

## Pupil Premium Action Plan – 2015/16

### 1. Outcomes

Action
1. Provision of an alternative curriculum to ensure students in KS4 who arrive in Key stage 3 with Low National Curriculum Levels are provided with additional opportunities in order to make more than expected progress.
2. To develop a coherent and progressive mentoring and IAG (Information Advice and Guidance) programme.
3. To provide additional opportunities for students to cement their progress through twilight and holiday clubs.
4. Pupil Premium/SEN – Removing Barriers to Learning.

### 2. Interventions

**Outcome 1: Provision of an alternative curriculum to ensure students in KS4 who arrive in Key stage 3 with Low National Curriculum Levels are provided with additional opportunities in order to make more than expected progress.**

Action	Success criteria	Quality assurance	Progress/Milestones
<ul style="list-style-type: none"> <li><b>Deployment of Intervention Teachers</b> Teachers contracted to work additional hours to support intervention. Students taken out of MFL lessons to allow for 3 additional hours/fortnight of English. Students intervention is linked to how it can help in other areas of the school e.g. improved reading skills will help accessing resources across the curriculum</li> </ul>	A reduction in the attainment gap of PP and non PP students in year 7/8 from Sept 2015 – June 2016 in English levels. Students should make above expected progress due to additional lessons.	Having small groups working with additional support, led by Good and Outstanding teachers, will help advance the students' progress more quickly than in "normal" class sizes. Recent evaluations of two EEF projects, <b>Switch-on Reading</b> and <b>Grammar for Writing</b> , found that Year 7 pupils made an additional three months progress from small group interventions.	<ul style="list-style-type: none"> <li>Students progress checks will be scrutinised to ensure progress is being made.</li> <li>Use of comparative data to show that PP students are making more progress than non PP students to help close the achievement gap</li> </ul>
<ul style="list-style-type: none"> <li><b>Additional Peer reading and handwriting sessions to support students to access whole curriculum with lesson support from CTAs.</b> This will take place before and during tutor time giving the students an extra 40 minutes of support every week.</li> </ul>	Student reading score improves and progress is noted in all subjects (not limited to English). Students understand the importance of reading to allow access to all subjects and lifelong opportunities.	EEF evidence suggests that Peer Tutoring makes significant improvement to the progress of the students taking part. <i>'All effective partnership schemes provide poorer readers with substantially increased time for reading, supported by a more skilled reader who has received structured training and receives ongoing support. Focused training for the tutors is essential, so that they know what to do when a reader falters or makes an error' What works for students with literacy difficulties? The effectiveness of intervention schemes.</i> Third edition. DCSF. By G, Brooks. (2007)	<ul style="list-style-type: none"> <li>Progress reports show improvement in progress.</li> <li>Student feedback shows an understanding of how reading affects the opportunities they have.</li> </ul>

