

Evaluation of impact for PP funding for 2018-19 **BUDGET : £240.000**

1. Summary information					
School	Chislehurst School for Girls				
Academic Year	18-19	Total PP budget :	£240.000	Date of most recent PP Review	At each AP during 18-19 with our link Governor. Last one was July 19
Total number of pupils	1120	Number of pupils eligible for PP	261	Date for next internal review of this strategy	Sept 2019

The key desired outcomes of our statement of intent for 18-19 (the key objectives) were as follows.

1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
Targeted tranches of students make their expected trajectory at least by July 2019 Specific funded interventions show progress from the base testing for 100% PP students	<ul style="list-style-type: none"> Reduced gap in the summer 2019 results Indication of a positive trend in the APs for PP students at all KS End testing: 100% have improved from the base test done at the start of the intervention
100 % of lessons observed show that the level of challenge corresponds to the class profile and to the PP profile: quality first teaching with well targeted resources. Most PP embrace the challenge Funded resources bring impact to the PP in specific subjects	<ul style="list-style-type: none"> Lesson observation feedback show the desired % Vast majority of observed lessons (85% +) are judged as "strong practice"
PP persistent absences reduced in each year group For most PP students: an increased attendance in comparison to the previous year	<ul style="list-style-type: none"> Tracking and strategies used for targeted students show that increased attendance. Parents engage positively with the attendance team
PP's motivation increases in lesson and teachers ensure that they contribute fully to lessons High PP are encouraged in lessons to achieve the top grades (as indicated by their SATS KS2) through praise and tasks set at the right grade The tracking of the behaviour of PP students shows a positive trend and the number of their achievement points increases	<ul style="list-style-type: none"> Tracking of achievement points for PP shows that 100% PP students have received rewards for their work, effort and commitment Lesson observations and drop ins show that PP are praised, included in most tasks feedback

- Exercise books show: praise, feedback on how to get to the next sub grade or the next grade, rewards (book looks)

Year 11 achievement summary

	Pupils eligible for PP (your school)	Whole cohort (school)
% achieving 5 grades 9 to 4 incl. EM at grade 4 / grade 5	At grade 4: 45,25% / at grade 5: 28.6%	At grade 4: 61.2% / at grade 5: 45.2%
% achieving Threshold English / Maths (grade 5)	E and M: 29%	E and M: 46%
Progress 8 score average	TBC	TBC
Attainment 8 score average	40.3%	48.5%

In year 11:

2014-14	2015-16	2016-17	2017-18	2018-19
-0.6	-0.4	-0.2	-0.38	(TBC)

The gap in achievement is not linked to the quality of education (92% of our observed lessons last year showed strong practice) but to additional significant factors :

1. As presented in the 18-19 PP conference in London, schools with 30 to 50% disadvantaged students outside Inner London are the schools in which the challenge of closing the gap is the most difficult (CHSFG has a 33% PP cohort).
2. Due to emotional and mental health issues experienced by some of our students, we have entered some of them for foundation tiers in Maths, Science and Languages in order to support their well-being, while being aware that this would cap their achievement and would impact negatively upon outcomes. These decisions were right for each individual in this case where 50% of the PP cohort in Science and Maths are affected (case studies).
3. The discrepancies between KS3 and KS4 are explained by the following: the extra pressure, the one-day exams system, that serves boys better than girls, the on-going personal issues outside school and for a significant number, the lack of opportunities to study at home, which all impact adversely on the students' examination years.
4. The lack of cultural capital from an early age is another factor impacting on examinations, as cultural knowledge is necessary to achieve top grades in GCSE.

However, in order to address / reverse these issues, the school put in place strategies each year, which are listed below.

● **QUALITY OF TEACHING FOR ALL and special interventions in subjects : year 11 to 7 > £94,000**

I.

Other year groups' achievement : using our own progress measure over all subjects

Desired outcome	Main strategies	Impact (against our own internal progress measure taking all subjects into account for Years 7,8,9 and 10)
<p><u>the gap between PP and the whole cohort has narrowed</u></p>	<p>Whole school: Quality 1st Teaching: challenge for students in lessons corresponds to the profile of that class especially that of the PP students in the group. New T&L monitoring system in place: observations sheets are more focused on challenge and have a PP section</p> <p>Marking PP work before that of other students with clear feedback on how to get to the next sub grade.</p> <p>Identifying specific tranches of PP students</p>	<p>In other year groups, we can see the following patterns (years 7 and 8 in 2018-19 had the most disadvantaged students).</p> <p><u>Year 7:</u> Low prior PP have exceeded the progress made by the cohort by 16% and the progress of our more able disadvantaged students is very close to that of the whole cohort (1% difference). Our main focus for the coming year should be on Mid prior KS2 who have made the least progress against the whole cohort.</p> <p><u>Year 8 ></u> Low PP students are exceeding the progress made by the whole cohort by 13% but the High and Mid PP are below by 10% (equivalent to 5 students) in regards to our internal progress measure.</p> <p><u>Year 9 ></u> High ability and low ability PP students are exceeding the progress of the whole cohort by 4% and 6% respectively. Unfortunately, the gap in this year group has increased (compared with previous year) due to the progress of PP students with mid starting points.</p> <p><u>Year 10 ></u> The gap is very narrow between PP and the whole cohort in our own progress measure with only a 0.4%. All our starting point groups have performed better than the whole cohort. In this year group the little gap comes from our non-PP who have performed even better. The mid PP need to perform better in English and Maths in order to narrow the gap between PP and non -PP in this coming year.</p> <p><u>Focus for 19-20:</u> PP students with a mid-starting point.</p>

