

Streford High School Action Plan review 2015-2016

Areas of Impact – Teaching & Learning, Improving Numeracy & Literacy, Improving outcomes for vulnerable children, Raising aspirations, Improving exam & test results, Pastoral Support

Focus	Area of impact	Timeline/ Lead	Success criteria	Chosen strategies	Cost	Impact (EEF)	Evaluation of impact
Improving numeracy and providing support in Maths	Teaching & Learning	JRE Every Progress Review cycle	Achievement in Maths for all pupils including those who are pupil premium will increase so that any gap in achievement between PP and NPP students closes.	Employment of Maths teacher. Quality first teaching is provided.	£54, 537	Reducing class sizes +3mths	<p>Y7 - In November 2015 the difference in underachievement in Maths between NPP and PP was -8%. In July this had decreased to -3%.</p> <p>Y8 – In November 2015 the difference in underachievement in Maths between NPP and PP was -1%. In July this remained at -1%.</p> <p>Y9 – In November 2015 the difference in underachievement in Maths between NPP and PP was -5%. In July this had increased slightly to -6%.</p> <p>Y10 – In November 2015 Progress 8 the difference in underachievement in Maths between NPP and PP was -0.05. In July this had increased slightly to -0.11.</p> <p>Y11 - Maths achieved 56% A*-C which is 15% below NA A*-C 2016 (71%). NPP students 66% performed better than PP 46% however PP students did</p>

							<p>not perform better than PP students nationally (49%) and the Stretford NPP to PP gap of -20% is slightly less than the -25% national gap of NPP (74%) to PP (49%). There is -3% gap between Stretford PP and NA NPP. This was -38% in 2014/15.</p> <p>In September 2015 there was a gap of -8% between NPP and PP students achieving 3LoP. This increased to -15% in August 2016.</p> <p>In September 2015 there was a gap of +3% between NPP and PP students achieving 4LoP. This decreased to -4% in August 2016.</p>
Improving numeracy and supporting learning at home	Teaching & Learning	JRE Every week	<p>Fewer incidences of home learning not being completed.</p> <p>Improved outcomes in Maths for all students.</p>	<p>Purchase 'My Maths' – all students and their parents with a link to website and personalised target areas.</p> <p>To allow access to high quality personalised resources that will impact positively on learning and achievement for all students including PP.</p>	£599	Digital technology +4mths	<p>Feb 2016 – July 2016</p> <p>Teacher 28% (2 of 7) teachers regularly set homework on a weekly basis. 0% followed up with sanctions for any incomplete homework. 86% (6 of 7) teachers set intervention tasks during school time.</p> <p>Student 13% (4 of 31) classes regularly received homework on a weekly basis. 50% of set homework was completed. 6% (48 students) completed homework using MyMaths. Teacher Setting Homework Feb-July 28% Sept-Nov 100% inc.72%</p> <p>Teacher Sanctioning Homework Feb-July 0%</p>

							<p>Sept-Nov 60% inc. 60%</p> <p>Student Completion (Classes with Set Homework) Feb-July 50% Sept-Nov 71% inc. 21%</p> <p>Student Completion (Whole School) Feb-July 6% Sept-Nov 62% inc. 56% <i>(For information on achievement please refer to section above)</i></p>
Cameras for GCSE Media Students	Teaching & Learning	NDO September 2016	GCSE coursework completed to the appropriate standard. Achievement of target grades.	Deliver the GCSE course. Every student has access to a camera. Tuition given in order to use the camera.	£945.87	Digital technology +4mths	<p>87% A*-C achieved by Y11 class.</p> <p>91% of PP students made 3LoP, 0% made 4LoP.</p> <p>75% of NPP students made 3LoP and 0% made 4LoP.</p>
WJEC GCSE Hospitality & Catering Revision Guide GCSE Catering WJEC Study & Exam Practice GCSE Design & Technology Product Design	Teaching & Learning	AJA September 2016	<p>Raised attainment for PP students within the Vocational School.</p> <p>The book's will promote independent learning, home learning and a range of resources to enable students to have excess to materials support at home and to aid pupils achieve</p>	<p>Purchase of books supported by the exam boards which cover all the relevant learning required.</p> <p>Distribute books to students.</p>	£759.26	Homework +5mths	<p>Catering - In September 2015 there was a gap of -6% between NPP and PP students achieving 3LoP. This increased to +17% in August 2016.</p> <p>In September 2015 there was no gap between NPP and PP students achieving 4LoP. This was +12% in August 2016.</p> <p>Product Design - In September 2015 there was a gap of -22% between NPP</p>

<p>AQA Revision Guide</p> <p>GCSE D&T Product Design AQA Exam Practice Workbook</p> <p>GCSE D&T Resistant Materials AQA Revision Guide</p> <p>GCSE D&T Resistant Materials AQA Exam Practice Workbook OCR Computing for GCSE</p>			<p>success in external exams.</p> <p>The books will develop student's confidence at the understanding of the theory work and help them in the development of literacy skills in order to achieve success in external exam paper.</p>				<p>and PP students achieving 3LoP. This increased to +5% in August 2016.</p> <p>In September 2015 there was a gap of -15% between NPP and PP students achieving 4LoP. This increased to +3% in August 2016.</p> <p>Computing - In September 2015 there was a gap of +5% between NPP and PP students achieving 3LoP. This decreased to -4% in August 2016.</p> <p>In September 2015 there was a gap of +6% between NPP and PP students achieving 4LoP. This increased to +13% in August 2016.</p> <p>Resistant Materials - In September 2015 there was a gap of +17% between NPP and PP students achieving 3LoP. This increased to +47% in August 2016.</p> <p>In September 2015 there was a gap of +29% between NPP and PP students achieving 4LoP. This increased to +44% in August 2016.</p>
<p>Literacy and Numeracy Interventions</p>	<p>Teaching & Learning</p>	<p>EBO/ELI</p>	<p>Achievement in Maths and English will improve and the achievement gap between PP and NPP students will close.</p>	<p>Time-tabled numeracy and literacy interventions.</p>		<p>Small group tuition +4mths</p>	<p>Y7 - In November 2015 the difference in underachievement in Maths between NPP and PP was 0%. In July this had increased to -5%.</p>

