

Pupil Premium 2017/18



Carr Manor Community School is a through school for 4 to 19 year olds. We have a diverse cohort of pupils with approximately 47% of our children eligible for Pupil Premium funding (which is significantly higher than the national average of 28%). Over 42% of our disadvantaged pupils have a Special Educational Need '**SEN**', compared to about 23% of non-disadvantaged pupils. A large number of our pupils speak English as an additional language '**EAL**' (30% of both disadvantaged and non-disadvantaged pupils). Since the start of the academic year, we have supported 138 pupils with 336 safeguarding concerns.

We use a number of different strategies to meet the diverse need that our pupils have and to offer the best opportunity for them to succeed. The key to narrowing the gap between the highest and lowest achieving pupils is careful and thorough monitoring/tracking of pupils' attainment and progress and we continue to do this through regular Achievement meetings involving Middle Managers and relevant Senior Leaders, we also use regular data collection that covers both academic and Character for Learning (CfL) achievements; this data inform decisions about the relevant intervention for identified pupils.

At Carr Manor we use a number of different intervention strategies, for example: assertive mentoring at both KS3 and 4, focused on pupil at risk of underachieving, with staff targeted to work in detail with specific pupils; residential revision sessions on Fridays/Saturdays, mixing revision with wider experiences, which many pupils do not otherwise receive; intervention focused both on long term support in English, Maths, Science and History, which is separate to timetabled lessons, and targeted short / mid-term support with staff members timetabled to support in class or withdraw; bespoke intervention for KS3 groups to close gaps early and increase engagement with education.

Data as of 16/1/2018

Year Group	Total	Pupil Premium		PP - SEND		PP - EAL	
		Number	%	Number	%	Number	%
R	59	9	15%	1	11%	2	22%
1	60	15	25%	1	7%	3	20%
2	61	16	26%	4	25%	8	50%
3	30	11	37%	5	45%	5	45%
4	30	8	27%	2	25%	3	37%
5	31	8	26%	2	25%	4	50%
7	206	106	51%	39	37%	32	30%
8	179	89	50%	46	52%	19	21%
9	182	106	58%	57	31%	19	18%
10	163	90	55%	40	44%	32	35%
11	172	91	53%	38	42%	27	30%
12	8						
13	1						
Total	1182	554	47%	235	42%	154	28%

Pupil Premium 2017/18



Allocation breakdown:

Amount of Pupil Premium Allocation – 2017/18	
Total amount of Ever 6 Allocation <i>Primary Phase (67x£1320 = £88,440)</i> <i>Secondary Phase (482x£935 = £450,670)</i>	£539,110
CLA Pupil Premium <i>Secondary Phase (5x£1,900 = £9,500)</i>	£9,500
Y7 Literacy & Numeracy Catch-up Premium	£25,000
Total of all funding received	£573,610

1. Summary information					
School	Carr Manor Community School				
Academic Year	2017/18	Total PP budget	£573,610	Date of most recent PP Review	September 2017
Total number of pupils	1182	Number of pupils eligible for PP	554	Date for next internal review	April 2018

2. Current attainment		
	<i>Pupils eligible for PP at CMCS</i>	<i>Pupils not eligible for PP Nationally</i>
Progress 8 score average	+0.41	+0.10
Attainment 8 score average	41.61	49
% achieving all EBacc components	23%	28%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	The progress of PP pupils with SEND is below average.
B.	The progress of higher attaining PP pupils is below average.
C.	Increase combined figure for PP in Primary Phase.
D.	Improving Literacy and Numeracy: <ul style="list-style-type: none"> - 28% of disadvantaged pupils are EAL. - 47% of disadvantaged pupils are SEND.
E.	Attendance of secondary phase PP pupils is low.
External barriers	
E.	The home environment for some disadvantaged pupils.
F.	A national rise in the number of pupils with emotional and mental health needs.

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and how it will be measured</i>
A.	Improve the progress of PP pupils with SEND to be in line with pupils with the same starting point nationally.	<ul style="list-style-type: none"> - Introduce speech & language training and put together strategies to help low attaining pupils in the classroom; these strategies will be assessed frequently and improved as needed. - Use impact reports and half termly checks of progress to identify pupils and put suitable strategies to support them; strategies will be assessed and adjusted according to pupils' progress. - Staff training to address the increase in the number of pupils with dyslexia. - Staffing resource is deployed strategically to support particular needs and monitored each half term with team managers.
B.	The progress and attainment of High Ability disadvantaged pupils to be in line with pupils with the same starting point nationally.	<ul style="list-style-type: none"> - Progress 8 will be positive for PP pupils, from all starting points. 4Matrix and other data analysis tools to be used to highlight gaps and target key pupils / intervention strategies accurately. - Provide targeted intervention and support across all subjects, to ensure pupils make progress towards meeting / exceeding FFT20 targets. - RAP meetings to focus on key cohorts and involve the sharing of effective strategies, both academic and pastoral.