Evaluations by faculty (internal data) + strategies for 2019-20 : **green = expected progress / pink : expected and above**

(PP: disadvantaged students / WC : whole cohort)

FACULTY	YEAR 10	YEAR 9	YEAR 8	YEAR 7																																																						
<p>English:</p> <p>There is a gap between our disadvantaged students and the overall cohort in most years apart from year 7 expected progress which shows a closed gap; this links in with the Linguistic gap that PP students show at a national level. Strategies (as listed) have been put in place to support the development of Literacy, comprehension and reading in 19-20 in order to facilitate access to the English Curriculum.</p>	<p>English Literature</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>26.8%</td> <td>48.8%</td> </tr> <tr> <td>WC</td> <td>38.8%</td> <td>57.7%</td> </tr> </table> <p>English Language</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>34.2%</td> <td>51.2%</td> </tr> <tr> <td>WC</td> <td>38.5%</td> <td>58.6%</td> </tr> </table> <p>Strategies to be amended or created for next year are to:</p> <ul style="list-style-type: none"> - Create more opportunities for extra-curricular activities to enhance students' cultural capital E.g. subsidised places on this September's theatre trip (An Inspector Calls) are planned. - Breakfast club moved from a Monday morning to later in the week- more recognition for attending. 				PP	26.8%	48.8%	WC	38.8%	57.7%				PP	34.2%	51.2%	WC	38.5%	58.6%	<p>English Literature</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>43.8%</td> <td>58.5%</td> </tr> <tr> <td>WC</td> <td>50.7%</td> <td>72.30%</td> </tr> </table> <p>English Language</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>43.8%</td> <td>58.5%</td> </tr> <tr> <td>WC</td> <td>50.7%</td> <td>72.3%</td> </tr> </table> <p>Strategies to be amended or created for next year:</p> <ul style="list-style-type: none"> - The library schemes of work (SOWs) and The Great Reading race to be reviewed- should it take place earlier in the year? How motivating is it? - New SOW on myths and legends to enhance students' cultural capital. 				PP	43.8%	58.5%	WC	50.7%	72.30%				PP	43.8%	58.5%	WC	50.7%	72.3%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>50%</td> <td>64%</td> </tr> <tr> <td>WC</td> <td>60.5%</td> <td>80.8%</td> </tr> </table> <p>-Literacy / comprehension development in lessons -Support for Literacy in lessons (scaffolding/ checking full understanding of PP who underachieve)</p>				PP	50%	64%	WC	60.5%	80.8%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>60%</td> <td>85.7%</td> </tr> <tr> <td>WC</td> <td>59.7%</td> <td>88.5%</td> </tr> </table> <p>All the strategies that have been adopted seem to have been successful for this year group and so this will be carried on next year e.g.:</p> <ul style="list-style-type: none"> - Moving up the Ladder of Progress book - Spelling bookmarks - Group changes to ensure appropriate level of challenge and support - Revised seating plans - Extra one to one support - Extra work supplied to target specific areas for development - Inter form competition planned for July with SJ/LD- PP students to be prioritized 				PP	60%	85.7%	WC	59.7%	88.5%
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<p>Maths</p> <p>The majority of Year 7 PP as well as the year 8 PP for above expected progress have achieved very pleasing progress percentages. The gap is closed in Year 7 expected progress. Despite some KS3 successes, we still have a gap in Maths at KS4 in year 10; strategies will need to be applied to years 9 and 8 too in order to ensure that Year 8 and 9 next year go</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>26.8%</td> <td>46.3%</td> </tr> <tr> <td>WC</td> <td>40.7%</td> <td>66.9%</td> </tr> </table> <p>Continue with strategies that are working for this cohort as the gap was closing throughout the year e.g.</p> <ul style="list-style-type: none"> - Period 6 lesson for Year 10 cohort, delivered weekly by the Maths Faculty throughout the whole academic year. - Maths staff analysed their Y10 PP 4Matrix data on a termly basis. 				PP	26.8%	46.3%	WC	40.7%	66.9%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>26.9%</td> <td>74.1%</td> </tr> <tr> <td>WC</td> <td>36%</td> <td>83.33%</td> </tr> </table> <p>Continue with strategies that are working for this cohort as the gap was closing throughout the year e.g.</p> <ul style="list-style-type: none"> - Period 6 lesson for Y9 HADs, delivered weekly throughout the year. - 'Guided Choice' timetabled lesson for Y9 low ability including HADs/PPs, delivered throughout the whole academic year. 				PP	26.9%	74.1%	WC	36%	83.33%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>49.2%</td> <td>64.9%</td> </tr> <tr> <td>WC</td> <td>52.3%</td> <td>74.4%</td> </tr> </table> <p>Continue with strategies that are working for this cohort as the gap was closing throughout the year e.g.</p> <ul style="list-style-type: none"> - After school Maths club for Y8 & 9 more able students including HADs, delivered weekly by throughout the Spring term. - Maths staff analysed their Y8 PP 4Matrix data on a termly basis. - All students have access to Maths Watch 				PP	49.2%	64.9%	WC	52.3%	74.4%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>63.4%</td> <td>85.9%</td> </tr> <tr> <td>WC</td> <td>61.9%</td> <td>90.2%</td> </tr> </table> <ul style="list-style-type: none"> - Contact with parents needs to be developed. Clear letter to parents initially, then non-attendance followed up by text message/phone call home. - Improve communication with form tutors to support consistency of attendance of numeracy lessons in PSD. 				PP	63.4%	85.9%	WC	61.9%	90.2%																		
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into their GCSEs with a smaller gap.	- All students have access to Maths Watch and revision books available to purchase (£4)	- After school Maths club for Y8 & 9 more able students including HADs, delivered weekly																																															