			Achievement across a range of subjects will improve.				<p>Y8 – In November 2015 the difference in underachievement in Maths between NPP and PP was -3%. In July this increased to -7%.</p> <p>Y9 – In November 2015 the difference in underachievement in Maths between NPP and PP was -2%. In July this had increased slightly to -6%.</p> <p>Y10 – In November 2015 Progress 8 the difference in underachievement in Maths between NPP and PP was -0.02 in favour of NPP. In July this had increased slightly to -0.11 in favour of NPP.</p> <p>Y11 Maths achieved 56% A*-C which is 15% below NA A*-C 2016 (71%). NPP students 66% performed better than PP 46% however PP students did not perform better than PP students nationally (49%) and the Stretford NPP to PP gap of -20% is slightly less than the -25% national gap of NPP (74%) to PP (49%). There is -3% gap between Stretford PP and NA NPP. This was -38% in 2014/15.</p> <p>Y11 - In September 2015 there was a gap of -8% between NPP and PP students achieving 3LoP. This increased to -15% in August 2016.</p>
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							<p>Y11 - In September 2015 there was a gap of +3% between NPP and PP students achieving 4LoP. This decreased to -4% in August 2016.</p> <p>Y7 - In November 2015 the difference in underachievement in English between NPP and PP was +4%. In July this had increased to +5%.</p> <p>Y8 - In November 2015 the difference in underachievement in English between NPP and PP was -3%. In July this had increased to +3%.</p> <p>Y9 - In November 2015 the difference in underachievement in English between NPP and PP was -4%. In July this had increased to -10%.</p> <p>Y10 – In November 2015 Progress 8 the difference in underachievement in English between NPP and PP was - 0.01 in favour of PP. In July this had decreased slightly to -0.03 in favour of PP.</p> <p>Y11 English Language achieved 58% A*-C which is 7% below NA A*-C 2016 (65%). NPP students 79% performed better than PP 66% however PP students performed better than PP students nationally (51%) and the Stretford NPP to PP gap of -13% is less than the -22% national gap of NPP (73%) to PP (51%). There is -7%</p>
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							<p>gap between Stretford PP and NA NPP. This was -32% in 2014/15.</p> <p>Y11 - In September 2015 there was a gap of -7% between NPP and PP students achieving 3LoP. This increased to +2% in August 2016.</p> <p>Y11 - In September 2015 there was a gap of +2% between NPP and PP students achieving 4LoP. This decreased to -2% in August 2016.</p>
Y7 & Y8 Art Packs	Teaching & Learning	KRO Every progress review cycle	<p>Home learning submitted on time.</p> <p>Gap in achievement is closed.</p> <p>Increased home learning output from pupil premium students.</p> <p>A sense of inclusion in class, not embarrassed by lack of resources which in turn enables a higher level output.</p>	Provision of individualised art packs.	£511	Arts participation +2mths	<p>Y7 - In November 2015 the difference in underachievement in Art between NPP and PP was +2%. In July this had decreased to -9%.</p> <p>Y8 - In November 2015 the difference in underachievement in Art between NPP and PP was +6%. In July this had remained the same at +6%.</p>
GCSE RE Revision Guide	Teaching & Learning	FAH September 2016	<p>Improvement in PR outcomes as well as final GCSE grades in August 2016.</p> <p>Increase achievement in RS particularly for PP students as well as</p>	<p>Purchasing of revision guides.</p> <p>Distribution of revision guides to students.</p>	£185	Homework +5mths	<p>Y11 achieved 96% A*-C.</p> <p>In September 2015 there was a gap of +18% between NPP and PP students achieving 3LoP. This was +6% in August 2016.</p> <p>In September 2015 there was a gap of +15% between NPP and PP students</p>

			reduce the gap between PP and non PP.				achieving 4LoP. This was +14% in August 2016.
Ingredients for Catering classes	Teaching & Learning	AJA Weekly	<p>Student's achievement and progress in Catering will be in line with others.</p> <p>Students are able to take part in all practical Catering activities and do not feel held back by their lack of finances</p> <p>Students will enjoy their practical Catering lessons.</p>	Ingredients are bought prior to lesson using Tesco voucher by Head of department.	£45.00	No test base	<p>Y7 - In November 2015 the difference in underachievement in Catering between NPP and PP was +4%. In July this had increased to +13%.</p> <p>Y8 - In November 2015 the difference in underachievement in Catering between NPP and PP was -5%. In July there was no gap.</p> <p>Y9 - In November 2015 the difference in underachievement in Catering between NPP and PP was +28%. In July this had decreased to +5%.</p> <p>Y10 Catering data Progress 8 in July 2016 shows a -0.37 gap between NPP vs PP in favour of NPP.</p> <p>Y11 achieved 39% A*-C in Catering.</p> <p>Catering - In September 2015 there was a gap of -6% between NPP and PP students achieving 3LoP. This increased to +17% in August 2016.</p> <p>In September 2015 there was no gap between NPP and PP students achieving 4LoP. This was +12% in August 2016.</p>

Reports home	Teaching & Learning	Data Officer/ SLT	Students and parents clear on current progress, skills gaps and how to make improvements in progress and achievement.	Statement banks for each subject to provide specific knowledge and skills areas which support progress and learning.	£0.00	No test base	Statement banks for each subject are specific to knowledge and skills areas, these support the progress and learning and are made clear by the teacher.
GCSE Study Books for English	Teaching & Learning	JGO September 2016	PP boys are achieving in line with other students in English Language. Gap closed between PP boys and other students / students able to revise independently.	Focus on these students on Venns. Form time interventions (not yet started)	£1,192	Homework +5mths	English Language achieved 58% A*-C which is 7% below NA A*-C 2016 (65%). NPP students 79% performed better than PP 66% however PP students performed better than PP students nationally (51%) and the Stretford NPP to PP gap of -13% is less than the -22% national gap of NPP (73%) to PP (51%). There is -7% gap between Stretford PP and NA NPP. This was -32% in 2014/15. In September 2015 there was a gap of -7% between NPP and PP students achieving 3LoP. This increased to +2% in August 2016. In September 2015 there was a gap of +2% between NPP and PP students achieving 4LoP. This decreased to -2% in August 2016.
Ipad Repair	Teaching & Learning	IT technician As and when required	Students will be able to access learning resources both in class and at home. Barriers to learning will be removed.	IT staff to repair student Ipad as and when required with as quick a turnaround as possible.	£185.00	Digital technology +4mths	Each department has been given a bank of Ipads to use in their lessons should they wish to do so. Any student that requires access to learning resources can access them at any time.