C.	Increase combined figure for PP in Primary Phase towards FFT20.	<ul style="list-style-type: none"> - Build on the strength of targeted intervention. Disadvantaged children will be targeted for specific intervention to reduce differentials. This is reviewed and refined regularly for maximum impact.
D.	All disadvantaged pupils will receive CEIAG support and will secure a Post 16 destination.	<ul style="list-style-type: none"> - Careers team to ensure that all pupils reach an appropriate destination, and are supported and challenged to achieve the best outcomes possible in support of this. - Put together a varied programme of CEIAG activities for all year groups and provide additional support to targeted PP pupils.
E.	Improve the impact of literacy and numeracy intervention across school.	<ul style="list-style-type: none"> - By the end of the academic year, Y7 pupils will achieve the expected standard for Literacy and Numeracy. - Numeracy levels for disadvantaged pupils will be in line with national levels. Targeted disadvantaged pupils will receive Numeracy intervention and the impact of the intervention will be measured frequently.
F.	PP pupils in Secondary Phase to achieve 96% attendance or above.	<ul style="list-style-type: none"> - Work more closely with specialist staff from the local cluster and develop a new attendance strategy to be implemented from the start of the new academic year 2017/18. - Continue to provide our summer school programme and work closely with feeder primaries to ensure a smooth transition for pupils. - Coaches to have more involvement in improving attendance. - Continue to provide morning activities to encourage pupils to arrive early and improve their punctuality.
G.	All disadvantaged pupils will receive specialist Safeguarding support especially with their emotional and mental health needs.	<ul style="list-style-type: none"> - Safeguarding team to ensure that the most vulnerable and those who present challenging behaviour are supported and challenged to achieve the best outcomes they can. - Closer links to be developed between safeguarding, inclusion and the T&L team to ensure that the most vulnerable pupils make increased progress.
H.	All disadvantaged pupils will be provided with the right environment to learn, enjoy and achieve.	<ul style="list-style-type: none"> - Continue to build on the success of the Coaching, Restorative Practice and Passengers into Crew programmes in school. - Work with Leeds University to deliver the 'Narnian Virtues' Project to all Y7 pupils. This includes parents' workshops and staff CPD. - Further Learning to be enhanced by addition of fortnightly sheets in all subjects which links to the work being undertaken in class. - Flexible Learning to be highlighted more effectively and targeted to get more bespoke sessions, for the right pupils at the right time.

5. Planned expenditure					
i. Improving academic outcomes					
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 Date
Improve the progress of PP pupils with SEND to be in line with pupils with the same starting point nationally.	Specialist intervention provision available for pupils with Dyslexia and Autism. External training accessed for key staff.	Following the success of the specialist intervention provided last year to our Dyslexia cohort; Primary and Secondary phase senior leaders will attend Dyslexia training to allow top down approach for cascading information and quality first teaching followed by targeted specialist intervention for specific pupils.	<p>We will signpost specific staff to key CPD opportunities (e.g. Autism, Dyslexia, and Empowerment training for new members of LST).</p> <p>Staff with specialist SEN skills/knowledge to deliver training during staff INSET days/twilight sessions.</p>	MR	April 2018
	Support progress of low attaining PP pupils with SEND through the right assessment process and accurate tracking of good progress.	<p>Target tracker in Primary Phase has been instrumental in sharpening tracking. Developmental Journal has been used successfully for the lowest attaining pupils.</p> <p>Use of access papers for Y7&8 mid-terms and finals provided appropriate assessment for low attaining pupils.</p> <p>Use of access assessment criteria in Y7&8 has supported accurate tracking and intervention for low attaining pupils.</p> <p>Y9 PQEs acted as a bridge between access criteria and the beginning of GCSE assessment criteria.</p>	<p>We will introduce strategies to help low attaining pupils in the classroom; these strategies will be assessed frequently and adjusted as needed.</p> <p>Staff will continue to systematically monitor pupils' progress and update their current level as appropriate.</p> <p>Half termly progress checks.</p> <p>Mock exams results.</p>	MR	April 2018

