

Pupil Premium Action Plan – 2016/17:

“The school’s guiding motto is ‘Achieving Success Together’. It is the school’s policy that disadvantaged pupils are not ‘labelled’. This is implemented well in the case not just of disadvantaged and pupil premium students, but all students in need of support or challenge. This is an inclusive school where equality of opportunity matters.” (External Review, Ian Seath Report 2016)

When reading this action plan please note that the Pupil Premium team do not focus target groups based on prior attainment data but on the needs of the individual students at each checkpoint across their school life and as such all students will be supported in the most appropriate way for them.

Overall Pupil Premium Progress 8 Score for 2016 was +0.06 compare to the overall figure of +0.29 (Gap 0.23), the school’s target for 2017, using the interventions below is +0.15 with a gap of less than 0.2.

1. Outcomes

Action
1. Small group support to allow students who are underachieving to catch up and where appropriate develop study skills to ensure a “Can do” attitude to school
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. To ensure staff are able to identify and support PP students through “Quality First Teaching”
5. Ensuring appropriate recording and monitoring of interventions
6. To ensure underperforming students work in class is to a high standard and in line with teacher/school expectations

2. Interventions

Outcome 1: Small group support to allow students who are underachieving to catch up and where appropriate develop study skills to ensure a “Can do” attitude to school

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
Maths Success Coach and English Success Coach <ul style="list-style-type: none"> • To target students who are under performing, regardless of their prior attainment. • Students removed from lessons in small groups, or after school • Focus on short term catch up work • Focus on targeted students by HOD to ensure more accurate interventions • Maths 121s for A*-B students at school and at home to ensure they are able to achieve their targets 	RT/LV/GO Oct 16	Targeted students show more progress between report cycles than other students. Gap narrows to an average of 8% for both subjects	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. Evaluations of two EEF projects, Switch-on Reading and Grammar for Writing, found that Year 7 pupils made an additional three months progress from small group interventions.	<ul style="list-style-type: none"> • Maths and English Success coaches are working with students who underperformed in the summer progress reports through class based work and small group interventions and removal from lessons. • Students’ survey and data analysis is set up to be completed over Easter to evaluate performance of students against norm. • Comparative data available W:\Pupil Premium\Pupil Premium\2016-17\Action Plan\Research Groups
Additional Peer reading and handwriting sessions to support students to access whole curriculum, with lesson support	Library/RT/Admin	Student reading score improves and progress is noted in all subjects (not	<i>‘All effective partnership schemes provide poorer readers with substantially increased time for reading,</i>	<ul style="list-style-type: none"> • Registers of students

<p>from CTAs.</p> <ul style="list-style-type: none"> This will take place before and during tutor time giving the students an extra 40 minutes of support every week. 	<p>support</p> <p>Oct 16</p>	<p>limited to English). Students understand the importance of reading to allow access to all subjects and lifelong opportunities.</p> <p>100% of PP Level 3/4 students to be targeted with a minimum of 85% take up before Spring 2017</p>	<p><i>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. Third edition. DCSF. By G, Brooks. (2007)</i></p>	<p>attending sessions every morning are kept and will be logged by Admin in January. A review of progress in Eng will then be completed.</p> <ul style="list-style-type: none"> RT now part of cycle of meetings.
<p>Year 11 afterschool intervention programme</p> <p>Students targeted based on ability and current EOC grade. Students invited to attend relevant level classes based on EOC target. Centrally organised and monitored intervention programme that allows teachers to ensure that students are able to attend their interventions. Managed by the data team but overseen by the PP team to ensure that the appropriate students are attending (linked to mentoring to ensure that the students are supported to attend)</p>	<p>J Wren/RT + Admin</p> <p>Support Nov 16</p>	<p>Intervention attendance is monitored and reported, linked to progress made between their report cycles</p>	<p>RT to ensure that all underperforming PP students are attending the appropriate sessions and are feeling the benefit of attending. Sessions seen as intervention, to close the gap in knowledge rather than teaching new information</p>	<ul style="list-style-type: none"> Review of interventions from the Autumn term to assess the impact of interventions. Specific examples from subjects to be case studied to show improvement from Summer 16. TBC in January when Admin starts in Jan Tracking of interventions are in place and reviews show where students are attending and what impact it is having. Maths interventions 93% of PP students attending compared to 83% non PP students (of those recorded). English interventions 45% of PP students attending compared to 27% non PP students (of those recorded).

