

**Pupil premium strategy statement:**

**School: Eckington School – LEAP ACADEMY**

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| 1. **Summary information** | | | | | |
| **School** | Eckington School (LEAP Academy) | | | | |
| **Academic Year** | 2019 - 2020 | **Total PP budget:**  **Total Catch up Funding:** | 197000  10,000 | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | Y7 – Y11: **1093**  Y7 – Y13: **1222** | **Number of pupils eligible for PP** | Y7 – 11: **258**  Y7 -13: | **Date for next internal review of this strategy** | September 2020 |

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| 1. **Current attainment** | | |
|  | **2018/19** *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average 2018)* |
| **% 7+ in Eng/Maths** | *2.7* | *N/A* |
| **%7+ in Ebacc English** | *8.1* | *N/A* |
| **%7+ Maths** | *5.4* | *N/A* |
| **% 5+ in Eng/Maths** | 21.6 | 50 |
| **% 5+ in Ebacc English** | 43.2 | 67 |
| **% 5+ in Maths** | 35.1 | 56 |
| **% 4+ in Eng/Maths** | 45.9 | 71 |
| **% 4+ in Ebacc English** | 56.8 | 81 |
| **% 4+ in Maths** | 64.9 | 76 |
| **Progress 8 score Average** | **-0.672** | 0.13 |
| **Progress 8 English** | **-0.824** | 0.11 |
| **Progress 8 Maths** | -0.437 | 0.12 |
| **Progress 8 Ebacc** | **-0.462** | 0.14 |
| **Progress 8 open** | -0.948 | 0.12 |
| **Attainment 8 score average** | 37.73 | 49.96 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
| **Aspiration** | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
|  | Poor literacy and numeracy skills |
|  | GCSE measures of attainment and progress are lower than those for non-DA students |
|  | Student disengagement with learning and enrichment opportunities. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance of DA students. |

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|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | Improved vocabulary, reading comprehension and progress in English over time for all DA students.  Improved numeracy skills for catch up students. | All Y7 catch up students in the catch-up sets progress to the required age in numeracy and literacy by the end of Y7.  All Y7 catch up students meet their expected flightpath projection for each reporting point. |
| **B.** | Improved progress rates for disadvantaged students in all subject areas. | **ENGLISH**   * Year 11 DA cohort to achieve an APS/Average grade for English element of 4.5. * Year 11 DA cohort to achieve ≥ 55% 5+ in English. * Year 11 DA cohort to achieve ≥ 75% 4+ in English. * The progress 8 score to be greater than in 2018 (>-0.78).To reduce the in-school gap between DA and all students (<-0.26).   **MATHEMATICS**   * Year 11 DA cohort to achieve an APS/Average grade for mathematics element of 4.5. * Year 11 DA cohort to achieve ≥ 50% 5+ in mathematics. * Year 11 DA cohort to achieve ≥ 70% 4+ in mathematics. * The progress 8 score to be greater than in 2018 (>-0.71). * To reduce the in-school gap between DA and all students   (<-0.45).  **SCIENCE**   * Year 11 DA cohort to achieve an APS/Average grade for science element of 4.5. * Year 11 DA cohort to achieve ≥ 50% 5+ in science. * Year 11 DA cohort to achieve ≥ 65% 4+ in science.   **Overall PROGRESS 8 Score:**   * Year 11 (2020) cohort progress 8 score has improved in comparison to 2019.   **Y7 – Y10 DA students**   * Targeted DA students improve their progress at each reporting point. * Overall DA students’ progress in English, mathematics, science and humanities improves at each reporting point. |
| **C.** | Improved engagement with learning and enrichment opportunities of DA students. | * For students working with the Learning Mentor in Y7 and Y8:   + Average A2L score improves over time (from when the Learning Mentor first starts working with them to the end of the academic year).   + Decreased number of supervision room sendings for each individual student (from when the Learning Mentor first starts working with them to the end of the academic year).   + Improved attendance and punctuality for each individual student (from when the Learning Mentor first starts working with them to the end of the academic year). * At least 20% of Student Leaders are DA students. * All DA Student Leaders are actively involved in their role, as evidenced in coaching sessions. * Increased number of DA students attending extra-curricular activities in 2019 – 2020 compared to 2018-2019. * Increased number of DA students taking part in trips in comparison to 2018 – 2019 from September 2020. * Increased number of DA students taking part in visitor experiences. * Increased percentage of DA students going into sixth form compared to 2019 i.e. >20% of DA students |