	<p>Identifying targeted pupils and providing suitable intervention</p>	<p>SEND team will use impact reports to identify pupils who need support and will work closely with the Middle Managers and Heads of Year to put together strategies to support these pupils and boost their performance.</p>	<p>Half termly gathering of data from intervention groups and analysis of this to support sharp focus on key skills.</p> <p>Strategies to be assessed frequently and changed as needed.</p>	<p>MR</p>	<p>April 2018</p>
<p>The progress and attainment of High Ability disadvantaged pupils to be in line with pupils with the same starting point nationally.</p>	<p>Provide targeted intervention and support across all subjects, to ensure pupils make progress towards meeting / exceeding FFT20 targets.</p>	<p>KS managers and Middle Managers to consistently monitor in class assessment and other data to ensure progress is consistent. RAP (Raising Attainment and Progress) meetings helped identify areas to focus on and key cohorts, this involved the sharing of effective strategies, both academic and pastoral.</p> <p>Assertive mentors will be used in a targeted manner to ensure appropriate support for key pupils; this has proven to be a successful approach in previous years.</p> <p>Intervention, FL and master-classing to be focused on key pupils who are underachieving within concern cohorts · Targeted sessions at half-terms and at Easter allow pupils to receive appropriate and timely support. Previously, these sessions have proven effective in engaging disadvantaged pupils, and have impacted positively on their performance.</p> <p>T & L to become an increased focus this year.</p>	<p>Data from mocks and progress reports will be analysed to ensure that gaps are identified swiftly and effective work is undertaken to close them.</p> <p>Targeted parents' evenings to be held after key assessment points to ensure that parental support is forthcoming, assertive mentors input to be part of the discussion.</p> <p>Targeted pupils to be invited to specific intervention sessions. Monitor intervention registers closely; inclusion team to liaise with parents to ensure pupils attend the relevant sessions.</p> <p>Rigorous QA of T & L to ensure that standards of new GCSEs are met and key exam skills are taught successfully.</p>	<p>JD</p>	<p>April 2018</p>

Increase combined figure for PP in Primary Phase towards FFT20.	Targeted intervention	Our approach on having targeted intervention for disadvantage children has been successful. We will continue and refine this approach.	Pupils' progress will be assessed frequently and intervention strategies will be adjusted as needed.	JH KE	April 2018
	Staff training, parents workshops and further resources.	<p>Staff training helped improve the quality of T&L. We will continue developing our staff and they will attend training on models and images, Monster Maths, EAL training and SEND training throughout the year.</p> <p>We will continue to run parents' phonics workshops which proved to be successful last year. We will also continue to regularly practice Y1 phonics checks and will provide targeted phonics intervention.</p> <p>We will further invest in phonics resources and concrete resources in Maths.</p>	QA of T & L to assess the impact of training and using the appropriate resources.	JH KE	April 2018
All disadvantaged pupils will receive CEIAG support and will secure a Post 16 destination.	Achieve 0% NEET across the school	<p>Our approach on working with pupils in different year groups to secure a post 16 destination has been successful. We will continue and refine this approach.</p> <p>We will continue to offer a wide range of CEIAG activities for all year groups. With additional focus on Y10 work experience and Y11s Careers interviews /Mock interviews providing targeted support to identified groups.</p>	<p>Monitor PP attendance in these events.</p> <p>Provide additional support to targeted groups.</p>	MS	April 2018

<p>Improve the impact of literacy and numeracy intervention across school.</p>	<p>Targeted disadvantaged pupils will receive Numeracy intervention.</p>	<p>RAP cohorts identified and invited to Flexible learning. This has proven effective in previous years.</p> <p>Small group intervention based on key cohorts. This cohort will change on a half termly basis to meet the needs of the cohort.</p> <p>Maths passports have been a helpful tool for pupils last year, we will continue to produce it for year 7, 8 and 9 to support pupils with preparations for their exams. Work sheets provided to pupils in other year groups based on their mock exams and key areas of weaknesses.</p>	<p>Data file audit to ensure pupils are making short term progress on each of the units and mid/long term progress on larger assessments.</p> <p>Pupils' progress will be assessed frequently and intervention strategies will be adjusted as needed.</p>	<p>LK TA LS</p>	<p>April 2018</p>
<p>To close gaps between groups of pupils earlier, based on starting points from finals in years 8 and 9 and baselines in year 7</p>	<p>To use the KS3 RAP system more effectively, with an improved use of ARE / PQE data to identify and close gaps more effectively at KS3</p>	<p>The KS4 RAP model has proven effective at closing gaps at KS4 (see 2017 outcomes). The KS3 RAP group has been enhanced with further staff across a range of subjects, including some working across the subject areas with a focus on disadvantaged pupils, to ensure we can effectively replicate this model in year 7 – 9.</p>	<p>KS3 RAP meetings 3 x per half term.</p> <p>CCr is new to role with a focus on the disadvantaged pupils. She will be managed by JD and guided to support English, maths and science, using a combination of data and the knowledge of teaching staff, coaches and year managers to intervene effectively.</p> <p>MCo will be managed by JD to lead his team focusing on HAPs / disadvantage effectively, again using data and other information to work effectively.</p> <p>With the enhanced staff team, a full range of intervention, mentoring, T & L support and increased links with parents / carers will be available, underpinned by accurate and regular data analysis using the AREs and PQEs.</p>	<p>JD DDa MCo LK TAI LSp JMi LSn ABu NLa CCr</p>	<p>April 2018</p>

