

## George Mitchell SECONDARY Pupil Premium Report 2016 2017

The school receives Pupil Premium funding based on pupils that are in care/looked after by the local authority (LAC), post looked after children, and the number of pupils who currently receive, or have received free school meals (FSM) during the past six years, to help raise the achievement of those pupils.

It is for schools to decide how the Pupil Premium is spent and what additional provision should be provided in order to close the attainment gap between those receiving a free school meal /in care and other pupil groups.

1. Summary information					
School	George Mitchell Secondary Phase				
Academic year	2016 2017	<b>Total PP budget: £232,540 Y7-11</b>	2016-2017 £935 per child	<b>Date of most recent PP review</b>	
<b>Total number of students</b>	216	<b>Number of students eligible for PP (%)</b>	44%	<b>Date for next internal review of this strategy</b>	
Year 7	38	<b>40%</b>			
Year 8	34	<b>45%</b>			
Year 9	47	<b>45%</b>			
Year 10	43	<b>41%</b>			
Year 11	54	<b>49%</b>			

<b>2. Attainment 2015 -2016</b>		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
% Achieving EM A*C	54%	52%
% achieving expected progress in English / Maths	En 3L 84% 4L 33% Ma 3L 84% 4L 37%	En 3L 87% 4L 41% Ma 3L 78% 4L 45%
Progress 8 average score	0.48	0.59
Attainment 8 average score	45.95	48.31
% 5A*C including English and Maths	52%	46%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers (issues to be addressed in school, such as poor literacy skills)</b>		
<b>A.</b>	Continue to ensure that PP students attain in line with whole school cohort, and support raising Basics to meet National Average in 5+ and 4+ Basics (English and Maths crossover)	
<b>B.</b>	Support development of Independent Learning to ensure PP students are well equipped for the academic rigour of new exams.	
<b>C.</b>	Increase PP entry to Ebacc subjects and improve attainment outcomes in standard pass and strong pass so that the gap between PP and Non-PP students narrows.  2016 30% of PP pupil entered 31% of entries achieved. Non PP 41% entered, 35% achieved.	
<b>D.</b>	In 2015/2016 59% of Fixed term Exclusions were amongst the PP cohort. This needs to drop slightly.	
<b>E.</b>	Improve P8 Average P8 and A8 score for PP cohort.	
<b>External barriers (issues which also require action outside of school, such as low attendance rates)</b>		
<b>F.</b>	Ensure all PP students receive appropriate careers advice including support for college applications based on a wider and more aspirational choice of post 16 education or training.	
<b>4. Desired Outcomes (what we hoping to address)</b>		<b>Success Criteria (what we want to achieve)</b>
<b>A.</b>	Improved progress and attainment in English, Maths and % of PP students gaining E&M at 4+ and 5+	Gap to be reduced in Eng, Maths and for E&M (at 4+ and 5+)
<b>B.</b>	Evidence of more Independent Learning strategies employed in teaching, and of students with more independence in learning in class and at home.	Observation information shows positive impact of Independent learning Focus.  Anecdotal evidence from teachers and tutors shows students know how to revise and are revising at home.  A range of subjects report that revision techniques are having an impact on test results.
<b>C.</b>	Ebacc outcomes for PP students are improved.	Compare Ebacc to non-PP. Gap from previous year to reduce.
<b>D.</b>	Reduce the number of PP students receiving fixed term	Fixed term exclusions are reduced for PP students by 9% (compared to non- PP 41% )

	exclusions	
E.	Average P8 and A8 are improved for PP students	2016 Average PP P8 is +0.48 (Non-PP +0.58) and Average PP A8 is 45.95 (Non-PP 48.31). In 2017 maintain very high standards of P8 and lessen gap between PP and Non-PP in A8.
F.	PP student engagement with career advice is high and a wider range of destinations are taken up by PP students.	Destination data for PP students shows wider choices of colleges or further education or training choices.

