

Priority Area: Leadership and Management

Lead person: KNE

Link senior leader: ABU

Link governor:

External scrutiny/validation:

Objective(s): To embed the whole school strategy for promoting the progress of PP students.

Self Eval- Systems are in operation but are not fully embedded to capture impact over time.

Milestones

By end of September 2017:	By RP1 for each year group:	By RP2 for each year group:	By RP3 for each year group:
1a. The documentation is complete.	1a. The monitoring and evaluation section of pen portraits is updated for every individual student and published to all staff.	1a. The monitoring and evaluation section of pen portraits is updated for every individual student and published to all staff.	1a. An end of year needs analysis is carried out for Y7- Y10 to begin the process again.
1b. All staff have access to the pen portraits in order to set targets.	1b. Evidence from LOTL that targets are having an impact on the progress of PP students.	1b. Progress of PP students is improving for 75% of targeted students.	1b. Progress of PP students is improving for 85% of targeted students since the start of the year.
2. SLT understand their role in the PP strategy.	2. Evidence from SLT link minutes and KNE minutes confirm a proactive approach.	2. Progress of PP students is improving for 75% of targeted students.	2. Progress of PP students is improving for 85% of targeted students since the start of the year.
3. Link governor has completed PP training.	3. Evidence from Link governor minutes with KNE confirm a proactive approach.	3. KNE to identify further training needs for the link governor and identify key questions that should be asked at PP coordinator/governor link meetings.	3. The link governor uses answers to the key questions to ensure that he has an explicit understanding of the work being undertaken with PP students. The link governor can report back to governors confidently regarding impact on PP progress.
4. The evaluation of the PP action plan 2016-2017 is complete and put on to the school website.	4. The action plan 2017- 2018 is written and put onto the school website.	4. The action plan 2017-18 is reviewed and updated. This is then published on the website.	4. The action plan 2017-18 is evaluated and the needs analysis completed in order for these to inform the next year's budget, and action plan.
5. To decide what system/data to monitor and evaluate in order to assess impact of current curriculum model on PP progress.	5. Evaluation of data to assess impact of current curriculum model on PP progress.	5. Present data/analysis of impact of current curriculum model on PP progress to LEAP/SLT. Propose any curriculum changes for next academic year required to improve PP progress.	5. New curriculum model in place that helps to improve more rapid progress for PP students.

Activity/Actions (insert specific actions)	Success criteria:	Target date	Lead Person	Monitoring	Evaluation process:	Impact (August 2018)
1a. To collate information on all Y7 – Y11 PP students onto pen portraits.	Clear and concise records to support whole school strategy.	September 2017 with regular updates.	KNE	ABU to check these are written and being updated at least twice a year.		DA coordinator is clear on individual barriers to learning and how funding is being used to address these. Tracking on pen portraits allow DA coordinator to see what strategies are having an impact for each individuals. Target Met
1b. To ensure that all staff are using the information on the pen portraits to help them set targets for individual students and subsequently inform planning.	Increase in personalised planning for learning and progress of PP students.	From September 2017	KNE	LOTL to check, through learning walks and meetings with staff, that targets/actions are being addressed for agreed students from one data report to the next. Amendments made to targets/actions, as appropriate.	<ul style="list-style-type: none"> • Staff report that the information provided is influencing planning, progress and outcomes. • ABU/Link governor to survey a range of teachers re impact. • The P8/A8 of each PP student is improving from Reporting Point 1 to 2, and then 2 to 3 etc. 	Pen Portraits have not been shared with staff as regularly. Target Not Met 2018 - 2019 The pen portraits will be used to keep track of the impact of strategies on individuals.
2. To ensure that all SLT link meetings with LOSD and meetings between KNE and LOTLs focus on progress of PP students.	Minutes of SLT link meeting with LOSD and KNE meetings with LoTL show evidence of robust discussion, and positive impact of previously identified actions on the progress of PP students.	From September 2017	KNE	<p>KNE to meet with all LOTL at each data input to discuss progress of PP students within their departments and to monitor the impact of any previous actions. KNE to inform the SLT link where impact is not being seen and action taken, as appropriate.</p> <p>DoA to meet with LOSDs at each data input to discuss progress of PP students across their departments, and to monitor the impact of any previous actions. DoA to inform the KNE where impact is not</p>	<ul style="list-style-type: none"> • Actions resulting from dialogue are having an impact on progress data. • The P8/A8 of each PP students is improving from data reporting point 1 to 2 and then 2 to 3 etc. 	LoTL's attended meetings but there was no evidence of classroom teachers having targeting these students consistently. Target Not Met 2018 - 2019 KNE to ensure that systems are in place in order for the LoTL to monitor both the dialogue that the individual teachers are having with students and also the impact of the actions.

				being seen and action taken as appropriate.		
3. To provide training to ensure that the PP link governor has the knowledge and understanding to hold senior leaders to account.	The link governor asks probing questions of PP coordinator. The link governor reports to Governors' Standards Committee re PP progress and impact of funding/actions.	From September 2017	KNE	KNE to meet with the PP link governor half termly to update on progress and impact of previous actions, and progress towards the action plan.	<ul style="list-style-type: none"> • Governing body minutes indicate a higher level scrutiny of PP students. • Governing body are better informed re progress of PP and impact, and better able to support and challenge the PP Coordinator, as appropriate. 	<p>Much progress was made with the link governor. However, the governor has since resigned.</p> <p>Target Not Met</p> <p>2018 - 2019 KNE to ensure a new link governor/ambassador is appointed.</p>
4. To update the website with information outlining how PP funding is used and its impact on progress and outcomes.	Up to date/correct information/documentation is published on the website.	By December 2017	KNE	ABU to check website twice a year and ensure the following are up to date – PP Funding details, PP action Plan, PP review of previous year PP action plan.	<ul style="list-style-type: none"> • The website contains PP Funding details, PP action Plan, PP review of previous year PP action plan. Take action, as and when required. 	Target Met.
5. To make changes to the curriculum model to improve PP progress and learning behaviours.	A new curriculum model is in place for all years from September 2018.	By Easter 2018	SLT/LEAP	KNE to collect data to show whether the current curriculum model is maximising PP progress. Make suggestions about the changes required to maximise impact, as appropriate. Following changes to the curriculum model, monitoring of impact to involve student voice, staff voice and analysis of data.	<ul style="list-style-type: none"> • From September 2018, the data shows that PP students are making greater progress and exhibit better learning behaviours. 	<p>The curriculum model has been changed in order for DA students to improve progress and learning behaviours.</p> <p>2018 – 2019 KNE needs to evaluate the impact of these curriculum decisions at each data input throughout the year and respond to findings.</p>