

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	Review	Cost
C: Behaviour for Learning: To ensure that all PP students have a positive attitude to learning and an aspiration to succeed.	To strategically use Restorative Practice to educate PP students on making the right choices.	EEF: 'Behaviour interventions' Seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities'. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.	Behaviour for Learning will be tracked via in College behaviour system and via rewards system. Clear communication with students and parents via Connect Ed & assemblies Progress tracked via Individual Pupil Premium Progress Plans and each data input.	Pastoral Team	Impact will be reviewed at each data collection point – every half term.	
	To set up a Sixth Form ' Peer Mentoring ' group. Peer mentors will be trained in identifying the early signs of worry/stress, and will be able to facilitate RP sessions.	EEF Toolkit states 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'	All Peer Mentors will be trained and supported by the peer mentor lead, form teachers and HOYs to work with specific students.	LK/Pastoral Team	Feedback from parents, students and peer mentors.	
	To motivate, inspire and improve BFL and aspirations via CIAG to ensure 0% NEET	EEF Toolkit states 'To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment'	All PP students will have the opportunity to visit all relevant university open days or apprenticeship open days.	LK/SPS/LDB Pastoral Team	Impact will be seen in 0% NEET and all PP students securing a place in their chosen destination.	
	To recommend AP for students who are at risk of Permanent Exclusion to	This strategy was successfully implemented last year.	After a meeting with Governors and parents this will be an agreed	SBC/Pastoral Team	Progress will be reviewed as and when needed dependent on the specific	

	ensure they make their expected progress and improve life chances.		action. The AP will update College regularly with progress reports.		needs of the student.	
	To further develop the 'Rising Stars Programme' based on Behaviour for Learning.	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement '....Colleges boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free College Meals'	MJH will target specific students based on their BFL scores at each data collection. This information will be shared with parents and teachers. Students' progress will be tracked via a 'Rising Stars' Report card.	MJH	Each Friday lunchtime when the total points are collated.	

Total: £4,250

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	Review	Cost
<p>D. Attendance: The attendance rates for all PP students increases to come in line with 'other' students. Students arrive to college and College on time.</p>	<p>To work collaboratively with the EWO to ensure he works proactively with families/students through strategic liaison and home visits. Work collaboratively with the college youth worker and counsellor to address any barriers to attending College.</p>	<p>EEF Toolkit – <i>'The association between parental engagement and a child's academic success is well established'</i>. There is a strong correlation between attendance and GCSE outcomes. DfE states 'pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons'</p>	<p>Clear and consistent communication with students and parents via Connect Ed & assemblies</p> <p>Effective work with the EWO and messages re: FPN and the importance of attendance.</p> <p>Messages via form time and monitoring via the form teacher and HOY.</p> <p>Rigorous monitoring of targeted students meeting with the College youth worker or counsellor and outcomes shared with staff as needed.</p>	Pastoral Team	Impact will be reviewed at each data collection point – every half term.	
	<p>HOY/Form teachers to have a daily focus on attendance of key groups during form time and assemblies. To reward outstanding attendance via Year groups assemblies and to run an inter form competition within each year group. To highlight best attendance on website, twitter and plasma</p>	<p>NfER briefing for College leaders identifies addressing attendance as a key step in improving progress – if students aren't in, they are not making progress.</p>	<p>Keep attendance as a key priority on each meeting agenda.</p> <p>Track and monitor the attendance of key PP students weekly.</p>	Pastoral Team	Review attendance weekly.	

	TVs in College.					
	To keep parents informed of the child's attendance and punctuality each half term. To remind parents of the possibility of FPN and court action. To run 'Attendance Panel' meetings and include parents and Governors when attendance falls below 90%.	EEF Toolkit: Parental Engagement has moderate effect based on moderate cost +3	Inform parents swiftly of any concerns via My Ed/Letters home. Minute all Attendance Panel meetings and ensure all actions are followed up.	Pastoral Team/Attendance Gov.	Review each half term or sooner if attendance is a real concern.	
	To support parents with the purchase of uniform and College Bus Pass	This was a very successful strategy in supporting students on FSM. Parents appreciated and valued the support.	LW to send letters and Vouchers to FSM students. LW to monitor FSM students transport and to issue Free Bus Passes.	LW	Review as and a student's situation changes.	
Total: £14,600						