<p>By the end of the academic year, Y7 pupils will achieve the expected standard for Literacy and Numeracy.</p>	<p>Provide reading projects including Ruth Miskin groups, Reading Mentors Scheme, Reading Fluency (offered to Y7 low), reading for enjoyment sessions, general spelling & literacy intervention (based on access/Y7 AREs) as well as Numeracy intervention.</p>	<p>Based on the outcomes of using these intervention strategies last year, We will continue and refine this approach; with added focus on Numeracy intervention.</p>	<p>The impact of intervention work will be monitored through assessments and other test results and will be discussed in pupil progress meetings.</p> <p>For long term interventions, e.g. Ruth Miskin, we would regularly assess if pupils are making progress or if they need a different teaching style.</p> <p>During staff CPD sessions, we highlight to all staff the importance of including Literacy and Numeracy activities during lessons and coaching sessions. We QA lessons and coaching sessions regularly, including the focus on Numeracy and Literacy.</p>	<p>WH LK TA LS</p>	<p>April 2018</p>
---	---	--	---	--------------------------------	-------------------

Total budgeted cost (40%) £229,444
(Including £25,000 - Y7 Literacy & Numeracy Catch-up Premium)

ii. Safeguarding and Pastoral 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 Date
<p>Attendance for PP pupils will be in line with national figures.</p>	<p>Introduced a working group to build and implement new attendance strategies</p>	<p>The school provides specialist support staff to work with pupils and families on relationships and attendance.</p> <p>We identify pupils who will be joining our school in Y7 with KS2 poor attendance and we work closely with them and their families to ensure a smooth transition into KS3. This includes summer school activities and family trips, family intervention training and support for new pupils arriving from local primary schools. Attendance figures and pupils/parents feedback highlights the success of this programme.</p>	<p>A programme of activities is set in advance and communicated with feeder Primary schools and families of pupils who will join school in September.</p> <p>We continue to keep the communication channels open between the school and the feeder primary schools, we also communicate with the families of targeted pupils who will be joining the school in September.</p> <p>We will closely monitor PP pupils' attendance to swiftly spot any patterns emerging and address it immediately.</p>	<p>DB</p>	<p>April 2018</p>

		<p>We will work more closely with specialist staff from the local cluster; we have developed a new attendance strategy which was implemented from the start of the new academic year 2017/18.</p> <p>Coaches will play an integral role in having regular attendance discussions with pupils and their parents/carers throughout the year. Attendance discussions with pupils on Monday morning coaching sessions and with their parents/carers on Meet Your Coach Days (MYCD) and Parent Evenings proved to be effective last year, we will continue with these vital discussions this year.</p> <p>We will continue holding attendance competitions throughout the year and the prize draw during Merit Assemblies at the end of each term, which has been proven to be very popular with pupils and many pupils take pride in achieving 100% attendance.</p> <p>The school day starts at 7.45am and a number of enrichment activities are provided on daily basis until the start of timetabled lessons. These activities proved to be very popular, it includes: free breakfast club which is available for all pupils, wide awake club, sports activities, the hub...etc. in addition, we have our Flexible Learning programme each day after school which gives a structured environment for independent learning and relationship building.</p>	<p>In staff training sessions, coaches are constantly reminded of the importance of holding attendance discussions with pupils and their parents/carers.</p> <p>We will continue to monitor MYCD attendance figures and will keep communication channels open with parents/carers who did not attend these meetings. Heads of Year will liaise with parents/carers to agree personalised attendance strategies for individual pupils.</p> <p>Use the coaching chronicle to encourage attendance discussions in coaching and to keep pupils motivated to achieve higher attendance levels.</p> <p>We will monitor attendance figures for these activities and assess its impact on attendance and punctuality.</p>	
--	--	--	---	--

<p>All disadvantaged pupils are provided with the Safeguarding support they need.</p>	<p>Targeted work and building strong, productive relationships with other agencies that support pupils and families to improve outcomes for pupils.</p>	<p>The number of pupils with safeguarding issues, especially with the numbers of mental and emotional health needs rising every year, the safeguarding team continue to provide group work and targeted support to identified groups.</p> <p>After evaluating the impact of e-safety sessions being delivered through an external provider, we will look at a more pupil voice focused sessions and will deliver internal, more tailored sessions informed by the feedback we get from pupils.</p>	<p>The safeguarding team keep a comprehensive record and chronology of all safeguarding issues.</p> <p>Safeguarding staff continue to access a variety of supervision, group, and line management as well as invaluable weekly Safeguarding Briefing. A representative of the cluster attends this meeting, as does the locality Social Worker.</p> <p>Provided staff with additional CPD and continue to provide individual and group work.</p> <p>Pupils to complete a focused e-safety survey; appropriate training sessions to be provided based on pupils' responses to the survey.</p>	<p>NJ</p>	<p>April 2018</p>
---	---	--	--	-----------	-------------------

