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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-19** | | |
| 1. **Quality of teaching for all** | | | | |
| **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) | **Cost** |
| A,C,D | An extra teaching group has been created in targeted Year groups (11/10/9/8 in all core subjects). | All students benefit from smaller student teacher ratios allowing closer support for those that most need it.  Internal data showed PP Gaps closed slightly over the course of the year, however all students – PP and other receive higher levels of support. | Continue with approach to promote progress in areas of underachievement. |  |
| D | In house staff training on raising levels of Literacy in all subjects. | MOR has worked with departments and individual staff members to examine the demands of new GCSE papers and plan appropriate Literacy strategies to support all students. | Not necessary to continue |  |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-19** | | |
| 1. **Targeted support** | | | | |
| **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) | **Cost** |
| A | 1:1 tuition for underachieving PP students. | Recruitment of Y12 students was difficult this year and only 3 students were used. Therefore limited sessions were offered in comparison to 18-19.  Y9&10 students selected as tutors for Y7,8&9.   * In 2019 the majority of students improved in their next data catch after the intervention 24/34 students (71%). (For 2018 this was 20/22 students -91%). * 0% of students offered the intervention had hit their target prior to the sessions, this increased significantly after the intervention. In 2019, 13/34 were back on target (34%). (2018 68%) * Intervention had a greater impact lower down in the school. For example in 2019, the year 7 students went from 0/11 students on target (0%) to 7/11 on target (64%) after the intervention. This trend was also seen in 2018 where y7’s and 8’s nearly all closed the gap and hit their target, but year 9’s it was 3/7 (43%). | Repeat the programme for Y11 during the Spring term to enhance revision and build confidence and exam technique.  Data indicates good levels of success for Y7-9 students targeted, with dual benefit for those who acted as tutors.  Continue with scheme in next academic year.  Feedback from the students was positive. In both years students have made comments to say they feel the sessions are beneficial and the activities provided for the ‘expert mathematicians’ to deliver are worthwhile.  Suggestions for next year.   * By including an incentive scheme for attending all/most sessions this may increase the attendance percentages especially with year 9 and if we were to include year 10. * Try to engage parents more in the programme. This will hopefully have a positive impact on the attendance of the sessions as well as help them to understand why their child has been selected to attend.   Explore possibility of extending to other key subjects, possibly Science. Lesson 6 for Y11 in core subjects. |  |
| C | Study skills support for PP students. Revision methods workshops and Homework / Time management support for all PP students. | |  |  |  |  | | --- | --- | --- | --- | | **Intervention 2018-19** | **Non PP** | **PP** | **Total** | | Y11 Individual & small group 'How to Revise' session | **3** | **6** | **9** | | Y11 Science Focus Group intervention | **4** | **0** | **4** | | Y11 Revision skills session | **3** | **2** | **5** | | Working breakfast group - homework support | **3** | **7** | **10** | | Y11 College applications | **10** | **5** | **15** | | Y10 Revision skills session | **3** | **1** | **4** | | Transition support to Year 12 | **9** | **4** | **13** | | Transition College Visit | **0** | **2** | **2** | | Y11 Pre School Revision Café | **9** | **6** | **15** | | Y11 After school revision room | **21** | **13** | **34** | | Y11 Revision support group - Friday after school | **4** | **1** | **5** | | Bespoke intervention sessions which had a positive impact or requested as support by PP/NonPP students.  Continue to provide revision skill support to Year 11 students early in the Spring term. This strategy to be used with underachieving non PP students in the Spring term of Y11 and roll programme into Y10 to provide bespoke support earlier.  Small group workshops – difficulties encountered during revision process, how to structure revision, revision techniques including creation of resources, preparation of revision timetable, supply of revision equipment. |  |
| B | Increase outcomes for High Prior attaining PP students | Underachieving HPA PP students have been identified and received 1:1 mentoring to ensure support and guidance is available.  Individual 1:1 or small group support has been provided for some HPA PP students in maths and English.  HPA English Literature revision group for Y10 was a great success. | Continue to offer both mentoring and bespoke support for students in KS4 according to capacity.  Students continue to be identified through CL RAP meetings and intervention directed accordingly. |  |
| 1. **Other approaches** | | | | |
| **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) | **Cost** |
| F | Improve parental involvement in school. | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year Group** | **Total In Year** | **Total PP in Year** | **Total Attendance** | **Non PP Attendance** | **PP Attendance** | | Year 7 | 135 | 42 | 78% | 89% | 52% | | Year 8 | 166 | 47 | 75% | 84% | 51% | | Year 9 | 146 | 47 | 71% | 77% | 57% | | Year 10 | 101 | 27 | 69% | 74% | 52% | | Year 11 | 97 | 24 | 68% | 71% | 58% |   PP parents who have not attended Parents’ Evening throughout the academic year were invited in for a meeting with YAM/ FT/ Intervention team | Strategies used did have effect in some year groups. Continue with current strategies. Use PP champions to support with parents who have not attended the last evening.  Intervention team have contacted parents who have missed more than 1 parents evening to invite for informal meeting. – Maintain this approach. |  |
| E | Decrease proportion of PA PP Students. | PP att: 90.09%  Non PP att: 94.89%  Whole school Att: 93.34%  Percentage of PP students who were PA: 33%  Percentage of non PP students who were PA:  12%  Percentage of all students who were PA: 19% | Strategies that have worked:   * Home visits * Parental meetings where the registration certificate is actually shown to and discussed with parents – targeted to various groups. * Early identification of attendance concerns and increased parental contact from term 1.   Continue with strategies above |  |