

Stretford High School's Pupil Premium profile and action plan 2016-2017

Total number of pupils in the school	820
Number of PP-eligible pupils:	395 (48%)
Amount per pupil:	£935
Total pupil premium budget:	£369325 – actual budget based on Oct 2015 census is £373185 and this is what we have received from the LA. This equates to 399 PP students.

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<p>The proportion of students known to be eligible for the pupil premium is well-above average. (The pupil premium is additional funding for those students who are known to be eligible for free school meals, children from service families and those children that are looked after.)</p> <p>Students join the school with skills that are generally well-below those normally expected.</p> <p>Students who are known to be eligible for the pupil premium and students who are disabled or with special educational needs also make good progress and achieve well because of the highly effective care, guidance and support that the school provides for them.</p> <p>Students known to be eligible for free school meals achieve well. Their attainment is above that of similar students nationally. In comparison to other students in the school they attain on average approximately one quarter of a GCSE grade lower. The attainment gap in English and mathematics with students who are not known to be eligible for free school meals has closed rapidly in recent years and shows the school's effective commitment to providing equality of opportunity.</p>
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School's pupil premium statement

Stretford High School is committed to providing effective resources and ensuring vital support is in place for our Pupil Premium students in order to improve their academic achievement. Our key objectives using the Pupil Premium funding are to close the achievement and progress gap between eligible students and their peers. National trends indicate a 26% gap in achievement of 5 A*-C including English and Maths between non Pupil Premium and Pupil Premium students, validated data at Stretford High School puts our 'difference' at 19%. However in terms of Progress 8, our Pupil Premium students outperformed our Non Pupil Premium students -0.18 to -0.37.

Our aim is to continue to maintain the rates of progress for our disadvantaged students and work towards them making progress in line with other disadvantaged students nationally whilst improving the rates of progress particularly for our middle ability pupils, boys and higher achieving students.

Pupil Premium student analysis by key sub-group

	NPP	PP	PP SEND	PP BOYS	PP HA	PP MA	PP LA
Year 7 (185)	105	80	18	39	20	36	23
Year 8 (159)	85	74	11	42	26	41	6
Year 9 (159)	84	75	9	40	23	41	9
Year 10 (158)	74	84	12	48	18	53	11
Year 11 (160)	75	85	18	53	20	52	12

Summary of school's achievement, attendance and persistent absence data

	2012 – 2013 (A based on 15%)									
	Trafford		National		Stretford		Stretford gap		Stretford vs Trafford gap	Stretford vs National gap
	PP	NPP	PP	NPP	PP	NPP	PP vs NPP	PP vs PP	PP vs PP	
5A*-C E/M	47	77	40	67	44	45	-1	-3	4	
5A*-C	76	92	87	92	51	56	-4	-25	-36	
5 A*-G					92	95	-3			
3 LoP E	58	79	56	74	68	65	3	10	12	
3 LoP M	61	84	54	76	36	51	-15	-25	-18	
4+ LoP E	20	40		34	28	36	-8	8		
4+ LoP M	24	50		37	15	19	-4	-9		
Attendance			91.7	95.1	93.6	95.3	-1.7		1.9	
PA			12.8	4.0	7.6	3.1	-4.5		5.2	

2013 – 2014 (A based on 15%)									
	Trafford		National		Stretford		Stretford gap	Stretford vs Trafford gap	Stretford vs National gap
	PP	NPP	PP	NPP	PP	NPP	PP vs NPP	PP vs PP	PP vs PP
5A*-C E/M	44	79	36	62	37	63	-26	-7	1
5A*-C	57	85	44	72	61	68	-7	4	17
5 A*-G					99	96	3		
3 LoP E	62	84	58	75	73	76	-3	11	15
3 LoP M	50	81	48	71	29	40	-11	-21	-19
4+ LoP E	21	43		35	25	28	-3	4	
4+ LoP M	18	50		33	7	9	-2	-11	
Attendance			91.7	95.9	94.3	96.0	-1.7		2.6
PA			11.5	3.4	6.8	2.7	-4.1		4.7

Amber – DfE data set information

Blue – provisional data

2014-2015 (A based on 15%)									
	Trafford		National		Stretford		Stretford gap	Stretford vs Trafford gap	Stretford vs National gap
	PP	NPP	PP	NPP	PP	NPP	PP vs NPP	PP vs PP	PP vs PP
5A*-C E/M	39	79	36	63	20	45	-25	-19	-16
5A*-C	51	85	45	72	38	61	-23	-13	-7
5 A*-G					98	97	1		
3 LoP E	56	83	57	74	55	60	-5	-1	-2
3 LoP M	46	80	49	72	33	45	-13	-16	
4+ LoP E	22	44		34	19	23	-4	-3	
4+ LoP M	18	46		35	5	7	-2	-13	
Attainment 8					4.14/D	4.58/C-	-0.44		
Progress 8					-0.5	-0.36	-0.31		
Attendance			92.5	95.7	94.8	95.1	-0.3		2.3
PA	8.9	2.7	10.9	3.3	5.2	5.0	-0.2	3.7	5.7