<p>Science</p> <p>KS3 shows a very positive picture for PP students who, for the majority, have achieved expected or above expected progress. The data shows especially strong scores in year 7.</p> <p>At KS4 the picture is mixed but year 9 separate science PP have achieved very good progress in the expected and above measure with a very narrow gap between them and the whole cohort. Our focus for 19-20 needs to be on combined science groups in years 10 and 11 in order to narrow further the gap that we have with students, who arrive with Mid prior data.</p>	<p>The data shows: Overall progress across all sciences</p> <p>We have changed this to have triple and combined scores separately for 19-20 in Y 11.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>26.8%</td> <td>58.6%</td> </tr> <tr> <td>WC</td> <td>30.4%</td> <td>66.6%</td> </tr> </table> <ul style="list-style-type: none"> - Key students who are underperforming have been identified and letters home for these students and summer packs to complete in the areas that they were found to be weak in the mocks. - Give hard copies of mark schemes for PP for FIT time when going through tests. - Ensure any PP premium not reaching targets in the 3 Cumulative exams are given additional support to do the exam again) 				PP	26.8%	58.6%	WC	30.4%	66.6%	<p><u>Separate sciences</u></p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>20%</td> <td>86.7%</td> </tr> <tr> <td>WC</td> <td>27.6%</td> <td>90%</td> </tr> </table> <p><u>Combined Sciences</u></p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>42.1%</td> <td>55.3%</td> </tr> <tr> <td>WC</td> <td>35.9%</td> <td>60.7%</td> </tr> </table> <ul style="list-style-type: none"> - Key students who are underperforming have been identified and letters home for these students and summer packs to complete in the areas that they were found to be weak in the mocks. - Increase number of classes next year by 1 to enable very weak students to be pulled out into a smaller class (subject to authorisation). - All classes to rotate between 3 teachers doing Bio, Chem and Physics alternately within the weekly timetable. 				PP	20%	86.7%	WC	27.6%	90%				PP	42.1%	55.3%	WC	35.9%	60.7%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>42.3%</td> <td>92.3%</td> </tr> <tr> <td>WC</td> <td>38.1%</td> <td>95.6%</td> </tr> </table> <p>Key students who are underperforming have been identified and letters home for these students and summer packs to complete in the areas that they were found to be weak in the mocks.</p> <p>Other strategies to be included for next academic year are as follows:</p> <ul style="list-style-type: none"> - Revision guides - Diagnostics sheets for tests and exams - Increased positive communication with home for PP students 				PP	42.3%	92.3%	WC	38.1%	95.6%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>64.3%</td> <td>98.6%</td> </tr> <tr> <td>WC</td> <td>59.2%</td> <td>98.4%</td> </tr> </table> <p>There are a range of strategies that are going to be introduced in September such as:</p> <ul style="list-style-type: none"> - Revision guides - Diagnostics sheets for tests and exams - Increased positive communication with home for PP students 				PP	64.3%	98.6%	WC	59.2%	98.4%
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<p>Humanities</p> <p>Geography:</p> <p>The results at KS3 are stronger for PP than at KS4 with the majority of the PP students achieving expected</p>	<p>Geography</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>46.6%</td> <td>53.3%</td> </tr> <tr> <td>WC</td> <td>36.4%</td> <td>66.2%</td> </tr> </table> <ul style="list-style-type: none"> - Continue fortnightly exam practise. 				PP	46.6%	53.3%	WC	36.4%	66.2%	<p>Geography</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>36.4%</td> <td>63.6%</td> </tr> <tr> <td>WC</td> <td>47.1%</td> <td>73.5%</td> </tr> </table> <ul style="list-style-type: none"> - Continue fortnightly exam practise. 				PP	36.4%	63.6%	WC	47.1%	73.5%	<p>Geography</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>52%</td> <td>70%</td> </tr> <tr> <td>WC</td> <td>63.6%</td> <td>76.1%</td> </tr> </table>				PP	52%	70%	WC	63.6%	76.1%	<p>.Geography</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>57.1%</td> <td>72.9%</td> </tr> <tr> <td>WC</td> <td>60.2%</td> <td>78%</td> </tr> </table>				PP	57.1%	72.9%	WC	60.2%	78%									
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<p>or above expected progress, which is pleasing. However we continue to have a gap in each year group and new strategies have been incorporated for 19-20 that stress retention and revision.</p> <p>History: The results in History for PP students are very strong across the board and the gap is closed for expected and above expected progress in years 10, 9 and 8.</p> <p>RS: The achievement of the PP students at expected and above expected progress is to be praised as the big majority (above 70%) have met or exceeded their goals in years 10, 8 and 7. However, we recognise that there is still a gap with the whole cohort.</p>	<ul style="list-style-type: none"> - Consider trialling pre-teaching intervention method for PP in fortnightly sessions (exam skills coming up in class etc. - Low stakes content tests/starter activities to support interleaved revision <p>History</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>33.3%</td> <td>81%</td> </tr> <tr> <td>WC</td> <td>37.1%</td> <td>79.8%</td> </tr> </table> <p>Strategies that will be trialled for next academic year are to:</p> <ul style="list-style-type: none"> - Trial pre-teach intervention with the 7 HADs - Continue interleaved revision in lessons to ensure PP keep their revision going <p>RS</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>28.6%</td> <td>71.4%</td> </tr> <tr> <td>WC</td> <td>33.3%</td> <td>82.6%</td> </tr> </table> <ul style="list-style-type: none"> - Strategies to include class teachers of these students to look over end of year exams and identify the key topic/skill these students need intervention on to boost their grade. Two intervention sessions to be run to help boost their attainment before they start year 11 				PP	33.3%	81%	WC	37.1%	79.8%				PP	28.6%	71.4%	WC	33.3%	82.6%	<ul style="list-style-type: none"> - Use end of year exams to diagnose the key skills that the middle ability are finding most tricky. Trial pre-teaching with the 6 middle ability PP at start of year 10. <p>History</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>57.1%</td> <td>91.4%</td> </tr> <tr> <td>WC</td> <td>49.5%</td> <td>87.6%</td> </tr> </table> <p>Some further strategies for