Pupil Premium Impact Statement & Evaluation 2017-18

Brief summary of overall impact 2017-18:

- PP GCSE outcomes P8 increased from -0.41 (2017) to +0.22 (2018)
- The gap between PP & NPP students in GCSE outcomes 2018 has diminished.
- P8 for GCSE outcomes in English and Maths is positive. English PP P8:+0.01/NPP P8+:0.18. Maths PP P8: +0.36/NPP P8:+ 0.39.
- % of students achieving a grade 5+ in English & Maths: 75%/NPP:78%
- Mock exams taken in July 2018 demonstrate that all PP students in year 7/8/9 were making expected progress in English & Maths (Data included in the table below)
- The Pupil Premium Review Follow up meeting in 31.01.18 stated that *'it is evident that since the last review, a significant amount of work has been undertaken re: structures and procedures to support Pupil Premium students'*.
- Effective team work and collaboration between the PP Lead, PP Champion and staff resulting in a new concept of 'PP First' – all staff were equipped with effective strategies to implement in their classroom to boost the progress of PP students (Inset, twilights and individual pupil premium profiles provided).
- Behaviour & attitude to learning – there are no significant differences between % of detentions or exclusions of NPP and PP students.
- Effective one to one staff/student mentoring: Yr. 11 - 50% of PP students improved their P8 score from – to + from March to May 2018.
- Every Yr11 PP student received revision guides and revision materials for each of their GCSE subject areas.
- Every PP students has access to a laptop and internet access at home.
- Yr9 supervised after College HWK club set up Feb 18. 25% reduction seen in Yr9PP referrals to the HWK lunch time detention- May 18. Positive feedback from parents.
- Yr. 9 Rising Stars Reward Programme - 80% of Yr.9 PP students improved their BFL from R1 to R4. 88% of Yr. 8 PP students involved in positive praise report improved their BFL from R1 to R4.
- Funding supported a number of PP in a range of educational and cultural trips including support for the Duke of Edinburgh (Details in the table below)
- Motivational and 'How to Revise effectively' sessions for Yr.10 & 11 PP students. Students reported that they 'Felt that they were very well prepared for their mock and GCSE exams'.

6. Review of expenditure 2017/18				
Key: ■ Successful strategy, evidence of impact, will be implanted 2018-19 ■ Some evidence of impact, strategy to be reviewed for 2018-19 ■ Limited evidence of impact will not be implemented 18-19				
Previous Academic Year		2017/18		
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
<p>Teaching & Learning: To improve the % of consistently good or outstanding teaching and learning across the College to at least 95%.</p>	<p>All lessons will be focussed on a set T&L foci: 'Pupil Premium First'</p> <ul style="list-style-type: none"> - Challenge & Engagement - Effective feedback - Variation - Pace & Progress - Seating & Support <p>Effective monitoring of the Quality of teaching and learning for PP students</p> <p>Twilights and Staff Inset on 'Effective PP strategies for the classroom'. T&L sharing best practice Wednesday morning T&L briefings.</p> <p>To appoint a PP Champion to support on T&L across the school with a focus on 'Pupil Premium First'</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Yr. 11 - 50% of PP students improved their P8 score from – to + from March to May. Final PP P8 GCSE outcomes 2018: +0.22. • Evidence of '<i>Pupil Premium First</i>' foci and strategies shared during whole staff twilight session on '<i>Effective Strategies for Improving PP Progress</i>' - observed in external reviews – Eng./RS/Sci/Mat 17/18. • 'PP Pupil tracking' days & PP books reviewed regularly highlighting areas of strength and areas for development – feedback shared with staff. • PP Champion appointed: specific PM targets linked to PP – weekly meetings with SBC. 	<p>Initially the target for good or better teaching across the College was 95%. This target however was reviewed and an evaluative approach focussing on strengths and areas for development rather than grading lessons was adapted, proving to be much more effective in pin pointing specific CPD needs for staff.</p> <p>The concept of '<i>PP First</i>' is a highly effective way in ensuring that staff keep PP at the forefront of their planning at all times. Tracking a PP student for a day, monitoring books and receiving student voice were invaluable tools in gathering evidence of what was working well and what needed to be further embedded. This will continue in 2018-19.</p>	

