



# Strategy for Raising the Attainment/Achievement of our Disadvantaged Pupils Funding Report (2016-2017)

**(26TH SEPTEMBER 2016 - INITIAL REPORT)**

MRS C BOWYER - DEPUTY HEAD

# Disadvantaged Pupil Funding Report for 2016-2017

## Executive Summary:

The Pupil Premium was introduced in April 2011 to provide additional funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past 6 months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MOD.

We are committed to addressing the gap in progress and attainment that currently exists between our Disadvantaged and other pupils, to ensure that all pupils make in line with or are exceeding expected progress.

Funding available for 2014-2015 - £355, 796

Funding available for 2015-2016 - £347,900

Funding available for 2016-2017 - \*£333,785

\*It should be noted that the Pupil Premium funding is received in the government financial year (April - March), being accounted for during the Academy financial year (September - August).

Number of Disadvantaged pupils - Total = 288 (not including Year 7 pupils). Year 8 = 71; Year 9 = 70; Year 10 = 69; Year 11 = 78

# Disadvantaged Pupil Funding Report for 2016-2017

## Objective

- to further reduce the attainment and achievement gaps between the Disadvantaged and Non-Disadvantaged pupils.

## Strategies

- to review and further develop tracking, monitoring and intervention strategies (on those introduced during 2015-2016), drawing on evidence from the Sutton Trust to introduce proven strategies, to ensure that there is a full return of investment and that the gap for our disadvantaged pupils is further reduced on the figures of a gap of -31% in 2015 (with a 33% reduction) to a gap of -23% in 2016.

## Context

- **80%** of subjects have reduced the internal Disadvantaged gap from 2015 to 2016.
- The **Gap** closed by approximately 33% for 5A\*-C incl EM and English 3LP.
- **Progress 8** (2015 national data) for disadvantaged students is -0.13 (-0.59 2015) compared to 0.24 (0.03 2015) for non- disadvantaged students this is a **significant reduction** when compared to 2015.
- **Attainment 8** school gap closed by half a grade to one grade.

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## Pupil Profile - Summary of Barriers to Educational achievement

<b>Year 8 (71 pupils)</b>			<b>Total</b>
reading age of 10 or below (Yr 8-9) and 11 or below (Yr10-11)			16
an average CATs score of less than 85 on entry			7
also EAL			15
also SEND			6
4A or below EN score on entry			17
<b>Ethnicity</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Any other Asian background	2	1	3
Any other White background	0	1	1
Any other mixed background	1	0	1
Bangladeshi	0	1	1
Black - African	0	1	1
Indian	1	0	1
Pakistani	7	4	11
White - British	25	26	51
White and Black African	1	0	1
<b>Total</b>	<b>37</b>	<b>34</b>	<b>71</b>
<b>Year 9 (70 pupils)</b>			<b>Total</b>
reading age of 10 or below (Yr 8-9) and 11 or below (Yr10-11)			20
an average CATs score of less than 85 on entry			10
also EAL			12
also SEND			8

## Disadvantaged Pupil Funding Report for 2016-2017

4A or below EN score on entry			26
<b>Ethnicity</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Any other Asian background	0	1	1
Any other White background	2	0	2
Any other ethnic group	0	1	1
Any other mixed background	0	1	1
Black - African	2	1	3
Indian	1	0	1
Pakistani	1	6	7
White - British	22	31	53
<b>White and Black Caribbean</b>	1	0	1
<b>Total</b>	<b>29</b>	<b>41</b>	<b>70</b>
<b>Year 10 (69 pupils)</b>			<b>Total</b>
reading age of 10 or below (Yr 8-9) and 11 or below (Yr10-11)			20
an average CATs score of less than 85 on entry			13
also EAL			20
also SEND			12
4A or below EN score on entry			22
<b>Ethnicity</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Any other Asian background	3	0	3
Black - African	0	1	1
Pakistani	5	6	11
White - British	19	31	50