next year are:</p> <ul style="list-style-type: none"> - Adapt booklets to include new timings GCSE . Also include model answers sheets in this booklet so it is easier for PP to find all revision resources in one place (more likely to use them). <p>RS</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>35.9%</td> <td>66.0%</td> </tr> <tr> <td>WC</td> <td>40.0%</td> <td>78.6%</td> </tr> </table> <p>Strategies:</p> <ul style="list-style-type: none"> - Run a pre-teach intervention session with these students on this key topic/skill to enable them to get back on track before starting year 10 content. - All PP year 9 (going into 10) students to be given a printed copy of the 				PP	57.1%	91.4%	WC	49.5%	87.6%				PP	35.9%	66.0%	WC	40.0%	78.6%	<p>Some further strategies for next year are:</p> <ul style="list-style-type: none"> - Ensure interleaved revision is more frequently covered in starter activities to get PP engaged with revision more regularly on an ongoing basis. - Interleave topics from previous terms (& Y7) into each half termly assessment. - Cumulative testing (prior content to be included in assessments). <p>History</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>72%</td> <td>98%</td> </tr> <tr> <td>WC</td> <td>55.3%</td> <td>97.2%</td> </tr> </table> <ul style="list-style-type: none"> - Give out grade booster booklets in September, - set pre-teaching homework on key skills to support PP in preparing for new skills they are developing in next lesson (to boost confidence). <p>RS</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>40.1%</td> <td>71.2%</td> </tr> <tr> <td>WC</td> <td>41.9%</td> <td>83.8%</td> </tr> </table> <p>Strategies next year are:</p> <ul style="list-style-type: none"> - Adapt assessments & mark schemes to include more challenge for Grades 4-6 (- Add starter activities that interleave revision of previous content from early year 8 and year 7. 				PP	72%	98%	WC	55.3%	97.2%				PP	40.1%	71.2%	WC	41.9%	83.8%	<p>Further strategies to be implemented next year are to:</p> <ul style="list-style-type: none"> - Model revision/interleave revision earlier in the year. - Make sure students have a section for revision in their books. - Interleave revision from earlier assessments into each half termly assessment. <p>History</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>58%</td> <td>75.4%</td> </tr> <tr> <td>WC</td> <td>60.1%</td> <td>80.9%</td> </tr> </table> <p>Further strategies to be implemented next year are:</p> <ul style="list-style-type: none"> - A careers/transferable skills box on each title slide - Issue Y7 with Grade booster booklets at the start of year 7. <p>Set pre-teach homework/tasks from this booklet</p> <p>RS</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>54.3%</td> <td>75.7%</td> </tr> <tr> <td>WC</td> <td>55%</td> <td>78%</td> </tr> </table> <p>Strategies next year are:</p> <ul style="list-style-type: none"> - Adapt assessments & mark schemes to include more challenge for Grades 3-5. - Add starter activities for each lesson that recap previous topics students have studied (interleaving revision). 				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	<ul style="list-style-type: none"> - Run pre-teach sessions once a month for these students to prepare them for the next topic they will be learning in class 	<p>Christianity and beliefs revision booklet that is being created. Homework to be set to complete tasks from this to help them to practise long term recall</p>	<ul style="list-style-type: none"> - Create one A4 summary sheet on each key topic that students study and give these to PP students to have for reference in their books. 	<ul style="list-style-type: none"> - Create one A4 summary sheet on each major world religion students study & print and give these to PP students to have for reference in their books 																																																															
<p>Social Communications</p> <p>French: The gap is closed at expected and above expected progress in years 9 and 8, which is excellent especially in year 9 the first GCSE year, showing an effective start to the MFL studies. The year 10 gap needs particular attention in 19-20.</p> <p>Spanish: The gap is closed for years 10 and 9 for expected and above expected progress, which is very encouraging for the final years at GCSE. At KS3 especially year 8, the gap is consequent and we have made recommendations during our preferences events. The coming year in</p>	<p>French</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>12.5%</td> <td>25%</td> </tr> <tr> <td>WC</td> <td>21.2%</td> <td>48.1%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Use of FIT: Ensure both classes are using FIT consistently, especially for writing - Purchasing revision guides <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Consistent use of achievement points - Promoting use of grammar mats - Extra "writing" practice in controlled conditions followed by moderation - Extra speaking clinics and speaking mocks <p>Spanish</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>57.1%</td> <td>57.1%</td> </tr> </table>				PP	12.5%	25%	WC	21.2%	48.1%				PP	57.1%	57.1%	<p>French</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>WC</td> <td>69.6%</td> <td>78.3%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Use of FIT: Ensure both classes are using FIT consistently, especially for writing - Challenge to go above and beyond minimum standard: To be amended for next year: <p>To be amended for next year:</p> <ul style="list-style-type: none"> - More consistency in tracking needed <p>Spanish</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>46.2%</td> <td>61.5%</td> </tr> </table>				PP	100%	100%	WC	69.6%	78.3%				PP	46.2%	61.5%	<p>French</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>41.7%</td> <td>50%</td> </tr> <tr> <td>WC</td> <td>44%</td> <td>50%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Use of FIT: Ensure both classes are using FIT consistently, especially for writing - Challenge to go above and beyond minimum standard: To be amended for next year: <p>To be amended for next year:</p> <ul style="list-style-type: none"> - More consistency in tracking needed - Cumulative assessment will be added next academic year <p>Spanish</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>24%</td> <td>24%</td> </tr> </table>				PP	41.7%	50%	WC	44%	50%				PP	24%	24%	<p>French</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>32.4%</td> <td>44.1%</td> </tr> <tr> <td>WC</td> <td>41.7%</td> <td>50%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Use of FIT: Ensure both classes are using FIT consistently, especially for writing - Challenge to go above and beyond minimum standard: To be amended for next year: <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Further development of resources required to ensure that teachers are fully differentiating, especially for PP students. - Ensure that all teachers and students are aware of use of Teams/ Sharepoint for resources to catch up - Cumulative assessment will be added next academic year <p>Spanish</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>18.5%</td> <td>18.5%</td> </tr> <tr> <td>WC</td> <td>28%</td> <td>29.3%</td> </tr> </table>				PP	32.4%	44.1%	WC	41.7%	50%				PP	18.5%	18.5%	WC	28%	29.3%
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<p>year 9 should show a different picture.</p> <p>Business: There is a clear difference between our two year-groups studying Business; In Year 9, both PP and the whole cohort are doing well in the expected and above expected measure, which is excellent for their start in Y 10. Year 10 PP have found hard to achieve beyond their expected target and individual strategies have been put in place for their final GCSE year.</p>	<table border="1"> <tr> <td>WC</td> <td>34.3%</td> <td>51.4%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Praise - Coach on exam strategies <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Spanish reward card to reward and praise - Encouraging students to use Memrise through rewards 	WC	34.3%	51.4%	<table border="1"> <tr> <td>WC</td> <td>42.6%</td> <td>51.1%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Praise - Coach on exam strategies <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Spanish reward card to reward and praise - Encouraging students to use Memrise through rewards 	WC	42.6%	51.1%	<table border="1"> <tr> <td>WC</td> <td>40%</td> <td>44%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Praise - Coach on exam strategies <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Spanish reward card to reward and praise - Encouraging students to use Memrise through rewards - Cumulative assessment will be added next academic year 	WC	40%	44%	<p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Praise - Coach on exam strategies <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Spanish reward card to reward and praise - Encouraging students to use Memrise through rewards - Cumulative assessment will be added next academic year - French strategies re schemes of work and assessment to be shared with Spanish teachers to fill the discrepancy between the two subjects at the start of KS3. 								
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<p>Child development: The gap between PP students and the whole cohort is either very narrow or closed at KS4 and the achievement of the PP students is excellent in Y9 where 100% have achieved their expected goals or have achieved grades beyond their targets.</p> <p>Health and Social Care The Health and Social care data shows that in year 10 the gap is closed between the PP students and the whole cohort. However, we need to increase the number of PP students who achieve grades beyond their targets in order to close the gap between the PP and the whole cohort for the “expected and above</p>	<p>Child Development</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>WC</td> <td>27.3%</td> <td>63.6%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - PowerPoint on SharePoint to allow absent students to catch up - Teacher keeping work at the end of the lesson to avoid them being lost. <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Literacy to be placed within lessons with targeted areas to focus on. Student’s literacy is fairly similar and so a buddy system did not work for this cohort. <p>Health and Social Care</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>WC</td> <td>0%</td> <td>41.2%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Differentiated instructions for tasks (chunking), - Coursework is to be done in lesson under high control so that all students have access to a computer and the internet. 				PP	20%	60%	WC	27.3%	63.6%				PP	0%	50%	WC	0%	41.2%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>100.0%</td> <td>100.0%</td> </tr> <tr> <td>WC</td> <td>5.6%</td> <td>77.9%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - PowerPoint on SharePoint to allow absent students to catch up - Teacher keeping work at the end of the lesson to avoid them being lost. <p>To be amended for next year:</p> <ul style="list-style-type: none"> - Literacy to be placed within lessons with targeted areas to focus on. Student’s literacy is fairly similar and so a buddy system did not work for this cohort. <p>Health and Social Care</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>11.1%</td> <td>33.3%</td> </tr> <tr> <td>WC</td> <td>8.3%</td> <td>45.8%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Differentiated instructions for tasks (chunking), - Coursework is to be done in lesson under high control so that all students have access to a computer and the internet. <p>To be amended or new for next year:</p>				PP	100.0%	100.0%	WC	5.6%	77.9%				PP	11.1%	33.3%	WC	8.3%	45.8%		