Total budgeted cost (30%) £172,083

iii. Character Development

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 Date
<p>All disadvantaged pupils are provided with the right environment to learn, enjoy and achieve.</p>	<p>Further develop Character for Learning (CfL).</p>	<p>We will continue to work on developing pupils' Character for Learning (CfL) and will work in partnership with University of Leeds and Cambridge University to support with enhancing Character Development initiatives through working with staff, pupils and parents.</p> <p>We will build on the success of the Coaching, Restorative Practice and Passengers into Crew programmes in school. All year 7 disadvantaged pupils will complete Restorative Practice training by the end of the academic year and larger numbers from other year groups will participate in activities.</p>	<p>The impact will be monitored through daily interactions and discussions with pupils in lessons, in coaching sessions as well as MYCD discussions as parents' feedback.</p> <p>This will be measured frequently through monitoring the number of PP pupils who participate in CfL activities throughout the year.</p>	<p>TS SHo MS</p>	<p>April 2018</p>

		<p>In addition, we are continuing with the house system and will organise various activities to allow pupils from different year groups to work with each other, and staff, to further develop strong, positive and harmonious relationships.</p> <p>We will continue to arrange a large number of visits, trips and various other enrichment opportunities, ensuring that Pupil Premium children are offered the opportunity to participate in activities that they might not be able to afford outside of school.</p> <p>We will continue to build on the success of Further Learning and Flexible Learning Programmes.</p>	<p>We have a dedicated team of Heads of Houses/Deputy Heads of Houses who work with a team of pupils who have been elected as House Captains/Vice House Captains.</p> <p>Staff ensure that disadvantaged pupils are included in all activities taking place around school.</p> <p>Monitor the figures for completed Further Learning and Flexible learning attendance figures for PP Pupils. Teachers and coaches to continue having conversations with pupils to encourage them to participate.</p>	<p>MS HoH</p> <p>All Staff</p> <p>DB MS</p>	
Total budgeted cost (30%)					£172,083

Review of expenditure			
Previous Academic Year 2016/17			
i. KS1 attainment and phonics standards.			
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
KS1 attainment of disadvantaged pupils will show a diminishing differential towards that of their non-disadvantaged peers in school, moving towards national figures for disadvantaged pupils.	<p>Introduction of the Big Question Learning Challenge.</p> <p>Introduction of writing strategies.</p> <p>Introduce a new calculation policy.</p> <p>1:1 support for adopted child with additional SEMH needs</p>	<p>Looking year by year the gap between pupil premium children and non-pupil premium children decreases over the time they are with us.</p> <p>In Reception there is a gap between pupil premium and non-pupil premium in Literacy and Numeracy. This is due to additional factors affecting pupils around the Prime Areas of Development. Pupils entered with low levels of PSED and fine motor skills were contributing factors towards slower progress in Literacy and Numeracy.</p> <p>In Year 1 in Reading 100% of pupil premium children made 2 steps or more progress compared to their peers at 93.4% (a difference of +6.6%), In Writing 71.2% of pupil premium pupils achieved 2 steps or more progress in contrast to 66.7% of non-pupil premium children (a difference of +4.5%). Mathematics 60% of pupil premium children made 2 or more steps progress compared to their peers at 51.1% (a difference of +8.9%).</p> <p>In Year 2 there is a gap between pupil premium and non-pupil premium. Contributions to this gap are additional factors of safeguarding, SEND and low PSE.</p> <p>In Year 3 88.9% of pupils made 2 or more steps progress in Reading in comparison to their non-pupil premium peers at 71.4% (a difference of +17.5%). In Mathematics 33.3% of pupil premium pupils achieved 2 steps progress in line with their peers at 33.4% achieving 2 or 3 steps progress.</p>	<p>Our approach this year on having targeted intervention for disadvantage children has been successful.</p> <p>We plan to continue and refine this approach.</p>