	<p>Focus on providing opportunities for after College study for PP students.</p> <p>Departmental PP Bidding Form to increase opportunities for additional bespoke resources to use in departments.</p>	<ul style="list-style-type: none"> • Yr9 supervised after College HWK club set up Feb 18. 25% reduction seen in Yr9 referrals to the HWK lunch time study hall detention- May 18. Positive feedback from parents. <p>PP Bidding form set up on staff shared area – bids for revision guides and extra-curricular trips received. Every Yr11 PP student received a revision guide and materials for each of their GCSE subject areas.</p>	<p>The sharing of best practice was highly effective especially via different departments. Feedback from the one to one interviews of PP students to departmental areas enabled teachers to focus specifically on areas of need and allowed them to tailor revision rather than having a holistic approach</p> <p>The work and progress made by the PP Champion was extremely effective, bringing new ideas and strategies e.g. the hwk club and peer mentoring. The PP Champion will continue in post in 2018-19.</p>	<p>Total £32,600</p>
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ii. Key: ■ Successful strategy and will be implanted 2018-19 ■ Has had some success but will need to be amended for greater impact ■ Limited impact will not be implemented 18-19																
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												
<p>Teaching & Learning: To improve the % of consistently good or outstanding teaching and learning across the College in all subject areas with a focus on developing the literacy and numeracy skills of KS3 PP pupils.</p>	<p>To create 'Literacy and Numeracy' lunchtime Master class targeted at HAPs.</p> <p>To use a number of intervention programmes to rapidly improve literacy and numeracy levels in yr. 7 including 1:1 tuition after school.</p> <p>To recognise the outstanding BFL of PP students via a rewards system.</p> <p>Monitoring of home learning facilities - loan of laptops.</p> <p>Collaborative approach between SLs and HOYs to ensure that the needs of all students are met – half termly meetings.</p> <p>Collaborative approach to sharing best practice via whole school shared 'online' intervention plan for PP students.</p>	<p>Impact:</p> <ul style="list-style-type: none"> Yr. 7 PP Mocks Exam Results Jul 18 <table border="1"> <thead> <tr> <th>Eng</th> <th>Mat</th> </tr> </thead> <tbody> <tr> <td>-0.30</td> <td>+0.07</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Yr. 8 PP Mock Exam Results Jul 18 <table border="1"> <thead> <tr> <th>Eng</th> <th>Mat</th> </tr> </thead> <tbody> <tr> <td>+0.65</td> <td>0.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Yr.9 PP Mock Exam Results Jul 18 <table border="1"> <thead> <tr> <th>Eng</th> <th>Mat</th> </tr> </thead> <tbody> <tr> <td>+0.02</td> <td>+0.32</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student x with a secondary ready score of 98 in KS2 English ended yr7 half a grade above his expected grade in English. Student y with a secondary ready score of 99 in numeracy ended the year on target in Math's. Maths Games Club & lunchtime numeracy club targeted at 'At Risk' Yr.7 students set up. Maths workbooks and puzzle games purchased. English Lunchtime and afterschool club targeted at 'At Risk' Yr. 7 students set up. IXL Literacy software available for students below SRS 105. 100% of students engaged in the programme have made positive progress in English from R1-R4. Online intervention plan set up. 	Eng	Mat	-0.30	+0.07	Eng	Mat	+0.65	0.00	Eng	Mat	+0.02	+0.32	<p>There was a clear plan in place for KS3 and there is clear evidence of impact as demonstrated in student's progress at the end of the year. However with a much more robust tracking and monitoring system in place in 2018-19 this strategy will have even more impact. The aim will be for targeted students to make above expected progress.</p> <p>The Maths and English clubs were well attended however they could be more effectively run by keeping a sims register and reviewing student voice.</p> <p>A new BFL system has been implemented so we await the impact of this within HT1 2018.</p> <p>The idea of a more 'Collaborative' approach between staff was a good idea and initially welcomed by staff however other work commitments and time took over and therefore this was not carried out as it was initially desired. A good strategy but it must be implemented and reviewed more regularly.</p>	<p>Total: £4,000</p>
Eng	Mat															
-0.30	+0.07															
Eng	Mat															
+0.65	0.00															
Eng	Mat															
+0.02	+0.32															