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<p>expected” progress measure in the year 9 group going into Y10 in 19-20.</p> <p>Sociology: Year 10 shows a very narrow gap between PP and the whole cohort, while Year 9 data shows that PP students in this year group do not achieve beyond their targets while the rest of the cohort does. The challenge needs to continue in lessons to increase the percentages shown in Year 9 and support to access this challenge should be considered for the PP cohort.</p>	<p>To be amended or new for next year:</p> <ul style="list-style-type: none"> - Use of literacy ambassadors - Use of targeted catch up sessions for coursework during PSD <p>Sociology</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>40%</td> <td>80%</td> </tr> <tr> <td>WC</td> <td>37.5%</td> <td>83.0%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Exam practice: Ensure that this is put into lessons at least once a week and then peer mark as a way of assessment - Provide resources for students who have missed lessons <p>To be amended or new for next year:</p> <ul style="list-style-type: none"> - Focus remains on milestone marking and detailed and meaningful FIT: replace “folder check” with folder organisation sessions every half term 				PP	40%	80%	WC	37.5%	83.0%	<ul style="list-style-type: none"> - Use of literacy ambassadors - Use of targeted catch up sessions for coursework during PSD <p>Sociology</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>53.3%</td> <td>53.3%</td> </tr> <tr> <td>WC</td> <td>43.3%</td> <td>60.0%</td> </tr> </table> <p>All strategies that are working to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Exam practice: Ensure that this is put into lessons at least once a week and then peer mark as a way of assessment - Provide resources for students who have missed lessons <p>To be amended or new for next year:</p> <p>Focus remains on milestone marking and detailed and meaningful FIT: replace “folder check” with folder organisation sessions every half term</p>				PP	53.3%	53.3%	WC	43.3%	60.0%																				
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<p>years 9 , 8 and 7. The two students in Y10 will benefit from measures in year 11 especially the support sessions at lunch giving them access to all the resources and guidance that they need.</p> <p>Music:</p> <p>In Music , progress is always slow in KS3 (Primary gap), but as they get into the GCSE years (Y10 and 11) the PP gap gets smaller in comparison with the whole cohort.</p>	<ul style="list-style-type: none"> - Support sessions provided at lunchtime - Targeted priority one-to-one support in lessons - Formative Feedback prioritised in sketchbooks - Resources emailed to students <p>Music</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>WC</td> <td>20.8%</td> <td>25%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - All theory resources made available on Sharepoint to use in own time/use as a means of catch-up if absent from lesson - Computers made available at break, lunch and before school - Sessions made available in Easter holidays for work on composition - Access to all the resources within the Music Faculty 				PP	20%	20%	WC	20.8%	25%	<ul style="list-style-type: none"> - Focus on a compulsory focused series of support sessions at lunch time in order to help students to make improvements towards their target - Continue to given 1-2-1 support with literacy, especially for those who struggle <p>Music</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>WC</td> <td>0%</td> <td>6.67%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Two PP tudents who receive peripathetic lessons funded through BYMT. - Attending choir regularly to boost confidence when performing. 				PP	0%	0%	WC	0%	6.67%	<ul style="list-style-type: none"> - More use of achievement points. - Positive text message home every 2 lessons - Introduction of a specific KS3 support Art day per week. - More targeted pounce/bounce style questioning <p>Music</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>13.7%</td> <td>33.3%</td> </tr> <tr> <td>WC</td> <td>24%</td> <td>46.4%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Extra-curricular students all invited on reward trips. - Keyboards made available at break, lunch and before school on every day possible to use for practice 				PP	13.7%	33.3%	WC	24%	46.4%	<ul style="list-style-type: none"> - Offer of support during lunch time if work is incomplete or unsure about homework - - More targeted pounce/bounce style questioning <p>Music</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>8.7%</td> <td>11.6%</td> </tr> <tr> <td>WC</td> <td>14.5%</td> <td>19.2%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Extra-curricular students all invited on reward trips. - Keyboards made available at break, lunch and before school on every day possible to use for practice 				PP	8.7%	11.6%	WC	14.5%	19.2%
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FACULTY	YEAR 10	YEAR 9	YEAR 8	YEAR 7																																																
<p>PE:</p> <p>The data shows that while PE is not assessed through exams (KS3), the PP as well as the whole cohort achieve their targets for the vast majority and beyond. Once they start GCSE, they find it harder to achieve their potential. Exam practice and support are a must.</p> <p>Photography:</p> <p>The picture at KS4 is mixed but both years show a gap between PP and the whole cohort with wide gap in year 10.</p> <p>Dance:</p>	<p>before school and access to guidance</p> <p>-</p> <p>PE (2 students)</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>WC</td> <td>0%</td> <td>0%</td> </tr> </table> <p>strategies include:</p> <ul style="list-style-type: none"> - Purchasing of resources (revision books) -Extra curriculum activities e.g. netball and trampolining. -To amend for 19-20 <ul style="list-style-type: none"> Year 11- support PP students. - focus on theory exam technique 				PP	0%	0%	WC	0%	0%	<p>PE</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>WC</td> <td>0%</td> <td>0%</td> </tr> </table> <p>strategies include:</p> <ul style="list-style-type: none"> - Purchasing of resources (revision books) - Extra curriculum activities e.g. netball and trampolining. -To amend for 19-20 <ul style="list-style-type: none"> Year 10- small group activities to support PP students. Focus on theory exam technique <p>Photography</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>36.4%</td> <td>63.6%</td> </tr> <tr> <td>WC</td> <td>33.3%</td> <td>71.4%</td> </tr> </table> <p>Strategies to be amended as follows:</p> <ul style="list-style-type: none"> - More emphasis on lunchtime support, some students due to poor attendance miss out. - More emphasis on lunchtime support sessions - Investment for cameras for students <p>Textiles</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				PP	0%	0%	WC	0%	0%				PP	36.4%	63.6%	WC	33.3%	71.4%				<p>PE</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>45.1%</td> <td>88.2%</td> </tr> <tr> <td>WC</td> <td>43.6%</td> <td>88.3%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Key Stage 3 booklet focusing on literacy in PE, knowledge for GCSE, self-assessment and peer assessment at the beginning and end of the different sports. - Extra curriculum activities e.g. netball and trampolining - Letters home to PP students, informing parents of extra-curricular clubs. 				PP	45.1%	88.2%	WC	43.6%	88.3%	<p>PE</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>49.3%</td> <td>90.2%</td> </tr> <tr> <td>WC</td> <td>55.1%</td> <td>90.1%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Key Stage 3 booklet focusing on literacy in PE, knowledge for GCSE, self-assessment and peer assessment at the beginning and end of the different sports. - Extra curriculum activities e.g. netball and trampolining - Letters home to PP students, informing parents of extra-curricular clubs. 				PP	49.3%	90.2%	WC	55.1%	90.1%