Amber – DfE data set information

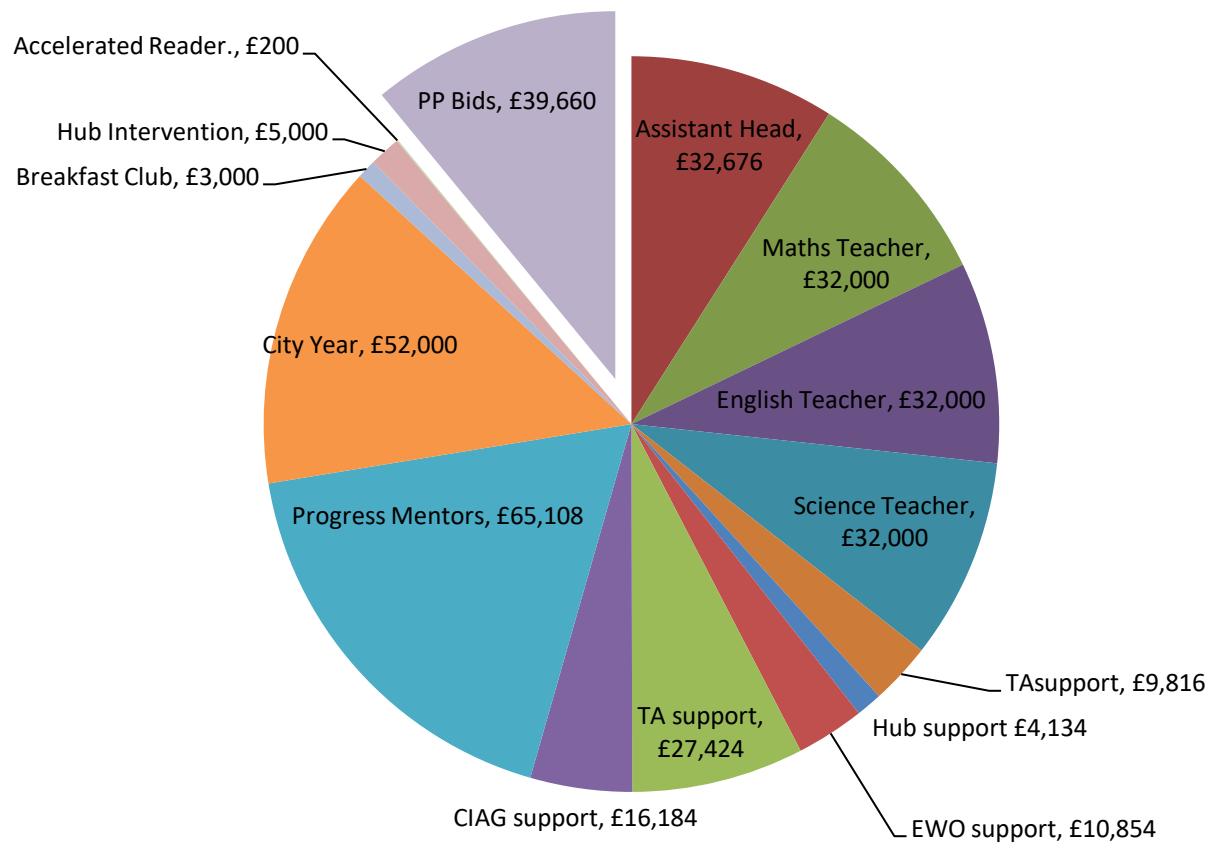
Blue – provisional data

Stretford 2015-2016 (August 2016) (Attendance based on 15%)									
	Trafford		National		Stretford		Stretford gap	Stretford vs Trafford gap	Stretford vs National gap
	PP	NPP	PP	NPP	PP (76)	NPP (84)	PP vs NPP	PP vs PP	PP vs PP
5A*- C E/M	43%	79%	58	65	43	62	-19	No difference	-15
5A*- C	N/A	N/A	45	72	65	72	-7	N/A	20
3 LoP E	N/A	N/A	57	74	59	56	3	N/A	2
3 LoP M	N/A	N/A	49	72	47	58	-11	N/A	-2
4+ LoP E	N/A	N/A	N/A	N/A	17	17	0	N/A	N/A
4+ LoP M	N/A	N/A	N/A	35	17	18	-1	N/A	N/A
Attainment 8	40.60 D	58.40 B	47.78 C-	51.19 C+	44.5 D+	48.3 C	-3.8	+3.9	-3.28
Progress 8	-0.56	0.12	0.0	0.0	-0.18	-0.37	0.19	0.38	
Attendance	95.7 (all)		92.8	95.9	94.9	96.1	-1.2%	N/A	2.1%
PA	9.70 (all)		21.6	8.3	13.7	8	5.7%	N/A	7.9%

	(PR1 November 2016 Predicted)		(PR2 March 2017 Predicted)	
	PP (85)	NPP (75)	PP (85)	NPP (75)
5A*-C E/M 5+	32%	38%	29%	35%
5A*-C E/M 4+	54%	73%	42%	68%
3 LoP E	74%	73%	68	76
3 LoP M	56%	69%	45	64
4+ LoP E	20%	14%	18	19
4+ LoP M	18%	14%	14	11
Attainment 8	42.59	45.43	41.38	45.46
Progress 8	-0.89	-0.7	-1.03	-0.75
Attendance	95.4%		96.5%	
PA	13.6% (NA 21.6)		8.3% (NA 8.3)	
			13.9% (NA 21.6)	
			7.6% (NA 8.3)	

KEY: PP = Pupil Premium, NPP = Non Pupil Premium, LoP = Levels of progress

Pupil Premium Spend 2016/2017



Y11 Disadvantaged vs non-disadvantaged

- There has been a very slight increase in attainment for non-disadvantaged pupils since PR1 of 0.03 points.
- There has been a small decrease in attainment for disadvantaged pupils since PR1 of 1.21 points.
- The current difference in attainment of 4.08 points between non-disadvantaged and disadvantaged pupils is fractionally larger than the difference in last year's results of 3.2 but not nationally as there was no difference in performance.
- Non-disadvantaged and disadvantaged pupils are only 2.79 & 3.67 points off last year's A8 result.

- There is a 3.9 point difference in attainment between non-disadvantaged higher ability pupils and disadvantaged higher ability pupils (56.33 vs 60.23)
- There is a 7.1 point difference in attainment between non-disadvantaged middle ability pupils and disadvantaged middle ability pupils (44.61 vs 37.51)
- There is a 4.61 point difference in attainment between non-disadvantaged lower ability pupils and disadvantaged lower ability pupils (20.71 vs 25.32)

- English Language 3LoP PP 68%, NPP 76%, English Literature 3LoP PP 64%, NPP 73%, Maths 3LoP PP 45%, NPP 64%
- English Language 4LoP PP 18%, NPP 19%, English Literature 4LoP PP 14%, NPP 11%, Maths 4LoP PP 14%, NPP 11%

- Disadvantaged pupils are predicted to perform better than non-disadvantaged pupils in Computing, Science Further, Arabic, Mandarin, Urdu, Music, PE, Photography, Psychology, Resistant Materials and Sociology.

- Basics 9-5 PR2 predicts PP 29% vs NPP at 35% (6% difference, 18% difference 2015/16, 0% difference nationally))
- EBacc PR2 predicts PP 7% vs NPP at 15% (7% difference, 1% difference 2015/16, 0% difference nationally)

Y11 Aspire Disadvantaged vs non-disadvantaged

- PR1 Y11 predicting A/A*s, Aspire 127
- PR2 Y11 predicting 189 A/A*s (PP 97, NPP 92), Aspire 131/189

Target to beat Aspire GCSE results 2015/16

34 Aspire pupils - 20 Aspire PP, 14 Aspire NPP

- 91% of students achieved 5A*-C PR2 100%
- 93% of PP students achieved 5A*-C PR2 100%
- 90% of NPP students achieved 5A*-C PR2 100%
- 79% of students achieved 5A*-C E/M PR2 91% (4+)
- 79% of PP students achieved 5A*-C E/M PR2 90% (4+)
- 80% of NPP students achieved 5A*-C E/M PR2 91% (4+)
- 88% of Aspire students achieved both E&M PR1 = 77%, PR2 72% 4+

- 86% of Aspire PP students achieved both E/M PR1 = 85%, PR2 80% 4+
- 90% of Aspire NPP students achieved both E/M PR1 = 70%, PR2 65% 4+

2015/2016 3 & 4LoP

Aspire English 3LoP 44%, 4LoP 15%, Maths 3LoP 53%, 4LoP 26%

PP Aspire English 3LoP 50%, 4LoP 21%, Maths 3LoP 43%, 4LoP 29%

NPP Aspire English 3LoP 40%, 4LoP 10%, Maths 3LoP 60%, 4LoP 25%

Aspire PP pupils performed better than NPP pupils in English but not Maths (apart from 4LoP)

3Lop PR1 vs PR2	English Language	English Literature	Maths
Aspire	70 vs 74	70 vs 73	72 vs 70
Aspire PP	75 vs 80	75 vs 80	70 vs 65
Aspire NPP	65 vs 65	65 vs 65	74 vs 74

- There has been an increase in the % of Aspire & Aspire PP pupils making 3LoP in English Language & Literature. Aspire PP pupils are performing better than Aspire NPP across English.
- There has been a decrease in the % of Aspire and Aspire PP pupils making 3LoP in Maths, Aspire NPP remains the same and Aspire NPP pupils continue to perform better than PP for 3LoP.

