



1. Summary information					
School	Friesland				
Academic Year	2018/ 2019	Total PP budget	£216,340	Date of most recent PP Review	Oct 18
Total number of pupils	1076	Number of pupils eligible for PP	253	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.36	+0.11
Attainment 8 score average	35.7	47.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Progress of boys who attract the pupil premium is worse than that of girls, in part due to low aspiration and self-motivation.
B.	Over time, high prior attaining students (4a upwards), who are eligible for the Pupil Premium, are making less progress than other high prior attaining pupils across Key Stages 3 and 4. This has led to insufficient overall progress being made by this group at Key Stage 4
C.	Internal behaviour, reward and effort statistics are worse for students who attract the Pupil Premium than those who do not. Expectations of high prior attaining students who attract the Pupil Premium can be too low, both in terms of progress and effort.
External barriers	



<b>D.</b>	Attendance rates for students eligible for the Pupil Premium are low compared to other students and persistent absenteeism is high for this group – this reduces the number of taught lessons they receive and causes them to fall behind other students in school	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Progress of disadvantaged boys to at least match that of disadvantaged girls across all year groups, and especially in the 2019 Year 11 outcomes.	<ul style="list-style-type: none"> <li>➤ Boys who attract the Pupil Premium will show improved progress towards challenging targets across all year groups, meeting or exceeding those targets in the majority of cases.</li> <li>➤ Improved progress of disadvantaged boys will lead to a narrowing of the gap to disadvantaged girls, again across all year groups.</li> <li>➤ The overall P8 score for disadvantaged boys will have improved and at least matched that of disadvantaged girls.</li> <li>➤ In 2017 our disadvantaged boys P8 score was -0.9, which improved to -0.46 in 2018</li> <li>➤ In 2017 our disadvantaged girls P8 score was -0.36, which improved to -0.18 in 2018</li> <li>➤ The above improvement from 2018 to continue into 2019, with a goal of improving both figures by a further 0.20, so boys to -0.26 and girls to 0.02.</li> </ul>
<b>B.</b>	Increased rates of progress across all key stages for high attaining pupils, and for upper middle band prior attaining pupils, who attract the pupil premium.	<ul style="list-style-type: none"> <li>➤ Students eligible for the Pupil Premium identified as high attaining from KS2 raw scores make as much progress as other students identified as high attaining across Key Stage 3 so that they are all on track to hit challenging targets for Key Stage 4.</li> <li>➤ This will be evidenced and monitored through the school's internal tracking system and the collection of data in November, March and June.</li> <li>➤ Where students are falling behind, bespoke individual plans will be put in place and progress monitored by subject teachers, Heads of Year and Heads of Subject.</li> <li>➤ This process continues into Key Stage 4 where further interventions will be put in place as necessary on an individual basis.</li> <li>➤ Ultimately the upper band/upper middle band PP scores for Y11 in the 2019 results will continue to improve, we have set a target of a 0.20 improvement from 17/18</li> <li>➤ In 2017 the upper band P P8 score was -1.00, in 2018 it was 0.00, so a huge improvement. The criteria for 2019 is to consolidate and continue that improvement.</li> <li>➤ Middle band prior attainment students who attract the pupil premium will have improved from the -0.37 of 2018, especially for 4b and 4a prior attainment bands.</li> </ul>



<b>C.</b>	Internal disadvantaged – non disadvantaged gaps to close across all year groups in: <ul style="list-style-type: none"> <li>● Reward points awarded</li> <li>● Average effort scores</li> <li>● Internal behaviour statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students who attract the Pupil Premium will have received a greater number of reward points across all subjects and key stages.</li> <li>➤ The average effort scores for disadvantaged students, across all year groups, will have improved and closed the gap to their non-disadvantaged peers.</li> <li>➤ The behaviour statistics for disadvantaged students will have improved, with decreased numbers of C2's, C3's and fixed term exclusions across all year groups.</li> </ul>
<b>D.</b>	Increased attendance rates for pupils eligible for the Pupil Premium and reduced persistent absenteeism figures	<ul style="list-style-type: none"> <li>➤ Persistent absenteeism is reduced for students eligible for the Pupil Premium to 19% or below.</li> <li>➤ Overall attendance figures for students eligible for the Pupil Premium improves to be in line with the national average</li> </ul>

