

Impact Report																								
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<p>Close internal attainment gap PP/NPP, close gap to national PP and narrow gap to national NPP</p> <p>Increase % of pupils achieving good passes in EM as this has impact on retention rates post 16</p>	<p>Assistant Head teacher lead PP progress via:</p> <ul style="list-style-type: none"> • Venn initiative • SOWN progress meetings • Intervention co-ordination & provision map • PP budget management 	<p>Please see data above</p> <p>Year 7-10 Working at PR3 July 2018</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Year 7 ATT 8</td> <td>19.44</td> <td>19.76</td> </tr> <tr> <td>Year 8 ATT 8</td> <td>28.42</td> <td>28.38</td> </tr> <tr> <td>Year 9 ATT 8</td> <td>36.29</td> <td>39.72</td> </tr> <tr> <td>P8</td> <td>-0.99</td> <td>-0.95</td> </tr> <tr> <td>Year 10</td> <td>39.46</td> <td>39.73</td> </tr> <tr> <td>P8</td> <td>-0.8</td> <td>-0.6</td> </tr> </tbody> </table>		PP	NPP	Year 7 ATT 8	19.44	19.76	Year 8 ATT 8	28.42	28.38	Year 9 ATT 8	36.29	39.72	P8	-0.99	-0.95	Year 10	39.46	39.73	P8	-0.8	-0.6	<ul style="list-style-type: none"> • Venn initiative – working well as ensuring all staff are targeting underachieving PP pupils – continue • Lessons: Year 7 Venns – move Year 7 deadline to allow teachers to assess pupils and compare KS2 data to September • Move PR3 Venn expectation to September and prepare for new staff within Department via sharing strategies collaboratively • SOWWN meetings are working in that they are making all staff accountable for their pupils' progress. SOWWN meetings are now tighter – scripted framework shared with staff leading to bespoke Dept outcomes. Pupils at risk now shared via Class Charts and updated after each PR data drop.
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			<ul style="list-style-type: none">• STAR (students at risk) to be introduced for cores subjects and SENCo for Year 9 and 10 with respective KD4 Progress Leads in the SOWWN format to address emerging trend in year 9 and year 10 progress• Provision map – built and now split in to each year group. Updated weekly.• Lessons: Cost more accurately per pupil• Continue with strategy – continuing trend of low KS2 prior attainment in relation to national averages.• Areas to improve in Pupil Premium review March 2018 addressed re self-evaluation of costing v impacts of strategies systems now embedde
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Improve outcomes for PP pupils in English, Maths and Science	Appoint additional teachers to supplement the EN,MA, SC provision and reduce class sizes to allow for targeted PP intervention during quality first teaching	Please see Y11 results	Continue with strategy
Closing the gap between pp and non pp GCSE outcomes - especially in English Literature	GCSE Pod License for KS4 Poetry Workshop	Pupil engagement was high and pupils reported the resource was useful for their independent revision. Use of GCSe Pod made a noticeable difference to the students' knowledge and understanding in class. Please see Y11 results	Continue using GCSE Pod but focus on increasing engagement of all students accessing it. Use of more homework setting via GCSE Pod to encourage
Increasing attainment due to improved vocabulary/ literacy skills	Bedrock Learning Yrs 7-11 Catch up Literacy/resources	Outcomes based on data show varied improvement in students attainment scores and closing the gap – positive in Year 8, minimal gap in Year 7 but significant gap in Year 9. Bedrock data shows positive improvements for PP V Non PP. Catch up literacy intervention was not appropriate for our pupils despite the trial as it was not meeting our pupils' needs. The advert of the intervention was not accurate which initially led us to believe it was a suitable resource	ICT issues and the inability to monitor hand in rate and progress week by week meant that overall it was an ineffective strategy. Parent complaints suggested homework online was causing issues at home. By the end of the year hand in rate was extremely low. We believe in the Bedrock method and in improving vocabulary and as a result we have created our own vocabulary homework to be trailed next year to and to include some in class teaching prior to homework being set