		Year 4 Pupil premium have made higher rates of progress in maths with 57.2% of pupils making above 5 points progress in comparison to their non-pupil premium peers at 21.7% (a difference of +35.5%)	
At least 70% of disadvantaged pupils will meet the expected standard in phonics in year 1.	Reorganisation of phonics groups. Targeted intervention for disadvantaged children.	We exceeded the target set of 70%. All PP children achieved a higher target of 84% apart from one child in Y1 who receives continuous SEN support.	We will continue to regularly practice Y1 phonics checks and will provide targeted phonics intervention. We will continue to run parents' phonics workshops. We will further invest in phonics resources next year.
ii. Improving Literacy and Numeracy			
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
By the end of the academic year, Y7 pupils (including disadvantaged pupils) will achieve the expected standard for Literacy and Numeracy. Lower attaining groups will achieve at least 1.5 year higher in their reading age and working at 1 primary year higher than their ARE from where they started in September.	Provide reading projects including Ruth Miskin groups, Reading Mentors Scheme, Reading Fluency (offered to Y7 low), reading for enjoyment sessions, Sound Training, general spelling & literacy intervention (based on access/Y7 AREs) as well as Numeracy intervention.	<p><u>Sound Training</u> Please see Sound Training data Autumn 2. 75 % of 20 pupils made progress in six week course. 55% made 1 year progress in 6 weeks. 40% pupils made 2 years or more progress in six weeks.</p> <p><u>Reading Fluency programme</u> Reading age progress(Sept 16- July 17) for all pupils in 8C 78% of 8C pupils made over 1.5 years progress in reading age during this time.</p> <p><u>Pupil Premium Findings</u> 100% of PP pupils completing reading intervention for work on ARE reading skills with JF achieved 'Expected' in at least 1 reading ARE.</p> <p>87% of Ruth Miskin PP pupils with JF achieved 1.5 years or more progress in reading age.</p> <p>100 % of Ruth Miskin PP pupils with SC achieved 1.5 years progress (Sept 17 until July 17).</p>	<p>We will continue using the Ruth Miskin programme as it has proven to be successful especially with very low ability pupils and SEND pupils.</p> <p>We will not continue using the sound training programme in its current format; however we will incorporate elements of the programme in our day to day teaching/intervention.</p> <p>We will continue to use the other programmes and schemes we've used during the year if we think it suits pupils' learning styles, e.g. Reading Mentors Scheme, Reading Fluency (offered to Y7 low ability classes), reading for enjoyment sessions.</p>

		<p>115 of PP pupils completed a set period of interventions (regular attendance and completion) in F1 during Sept 2016-July 217.</p>	<p>A greater focus on the progress of disadvantaged pupils from all starting points is necessary. We have the tools through the ARE process to heighten our focus on specific starting points and combinations of sub-groups, and must use a more refined KS3 RAP approach to accelerate the highly effective work which is evident at KS4.</p> <p>A KS3 progress role has been created with a focus on the academic progress of a wider group of KS3 disadvantaged pupils. It aims to use the ARE data to close the identified gaps more effectively. The member of staff will work alongside the KS managers and year teams to ensure these pupils receive excellent wave 1 teaching and appropriate intervention and support, designed to meet their complex variety of needs.</p> <p>A new role has been created at KS3 focusing on HAPs, including disadvantaged HAPs. Coordinated by the English Y9 manager, members of staff in science and maths are also responsible for the progress of this group.</p>
<p>Literacy and Numeracy levels for disadvantaged EAL pupils will be in line with national levels.</p>	<p>Invest in specialist staff to deliver EAL intervention.</p>	<p><u>EAL Literacy</u> <i>Below is an example of the impact of specialist intervention</i></p> <p>Y7 finals</p> <ul style="list-style-type: none"> - 90% of PP EAL pupils achieved expected or above In the reading ARE related to ‘use a suitable quotation to prove the point you are making’ - 80% of PP EAL pupils achieved expected or above in the reading ARE related to ‘use the PEE/PETER structure’ - 90% of PP EAL pupils achieved expected or above in the reading ARE related to ‘make inferences and deductions’ 	<p>We will continue to provide targeted specialist intervention to EAL pupils.</p> <p>We will continue to assess students with STEPS level every term.</p> <p>We will re-assess groupings for intervention sessions every term.</p>

		<p>Y8 finals</p> <ul style="list-style-type: none"> - 100% of PP EAL pupils achieved expected or above in the reading ARE related to 'Use appropriate quotations to prove your point' - 86% of PP EAL pupils achieved expected or above in the reading ARE related to 'use the PETER structure' - 100% of PP EAL pupils achieved expected or above in the reading ARE related to 'make explained inferences and deductions' 	<p>We will continue liaising with the English team with regards to pupils' performance in assessments.</p>
<p>Literacy and Numeracy levels for disadvantaged SEND pupils will be in line with national levels. Lower attaining groups will achieve at least 1.5 year higher in their reading age and will be working at least 1 primary year higher than the ARE from where they started in September.</p>	<p>Dyslexia teaching specialist.</p> <p>Continue to provide reading projects.</p>	<p><u>Lower attaining reading groups</u></p> <p>Ruth Miskin group 1 (Sept 16- July 17) 100% of pupils made 1.5 years of progress or more.</p> <p>Ruth Miskin group 2 (Jan 17- July 17) 50% of pupils made 1.5 years of progress or more.</p> <p>Ruth Miskin group 3 (March 17- July 17) 100% of pupils made 1.5 years of progress or more.</p> <p><u>Dyslexia cohort 2016-2017</u> 69% of 12 pupils made 1 year progress in reading age.</p> <p>Half termly tracking of progress of key groups of pupils has been carried out, in particular those involved in small group intervention. Pupils who received specialist intervention have been moved back to mainstream lessons once progress has been secured. Use of Access Papers for Year 7 and 8 mid-terms and finals has supported appropriate assessment for key groups of low attaining pupils.</p> <p>Use of Access assessment criteria in Years 7 and 8 have supported accurate tracking and intervention for lower attaining pupils.</p>	<p>We will continue using the Ruth Miskin programme as it has proven to be successful especially with very low ability pupils and SEND pupils.</p> <p>We will not continue using the sound training programme in its current format; however we will incorporate elements of the programme in our day to day teaching/intervention.</p> <p>We will continue to use the other programmes and schemes we've used during the year if we think it suits pupils' learning styles, e.g. Reading Mentors Scheme, Reading Fluency (offered to Y7 low ability classes), reading for enjoyment sessions.</p> <p>We will focus on improving low ability pupils' spelling age by starting the Units of Sound programme.</p>