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

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
<p>Mentoring and Success Coaching</p> <ul style="list-style-type: none"> A Fireman from the local station and in house Pastoral Support Worker 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 Level 5 students targeted to support achievement of A*-B 	<p>FLO/LY/RT</p> <p>Ongoing</p> <p>16/17</p>	<p>Based on success from previous years the FLO will ensure attendance in lessons will be improved for the targeted students. Learning profiles to improve resulting in reduced barriers to learning for all students in lessons.</p> <p>Current grade will be assessed at report cycles and parents of underperforming students (below 0 P8 for English, maths and science will be met and regularly monitored.</p>	<p>EEF evidence suggests that behaviour modification programmes can improve student's progress by four months.</p>	<ul style="list-style-type: none"> Students who are mentored by Gavin and Linda have been placed into a research group to assess progress from summer 16 Student survey and data analysis is set up to be completed over Easter to evaluate performance of students against norm. Students have completed controlled assessments in Geography/History as a result of pressure/support from PSW, including supervision.

				<ul style="list-style-type: none"> • Results of surveys. Action Plan\Mentoring and Success Coaching">W:\Pupil Premium\Pupil Premium\2016-17\Action Plan\Mentoring and Success Coaching • Surveys show students appreciate support.
<p>IAG work led through the use of a Careers Advisor to help raise aspirations as to Post 16 opportunities</p> <ul style="list-style-type: none"> • All students to have a follow up meeting. Careers Advisor to review aspirations and predicted grades to ensure students are being challenged and/or appropriately realistic • Support will be given to the Life Skills groups who have the highest risk of becoming NEET 	<p>Careers Advisor/RT Jan 17</p> <p>Ongoing</p>	<p>100% of Yr 11 students to gain support and guidance on a 121 basis, focus initially on Level 5 students to support effective pathways into Post 16. Students in Yr9/10 will also be provided with group work. Students will be more aware of career/Post 16 pathways and how to ensure they can achieve them. Underperforming students will be given additional support to raise expectations.</p> <p>Students will have visited local colleges and will have been supported in the applications for college places.</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> <p>List of potential NEETS is reduced, student tracker shows that work has had an impact</p>	<ul style="list-style-type: none"> • Student tracker is up to date and tutors are aware. • Drop down days are focused with students directed to appropriate courses • Lifeskills students completing an additional Careers unit to raise the profile of IAG • Achieved and now monitored. New deliverer in post. Specific assemblies and support for students in place. LY and RT working to ensure appointments are sort and completed ASAP when an issue is raised. • Year 10 students have received IAG meetings to support the applications for work experience and finding appropriate and worthwhile placements. • Year 10 meetings now in progress, focus on PP students. Careers advisor to work with PP students on return from work experience. • Lifeskills group have had 2 hours input to support work experience as a trial for whole school project.
<p>Teachers CPD in use of 5Rs</p> <ul style="list-style-type: none"> • Due to success of 15/16 trial, requests for teachers CPD in use of 5Rs has been developed for 16/17 	<p>CPD Lead March 17</p>	<p>Students know and can reference the 5Rs and how their lessons have an impact on the development of them.</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"> • Not yet completed, meeting to be arranged for Jan with FL – Postponed due to time and trials with T&L group

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

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
<p>Provision of Key Stage 4 additional twilight and holiday subject support.</p> <ul style="list-style-type: none"> Interventions for all students are to be logged on a central database to ensure easier comparison of students who need additional support. Progress reports used to generate list of underperforming students. Departments to report what they are doing to improve student's attainment. Data is collated and shared with all tutors so they can support students. New proforma sent to all HOD to ensure a cohesive approach 	Oct 16 – June 17	<p>Registers of student attendance at the targeted interventions is maintained and shows progress between the report cycles.</p> <p>Students to have interventions placed onto their timetables as a 6th lesson so attendance can be monitored.</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.	<ul style="list-style-type: none"> Trial of monitoring of interventions has shown there is a large number attending sessions but these need to be validated in January. New proforma for holiday interventions has been created and used at Oct ½ term Programme has been revamped to ensure students are targeted. This has reduced the amount but increased the quality of interventions. PP students actively targeted in the provision of these programmes and students attending. PP students attended 594 Maths interventions in 2016/17 compared to 247 in 2015/16 (of those recorded). PP students attended 236 English interventions in 2016/17 compared to 236 in 2015/16 (of those recorded).