<p>Increasing students reading lexile's by exposure to reading in lessons on quizzing on scholastic Pro - tracking lexiles and aiding improvements Closing the gap between pp and non pp GCSE outcomes</p>	<p>Scholastic Pro</p>	<p>The programme was not user friendly and there were several glitches with the ICT. This was abandoned half way through the year due to poor engagement and functionality.</p>	<p>Check appropriateness of interventions with other school before purchase where possible</p> <p>Using a ICT programme is not hot helpful for improving reading as it is test focused as opposed to reading for pleasure focused. Greater monitoring from the outset for all parties was required with clearer communication from the company with the school. ICT issues caused quiz scores to be lost and quizzes were not able to be accessed. We are now moving to having class reader books and delivering reciprocal reading lessons. Thus using whole class</p>												
<p>Increasing attainment through students' access to relevant KS3 and GCSE material, exemplar via textbooks and revision resources</p>	<p>Humanities</p>	<p>2017/2018 KS3 Geography</p> <table border="1" data-bbox="891 858 1559 1027"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>- (Rotation)</td> <td>- (Rotation)</td> </tr> <tr> <td>Year 8</td> <td>2.5</td> <td>2.72</td> </tr> <tr> <td>Year 9</td> <td>4</td> <td>4.33</td> </tr> </tbody> </table> <p>Please see 2017/2018 Year 11 GCSE outcomes History</p>		PP	NPP	Year 7	- (Rotation)	- (Rotation)	Year 8	2.5	2.72	Year 9	4	4.33	<p>Academic department bids are considered on a bid by bid basis using clear criteria and expected outcomes are explicit. Continue with process and assess based on expected impact on PP progress and overall outcomes</p>
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<p>Increasing attainment through students' access to learning enhancement opportunities e.g. trips, specific resources</p>	<p>PEXA trip to London PEXA Cameras Drama Theatre trip</p>	<p>Please see 2017/2018 PEXA GCSE OUTCOMES Art Photography</p>	<p>Academic department bids are considered on a bid by bid basis using clear criteria and expected outcomes are explicit. Continue with process and assess based on expected impact on PP progress and overall outcomes</p>												


All pupils to gain the ECDL qualification and boost their overall results	EDCL	All pupils that took part gained the EDCL qualification	Financial capability is a more worthwhile course for pupils and will replace this qualification
Increasing attainment through students' access to GCSE material, exemplar and listening resources via Pearson online and text books	French and Spanish Higher GCSE resources	Please see French GCSE 2018 Spanish GCSE 2018	Academic department bids are considered on a bid by bid basis using clear criteria and expected outcomes are explicit. Continue with process and assess based on expected impact on PP progress and overall outcomes
Promote & support home-learning so that PP pupils become more independent	Class Charts	Clear evidence via monitoring systems that home-learning has improved in:	Continue with class charts to promote positive recognition and access home learning and
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Prevent a permanent exclusion 2016/2017	Vision for Education	Student only attended 9/21 sessions paid for. A MARAT referral was completed but no action taken. The initiative was put into place to prevent a permanent exclusion which was achieved but its efficacy is not proven	Depending on pupil and needs/provision
Improve Maths and English GCSE results for all + MA boys 2016/2017	The Tutor Trust Pupils receive support at a ratio of 1: 3 within their Maths and English Departments who targeted pupils accordingly based	MA Boys 2016/17 (59) <ul style="list-style-type: none"> · A8 36.22 D- · P8 -0.41 Outcomes in EM 4+ for MA PP boys did not improve in 2017. Indeed, they dipped from the previous year and are now our most vulnerable group Discount TA so 58 boys in total	Middle ability PP boys continue to be a concern. This group need an identifying programme and monitored/mentored more closely.

	on current achievement data. MA boys accessed this intervention instead of attending EE lessons	45% (26) attendance below 95% 14% (8) attendance below 90% Improved attendance. Boys performed better across 8 subjects than they did 2015/16: Arabic, Dance, ECDL, French, History, Hospitality, Music and Psychology	Will repeat tutoring but with a more targeted approach & tighter monitoring of pupil progress.
To improve overall attendance/Punctuality/ Behaviour/attitude to learning Develop further social/life skills via team building, communication, empowerment, leadership 2016/2017	Challenge for Change 12 PP boys to complete leadership programme at C4C	All 12 boys improved attendance, reduced behaviour logs and improved attitudes to learning as evidenced in increased Class charts points	Will not repeat
To support pupils who are at risk of exclusion to become focused and engaged with school and to support and manage their negative behaviours in the classroom and outside of school	R n B BoxFit programme	Pupils who have previously not engaged with other intervention accessed the boxing as did the pupil group the intervention was set up for. 23 PP pupils attended this year, 60% of the total cohort. 3 LAC pupils and 9 pupils currently working with social care were also regular attenders. The intervention supported pupils to boost their self-confidence with the classroom. For example, one pupil in PR2 achieved only 146 achievement points but by PR3 this had risen to 1016.	Need to target certain students and support them to attend the intervention through encouraging them during the week and speak to parents and carers who can reinforce importance of attending Continue with provision