<p>Curriculum: To develop a range of intervention strategies that will improve the progress of High Ability PP pupils.</p>	<p>Enlist the support and guidance of PP consultant Ian Jackson to monitor the data on PP students, ensure the correct interventions are in place and engage parents in their child's education.</p> <p>To run a Yr. 11 'Raising Attainment Evening' targeted specifically at engaging parents in their child's learning, illustrating how they can help their child revise effectively. Session on how to 'Revise Effectively' delivered as part of Yr. 11 Health and Wellbeing day.</p> <p>Targeted holiday sessions and additional after school boosters with a specific focus on English and Maths.</p> <p>Motivational Assemblies delivered by yr13</p> <p>Growth Mind set and Aspirations workshop delivered by S. Olayiwoka.</p> <p>Educational Visits focussed specifically to universities and Duke of Edinburgh.</p> <p>Exam Remarks for PP students.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • IJ has quality assured the PP Development Plan. • Yr.11 - Parent/Student <i>'Ace Your Exams'</i> evening Feb 18. Student/parent voice questionnaires 100% positive. • Yr10 PP - Student Revision Session <i>'How to revise effectively for your mock exams'</i> May 18. Student feedback questionnaires have requested another session. • 'Quiet Supervised Study Week' in place for all Yr.11 PP students during Easter break. After school, Saturday and holiday sessions (May Half term) provided. • One to one tuition provided for one Yr.11 PP student for English and Maths – student improved by one whole grade in Maths in 6 weeks. • Motivational <i>'How to succeed'</i> Yr. 11 Assembly lead by College Executive prefect team April 18. Yr. 11 Motivational workshop <i>'How to revise effectively'</i> session delivered 18.09.18 & Yr10 sessions delivered 30.11.17. • Student voice feedback reports that students have a range of techniques to use to help to 'De-stress and relieve anxiety'. • 08.11.17 - PP University conference for yr.11 & 10 to Huddersfield. German and Spanish Trip Dec 2017. 23.11.17 – Salford University Trip. Duke of Edinburgh Silver Award x2 PP students supported. Mar18 - 1x yr11 student received funding to attend a 'Medicine Career Day' at a university. Four PP yr.11 students have had their exams re-marked. Three of the four have improved. 	<p>The PP Consultant did not undertake any further work in the College therefore this was a saving that focussed on T&L.</p> <p>The exams evening was a huge success as seen the feedback questionnaires - Elevate have been booked for Jan 2019.</p> <p>The Growth Mind-set sessions were received greatly as a result this will be a focus of the student council 2019. A staff mind-set group has been started.</p> <p>Duke of Edinburgh trips were an immense success as always and parents really appreciated the support and opportunities that their sons received.</p> <p>Moving into 2018-19 there will be a focus on raising self-esteem and aspirations for PP students, the aim will be to develop a growth mind-set.</p>	<p>Total: £7,000</p>
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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
<p>Behaviour: The behaviour and attitude to learning of a small group of Year 11 PP students improves. To improve the BFL of PP across the college.</p>	<p>To strategically use Restorative Practice to educate PP students on making the right choices.</p> <p>To set up a Sixth Form 'Peer Mentoring' group. Peer mentors will be trained in identifying the early signs of stress, and will be able to facilitate RP sessions.</p> <p>To create a new 'Positive Behaviour for Learning' policy that will focus on an effective rewards system and a sanction system based on the Three C's – Chance, Choice, Consequence. To review the effectiveness and usage of the 'Internal Exclusions' system as an alternative to FTE.</p> <p>To provide staff training on feedback from Gary Wilson 'Raising Boys Achievement and Behaviour'.</p> <p>To motivate, inspire and improve BFL and aspirations via CIAG to ensure 0% NEET</p> <p>To recommend AP for students in year 11 who are at risk of Permanent Exclusion to ensure they make their expected progress and improve life chances.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • The pastoral team effectively carried out RP meetings throughout the year. • 41 Yr.12 are currently linked with Yr. 7 &8 forms. Wednesday Peer mentors Lego Club and Music Club every Friday lunchtime.12 students will become peer educators and will support CAMHS in school. • The positive behaviour for learning system was shared with all staff at Staff Briefing 29.01.18 and to students via assemblies. Impact of the three C's seen in the reduction of persistent offenders to College detention. Reward days took place for students with good-outstanding behaviour for learning - July 18. Session delivered by SBC at Staff Meeting Sept 17 – raising awareness of 'Modelling Positive Behaviour'. • Yr. 9 Rising Stars Reward Programme - 80% of Yr.9 PP students improved their BFL from R1 to R4. 88% of Yr. 8 PP students improved their BFL from R1 to R4. • CIAG -PP Yr. 9 trip to LJMU for Computer Science. KS3/4 - Unilever Careers Event Feb 18. KS4- PP students to the Uni Search UK event – Mar18. • Yr. 11 student 'At risk of Perm Ex' attended AP – WRAP x 3 days and the Vocational College x2 days. June 18 – one yr9 PP student 'At risk of Perm Ex' is attended Shaftes for intensive therapy – has returned to College Sept18. 	<p>The approaches implemented have further developed the relationships between staff and students and students and students.</p> <p>We will definitely continue with the peer mentoring especially with those trained via CAMHS.</p> <p>The new positive behaviour for learning system will be fully embedded by Sept 18 with parents on board – this will be exiting to review the impact of this after HT1.</p> <p>The Rising Stars programme motivated students however this will be streamlined next year to a more bespoke group.</p> <p>The Alternative Provision provided a positive alternative to perm ex for two PP students. Secure links have been established with the AP provision and College.</p>	<p>Total: £14,965</p>