4Lop PR1 vs PR2	English Language	English Literature	Maths
Aspire	28 vs 33	28 vs 30	14 vs 12
Aspire PP	35 vs 40	35 vs 35	20 vs 15
Aspire NPP	22 vs 26	22 vs 26	9 vs 9

- There has been an increase in the % of Aspire, Aspire PP & NPP pupils making 4LoP in English Language & Literature. Aspire PP pupils are performing better than Aspire NPP across English.
- There has been a decrease in the % of Aspire and Aspire PP pupils making 4LoP in Maths, Aspire NPP has not increased however this year Aspire PP are performing better than NPP for 4LoP.
- English Language 3LoP PP 68%, NPP 76%, English Literature 3LoP PP 64%, NPP 73%, Maths 3LoP PP 45%, NPP 64%

- English Language 4LoP PP 18%, NPP 19%, English Literature 4LoP PP 14%, NPP 11%, Maths 4LoP PP 14%, NPP 11%

2016/17 Staged success

School gap (Y11) between PP & NPP closed

Y7 gap of 0.86 A8 points in favour of NPP

Y8 gap of 0.92 A8 points in favour of NPP

Y9 gap of 1.72 A8 points in favour of NPP

Y10 gap of 1.79 A8 points in favour of NPP

Y11 gap of 4.08 A8 points in favour of NPP (last year's gap 3.2 points)

Gap between school PP (Y11) and PP performance nationally closed

School PP A8 41.38 D, NA PP A8 52.56 C+, gap of 11.18 points

Gap between school PP (Y11) and all nationally closed

School PP A8 41.38 D, all 49.34 C, gap of 7.76 points

Gap between school PP (Y11) and NPP nationally closed

School PP A8 41.38 D, NPP NA 52.56 C+, gap of 11.18 points

Improve progress of disadvantaged pupils in English & Maths

PR PP A8	English PR1	Maths PR1	English PR2	Maths PR2	English PR3	Maths PR3
Y7	1.94	1.99	2.14	2.18		
Y8	2.12	2.64	3.62	3.04		
Y9	2.61	2.82	2.72	3.39		
Y10	2.87	2.87	3.35	3.43		
Y11	4.55	4.07	4.35/4.18	3.77		

City Year impact

35% are on/above target in 4+ subject areas after PR1 in November, rising to 51% at PR2 in March

Accelerated Reader impact

5/9/16 - 25/1/17: Y7 PP reading age increase of +4mths, Y7 NPP reading age increase of +4mths, Y8 PP reading age increase of +6mths, Y8 NPP reading age increase of +5mths, Y9 PP reading age increase of +8mths, Y9 NPP reading age increase of +5mths

25/1/17 - 31/3/17: tbc

Current performance years 7-10

Year 7 PR result vs PR target

	A8	A8 English	A8 Maths	A8 EBacc	A8 Open
PR1	16.94	1.95	4.02	5.44	6.09
PR1 PP/NPP	16.71/17.27	1.94/1.95	3.98/4.06	5.35/5.52	6.15/6.04
PR2	20.24	2.14	4.28	6.88	6.44
PR2 PP/NPP	19.75/20.61	2.14/2.14	4.25/4.03	6.65/7.05	6.44/6.44

- There has been an increase in overall attainment of 3.3 points since PR1.
- Non-disadvantaged continue to perform better than their disadvantaged peers however the current difference is slight at 0.86 points (0.56 for PR1). The difference however in last year's results was 3.24 points whilst nationally the was no difference.
- Disadvantaged pupils are performing as well as non-disadvantaged in the Open category.
- Pupils' attainment is strongest across the EBacc subjects and weakest in English.
- Disadvantaged pupils are performing as well as non-disadvantaged in English and better in Maths.

		Attainment 8			
	No. of students	National 2016	Summer 2016 Results	Year 7 PR1	Year 7 PR2
All Pupils	189	49.34	46.72	16.94	20.24
Pupil Premium	82	52.56	45.06	16.71	19.75
Non Pupil Premium	106	52.56	48.30	17.27	20.61

- There has been an increase in attainment for both disadvantaged and non-disadvantaged pupils since PR1 however non-disadvantaged pupils are performing slightly better than disadvantaged by 0.86 points.
- The increase in attainment since PR1 for non-disadvantaged pupils is slightly better at 3.34 points vs 3.04.
- The current difference in attainment is much smaller than the difference in last year's results of 3.24 but not nationally as there was no difference.
- PR2 there is a 1.74 point difference in attainment between non-disadvantaged higher ability pupils and disadvantaged higher ability pupils (26.50 vs 24.76)
- PR2 there is a 1.41 point difference in attainment between non-disadvantaged middle ability pupils and disadvantaged middle ability pupils (22.35 vs 20.94)
- PR2 there is a 0.99 point difference in attainment between non-disadvantaged lower ability pupils and disadvantaged lower ability pupils (17.29 vs 16.30)

Year 8 PR data

	A8	P8	A8 English	A8 Maths	A8 EBacc	A8 Open
PR1	25.22	-3.06	2.21	5.35	7.97	8.73
PR1 PP/NPP	24.43/26.17	-2.93/-3.19	2.07/2.35	5.15/5.52	7.45/8.44	8.57/8.87
PR2	28.11	-2.65	2.67	6.28	9.37	9.86
PR2 PP/NPP	27.81/28.73	-2.56/-2.72	2.62/2.75	6.08/6.54	8.8/10.01	9.61/10.21

- At PR1 there was no increase in overall A8 score since PR4 in June 2016.
- There has been an increase in overall attainment of 2.89 points since PR1 and progress 0.41.
- There has been an increase in attainment across all categories since PR1.
- A8 non-disadvantaged continue to perform better than their disadvantaged peers however the difference is slight at 0.92 points and has narrowed since PR1 when it was 1.74. The difference in last year's results was 3.24 points whilst nationally the was no difference.
- Currently non-disadvantaged pupils are performing better than disadvantaged across all categories apart from P8.
- Pupils' attainment is strongest across the Open subjects and weakest in English.