Outcome 4: To ensure staff are able to identify and support PP students through "Quality First Teaching"

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
<p>Ensure there is an audited trail of staff to confirm seating plans and pupils are available for all staff in the school</p> <ul style="list-style-type: none"> All departments to use Collaborative planning to review seating plans and registers to ensure PP students are identified and highlighted so teachers and support staff can identify targeted students effectively 	RT Nov 16	Central database to show that departments have completed the task which are part of the school's operating procedures	Learning walks to check teachers know their PP students.	<ul style="list-style-type: none"> 80% of departments have returned to say that they have completed the task and have discussed the best options for seating. Departments met with RT to discuss focus and support in lessons.

Outcome 5: Appropriate reporting on interventions

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
<p>Ensure monitoring in departments is accurate and end of course grades are not too high</p> <ul style="list-style-type: none"> RT and AG to meet departments where the gap between predicted grades and final results were wide to ensure the development of a more cohesive and accurate tracking procedure. 	<p>AG/RT + HODs Dec 16 (after Yr11 Mock exams)</p>	<p>Summer 2017 results are in line with the predicted grades (even if below expected targets) to ensure that the interventions can be appropriate.</p>	<p>2017 review will show that the gap in the targeted subjects predictions is smaller than 2016.</p>	<ul style="list-style-type: none"> RT presented at Dec HOD meeting and data has been sent to all HOD to show how their predicted grades reflected the true outcomes in summer RT has met EBAC subjects to review predicted grades where it is perceived to be too high compared to grades achieved. RT has shown HOD where the average improvements came and what they were last year leading to a review of the data provided. No review possible as waiting for results.

Outcome 6: Appropriate reporting on interventions

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
<ul style="list-style-type: none"> Underperforming students in Yr 11 to be involved in a trial 2 week work scrutiny to assess the quality of class work in EBAC subjects. 	<p>AG/LY/RT To start 10th Nov 16</p>	<p>Students work is high quality and shows maximum effort in all lessons. When compared to Non PP students in the year the work is at least as good. Student work is high quality and shows maximum effort in all lessons. When compared to Non PP students in the year the work is at least as good.</p>	<p>½ termly meetings between AG, RT and LY to compare and assess work. Students rewarded where quality of work has improved.</p>	<ul style="list-style-type: none"> Trial has started, RT to review with AG as the logistics are not perfect. Looking to start SLT specific learning walks to check on students. High Presence patrols now in place, student's work checked in lessons. Year 10 have high priority lessons based on the amount of PP students in lessons and the amount of underperforming students. Feedback highlighted the impact regular visits have. Specific students were targeted and classes were then calmed.

3. Quality assurance

Action	By whom/when	Success criteria	Quality Assurance	Progress/Milestones
Intervention Outcome 6 to check quality of work completed by students in lessons	RT/AG/LY bi-weekly	Improvement of the quality of work produced by students over the monitoring period. Improvement in predicted grade	Work to be compared to like for like Non PP students to create a benchmark of the quality of work expected.	<ul style="list-style-type: none"> See above
Marking Review	RT/LY	Improvement in feedback given to students (Students whose marking has been checked has been logged on PP tracker)	Confirmation that students work is marked regularly and to the same (if not better) level as Non PP students. This will enable students to overcome barriers to learning	<ul style="list-style-type: none"> RT has access to data from FL on marking reviews. Work looked at in outcome 6 shows work is marked. Evidenced by photos

4. Capacity to improve

Action	By whom/when	Success criteria	Quality Assurance	Progress/Milestones
Intervention Outcome 5	See above			
Employ new Admin staff to allow for regular updating of data and tracking on intervention	RT/AG Oct 16	Interventions provided by staff will show improvement on projected grades and show good value for money. Students will value the support and understand how interventions can effect whole school outcomes for them	Admin support in place to allow the monitoring of interventions linked to the attainment of students to ensure that the input is effective Student surveys will show that they feel more confident as a result of the support they receive.	<ul style="list-style-type: none"> Unfortunately due to recruitment issues the Admin role will not be filled until Jan17 Now in post and doing a great role in supporting the post. All data is up to date and accessible to all.

5. Student Voice

Action	By whom/when	Success criteria	Quality assurance	Progress/Milestones
Weekly Online Student Surveys	LY Ongoing	Improvement in data	<ul style="list-style-type: none"> Regular feedback and interpretation of the data will allow the team to intervene with underperforming students quickly and effectively - Need to ensure reports are shared every half term 	<ul style="list-style-type: none"> These are being completed and reviews of this will begin again when the Admin post is filled as this is seen as a positive reinforcement of student expectations. Evidence is now in the PP handbook, shows good improvements in attendance.

