

Action plan

Essa Academy Pupil Premium Action Plan 2016/17			
Principal name:	Patrick Ottley-O'Connor	Signature:	
Chair of Governors name:	Anwar Patel	Signature:	
Reviewer name:	Hannah Alexander	Signature:	
Date of pupil premium review:	February 2017 (strategy update March 2017)		
Pupil Premium Profile 2016/17			
Number of pupils on roll:	851		
Number of eligible pupils:	470 (477)		
Amount per pupil:	935		
Total pupil premium budget:	439,450		

Current Pupil Premium Students

Gender

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total	Percentage
Female	34	42	50	37	32	195	41%
Male	47	61	58	59	57	282	59%
Grand Total	81	103	108	96	89	477	100%

SEN

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total	Percentage
K	17	22	15	16	9	79	17%
N	64	80	92	80	79	391	82%
S		1	1		1	3	1%
Grand Total	81	103	108	96	89	477	100%

EAL

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total	Percentage
EAL	58	86	85	76	79	384	81%
English Speakers	23	17	23	20	10	93	19%
Grand Total	81	103	108	96	89	477	100%

Current FSM

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total	Percentage
FALSE	40	47	54	53	41	235	49%
TRUE	41	56	54	43	48	242	51%
Grand Total	81	103	108	96	89	477	100%

HISTORICAL INDICATORS OF ACHIEVEMENT IMPACT AT KS4		2014				2015				2016			
		All	PP	NPP	Gap School PP v National NPP	All	PP	NPP	Gap School PP v National NPP	All	PP	NPP	Gap School PP v National NPP
5 A*-C EM	School	54	54	56	-8	46	42	51	-21	48	39	55	n/a
	National	55	36	62		56	36	63		63	n/a	n/a	
	Gap	-1	18	-6		-10	6	-12		-15	n/a	n/a	
English & Maths	School	55	55	56	-9	50	45	58	-20	52	45	59	-24
	National	58	39	64		58	38	65		62	43	69	
	Gap	-3	16	-8		-8	7	-7		-10	2	-10	
Capped Best 8 Point Score	School	283.1	278	289.8	-46.1	278.1	264	296.7	-62.6	286.3	267.1	303.1	n/a
	National	306.9	257.7	324.1		308.6	259.9	326.6		n/a	n/a	n/a	
	Gap	-23.8	20.3	-34.3		-30.5	4.1	-29.9		n/a	n/a	n/a	
APS English (40=C)	School	35.5	34.6	36.7	-5.8	35.9	34.0	38.4	-6.5	35.7	33.1	38.2	n/a
	National	38.7	34.1	40.4		38.7	34.0	40.5		n/a	n/a	n/a	
	Gap	-3.2	0.5	-3.7		-2.8	0	-2.1		n/a	n/a	n/a	
APS Maths (40=C)	School	36.7	36.4	37	-3.7	35.4	33.6	37.7	-7	35.2	34.8	37.1	n/a
	National	38	32.0	40.1		38.3	32.2	40.6		n/a	n/a	n/a	
	Gap	-1.3	4.4	-3.1		-2.9	1.4	-2.9		n/a	n/a	n/a	
3LP English	School	68	67	69	-8	57	53	63	-21	69	63	75	n/a
	National	70	58	75		69	57	74		n/a	n/a	n/a	
	Gap	-2	9	-6		-12	-4	-11		n/a	n/a	n/a	
3LP Maths	School	76	75	79	4	63	55	72	-17	61	61	60	n/a
	National	65	48	71		66	49	72		n/a	n/a	n/a	
	Gap	11	27	8		-3	6	0		n/a	n/a	n/a	
Ebacc	School	8	11	5	-17	20	17	23	-11	16	13	19	-16
	National	24	11	28		24	11	28		24	12	29	
	Gap	-16	0	-23		-4	6	-5		-8	1	-10	
Attainment 8	School					43.1	40.6	46.5	-10.9	44.7	39.5	49.2	-13.11
	National					48.4	38.9	51.5		49.3	40.8	52.6	
	Gap					-5.3	1.7	-5.0		-4.6	-1.3	-3.4	
Progress 8	School					-0.2	-0.3	-0.18	-0.4	-0.13	-0.35	0.03	-0.47
	National					0	-0.36	0.10		0	-0.32	0.12	
	Gap					-0.2	0.06	-0.3		-0.13	-0.03	-0.09	