		Attainment 8			
	No. of students	National 2016	Summer 2016 Results	Year 8 PR1	Year 8 PR2
All Pupils	159	49.34	46.72	25.22	28.11
Pupil Premium	72	52.56	45.06	24.43	27.81
Non Pupil Premium	86	52.56	48.30	26.17	28.73

- There has been an increase in attainment for both disadvantaged and non-disadvantaged pupils since PR1 however non-disadvantaged pupils are performing slightly better than disadvantaged by 0.92 points.
- The increase in attainment since PR1 for disadvantaged pupils is slightly better at 3.38 points vs 2.56.
- The current difference in attainment of 0.92 points between non-disadvantaged and disadvantaged pupils is much smaller than the difference in last year's results of 3.24 but not nationally as there was no difference.
- PR2 there is a 0.6 point difference in attainment between non-disadvantaged higher ability pupils and disadvantaged higher ability pupils (35.29 vs 34.69)
- PR2 there is a 1.98 point difference in attainment between non-disadvantaged middle ability pupils and disadvantaged middle ability pupils (27.56 vs 25.58)
- PR2 there is a 1.00 point difference in attainment between non-disadvantaged lower ability pupils and disadvantaged lower ability pupils (19.83 vs 18.83)

Year 9 PR data

	A8	P8	A8 English	A8 Maths	A8 EBacc	A8 Open
PR1	31.24	-2.51	2.66	5.9	9.94	10.8
PR1 PP/NPP	30.92/31.52	-2.49/-2.53	2.61/2.71	5.65/6.12	10.05/9.85	10.78/10.81
PR2	30.52	-2.18	2.74	6.83	10.96	11.92
PR2 PP/NPP	29.59/31.31	-2.15/-2.2	2.72/2.77	6.78/6.86	10.88/11.03	11.95/11.9

- Since PR4 in June 2016, PR1 showed an increase in both A8 & P8 scores across all of the above measures, A8 by 4.03 and P8 by 0.42 points.
- Since PR1 there has been a decrease in overall attainment of 0.72 points but progress has improved by 0.33.
- There has been an increase in attainment across all categories since PR1.
- Non-disadvantaged continue to perform better than their disadvantaged peers however the difference is small at 1.72 points (but was 0.6 PR1). The difference in last year's results was 3.24 points whilst nationally there was no difference.

- Disadvantaged pupils are currently performing as well as non-disadvantaged in the Open category.
- Pupils' attainment is strongest across the Open category and weakest in English.

		Attainment 8			
	No. of students	National 2016	Summer 2016 Results	Year 9 PR1	Year 9 PR2
All Pupils	160	49.34	46.72	31.24	30.52
Pupil Premium	74	52.56	45.06	30.92	29.59
Non Pupil Premium	86	52.56	48.30	31.52	31.31

- There has been a decrease in attainment for both disadvantaged and non-disadvantaged pupils since PR1 however non-disadvantaged pupils are performing slightly better than disadvantaged by 1.72 points.
- The decrease in attainment since PR1 for non-disadvantaged pupils is smaller at 0.21 points vs 1.33.
- The current difference in attainment of 1.72 points between non-disadvantaged and disadvantaged pupils is much smaller than the difference in last year's results of 3.24 but not nationally as there was no difference.
- PR2 there is a 0.98 point difference in attainment between non-disadvantaged higher ability pupils and disadvantaged higher ability pupils (39.95 vs 38.57)
- PR2 there is a -0.04 point difference in attainment between non-disadvantaged middle ability pupils and disadvantaged middle ability pupils (35.12 vs 35.16)
- PR2 there is a 1.32 point difference in attainment between non-disadvantaged lower ability pupils and disadvantaged lower ability pupils (29.45 vs 28.13)

Year 10 data

- PR1 - Since June 2016 there has been a decrease in overall A8 & P8 scores of 3.09points/0.27
- There was decrease in A8 across the key sub-groups PP, NPP, Boys, Girls, Aspire & MA and P8 for PP, NPP and Boys. However P8 scores have improved for Girls, Aspire and MA.

		Attainment 8			
	No. of students	National 2016 Validated	Summer 2016 Results Validated	Year 10 PR1	Year 10 PR2
All Pupils	160	49.34	46.72	26.77	34.95
Pupil Premium	84	52.56	45.06	25.92	34.09
Non Pupil Premium	76	52.56	48.30	27.70	35.88

- There has been an increase in attainment for both disadvantaged and non-disadvantaged pupils since PR1 however non-disadvantaged pupils are performing slightly better than disadvantaged by 1.79 points.
- The increase in attainment since PR1 for both groups is practically the same at PP 8.17 points vs NPP 8.18.
- The current difference in attainment of 1.79 points between non-disadvantaged and disadvantaged pupils is much smaller than the difference in last year's results of 3.24 but not nationally as there was no difference.

		Progress 8		
	No. of students Eligible	Summer 2016 Results Validated	Year 10 PR1	Year 10 PR2
All Pupils	155	-0.28	-2.5	-1.72
Pupil Premium	82	-0.15	-2.55	-1.73
Non Pupil Premium	73	-0.41	-2.43	-1.70

- There has been an increase in the progress made by both disadvantaged and non-disadvantaged pupils since PR1 however non-disadvantaged pupils are performing slightly better than disadvantaged by 0.03 points.
- The increase in progress made since PR1 for both groups is similar at PP 0.82 points vs NPP 0.73.
- The current difference in progress made of 0.03 points between non-disadvantaged and disadvantaged pupils is much smaller than the difference in last year's results of 0.26.

		EBACC			
	No. of students Entered	National 2016 Validated	Summer 2016 Results Validated	Year 10 PR1	Year 10 PR2
All Pupils	42	24%	9%	0%	0%
Pupil Premium	22	29%	10%	0%	0%
Non Pupil Premium	20	29%	9%	0%	0%

- The % of non-disadvantaged and disadvantaged pupils achieving EBacc remains at 0%.

Prior attainment A8

- PR2 there is a 0.16 point difference in attainment between non-disadvantaged higher ability pupils and disadvantaged higher ability pupils (44.78 vs 44.94)
- PR2 there is a 1.77 point difference in attainment between non-disadvantaged middle ability pupils and disadvantaged middle ability pupils (35.00 vs 33.23)
- PR2 there is a 3.59 point difference in attainment between non-disadvantaged lower ability pupils and disadvantaged lower ability pupils (24.27 vs 20.68)

Prior attainment P8

- PR2 there is a 0.17 point difference in attainment between non-disadvantaged higher ability pupils and disadvantaged higher ability pupils (-2.25 vs -2.08)
- PR2 there is a 0.08 point difference in attainment between non-disadvantaged middle ability pupils and disadvantaged middle ability pupils (-1.71 vs -1.79)
- PR2 there is a 0.03 point difference in attainment between non-disadvantaged lower ability pupils and disadvantaged lower ability pupils (-0.85 vs -0.88)

Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Embed quality first wave 1 targeted teaching for underachieving pupil premium students:</p> <p>a) Identified as priority 1 (when necessary) on Venns</p> <p>b) 121 HoD & class teacher strategy agreement</p> <p>c) SLT & HoD monitor Venn deployment via learning walks</p> <p>d) SLT link department meetings</p>	<p>Following each PR cycle</p> <p>Following baseline data entry (Y7)</p> <p>Learning walk cycle</p> <p>Observation cycle</p>	<p>HoDs</p> <p>EBO</p> <p>Class teachers</p> <p>SLT</p>	EBO	<p>Disengaged students</p> <p>Underperformance in subject areas</p>	<p>Improved outcomes for PP pupils</p> <p>Staged success:</p> <p>School gap between PP & Non PP closed</p> <p>Gap between school PP and PP performance nationally closed</p> <p>Gap between school PP and all nationally closed</p> <p>Gap between school PP and NPP nationally closed</p> <p>All Venns completed to the appropriate standard and QA completed</p>	<p>Venn training to be delivered early September 2016</p> <p>Additional data chart to be added to Venn for PR1 (November 2016) and communicated to staff</p>	<p>Refer to data analysis earlier in document and also section 4 of SEF for impact.</p> <p>2016/17 Staged success:</p> <ul style="list-style-type: none"> • School gap between PP & Non PP closed • Gap between school PP and PP performance nationally closed • Gap between school PP and all nationally closed • Gap between school PP and NPP nationally closed <p>Venns have been completed based upon PR4 data (June 2016) and more recently using PR1 data (November 2016) and PR2 data (March 2017).</p> <p>All HoDs & SLT links have copies of department Venns.</p> <p>Venns have been discussed in detail at SWN meetings for Y11 & Y10 in December 2016 & January</p>

					by HoD and SLT links.		<p>2017. Additional data chart on Venn was not deemed necessary due to SIMS data and scorecards being available.</p> <p>Whole school observation cycle September 2016 can evidence that 94% of teaching is good or better. Venn training delivered to staff in September 2016.</p> <p>Venn checks have been completed by SLT & LA Jane Bryan in half term 3 and 4.</p> <p>Venns will be main focus of SWN meetings to be held in April 2017. New data packs have been introduced for PR2 for all levels of analysis.</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Y11 Action plan following mock exams with targeted intervention and agreed tracking protocols</p> <p>War room 30/1/17</p> <p>Parental engagement (8/12/16 & 9/2/16)</p> <p>SWN meetings after PR1/2/3</p>	<p>PR1 data</p> <p>Mock results</p>	<p>HoDs</p> <p>EBO</p> <p>SEND</p>	EBO	<p>Pupils not attending revision sessions</p> <p>Students not engaging in lessons in some subject areas</p> <p>Poor attendance and punctuality</p> <p>Hard to reach parents/carers</p>	<ul style="list-style-type: none"> ● War room 30/1/17 ● Parental engagement (8/12/16 & 9/2/16) ● SWN meetings after PR1/2/3 	Cover implications for EBO when conducting SWN	<p>War room did not take place in December as it has been decided that the SWN meeting strategies and interventions require time to run in the lead up to PR2 in March.</p> <p>24/1/17 EBo requested that mock result data is shared with SLT first before HoDs. TBa and RKi to produce data dashboard outlining the headline measures and sub-group performance.</p> <p>Maths and English held parent's information evenings in term 2 for pupils that were underperforming based upon PR1 data, the first session was well attended by parents/carers. Specific students were targeted to attend using performance data. Revision packs and guidance for supporting revision and well-being at home were on offer for all students.</p> <p>SWN meetings took place in December for Y11 and</p>

							<p>then again in January 2017 for Y10 & KS3. Areas of strength and concern were discussed. The following subgroups were identified as a concern: Aspire and boys. Girls continue to outperform boys and the difference in attainment between PP and NPP has narrowed. As a consequence Y9 became the focus of learning walks and book reviews that took place in term 2.</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Line management support to monitor intervention strategies and improvements in outcomes for targeted sub group progress (PP, boys as well as subject specific targeted sub groups)</p> <p>PP Action plan</p> <p>Provision mapping of all PP spend</p> <p>Feedback from drop ins (w/c: 28/11) to additional lessons in English, Maths & Science</p>	Following each PR cycle	SLT HoDs PP Gov	EBO VAR	<p>Pupils not attending revision sessions</p> <p>Students not engaging in lessons in some subject areas</p> <p>Poor attendance and punctuality</p> <p>More core subject exposure required out of curriculum time</p>	<p>PP Action plan in place and on website</p> <p>Provision mapping software utilised for all PP spend</p> <p>Positive feedback from drop-in sessions to E/M/S</p>	Cover implications for EBO when conducting drop ins	<p>Refer to data analysis of sub-groups in previous sections.</p> <p>Whole school intervention chart created half term 3</p> <p>Provision mapping - continues to be a work in progress.</p> <p>EBO unable to facilitate drop-ins to additional E/M/S lessons due to Y11 teaching commitments. HT completed these in half term 4.</p> <p>Review meeting held 10/1/17 (EBO/NDW/SEG/GSA/KPI) to discuss how the lesson content of additional E/M/S lessons is decided upon and how the time is being spent. Groups were re-assigned based upon Aspire, upper MA and lower MA pupils.</p> <p>Venn check undertaken by SLT links w/c: 20/2/17 and any areas of concern addressed immediately.</p>

							<p>LW and Venn check completed by LA Jane Bryan during half term 4.</p> <p>Venns will be main focus of SWN meetings to be held in April 2017. New data packs have been introduced for PR2 for all levels of analysis.</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Embed use of PR data to inform planning and identify student underperformance</p> <ul style="list-style-type: none"> • Use of Venn • Department learning walks • Lesson observation cycle • All Venns completed to the appropriate standard and QA completed by HoD and SLT links 	Following each PR cycle	EBO HoDs	EBO/ SLT	<p>Targeting of incorrect sub-groups of pupils on Venn diagrams</p> <p>Teaching staff make sure that the correct strategies are in place on Venn diagrams</p>	<p>Every teaching member of staff is using their Venns on a daily basis. This will be identified on LW & LO</p> <p>Venns to be QA by HoDs & SLT links after every PR cycle</p> <p>Every teaching member of staff completes their Venn diagram after each PR cycle</p> <p>Venn diagrams are targeting the appropriate underperforming pupils</p>	Venn training session 09/16	<p>Venns have been completed based upon PR4 data (June 2016) and more recently using PR1 data (November 2016) and PR2 data (March 2017).</p> <p>All HoDs & SLT links have copies of department Venns.</p> <p>Venns have been discussed in detail at SWN meetings for Y11 & Y10 in December 2016 & January 2017. Additional data chart on Venn was not deemed necessary due to SIMS data and scorecards being available.</p> <p>Whole school observation cycle September 2016 can evidence that 94% of teaching is good or better. Venn training delivered to staff in September 2016.</p> <p>HoD learning walks have taken place in December 2016. Evidence can be located in the department monitoring folder.</p>