GCSE Science Revision Guides	Teaching & Learning	KPI September 2016	<p>Fewer incidences of home learning not being completed.</p> <p>Improved outcomes in Science for all students.</p> <p>All homework to be located in one place.</p> <p>Routine to encourage completion.</p> <p>Standardisation of homework across the department.</p> <p>Pupils have access at home to content if exercise books in school for marking.</p>	<p>Purchase CGP revision guides including exam style questions for all GCSE pupils.</p> <p>Distribute guides to students.</p>	£638	Homework +5mths	<p>Science achieved 47% A*-C which is 17% below NA A*-C 2016 (64%). Although NPP (57%) performed better than PP (51%), PP students did not perform as well as PP students nationally (53%) however the Stretford NPP to PP gap of 6% is less than the -20% national gap of NPP (73%) to PP (53%). There is a -22% gap between Stretford PP and National Average NPP. This was -18% in 2010/15.</p>
GCSE History Revision Guides	Teaching & Learning	FAH September 2016	<p>Improvement in PR outcomes as well as final GCSE grades in August 2016.</p> <p>Increase achievement in History particularly for PP students as well as reduce the gap between PP and non PP.</p>	<p>Purchasing of revision guides.</p> <p>Distribution of revision guides.</p>	£57.50	Homework +5mths	<p>Y10 History data Progress 8 in July 2016 shows a -0.38 gap between NPP vs PP in favour of PP.</p> <p>In September 2015 there was a gap of -12% between NPP and PP students achieving 3LoP. This increased to -24% in August 2016.</p> <p>In September 2015 there was a gap of -22% between NPP and PP students achieving 4LoP. This decreased to -28% in August 2016.</p>

Y11 Revision Guide for GCSE Geography	Teaching & Learning	ACO September 2016	<p>Improved attainment from PP students, in part, to improved access to revision material.</p> <p>To allow PP students to be able to access high quality revision notes and personal copies of guides to support home learning.</p>	<p>Purchase personal copies of revision guides and past paper packs for students.</p> <p>Distribute revision packs.</p>	£397.95	Homework +5mths	<p>In September 2015 there was a gap of +10% between NPP and PP students achieving 3LoP. This decreased to -1% in August 2016.</p> <p>In September 2015 there was a gap of -1% between NPP and PP students achieving 4LoP. This increased to +12% in August 2016.</p>
Art Packs for GCSE Students	Teaching & Learning	KRO September 2016	<p>Packs individualised to students needs with subject specific equipment.</p> <p>Increased work output and a wider range of materials used outside of the classroom increasing students grade.</p>	Students provided with equipment needed to complete their GCSE and embed their home learning.	£104.85	No test base	<p>Y9 - In November 2015 the difference in underachievement in Art between NPP and PP was +7%. In July there was no gap.</p> <p>Y10 – In November 2015 Progress 8 the difference in underachievement in Art between NPP and PP was -0.76 in favour of NPP. In July this had decreased to -0.11 in favour of PP.</p> <p>Y11 - In September 2015 there was a gap of +7% between NPP and PP students achieving 3LoP. There was no gap in August 2016.</p> <p>Y11 - In September 2015 there was a gap of -20% between NPP and PP students achieving 4LoP. This decreased to -7% in August 2016.</p>
CGP Revision and workbook	Teaching & Learning	ACO	Improved attainment from PP students, in	Purchase personal copies of revision	£255.36	Homework +5mths	Y10 – In November 2015 Progress 8 the difference in underachievement in

material Geography Y10		Every Progress Review cycle	part, to improved access to revision material. To allow PP students to be able to access high quality revision notes and personal copies of guides to support home learning.	guides and past paper packs for students. Distribute to students.			Geography between NPP and PP was -0.08 in favour of NPP. In July this had decreased to -0.16 in favour of PP.
Logic Pro	Teaching & Learning	CWO September 2016	GCSE coursework completed to the appropriate standard. Achievement of target grades.	Delivery of the GCSE course. Every student has access to the software. Tuition given in order to use the software.	£700	Digital technology +4mths	Y10 Music data Progress 8 in July 2016 shows a -0.04 gap between NPP vs PP in favour of NPP.
Venn diagrams	Teaching & Learning	EBO Every Progress Review cycle	Pupil Premium students are a targeted focus for all class room teachers. The gap in achievement between PP and NPP narrows or is closed.	Blank Venn diagrams are provided for teaching staff. Training session on use of Venn diagrams take place in September 2015. Examples of good practice are made available. SLT to conduct classroom checks so	£0.00	No test base	SLT department links discuss as an agenda item the Venn diagrams during their fortnightly or weekly line management meetings following Progress Reviews. Any anomalies are corrected by department staff. Learning walks and SLT whole school observations can evidence that in a lot of cases, the teacher is adhering to their Venn diagram interventions for each of their classes. SLT conducted a further learning walk of their link department areas in March 2016 to monitor the use of Venn diagrams. In the majority of class rooms the Venn

				<p>as to ascertain if Venns are being used.</p> <p>Student voice.</p> <p>HoD and SLT to analyse Venns after each Progress Review cycle.</p> <p>All curriculum areas to embed use of Venns throughout Y7-11.</p>			<p>diagram was being used. Where this practice was not evident, the HoD was informed and the member of staff spoken to.</p> <p>At the end of term 2 HoD conducted learning walks for their departments and 92% of staff were using their Venns.</p> <p>In term 3 there was a student voice book review which was completed by Jane Bryan. The students were targeted using Venns.</p>
Targeted deployment of staff	Teaching & Learning	HoY/EBO Progress Review cycle timetable review	Data collections show improved progress and achievement for PP students across their subjects.	<p>Y11 Forms established</p> <p>Maths & English sessions start at 8.30am instead of 8.50am</p>	£0.00	No test base	<p>English Language achieved 58% A*-C which is 7% below NA A*-C 2016 (65%). NPP students 79% performed better than PP 66% however PP students performed better than PP students nationally (51%) and the Stretford NPP to PP gap of -13% is less than the -22% national gap of NPP (73%) to PP (51%). There is -7% gap between Stretford PP and NA NPP. This was -32% in 2014/15.</p> <p>In September 2015 there was a gap of -7% between NPP and PP students achieving 3LoP. This increased to +2% in August 2016.</p> <p>In September 2015 there was a gap of +2% between NPP and PP students achieving 4LoP. This decreased to -2% in August 2016.</p> <p>Y11 Maths achieved 56% A*-C which is 15% below NA A*-C 2016 (71%). NPP</p>

							<p>students 66% performed better than PP 46% however PP students did not perform better than PP students nationally (49%) and the Stretford NPP to PP gap of -20% is slightly less than the -25% national gap of NPP (74%) to PP (49%). There is -3% gap between Stretford PP and NA NPP. This was -38% in 2014/15.</p> <p>Y11 - In September 2015 there was a gap of -8% between NPP and PP students achieving 3LoP. This increased to -15% in August 2016.</p> <p>Y11 - In September 2015 there was a gap of +3% between NPP and PP students achieving 4LoP. This decreased to -4% in August 2016.</p>
Raising awareness and profile of PP students	Teaching & Learning	HoH, HoD, SLT Weekly for Class Charts	High levels of engagement from PP students evidenced in learning walks and formal observations. Reduction in C3/FTE across PP students.	Class Charts Venn diagrams Learning Walks Student voice surveys	£0.00	No test base	Learning walks and SLT whole school observations can evidence that in a lot of cases, the teacher is adhering to their Venn diagram interventions for each of their classes. SLT conducted a further learning walk of their link department areas in March 2016 to monitor the use of Venn diagrams. In the majority of class rooms the Venn diagram was being used. Where this practice was not evident, the HoD was informed and the member of staff spoken to.