HISTORICAL INDICATORS OF ATTENDANCE IMPACT AT KS4		2014					2015					2016				
		All	PP	NPP	Gap PP v NPP	Gap School PP v National NPP	All	PP	NPP	Gap PP v NPP	Gap School PP v National NPP	All	PP	NPP	Gap PP v NPP	Gap School PP v National NPP
% Sessions Absence	School	7.2	8.7	4.9	3.8	4.6	6.3	7.5	4.5	3	3.4	5.8	6.7	4.4	2.3	2.6
	National	5.1	7.3	4.1	3.2		5.1	7.3	4.1	3.2		5.0	7.2	4.1	3.1	
					-0.6					0.2					0.8	
%PA Students	School	11.3	15.4	5.8	9.6	12	9.1	12.5	4.5	8	9.1	17.2	21.2	11.1	10.1	12.9
	National	5.8	11.5	3.4	8.1		5.8	11.5	3.4	8.1		12.4	21.6	8.3	13.3	
					-1.5					0.1					3.2	

Gap

	School is above National or has a smaller gap than National
	School is below National or has a wider gap than National
	School is equal to National or has the same gap than National

Fixed Term Exclusions

2014/15

	No of exclusions		Total Lost Days	
	Count	Percentage	Count	Percentage
PP	44	72%	138.5	73%
Non PP	17	28%	52.5	27%

2015/16

	No of exclusions		Total Lost Days	
	Count	Percentage	Count	Percentage
PP	29	94%	81	95%
Non PP	2	6%	4	5%

2016/17 to date

	No of exclusions		Total Lost Days	
	Count	Percentage	Count	Percentage
PP	10	77%	25	83%
Non PP	3	23%	5	17%

Barriers to future attainment (for pupils eligible for PP including the Most Able)

A	Attendance of PP students; 92.03% compared 93.56% of non PP 2015/16. Whole school target for attendance is 96% which is for both PP and non PP students.
B	Significant for Year 10 Underperforming in English but is a picture replicated for all years. 81% of students are EAL reading tests are completed but not analysed to ensure students make age related progress.
C	High prior attaining students are underperforming across all year groups. Their progress is significantly below those low prior attaining students. (Data as of Oct 2016) Year 11 -1.31, Year 10 -2.06, Year 9 -3.31. Year 8 2% HPA making expected progress in all subjects, Year 7 0% HPA making expected progress in all subjects. This target group has historically not been a focus, as a result staff need CPD on data and use of data to support student progress.
D	Behaviour issues for a number of high attaining students in Year 11, 10 and 9 having a negative impact on progress. General good but passive behaviour, needs to change to behaviour for learning. PP students historically shared the greatest percentage of fixed term exclusions. 2015/16 94% fixed term exclusions were for PP students.

Desired Outcomes (for pupils eligible for pupil premium including the Most Able)	
A	<p>Close the gap between attendance of pupil premium and non pupil premium students. Pupil premium attendance to improve from 92% to 96% to close the gap with non PP students.</p> <p>PA 12.5% pupil premium, 4.5% non pupil premium.</p>
B	<p>Reduction in achievement gap for PP and non PP students in English across all years.</p> <p>Reading scores show ... progress at age related expectations. To be introduced with appointment of EAL, Literacy and Numeracy leads Dec 2016.</p>
C	<p>High prior attaining PP students should achieve 0 progress score in year 11, and this should be tracked across all year groups. (Data as of Oct 2016) Year 11 -1.31, Year 10 -2.06, Year 9 -3.31</p> <p>Year 8 2% HPA making expected progress in all subjects, Year 7 0% HPA making expected progress in all subjects</p> <p>Target: Year 11 0.25, Year 10 -0.75, Year 9 -1.75</p> <p>Data suggests no significant gap between MA and MA PP in years 7, 9,10 and 11, but underperformance of whole group. There is a gap in Year 8.</p>
D	<p>Improvement of behaviour for all students as demonstrated in the learning walks. Progress leaders to track students of concern.</p> <p>Triangulation of evidence to be defined by AP – Dec 2016.</p> <p>Reduction in number of exclusions for PP students from 94%.</p>