| **D.** | Improve attendance and punctuality of D.A. students. | * Overall D.A. students’ attendance at each half term is better than the previous year. * Overall D.A. students’ attendance in each year group at the end of each term is better than the previous year. * Decrease in the number of DA students who are late to school in 2019 – 2020 in comparison to 2018 – 2019. * Reduce the number of ‘lates’ each half term compared to the previous year/or the previous half term. |

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| 1. **Planned expenditure**   You may have more than one action/approach for each desired outcome. | | | | | | | |
| **Academic year** | | **2019 – 2020** | | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| **A.** | Develop and implement strategies to ensure students confidently use higher level, and subject specific vocabulary in writing. | | Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. (Education Endowment Foundation).  The EEF have carried out research and found out that in order to improve students’ literacy:   * Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. * Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. | Quality of Education Literacy SLT Key Focus Group.  Quality Assurance – SLT/LoTL drop ins/work scrutiny.  Focus of Curriculum Area Improvement plans with continuous monitoring/review built in. | | **LTH** | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans). |
| **A.** | Develop and implement strategies to ensure students develop extended verbal responses which utilise appropriate higher level and subject specific vocabulary. | | Quality of Education Literacy SLT Key Focus Group.  Quality Assurance – SLT/LoTL drop ins/work scrutiny.  Focus of Curriculum Area Improvement plans with continuous monitoring/review built in. | | **LTH** | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans). |
| **A.** | Develop and implement strategies to ensure students are actively engaged in reading and can interpret appropriately challenging text. | | The EEF have carried out research and found out that in order to help support students to read complex academic texts :   * Students need to actively engage with what they are reading and use their existing subject knowledge. * Reading strategies can be used such as activating prior knowledge, prediction and questioning to improve students’ comprehension. * Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. | Quality of Education Literacy SLT Key Focus Group.  Quality Assurance – SLT/LoTL drop ins/work scrutiny.  Focus of Curriculum Area Improvement plans with continuous monitoring/review built in. | | **LTH** | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans). |
| B./C. | Embed the use of the LEAP Learning Plan by all staff to plan and execute lessons. | | Evidence that Quality First teaching and learning impacts heavily on DA students (Ofsted finding).  EEF’s report ‘The Attainment Gap’ 2017 outlined 15 key lessons learned in its first six years, one of which was that which happens in the classroom makes the biggest difference. | Quality of Education SLT Key focus group.  Quality Assurance – SLT/LoTL drop ins/work scrutiny.  Focus of Curriculum Area Improvement plans with continuous monitoring/review built in. | | RGA/ABU | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans).  **Whole staff training –**  **September 2019 and 2020.** |
| B. | Embed strategies to ensure opportunities are created to extend thinking, leading to increased understanding. | | Questioning should aim to help students think about their own learning more explicitly i.e. metacognition. This is shown to have high impact on students’ progress (EEF Toolkit).  Evidence that Quality First teaching and learning impacts heavily on DA students (Ofsted finding).  Diagnostic teaching research by the EEF suggests that cognitively challenging talk and questioning leads to gains for students, particularly in English Language, mathematics and science. | Quality of Education SLT Key focus group.****  Quality Assurance – SLT/LoTL drop ins/work scrutiny. ****  Focus of Curriculum Area Improvement plans with continuous monitoring/review-built in. **** | | RGA | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans).  **Delivered through staff training by RGA** |