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White and Black African	2	0	2
White and Black Caribbean	0	2	2
<b>Total</b>	<b>29</b>	<b>40</b>	<b>69</b>
<b>Year 11 (78 pupils)</b>			<b>Total</b>
reading age of 10 or below (Yr 8-9) and 11 or below (Yr10-11)			16
an average CATs score of less than 85 on entry			10
also EAL			15
also SEND			12
4A or below EN score on entry			33
<b>Ethnicity</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Any other Asian background	2	1	3
Any other ethnic group	0	1	1
Any other mixed background	0	2	2
Pakistani	4	6	10
White - British	29	31	60
White and Asian	1	0	1
White and Black Caribbean	1	0	1
<b>Total</b>	<b>37</b>	<b>41</b>	<b>78</b>

<b>Main Objectives</b>	<b>Actions</b>
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## Disadvantaged Pupil Funding Report for 2016-2017

<p><b>Outcomes for pupils:</b></p> <p><i>a. Raise the Disadvantaged outcomes and close the Gaps between Disadvantaged and Non-Disadvantaged pupils.</i></p> <p><i>b. Ensure that Curriculum Developments reflect and embed KS3 and KS4 changes in line with government reforms and that these are appropriate for all pupils.</i></p>	<ol style="list-style-type: none"> <li>1. Distribute information (following each data input) to all staff relating to Disadvantaged pupils' prior attainment/ current WA and barriers to learning across all year groups. Individual Pupil Profiles are to be reviewed and developed further to ensure that the context and barriers to all Disadvantaged pupils is clear and supports teaching and learning planning and preparation.</li> <li>2. Review and evaluate the impact of all sets and teaching groups following each data input to ensure that all pupils are in the correct teaching group based on prior ability, with a particular focus on Foundation subjects at KS3 which now fully embed the EEF advise that higher attaining learners make more progress when set or streamed when compared to mixed ability groups. Flexible within-class groupings must also be considered where low attaining pupils are set or streamed.</li> <li>3. Ensure that the 5 Non-negotiables are fully embedded within all lessons across KS3 and KS4 via monthly audits.</li> <li>4. Analyse current gaps across KS3 and KS4 school groups and target individuals with specific EEF toolkit strategies of a high/moderate impact, relating to Teaching and Learning, Intervention and Pastoral strategies.</li> <li>5. RSL to monitor and target specific intervention groups and implement strategies to raise achievement with a particular focus on:             <ul style="list-style-type: none"> <li>- Adopted children, HA, EAL and children of educated parents with refugee/asylum status</li> <li>- English and Maths (-28.8%)</li> <li>- Computer Science (-50.5% National), Geography (-37.6%), ICT Cambridge Nationals (-33.4%), PE (-39%), Music (-71.7%), Food technology (-29.3%), and Core/ Additional Science (-35% &amp; -30.7%) which have been identified as subjects which still have gaps larger than the school 5A*-C EM of -23%.</li> </ul> </li> <li>6. Identification of pupils for which an alternative curriculum provision would match their individual needs (vocational/adapted timetables/Causeway provision).</li> </ol>
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## Disadvantaged Pupil Funding Report for 2016-2017

<p><b>Quality of teaching, learning and assessment:</b></p> <p>a. <i>Improve the Quality of Teaching and Learning.</i></p> <p>b. <i>Improve the Assessment, Monitoring and Interventions procedures and strategies to close the gaps between predictions and outcomes.</i></p>	<ol style="list-style-type: none"><li>1. Gap filling around K/S/U are effectively undertaken via teacher intervention and monitored by HoDs and the T&amp;L team, to ensure that pupils access the curriculum and make expected progress.</li><li>2. The 5 T&amp;L Non-negotiables are fully embedded within all lessons across KS3 and KS4 via monthly audits</li><li>3. Staff training of EEF strategies of high/moderate impact based around collaborative learning, feedback, homework, mastery learning and oral language intervention are delivered during the academic year, and embedded within the curriculum across KS3 and KS4.</li><li>4. SEND, Disadvantaged, HA and EAL pupils progress is evaluated during the calendared focus weeks (work scrutiny and evaluation of progress against target).</li><li>5. TA skills and qualifications audit compiled in July 2016 is used effectively by the T&amp;L and SEND team to maximise the impact on pupil learning and outcomes.</li><li>6. T&amp;L sessions on ASD, Speech &amp; Communication, Dyslexia, Literacy to be delivered by both TAs and specialist teachers to raise the profile of barriers to learning for Disadvantaged and SEND pupils, but also to inform teaching planning and preparation.</li><li>7. Lessons to be planned for inclusion, taking into account the learning needs of specific pupil groups by ensuring teachers have training on how to teach SEND and disadvantaged pupils.</li><li>8. Address the gap between Outcomes and prediction in 2016, as there are still some inaccuracies in the data and assessment systems.</li></ol>
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## Disadvantaged Pupil Funding Report for 2016-2017