<p>To reduce overall behaviour logs and increased engagement in all.</p> <p>To provide a different future pathway through mentoring and intensive support with a positive outcome</p> <p>To possess the knowledge of how drugs impact on their lives and hopefully make the right choice in the future</p> <p>To increase parenting of key students will increase attendance punctuality and BFL</p> <p>To have the option of participating in an alternative afterschool events with focus on team spirit and a sense of belonging and avoid anti-social activity</p> <p>To understand how wrong choices now will affect them and lead them into this life.</p>	<p>Enthusiasm group project</p> <p>Weekly mentoring for 8 Year 11 PP boys in danger of gang affiliation and disengaged from school 2016/2017</p>	<p>87.5% (7/8) of the students attendance improved during the initiative from April 2017 until July 2017 compared to April 2016 to July 2016.</p> <p>75% (6/8) of the students behaviour improved during the initiative from April 2017 until July 2017 compared to April 2016 to July 2016.</p> <p>87.5% (7/8) of students English Language and Literature grade improved from PR2 to PR3.</p> <p>87.5% (7/8) of students Maths grade improved from PR2 to PR3.</p>	<p>Difficult to quantify efficacy in relation to softer desired outcomes - 4 of these pupils are now NEET, 4 are not.</p> <p>50% efficacy overall.</p> <p>Improvements in Maths and English outcomes ate attributed to teacher intervention rather than the programme. This support will not be repeated</p>
<p>To provide targeted group with dreams and aspirations</p>	<p>2017/2018GCSE PE Residential</p>	<p>Please see GCSE PE Year 11 2017/2018 outcomes</p>	<p>Continue with provision</p>

<p>To Improve the practical grades that pupils can submit towards their overall final GCSE grade</p> <p>To build the bond between pupils and their City year mentors in order to improve their working relationship and engagement</p>	<p>Challenge for Change City Year trip</p>	<p>All pupils and their mentors took part in activities provided and when some were struggling to overcome their fears, the pupils and mentors effectively supported each other around the aerial assault course and the tyre pit activities. See City Year Term 1 impact report 2017/2018</p>	<p>Intervention halted due to reduced funding</p>
<p>To provide resources and rewards for PP</p> <p>To improve emotional well-being and mental health</p>	<p>Hub Intervention</p> <p>Lead Practioner Family Support</p> <p>Support Practioner Safeguarding and Welfare School Nurse</p>	<p>Welfare team has made 337 direct contacts with individual pupils, which has had a positive impact on whole school attendance and punctuality. 62% of these direct contacts are Pp pupils.45 pupils are on the welfare team watch list, which require home visits and regular parent meetings with some pupils having multiple interventions. This is recorded via the Hub overall tracking system. Interim Hub monitoring report provides further details and also case studies</p>	<p>Continue with support</p> <p>Continue with support. Embed Termly Hub monitoring reports with case studies</p>

<p>To improve attendance interventions/monitoring and support</p>	<p>Attendance Officer</p>	<p>PP pupils v NPP pupils 93.35 v 95.55 (-2.2% gap) PA OF 17.70% v 10.60 (-7.1% gap)</p>	<p>Use weekly attendance meeting AHoY and Attendance Officer to identify PP at risk and action plan with year teams Attendance report for most at risk. Termly monitoring reports and case studies Continue with strategy</p>
<p>To provide additional support for PP pupils to remove barriers to learning and provide learning engagement strategies</p>	<p>Assistant Heads of Year</p>	<p>Behaviour and engagement based on Fixed term exclusions for pp pupils HT1-5 – of the 62 FTE in total – 58% PP v 41.9% NPP (this equates to 32 PP V 24 PP pupils) This is a significant reduction to 2016/2017 PP/NPP split. This was 73%/27%. This evidences that the PP provision is engaging pupils and helping them to manage their behaviour Attendance: PP pupils v NPP pupils 93.35 v 95.55 (-2.2% gap) PA OF 17.70% v 10.60 (-7.1% gap)</p>	<p>AHoY to attend English and Maths Year 11 match up meetings KS3 PLAN meetings and STAR to embed progress, attendance/engagement support strategies</p>
<p>To promote high levels of progress in literacy and numeracy for pupils eligible for pp</p>	<p>TA4 Literacy/Lead Intervention TA Literacy TA 3 Numeracy Catch up TA3 Numeracy Catch up</p>	<p>PLAN 2017/2018 OUTCOMES</p>	<p>Continue with PLAN and embed Year 9/10 STAR meetings x4 a year to include AHoY. PR3 PLAN July 17 identified next steps and cohorts and start dates for</p>