Attendance: The attendance rates for all PP students increases to come in line with 'other' pupils. Pupils arrive to college and school on time.

To work **collaboratively with the EWO** to ensure she works proactively with families/students through strategic liaison and home visits. Work collaboratively with the **college youth worker and counsellor** to address any barriers to attending school.

HOY/Form teachers to have a daily focus on attendance of key groups during form time and assemblies.

To **keep parents** informed of the child's attendance and punctuality each half term. To remind parents of the possibility of FPN and court action.

To run '**Attendance Panel**' meetings and include parents and Governors when attendance falls below 90%.

To **reward** outstanding attendance via Year groups assemblies and to run an inter form **competition** within each year group. To highlight best attendance on website, twitter and plasma TVs in school.

To support parents with the purchase of **uniform** and **school Bus Pass**.

PP Attendance 2017-18:

PP Attendance Sept- May HT5	ALL %	PP %	NPP %
Year 7	96.7%	96.5%	96.7%
Year 8	96.4%	94%	97%
Year 9	95.4%	94%	96%
Year 10	95.5%	94%	96%
Year 11	93.4%	92%	94%
Whole College	95.6%	94.2%	94.9%

PP Attendance Sept-Jul	ALL %	PP %	NPP %
Year 7	96.6%	96.45%	96.66%
Year 8	96.2%	93.42%	95.54%
Year 9	95.4%	93.82%	95.66%
Year 10	95.6%	94.44%	95.81%

Moving forward into the new academic term an even more rigorous approach to attendance and punctuality must be implemented.

The new SIMS homepage set-up will allow form teachers to take a more active role in tracking attendance and HOY will be able to track PA more readily.

The PP Lead must work with the EWO to enforce FPN and engage any hard to reach parents of PP students.

**Total:
£15,300**

**Total Cost
£73,865**

7. Additional detail

The rigorous monitoring and reviewing of Yr. 11 data every six weeks proved to be one of the most effective strategies on Yr11 outcomes. Coupled with one to one interviews with their mentor, students were given bespoke intervention plans. This intervention wasn't necessarily outside the classroom but rather the aim was to keep the student in the classroom with the subject specialist receiving specialist guided feedback either verbally or via books. Building upon the feedback from the interviews teachers were much more tuned into the individual's areas of development and planned opportunities to address this in lessons. Furthermore, the one to one interviews/meetings with students gave students additional pastoral support such as creating revision plans based on what worked best for their life and home situations. It increased their sense of worth, value and self-esteem. This is a strategy that will be implemented in 2018-19.