<p><b>Personal development, behaviour and welfare:</b></p> <p><i>a. Improve the Personal, Behaviour, Welfare and Safety of all pupil, so to reduce exclusions and raise attendance.</i></p>	<ol style="list-style-type: none"> <li>1. Further reduce the persistent absence rate and reduce the incidents of poor behaviour from disadvantaged pupils and those who have special educational needs with a particular focus on ASD pupils.</li> <li>2. Further reduce the number of pupils receiving fixed-term exclusions, with a clear focus on disadvantaged pupils (ASD) and those who have special educational needs.</li> <li>3. Plan and deliver Metacognitive, Resilience, SULP, SALT sessions for ASD pupils and high risk pupils.</li> <li>4. Undertake an A2L audit of all pupils, with a particular focus on Disadvantaged and SEND pupils, to determine patterns of A2L across the school as a whole, identifying reasons and implementing strategies to address.</li> <li>5. Undertake a half termly analysis of NU-HOPE and IRIS data to determine patterns of disengagement/ A2Behaviour for intervention and targeted support.</li> <li>6. Address parental engagement for Disadvantaged pupils.</li> </ol>
<p><b>Effectiveness of Leadership and Management:</b></p>	<ol style="list-style-type: none"> <li>1. Raise the profile of Disadvantaged pupils across all levels of accountability with the Whole School Priorities/SIP/DAP/PM containing an overt inclusion of Disadvantaged (and SEND) pupil outcomes and are monitored throughout the year to ensure consistency and a raising of attainment/achievement.</li> <li>2. Challenge all staff to ensure a consistent use of language which demonstrates a commitment to pupil learning, supporting “a living vision” based around the ‘Aspire, Believe, Achieve’ ethos.</li> <li>3. Broker support for subjects where Disadvantaged gaps remain above the 2015-2016 target of 23% gap</li> </ol>

# Disadvantaged Pupil Funding Report for 2016-2017

Area (Barriers)	Funding	Context/Purpose (Desired Outcomes)	Actions (Chosen Strategies)	Evaluation of Impact (Outcomes/Impact Measures) (288 disadvantaged pupils (not including year 7))
<p><b>Outcomes for pupils:</b></p> <p>a. <i>Raise the Disadvantaged outcomes and close the Gaps between Disadvantaged and Non-Disadvantaged pupils.</i></p> <p>b. <i>Ensure that Curriculum Developments reflect and embed KS3 and KS4 changes in line with government reforms and that these are appropriate for all pupils.</i></p>				
Raise achievement		In 2015 the gap between Disadvantaged and non-disadvantaged pupils was reported as 32.7% (National 27%). This gap closed to 23% in 2016.		

## Disadvantaged Pupil Funding Report for 2016-2017

<p>ent and progress of Disadvantaged pupils and close gaps between Disadvantaged and Non-Disadvantaged pupils.</p> <p>Target - to reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).</p>	<p>Staffing cost PCA/ DL</p>	<p>Raise the outcomes for all disadvantaged pupils and Close the gaps between disadvantaged and non-disadvantaged pupils with a particular focus on closing gaps in Maths, Geography, Computer Science, ICT, Music, PE and Core/Additional Science.</p> <p>To reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).</p>	<p>Half termly distribution of information (following each data input) to all staff relating to Disadvantaged pupils' prior attainment/current WA and barriers to learning across all year groups.</p>	
	<p>Staffing cost DWD</p>	<p>To reduce the Grade gap difference between Disadvantaged/SEND and Non-Disadvantaged/SEND by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).</p>	<p>Following the release of the Disadvantaged and SEND Barriers update data to all staff in October, DWD released a document to enable staff to interpret the CATs scores. Strategies to support the teaching of specific learning barriers is currently under development by DWD to be released to staff before half term.</p>	