							<p>A round of learning walks targeting Y9 took place in January 2017 as Y9 has been identified as a year group of concern based upon PR1 data. See Key Objective 3 for further information.</p> <p>Venn check undertaken by SLT links w/c: 20/2/17 and any areas of concern addressed immediately.</p> <p>Venn checks have been completed by SLT & LA Jane Bryan in half term 3 and 4.</p> <p>Venns will be main focus of SWN meetings to be held in April 2017. New data packs have been introduced for PR2 for all levels of analysis.</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Use Y7 KS2 data to identify underachieving students in reading and/or maths:</p> <p>a) Y7 Catch up Premium support plan for Reading/Maths</p> <p>b) Appropriate interventions in place for EN & MA</p> <p>c) Progress Tests for Science, Maths and English, paper copy to be completed in the main hall</p> <p>d) Edinburgh Reading Test</p> <p>e) QLA analysis</p> <p>f) GL Test & Report analysis for English, Maths & Science</p> <p>g) Implement strategies in Maths & English for middle attainers</p>	<p>End of HT1</p> <p>Following each PR cycle</p>	<p>EBO/ NHU RMD GSA RKI SAL/RMD</p>	EBO	<p>Pupils are unable to access the curriculum properly due to low reading and numeracy scores</p>	<p>Pupils make progress in English (reading) and Maths from KS2 baseline so that there is no difference in their achievement and that of their peers.</p> <p>Pupils identified correctly</p> <p>Pupils make progress in English (reading) and Maths from KS2 baseline so that there is no difference in their achievement and that of their peers.</p>	<p>Catch up funding allowance</p> <p>TA support</p> <p>Meeting time (EBO/NHU)</p> <p>Raise training for RKI/TBA</p> <p>GL & QLA Report analysis training for Maths, English, EBO & NHU</p>	<p>Refer to data in previous sections and section 4 of SEF for latest analysis of attainment.</p> <p>M/E/S was given the GL data results in term 1 so that they can further structure what is delivered in the classroom.</p> <p>Every Y7 catch up pupil has an intervention for Literacy & Numeracy be it specific to SEND catch up programme or in-class interventions. Refer to Weekly Bulletin for specific catch-up literacy & numeracy time tables.</p> <p>SCH appointed as numeracy coordinator in November 2016. SHA appointed as TA3 for numeracy catch-up for 3 days per week, in March 2017. He will co-facilitate the delivery of numeracy.</p> <p>EBO met with SAL & PHO in October 2016. Maths have set up a Y7 MA in class intervention document based upon</p>

					<p>QLA analysis from Raise for all students below a score of 100 off KS2 scores</p> <p>Use GL data to further identify specific areas where students are struggling. Tailor interventions appropriately</p> <p>SEND identify underachievers, actions, secure support from RMD</p> <p>Recruitment of specialist for numeracy</p> <p>Use PR data to analyse the performance of middle attainers in Maths & English</p>		<p>gaps identified from GL tests, these gaps will be tackled through DO NOW activities. SEG has created an intervention document for Y7 English.</p> <p>SuccessMaker training has been delivered to TAs as well as the Maths & English departments 6/3/17, this was showcased to parents/carers at Y7 PE 24/3/17.</p> <p>EBO to liaise with RKI about ensuring that Y7 catch-up pupils are able to access similar interventions next academic year should they still need time tabled support following analysis of PR3 data.</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Deployment of City Year team to improve the progress of:</p> <ul style="list-style-type: none"> - disadvantaged students - high ability students who are coasting - boys - middle ability students <p>Training for City Year team (data & relationship building)</p> <p>Challenge for Change team bonding session in November 2016</p> <p>Weekly meeting EBO and JTI</p> <p>Create City Year focus lists</p>	<p>Following each PR cycle</p> <p>Half termly attendance analysis</p>	<p>JTI</p> <p>City Year Mentors</p>	<p>EBO</p>	<p>Pupils are disengaged from their learning</p> <p>Poor attendance and punctuality</p> <p>Pupil's behaviour choices are affecting their attainment and progress</p>	<p>Improve attendance to 95% +</p> <p>Improve lates to school – based on last academic year to show significant decrease</p> <p>Improve achievement points by showing a significant increase</p> <p>Show a significant decrease in poor behaviour points</p> <p>Create City Year focus lists</p> <p>Progress across key sub-groups</p>	<p>£40,000</p> <p>HOY/AHOY meetings</p> <p>Training for City Year team (data & relationship building)</p> <p>Challenge for Change team bonding session in November 2016</p> <p>Weekly meeting EBO and JTI</p>	<p>Refer to data analysis above and section 4 of SEF for impact.</p> <p>Challenge for change team building took place in November 2016 and the pupil voice was very positive.</p> <p>After school initiatives All City Year mentors run after school initiatives</p> <p>Home Learning support 2 City Year Mentors established a home learning club in October 2016. Attendance is growing and students believe the initiative to be a useful addition to their day. Next steps are to ask subject teachers the worst offenders are in respect of not completing their HW and targeting them for the club. The club has added an additional day from 20/2/17 so can run twice a week as well as a programme of incentives for attending.</p>

<p>Challenge for change team building activity</p> <p>After school initiatives</p> <p>Home Learning support</p>							<p>Term 1 staff voice (21 responses) 100% of staff find the team approachable. 96% believe the team encourage pupils to work to the best of their ability in lessons.96% believe the team encourage pupils to behave well in lessons. 100% believe that pupils respond positively to CY mentors in lessons. 96% believe that the team are a useful resource in their lessons. 100% are glad that they have the additional support in their lessons.</p> <p>Term 1 pupil voice (30 responses) 96% believe they are supported by CY with their classwork. 60% believe that CY supports them with their HW. 90% believe that CY encourages them to work to the best of their ability. 88% believe that CY encourages them to behave well. 80% believe that CY encourages them to be at school and to lessons on time. 85% believe that their mentor is friendly and approachable. 70% feel that they can approach their mentor with any problems that they are having. 95% believe that</p>
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							their mentor is visible around school. 90% are glad that they have a mentor.
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Improve aspirations of PP students using local partnerships outside agencies:</p> <p>a) Man U Foundation: Peer captains' programme Y9 b) Y7 Reading Stars c) Manchester University students running financial capability for Y10 d) Tutor Trust targeted support Y11 e) Teens & Toddlers programme Y10 f) NLP4Kids Y11 g) Salford Foundation 'Inspired to Aspire' programme Y8-10 h) Enthusiasm project i) Richardson Sport programme j) Salford Foundation 'Inspired to Aspire' programme Y8-10 k) Pupils identified l) Manchester University students contacted, selected and agreed start</p>	Following each PR cycle	SEG/OMA /RMD EBO TKA	SEG EBO	<p>Pupils are disengaged from their learning</p> <p>Poor attendance and punctuality</p> <p>Pupil's behaviour choices are affecting their attainment and progress</p> <p>Pupils are unable to access the curriculum due to poor reading ages</p> <p>Pupils do not interact well with others, lacking in self-confidence</p>	<p>Pupils identified</p> <p>Improved attendance, punctuality and attainment</p> <p>Improved reading ages</p> <p>Improved rates of progress and attainment for targeted pupils in English & Maths</p> <p>Emotional well-being of targeted students is improved through weekly interventions</p> <p>All 8 Y10 pupils achieve Entry Level 3 award in Personal & Social development</p>	<p>Mini bus driver required, JTI to take test</p> <p>Amendments to student time tables to accommodate interventions</p> <p>Parent and carers kept informed of interventions</p> <p>Room to facilitate extra English sessions with CC on a Wednesday and T&T on a Tuesday afternoon.</p> <p>Staff training (to include Uni students) and meeting time for delivering financial capability.</p> <p>Organise and fund guest speakers for financial capability.</p>	<p>Pupil identification took place by liaising with HoDs, HoYs, SLT, parents and carers and the pupils themselves.</p> <p>Whole school intervention chart created half term 3</p> <p>AR report headlines (see analysis in previous section)</p> <p>Y7 Reading Stars programme began 27/1/17</p> <p>Salford Foundation programme began 14/3/17 and will run every 2 weeks</p> <p>Tutor Trust is supporting 2 Y11 boys with English on a Wednesday afternoon (pupil 1 June 2016 2, March 2017 5) (pupil 2 June 2016 2+, March 2017 3+) and 2 Y11 pupils after school on a Wednesday and 1 Y11 boy on a Friday (only started 31/3 no impact data available).</p>