E	<p>Reduction in gap between PP and non-PP progress across all years in key groups – with staff pushing for National Targets for each group. (Data as of Oct 2016)</p> <p>Gaps –</p> <p>Year 11 WB -0.1, SEN -0.18</p> <p>Year 10 WB -0.09, SEN -0.17, Mid PP -0.14, High PP -0.3</p> <p>Year 9 WB -0.22, SEN -0.27, Mid PP -0.05</p>
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Executive summary

- To date disadvantaged students have been performing well in comparison to non PP students with a closing gap up to 2013. As a result of this PP provision has been low key and low profile within Essa Academy.
- However, over the last 2 years GCSE results have shown an increased gap between PP and non-PP students, with particular concern over the PP high prior attaining students. Although much of the work completed within this PP Strategy are specific to our targets, 2016-17 has also seen some significant changes made to staffing, roles and CPD to support the development of provision for PP students. Academy priorities within the Academy Improvement Plan have a clear focus on the development of this area.
- A member of SLT has been given responsibility for the focus of PP and MA students to drive the strategy forward – Director of Learning Partnerships.
- Progress Leaders have been included to analyse data for each year group, identifying underperformance early, and implementing necessary interventions – they are line managed for their Progress Leader role by the Director Learning Partnerships. These members of staff are champions of PP, MA and PP MA.
- PP champions have been identified in each Strand to drive the data and improve the provision for PP students within that Strand.
- A combination of these members of staff will be leading CPD for all staff in the development of provision for PP and MA PP students. This will be completed based on the needs identified through their learning walks. It will also provide opportunity for training staff on how to use data effectively to show impact of teaching and learning as suggested by the Sutton Trust, and EEF Teaching and Learning Toolkit.

Action plan: Funding Allocation

Target	Approach	Outcomes and success criteria	Owner	Milestones	Total cost
	Pupil Premium review to be completed	Full picture to provide detail of strength and weaknesses of strategy to support the development for students.	Director of Learning Partnerships – Hannah Alexander	Completed Dec 16/Jan 17 Updated PP Strategy Jan 17	NA
	Book scrutiny to be completed for PP students – focus on Feedback. (See work scrutiny matrix) (See Sutton Trust and EEF Toolkit)	Temperature check of experience of PP students in lessons. Inform Professional Support Plans in line with PP needs.	Director of Learning Partnerships – Hannah Alexander Director of Professional Capital – Lynn Cardwell	Initial check Nov 16 Calendar created for work scrutiny Dec 16 Targets set for focus Dec16.	NA
	Create PP champions to work across the academy.	Members of staff identified to fulfil role.	Director of Learning Partnerships – Hannah Alexander	Staff identified Nov 16.	NA

	Raising aspirations of PP students	Success criteria to be confirmed at meeting Dec 16.	Director of Learning Partnerships – Hannah Alexander	Success criteria to be confirmed at meeting Dec 16.	NA
	CPD programme developed to focus upon the needs of the MA, PP and MA PP students.	Carousel sessions for staff to opt into depending on their requirements. Stretch and Challenge, SEND provision and marking and feedback	Director of Professional Capital – Lynn Cardwell	Staff feedback from carousels Nov 16 and Jan 16	NA
	Introduction of greater finance measures to track FSM students	Following a drop of FSM from 36% 2015/16 to 26% Sept 2017 target to increase through accessing FSM Finance to inform SCL of students dropping of FSM list to be selected Termly letters to be sent out to non FSM students Letters included in admissions pack and talked through on admissions interview.	Director of Finance Director of Social Capital Director of Learning Partnerships	Sept 2016 – 26% Feb 2017 – 29% Mar 2017 – 30%	10,000

	Introduction of finance tracker and staff finance application	<p>Paper log linked to canvas with staff requests for PP funding to support student development</p> <p>Allocations of funding tracked and staff accountability for evidencing impact increased.</p>	<p>Admin</p> <p>Director of Learning Partnerships</p> <p>Director of Finance</p>	<p>Launched in January</p> <p>Monthly budget update</p>	2,000
A	<p>Social Capital Leaders to track students and follow up immediately on absence, engaging with Significant Adults for support</p> <p><i>Strategies –</i></p> <p><i>Team meetings focused on attendance – identification and action half termly</i></p> <p><i>Home visits completed weekly for students below 90%</i></p> <p><i>Weekly report provided to demonstrate PP attendance</i></p>	Increased attendance of PP from 92% - 96%.	<p>Director of Social Capital – Sandy Reid</p> <p>Social Capital Leaders –</p> <p>Year 11 – Deb McGahan</p> <p>Year 10 – Paul Clarke</p> <p>Year 9 – Jodie Milburn</p> <p>Year 8 – Dean Carney</p> <p>Year 7 – Sue Yates</p>	<p>Half termly update on attendance for all staff</p> <p><i>Oct – 93.7%</i></p> <p><i>Target:</i></p> <p><i>Dec – 96%</i></p> <p><i>Feb – 96%</i></p> <p><i>Apr – 96%</i></p> <p><i>Jul – 96%</i></p>	61,991