5. Planned Expenditure to address concerns/issues from Section 2 above (Academic Year 2015 - 2016)					
Academic year		2016 - 2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
Ensure attainment in English is maintained at KS4 to support basics outcomes.	<p>CL to support high quality teaching of the new specification – adjusting approaches for different sets.</p> <p>Additional staffing to ensure smaller groups.</p> <p>Provide home learning and enrichment materials on VLE (Edmodo) to give PP students access to additional materials.</p> <p>Target borderline students (3/4 and 4/5) in line with RS strategies but ensure teachers identify PP students and target with in class teaching</p> <p>Use resources that make texts familiar (that may not be available at home) – eg variety of film versions, images and background reading. Ensure all PP students have revision guides.</p> <p>Ensure key skills are targeted to PP students in school/class eg learning the quotations.</p>	<p>Quality first teaching – EEF research – teacher impact important for PP students rather than additional support (eg TA)</p> <p>Provision of additional materials – easily accessible (eg internet or VLE) support students from PP backgrounds.</p> <p>Making resources available in school ensure PP students have equal access.</p> <p>Ensuring staff have consistent approach benefits all students but particularly PP students. Teacher understanding of barriers critical. Engagement with whole school thrust for independent learning supports and engages PP students to learn independently, with access to resources, so that they are not disadvantaged.</p>	<p>Line management meetings.</p> <p>Development of IL materials through IL action plan.</p> <p>Observations.</p> <p>Book looks</p> <p>Check VLE and displays, resourcing.</p> <p>Bid to school fund for any Revision guides needed for PP students.</p> <p>Check with SENCo that support staff have identified PP students within their remit.</p>	<p>Sumaya Aswat CL English</p> <p>Cost: one additional English teacher: <b>£39,237</b></p>	<p>November Mocks</p> <p>March PPEs</p> <p>Predicted grades data drops</p>

	<p>Ensure teachers do not assume home learning of critical factors will take place outside of school. Use whole school Independent Learning drive to bolster approaches.</p> <p>Target SEND/EAL support to lower sets with identification of PP students in need of support.</p>	<p>Quality first teaching <i>supplemented</i> by specific SEND/EAL support guided by teacher – EEF research</p>	<p>Reviewing Performance Management targets</p>		
<p>Ensure attainment in Maths is maintained at KS4 to support basics outcomes.</p>	<p>CL to support high quality teaching of the new specification – adjusting approaches for different sets.</p> <p>Additional staffing to ensure smaller groups.</p> <p>Provide My Maths Club (KS3) to give PP students access to revision materials. Ensure all KS4 PP students have Revision Booklets and Guides.</p> <p>Target borderline students (3/4 and 4/5) in line with RS strategies but ensure teachers identify PP students and target with in class teaching.</p> <p>Ensure key skills are targeted to PP students in school/class. Ensure teachers do not assume home learning of critical factors will take place outside of school. Use whole school Independent Learning drive to bolster approaches.</p> <p>Target SEND/EAL support to lower sets with identification of PP students in need of support.</p>	<p>Quality first teaching – EEF research – teacher impact important for PP students rather than additional support (eg TA)</p> <p>Club provision (eg My Maths) ensures PP students have equal access to applications.</p> <p>Ensuring staff have consistent approach benefits all students but particularly PP students. Teacher understanding of barriers critical. Engagement with whole school thrust for independent learning supports and engages PP students to learn independently, with access to resources, so that they are not disadvantaged.</p> <p>Quality first teaching <i>supplemented</i> by specific SEND/EAL support guided by teacher – EEF research</p>	<p>Line management meetings.</p> <p>Development of IL materials through IL action plan.</p> <p>Observations.</p> <p>Book looks</p> <p>Bid to school fund for any Revision guides needed for PP students.</p> <p>Check with SENCo that support staff have identified PP students within their remit.</p> <p>Reviewing Performance Management targets</p>	<p>George Osei-Frimpong CL Maths</p> <p><b>Cost:</b> one additional Maths teacher.</p> <p><b>£49,000</b></p>	<p>November Mocks</p> <p>March PPEs</p> <p>Predicted grades data drops</p>
<p>PP students achieving both E &amp; M improves at both 4+ and 5+</p>	<p>RS identifies PP students who need extra support to achieve 4+ or 5+ E&amp;M.</p> <p>CLs Maths and English take appropriate action – as above – but also aware of “cross over” need.</p>	<p>Students need E &amp; M to take the next step in education and to achieve Level 3 places at college (as appropriate). PP students need strong support from school to achieve this. National data demonstrates this.</p>	<p>RS target meetings and reviews.</p> <p>Line management.</p>	<p>Sumaya Aswat CL English &amp; George Osei-Frim-pong CL Maths</p> <p><b>Cost:</b> CLs Maths and English not allocated as tutors</p>	<p>November Mocks</p> <p>March PPEs</p> <p>Predicted grades data drops</p>