<b>5. Planned expenditure</b>				
<b>Academic year</b>	<b>2018/19</b>			
The 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.				
<b>Quality of Teaching for All / Targeted Support / Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What will success look like?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improved progress for disadvantaged boys across all year groups</b>	Redevelopment of the rewards policy to help with the motivation of boys, especially in KS3.	Disadvantaged students as a group, from Y7 to Y11, will be more motivated to succeed in lessons, and close the gap to their non-disadvantaged peers in terms of points scored. Across 2017/18 a points gap existed between disadvantaged and non-disadvantaged students, ending with a gap of -0.5	CP	2017/18: Points gap relatively static at -0.7. Review in Dec 18: points gap now at -0.5, and consistently between -0.4 and -0.7. The target for 2019 is to close the rewards gap.



	<p>Revamped careers delivery, more linked to risk factors for NEET.</p> <p>More targeted careers support for disadvantaged students, particularly boys, from our careers advisor. Alongside the support offered to each individual via their PP mentor.</p> <p>Increased careers guidance to include Friesland’s first ever careers day in Nov 18, with the goal of motivating students to aspire to specific careers or further education.</p> <p>Increased careers support via the Unifrog platform, purchased as a result of the DANCOP bid.</p> <p>Effort sanctions expanded further across school into Y10 &amp; Y9, building on the success of 2017/18, and also into Y7 and Y8.</p>	<p>points per week, from a high point of 0.7 points per week in Feb 18. We need to continue to narrow this gap in 2018/19.</p> <p>Careers delivery will now be risk assessed via our ‘RONI protocols’ (Risk Of Neet Indicators). With provision matched to need across the school, but with disadvantaged status a key factor.</p> <p>Each PP student to have had at least one careers interview by December, alongside regular mentor sessions.</p> <p>Careers fair to have taken place, with PP students, especially boys, to have engaged and been inspired.</p> <p>More students striving to get onto apprenticeships, college courses, University courses and L3 technical awards. Hence improved progress.</p> <p>The on call list remains for Y11, but has expanded to include Y10 students where required (list one for 18/19 is 80% boys). The effort report system for Y9 and Y10 now mirrors the on call process but with reports rather</p>	<p>MP</p> <p>MP</p> <p>MP</p> <p>CP</p>	<p>RONI protocols in place alongside DCC worker from Nov 2017.</p> <p>Dec 2018: Now in place and a regular part of life at Friesland. RONI protocols used in attendance work and to inform options process support in Jan 2019.</p> <p>Dec 2018: Careers interviews have taken place, with follow ups ongoing. A further trip to Derby college for some of our most at risk of NEET PP students to take place Feb 19</p> <p>Dec 2018: Careers fair was a big success, with positive feedback from students and providers. PP students choices have been tracked since, with bespoke intervention in place for those struggling to decide what route to take post 16. All PP students completed a document on post 16 plans, to be collated and actioned post mocks in Jan 2019.</p>
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	<p>Raised expectations, especially at KS3, through the CPD programme. This work will continue into 2018/19, as staff start to work on their individual research projects.</p> <p>Smarter use of data, targeted at closing PP gaps, from Y7 – Y11. This work will continue into 2019, with staff genuinely using national and internal comparison data to inform planning and hence improve progress.</p>	<p>than visits. Success will be improved effort and hence progress for those on the lists.</p> <p>At KS3 we are now using GCSE grades to inform data entry right down to Y7, which will raise the expectations on who is or is not underperforming. All underperformance will now be highlighted 'red' as a concern, the 'yellow' for just under has gone. Early CPD has focussed on what the students are capable of in primary school with strategies for how staff can then tweak their KS3 teaching to be more challenging. Staff have had all KS3 ability banding for PP students since July, and are expected to know and use it. This information is now included on our pre populated seating plans, saving staff valuable admin time to spend instead on planning and preparation.