A	<p>Academy to work with EIT to identify patterns of PA early</p> <p><i>Strategies –</i></p> <p><i>Watch list created of potential PA students Nov 16</i></p> <p><i>Home visits completed weekly for these students on failure to attend academy</i></p>	<p>Reduction in PA numbers</p> <p>PP students PA 12.5%</p> <p>Non PP students PA 4.5%</p>	<p>Director of Social Capital – Sandy Reid</p> <p>Social Capital Leaders –</p> <p>Year 11 – Deb McGahan</p> <p>Year 10 – Paul Clarke</p> <p>Year 9 – Jodie Milburn</p> <p>Year 8 – Dean Carney</p> <p>Year 7 – Sue Yates</p>	<p>Half termly update on PA's for all staff</p> <p>Oct – 120 students</p>	
B	<p>Appoint whole school EAL, Literacy and Numeracy Lead.</p>	<p>3 members of staff appointed internally to take up roles.</p>	<p>Director of Achievement – Julie Green</p> <p>Principal – Patrick Ottley – O'connor</p>	<p>Advert to staff Friday 9th Nov</p> <p>Roles appointed before 22nd Dec 16</p>	<p>11,200</p>
B	<p>Reading tests completed annually and data used to form strategy.</p> <p>Accelerated Reading being extended to a target group across all years.</p>	<p>Improvement in Literacy skills in identified students.</p> <p>Reduction in performance gap in English between PP and National non-PP.</p>	<p>Director of Achievement – Julie Green</p> <p>Librarian – Kirsty McComiskey</p> <p>Strand Leader English – Sam Cosgrove</p>	<p>Strategy to be developed by Julie Green</p>	<p>23,086</p>

B	Additional intervention with literacy and EAL focus to be developed for Pod Time.	Improvement in English performance and reduction in gap. Embedded routines in Pod Time.	Social Capital Leaders Year 11 – Deb McGahan Year 10 – Paul Clarke Year 9 – Jodie Milburn Year 8 – Dean Carney Year 7 – Sue Yates Progress Leaders Year 11 – Jenny Greenwood Year 10 – Nicola Ellis Year 9 – Issy Dhan Year 8 – Matt Wilkinson Year 7 – Katie Battersby	Plan for Pod Time for each year group Nov 16.	14,945
B	Developing the data tracking to identify underperformance earlier using GL assessment package to support this.	PASS Survey to be completed Summer term for Year 9.	Deputy Principal	Action plan created from academic year 17/18.	36,421