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	To reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).	Half termly retesting of AR/CATs and robust analysis of progress for sub-groups (e.g. RA below 10, CATs on entry of less than 85, EAL oracy, etc)	
	To reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).	Intensive intervention via HoDs/AHT Literacy/EAL Team and RS Team where progress rates still identified as a concern.	
n/a	<b>All (100%)</b> planners and teacher records to show improved progress of pupils and a closing the gaps and raised outcomes.	HoDs and Link Managers to audit department planners and records on a half termly basis following each data input to ensure that all staff have ongoing and accurate data/information relating to Disadvantaged pupils.	
Staffing cost ACS	<b>All (100%)</b> pupils to be in the correct groups as per prior attainment so to support expected progress rates.	Review all sets and teaching groups following each data input to ensure that all pupils are in the correct teaching group based on prior ability.	

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Staffing cost CKE	All pupils requiring intervention within class via differentiation and additional support are identified, with clear rationale for particular progress concerns.	Data analysis of all classes after each half termly data input to ensure pupils are making expected progress and pupils requiring intervention/additional support is identified by teachers and HoDs. Focus on underachieving pupils from a range of subjects as opposed to the whole cohort.	
Staffing cost CBO	To ensure that the 5 Non-negotiables are fully embedded within all lessons across KS3 and KS4 (e.g. seating plans) and the barriers to pupils learning are clearly identified and strategies actioned within teachers/department planning to raise outcomes and close gaps so to reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).	Launch the 5 Disadvantaged/SEND Non-Negotiables	
Staffing cost ATA		Monthly drop ins audit to ensure consistency and embedding of non-negotiables	
n/a		HoD to undertake a half termly audit of all class seating plans and teacher planners to ensure that all Disadvantaged pupils have been clearly identified and the rationale is clearly explained to aid pupil progress	
Staffing cost and prizes £1000		To identify a core underachieving intervention boys group to work with lead male staff (DBE/LJ/JSK/IEG/WKA) on group/team work tasks, competitions and rewards.	

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Staffing cost RA, SR, FTE (En/ Ma)	To reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016) through targeted small group intervention.	EEF strategy on small group and paired teaching sessions of identified Disadvantaged (&SEND) pupils whose barriers are slowing progress through the inclusion of EN and Ma groups timetabled across the 4 option blocks.	
£1000 CPD costs	Increased inclusion of Vocational courses in the curriculum for 2017-2018 meeting the needs of all students inclusive of the Disadvantaged pupils.	The GCSE Options are reviewed and reflect curriculum plans and staffing projections with the inclusion of an additional pathway for pupils during 2017-2019, with a particular focus on low attaining Disadvantaged and SEND pupils who require entry level courses and vocational pathways.	
<p><b>Quality of teaching, learning and assessment:</b></p> <p>a. Improve the Quality of Teaching and Learning.</p> <p>b. Improve the Assessment, Monitoring and Interventions procedures and strategies to close the gaps between predictions and outcomes.</p>			

## Disadvantaged Pupil Funding Report for 2016-2017

	Staffing cost RA, SR	To improve the consistency of high quality Teaching and Learning attaining 80% good or better lesson observations by October 2016 and 85% good or better by March 2017 so to reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade	Teacher interventions are actioned and monitored by HoDs and the T&L/ RS teams to ensure all pupils are making expected progress.	
	n/a		Improve wave 1 teaching - In line with EEF guidance, written and verbal feedback of Disadvantaged pupils to be reviewed via HoD/Link meetings Book Looks (GPT/first marking/use of pupil name and literacy strategies), lesson observations (Q&A/challenge), pupil voice and data evaluations to identify training requirements for individual staff and departments	