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FACULTY	YEAR 10	YEAR 9	YEAR 8	YEAR 7																																				
<p>In dance, the gap has been closed in Y9 in our “expected and above expected progress” measure, which is encouraging for 19-20. The gap is still there in Year 10 for the same measure, as less PP achieve above their target.</p>	<p>Dance</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>WC</td> <td>40%</td> <td>60%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Dance studio being open every lunchtime for rehearsals - Dance night for exam students- Thursday night 3-5pm 				PP	45%	55%	WC	40%	60%	<table border="1"> <tr> <td>PP</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>WC</td> <td>37.5%</td> <td>50%</td> </tr> </table> <p>All strategies to be kept for next academic year as they are working and students are working towards their target grades. Some strategies include:</p> <ul style="list-style-type: none"> - Providing equipment for the students <p>Lunchtime support sessions</p>	PP	25%	50%	WC	37.5%	50%																							
PP	45%	55%																																						
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PP	25%	50%																																						
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<p>Technology</p> <p>Computing:</p> <p>Year 7 and 9 have the smallest gap between PP and the whole cohort for expected progress but the gap widens for above expected progress, showing that PP students do not make as rapid progress as the rest of the group. Year 8 which counts the biggest number of PP students shows the largest gap. We believe that this is due to resources and access, as all the HW due is digital. The year 10 student who is underachieving will get extra support in year 11.</p>	<p>Computer Science (1 student)</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>WC</td> <td>31.3%</td> <td>31.3%</td> </tr> </table> <p>This student was one grade away from her target grade at the time of the data collection. This should hopefully be improved at the next data collection. Current strategies to be continued. To be amended for next year a professional computer scientist will be supporting with intervention sessions.</p>				PP	0%	0%	WC	31.3%	31.3%	<p>Computer Science</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>WC</td> <td>50%</td> <td>66.7%</td> </tr> </table> <p>All strategies to be kept for the next academic year as they were successful. For example:</p> <ul style="list-style-type: none"> - Coaching support and motivation - After3 school programming club - Independent learning tasks from code club. 				PP	50%	50%	WC	50%	66.7%	<p>Computer Science</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>25%</td> <td>29%</td> </tr> <tr> <td>WC</td> <td>47.4%</td> <td>66.3%</td> </tr> </table> <p>A strategy to adapt for next year will be weekly compulsory sessions for students with no PC/Internet access in the LRC.</p> <p>Design Technology</p>				PP	25%	29%	WC	47.4%	66.3%	<p>Computer Science</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>56.5%</td> <td>71%</td> </tr> <tr> <td>WC</td> <td>59.1%</td> <td>90.3%</td> </tr> </table> <p>YR 7 Tenner challenge replaced with visit to Bank of America STEM /careers day. PP Students targeted. PP Students from all ability groups targeted.</p>				PP	56.5%	71%	WC	59.1%	90.3%
PP	0%	0%																																						
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FACULTY	YEAR 10	YEAR 9	YEAR 8	YEAR 7																																				
Graphics and DT: Graphics is a new course and the knowledge gathered from the first examination has helped put in place good strategies in Y9, which will no follow into other years. This has led to a closed gap in Y 9. In KS3, year 7 PP have been very successful and have narrowed the gap that existed before in KS3	Graphics <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>WC</td> <td>60%</td> <td>56%</td> </tr> </table> <p>All strategies from Y9 to be kept into Y10 for the next academic year as they were successful. For example:</p> <ul style="list-style-type: none"> - Equipment bought so that students can access the course 				PP	20%	20%	WC	60%	56%	Graphics <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>20%</td> <td>100%</td> </tr> <tr> <td>WC</td> <td>8.3%</td> <td>100%</td> </tr> </table> <p>All strategies to be kept for the next academic year as they were successful. For example:</p> <ul style="list-style-type: none"> - Move student away from peer group that are a distraction - Equipment bought so that students can access the course 				PP	20%	100%	WC	8.3%	100%	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>18%</td> <td>26%</td> </tr> <tr> <td>WC</td> <td>67.6%</td> <td>79%</td> </tr> </table> <p>All strategies from Y7 to be applied for the next academic year as they were successful. For example:</p> <ul style="list-style-type: none"> - Buying extra ingredients for practical lessons + facilitation - Providing stationary for Graphics lessons - - use of rewards 				PP	18%	26%	WC	67.6%	79%	Design Technology <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>67.1%</td> <td>88.6%</td> </tr> <tr> <td>WC</td> <td>69.2%</td> <td>90.3%</td> </tr> </table> <p>All strategies to be kept as they have been very successful this year.</p>				PP	67.1%	88.6%	WC	69.2%	90.3%
	PP	20%	20%																																					
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E/M interventions