C	<p>Produce a Most Able policy that addresses the needs of the Most Able Pupil Premium</p> <p><i>Strategies:</i></p> <p><i>Typicality – learning walks with focus on PP and MA</i></p> <p><i>Progress Leaders to trial progress tracker for small number of students to improve underachievement.</i></p>	MA students achieving 0.25 progress score at the end of Year 11.	<p>Director of Learning Partnerships – Hannah Alexander</p> <p>Director of Professional Capital – Lynn Cardwell</p>	<p>Policy to be created and shared by Dec 16</p> <p>CPD – to highlight the need for focus on EEF toolkit targeted planning with collaboration and self regulation.</p> <p>CPD delivered to staff with PP focus – Jan 2017</p> <p>Meeting with Lynn to confirm expected data 16th Nov 16.</p> <p>Progress tracker students to be identified and data targets set 15th Nov 16.</p>	29,677
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C	Progress Leaders to track and monitor all students and identify underperformance early.	MA students achieving 0.25 progress score	<p>Progress Leaders</p> <p>Year 11 – Jenny Greenwood</p> <p>Year 10 – Nicola Ellis</p> <p>Year 9 – Issy Dhan</p> <p>Year 8 – Matt Wilkinson</p> <p>Year 7 – Katie Battersby</p>	<p>Data shared at data collection point has strong focus on this cohort</p> <p>Year 10 is only Year group demonstrating gap between MA and MA PP at -0.3 though all years groups MA underperforming</p> <p>Data at collection points show progress for all year groups (see data in targets)</p> <p>Dec – Year 11 -0.5, Year 10, -1.5, Year 9 -2.5, Year 8 -3.5, Year 7 -4.5</p> <p>Feb – Year 11 -0.25, Year 10 -1.25, Year 9 -2.25, Year 8 -3.25, Year 7 – 4.25</p> <p>Apr – Year 11 0, Year 10 -1, Year 9 -2, Year 8 -3, Year 7 -4</p> <p>Jul - Year 11 0.25, Year 10 -0.75, Year 9 -1.75, Year 8 -2.75, Year 7 -3.75</p>	21,770
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C	<p>Year 11 personalised intervention programme to close the gap for PP students.</p> <p>(See Year 11 Intervention Plan)</p>	<p>Year 11 P8 PP gap -0.21</p> <p>Gap to reduce to 0</p>	<p>Progress Leader Year 11 – Jenny Greenwood/Social Capital Leader Year 11 – Deb McGahan</p>	<p>Oct – -0.21 gap</p> <p>Dec – -0.15 gap</p> <p>Feb – -0.10 gap</p> <p>Apr – -0.05 gap</p> <p>May – 0 gap</p>	10,000
C	<p>Year 11 PP and HPA identified for additional tutoring from Smarty's.</p>	<p>Student 100% attendance at sessions.</p> <p>Improved performance of students from Data drop 2 Dec 16.</p>	<p>Smarty's and Director of Learning Partnerships – Hannah Alexander</p>	<p>Students to begin tutoring in Dec.</p> <p>Extended to Year 9/10 for English and Maths for PP/HPA running March to July.</p>	N/A

C	Students attending University Summer School's to gain understanding of Russell Group Universities. (Ofsted Inspection Handbook)	Improve understanding and increase engagement.	Director of Learning Partnerships – Hannah Alexander	9/10 Attend University now, 7/10 Attend Cambridge now, 7/10 Improved understanding of university	9,173
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C	<p>IAG</p> <p>Students are provided with appropriate college information – including meeting with sixth form leader from Bolton School Girls Division</p> <p>Additional pod time provision based on the Reach for the Future model for PP students.</p> <p>Careers provision tracked for all students.</p> <p>Careers assemblies</p>	<p>Activity survey</p> <p>All students receive one to one careers interview and guidance</p> <p>Positive feedback on questionnaire – see document</p> <p>All students to access careers opportunity throughout the year.</p> <p>Fortnightly from Feb 17</p>	<p>Angela Barlow</p> <p>Hannah Alexander</p>	<p>Completed Jan 2017</p> <p>Complete by Easter 2017</p> <p>Summer 17</p> <p>Ongoing</p>	<p>5,200</p>
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C	<p>Master-classes delivered by Bolton School Teachers in English and Science</p> <p>(EEF Toolkit and Sutton Trust)</p>	<p>Improve progress in Core Science from -0.21 for PP students</p>	<p>Director of Learning Partnerships – Hannah Alexander</p>	<p>Data collection and assessment pre and post course.</p> <p>Progress target set after initial assessment Dec 16.</p>	7,336
C	<p>The Brilliant Club – small group tuition</p> <p>(EEF Toolkit and Sutton Trust)</p>	<p>Raising aspirations of our Most Able Pupil Premium students</p>	<p>Director of Learning Partnerships – Hannah Alexander and Progress Leaders Year 9 - Issy Dhan</p>	<p>Students tracked through the programme</p> <p>Meeting to identify students in Year 9 Nov 16</p> <p>Programme to begin Feb 2017.</p>	1,920

D	Reduction in the number of exclusions for pupil premium students	Reduction in FTE from 94% to 72% PP students. Use of Restitution to provide a personalised approach to learning and reintegration into lessons.	Director of Social Capital – Sandy Reid	Number of exclusions for PP students 2015/16 – 94% Reduction in 2016/17	43,244
D	Improvement in the behaviour for learning of all students.	Increase in progress across all years. Improvement in behaviour for learning based on learning walks.	Director of Social Capital – Sandy Reid	New behaviour system 2016/17 – resulting in different targets being set and no historical information	22,100