| B. | Implement new marking and feedback policy at whole school and department level. | | Effective feedback is proved to have high impact (EEF toolkit). In the book ‘Visible Learning and Feedback’ by Hattie and Clarke, 2018, research shows that feedback is one of the most powerful influences on learning and achievement. | Quality of Education SLT Key focus group.  Quality Assurance – SLT/LoTL drop ins/work scrutiny.  Focus of Curriculum Area Improvement plans with continuous monitoring/review built in. | | RGA | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans). |
| B. | Ensure marked assessment tasks are followed by appropriate intervention/intervention lessons to maximise gains in learning. | | Effective feedback is proved to have high impact (EEF toolkit).  Evidence that Quality First teaching and learning impacts heavily on DA students (Ofsted finding). | Quality of Education SLT Key focus group.  Quality Assurance – SLT/LoTL drop ins/work scrutiny.  Focus of Curriculum Area Improvement plans with continuous monitoring/review built in. | | RGA | Ongoing through improvement planning.  (See Whole School and Curriculum Area Improvement Plans). |
| B. | All staff are encouraged to have a target on their appraisal regarding DA student attainment and progress. | | It is good practice to ensure that DA students are targeted through appraisal to ensure all staff are thinking about the progress of these students. | Leadership and Management SLT Key focus group.  QA of Appraisal system/SLT/LoTL drop ins/work scrutiny.  Analysis of DA progress at each reporting point. | | KNE/ABU | Analysis of DA progress at each reporting point. |
| C. | Develop and implement strategies for rewarding students to drive and celebrate a culture of success across all year groups. | | Research in school through questionnaires and focus groups.  Speaking to students reveals that DA students do not always enjoy their learning or feel rewarded/praised for their efforts. | Behaviour and Attitudes (Culture) SLT Key Focus group.  Focus of year team area improvement plans with continuous monitoring/review built in. | | JNA | Ongoing through improvement planning.  (See whole school and curriculum area improvement plans) |
| C. | Continue to drive a ‘Smart Students, Keen to Learn’ strategy in order to raise aspirations and to improve engagement/pride. | | Research in school through questionnaires and focus groups.  Speaking to students reveals that DA students do not always enjoy their learning, they do not always believe in themselves and what they are capable of. | Behaviour and Attitudes (Culture) SLT Key Focus group.  Focus of year team area improvement plans with continuous monitoring/review built in. | | JNA | Ongoing through improvement planning.  (See whole school and curriculum area improvement plans) |
| C. | Develop a programme of extra-curricular/cultural visits/visitors/student leadership into school which impacts upon all DA students. | | Speaking to DA students reveals that they do not always enjoy their learning, they do not always believe in themselves and what they are capable of.  In a DFE report called ‘School cultures and practices: supporting the attainment of DA students’ in May 2018 reported a need to provide a well-rounded education and that clubs/visits/visitors were an effective way of doing so. | Personal Development (Character) SLT key focus group.  Focus of curriculum area improvement plans with continuous monitoring/review built in. | | KNE | Ongoing through improvement planning.  (See whole school and curriculum area improvement plans) |
| **Total budgeted cost** | | | | | | | £100,000 |
| 1. **Targeted support** | | | | | | | |
| **Desired outcome** | **Chosen action/ approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** |
| **A.** | To peer tutor targeted catch up students in numeracy. | | **EEF** research suggests that the introduction of peer tutoring approaches have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress. Though all types of students appear to benefit from peer tutoring, there is some evidence that students who are low-attaining and those with special educational needs make the biggest gains. | Drop ins - peer tutoring on Friday mornings.  Work scrutiny – tutees work from sessions.  Feedback from VBO termly.  Feedback from peer tutors 3 times a year.  Coaching of peer tutors 3 times a year. | KNE/VBO | | At each data input/reporting point. |
| **A.** | To peer tutor targeted catch up students in literacy. | | Drop ins - peer tutoring on Monday mornings.  Work scrutiny – tutees work from sessions.  Feedback from Laura Thompson termly.  Feedback from peer tutors 3 times a year.  Coaching of peer tutors 3 times a year. | KNE/LauraTH | | At each data input/reporting point. |