		 <p>Planned Outcomes 17-18.docx</p>	<p>intervention for 2018/19. This also included base line assessments for Maths/English/SEND for year 7. Tracking systems have now been reviewed for year 7 and a new format approved to enable monitoring across all 3 curriculum areas delivering intervention. Pupils identified to be a risk and referral made.</p> <p>Year 9 cohort Numeracy Phase 2 to move to Maths Wave 2 2018/19 and further work to bridge the gaps required. Dissolve MUFC Year 7 Reading Stars as provision not run by a literacy specialist English review of Intervention taken place leading to a more targeted approach for 2018/19 on one day only for all year groups. Literacy TAS to now support in lessons to support bridging SEND and English gap re knowledge and skills required. Catapult scheme intervention to support with this for both those pupils from MFL and English after school Greater collaboration re quality assurance to take place. Based on current data, this will start with Year 8 learning walks half term 2 2018. Format to be agreed at next PLAN week beginning 29/10.</p>
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<p>Student participation Improved Academic progress Raised self esteem Raised self confidence Cooperation skills</p>	<p>Debate Mate programme Debate mate Competition London trip</p>	<p>This year saw the largest ever number of students participating across 3 different sessions. Two mainstream sessions were held each week after school for students in year group 7-10. Within these sessions run by Debate Mate students learnt skills of how to form, structure and critique arguments. These skills are particularly beneficial amongst a range of EBAC subjects, additionally for GCSE VOC subjects. Students learnt how to work together, be supportive but importantly gained a diverse range of skills to present their arguments to greatest effect. This gives students a particular edge in relation to their English and MFL speaking assessments as well as the confidence to showcase themselves in the employment arena later in life. Students were able to take part in a range of competitions against other schools where I am pleased to say all teams of varying experience and abilities experienced success especially the groups that initially failed. The main highlight was the London experience. Due to previous years achievement, Stretford was invited to take part in a national parliamentary debate competition in Westminster. Resilience, response to feedback were the two most significant qualities taken from this trip. Students competed against young adults of 18 and 19 years old and on many occasions (not all) experienced defeat they were able to take feedback and go again. For our most able and in particular PP students this was a tough experience but all said it was one they learnt from and believed it equipped them better in the regional debating completions they later participated in. Overall it was another success year. It is hard to gather hard data from programmes such as Debate Mate as it's an ongoing experience that takes outside of a particular classroom.</p>	<p>Continue with programme 2018/2019 to focus on enlisting majority PP pupils and those hard to reach MA/HA Students 1 full grade or above below target in EBAC (particularly English).</p>
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<p>To improve</p> <ul style="list-style-type: none"> • Overall attendance and punctuality • Participation in school life • Access to trips at KS3 and KS4 • Overall academic outcomes as a result of attending GCSE • enrichment events 	<p>PP NPP Parental requests though PP hardship fund to promote and support full access to school life</p>	<p>See individual impact statements in Academic Intervention public folder for each pupil who has accessed the find 2017/2018</p>	<p>Continue with support on a needs basis using school criteria. Review each case using criteria on www before supporting application and monitor the amount of support given per pupil/family</p>																