iii. Improving Academic Outcomes																					
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned																		
Progress 8 in English and Maths will be in line with national figures for disadvantaged pupils.	Provide flexible intervention to all year groups.	<p>English all: 0.07 Maths all: -0.09 English disad: 0.15 Maths disad: -0.01 English non: -0.02 Maths: -0.16</p> <p>Although performance for the disadvantaged pupils was stronger than their peers, we feel that there is work to do. There are areas to improve in terms of exam strategy and ensuring that the pupils are directed to intervention in the most suitable areas of the more complex maths GCSE curriculum.</p>	This approach will be refined further by using the data we have received from exam boards, including the ResultsPlus service, to target the areas in which our intervention was less successful last year. We will also use the past papers and grade boundaries to improve the efficacy of this approach.																		
The difference in attainment levels between disadvantaged and non-disadvantaged pupils will be diminished.	Provide target intervention.	<table border="1"> <tbody> <tr><td>P8</td><td>0.34</td></tr> <tr><td>P8 disad</td><td>0.41</td></tr> <tr><td>P8 non-</td><td>0.27</td></tr> <tr><td>LAP disad</td><td>0.18</td></tr> <tr><td>LAP non</td><td>0.23</td></tr> <tr><td>MAP disad</td><td>0.50</td></tr> <tr><td>MAP non</td><td>0.51</td></tr> <tr><td>HAP disad</td><td>0.55</td></tr> <tr><td>HAP non</td><td>0.07</td></tr> </tbody> </table> <p>These figures show that disadvantaged pupils make greater progress from their starting points than their non-disadvantaged peers. They also make greater progress from all starting points except the LAPs. However, the LAPs group contains a significant number of outliers. When these pupils, for whom a progress 8 focused curriculum was not suitable and who performed well in selected appropriate subjects, are removed the P8 score for this cohort becomes. Performance of disadvantaged pupils from all starting points and overall is also in line with or exceeds the national averages attained by pupils without disadvantage. Attainment figures in a wide range of subjects also saw PP pupils perform in line with or better than their peers.</p>	P8	0.34	P8 disad	0.41	P8 non-	0.27	LAP disad	0.18	LAP non	0.23	MAP disad	0.50	MAP non	0.51	HAP disad	0.55	HAP non	0.07	Our approach will continue. We have improved the way in which we track and target all pupils. The lessons learned from this approach will be further refined, especially in terms of HAP / MAP and LAP groups, who we have developed strategies for tracking more closely and effectively.
P8	0.34																				
P8 disad	0.41																				
P8 non-	0.27																				
LAP disad	0.18																				
LAP non	0.23																				
MAP disad	0.50																				
MAP non	0.51																				
HAP disad	0.55																				
HAP non	0.07																				

<p>All disadvantaged pupils will receive CEIAG support and will secure a Post 16 destination.</p>	<p>Career activities.</p>	<p>For the 4th year running, the school achieved 0% NEET.</p> <p>All pupils were offered careers drop-in sessions (37 career sessions delivered by external partners and a lead member of careers; supported by careers crew pupils).</p> <p>In addition to general CEIAG events, the following focused activities took place: Primary Phase: we held our first Primary focus week, sessions was delivered by an external career advisor and 6 pupils from secondary phase (3 of which are PP). KS3: Y7 we held a careers focus week (competitions/quizzes/talks from career advisor) Y8 world at work day careers event (6 external organisations) Y9 Mentoring scheme KS4: Y10 work experience (113 Local Businesses supported Work Experience) Y11 Careers interviews /Mock interviews / targeted support prior to the interviews</p>	<p>We will continue to provide a wide range of CEIAG opportunities across school.</p> <p>We will not continue with the Y9 mentoring scheme due to the drop in the number of external partners. However, we will arrange more activities that will allow a larger number of pupils to be involved; focusing on girls working in STEM based careers and increasing verbal literacy skills through debating.</p>
---	---------------------------	--	---

iv. Safeguarding and Pastoral Support

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
<p>Attendance for PP pupils will be in line with national figures.</p>	<p>Introduced a working group to build and implement new attendance strategies.</p>	<p>Last year we worked with specialist staff from the local cluster that delivered CPD sessions and provided advice on strategies to improve attendance. Inclusion team held over 60 meetings with parents of PP pupils who have poor attendance and worked with the pupils and their families throughout the year.</p> <p>The summer school programme is a popular programme that plays an integral part in the transition process for year 7 pupils. This year, on average 55% of pupils who attended summer school were PP children.</p>	<p>We will work more closely with specialist staff from the local cluster and will develop a new attendance strategy which will be implemented from the start of the new academic year 2017/18.</p> <p>We will continue to provide our summer school programme and will work closely with feeder primaries to ensure a smooth transition for pupils.</p>