| **A.** | To set up and deliver bespoke literacy lessons to a catch-up literacy group/set in English. | | In order to use our catch-up money most effectively we want to ensure that the students receive the most effective intervention. By placing all students between 93 and 99 in to one group we are able to provide bespoke teaching and TA support. | KNE to monitor through drop ins.  Work scrutiny.  Student feedback.  Analysing data at each reporting point. | KNE/LisaTH | | At each data input/reporting point. |
| **A.** | To set up and deliver bespoke numeracy lessons to a catch-up numeracy group/set in Mathematics. | | KNE to monitor through drop ins.  Work scrutiny.  Student feedback.  Analysing data at each reporting point. | KNE/VBO | | At each data input/reporting point. |
| **A.** | To provide targeted catch up students with registration literacy workshops once a week. | | Those students who are weakest need one to one or small group support which can be provided in regular registration slots. | KNE to monitor through drop ins.  Work scrutiny.  Student feedback.  Analysing data at each reporting point. | KNE/HBR | | At each data input/reporting point. |
| **A.** | To provide targeted catch up students with registration maths workshops once a week. | | Those students who are weakest need one to one or small group support which can be provided in regular registration slots. | KNE to monitor through drop ins.  Work scrutiny.  Student feedback.  Analysing data at each reporting point. | KNE/HBR | | At each data input/reporting point. |
| B | Embed intervention strategies into everyday in-classroom practice to maximise the progress of targeted DA students. | | Hattie’s top 10 high impact strategies on learning and progress are all strategies for wave 1 in lesson intervention. (Visible Learning for Teachers. Hattie. 2018).  In the DFE briefing paper ’Supporting the Attainment of DA students, the best schools work to identify what might help individual DA students to make the next steps in their learning. They focus on providing targeted support for underachieving students, both inside and outside of school hours. They seek out strategies best suited to addressing individual needs. | Quality of Education SLT focus group  QA through - SLT/LoTL Drop ins.  Focus of curriculum area improvement plans with continuous monitoring/review built in.  KNE to have regular meetings with LoTL and Learning mentor regarding impact on targeted students’ progress.  At each reporting point, analyse impact on progress/attendance/A2L for targeted students. | KNE | | Ongoing through improvement planning.  (See whole school and curriculum area improvement plans) |
| D. | Continue to embed specific strategies for improving the attendance of DA Students. | | Improved attainment and progress is linked to improved attendance. In Feb 2015, the DFE published a report ‘The Link between absence and attainment at KS2 and KS4’. Research showed that, in general, the greater percentage of sessions missed across KS4, the lower the likely level of attainment.  A briefing paper for school leaders called ‘Supporting the attainment of disadvantaged students’ in November 2015 stated that the most successful schools, in terms of raising attainment for DA/PP students, set up rapid response systems to address poor attendance.  Attendance figures at Eckington, in the past few years, have seen a decline, particularly of DA students. | Behaviour and Attitude (Culture) SLT key focus group.  Focus of year team improvement plans with continuous monitoring/review built in. | KNE | | Ongoing through improvement planning.  (See whole school and curriculum area improvement plans) |
| A./B./C./D. | To develop and embed a learning mentor programme for targeted students to improve literacy, attendance, aspirations and character development. | | In the DFE briefing paper ’Supporting the Attainment of DA students’, the best schools work to identify what might help individual DA students to make the next steps in their learning. They focus on providing targeted support for underachieving students both inside and outside of school hours. They seek out strategies best suited to addressing individual needs. | Drop ins to look at Learning Mentor’s work.  Student feedback.  Parental feedback.  Attendance figures for targeted students.  Behaviour figures for targeted students.  Targeted students’ individual progress at each reporting point. | KNE | | Half termly. |
| **Total budgeted cost** | | | | | | | £94,000 |