				– additional staffing costs. Approximately <b>£7,000</b>	
Develop whole school teaching and learning to develop Independent Learning skills in class and at home.	Teach independent learning skills to benefit all students but particularly PP cohort, including raising aspirations:  Secondary Whole Phase Independent Learning focus for T&L led by AR (T&L Coach) and DL (CL Hums). (Action Plan)  School wide initiatives (5 Bs etc). Sharing good practice and ideas.  KS4 Revision Skills taught by tutors and subject specialists in tutor time.  Subject teachers CPD “How to revise” all year groups.	Strong independent learning skills supports all students, but especially PP students to achieve better outcomes. PP students will benefit from strong independent learning skills at home to ensure they can work without guidance - which may be a concern. Revision skills serves the same purpose.  IL role models academic study to all students and raises aspirations of PP students to aspire to an academic pathway (as appropriate).	Action Plan review through Line Management of T&L Coach, with HUMs CL also in meetings.  Line Management of LL Yr11, attendance of RS team at Yr11 Pastoral meetings to ensure consistency and implementation.  T&L to provide resources.	Annabel Rook T&L Coach  Dionne Lewis CL Hums  Yr11 LL Glenn Prime and RS Lead Ian Marshall  <b>Cost:</b> resources for interventions  <b>£2,000</b>	Lesson observation cycles each term  Drop ins – ad hoc  Book looks – schedule twice per year  On-going through Line management
<b>Section 5 i - Total budgeted cost</b>					<b>£97,237</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead and cost</b>	<b>When will you review implementation?</b>
Improved outcomes in English and Maths.  Positive P8.	Run RS Intervention classes – targeting 3/4 and 4/5 in line with RS strategies identifying PP students within intervention groups.	RS PiXL targeting approach shows good impact in school and nationally	Line management.  RS interrogation.	Sumaya Aswat CL English  George Osei-Frim-pong CL Maths  <b>Cost:</b> partial salary. Note tutors to facilitate	November Mocks  March PPEs  Predicted grades data drops
Improved outcomes for MA PP students in English and Maths.	Target MA PP students with aid of MA Lead.	MA identified and specifically supported and mentored to raise aspirations.	Line management.  RS interrogation.	Sumaya Aswat CL English	November Mocks

Positive P8.				George Osei-Frim-pong CL Maths Hannah Brewer MA Lead <b>Cost:</b> partial salary. Note tutors to facilitate	March PPEs Predicted grades data drops
Improved outcomes for PP students in Ebacc: History, Geography, Science. Positive P8.	Run RS Intervention classes – targeting 3/4 and 4/5 in line with RS strategies identifying PP students within intervention groups.  Run MA intervention as appropriate.  Revision sessions: half term and holidays. Ensure PP students attend. Staff to target revision to PP needs.	RS PiXL targeting approach shows good impact in school and nationally	Line management. RS interrogation.	CL Hums Dionne Lewis and SL History Suzanne Jeffery CL Science: Carla Kenny Cost: additional staffing costs for Saturday and holiday interventions <b>£5,000</b>	November Mocks March PPEs Predicted grades data drops
Improved Average P8 and A8 score for PP cohort.	PiXL strategies employed. ECDL used to motivate and boost outcomes.	Student voice tells the school that they appreciate the structured school environment for working during holiday periods. They also voice a need for teacher input (they lack independence). They value revision sessions in all subjects.	RS Lead and DHT to set up timetable and set parameters for staff.  Targeted PP students into subjects where there is an overlap of sessions.	RS Lead Ian Marshall RS Belinda Chapple (DHT) <b>Cost:</b> registration and running costs for additional intervention programmes PiXL costs: <b>£6000</b> ECDL costs: <b>£8,000</b>	After sessions – check registers. November Mocks March PPEs Predicted grades data drops
Year 7 & 8 English progress improved for target groups including PP students	Inclusion catch up interventions during class time and during registrations. Targeted support in class.	Targeting PP students in need of catching up in Year 7, and in Yr8 for mid-year entries, important to access curriculum and make sufficient progress to engage with KS4 learning.	Line Management of Inclusion Manager	Aga Kaldonic: Inclusion Lead	KS3 data drops
Year 7 & 8 Maths progress improved for target groups including PP students	Inclusion catch up interventions during class time and during				