	<p>We identified red (92% and below)/amber (92% - 96%)/green (100% - 96%) attendance and targeted discussions have taken place during the 3 Meet Your Coach Days, Heads of year and the attendance administrator support targeted discussions with parents on MYCDs. In addition coaches hold attendance discussions with pupils on weekly basis during Monday coaching sessions as they go through the previous week's attendance register.</p> <p>At least 63 PP pupils attend breakfast club regularly every term. A total of 452 PP Pupils attended the 'Wide Awake' club which starts at 7.45am in the hub.</p> <p>In the start of the academic year, 102 PP pupils achieved 100% attendance in Term 1, this increased to 166 pupils as the year progressed.</p> <p>49% of pupils who use the newly introduced bus routes are PP children. This had positive impact on their attendance and punctuality.</p>	<p>Coaches will work closely with the attendance team and will have a bigger involvement in improving attendance in the new academic year.</p> <p>We will continue to provide morning activities to encourage pupils to arrive early to participate in these activities and improve their punctuality.</p>
--	---	--

<p>All disadvantaged pupils are provided with the Safeguarding support they need.</p>	<p>Targeted work and building strong, productive relationships with other agencies that support pupils and families to improve outcomes for pupils.</p>	<p>All Y11 CLA pupils sat their GCSE exams. All Y11 CLA had a combined attendance 98.6% for the year. 4 of the CLA pupils in Y11 had attendance figures of over 99%.</p> <p>Y7 CLA pupils' transition to Carr Manor has been successful and all pupils are attending school and benefiting from specialist support from the safeguarding team.</p> <p>The safeguarding team continue to provide group work and targeted support to pupils who have mental and emotional health issues.</p> <p>We held a full day of e-Safety day with an external provider, which had an impact on pupils and parents; we continue to provide e-safety information through targeted intervention.</p>	<p>We will continue to identify, monitor and work with vulnerable disadvantaged Y11 pupils.</p> <p>We will continue to provide transition support to Y7s, we will work with the vulnerable pupils whilst they are still in their primary schools.</p> <p>With the rise in the percentage of pupils who struggle with mental and emotional health, we have provided staff with additional CPD and we will continue to provide individual and group work.</p> <p>After evaluating the impact of e-safety sessions being delivered through an external provider, we will look at a more pupil voice focused sessions and will deliver internal, more tailored sessions informed by the feedback we get from pupils.</p>
<p>All disadvantaged pupils are provided with the right environment to learn, enjoy and achieve.</p>	<p>Further develop Character for Learning (CfL).</p>	<p>We developed a partnership with Leeds University to implement Character Education Project for all Y7 pupils. This project is specifically designed to evaluate impact on PP pupils.</p> <p>All year 7 disadvantaged pupils have been trained on restorative practice. All staff have been trained in RP principles (on-going rolling programme for new staff).</p> <p>A number of PP pupils who have undertaken the Passengers into Crew training programme and are supporting with the FL programme, assemblies, curricular & extra- curricular activities around school. This programme continues to be developed and delivered to pupils who sign up to become involved.</p>	<p>We will continue working with Leeds University to deliver the 'Narnian Virtues' Project to all Y7 pupils. This includes parents' workshops and staff CPD.</p> <p>More PP pupils to receive in-depth RP training during 2017-2018. New staff to receive RP Training sessions, to be featured regularly in the Staff INSET Twilight programme.</p> <p>Encourage a larger number of PP pupils to sign up for the PiC programme.</p>

		<p>We ran a comprehensive programme of flexible learning activities and PE extracurricular activities, attendance has been positive throughout the year; for example:</p> <p><i>Term 1 - 265 pupils attended PE extracurricular activities (140 PP pupils - 53%)</i></p> <p><i>Term 2 - 250 pupils attended PE extracurricular activities (120 PP pupils - 48%)</i></p> <p><i>Term 3 - 230 pupils attended PE extracurricular activities (110 PP pupils - 48%)</i></p>	<p>Improve the numbers of PP students attending clubs</p> <p>Consider summer activities on offer to ensure numbers remain high.</p> <p>Continue to listen to students' feedback and act accordingly to meet the needs of the students.</p>
--	--	--	--