| **Other approaches** | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| C | To support families financially to ensure students have the correct equipment and resources in order to access the curriculum. | | Some students at Eckington school simply cannot afford to pay for their child’s cooking ingredients, or their textbooks, or a trip that they must attend. These are paramount to the child’s engagement in their learning and so will be funded by the school. | Discussions with LoTL/LoSD.  Parent/Student Feedback. | | KNE | Termly. |
| A | Utilise our librarian to promote reading through competitions, clubs, reading awards, accelerated reading and writing visitors. | | The ‘Improving Literacy in Secondary Schools’ document written in April 2013 explains how librarians can help to improve literacy in schools. | Drop ins  Student voice  Accelerated reading scores improve from the beginning of the year compared to the end of the year. | | Lisa TH | Termly. |
| A./C. | To deliver a summer school for catch up and DA students in July/August 2019. | | There is some evidence from EEF that summer schools with a literacy/numeracy focus can have a positive impact on students. | Student feedback via questionnaire.  Parent feedback via questionnaire. | | KNE/STU | September 2019 |
| **Total Budgeted cost** | | | | | | | £3,000 |

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| 1. **Review of expenditure (September 2020)** | | | | |
| **Previous Academic Year** | | **September 2019 – August 2020** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact:** | **Lessons learned** | |
| **A** | Develop and implement strategies to ensure students confidently use higher level, and subject specific vocabulary in writing.  Develop and implement strategies to ensure students develop extended verbal responses which utilise appropriate higher level and subject specific vocabulary.  Develop and implement strategies to ensure students are actively engaged in reading and can interpret appropriately challenging text. | While overall DA students achieved a P8 score of -0.08, this was a significant improvement on previous years. There is an internal Progress 8 gap (Disadvantaged vs Non-Disadvantaged) of -0.14 which is significantly lower than previous years.   |  |  |  |  | | --- | --- | --- | --- | | **Measure** | **2020 PP** | **2019- PP** | **2018- PP** | | **P8 English** | -0.36 | -0.80 | -0.80 | | **P8 Maths** | -0.13 | -0.38 | -0.66 | | **P8 Ebacc** | +0.17 | -0.44 | -0.65 | | **P8 Open** | -0.10 | -0.93 | -0.60 | | **P8** | -0.08 | -0.64 | -0.67 | | **4+ Basics** | 60.5% | 47.4% | 40.6% | | **5+ Basics** | 37.2% | 23.7% | 15.6% |   Regular SLT monitoring in terms 1 and 2 has meant teachers have focused on embedding non-negotiables into their everyday practice.  Teachers continued to focus on their questioning techniques through CPD, collaboratively planning and TLCs. It is clear from drop ins that non-negotiables were embedded into everyday practice for most teachers.  Some teachers questioning ensures that students’ answers are deep and extended but further development is still needed.  SLT have a clear understanding of the strengths and weaknesses across the school/departments and have been able to address the weaknesses quickly through setting up coaching programmes.  Teachers’ questioning has continued to improve during 2019 – 2020, however this will need revisiting as a result of “Lockdown”.  In conclusion, teaching and learning is improving but work on this still needs to be embedded over the next couple of years to ensure impact on DA students’ progress.  Quality of Education Literacy SLT Key Focus Group has worked with Leaders of Teaching and Learning to ensure literacy activities are built into all key schemes of work. | LoTLs must now take more ownership of re-embedding this by regularly carrying out drop ins within their departments.  They will need to provide CPD for those teachers who are new to the school and who require additional support.  There now needs to be more emphasis on the quality of extended answers that students provide so that DA students are challenged in their thinking and therefore start to progress more rapidly in all years.  Literacy still needs to remain a focus in everyday classroom teaching with an emphasis on key words and their meaning to build vocabulary and understanding.  There should be focused intervention in KS3 to ensure gaps are closed early to prevent disengagement in KS4. | |