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£2800 (CPD)	To improve the consistency of high quality Teaching and Learning attaining 80% good or better lesson observations by October 2016 and 85% good or better by March 2017 so to reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).	Staff Training: - in techniques to fill K/U/S gaps through GPT. - to ensure those gaps are filled through updated doddle or GCSE trackers. - to ensure gaps relating to Q&A and challenge are supported.	
£3000 £1000	To improve the reading and oracy skills of all year 7 Disadvantaged pupils by the end of the academic year.	Accelerated Reader and Reading Buddies (EEF One-to-one strategy) to be launched and fully embedded through an additional English lesson at KS3 and via morning registration. Progress to be monitored and evaluated to raise reading, writing and oracy proficiency of Disadvantaged pupils.	
£100 resources	To improve the outcomes for all pupils in 7e, 7j, 8e and 8j, with a particular focus on Disadvantaged/ SEND pupils.	Training of KS1/2 teaching and learning strategies and the sharing of good practice for staff who teach 7e, 7j and 8e, 8j where pupils had a low reading age on entry e.g. 7j teaching group had reading ages of between 6.08 – 8.08 in September 2016.	



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	<p>£100 resour ces</p>	<p>To reduce the Grade gap difference between Disadvantaged/ SEND and Non-Disadvantaged/ SEND by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016) but upskilling all teachers on specific strategies in relation to Barriers to learning data.</p>	<p>Strategies to address Barriers to Learning and CATs score information/ strategies for improved outcomes to be shared with staff</p>	
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<p>Staffing costs NHS £8100</p> <p>CPD £2000</p>	<p>To improve the skills sets of all teaching and support staff, thus ensuring that lessons are planned for inclusion, taking into account the learning needs of specific pupil groups, as identified via Lesson observations and book look judgements.</p> <p>So to improve the outcomes from lesson observations to 80% good or better lesson observations by October 2016 and 85% good or better by March 2017 and reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016).</p>	<p>T&amp;L sessions on ASD, Speech &amp; Communication, Dyslexia, Literacy to be delivered by both TAs and specialist teachers to raise the profile of barriers to learning for Disadvantaged and SEND pupils, but also to inform teaching planning and preparation.</p> <p>(Thus ensuring that lessons are planned for inclusion, taking into account the learning needs of specific pupil groups by ensuring teachers have training on how to teach SEND and disadvantaged pupils).</p>	
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	Staffing costs CKE, EAD, SR, RA	<p>Raise the outcomes for all disadvantaged pupils and Close the gaps between disadvantaged and non-disadvantaged pupils.</p> <p>To reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016)</p>	<p>RSL to monitor and target specific intervention groups (based on agreed school target and subject specific targets dependent on pupil cohorts) and implement strategies (e.g. one-to-one sessions, revision techniques, after school and holiday school tuition etc as in line with EEF strategies) so to raise achievement with a particular focus on English, Computer Science (-50.5% National),</p>	
<p><b>Personal development, behaviour and welfare:</b></p>				
<p><i>Improve the Personal, Behaviour, Welfare and Safety of all pupil, so to reduce exclusions and raise attendance.</i></p>				
	n/a	<p>To improve the A2L of all pupils across the school, but with a particular focus on Disadvantaged pupils with historically lower PA and outcomes.</p>	<p>Undertake an A2L audit of all pupils, with a particular focus on Disadvantaged and SEND pupils, to determine patterns of A2L across the school as a whole, identifying areas of concern and immediate actions required.</p> <p>Implement strategies for improved A2L via Curriculum, T&amp;L and Pastoral intervention.</p>	

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	Staffing cost – PCA, DL, JM	Implement strategies to address areas of concern, so to raise outcomes where a match exists between A2L and outcomes	Undertake a half termly analysis of NU-HOPE and IRIS data to determine patterns of barriers to learning/ disengagement/A2Behaviour for intervention and targeted support.	
		To identify areas where barriers to Learning are more pronounced and implement strategies to address areas of concern, so to raise outcomes where a match exists between A2B and outcomes.		
			Reduce the persistent absence rate and reduce the incidents of poor behaviour from disadvantaged pupils and those who have special educational needs with a particular focus on ASD pupils	
	Staffing costs DWD, DBW, JTE, MJ	Ensure that PA and FTE continue to fall, with a particular focus on Disadvantaged and SEND pupils.	Reduce the number of pupils receiving fixed-term exclusions, with a clear focus on disadvantaged pupils (ASD) and those who have special educational needs	
			Inclusion and wider agency support via referrals (CAF) are fully evaluated to determine impact on Attendance/ Exclusions/ Attainment etc.)	