</p> <p>We have cut data entry down to 3 slots for all year groups (except Y11 and Y13), so that less data is collected but we use it more. Success will be departments and individual staff using that data to put in place detailed plans for groups/individuals to diminish any PP/Non PP differences. Work scrutiny data will also be key here, with the EEF highlighting the effectiveness of feedback, success will be all PP students receiving quality feedback on their work all</p>	<p>KP</p> <p>CP</p>	<p>Dec 2017: In place and working well, many individual success stories. Effort gap -0.43 in October, -0.44 in December so static. Feb 18 target: How do we better motivate our PP students to try harder in their lessons? In lesson scores often better than data entry scores, mainly due to homework. We need to look at our homework policy 7 – 11 and how it is implemented and used. Review Dec 2018: Effort gaps stand at: Y11: -0.13 (much improved) Y10: -0.25 Y9: -0.53 Y8: -0.2 Y7: -0.4 Effort reports are now managed by HoY and are in place, projects around motivating PP students more effectively are up and running and training has been delivered. Gaps to be re-measured in Feb 2019.</p>
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	<p>Use of word power training to improve student exam literacy, inference training to improve PP literacy, and accelerated reader to improve literacy of all, but especially our PP boys, from Y7 to Y11.</p>	<p>the time. Staff will use forecast P8 and in school residual data to inform planning, and 'open door' choices. Progress across all year groups will improve as a result.</p> <p>Boys reading and literacy to have improved, and hence progress to have improved.</p>	<p>KP</p>	<p>Feb 18 update: Enhanced work scrutiny has taken place, highlighting improved feedback. Every member of staff was seen, with a focus on PP students. All staff received individual feedback as well as whole school generic strengths and areas to improve.</p> <p>Review Dec 18  <i>Work scrutiny show further improvements to challenge, quality of work and quality of assessment. In the spring term of 2019 we will expand this further to do boys/PP specific QA across a range of areas over the course of a week.</i></p> <p>Review Jan 2019:  <i>Word power training has taken place, with initiatives currently under trial in Eng, Hums and Sci. Literacy at KS3 now a key focus, especially for our PP students. All students read silently for 20 minutes every day as a minimum, with 2.5 hours per week for all students covered when we add</i></p>
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				English and form time. Reading challenges are starting to be met and tracked, during the remainder of the academic year, intervention, support and challenge will be implemented for our PP students.
<p><b>Improved Progress Data for disadvantaged higher ability prior attainment and upper middle prior attainment bands</b></p>	<p>Staff CPD on challenging high and upper middle prior attainment bands, particularly boys, building on the success of 2018.</p> <p>Whole school QA approach to monitoring its impact including bespoke work scrutinies</p> <p>Encourage staff to take risks and reject what does not work</p>	<p>Staff CPD was totally revamped in 2017/18, with a new SLT lead and completely new structures in place. Whole school work scrutiny focussed on high prior attainment has been introduced with a specific focus on the disadvantaged. This also includes individual conversations with students. The key question asked is 'are these students being sufficiently challenged?' The progress of high prior attainers will be monitored closely as a key group at our five data entry (Y11, three for other year groups) points and appropriate interventions put in place on an individual basis. This work will continue into 2019, alongside our new research based staff CPD projects, many of which will be focussed on the disadvantaged, particularly our more able disadvantaged. Directors of Study will work closely with heads of Subject and classroom teachers to monitor the impact of new strategies. If something is not working staff will be told to rethink, take risks and try different strategies.</p> <p>QA will focus more on the disadvantaged, using the colour coded seating plans now on the team drive to identify these students easily when visiting lessons.</p>	SLT	<p>Dec 17 New CPD structure now in place and working well. Staff feedback very positive.</p> <p>Whole school QA re-vamped so that all learning walks now focus on 5 key areas:</p> <ul style="list-style-type: none"> <li>- Challenge</li> <li>- Pace</li> <li>- Differentiation</li> <li>- Engagement</li> <li>- Feedback</li> </ul> <p>Colour coded seating plans now in use so that PP can easily be a focus during each visit to a lesson.</p> <p>Whilst we have had a more specific focus on the disadvantaged during QA so far in 2017/18 we still have the target to expand that further through 2018/19.</p>