| **B** | Embed the use of the LEAP Learning Plan by all staff to plan and execute lessons.  Embed strategies to ensure opportunities are created to extend thinking, leading to increased understanding.  Implement new marking and feedback policy at whole school and department level.  Ensure marked assessment tasks are followed by appropriate intervention/intervention lessons to maximise gains in learning.  All staff are encouraged to have a target on their appraisal regarding DA student attainment and progress. | Quality of Education SLT Key focus group ensured that all staff received training in how to deliver quality first teaching using the LWEAP Learning Plan. Quality Assurance was carried out by the SLT via drop-ins and work scrutiny.  Quality First Teaching was the focus of Curriculum Area Improvement plans with continuous monitoring/review built in.  Stop/Go questions are becoming embedded in schemes of work throughout the school – leading to increased opportunities to extend thinking.  After staff training, feedback has become more targeted to specific weaknesses identified by marking using the new policy.  Intervention has now been built in through the use of interim tasks.  All staff have an appraisal target linked to the progress of DA students. | Disadvantaged students must remain high profile to staff/ whole-school interventions, through continued CPD, staff briefings, accountability meetings and data analysis.  Routines for both staff in terms of teaching and SLT in terms of monitoring and evaluation will have to be re-established.  Schemes of work will need to be monitored by SLT links to ensure this is consistent across departments.  The use of PLCs needs to be embedded to ensure consistency.  Subject specific intervention lessons need to be monitored to ensure they focus on specific weaknesses with appropriate tasks for all students. | |
| **C** | Develop and implement strategies for rewarding students to drive and celebrate a culture of success across all year groups.  Continue to drive a ‘Smart Students, Keen to Learn’ strategy in order to raise aspirations and to improve engagement/pride.  Develop a programme of extra-curricular/cultural visits/visitors/student leadership into school which impacts upon all DA students. | The Achievement points system has become firmly embedded and celebrated with termly praise in each year group.  Praise includes:   * Achievement Points * Praise Postcards * Star of the Week * Termly Praise Assemblies * Yearly Prize Giving Event. * Rewards Trips * Rewards trips were in place, but they unfortunately had to be cancelled due to the pandemic. * Attendance at the Prom is also focused on Achievement Points – it is hoped this will still take place at a later date.   Achievement Points DA vs Non DA – DA students achieved more achievement points on average than their non- DA peers:   * Average DA = 414 * Average non-DA = 401   Virtually all students now wear very smart uniform and come fully equipped for all lessons.  Students who require it are provided with uniform and equipment free of charge – either on a temporary or a permanent basis.  A strong Extra-Curricular programme has been introduced for students including afterschool clubs, student leadership and university mentoring. Where possible DA and vulnerable students are encouraged to attend these activities and supported with materials and resources where needed. | Achievement needs to be communicated home vis the SIMs App which is now in place.  Some work still needs to be done in terms of engagement and pride.  Some means of identifying/praising students who demonstrate commitment and engagement is needed.  Achievement points and attitude to learning are to be the focus for rewards.  The University Mentoring programme should continue with Y9 and Y13.  The pandemic cut short the activities for 2019/2020. A new programme has been introduced and all year groups have been invited.  Careful consideration needs to be given to safety of staff and students in light of the current COVID-19 situation and this may require regular review in line with Government advice.  The uptake of these interventions needs to continually be promoted so that all pupils including those who may be disadvantaged see this as a positive intervention. Considerations for 2020-21 will have to be made as the pandemic will / may affect this.  In the event of lockdown Hub specific activities will continue. | |
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| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | |
| **A** | To peer tutor targeted catch up students in numeracy.  To peer tutor targeted catch up students in literacy.  To set up and deliver bespoke literacy lessons to a catch-up literacy group/set in English.  Students complete the same test each time. The work they do with the peer mentor is decided based on how they did on the first test and then reviewed after every test.  To provide targeted catch-up students with registration literacy workshops once a week.  To provide targeted catch-up students with registration maths workshops once a week. | Of the DA students included in the catch-up class 60% made an improvement in the first half term and 60% made an improvement at the end of term 1 | This intervention would ideally be continued through 2020/2021. However due to COVID restrictions it is not possible to adopt the peer tutor system.  For 2020 – 2021:  To re-establish a peer tutor system – possibly within year group Hubs.  Reading intervention is planned with the librarian, targeting a specific group of students who are in the main DA.  Initial testing should be used to establish baseline data and then repeated to measure progress each term.  The group should be evaluated each term and new students introduced where capacity allows to maximise impact. | |
| **A** | To set up and deliver bespoke numeracy lessons to a catch-up numeracy group/set in Mathematics. | Of the 11 DA students included in the Y7 catch-up class 81% made an improvement in the first half term and 81% had made an improvement at the end of term 1. Students improved their score on average by 60% from the start of the intervention to the final test in Term 1. The Intervention was prevented from completion by COVID | The numeracy intervention was successful, and it is planned to continue with this for Y7 in 2020/2021.  A small group catch-up intervention will take place during form times with a priority on DA students.  This intervention will focus on improving weaknesses in skills from KS2.  The students will undergo a baseline test and then undergo a 6-week intervention programme and then be re-tested. Students who have made sufficient improvement will leave the group and be replaced with other DA students who meet the criteria. | |
| **A** | To provide targeted catch-up students with registration literacy workshops once a week. | Of the 60 Year 7 DA students tested for Reading Ages, there was an 11 months improvement from September to Christmas 2019.  A number of students made negative process, which is a concern and this | All students have undergone literacy testing in Y7, to identify weaker readers, and Yr8 has reading age data also.  The SEN Team are identifying the very weak students who will require specialist support and intervention.  They will work with this group to identify specific learning needs and improve literacy.  A second group will be identified which will include as a priority, DA students who need to improve their reading and literacy skills.  The Literacy Co-ordinator for English will work with these students during form time.  This should be a different group of students to the reading intervention group in order to maximise impact. | |
| **B** | **Desired Outcome B**  Embed intervention strategies into everyday in-classroom practice to maximise the progress of targeted DA students.  Regular meetings with LoTL and Learning mentor regarding impact on targeted students’ progress were carried out on a termly basis.  The impact on progress/attendance/A2L for targeted students was analysed at each reporting point. | While overall DA students achieved a P8 score of -0.08, this was an significant improvement on previous years. There is an internal Progress 8 gap (Disadvantaged vs Non-Disadvantaged) of -0.14 which is significantly lower than previous years.  Disadvantaged pupils were prioritised in Core subject intervention, especially Form time Intervention and P6. Staff development time was given to the prioritisation and support of DA students in lessons which led to an improved P8 score in 2020. English P8 remains an area for development:   |  |  |  |  | | --- | --- | --- | --- | | **Measure** | **2020 PP** | **2019- PP** | **2018- PP** | | **P8 English** | -0.36 | -0.80 | -0.80 | | **P8 Maths** | -0.13 | -0.38 | -0.66 | | **P8 Ebacc** | +0.17 | -0.44 | -0.65 | | **P8 Open** | -0.10 | -0.93 | -0.60 | | **P8** | -0.08 | -0.64 | -0.67 | | **4+ Basics** | 60.5% | 47.4% | 40.6% | | **5+ Basics** | 37.2% | 23.7% | 15.6% |   **ENGLISH**   * **APS = 4.49** * **5+ in English = 37.2% (Gap -26.5%)** * **4+ in English = 65.1% (Gap -16.6%)** * **P8 = -0.36**   **MATHEMATICS**   * **APS = 4.21** * **5+ in maths = 44.2% (Gap -11.3%)** * **4+ in maths = 65.1% (Gap -10.6%)** * **P8 = -0.13**   **SCIENCE**   * **APS = 4.53** * **5+ in science = 29.7% (Gap -9.8%)** * **4+ in science = 70.3% (Gap+6.8%)**   **OVERALL PROGRESS 8:**  **2019 = -0.64**  **2020 = -0.08** | There is still a need to improve CPD on DA pupils to ensure T&L improves for PP pupils, especially HA PP students, so we can prioritise the pupils with the greatest needs, in both the classrooms and for whole-school intervention.  Teachers still need to prioritise intervention in the classroom – with DA students being sat in easily accessible positions where guidance and support can be provided.  Weekly DA updates and “top tips” presented by the Principal in the weekly briefing.  New staff training about DA students and intervention strategies.  P6 classes should where possible prioritise DA students.  Revision guides and other necessary materials should be made available to all DA students if needed. | |