	registrations. Targeted support in class.				
All SEND and EAL PP students make expected progress against SEND and EAL measures taking into account starting points.	All SEND and EAL PP students are supported by the Inclusion Department through identification, provision mapping, interventions, parent/carer engagement and in-class support as appropriate.	A number of PP students at the school are in need of SEND or EAL support in all year groups. In order to support progress or support catch-up these students need clear identification of need, support from teachers who understand need and often additional help to access the curriculum and learning.	Line Management of Inclusion Manager	Aga Kaldonic: Inclusion Lead <b>Cost:</b> appointment of EAL Lead and specialist EAL/SEND teachign assistants – partial salary of team members. <b>£43,000</b>	Data drops as scheduled per year group.
<b>Section 5 ii - Total budgeted cost</b>					<b>£62,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead and costs</b>	<b>When will you review implementation?</b>
College Open Evening – presents wider choice of options available to raise aspirations	Invite wider range of providers to show students choice and raise aspirations.  Tutors to guide PP students to attend and gather information to widen horizons beyond locality.	Too many students attend local colleges and do not research alternative courses.	Line management of careers Advisor	Joanne Gibbs AHT Jackie Ainsworth Careers Advisor  Cost: partial salary. overtime payment. <b>£3,000</b>	January with event in March
MA better outcomes	RS working with MA Lead and CL Maths and CL English to ensure outcomes for MA PP students are better then expected.  Scholarships achieved to academic schools for MA/Gifted.  Target PP students who are very MA/Gifted. Support by MA Lead for applications to academic colleges with scholarships.	P8 figures for MA not good enough. A*A outcomes need to improve. Number of MA students historically have needed extra help and guidance to stay on track and achieve as expected or better.	Line management MA lead. Also CL maths and CL English.	Hannah Brewer MA lead SLG Line Managers  Cost: registration and running costs for scholarship programme <b>£2,500</b>	November Mocks  March PPEs  Predicted grades data drops

PP students supported to take part in all school activities	School Fund bid process clarified with constitution in place.	Equal access to activities, enrichment and opportunities to widen participation of PP students to engage in school life and raise aspirations.	Clear protocol to bid for funds shared with staff	Belinda Chapple <b>Cost:</b> where family can not afford - funding for activities, equipment, travel costs, tickets, uniform etc <b>£1,500</b>	In line management with head teacher
PP students participate in Student Leadership	Ensure PP students are encourage and sponsored to take part in variety of student leadership opportunities.	Ensure PP students have leadership opportunities, have experiences to put on their "CVs" and gives equal access to in-school opportunities. Allows the school to hear the PP student voice.	AHT Student Engagement to target PP students with staff and check PP engagement	AHT Student Engagement – Jo Gibbs <b>Cost:</b> uniform, badges, student leadership badges, administrations costs and equipment for students. <b>£600</b>	Termly
Improved KS4 outcomes especially for PP students in danger of disengagement or exclusion including early study leave	RS tracking RS mentoring RS contacting and working in partnership with parents/carers Professional mentoring – outside agency involvement Social Inclusion mentoring Inclusion department additional teaching (eg Dyslexia, literacy, study skills)	Dialogue with home can ascertain particular difficulties for PP students. Also offers support and guidance to parents/carers. Can offer some "parenting" opportunities in-school that may help a PP student to engage and stay on track.  Historically mentoring has "kept children in school". Records show significant impact on PP students who need additional emotional or mental health help.	Line management of RS Lead  Line management of Learning Mentor and Student Support staff	RS Lead – AHT Ian Marshall Social Inclusion and Inclusion Dept staff <b>Cost:</b> external mentoring and outside agency. Appointment of Social Inclusion Manager and a student learning mentor. <b>£66,000</b>	RS meetings – strategic – every 4 to 5 weeks.  In line management meetings with BCH (DHT)  November Mocks  March PPEs  Predicted grades data drops  RS meetings updates  Inclusion meetings updates