E	Closing gaps between PP and non PP strategies in school where present, and then targeting National Averages (as shown on data sheet)	<p>Reduction in gaps.</p> <p>Data shared with all staff, supported by training on analysing and using the data at each data drop.</p> <p>Year 11 Session 5/3 introduced for all students as exam preparation.</p>	<p>Director of Learning Partnerships – Hannah Alexander</p> <p>Director of Achievement – Julie Green</p> <p>Progress Leader Year 11 – Jenny Greenwood</p>	<p>Year 11 WB -0.1, SEN -0.18</p> <p>Year 10 WB -0.09, SEN -0.17, Mid PP -0.14, High PP -0.3</p> <p>Year 9 WB -0.22, SEN -0.27, Mid PP -0.05</p>	29,674
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E	<p>Increase in progress in students making sufficient progress in KS3 supporting Primary schools in KS2 provision.</p> <p>Including reading comprehension.</p> <p>(See Sutton Trust and EEF Toolkit)</p>	<p>Increased number of primary students attending sessions at Essa Academy. Currently, none.</p> <p>Increased number of first choice application from 129 2016 to 140 2017.</p>	Deputy Principal – Andy Peet	<p>Students attending Essa Academy for additional sessions – programme run from Jan to Jul.</p> <p>Numbers attending sessions – target 30 per cycle</p>	18,720
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Agreed date for follow-up visit

Additional Action Plan Following PP Review

Target	Approach	Outcomes and success criteria	Owner	Milestones	Total cost
	Data and assessment system reinvented	Data collection moved to a 9-1 flight path for Year 7-11 with appropriate target setting for all students	J Green	<p>SLT meetings to create data flight paths 17/2/17</p> <p>Assessment, Data, Recording & Reporting policy draft 31/3/17</p> <p>Data schedule being a key feature alongside target setting approach</p> <p>Assessment cycle confirmed in line with QA structure 31/3/17</p> <p>RAP Meeting structure to be</p>	14,837

				<p>amended – led by PL with focus on key groups 17/3/17</p> <p>Assessment frameworks to be analysed by SLT 15/3/17</p> <p>Assessment frameworks to be reworked by SLs to address 9-1 for Year 7-11 6/17</p> <p>Policy shared with SL/PL 13/3/17</p> <p>Data production model to be confirmed by Data Analyst 4/17</p>	
	Curriculum model changed to meet the needs of individual students – balance between Ebacc and vocational model	<p>Reduced number of GCSE's studied by all students Year 7-9 (apart from those using enrichment time)</p> <p>Where necessary the amendments to timetables for students in Year 10-11 to improve performance in subjects being sat</p> <p>Improvement in performance in all subjects for PP students including improvement in Open Bucket</p>	J Green	<p>Curriculum model to be reworked in 3 stages</p> <ol style="list-style-type: none"> 1. Option choices for current Year 8 16/3/17 2. Amended timetable for necessary students in current Year 9/10 3. Pathway model confirmed for current Year 6/7 5/5/17 	12,364