		<p>This change in QA focus is already showing signs of success.</p> <p>The CPD/L&amp;T lead, and QA lead (both promoted Sep 17) will continue to work closely to ensure that quality teaching leads to improved progress of PP students.</p>		<p>Review Dec 2018:                  PP students are targeted during QA work, with the 'Friesland 5' the key focus. Staff know who their PP students are and have strategies to engage in the classroom, using the staff booklets as a guide. PP gaps are forecast to continue to close, but we need to monitor very closely continually.                  Research projects are up and running, interim appraisal to take place in Feb 2019 to gauge progress. First CPD input to start in March 2019, with PP focussed Y11 revision evening (one of the projects) to take place in March 2019.</p>
<p><b>Internal gaps to close for rewards, effort scores and behaviour points.</b></p>	<p>The improved rewards policy has been implemented with a specific focus of motivating all of our students better, from Y7 onwards. It does, however, have a specific focus on our disadvantaged students, and our disadvantaged boys in particular.</p> <p>The effort and behaviour systems at school are well established now, and we will continue to use them as in the past, again focussing on our key group of 'bright lazy boys'.</p>	<p>Gaps will be closing.</p> <p>For rewards points gaps to close; disadvantaged students will need to be given more by their teachers, disadvantaged attendance will need to improve and disadvantaged punctuality will need to improve (with the revamped 'lates' policy helping in that regard.)</p> <p>At the end of 2017/18 we had the following gaps:</p> <p>Effort gap: -0.43</p>	<p>CP</p>	<p>Dec 2018                  Gaps:                  For effort see above.                  Reward point gap currently sits at between -0.4 and -0.7 (weekly fluctuations). This is not improving and we need to work on how we motivate and reward our PP students better into 2019. Key focus of our CPD work and of the personal projects.                  Behaviour gap:</p>