							<p>At the end of term 2 HoD conducted learning walks for their departments and 92% of staff were using their Venns.</p> <p>In term 3 there was a student voice book review which was completed by Jane Bryan. The students were targeted using Venns.</p>
CPD to ensure QFT	Teaching & Learning	AHT SLT HoD Every Progress Review cycle	All teachers to be consistently good or better.	<p>CPD focus on 2 year Formative Assessment programme (Dylan William):</p> <p>Embedding formative assessment. Questioning. Subject specific CPD. Assessment beyond levels. Marking and Feedback. Engagement techniques. Differentiation. Metacognition skills development.</p>	£0.00	Feedback +8mths	<p>The last round of learning walks (half term 4) show that 90.3% of teachers evidence good or better teaching.</p> <p>Every member of teaching and support staff have a Formative Assessment folder and can evidence 'buddy observations' as well as reflections of their practice in the class room.</p> <p>Formative Assessment CPD has taken place in line with schedule as provided by Dylan William.</p>
Transition: Academic intervention	Teaching & Learning	<p>Spring and summer terms</p> <p>SENDCO/ Transition Lead</p>	<p>Catch-up premium students demonstrate progress in subjects including English and Maths.</p> <p>There is an improvement in Reading</p>	Students assessed on entry for spelling and reading ages and interventions put in place early to address learning needs.	£0.00		<p>In November 2015 all students were significantly below target.</p> <p>Numeracy, July 2016 11 exceeding target, 1 met target, 5 are 1-2 fine levels below target. Literacy, July 2016</p>

			ages and students achieve 1+ in basic numerical skills.				7 exceeding target, 6 met target
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Focus	Area of impact	Timeline/ Lead	Success criteria	Chosen strategies	Cost	Impact (EEF)	Evaluation of impact
Catch-up numeracy	Improving numeracy and literacy	ELI/EBO Every Progress Review cycle	<p>Students can demonstrate progress across a range of subjects including English and Maths.</p> <p>There is an improvement in reading ages.</p> <p>Students achieve 1+ in basic numerical skills.</p> <p>To build student confidence across a range of subjects.</p> <p>Improvement on the 10 key components of numeracy.</p> <p>To improve progress and achievement in English and Maths.</p> <p>Learning barriers are removed or minimised and students can fully</p>	<p>TA support timetabled appropriately</p> <p>Small group guided reading sessions.</p> <p>Small group numeracy sessions.</p> <p>Setting of students with appropriate staff and class room environment.</p>	<p>£700</p> <p>£20 per student for resources</p>	Small group tuition +4mths	<p>In November 2015 all students were significantly below target.</p> <p>Numeracy, July 2016 11 exceeding target, 1 met target, 5 are 1-2 fine levels below target.</p> <p>Literacy, July 2016 7 exceeding target, 6 met target</p>

			access the National Curriculum.				
Toe by Toe Dyslexia Scheme	Improving numeracy and literacy	ELI 6mths -2yrs	Improved reading ages. Student being able to decode and read fluently.	Purchased Toe by Toe books. Running interventions 1 to 1 twice per week.	£435	Oral language intervention+5 mths	All students are engaged with the programme and making good progress which is evident in their work books. Student voice states that students feel more confident to read aloud and when trying to read unknown words. Students have achieved the expected milestones on basic phonics and phonemes. In November 2015 all students were significantly below target. Literacy, July 2016 7 exceeding target, 6 met target for English.
English Y10 Punctuation Workbooks	Improving numeracy and literacy	JGO Every Progress Review cycle	100% of LPA students making progress in line with national averages. Improved standards of basic literacy.	Explicit teaching of SPaG during lessons.	£244.75	No test base	In July 2016 the Y10 English Language data showed a -0.11 gap between NPP vs PP in favour of NPP. Initiative is to run on in 2016/17.
Accelerated Reader e-books	Improving numeracy and literacy	JGO/PHO Every STAR test cycle	Reading ages increase. Students begin to enjoy reading. Students are able to access books and therefore engage with	E-books provide a different way of reading which some students enjoy. Students are asked which books they	£150	Reading comp. strategies +4mths	Having STAR tested the students in April, there has been an increase in the reading ages of both PP and NPP students across years 7-9. In year 8 the NPP students reading ages show a greater increase than that of the PP students. This equates to an

		<p>reading through an Ipad or similar device.</p> <p>Any stigma attached to reading is removed.</p> <p>All students can access the Accelerated Reader programme.</p> <p>Students are not averse to reading whilst in school or at home.</p>	would like to be purchased for them.			<p>increase of 3 months over a 7 month period.</p> <p>In year 9 the NPP students reading ages show a greater increase than that of the PP students. This equates to an increase of 1 month over a 7 month period.</p> <p>Year 7 PP Reading ages have increased by 9 months after a 7 month period.</p> <p>Year 7 NPP Reading ages have increased by 9 months over a 7 month period.</p> <p>Year 8 PP Reading ages have increased by 8 months over a 7 month period.</p> <p>Year 8 NPP Reading ages have increased by 11 months over a 7 month period.</p> <p>Year 9 PP Reading ages have increased by 7 months over a 7 month period.</p> <p>Year 9 NPP Reading ages have increased by 8 months over a 7 month period.</p>
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Premier League Reading Stars	Improving numeracy and literacy	JGO/NDA Every STAR test cycle	All students reading at least at their chronological age. Reading ages will be close to/on par with chronological ages for PP students.	Working with the Manchester United foundation, with incentive of prizes closely linked to football. Link with the foundation is a member of staff who pupils are familiar with and have a good relationship with. Experienced program leader who has led the program before, to ensure maximum engagement and thorough knowledge of the program. Competitions within the program to boost student engagement.	£300	Reading comp. strategies +4mths	Started in late May 2016. 10 students completed the initiative. 50% showed an increase in their reading age with the biggest increase being 2 year and 8 months. 40% showed a decrease in their reading age with the biggest decrease being 1 year and 6 months.
Talisman 1 Series Phonics Books	Improving numeracy and literacy	ELI 6mths – 2 years	Improved reading ages. The books are designed to appeal to older children who may have already experienced reading failure.	Small teaching groups lead by HLTAs.	£159 resources £180 staffing	Phonics +4mths	All students are engaged with the programme and making good progress which is evident in their work books. Student voice states that students feel more confident to read aloud and when trying to read unknown words. Students have achieved the expected milestones on phonics and phonemes.