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	Staffing costs CBO Positive Steps £3000	To ensure that NEETS and Destination figures remain at a high level and RPA continue to improve yr12-14.	Positive Steps to challenge all NEETS so to continue to raise RPA rates and destination measures which have for the last 3 years been above national figures.	
<b>Effectiveness of Leadership and Management:</b>				
	Staffing costs CBO	Raise the outcomes for all disadvantaged pupils and Close the gaps between disadvantaged and non-disadvantaged pupils.	New Whole School Priorities to be determined and launched to HoDs and TLR holders with responsibility for Key School Improvement/ management areas, for inclusion within the School Improvement Plan, DAPs and PM documentation (September 2016)	
		To reduce the Grade gap difference between Disadvantaged and Non-Disadvantaged by 1/3rd of a grade (based on a 1 ½ grade gap in 2015 and a 1 grade gap in 2016) through targeted small group intervention.	Phase 2 of the School Improvement Plan (following on from the Post Ofsted Action Plan) to be written and collectively written by SLT and shared with HoDs (September 2016)	
			<p>New DAP to be designed and launched to HoDs and TLR holders with responsibility for Key School Improvement/ management areas, which now incorporate the Whole School Priorities/School Improvement Plan key development points(September 2016).</p> <p>CBO/CJF will review all the DAPs (week commencing 17<sup>th</sup> October 2016) to ensure consistency to expectations and whole school priorities.</p>	

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		<p>New PM to be designed and launched to all staff (September 2016).</p> <p>Evaluated by CJF and CBO to ensure consistency, accuracy of completion and in-line with Whole School Priorities and DAP points (in October 2016, March 2017 and July 2017)</p>	
	Staffing DW	<p>Review the Job Descriptions to incorporate overt references to professional responsibilities for Disadvantaged and SEN pupils and raising of outcomes (By Jan 2017).</p>	
<p>Projected Staffing costs (calculated on 1/3<sup>rd</sup> school cohort based salary) <b>£ 205,492</b></p> <p>Projected CPD costs <b>£ 5,800</b></p> <p>Projected NHS costs <b>£8,100</b></p> <p>Projected Positive Steps costs <b>£3000</b></p> <p>Projected resources costs (incl purchase of art packs, food ingredients, revision guides, Boys group rewards/activities etc) <b>£25,200</b></p> <p><b>Total (initial) cost projections</b> <b>£ 247,592</b></p>			

## Disadvantaged Pupil Funding Report for 2016-2017

### Additional Actions suggested by Mr R Lonsdale following the External PP Review:

Area (Barriers )	Fund ing	Context/ Purpose (Desired Outcomes)	Actions (Chosen Strategies)	Evaluation of Impact (Outcomes/Impact Measures)
Monitoring, Progress & Attainment	n/a	To identify further strategies and whole school procedures and monitoring systems to support the continued developments in addressing the barriers to learning and improved outcomes.	<p>Greater research and evidence of consideration of the EEF toolkit, National Audit Office 2015, Sutton Trust in relation to barriers to PP pupils, effective seating plans and training needs (June 2016)</p> <p>Review the Job Descriptions to incorporate overt references to professional responsibilities for Disadvantaged and SEN pupils and raising of outcomes (By Jan 2017).</p> <p>Performance Management to incorporate overt references to professional responsibilities for Disadvantaged and SEN pupils and targeted actions to raise outcomes for all pupils (By Jan 2017)</p>	<p>The 2016-2017 Whole School Priorities, amended DAPs, and amended Performance Management documentation all incorporate overt references to the professional responsibilities for Disadvantages and SEN</p>