ENGLISH:

PP support for small group of targeted students: Y11

Student	Actions taken
1	Individual tuition and resources prepared
2	was in the small group taught by the HLTA
3	Individual lessons taught by additional English teacher
4	Individual lessons taught by additional English teacher plus additional breakfast and after school sessions
5	Individual lessons taught by additional English teacher
6	was in the small group taught by the HLTA
7	Additional breakfast and after school sessions by English teacher
8	Additional breakfast and after school sessions by English teacher
9	Additional breakfast and after school sessions by English teacher

Impact:
60% achieved a strong pass

10	Additional breakfast and after school sessions by English teacher

MATHS:

Year 11: Intervention for Maths: selected group of students

Intervention and numbers	impact
Low prior intervention (7 students)	15% achieved 4+
Mid prior intervention (6 students)	50% achieved 4+
High prior intervention (4 students)	100% achieved 5+
Maths for Science (2 students)	100% achieved 4+

Year 9 HADS

End of 2018-2019 academic year review

The Year 9 HADS sessions were delivered every Thursday from September 2018 until June 2019.

Using SIMS data 22% of the students were one sub grade below end of year target and 78% were on or above their target.

Following the intervention and based on the data from 4 MATRIX, 100 % of the students (targeted group for intervention) are on expected or above expected progress in relation to their target.

Student	TARGET	CURRENT
1)	4	4-
2)	4	4-
3)	4	4+
4)	4+	5+
5)	4	5
6)	4	5
7)	4	4+
8)	5-	5
9)	5-	5

- **2- ADDITIONAL AND AND WELL-BEING SUPPORT: FSM , Breakfast club, financial help for: Equipment , uniform and trips etc.. > £56,000 (£36.000 of this on FSM)**

Years 7 to 11:

FSM:	<ul style="list-style-type: none"> • our free school meals students have taken their free school meals on the days that they attended school • water or juice was systematically given as part of the meals for hydration (meal deal) • part of overall well-being
BREAKFAST CLUB	<ul style="list-style-type: none"> • 100% of the PP students who attended English and Maths workshops before school had the opportunity to have something to eat whilst revising
Financial help	<ul style="list-style-type: none"> • Enabled parents to meet some financial demands towards education.

- **3- BUDGET HEADING: ALTERNATIVE PROVISION > £30,000**

1 PP student benefited from an alternative provision placement (outside provision) in year 11: she achieved 3 grades 3, 1 grade 2 and a distinction
 1PP student had 1 to 1 tuition to help school reintegration

4- BUDGET HEADING other Posts : > £60.000

FAMILY LIAISON OFFICER

Years 7 to 11 benefit from this strategy

Link to the statement of intent headings: (highlight the correct one-s): Quality first teach / Attendance / activity linked to a specific starting point / exam focus activity/ raising aspirations activity - SEMH/CHILD PROTECTION AND SAFEGUARDING

Rationale for the activity and funding required (equipment and staffing).	Rationale: (exact purpose) To support vulnerable students with SEMH /Child Protection and Safeguarding (multi-agency working)
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Sub groups identified (any multi flags?)	<u>Counselling</u> : 100% of the verbal feedback from the PP students was very positive and the mindfulness which was offered was taken up by students at KS4 to help them through exam stress (for example, all PP students who went to mindfulness sessions took 100% of their exams).		
	Total number of students receiving counselling/triage/short term support/mindfulness	Total number of students receiving counselling/triage/short term support/mindfulness who are PP	Total number of students receiving counselling/triage/short term support/mindfulness who are PP and SEND (multiflags)
	126	46	11
	<u>Safeguarding/Child Protection</u> : 73 students with PP received support on CP/CHIN/CAF/LAC/Referral– 12 multi-flag (SEND)		
	Total number of students receiving support on CP/CHIN/CAF/LAC plus other referrals	Total number of students receiving support on CP/CHIN/CAF/LAC plus other referrals who are PP	Total number of students receiving support on CP/CHIN/CAF/LAC plus other referrals who are PP and SEND
	110	73	11

4- BUDGET HEADING: ATTENDANCE OFFICER

<u>ATTENDANCE</u> Strategies for PP : Years 7 to 11	<p>Extra staffing has enabled the following strategies for PP</p> <p><u>Years 7 to 10</u></p> <ul style="list-style-type: none"> • Robust tracking of PP students :17 students in year 7, 18 in Y8, 20 in Y9, 15 in Y10 • First-day calling/texting • Check for attendance in lessons • Excellent working relationship between the School and the Education Welfare Service • Home visits and meetings for key vulnerable students where there are concerns about attendance. • Personalised approaches for persistent PP absentees: such as > collection from home, progressive return to school (for Emotional, medical or MH cases, when need),
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