			The books aim to fill in missing gaps in phonic skills and knowledge that are preventing children from making progress and becoming fluent readers.				In November 2015 all students were significantly below target. Literacy, July 2016 7 exceeding target, 6 met target for English.
Warwick University Trip G&T Maths	Improving numeracy and literacy Raising aspirations	SSM Every Progress Review cycle	Improved attitude in mathematics. Improved assessment results. Achieve 4 levels of progress by the end of year 11. That G&T boys can see the value of Mathematics in the real world.	Intervention during lesson. Passed examination papers. Regular feedback and monitoring of progress.	£57.00	Aspiration intervention 0mths	91% of G&T students achieved A*-C in Maths. 13 students attended. 54% achieved their target grade and made 3+LoP. 46% only made 1-2 LoP. All PP students made at least 3 LoP.

Focus	Area of impact	Timeline/ Lead	Success criteria	Chosen strategies	Cost	Impact (EEF)	Evaluation of impact
Elevate Youth	Improving outcomes for vulnerable children	HFA	<p>Students and families report the child's improved confidence and ability to cope with social situations.</p> <p>Increased attendance.</p> <p>Improved interaction with peers.</p> <p>Reduction in negative logs.</p>	<p>Strategies for greater focus/ concentration and participation in the classroom.</p> <p>Funding for mentor.</p> <p>HUB support one to one Intervention group work.</p>	£608	<p>Social and emotional learning</p> <p>+4mths</p>	<p>1 student accessing this service has improved punctuality on average from 5.5 lates to 3.5 lates per month.</p> <p>Another student accessing this intervention had 6 behaviour logs prior and 0 negative logs following the intervention.</p> <p>Positive feedback from family and student.</p> <p>Teachers report increased engagement in lessons, improved attitude to learning and positive responses when dealing with conflict.</p>
Y10 Boys Intervention Strategy	Improving outcomes for vulnerable children	VSI Every progress review cycle	<p>Students will demonstrate calmer reactions to challenging situations.</p> <p>Students will possess the knowledge of how drugs impact on their lives and hopefully make the right choice in the future.</p>	<p>Provide a different future pathway through mentoring and intensive support with a positive outcome.</p> <p>Stronger parenting of key students will increase attendance punctuality and BFL.</p> <p>Provide options to participate in an</p>	£5,448	<p>Social and emotional learning</p> <p>+4mths</p>	<p>There has been a decrease in lates for this academic year compared to last for 7/9 students, an increase in attendance for 6/9 and massive decrease in behaviour logs for all 9 boys. It is difficult to measure their progress and attainment as the main programme Triple R Mentoring started in half term 4. However, their progress and attainment in English, Maths and Science has been measured making a comparison from PR1-PR4 even</p>

			<p>Students will realise the truth regarding prison life and how wrong choices now will affect them and lead them into this life.</p> <p>Students will show a steady increase in their progress and achievement from the start of the initiative until the end of the academic year.</p> <p>Reduction of behaviour logs.</p> <p>Reduction in instances of students being on Governors Welfare Panels.</p> <p>Increased engagement in lessons.</p> <p>Increase in achievement and progress.</p>	<p>alternative afterschool events with focus on team spirit and a sense of belonging and avoid anti-social activity.</p> <p>Provide targeted group with dreams and aspirations.</p>			<p>though the Triple R Mentoring started in half term 4. All 9 students have improved their attainment in these 3 subject areas, this includes the 5 PP students.</p>
In school Mentoring provision for Y8 by Y10	Improving outcomes for vulnerable children	HoY SLT	<p>Improved attendance and PA.</p> <p>Reduction in negative behaviours, increase in positive logs.</p>	<p>Peer Mentor scheme Y8</p> <p>Y8 students meet with their Y10 Mentors</p>	£0.00	Peer tutoring +5mths	<p>22 students attendance have improved = 55%</p> <p>18 students attendance has decreased = 45%</p>

		October 2015 to May 2016	Increase in progress and achievement.	weekly during Form Time. Progress monitored by AHT, behaviour and attendance monitored by HoY.			26 students BFL logs have decreased from year 7 to 8 = 65% 12 students BFL logs have increased from year 7 to 8 = 30% 2 students BFL log has remained the same from year 7 to 8 = 5%
G&T PP in all subjects across best 8 qualifications 34 G&T 14 PP, 20 NPP	Improving outcomes for vulnerable children	G&T Lead/AHT Every Progress Review cycle	Improved outcomes for PP G&T students across their subjects.	Y11 PP G&T Form group Raising aspiration workshops Student voice survey Staff workshop showcasing student voice feedback Staff made aware of who the G&T students are and who is PP.	TLR for G&T Lead	No test base	November 2015 (predicted) 53% of students 5A*-B 57% of PP students 5A*-B 50% of NPP students 5A*-B 94% of students 5A*-C 93% of PP students 5A*-C 95% of NPP students 5A*-C 85% of students 5A*-C E/M 79% of PP students 5A*-C E/M 90% of NPP students 5A*-C E/M 88% of students both E&M 79% of PP students both E/M 95% of NPP students both E/M 3LoP English 44%, 4LoP E 21% There was a 10% gap between PP and NPP for 3LoP in E in favour of PP There was a 1% gap between PP and NPP for 4LoP in E in favour of PP 3LoP Maths 62%, 4LoP M 21% There was a 20% gap between PP and NPP for 3LoP in M in favour of NPP There was a 1% gap between PP and NPP for 4LoP in M in favour of PP

							<p>GCSE Results 50% of students achieved 5A*-B 50% of PP students achieved 5A*-B 50% of NPP students achieved 5A*-B</p> <p>91% of students achieved 5A*-C 93% of PP students achieved 5A*-C 90% of NPP students achieved 5A*-C</p> <p>79% of students achieved 5A*-C E/M 79% of PP students achieved 5A*-C E/M 80% of NPP students achieved 5A*-C E/M</p> <p>88% of students achieved both E&M 86% of PP students achieved both E/M 90% of NPP students achieved both E/M</p> <p>3LoP English 47%, 4LoP E 18% There was a 5% gap between PP and NPP for 3LoP in E in favour of PP There was a 6% gap between PP and NPP for 4LoP in E in favour of PP</p> <p>3LoP Maths 53%, 4LoP M 26% There was a 17% gap between PP and NPP for 3LoP in M in favour of NPP There was a 4% gap between PP and NPP for 4LoP in M in favour of PP</p>
Y7 Bushcraft Trip Y8 Bushcraft Trip	Improving outcomes for vulnerable children	ACO Various stages of academic year	Improved uptake and engagement in Geography. Improved academic success in physical geography units	Two nights of a wilderness residential with the Bushcraft Company.	£2215	Outdoor adventure learning +3mths	Bushcraft provides a pivotal point in the year for students to work towards and has become an established residential in our calendar. For many of students, including those supported with Pupil Premium funding, it is their first experience of woodland