<p>Teaching and Learning model amended to refine and simplify pedagogical approach focussed on</p>	<p>Build on the successful work carried out in developing systems for the monitoring and quality assurance of teaching and learning so that middle leaders play a full and active role in driving improvement across the academy.</p>	<p>Systems for monitoring the quality of teaching and learning result in the gathering of a range of triangulated evidence to form overall judgements. Both senior and middle leaders are fully involved in this process.</p> <p>Areas for improvement for individual staff are identified clearly so that tailored support can be provided on particular aspects of teachers' classroom practice.</p> <p>Augmented support plans also in place</p> <p>A simple and meaningful teaching model to highlight key pedagogical approach/strategy</p>	<p>L Cardwell</p>	<p>Review and further develop current systems for gathering evidence on the quality of teaching and learning (through observations of learning, scrutiny of students' work, outcomes data) and link to PMR. Jan 17</p> <p>On going after each learning walk</p> <p>Training for middle leaders on monitoring and evaluating teaching and learning (including paired observations, work scrutinies, etc). Spring half-term 1 and on-going</p> <p>Bespoke CPD provided throughout spring and summer term. Impact to be monitored by typicality process Current and on-going</p> <p>T&L coaches and SLs to support these staff via a range of CPD Jan 17</p> <p>SLT/MLs to discuss simplification of Teaching and Learning model followed by whole school</p> <p>CPD and finalised by a working group.</p>	<p>34,840</p>
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	<p>student progress</p> <p>Greater consistency around planning</p> <p>Communicate features of quality first teaching and learning through displays and teaching walls.</p> <p>Ensure that strategies to improve SEND language and literacy are supported in improving teaching and learning across the curriculum especially for the disadvantaged students.</p>	<p>Development of Schemes of work linked to robust assessment system</p> <p>Teaching and Learning walls created in each learning space</p> <p>Robust assessment in place to accurately monitor, evaluate and drive 'Quality First Teaching' to ensure appropriate provision for SEND and EAL learners.</p>		<p>Instructional Rounds - external views of T&L</p> <p>Teaching and learning wall to be designed based on model agreed above</p> <p>Teaching and learning walls to be created for some learning spaces – including Code of Conduct</p> <p>SLT to QA SENDCo, EAL and Literacy strategies and CPD provision for staff in these areas</p>	
	<p>Behaviour – reduction in number of PP exclusions</p>	<p>Introduce from 04/17 of an accountability structure for SCT</p> <p>Review data from class charts to ensure that data is fit for purpose and reflects a consistent use of rewards</p>	<p>Sandy Reid/Andy Peet</p> <p>Jodie Milburn</p> <p>SLT</p>	<p>Fortnightly reports for presentation to SLT 4/17</p>	<p>10,250</p>

		<p>and sanctions</p> <p>Review Behaviour Policy to ensure that it is fit for purpose and provides a consistent model for staff in terms of interventions and rewards</p> <p>Further develop the rewards scheme to create a positively focused approach to self regulation</p> <p>% of PP achieving rewards points is in line with non PP students</p> <p>Current Position YTD 80% of exclusions are PP students</p> <p>Using Classcharts data identify those PP students at risk of exclusion and identify early interventions</p> <p>Including establishing a mentor support link for those students at risk of exclusion</p> <p>Revise student time tables to meet student needs – both short term and longer term</p> <p>Use of AP if appropriate</p> <p>Monitoring use of Restitution to identify a decrease in referrals of PP students to</p>	SCT/PL	<p>Re launch of behaviour policy 4/17</p> <p>Half termly KPI doc indicate % of pp students excluded is less than 65%</p>	
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		be in line with Non PP students			
	Attendance – reduction of in school gap between PP students PA and non PP students PA	<p>Introduce from 03/17 of an accountability structure for SCT</p> <p>Current position FSM PA students 21.1% None FSM 11.1%</p>	Sandy Reid/Andy Peet	<p>Establish fortnightly SCT meetings to monitor progress to targets for attendance and PA 4/17</p> <p>Interventions clearly linked to targeted levels of absence and PA 4/17</p> <p>Intervention including a more effective and regular use of texting to alert parents when attendance for an individual drops below 94% 4/17</p> <p>Also positive text messages for those who achieve 100% 4/17</p> <p>Ensuring that parents of PP students are contacted by phone before 9:30 4/17</p> <p>For identified PP PA home visits to pick up students 4/17</p> <p>Outcome PP PA gap less than 10% 4/17</p>	10,250
	Total				440,999

Action plan: Funding Allocation Catch Up Grant

Target	Approach	Outcomes and success criteria	Owner	Milestones	Total cost
	Summer School 16/17 for Year 7 Students – intensive literacy focus	Improvement of average reading age in Year 7	Deputy Principal – Andy Peet		10,000
	Franklin Scholars – peer tutoring to improve reading ages and develop mentoring skills (EEF Toolkit and Sutton Trust)	Improve reading scores and literacy of Year 7 and 10 students identified for the programme	Assistant Strand Leader of English – Faye Pugh Librarian – Kirsty McComiskey	Data from F Pugh including targets set - Nov 16	13,030

	Accelerated reading programme for Year 7 students	Improvement in the reading scores for Year 7 students	Director of Achievement – Julie Green Librarian – Kirsty McComiskey Strand Leader of English – Sam Cosgrove Literacy Lead – when appointed	Updates through student assessments led in pod time and English sessions.	4,000
	Total				27,030