<p>date of w/c:14/11/16</p> <p>m) SIMS updated to reflect financial capability data entry (concern, pass, secure pass)</p> <p>n) Scheme for learning written to ensure appropriate coverage of Units 1 & 2 across Y10 & Y11</p>							<p>NLP4Kids £10,000 of funding has been secured through Big Lottery Fund, Dr Vidya Patil began work with 4 Y8 pupils and 5 Y9 pupils on a 1-2-1 basis 13/3/17. The programme will be divided into 3 10 week intervention periods.</p> <p>Manchester United Peer captains progress meeting held with OMA & LMO 3/2/17. SSI & SSW provided 2 groups of pupils (1 for peer mentoring and 1 for OMA to mentor). Pupil report card created by OMA as well as letter to parents.</p> <p>Enthusiasm project on-going</p> <p>Richardson Sport started 14/11/16, involves 10 pupils, sessions take place on a fortnightly basis, finished 27/3</p> <p>Mid-point review of T&T took place 17/1/17, all boys completed and passed their qualification 28/3/17. All 8 boys will begin specialised programme with the RAF and Royal Marines, run through the Manchester United Foundation, this will</p>
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							<p>begin in half term 5 and run until the end of the academic year. There will be 5 Y9 boys accompanying them. The aim of the programme is to increase aspirations, motivate, and help with social interactions and teamwork as well as improving fitness and stamina.</p> <p>Manchester University students contacted, selected and agreed start date of w/c: 14/11/16 on-going</p> <p>SIMS updated to reflect financial capability data entry (concern, pass, secure pass) completed</p> <p>Scheme for learning written to ensure appropriate coverage of Units 1 & 2 across Y10 & Y11 completed for financial capability</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Leadership programmes in years 7-11:</p> <p>a) Y9 Manchester United Peer Captains</p> <p>b) Y10 Mentors & Y8 Mentees</p> <p>Pupils identified</p> <p>Training facilitated</p> <p>Charity events organised</p>	Mid-point reviews	HoY/DHoY	LMU/ EBO	<p>Poor attendance and punctuality</p> <p>Poor levels of attainment and progress</p> <p>Lacking in self-confidence</p>	<p>Improved attendance</p> <p>Improved attainment and progress</p> <p>Build relationships and unite as a student leadership group</p> <p>To build upon their communication and team work skills</p> <p>To create leadership aspirations for younger pupils</p>		<p>a). Y9 Manchester United Peer Captains in progress</p> <p>b). Y10 Mentors & Y8 Mentees</p> <ul style="list-style-type: none"> ● Pupils identified completed ● Training facilitated completed Y10 ● Charity events organised on-going <p>Improved attendance TBC</p> <p>Improved attainment TBC</p>

Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Departments enhance progress of students with SEND or who are high attaining on entry by utilising needs based strategies and the effective use of support staff. Challenge and support for middle ability.</p> <p>SWN meetings</p> <p>Quality first teaching</p>	Following every PR cycle	KCH HoDs AHR EBO	LBR/KCH/ EBO	<p>Pupils are disengaged from their learning</p> <p>Poor attendance and punctuality</p> <p>Pupil's behaviour choices are affecting their attainment and progress</p> <p>Pupils unable to access the curriculum due to their SEND needs</p>	Improved rates of progress across all subjects and all years SEND, middle ability & higher ability pupils and boys.		<p>Data for SEND & Aspire pupils Y7-11 is available in SEF section 4.</p> <p>Venns have been completed based upon PR4 data (June 2016) and more recently using PR1 data (November 2016) and PR2 data (March 2017).</p> <p>All HoDs & SLT links have copies of department Venns.</p> <p>Venns have been discussed in detail at SWN meetings for Y11 & Y10 in December 2016 & January 2017. Additional data chart on Venn was not deemed necessary due to SIMS data and scorecards being available.</p> <p>Whole school observation cycle September 2016 can evidence that 94% of teaching is good or better. Venn training delivered to staff in September 2016.</p> <p>Venn checks have been completed by SLT & LA</p>

							<p>Jane Bryan in half term 3 and 4.</p> <p>Venns will be main focus of SWN meetings to be held in April 2017. New data packs have been introduced for PR2 for all levels of analysis. KCH attending all SWN meetings in order to support departments with any SEND pupil concerns.</p> <p>.</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Improve progress of disadvantaged pupil progress in English & maths:</p> <p>a) Increase staffing in maths 2017</p> <p>b) After school booster groups for targeted students</p> <p>c) Tutor trust support for targeted students in Y11 (see information above)</p> <p>d) My Maths Booster sessions at Easter</p> <p>e) Time for structured intervention:</p> <p>Y10 extra sessions of Maths, English & Science built into time table</p>	<p>Following every PR cycle</p> <p>Following Y11 mock exams</p>	<p>GSA</p> <p>SEG</p>	<p>CRY</p> <p>NDW</p> <p>EBO</p>	<p>Pupil disengagement and lack of motivation</p> <p>Pupils not attending revision sessions</p>	<p>Improved rates of progress to 'in line with' national rates of progress from last year</p> <p>Year 11 2015/16</p> <ul style="list-style-type: none"> • 49% M 3LOP • 15% M 4LOP • 60% E 3LOP • 18% E 4LOP <p>Progress 8 English 2015/16 Result</p> <p>All = -0.46</p> <p>Disadvantaged = -0.44</p> <p>2015/16 Target for all & PP: 0.0</p>	<p>Tutor Trust financed from PP funding</p> <p>Wednesday revision time table for core subjects</p> <p>Staffing of Easter revision sessions in April 2017</p>	<p>Refer to data analysis above & in section 4 of SEF for impact</p> <p>English Language 3LoP PP 68%, NPP 76%, English Literature 3LoP PP 64%, NPP 73%, Maths 3LoP PP 45%, NPP 64%</p> <p>English Language 4LoP PP 18%, NPP 19%, English Literature 4LoP PP 14%, NPP 11%, Maths 4LoP PP 14%, NPP 11%</p> <p>Maths staffing increased for 09/16, new HoDs for M/E</p> <p>Booster/revision sessions for Y11 pupils are timetabled for specific days after school</p> <p>Y11 & Y10 have additional sessions of M/E/S built into their time table if they do not do GCSE PE</p> <p>Tutor Trust ran a few weeks of revision/booster sessions for Y11 but</p>