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		<p>All intervention strategies which operate outside of the classroom to be fully evaluated for impact on pupil progress against target predictions (June – July 2016)</p>	<p>pupils. The Raising Standards Team evaluate the impacts of strategies, however from September 2016 this will be detailed to a greater extent as per strategy and action.</p>
Curriculum , Teaching & Learning	Improved engagement and attainment/ progress	<p>Evaluation of A2L of Disadvantaged pupils via pupil voice, work scrutiny, IRIS and VIVO records. Determine specific barriers, as voiced by the pupils and identify key areas for development. (June – July 2016)</p>	<p>The Year 10 disadvantaged ‘book look’ showed that there was a noticeable improvement in the level of EBIs that pupils were being set. From September 2016 EBIs are changing to GPT so that staff are more aware that the marking needs to give pupils’ an actionable task.</p>
		<p>Seating plans to be reviewed to incorporate clear rationale for placement of Disadvantaged pupils, in line with specific barriers to individual barriers. (June – July 2016)</p>	<p>All seating plans were checked in May/June to ensure that Disadvantaged and SEND pupils were identified and the rationale behind their classroom location detailed and able to be communicated by the teachers. This was recorded in the Reviewers Report in June 2016. This strategy has again been</p>



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		<p>Flexible approach to seating planning, to aid paired and group activities which support Disadvantaged and LA learners. Pupils are grouped in ways that support inclusion and good progress, offering pupils the opportunity to work with different groups and individuals for different activities. Strong practioners to lead this shift where proportions of pupils dictate a majority timetable. (June – July 2016)</p>	<p>released for 2016-2017 as one of the 5 Disadvantaged Non-Negotiables.</p>
		<p>TAs to model positive learning behaviours and use strategies to maximise the participation and engagement of Disadvantaged pupils (via Questioning techniques/ effective feedback/metacognitive strategies etc) to build confidence and independence.(June 2016 – Jan 2017</p>	

## Disadvantaged Pupil Funding Report for 2016-2017

Personal development, behaviour & welfare	£20 reprographics	<p>Canvas opinion (via letter) from Disadvantaged families with regards to attendance at Parents Evening, consultations etc. to investigate methods to improve engagement and attendance by families at key events and improve positive behaviours to learning. (June – July 2016)</p>	<p>This was held back until the new academic year.</p>							
		<p>Increase productivity of the Family/ Transition Worker and outreach service to undertake regular and necessary home visits after non-attendance at Parents Evenings, Review Meetings, and Attendance Clinics etc to improve engagement by families and establish positive relationships with families (June 2016 onwards)</p>	<p>The Family Worker left in July 2016. This post is currently being reviewed by the new Deputy Headteacher as part of the Pastoral Review.</p> <p>NU-HOPE: was started for year 7 pupils on 27th June 2016. During the first 4 days the pattern of NU-HOPE reminders and PRIDE points issued were:</p> <table style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;">Week 1</th> <th style="text-align: left;">NU-HOPE (NO. OF EVENTS)</th> <th style="text-align: left;">PRIDE</th> </tr> </thead> <tbody> <tr> <td>27th June</td> <td>96</td> <td>388</td> </tr> <tr> <td>28th June</td> <td>61</td> <td>431</td> </tr> </tbody> </table>	Week 1	NU-HOPE (NO. OF EVENTS)	PRIDE	27th June	96	388	28th June
Week 1	NU-HOPE (NO. OF EVENTS)	PRIDE								
27th June	96	388								
28th June	61	431								

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Launch the Nuhope behaviour system (June 2016)

29th June 67

460

30th June 46

321

Number of students in NU-Hope reminders - 101 pupils received NU-HOPE reminders from a cohort of 253 over the first 4 days. The most common

category identified was 'On task'

Week 2	NU-HOPE (No. of students)
1st July	49
4th July	48
5th July	28

The NU-HOPE system and reminders trial showed a reduction from 320 (Week One) to 144 (Week Three) incidents, equating to a 45% reduction during the trail period indicating a significant impact on behaviour during this period.

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Cost				