Y9 Bushcraft Trip Y10 Bushcraft Trip	Raising aspirations		<p>including ecosystems and wilderness studies.</p> <p>A reduction in apathy and behaviour logs for students.</p> <p>To engage students in learning under the school ethos of ready, respect, safe.</p> <p>To ensure that all students are able to locate their understanding in both urban and rural environments.</p>				<p>environments in this immersive way. For many years, students have used their experiences on the visit as a point on which to strengthen their relationships with peers, family and school. I have been able to witness students using these strengthened relationships to ensure not only academic progress but personal development throughout their time at Stretford High School. From a geographical perspective, students are also able to locate their understanding of ecosystems and sustainable development which is aligned with the ethos of the visit.</p> <p>Over the past 3 years the number of GCSE classes has risen from 1 to 3. School observations can evidence that behaviour in Geography lessons is never less than good. There are also very low numbers of Patrol calls from Geography lessons across KS4. The GCSE exam was changed for the outgoing Y11 so there is no specific evidence of achievement with regards to the physical units. As of September 2016 we will be able to break this down as the students will sit a physical geography paper.</p>
ECDL	Improving outcomes for vulnerable children	EBO December 2015	Students will pass the qualification by July 2016.	Students will initially take the qualification over the course of 1 week, any further time	£11,356	Small group tuition +4mths	All students entered for ECDL achieved the qualification at a pass or above.

	Improving exam and test results	July 2016 September 2016	Students will have a set of 8 good GCSEs. Students will have a recognised and useful qualification.	will be allocated to them accordingly.			
Careers and aspirations	Improving outcomes for vulnerable children	CIAG Lead/SLT	NEET Figure reduced. Positive student and parent voice. Increased employer engagement opportunities and increased opportunities for University visits.	Students from years 7-11 to attend Manchester University Gateways programme. Careers advice and guidance for Y11 students. College application workshops. MEDSOC programme Y10	£0.00	Aspiration intervention 0mths	Students from years 7-11 have attended the Manchester University Gateways programme. Student voice is being conducted in half term 6. MEDSOC programme is running for Y10. All College applications were submitted on time.
Learning Sessions at Imperial War Museum	Improving outcomes for vulnerable children Raising aspirations	FAH September 2016	Improve outcomes in source based answers in the GCSE exam (paper 2). Students develop a better understanding of sources and interpretations.	Taking students out of school and in to an environment that brings learning to life.	£72.63	No test base	In September 2015 there was a gap of -12% between NPP and PP students achieving 3LoP. This increased to -24% in August 2016. In September 2015 there was a gap of -22% between NPP and PP students achieving 4LoP. This decreased to -28% in August 2016.
Edukey Provision Map	Improving outcomes for	VAR/EBO/ELI	Increase in positive behaviour, attendance	All provisions for PP students to be logged	£412.00	No test base	PP Progress 8 score is -0.06 compared to NPP -0.16 with an average of -0.19 for all, above the 2015 Progress 8 score of -0.38.

	vulnerable children	September 2016	<p>and achievement for PP students.</p> <p>Ability to analyse PP spend against behaviour, attendance and achievement data.</p>	<p>on provision map software.</p> <p>Communicate provision map software to staff.</p> <p>Middle leaders to be trained on using the software in September 2016.</p>			
NT&AS Educational Casework Services	Improving outcomes for vulnerable children	HFA	<p>Increased academic levels.</p> <p>Greater engagement with school.</p> <p>Increased attendance</p> <p>Greater understanding of the students abilities.</p>	Funding request to Virtual School to purchase NTAS hours.	£1473.12	One to one tuition +5mths	<p>The 4 students that accessed NTAS support through the Virtual School had all met their expected grade and 1 student exceeded this target.</p> <p>All feedback from NTAS Staff has been positive, reporting improved knowledge and understanding of key topics.</p> <p>1 student who received additional support for Psychology improved her grade from a Grade F at the start of the support to a Grade D and the end of the support.</p> <p>The 2 students who accessed NTAS support in preparation for their GCSE examinations reported that the additional support had been beneficial in improving knowledge and</p>

							<p>confidence when answering exam style questions.</p> <p>3 students have attendance above 94%</p> <p>1 student has attendance below 90%.</p> <p>Minimal behaviour logs for all.</p>
1-2-1 English Teacher	<p>Improving outcomes for vulnerable children</p> <p>Teaching & Learning</p>	<p>JGO</p> <p>Every Progress Review cycle</p>	<p>Achievement and progress for the targeted students improves and they are able to fully access the English curriculum.</p> <p>To provide targeted support for specific students in English.</p> <p>Students feel more confident in accessing the learning resources.</p> <p>Students are able to complete the tasks set as well as home learning.</p>	<p>Teacher works with students who have been identified as requiring 1-2-1 teaching.</p>	£19,537	<p>One to one tuition +5mths</p>	<p>Of the 78 PP pupils 79% achieved on or above their target grade in the Speaking and Listening element.</p> <p>32% were on target and 47% were above target. 20% of pupils did not achieve their target level.</p>
HUB TA	<p>Improving outcomes for vulnerable children</p>	HFA	<p>Increased attendance.</p> <p>Student reports feeling supported and that they matter.</p>	<p>Deleting post to create two student well-being posts plus one post supporting the 2 other roles.</p>	£47,632	<p>Social and emotional learning +4mths</p>	<p>To start in September 2016.</p>

			<p>Increased support from home, providing parents with support when required.</p> <p>Improve relationships with home.</p>				
SEN TA	Improving outcomes for vulnerable children	ELI Every Progress Review cycle	<p>Improved reading and spelling ages.</p> <p>Targeted interventions for underachieving students.</p> <p>More identified students accessing targeted interventions and making progress.</p>	Various teaching programmes according to need.	£11,943	Social and emotional learning +4mths	<p>Y11 SEND 5 A*-C E/M 33% A*-C E 45% P8 +0.02 PP 3LoP E 45%, 4LoP E 9%</p> <p>In September 2015 there were no PP or NPP students achieving 3 or 4LoP. In August 2016 there was a gap of -29% between NPP and PP achieving 3LoP. There was a gap of -33% between NPP and PP achieving 4LoP. There were no PP students that made 4LoP.</p> <p>Y10 – In November 2015 Progress 8 the difference in underachievement between NPP and PP was -0.2 in favour of NPP. In July this had decreased to -0.12 in favour of PP.</p> <p>In November 2015 there were no NPP or PP SEND students making 3 or 4LoP. In July 2016 13% of NPP students were making 3LoP.</p>