Reduction of Fixed Term exclusion of PP students by 9%	Mentoring through RS at KS4, and through Social Inclusion Unit for all year groups.  Pastoral (Learning Leader) support and tracking, with parent/carer engagement increased. Use of reports, pastoral support plans. Strategic approaches agreed at Inclusion meetings.	Research shows that having a central figure in school can help disengaging students to stay in school. Mentoring and academic mentoring can help students to stay focused on learning. Co-ordinated strategic approaches help students to re-consider behaviours and “offend” less frequently. Parental engagement supports pastoral work to understand a student’s difficulties and work in partnership with home to address behavioural or learning needs.	Line management. Co-ordination of Inclusion meetings.  RS tracking.	Danielle Hay – Learning Mentor and Student Support  Claire McCleary – Inclusion Unit Manager  Learning Leaders all year groups.  RS Lead – AHT Ian Marshall	On-going tracking of interventions and support.  Termly Inclusion meetings.  Through Line Management SLG links to year groups.
<b>Section 5 iii - Total budgeted cost</b>					<b>£73,600</b>
<b>Section 5 i, ii and iii TOTAL:</b>					<b>£232,837</b>

<b>6. Outcomes &amp; Attainment 2016 - 2017</b>		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
% Achieving EM 4+ (EMA*C equivalence)	57%	58%
% Achieving EM 5+	44%	38%
5 achieving expected progress in English / Maths	En 3L 86% 4L 44% Ma 3L 67% 4L 51%	En 3L 67% 4L 49% Ma 3L 78% 4L % 58%
Progress 8 average score	0.4 (2016 +0.48)	0.91 (2016 +0.58)
Attainment 8 average score	43.71 (2016 45.95 note: measures changed)	44.71 (2016 48.31 note: measures changed)
% 5A*C including English and Maths	54%	56%
EBacc	Entry 45%	Entry 48%
Standard pass (4+) Ebacc	81% achieved standard pass	48% achieved standard pass
Strong pass (5+) Ebacc	69% strong pass	25% strong pass

7. Review of expenditure for academic year 2016 -2017 of Section 5 above and in light of outcomes in section 6 above		
Previous academic year 2016 - 2017		
i. Quality teaching for all		
Desired outcome	Estimated impact: did you meet the success criteria? Include impact on pupil not eligible for PP if appropriate.	Lessons learned (and whether you will continue this approach)
Ensure attainment in English is maintained at KS4 to support basics outcomes.	4+ 68% (Non-PP 75%) 5+ 56% (Non-PP 50%) <b>Combined: Basics</b> 4+ 57% PP & 58% Non-PP 5+ 44% PP & 38% Non-PP	Rigorous approach to first quality teaching had impact – student voice clear about this.  Continue in approaches. Sharpen PiXL approaches – look at additional or tweak approaches. PiXL Curve significant support to development of understanding syllabus – need to consider impact on staff.
Ensure attainment in Maths is maintained at KS4 to support basics outcomes.	4+ 62% (Non-PP 64%) 5+ 48% (Non-PP 52%) <b>Combined: Basics</b> 4+ 57% PP & 58% Non-PP 5+ 44% PP & 38% Non-PP	Rigorous approach to first quality teaching had impact – student voice clear about this.  Continue in approaches. Sharpen PiXL approaches – look at additional or tweak approaches.
PP students achieving both E & M improves at both 4+ and 5+	<b>Combined: Basics</b> 4+ 57% PP & 58% Non-PP 5+ 44% PP & 38% Non-PP	Improved at 5+ - significant positive outcome.  4+ - only a small improvement. Area of concern – still need to address borderline.  Consider PiXL Boarder leapers approach and look for other approaches to cross over.  Continue approaches through RS.
Develop whole school teaching and learning to develop Independent Learning skills in class and at home.	Observations show improved independent learning opportunities and student engagement.  Tutor/teacher delivery of revision carried out.	Need to embed IL so it becomes the norm – need a staff lead or champions.  Need to survey students about impact of revision approaches and start earlier in the year – draw up pastoral calendar and publish to staff and students.  Continue and embedd.
ii. Targeted support		
Desired outcome	Estimated impact: did you meet the success criteria? Include impact on pupil not eligible for PP if appropriate.	Lessons learned (and whether you will continue this approach)

