

The School commissioned an interim review of the provision of the Pupil Premium as well as a measure of the impact of the spending to date.

The proportion of students eligible for support through the Pupil Premium is 100/579 (17.%) which is still below the National Average which is 28.9%. In addition the school receives additional funding for 1 CLA students as well as 2 Service Premium students.

In total the school receives funding in the region of £101,360 to support the disadvantaged students and to enable them to realise their potential and so close the gap in attainment and progress.

The school is aware of the gap between disadvantaged and non-disadvantaged students and the difference has been diminished.

There have been a number of new appointments to the SLT (and to the extended SLT) and there is a much clearer and sharper focus on quality first teaching and learning as well as putting the disadvantaged students first.

Increased accountabilities and transparency are embedding and the school must now look to showcase impact.

It is evident that the focus on targeted CPD linked to observations and monitoring is embedding and there is a good culture in the school regarding Quality First Teaching. This is not yet consistent across the school and there is a need to share the best practice in school. (which departments are diminishing the difference quickly and what can be shared across the school?).

There are plans to offer a more structured and guided Option programme as students enter Key Stage 4. The school is very aware of the changing needs of the disadvantaged students and it is keen to ensure that the gaps are identified earlier in Key Stage 3 so that less time is invested in the Key Stage 4 catch-up.

The school is keen to engage with local Primary Schools to build on the Key Stage 2 experiences and skills development.

The new AHT (T+L) has a clear remit and has made sure that :

- *There is a focus on pupil premium students in every lesson.*
- *Pupil premium students are priorities for intervention and support*
- *The progress of pupil premium students is championed.*
- *The gap in progress for pupil premium students is closed.*

The school has looked at the existing provision for those students supported by the Pupil Premium and plans to use its outcomes to more effectively target the funding to accelerate progress and to close the attainment gaps.

Leadership recommendations

- Review the impact of interventions on a termly basis to ensure that the impact of the work is audible and visible.

- Continue to work with the Subject Leaders of the Core to identify under-performance across the school and to plan and ensure that progress which has stalled is re-accelerated. Subject Leaders to challenge their staff when standards are not acceptable . Progress is tantamount and departments need to look at the students' starting points to accelerate progress.
- Look at the Key Stage 3 curriculum model and plan back from the end of Key Stage 4 so that students have access to the appropriate curriculum as well as the skills required to be successful learners at Key Stage 4. In particular keep a sharp focus on Literacy skills.
- Each department could focus on one of the genres for writing so that there is consistency in how the skills are taught and to involve everyone in skills development.
- The mentoring programme at Key Stage 4 is in its infancy and needs to be kept under review.
- The Pupil Premium Coordinator needs to be more pro-active in his role and to monitor the impact of the interventions and the initiatives to ensure impact
- The Pupil Premium Coordinator to review the actions taken following the feedback from the Pupil Premium students and to check for and to report on IMPACT.

Intervention to improve achievement in English and Maths.

There is a layered approach according to student need

After school interventions are matched to student need : there is a 2-tiered approach to ensure that as many students as possible attend. There are ongoing interventions which are tracked on a spreadsheet. The school has endeavoured to match intervention closely to student need and will continue to monitor the impact.

Senior Leaders now routinely check that the quality of assessments is quality controlled beyond the school to ensure that levels and progress are accurate.

School is making use of Assertive Mentoring to Involve both parents and students in conversations to ascertain barriers to learning , aspirations and the setting of targets.

Recommendations

- **Interventions need to have entry and exit data to measure the impact.**
- **Primary Schools to supply a piece of levelled work for each child which is then attached to all exercise books as evidence of the levels attained in the Summer of Year 6 so that when students experience 'fallback' there is a model to assist students to improve**

Leadership Recommendations

- Make use of Prior Attainment data and early assessment post transition to identify specific gaps in learning at the earliest opportunity in the new Term. Students do not need to spend time repeating work already covered in Key Stage 2.

- Ask Primary Schools to prepare a portfolio of materials to indicate and to corroborate the levels attained by students at the of KS 2
- Heads of English and Maths to access the question level analysis for all Year 6 students so that early intervention is planned and the first 3 weeks of Year 7 are spent on suitable and appropriate interventions.
- Progress and expectations of HAP+PPG to be a standing item in all meetings as well as the current highlighted group of Boys

ATTENDANCE

A breakdown of the attendance figures shows that there are a number of issues surrounding the attendance.

Recommendations

- Attention and focus on attendance need to be audible and palpable in the school.
- Look at the 50 words letter to inform parents about attendance concerns
- Contact other schools where new initiatives regarding the attendance of Pupil Premium students has had a positive impact.
- The new Pupil Premium Champion to monitor and evaluate the impact of the initiatives to raise the achievement of disadvantaged students.

There were meetings with students in KS 3 and KS 4.

- The students talked about the good teaching across the school and well as the help and support which they receive from teachers and other adults.
- Students know how to reach their targets and they commented on the high expectations from their subject staff.
- Students have access to a number of initiatives to raise aspirations and students spoke positively about the STEM competition and their enjoyment of the Brilliant Club.