	<p>Gaps in both policies are provided weekly, with tutors working with individuals and HoD/HoS working with key groups.</p> <p>Current plans for behaviour and effort to continue, with plans to improve the number of rewards point the disadvantaged students are given to grow throughout year two of the initiative.</p> <p>Consequences will be extended to have SLT and Governor panels for all students, but particularly PP students, who get regular C3's.</p>	<p>Behaviour gap: C2 = -3.4%, C3 = -3.4%, exclusions = -0.4% (given as a percentage of cohort)                  Rewards gap: -0.5 (average points per week)</p> <p>The closing of all of these will lead to the internal progress gap closing. This will be monitored weekly and at the 3 (5 for Y11) data points in the year.</p> <p>Progress gap: -0.43 (Y11 result 2018)</p> <p>C2, C3 and exclusion rates for PP students will go down.</p>	<p>CP</p>	<p>C2's: -5.7%, C3's: -0.8%                  exclusions: -0.1% (given as a % of cohort).                  PP students are getting more minor sanctions, but less C3 or exclusions. This shows a degree of strength of our behaviour system, but highlights the issue we have still have with low level disruption from a section of our PP cohort. We need to continue to tackle this across 2019.</p>
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<p><b>Increased attendance rates for disadvantaged students and reduced persistent absenteeism figures</b></p>	<p>Appoint experienced attendance consultant to work with Friesland staff on strategies to improve whole school attendance with a particular focus on disadvantaged students. For 2018/19 we have increased this person's hours to 3 days per fortnight, with one of those days specifically spent targeting PP attendance from Y7 to Y11.</p> <p>New attendance plan that prioritises TAG groups for students whose attendance is below 95%</p> <p>Establish a key worker in school for every disadvantaged student whose attendance is below 95% across Years 7 – 11</p> <p>Develop our parental engagement work by increasing our contact with the parents/carers of disadvantaged students, including more invitations to school to be involved in their child's school experience. This work will continue to grow in 2018 and into 2019 as we build better relationships with hard to reach PP parents.</p>	<p>Attendance will be monitored on a weekly basis. The two members of support staff in the attendance team will have dedicated time each week to meet with their TAG groups. The Assistant Headteacher: Personal Development, Behaviour and Welfare and the experienced, newly appointed Attendance Consultant will monitor and oversee the work.</p> <p>In 2017/18 our PA for disadvantaged students was 33.5%, against a national average of 22%</p> <p>In 2017/18 our overall attendance figure for disadvantaged students was 90.5%, against a national average of 92.8%</p> <p>Success will be all of the figures showing improvement over time, up to and beyond National figures.</p> <p>Attendance to whole school events (parents evenings, review evenings) by the parents of PP students will increase, with our attendance gap narrowing over time.</p>	<p>JH</p>	<p>Feb 18 update: JH to continue to meet with Attendance Consultant at least once a fortnightly to review current data and develop ways in which improvements can be made to Attendance data.</p> <p>Home visits are being undertaken by the attendance consultant and an attendance officer (FA or JE). This is a training opportunity and FA, in particular, has taken the lead on carrying out home visit when the attendance consultant is not available.</p> <p>Each disadvantaged student in school with attendance of below 95% has an identified keyworker (HY, CC, FA). They meet with their students once a fortnight.</p> <p>JH has asked the attendance consultant to prioritise a strategy which improves the attendance of key groups, the disadvantaged being the priority at this time.</p> <p>TAG groups have been identified in each year group and individual students are now being seen by the 2 attendance officers (FA - KS3, JE - KS4). Where necessary, Fixed Penalty Notices for non- attendance and for taking holidays in term time are pursued.</p>
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			<p>We have an excellent working relationship with Taylor Made Programmes, part of the Integrated Pathways Team at the LA. We offer a small but significant group of students that are at risk of permanent exclusion/disengagement at KS3 the opportunity to learn offsite with a TA.</p> <p>Review Dec 18 Our TAG group and home visit work is enhanced, both from a further day per week of AP time and by the work of our in house staff having been trained by AP. The attendance gap has fluctuated between -2.9 and -6.7 during the academic year so far, and currently sits at -4.3. The PA gap has fluctuated between 19.3 and 4.9, with a current figure of 13.7. We realise that these gaps need to continue to close, and are working very hard to do so using the strategies detailed above.</p>
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## Planned expenditure 2018/19:

Category	Provision	Cost
Strategic leadership & staffing	Expanded capacity of the leadership team to ensure that interventions are timely, effective and targeted effectively. Increased staffing in the core to allow smaller group teaching and increased 1:1 support. Small group tuition and booster group work with those who have fallen behind.	£99,000 (this is significant decrease on 2017/18 as systems are now well established and staffing costs have migrated elsewhere)
Curriculum support	Mentoring across all year groups, with bespoke 1:1 sessions for all disadvantaged students in Y11. This includes the production and management of data both weekly and termly.	£35,000
Staff CPD	CPD on current initiatives and information on diminishing the differences, work on engagement of our hard to reach PP students; 'bright, lazy boys'. Including funding of PP centric staff research projects.	£5,000
Attendance improvement	Attendance officers in school working with PP students on a day to day basis alongside our bought in service on a part time basis.	£30,000
Careers and RONI	Friesland staff working with our RONI protocols to highlight those in need of support, alongside our bought in careers advice focussing on the disadvantaged. This includes Unifrog work, Friesland careers fair and travel to other careers events across the East Midlands (part funded by DANCOP)	£20,000
Uniform, equipment, resources	To ensure all PP students have access to the correct uniform, equipment, books, revision guides and materials. A number of chrome books to be purchased and loaned to students for whom internet access at home is an issue, especially as use of Google classroom expands. 20% of each department's budget is now ring fenced for PP spend, with all areas getting a 10% budgetary increase on 2017/18	£30,000
Total		£219,000