Improved outcomes in English and Maths. Positive P8.	En Exp Prog 84% in 2016 compared to 77% in 2015. More than Exp Prog 33% in 2016 compared to 35% in 2015 PP students.  Ma Exp Prog 83% in 2016 compared to 72% in 2015. More than Exp Prog 37% in 2016 compared to 44% in 2015.	Interventions had impact – led significantly by CL so a need to build capacity in dept to have more teachers that can lead interventions with this much impact
Improved outcomes for MA PP students in English and Maths. Positive P8.	PP 5+ 80% in 2016 compared to 100% in 2015  PP 7+ 40% in 2016 compared to 40% in 2015  PP students P8 fell: -0.07 in 2016 compared to 0.55 in 2015	This was a mixed group of students. Some with high KS2 scores that did not have the skills necessary to achieve the high grades at GCSE. CATs scores mostly gave a more accurate picture of ability.  Need to consider how to categorise the highest achieving and those that are identified through KS2 data but with lower CATs scores and consider a different approach or intervention – eg targeting specific subjects rather than all. Also need early identification.  Continue and sharpen.
Improved outcomes for PP students in Ebacc: History, Geography, Science. Positive P8.	Ebacc PP: C+ 31% in 2016 compared to 85% in 2015  PP Science Triple: C+ 100% in 2016 compared to 100% in 2015  PP Science Core: C+ 39% in 2016 compared to 57% in 2015  PP Science Additional: C+ 27% in 2016 compared to 67% in 2015  PP students P8 improved: 0.56 in 2016 compared to 0.55 in 2015	Interventions in History and Geography had impact – outcomes were good.  Computing were not as expected. Line management and RS tracking and scrutiny needs to improve.  Science Triple was good, but Core and additional were disappointing. Line management and RS tracking and scrutiny needs to improve. Also need to address staffing although this is a continuing issue.  Approaches continue in Hums.  Strengthen approaches in Science and Computing.
Improved Average P8 and A8 score for PP cohort.	2016 Average PP P8 is +0.48 (Non-PP +0.58) and Average PP A8 is 45.95 (Non-PP 48.31).  In 2017 maintain very high standards of P8 and lessen gap between PP and Non-PP in A8.	RS approaches have maintained standards. Continue with PiXL and seek ECDL alternative if appropriate.
Year 7 & 8 English progress improved for target groups including PP students	<b>Y7 Secure</b> PP 43%, Non PP 36%.  <b>Developing</b> PP 65% Non PP 69%.  <b>Y8 Secure</b> PP 29%, Non PP 30%.  <b>Developing</b> PP 79% Non PP 72%.	PP and Non-PP students making similar progress in English.