Meeting with staff: CORE LEADERS

ENGLISH

- The English Department has chosen AQA for the new GCSE specification
- English results have improved as a result of a number of key factors :
 - strong consistent good teaching which offered challenge to all students
 - structured Scheme of work in KS 4
 - good , consistent and accurate moderation of written work

- empowering the students to refer to and make good use of the Assessment Objectives when self and peer marking

MATHS

- The Maths Department will enter students for the AQA examination
- The Faculty has a good and sound knowledge of the Pupil Premium Students in Key Stage 4 .
- The Department is keen to develop a consistent approach to Maths mastery so that it is fit for purpose and so that it fits with the school's assessment procedures.

Recommendations English and Maths

- **Head of English and Acting Head Maths to undertake Question Level Analysis of the Summer 2017 SAT's to identify gaps in the students' knowledge and understanding**
- **Acting Head of Maths to make contact with MAST teacher who is the LA Lead on Mastery (contact details left in the school)**
- **Acting Head of Maths to look at the White Rose Maths Hub.**

SCIENCE

- The Department uses AQA across the board.
- The new Head of Department has adopted and changed the approach to the teaching of the students to ensure that they have the skills and knowledge to enable them to attain the best results.
- The Head of Department has shared with colleagues how the students make expected and more than expected progress in Science.
- The new approaches to marking , feedback and student ownership of this important facet of work is embedding and is having an impact.
- There is Question Level Analysis after each assessment which allows students to track their understanding and skills.

Recommendations

- **Science department to showcase the approaches to marking , feedback and DIRT as this will improve the work/life balance of other colleagues.**
- **Practising the 6 mark question : possible for an across-school provision/focus ?**

Other Actions to consider

- **If any of the interventions have a negative impact or do not accelerate the progress of students , use the data to understand the reasons for this and then plan for going forward**
- **Consider introducing Reading and Maths cafés for students in year 7 and use this as an opportunity to engage parents in their children’s learning .**
- **Please arrange the tutor for the CLA student in Year 10**
- Make use of the Education Endowment Website and in particular look at the data tools.

<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database>

- **Investigate pre-teaching and precision teaching as possible interventions for the Pupil Premium students. These approaches are being used very successfully at KS 2 and students may benefit from the continuity in the approach.**
- **Work closely with the Primary Feeder Schools to ascertain which interventions have been most successful at KS2 and look to build on these experiences in KS3 and beyond.**
- **School to send attendance texts each week to celebrate 100% attendance**

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents/>

- **Governors to watch the You Tube videos produced by HMI Belita Scott**

<https://www.youtube.com/watch?v=676mZrDrY9o&t=5s>

APPENDIX 1 : TEACHING ASSISTANTS

1. **Keep up, not catch up**

Pupils are typically withdrawn from classrooms for interventions, so it should be a prerequisite of any TA-led programme that it at least compensates for time spent away from the teacher. First and foremost, meet learning needs inside the class.

2. **Review, reject and replace**

Conduct an [interventions health-check](#): are you using evidence-based interventions? If so, are they used as intended, with the appropriate guidance and training? Bin those that aren't having an impact, and introduce interventions that have been independently evaluated for impact, such as the EEF's [magnificent seven](#). Work towards offering a slim menu of proven interventions, carefully selected and judiciously used.

3. **Be faithful**

If the instructions say 'deliver this programme three times a week, for 30 minutes, to groups of no more than four pupils', don't be tempted to do anything else – even if it seems more efficient to involve more children or cut the session length. Changing the delivery protocols reduces the chances of success.

4. **Stick to the script**

Some programmes come with a script or resources. Ensure they're used as directed. Once TAs become familiar with the materials, you might consider intelligent adaptation. In the early phases, stick to the script.

5. **Co-ordinate, cohere and complement**

Make learning outside of the classroom relatable inside the classroom. Teachers and TAs should ask questions that help pupils apply, demonstrate and consolidate new learning. Secondary schools could consider giving English and maths departments responsibility for managing intervention and co-ordinating TAs' day-to-day roles. This ensures teachers have full control of the variables they need to plan and deliver effective provision. In primary schools, teachers should align the content of strategically selected intervention programmes with wider coverage of literacy and numeracy.

6. **Location, location, location**

Too often, TAs can be seen leading interventions in corridors, cupboards and cafeterias. Consider where interventions are being delivered, as the environment might be inhibiting successful learning. Finding space isn't always easy, but try to avoid busy spaces, especially for pupils with sensory needs or who are easily distracted.

APPENDIX 2

Suggested Reading

- **An Updated Practical Guide to the Pupil Premium : Marc Rowland**
ISBN-13: 978-1909717633

- **Teaching Assistants , a guide to Good Practice**

http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk

- **Pupil Deprivation Grant : What really works , Welsh Government**

<http://learning.gov.wales/docs/learningwales/publications/140512-what-really-works-en.pdf>

- **Use of the PDG : Welsh Government**

<http://learning.gov.wales/docs/learningwales/publications/150408-pdg-essential-guidance-diagram-en.pdf>

- **Swindon Challenge Board : Marc Rowland**

<http://schoolsonline.swindon.gov.uk/hts/Pages/swindonchallenge.aspx>