## 5. Review of expenditure : Academic Year 2017/18

- The school received £197,456
- Whole school CPD sessions were run across two different INSET, both compulsory and opt in, on improving disadvantaged engagement and progress
- Enhanced work was done on the transition to Y7 and the kind of work we should expect from our Y7 disadvantaged
- Careers and destinations work was significantly expanded, particularly with our disadvantaged boys
- Pupil Premium engagement was measured at all events with all stakeholders, with the findings analysed and goals/targets continually re-assessed as a result.
  - Our support package continued during 2017/18, where each PP student in Y11 has a mentor with whom they meet regularly. These meetings are data focussed initially, but also include more supportive pastoral work and assistance in the application process for employment, education or training post 16. Mentors also build strong relationships based on supporting students revise and cope with the pressures of exams, ensuring the disadvantaged students attend their exams. **IMPACT: Students have long valued this programme, and we have always felt it was working, but did not have the progress data to evidence impact. In 2018, however, we secured a PP P8 score of -0.33, an improvement of 0.31 from 2017.**
  - The above support package was expanded across 2017/18, with students across all year groups also having 1:1 mentoring sessions dependent on need. This is both to support these students earlier and to ensure that a relationship exists by Y11, rather than trying to get to know students in a relatively short space of time. **IMPACT: Our PP mentors are now impacting across the cohort, rather than just Y11, the impact of which can be seen in the narrowing of the reward point gap across the year.**
  - Building of the work done in 2016/17 on a Pupil Premium Teacher Toolkit, which we felt was a good idea that did not quite have the desired impact, all staff built their own bespoke toolkit after CPD sessions in the autumn of 2017, which were then re-visited at points in the academic year 2017/18 and added to after open door visits and subsequent training. **IMPACT: QA showed teaching (and hence learning) aimed at narrowing the PP gap had improved, with more good and outstanding teaching taking place by the end of 2017/18 than at the start. Staff were genuinely reflective and strategies were shared and implemented across the school. This, in part, impacted on the 0.31 P8 improvement.**
  - Alongside the teacher toolkit, challenge in lessons, particularly appropriate challenge for our upper band disadvantaged students, was a key focus of 2017/18. The senior leader appointed to oversee QA in September 2017 re-vamped our QA package so that the same five key elements of outstanding teaching were monitored each time; challenge, pace, differentiation, engagement, feedback. Our colour coded seating plans were used to ensure that PP students were a focus of QA, especially the upper band. QA became less about monitoring, and more about plans for improvement. Departments had to focus on PP students in those plans, especially upper band PP. **IMPACT: Alongside the 0.31 overall improvement, upper band PP improved from -1.0 to 0.0 in 2018, an improvement of a whole grade. Forecasts across all year groups mirror this improvement, including KS3 mock data from April 2018. LESSON LEARNED: Having staff produce their own coded seating plans was both time consuming and inconsistent, as a result in 2018/19 these are now pre populated by our data manager and contain; GCSE target grade, PP status, SEND status. These plans are accessible to all staff on Google Drive and can be used appropriately during QA.**
  - Pupil Premium support booklets are an initiative we have stuck with, and expanded into Y7 in 2017/18 thanks to improved transition arrangements from 2017, with increased visits and information gathered as a result. These booklets now exist on Google classroom rather than in physical printed form, which means they can be updated easily through the course of the year. The booklets contain support for staff in terms of teaching strategies that work well with each individual and personal information to get to know each individual (hobbies etc). **IMPACT: This is now year 3 of this initiative and feedback from staff is that it is very helpful in terms of planning and building relationships, the improvements in PP progress are testament to this. LESSONS LEARNED: In 2017 we had sufficient staffing to put into transition so that we could have Y7 PP support booklets ready in September. In 2018, due to a maternity situation, we did not have the required staffing**



and hence did not have them ready for September. For 2019 we must ensure that the transition work gets back to where it was. In 2018/19 there will be a delay of several weeks before the Y7 booklets are up and running.