							<p>Y9 - In July 2016 there were 4 PP and 1 NPP students underachieving in English.</p> <p>Y8 - In July 2016 there were 2 PP and 2 NPP students underachieving in English.</p> <p>Y7 - In July 2016 there were 2 PP and 1 NPP students underachieving in English.</p>
Data Officer	Improving outcomes for vulnerable children	RKI September 2015 Every Progress Review cycle	<p>Staff are able to use and make sense of data tracking systems which will impact upon student progress over time.</p> <p>Student data that is easy to understand.</p> <p>Staff are able to analyse data and understand who the vulnerable sub-groups of students are.</p> <p>Staff are able to act upon their data analysis which will in turn impact upon student progress.</p>	<p>Data system training for middle leaders.</p> <p>Streamlining of reports.</p> <p>Data analysis as agenda item at department meetings.</p>	£19,773	No test base	The data entry cycle has been overhauled and there is now a consistent approach which ensures SLT and HoDs and subject teachers are entering a sound data set which can then inform intervention and planning. Venns initiative has focused teaching staff on their PP students.
City Year	Improving outcomes for	EBO	<p>Achievement increases.</p> <p>Attendance increases.</p>	Students targeted based upon	£40,000	One to one tuition +5mths	<p>Improved in 4+ subjects from March to July 65%.</p> <p>On or above end of year target in 4+ subjects by July 96%.</p> <p>High attainers on entry (20 students)</p>

	<p>vulnerable children</p> <p>Improving exam and test results</p>	<p>Every Progress Review cycle</p>	<p>PA decreases.</p> <p>Increase in positive behaviour.</p> <p>Increase in Attendance and a decrease in PA.</p>	<p>performance data 2014/15.</p> <p>Pastoral team to liaise with City Year team.</p> <p>Monitoring sheets to be used by Mentor team.</p> <p>Student voice.</p> <p>Staff voice.</p> <p>Mentors to be present in lessons.</p> <p>Mentors to complete student monitoring sheets on their focus list students.</p>		<p>improved in 4+ subjects by July 65%. High attainers on entry (20 students) were on or above target in July 95%.</p> <p>PP students (34) had improved in 4+ subjects by July 71%.</p> <p>PP students (34) were on or above target by July 97%.</p> <p>Improved attendance HT5 vs HT6 54%.</p> <p>Improved punctuality HT5 vs HT6 81%.</p> <p>Increase in positive behaviour logs HT5 vs HT6 25%.</p> <p>Decrease in negative behaviour logs HT5 vs HT6 67%.</p> <p>Improved attendance HT4 vs HT5 66%</p> <p>Improved punctuality HT4 vs HT5 69%</p> <p>Increase in positive behaviour logs HT4 vs HT5 88%</p> <p>Decrease in negative behaviour logs HT4 vs HT5 75%</p> <p>Y11 GCSE Analysis (19 students) 53% (10) achieved English and Maths 37% (7) achieved 5 A*-C.</p> <p>Girls (7) - 43% (3) achieved English and Maths, 29% (2) achieved 5 A*-C.</p> <p>Boys (12) - 58% (7) achieved English and Maths, 42% (5) achieved 5 A*-C.</p> <p>Aspire (9) - 89% (8) achieved English and Maths, 67% (6) achieved 5 A*-C.</p>
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							PP (11) - 36% (4) achieved English and Maths, 27% (3) achieved 5 A*-C.
Geography Y11 Residential	Improving outcomes for vulnerable children Improving exam and test results	ACO September 2016	Improved attainment of PP students at GCSE. Ensure that all students have the opportunity to undertake primary data collection in the field to support understanding of CIE Geography GCSE Paper Four.	Geography study residential at FSC Castlehead with personalised CIE Geography Paper Four itinerary.	£5,670	Outdoor adventure learning +3mths	In September 2015 there was a gap of +10% between NPP and PP students achieving 3LoP. This decreased to -1% in August 2016. In September 2015 there was a gap of -1% between NPP and PP students achieving 4LoP. This increased to +12% in August 2016.
Y9 GCSE Art & Photography Trip - Anglesey	Improving outcomes for vulnerable children Improving exam and test results	KRO Final Progress Review cycle - July 2016	All pupil premium students attend the trip. Students to understand that financial restraints should not impact on their attendance this to be make clear on information evening. All pupil premium students can complete unit of work on Landscapes.	Financial barriers removed on residential information meeting; letters of support provided to key students who have been highlighted as in need for financial help. Individual conversations to be had with any pupil premium students that do not return their deposit letter in order to investigate if further support needed.	£100.00	No test base	Y9 - In November 2015 the difference in underachievement in Art between NPP and PP was +7%. In July there was no gap. Y9 - In November 2015 the difference in underachievement in Photography between NPP and PP was +6%. In July this had decreased to -5%.
Balanced Counselling	Improving outcomes for	HFA	Students have engaged well and report the benefits, with	PP funding to provide the service to the 3 students who need	£2,880	Social and emotional	2 out of the 3 students displayed positive behaviours within the

	vulnerable children Raising aspirations	As per counselling cycle	counselling it can be difficult to measure success as the changes may appear later in life. Student's behaviour of concern have decreased on the whole evidencing the students' ability to communicate more effectively.	additional support as in school services felt that a further intervention was due because of the contents of information/ concerns gathered.		learning +4mths	classroom during and after work undertaken. The positive logs for students whilst receiving support were massively increased from the previous school year. For example, one student received 2026 positive logs compared to 103 the previous year. Student and staff noted evidence of the student's ability to have a greater self-management, improved social interaction and awareness. 1 student did engage with the service and showed some signs of improvements but unfortunately reverted back to his default which result in a permanent exclusion.
The Tutor Trust	Improving outcomes for vulnerable children Improving exam and test results	JGO/JRE Every half term from November 2015	Progress review data will show an increase in achievement. Coursework to show students making at least expected progress. Coursework will be at the required standard for submission.	Tutoring takes place every Wednesday for 1 hour after school. Student data will be used to target vulnerable students.	£1,260	One to one tuition +5mths	In Maths all 11 targeted students attended the sessions. All students were successful in increasing their result from PR1 to PR2 by at least 1 grade and therefore their levels of progress. In English 17 students were targeted, 10of them PP. 100% of students improved their coursework grades, 30% saw a 1 grade increase, over 60% saw a 2 grade increase and 10% saw a 3 grade increase.