| **C** | To develop and embed a learning mentor programme for targeted students to improve literacy, attendance, aspirations and character development. | A targeted group of students worked on a piXL literacy programme.  These students actually won a prize from piXL for being one of the schools that had read the most material.  Aspirations- students worked on a Green Planet Programme, working with a gardener and then presented their project in Sheffield - where they won a prize.  In student voice, 75% of the students involved stated that their confidence and aspiration and 100% were positive about the intervention and said they were happier in school because of her input.  For some students the Lexile score increased but it was not across the whole cohort. | We no longer have a Learning Mentor – we need to reinstate this position or try to find alternatives to this support.  If possible, Catch-Up Tutors, when employed will be used for targeted intervention with DA students. | |
| **D** | Continue to embed specific strategies for improving the attendance of DA Students. | New late procedure introduced and enforced.  DA students prioritised for first day calling and home visits.  PSA conduct 1:1 interview with DA students after absence.  SLT monitor Y11 DA students on a daily basis and conducting all first day calling.  Attendance for the Learning Mentor Programme - the majority of students improved their attendance. Meeting with the targeted students each time they were off was having some impact.  Despite the significant input there has only been a small increase in attendance.   * Attendance DA 2019/2020 = 91.8% * Attendance DA 2018/2019 = 91.6% | DA attendance is still poor compared to non-DA. Tutors are to be asked to mentor one DA student per form with respect to their attendance. This will be monitored, and praise postcards sent for significant improvement. A letter from the Principal will be sent to those achieving 96%  The safeguarding team are to introduce a non-attendance tracker which will record all actions and resources used to try and support return to school.  In future it is planned to link the rewards trips to attendance. | |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | |
| **A** | Utilise our librarian to promote reading through competitions, clubs, reading awards, accelerated reading and writing visitors. | Library Monitors have always included PP and vulnerable students and can have a great impact in developing personal skills and confidence.  The clubs which ran included a writing club, a craft club and the Derbyshire School Book Awards (which was run with other Librarians from across the region).  All of these activities included PP students.  The DSBA drew a range of students including PP, the highlight being a trip to Derby University for the final which the students loved.   Difficult to assess the impact due to the lockdown. | This is a very successful programme for the students involved – are there more students who could be introduced to this support?  We are running the DSBA again this year. looking to start in the next couple of weeks.    A small number of students from Y8 will continue the group reading this academic year - the IC is in the Y8 Hub.  The librarian continues to deliver books for loan to Y7 and Y8. | |
| **C** | To support families financially to ensure students have the correct equipment and resources in order to access the curriculum. | Financial support has been provided for:   * Revision guides * Stationary * House badges * Uniform * PE kit * Breakfasts * Sanitary products * Shoes * Cooking ingredients * Materials for technology * Calculators * Trips | This is deemed to be a vital support mechanism and the intention is to continue with this.  Considering the CoVID epidemic it may be necessary consider further support with specific equipment and resources. | |

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| 1. **Additional detail** |
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