<p>To provide targeted support to improve PP academic, behaviour and attendance outcomes</p>	<p>City Year mentors</p>	<p>City Year has worked with Years 8-11 PP pupils 33 in total Over the academic year. The table shows the data of the pupils that City Year have supported during 2017/18</p> <table border="1" data-bbox="891 842 1559 1107"> <thead> <tr> <th>PP Students</th> <th>PR1</th> <th>PR2</th> <th>PR3</th> </tr> </thead> <tbody> <tr> <td>Number of students that achieved in 4+ subjects.</td> <td>Year 8 = 6/6 Year 9 = 6/6 Year 10 = 5/12 Year 11 = 1/12</td> <td>Year 8 = 6/6 Year 9 = 5/8 Year 10 = 1/11 Year 11 = 0/8</td> <td>Year 8 = 6/6 Year 9 = 7/8 Year 10 = 3/11</td> </tr> <tr> <td>Attendance</td> <td>Year 8 = 96.35% Year 9 = 92.4% Year 10 = 94.35% Year 11 = 90.69%</td> <td>Year 8 = 92.2% Year 9 = 93.2% Year 10 = 92.7% Year 11 = 89.9%</td> <td>Year 8 = 97% Year 9 = 91.5% Year 10 = 94.4%</td> </tr> <tr> <td>Behaviour Logs</td> <td>Year 8 = 26 Year 9 = 94 Year 10 = 70 Year 11 = 61</td> <td>Year 8 = 35 Year 9 = 30 Year 10 = 51 Year 11 = 12</td> <td>Year 8 = 44 Year 9 = 34 Year 10 = 53</td> </tr> </tbody> </table>	PP Students	PR1	PR2	PR3	Number of students that achieved in 4+ subjects.	Year 8 = 6/6 Year 9 = 6/6 Year 10 = 5/12 Year 11 = 1/12	Year 8 = 6/6 Year 9 = 5/8 Year 10 = 1/11 Year 11 = 0/8	Year 8 = 6/6 Year 9 = 7/8 Year 10 = 3/11	Attendance	Year 8 = 96.35% Year 9 = 92.4% Year 10 = 94.35% Year 11 = 90.69%	Year 8 = 92.2% Year 9 = 93.2% Year 10 = 92.7% Year 11 = 89.9%	Year 8 = 97% Year 9 = 91.5% Year 10 = 94.4%	Behaviour Logs	Year 8 = 26 Year 9 = 94 Year 10 = 70 Year 11 = 61	Year 8 = 35 Year 9 = 30 Year 10 = 51 Year 11 = 12	Year 8 = 44 Year 9 = 34 Year 10 = 53	<p>Intervention halted due to reduced funding and changes to Service Agreement which no longer present value for money for the service now being offered. Reduction in total number of mentors and time Impact Officer is on site however overall cost for the year has now been increased by City Year.</p>
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To grow leadership and aspirations	Student leadership Pupil Champion TLR	Half of the Student Council this year was made up of PP students. All students have had the responsibility of relaying information back to their learning groups and have confidently and maturely passed on any feedback or suggestions from themselves. Their proactive approach to being a Student Council Rep has seen improvements around the school including the facilities within the boys and girls toilets. Pupils have been involved in running charity events such as a recent tuck shop and running the bag pack at Christmas to raise funds for Key 103s Cash for Kids charity.	Maintain provision but evaluate through pupil voice termly
To grow leadership and aspirations	MUFU Foundation	See Impact MUFU Report	Maintain provision. Continue with focus on Year 10 HAPS boys group. Dissolve Year 7 Reading stars initiative
To ensure no child starts the day hungry	Breakfast Club	Attendance above national average	Maintain provision and embed with HL provision
To provide targeted support for intervention for PP careers guidance	CEAIG lead teacher	Our destinations data shows that our pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications in 2017 only 9 (5.7%) pupils not participating in education or training. Of these 9 pupils, 3 are in employment and 2 have moved abroad. Therefore only 4 pupils (2.5%) are not participating – significantly below the National NEET figure of 5.2% (SRF Published 29 th June 2017). 100% SEND pupils in employment, education or training (EET) and the 97.4% of free school meal pupils who are in EET – both significantly above the Trafford and national figures.	Maintain provision

<p>To provide careers guidance and advice enhanced support</p>	<p>Connexions</p>	<p>Connexions interviews held with PP year 11 pupils at least once on a 1:1 basis. Work underway for Year 10.</p> <p>Further support given to more vulnerable students (PP and SEND) in liaison with SENDCO. This can be from visiting them at home, taking them to their college interviews and going with small groups of targeted students to special further educational visits.</p> <p>Work to continue with PP pupils at risk of not attending college through the summer.</p> <p>Work commenced to achieve for the first stage in the Quality in Careers Standard award</p>	<p>Maintain provision</p>
<p>To challenge PP pupils to aspire</p>	<p>Pupil Success portfolio TLR</p>	<p>All year groups created their first personal Stretford CV under the three headings of; About Me, Awards and Experience and Aspirations. It looked to focus and allow students to focus and celebrate achievements inside and outside the classroom. These were sent out with PR results and for KS4 groups linked directly towards UCAS college and year 10 work experience applications.</p> <p>Successes: All students completed their first very own students CV. This was achieved through contrasting success. Most students completed in depth CVs to a good standard with section of students producing examples of excellence. However, there are a number of students that going forward would need to improve and would require extra support.</p>	