<p>Y11 extra sessions of Maths, English & Science built into time table</p> <p>Tutor Trust Monday after school, improvement from baseline data</p> <p>Increase staffing in maths 2017</p> <p>After school booster groups for targeted students</p> <p>Tutor trust support for targeted students in Y11 (see information above)</p> <p>My Maths Booster sessions at Easter</p> <p>Time for structured intervention:</p> <p>Wednesday revision time table for core subjects</p> <p>Staffing of Easter revision sessions in April 2017</p>					<p>Maths 2015/16 Result</p> <p>All = -0.31</p> <p>Disadvantaged = -0.39</p> <p>2015/16 Target for all & PP: 0.0</p> <p>Outcomes in core subjects improve</p>		<p>attendance of pupils and the quality of tutor provision mean that this provision finished 12/16</p> <p>Y11 Information evenings x 2 for parents/carers of Y11 pupils who are underachieving ran in half term 1 and 2.</p> <p>Venn checks & SWN meetings</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Aspire coordinator to target high ability PP and NPP students:</p> <p>a) Launch Aspire with HoDs 2/11/16</p> <p>b) Launch Aspire with staff 9/11/16</p> <p>c) Signpost shared resource folder in P Drive</p> <p>d) Mentor the A Team (Y11)</p> <p>e) Appoint Aspire lead teacher in each department</p> <p>f) Lead Aspire Assemblies HT2 (Y7-11)</p> <p>g) Provide enrichment opportunities for all Aspire students</p> <p>h) Use Y7 GL tests, QLA data and CATs scores to identify specific strengths/areas for improvement of Aspire students</p>	Following each PR cycle	AHR HoDs Class teachers	EBO	<p>Aspire pupils lacking motivation and not fully engaging in curriculum time</p> <p>Aspire pupils not attending revision sessions</p> <p>Aspire pupils not being targeted on Venn diagrams</p> <p>Some Aspire pupils are lacking in aspiration</p>	<p>A* team outcomes improved:</p> <p>Increased number of PP high ability students achieving A*/A grades</p> <p>Improved outcomes for higher ability pupils and increase % of A/A* for PP/NPP/All</p> <p>Increase in Aspire pupils being fully engaged</p>	<p>Class charts Aspire analysis group set up by MFR</p> <p>Cost of reward trip plus staffing implications</p> <p>Cost of badges</p> <p>Think Tank presentation time</p> <p>HoDs presentation time</p>	<p>Aspire analysis in previous section and SEF outcome 4.</p> <p>Quality first teaching in every classroom to include Aspire tasks within lesson plans evidence of this from LW and lesson observations. Aspire was focus in half term 4 LWs w/c: 20/3 in order to baseline current picture</p> <p>Aspire Charter in every classroom actioned October 2016 and launched to all staff</p> <p>Aspire badges for students with excellent progress and attainment actioned following PR1 data analysis and given out during Aspire assemblies in January 2017</p> <p>Gateways trip for each year group's Aspire students in progress and on-going</p> <p>Oxford/Cambridge reward trip for Y8 after PR2 data entry Y9 will be the target</p>

<p>(CATS data only available for Y8)</p> <p>Quality first teaching in every classroom to include Aspire tasks within lesson plans</p> <p>Aspire Charter in every classroom</p> <p>Aspire badges for students with excellent progress and attainment</p> <p>Gateways trip for each year group's Aspire students</p> <p>Oxford/Cambridge reward trip for Y8 after PR2 data entry</p> <p>Monitoring of class chart points and home learning via Class Charts shows Aspire pupils fully engaged</p>							<p>cohort for Summer Term trip.</p> <p>Monitoring of class chart points and home learning via Class Charts shows Aspire pupils fully engaged in progress</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Intervention programmes to improve the progress and attainment of vulnerable groups</p> <p>Students identified for each intervention</p> <p>Teens & Toddlers Programme 8 Y10 boys (see information in previous section)</p> <p>English resources provided for 8 Y10 boys (Wednesday session)</p> <p>Nursery school sourced.</p> <p>ECDL Y11 embedded course into the curriculum</p> <p>Y10 & Y11 English, Maths and Science extra lessons for students not taking GCSE PE (see information in previous section)</p>	<p>Following each PR cycle</p> <p>Following mock exams where appropriate</p> <p>March 2017 analysis of T&T programme</p>	<p>CCO/SEG</p> <p>HoY 10</p> <p>SOL</p> <p>SSI</p>	EBO	<p>Pupils at risk of underperforming in their GCSEs:</p> <p>Disengaged boys</p> <p>Aspire pupils</p> <p>Indian pupils</p> <p>Middle ability boys</p> <p>Poor attendance and punctuality</p>	<p>Students identified for each intervention</p> <p>Time tables created where appropriate</p> <p>Nursery school sourced</p> <p>Mini-bus booked + driver</p> <p>Indian students' action plan and baseline data in place</p> <p>SOL in place for E, M, S extra sessions</p> <p>English resources provided for 8 Y10 boys (Wednesday session)</p>	<p>Mini-bus driver required Tuesdays</p> <p>Room allocation for Tuesday afternoon</p> <p>Purchase credits for EC DL assessments</p> <p>Staffing for extra English, Maths and Science sessions</p> <p>Liaison with Mosque and Temple elders to facilitate extra English and Maths sessions</p>	<p>Students identified for each intervention completed by year teams and EBO</p> <p>Time tables created where appropriate completed by SBA & EBO</p> <p>Nursery school sourced Seymour Park nursery</p> <p>Mini-bus booked + driver JTI has taken the minibus test and is now designated driver for the group</p> <p>Indian students' action plan and baseline data in place Action plan written and presented to Governing body 12/16. PR1 data analysis has taken place in December 2016 and the cohort are making good progress towards their targets (see action plan for specific data)</p> <p>SOL in place for E, M, S extra sessions completed by SEG, GAS & KPI</p> <p>English resources provided for 8 Y10 boys</p>

<p>SOL in place for E, M, S extra sessions</p> <p>Indian student action plan and baseline data in place</p> <p>Liaison with Mosque and Temple elders to facilitate extra English and Maths sessions</p> <p>Time tables created where appropriate.</p> <p>Close monitoring of LAC pupils</p>					<p>Parents/carers informed</p> <p>Case studies</p> <p>ECDL</p> <p>LAC pupils</p>		<p>(Wednesday session) & 8 Y11 boys (Tuesday session) SEG provided these on a weekly basis for CCO until 31/3/17. From 18/4 Maths to provide resources and intervention for these 2 groups.</p> <p>Parents/carers informed MMI/MFI & EBO</p> <p>Case studies</p> <p>ECDL up and running as part of the Y11 Curriculum</p> <p>LAC pupils refer to data analysis in previous sections for Y7-11</p>
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Action & strategies	Milestones	Who	QA by	Barriers to learning	Desired outcomes & success criteria	Resources	Evaluation of impact
<p>Embed enrichment programme across all year groups and departments</p> <p>AHR to liaise with HoDs and Pastoral team for calendared events</p> <p>AHR to liaise with departments re: importance of providing enrichment opportunities for pupils</p>	Opportunities calendared per activity	AHR HoDs HoYs PVO	EBO	Pupils are not provided with out of school learning experiences which can enable them to put their learning in to context and also help them to become more aspirational	<p>Enrichment for all year groups signposted on school website</p> <p>Departments showcasing their enrichment opportunities</p> <p>Positive student voice feedback</p>	<p>Funding available through PP bidding process where applicable</p> <p>Department budgets</p>	<ul style="list-style-type: none"> • Enrichment for all year groups signposted on school website Completed by AHR in October 2016 • Departments showcasing their enrichment opportunities on-going • Student voice feedback TBC