			Coursework to be brought up to date and fully completed.				Only 1 Science tutor was available so they supported staff with revision therefore no specific impact report will be completed. Maths did not want this to continue in to half term 5.
Y7 Rome Trip 2016	Improving outcomes for vulnerable children Raising aspirations	CHI March 2016	Students displaying their new confidence by getting involved in activities that they haven't tried before. Students discovering that they can travel around a city safely. They have confidence ordering food, travelling on public transport. Students become more confident when meeting new people and attempting to speak a different language.	Parents' evening to enable home/carers to help students overcome fears before the trip takes place and to encourage them to try more after the trip takes place. Students speak with others who have previously taken part in the trip. Students learn about Rome through unit of work in lesson time.	£1,765	No test base	We have run the Rome trip 8 times in the last 10 years. The students involved have always progressed to taking part in a wide range of school activities. Whilst they may not always make academic progress I have found that it always improves confidence.
Challenge for Change (Jail)	Improving outcomes for vulnerable children	VSI December 2015	Students will demonstrate calmer reactions to challenging situations Students will possess the knowledge of how drugs impact on their lives and hopefully make	Provide a different future pathway through mentoring and intensive support with a positive outcome. Stronger parenting of key students will	£300.00	Social and emotional learning +4mths	There has been a decrease in lates for this academic year compared to last for 7/9 students, an increase in attendance for 6/9 and massive decrease in behaviour logs for all 9 boys. It is difficult to measure their progress and attainment as the main

			<p>the right choice in the future.</p> <p>Students will realise the truth regarding prison life and how wrong choices now will affect them and lead them into this life.</p> <p>Students will show a steady increase in their progress and achievement from the start of the initiative until the end of the academic year.</p> <p>Reduction of behaviour logs.</p> <p>Increase in achievement and progress.</p> <p>Reduction in instances of students being on Governors Welfare Panels.</p> <p>Increased engagement in lessons.</p>	<p>increase attendance punctuality and BFL.</p> <p>Students will have options to participate in an alternative afterschool events with focus on team spirit and a sense of belonging and avoid anti-social activity.</p> <p>Provide targeted group with dreams and aspirations.</p>		<p>programme Triple R Mentoring started in half term 4. End of year analysis:</p> <p>Their progress and attainment in English, Maths and Science has been measured making a comparison from PR1-PR4 even though the Triple R Mentoring started in half term 4. All 9 students have improved their attainment in these 3 subject areas, this includes the 5 PP students.</p>
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Focus	Area of impact	Timeline/ Lead	Success criteria	Chosen strategies	Cost	Impact (EEF)	Evaluation of impact
Front Line Fitness	Raising aspirations	MRI/DBE September 2016	<p>All students on the day to have fun and work together with new people in their form allowing them to discuss the tasks and work together.</p> <p>For the new students to bond and make new friends in making them work together as a Form team in team building exercises and competitions against other Form groups.</p>	<p>Activities;</p> <p>Team building, working together, how to make new friends.</p> <p>Addition of competitive element to activities undertaken.</p>	£900.00	No test base	<p>In half term 2 a student voice exercise took place which focused upon the first half term experience for Y7:</p> <p>Out of 130 students 80% felt welcome in their first week.</p> <p>46 students attended summer school and 97% of these said that it helped with transition.</p> <p>Out of 130 students 90% feel comfortable at SHS.</p> <p>Out of 130 students 90% feel safe at SHS.</p> <p>Out of 130 students 90% have enjoyed SHS so far.</p>

Focus	Area of impact	Timeline/ Lead	Success criteria	Chosen strategies	Cost	Impact (EEF)	Evaluation of impact
Invigilators	Improving exam and test results	SBA During exam season	<p>All exams will be fully and appropriately supervised.</p> <p>All students will be able to access all of their exams and will be appropriately supervised.</p>	Invigilators increased so that all exams can take place.	£500	No test base	All exams to date have been appropriately supervised.

Focus	Area of impact	Timeline/ Lead	Success criteria	Chosen strategies	Cost	Impact (EEF)	Evaluation of impact
Taxi	Pastoral support	HoY Every day	Students in school every day accessing lessons. Students making at least expected progress.	To provide safe and secure means of transport to and from school for vulnerable students.	£89.76	No test base	Student regularly attends school and current attendance is at 87.8%. There has been 7.8% of illness.
Kingswood Prefect trip (Colomendy)	Pastoral support	VSI/LMU July 2016	Student voice following the trip, December 2016 and April 2017 with a focus on how the residential has supported your role as a prefect. Behaviour/attendance for learning impact throughout the year with a focus on positive logs through class charts. To build relationships and unite as a student leadership group. To build communication skills and teamwork. To understand individual and team strengths.	Prefects to attend trip. Kingswood team provide range of activities for students to participate in. Completion of student voice at regular intervals.	£2,247	No test base	Student voice following the June 2016 trip was carried out in the form of a questionnaire with the prefect team and was extremely positive: 100% of the 44 prefects who went on the trip agreed/strongly agreed that the residential improved their skill set (especially in the EBI's which they mentioned in the Prefect Interview). 100% of the 44 prefects who went on the trip agreed/strongly agreed that they felt the skills learnt in the residential will support them in their role as a Prefect. 98% of the 44 prefects who went on the trip agreed/strongly agreed that the residential has unified the Prefect Team and allowed them all to work together.

			To understand individual and team weaknesses.				<p>100% of the 44 prefects who went on the trip agreed/strongly agreed that the residential will help them to focus and be more determined with their academic studies.</p> <p>Can you tell me one thing you will take away from this residential which will help you as a prefect?</p> <p>Communication skills improving, working in a team was key to success, enabling them to be more confident, brave and increasing their patience. Emotionally more resilient, determined, improving leadership skills. Not judging people before you have spoken to them.</p>
Blackpool	Pastoral support	HoY July 2016	<p>Students will attend the day trip.</p> <p>Students will have access to the trip and will not be hampered by financial hardship.</p>	Families unable to afford the trip will be offered payment.	£75.00	No test base	Trip due to take place July 2016. All students attended, no student was hampered by financial hardship.
Uniform	Pastoral support	HoY/EBO As and when required	<p>No student in isolation as a result of lack of uniform.</p> <p>Attendance, punctuality and achievement is not</p>	Additional new uniform purchased in order to lend students a short term solution to missing items whilst parents/carers see to replace.	£601	School uniform 0mths	Students have been isolated for not having the correct uniform as they have chosen not to wear it. There has been a significant decrease in the number of instances were a student has not been correctly attired. PP students have always been provided

			compromised by financial hardship.	Full or part new uniform purchased.			with any uniform items that they require. 2014-15 there were 323 behaviour logs for uniform and so far 2015-16 there have been 89.
Attendance & Punctuality	Pastoral support	SLT/HoY Daily, weekly, half termly, termly	Improved attendance, punctuality and PA for PP students.	Weekly meetings of Pastoral Team which include DHT and EWO Daily, weekly, half termly, termly tracking High profile: RAG display board on corridor, rewards and celebration.	£0.00	No test base	PP Attendance in July 2016 was 93.2%, NPP 93.8%. PP PA In July was 5.7%, NPP 5.6%