Year 7 & 8 Maths progress improved for target groups including PP students	<p><b>Y7 Secure</b> PP 43%, Non PP 36%.  <b>Developing</b> PP 65% Non PP 69%.  <b>Y8 Secure</b> PP 46%, Non PP 65%.  <b>Developing</b> PP 86% Non PP 82%.</p>	<p>PP and Non-PP students making similar progress in Maths except Yr8 Secure where there is a 20% gap.  Staffing not available in Maths to have a specialist teaching catch up so need to consider approaches in class teaching to close this gap.</p>
SEND and EAL PP students make expected progress against SEND and EAL measures taking into account starting points.	<p><b>EAL students 2016 outcomes:</b>  P8 +0.71  A8: 44.4</p>	<p>EAL students do well overall, including the PP cohort. Through good quality first English teaching and good EAL Dept support. Continue with approaches.  Sharpen approach to tracking SEND students.</p>
<b>iii. Other approaches</b>		
<b>Desired outcome</b>	<b>Estimated impact: did you meet the success criteria? Include impact on pupil not eligible for PP if appropriate.</b>	<b>Lessons learned (and whether you will continue this approach)</b>
College Open Evening – presents wider choice of options available to raise aspirations	<p>Destination data shows a wider range of colleges applied to and attended in Sept 2017.  99% of students moved to 16-19 education.</p>	<p>College evening very successful and inspirational. Students much more aware of choices and applied to a larger number of colleges.  Need to reconsider relationship and provision with Leytonstone College – better use of students' time. Jo Gibbs to address.  Need to ensure college presence and intervention on results day in August to ensure all students have guidance especially where outcomes are not as positive as hoped. Especially for PP cohort.  Continue approach to Open Evening.</p>
MA better outcomes MA PP vs MA Non-PP outcomes	<p>MA P8 score +0.85 compared to Non-PP +0.4  MA A8 score 6.74 compared to Non-PP 6.46  MA outcomes in English P8 0.98 and Maths P8 0.96 (increased from 2016: English P8 - 0.36 and Maths P8 +0.55)</p>	<p>Provide MA work room after school earlier in academic year. Students requested facility – also wanted to be in vicinity of MA Lead as relationships established. This voiced by PP students.  Discuss with new MA Lead.  Continue with approach.</p>
Scholarships achieved to academic schools for MA/Gifted	2 students gained scholarship places.	<p>Identify in Year 10 earlier to ensure meet deadlines which are early in Sept term.  Continue with approach.</p>
PP students supported to take part in all school activities	All trips were organised to ensure that PP students took part. Some PP students were funded to do so.	Continue with approach.
PP students participate in Student Leadership	PP students are well represented in Student Leadership Roles	Continue to monitor.

Reduction of Fixed Term exclusion of PP students	Fixed term Exclusions were 59% in 2015/2016 but rose to 77% in 2016/2017.	Disappointing trend. Continue developing this work. Need research and good practice visits to other successful schools. Develop approaches.
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## 8. Additional details

### Ofsted – presentation March 2017

- **leaders prioritising achievement of disadvantaged**
- value **personal development, behaviour and welfare needs** – do not use as an excuse for low achievement
- **strategic planning** at points of **transition** having high impact on outcomes and destinations
- **broad and rich curriculum** – full access to broad educational experiences
- prioritise **consistently good and outstanding teaching** – the first point of intervention
- expect high levels of **parental engagement** and **good attendance**

<https://www.tes.com/blogs/ofsted/ofsteds-blog-lorna-fitzjohn-regional-director-west-midlands-her-presentation-ofsted-and>

### **Ofsted's blog: Lorna Fitzjohn, Regional Director West Midlands, on her presentation on Ofsted and the pupil premium**

I recently spoke at the 7th national conference 'Pupil Premium and Ofsted - Ensuring Successful Outcomes' conference in Birmingham. This yearly event provides an opportunity for those working in the primary or secondary education sectors to hear directly from Ofsted about what we look at in relation to the pupil premium.

Schools will of course decide where best to target this funding. Our school inspections report on the attainment and progress of disadvantaged pupils attracting the pupil premium. We look at how the school has spent this funding, why it's decided to spend it in the way it has and, more importantly, the impact the funding is having.

Our evidence indicates that it's the quality of teaching that helps determine whether the most able pupils, and those from a disadvantaged backgrounds, fulfil their potential. It's about the determination of a school to stretch and challenge these pupils.

We found that one of the main reasons for underperformance was low expectations of the poorest pupils. And we know that the gap between the most able, disadvantaged pupils and their peers, remains high in some local authority areas.