### Outcome 2: To develop a coherent and progressive mentoring and IAG (Information Advice and Guidance) programme

Action	Success criteria	Quality assurance	Progress/Milestones
<p><b>Mentoring and Success Coaching</b></p> <ul style="list-style-type: none"> <li>A Fireman from the local station to work in school to act as mentor and behaviour guidance and support. The role is to discuss what barriers students have to learning and how they can be supported to achieve their potential. A focus on students who are at level 3 of the Suffolk Raising Participation Age Learner Classification</li> </ul>	<p>Student's behaviour and attendance reports show improvement through the mentoring programme.</p>	<p>EEF evidence suggests that behaviour modification programmes can improve student's progress by four months.</p>	<ul style="list-style-type: none"> <li>Behaviour/attendance log analysis to show an improvement</li> <li>Staff to complete attitudinal surveys.</li> <li>Online monitoring</li> </ul>
<p><b>IAG work led through the use of a Careers Advisor to help raise aspirations as to Post 16 opportunities</b></p> <ul style="list-style-type: none"> <li>Focus will be on students in Key Stage 4 in the first year of this project – if successful 2015/16 will focus on year 8 and 9 students. All students in Yrs 8-11 will be asked about their expected destinations post 16 to allow for more targeted interventions and raising of aspirations. All destinations logged on a central database</li> </ul>	<p>Students are able to relate their own attainment to the requirements of the Post 16 opportunities available</p>	<p>Evidence from student voice and surveys has highlighted that those underperforming students are also those that have no clear plans for their futures. Aspirations are developed from family and friends and so without support from the school students may not be aware of what is available</p>	<ul style="list-style-type: none"> <li>Students surveys show appropriate aspirations for the future</li> </ul>
<p><b>Pastoral Support Worker to be appointed</b></p> <ul style="list-style-type: none"> <li>25 hours a week to work with students who are underperforming in 3 or more subjects but are not showing signs of being disaffected with education. The work will focus on the 5Rs to develop "Growth Mindset" and independent learning. Students in years 7-9 will be met in small groups while older students will be met independently so they can have a more tailored approach based of Post 16 aspirations.</li> </ul>	<p>Students to be able to articulate the 5Rs and how they use them in lessons to develop their own learning</p>	<p>The school has, for a long time referenced the 5Rs and this year has started to develop the use of "Growth Mindset" to develop students' academic development.</p>	<ul style="list-style-type: none"> <li>Mentoring records in place – Student voice feedback from students involved.</li> </ul>

### Outcome 3: To provide additional opportunities for students to cement their progress through twilight and holiday clubs

Action	Success criteria	Quality assurance	Progress/Milestones
<ul style="list-style-type: none"> <li><b>Provision of Key Stage 4 additional twilight and holiday subject support.</b> Interventions for all students are to be logged on a central database to ensure easier comparison of students who need additional support.</li> </ul>	<p>Those attending session will make a rapid improvement to their progress.</p>	<p>Reporting from EEF shows that Summer Schools can add 3 months progress to student's progress. In light of this the school is using holiday activities to work towards success by helping to cement learning. The nature of holiday activities also means that the group sizes are smaller and as such those students receive more feedback from the teacher.</p>	<ul style="list-style-type: none"> <li>Attendance at the sessions</li> <li>Progress reports to show improvement in attainment</li> </ul>
<ul style="list-style-type: none"> <li><b>Additional Wednesday Afternoon support time.</b> Where students have not been able to make appropriate progress teachers will provide an extra hour of contact time.</li> </ul>	<p>Students make significant progress that is reflected in the next progress report</p>	<p>With curriculum time under increasing pressure students need to have time to complete work in smaller groups where teachers can provide immediate feedback and support to the students. Short-term "booster" sessions allow for this to happen.</p> <p>EEF: " The research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable."</p>	<ul style="list-style-type: none"> <li>Pupil feedback</li> <li>Progress checks including learning profiles</li> <li>Teachers to send all registers to be logged on a central database</li> </ul>

**Outcome 4: Pupil Premium/SEN – Removing Barriers to Learning**

Action	Success criteria	Quality assurance	Progress/Milestones
<p><b>Pupil Premium/SEN – Removing Barriers to Learning</b>                      Cohesive approach to support SEN students to allow removal of barriers to learning, purchase of resources to help learning                      All teachers to have overlays so students who forget theirs don't lose learning time to collect them from the SEN dept.                      Purchase of laptops to support students who will require a scribe in exams                      Subscriptions to Lexia and Dragon Dictation to support student learning</p>	<p>SEN Pupil Premium gap to close at a faster rate than non Pupil Premium SEN students</p>	<p>Evidence has found to show that students who struggle with reading and writing benefit from having a laptop available to them in lessons.                      Text to speech software allows students to become more independent and access classwork quicker which in turn improves progress</p>	<p>Tracking attainment                      Attitudinal surveys from students</p>

**3. Quality assurance**

Action	Success criteria	By whom/when
Student Voice	Improvement in feedback from students using Survey Monkey surveys	ER
Marking Review	Improvement in feedback given to students	CF

**4. Student Voice**

Action	Success criteria	By whom/when	Quality assurance
Weekly Online Student Surveys	Improvement in data	Success Coach	<ul style="list-style-type: none"> <li>Regular feedback and interpretation of the data will allow the team to intervene with underperforming students quickly and effectively</li> </ul>