- We ran an INSET session in the autumn of 2017 where the Y6 books (one literacy, one numeracy) of our new Y7's were shared with staff, to highlight the level of work they produce in Primary school, and hence what we should expect in Y7. Particular focus was made put on the books of disadvantaged students to ensure that staff had the appropriate level of challenge in place for those young people from day one. **IMPACT: Challenge for all students, but particularly PP, has increased. This is shown in our QA of both books and lessons. Staff were genuinely surprised by the quality and quantity of work produced in Y6. LESSONS LEARNED: We will run this initiative again in 2018, the goal for 2019 is to have two books for every PP student in Y7, so that we can compare directly through the course of Y7 and better challenge students as a result. Transition work will need expanded to make this happen as we have 26 feeder primary schools.**
- Our careers provision was expanded, with an advisor employed one day a week from 2017, focussed on PP students in the first instance for interviews. A member of wider leadership has co-ordinated this work, alongside development of our RONI protocols and further expansion of the careers offer. RONI data is now produced and updated weekly by our data manager, then monitored by pastoral staff and PP mentors. **IMPACT: Our systems around who accesses careers support and who is at risk of being NEET are more streamlined and sophisticated, leading to each PP student being supported to access education, employment or training post 16 and hence be better motivated in school and make better progress. LESSONS LEARNED: Whilst expanded in 2017/18, our careers provision needs to continue to expand in 2018/19, with our first careers fair in 2018 and increased provision through the Trust and via DANCOP funding.**
- Every Y11 PP student has a detailed 'data and plans' document, which is updated at key points in the year. This initiative is now entering its third year and is something we will continue with in 2018/19. Originally put together and managed by the SLT member in charge of PP, these documents are now 'live' on Google drive and updated by all staff and PP mentors. At data points, staff use school residual numbers as a guide to look at what other departments are doing successfully, before tweaking to implement in their own areas. **IMPACT: Improved L&T, as evidenced by our QA work, which has, in part, led to the improved overall PP P8 score. LESSONS LEARNED: By using Google Drive, the time spent in managing this resource is significantly reduced, which can continue into year 3, as that time is then better spent with the actual students.**
- To assist departments with their planning on how to support PP spend, each area budget has been increased by 10%, but 20% of each budget will be ring fenced for specific PP spend. Each individual subject SEF breaks down how that money is budgeted, which will then feed into the whole school PP plan. **IMPACT: To be assessed in half term two of 2018/19 once the SEFs are all in.**
- As has been the case for a number of years now, we ran Easter and Whit school in 2018, with all PP students specifically invited by both their mentors and the SLT. We ran a bus service where necessary/appropriate across both days. We also kept all students in school until the last core exam (two weeks after Whit), which we feel particularly benefits our disadvantaged students. **IMPACT: 57% of disadvantaged students accessed either Easter or whit school in 2018, compared to 37% in 2017. This, in part, will have contributed to the improved progress of the cohort.**
- Alongside the data summary document provided for Governors, a specific PP data summary is produced, with details on all year groups three times a year and Y11 five times. This has led to genuine challenge and meaningful discussions around the disadvantaged at both Pupil Progress committee meetings and full governor meetings. **IMPACT: The additional challenge provided by governors has helped hold SLT, and hence the whole school, to account whilst offering insight and support as to what we could improve. LESSONS LEARNED: The Chair of Governors has now become the PP link governor, which will increase this level of challenge and support with visits to school as well as the above data structure.**
- Parents of disadvantaged students were contacted more regularly, both before and after school events, to help ensure attendance and participation at those events. Both the PP mentors and pastoral staff, including tutors, organised this, with data collected and shared after each event. **IMPACT: The attendance gap to**



events between PP and Non PP was between 17% and 31% with an average gap of 24% across the year. **LESSONS LEARNED: To continue this work into 2019, being ever more proactive, to narrow that average gap.**

- Our attendance consultant worked one day per week, focussing in the first instance on PP students, on improving overall attendance. Alongside that work, training was delivered to the two full time attendance officers, one of whom is also a PP mentor and focussed the majority of her work on PP students. Home visits were undertaken, both announced and unannounced, as well as meetings in school with students, parents and outside agencies. **IMPACT: PP attendance was 90.5% compared to 92.0% in 2017. The systems in school are now firmly in place, with all staff fully trained and comfortable in their roles. Links built with students and parents encouraged students to attend school, especially in the run up to, and to actual, exams. LESSON LEARNED: The work of the attendance consultant is so important, and valued to such an extent, that we have employed them for an additional day per fortnight.**