

8.6 Learner Premium summary report evaluating impact of interventions/money spent

Academic Review	Aims 2019.20	Costings	Interventions included
	<p>Planning: - All PP students are clearly identified and are high priority on PARS seating plan. PP will be considered first for the following;</p> <ul style="list-style-type: none"> • Questioning • Groupings • Challenge and Support <p>Marking: - All PP books are marked first in a set of books</p>	<p>£9000 £8200 +800</p>	<ul style="list-style-type: none"> • Training of all new staff on 'PP First' Charter • September 2019, whole staff training and review of faculty 'PP charter' in faculty shared area • CPD time for staff to complete seating plans in late September • The school DNA promotes <ul style="list-style-type: none"> ○ Outstanding Questioning ○ High levels of challenge for all ○ High-quality bookwork ○ SMART provision for individual needs ○ Rigour and Consistency • All lesson observations, work scrutinies and faculty review have a PP and DNA criteria and focus • Annual Challenge Partner QAR
	<p>Interventions: - PP students have first access to relevant intervention programmes. These can be subject specific, for behaviour, outreach, careers or attitude to school and self</p>	<p>£31,500 250+380 0+4000+ 4000+27 00+5*50 00</p>	<ul style="list-style-type: none"> • Reading and phonics packages such as Bedrock Learning and Lexia across all Key Stages • Homework Club • Additional TA support • Study Support Plus- To support students in KS4 taking one less option • Year 7, 8 and 9 Catch Up –English and Maths • Year 10 and 11 Intervention of English Maths and Science • At KS3 students have been withdrawn from languages and other interventions have taken place after school and during Form Times. • KS4 interventions have taken place before and after school
Impact of Interventions			
<p>Due to only two sets of data and the COVID -19 lockdown these targets are on-going</p> <ul style="list-style-type: none"> • Year 7s and 8s Catch-Up English and Maths work alongside their withdrawal from languages has had a positive impact on progress scores Yr 7 which has made 0.03 progress since Autumn and year 8s have made 0.22 progress since last Summer's progress score. • The year 8 positive progress score also validates that the Excellence for Everyone programme is having an impact • Year 11 mock data shows progress of 0.21 between the two mock papers, this means that interventions have had an impact. One year 11 student, who no longer attends our school continues to be included in the progress data. There has been a significant number of students accessing year 11 intervention. 100% of PP students in year 11 had been invited to the core interventions (number of attendance not known) and 38% of PP in year 11 have accessed individual, smaller group English, Maths and Science interventions during Form time since September 2019. Attendance registers were starting to be taken after February half term for all revision sessions, but unfortunately these registers have not been processed due to school closures. Year 10s who have had -0.13 progress since the Autumn and therefore would now be a focus in the Summer term for interventions. We will need to make sure that these students access core interventions either by Team delivered lessons or by inviting these students into school for additional support after the 1st June, 2020 			

	Aims 2019.20	Costings	Interventions included
Pastoral Review	<p>Parent partnership: - PP students are priority for Parent Evenings. PP students take priority when phoning home or contacting mentors</p>	£41,500 10200 + 29000	<ul style="list-style-type: none"> • Using the EEF guidance on parental engagement HoY planned interventions and reviewed current practices. <ul style="list-style-type: none"> ○ An annual plan for each year group ○ Review of letters and correspondence that is personalised and concise ○ Ringing of students prior to parents evening if they have not made an appointment and the arrangement of another time or a telephone conversation ○ Use of postcards and Friday phone-calls to celebrate achievements
	<p>Enrichment: - A separate letter to be sent to all PP students asking for them to contact the school if there are any potential barriers for trips, Extra-curricular activities should have a percentage of PP involved</p>	£6,000	<ul style="list-style-type: none"> • Money set aside to support individual students • Purchase school uniform, equipment, books etc., D of E, school visits, music lessons and extra-curricular activities • All PP students were fast-tracked for a careers interview at year 10 and 11,
	<p>Interventions: - PP students have first access to relevant intervention programmes. These can be subject specific, for behaviour, attendance, outreach, careers or attitude to school and self</p> <p>Excellent for Everyone</p> <p>A team of six staff working with 15 targeted Year 8 students are involved in the EFE programme looking at the following five key strands:</p> <ul style="list-style-type: none"> • Attendance • Engagement • Independence • Behaviour for Learning • Developing an enriched curricular and extra-curricular experience (Cultural Capital) 	£17, 000 1000+1 0000+6 000	<ul style="list-style-type: none"> • One to one mentoring with follow up parent meetings as required (5 per year group, per term) • AHT in charge of Attendance Programme • Parental Engagement Plan, Do, Review - students, teachers and parents to identify barriers to progress and devising strategies to provide personalised support • Clear monitoring and tracking of interventions to help evaluate and measure the impact of the various strategies <p>Excellence for Everyone – Additional Support</p> <ul style="list-style-type: none"> • EfE - A breakfast club at the start of week to catch up with students and organise them for the week ahead • EfE -Attendance reward cards and raffles • Further Parental Contact and Engagement (e.g. texting home to recognise achievements) • EfE -Regular book looks and praise to ensure High Quality Bookwork is a focus for this group of students • EfE- Year 8s ‘Have You Met’ event to raise their personal profile and self-esteem • English and Literacy interventions

Due to only two sets of data and the COVID -19 lockdown these targets are on-going

This year our focus across the school has been attendance. Please refer to 'All year PP attendance, DoLs and progress' data. This table enables us to compare attendance, behaviour, engagement and progress from Autumn to Spring.

- In Year 7, the average behaviour and engagement DoL are broadly similar and students have not moved attendance bands. However, there has been individual successes and attendance has increased. More students are now 'above track' % in the Spring data this demonstrates that some students are being challenged and progressing above expectation. These students are also in the 96% attendance bracket.
- Year 8 data demonstrate the impact of the Excellence for Everyone programme. Again there has been individual successes, but this is not reflected in the final percentage figure. Year 8s in the 96% attendance bracket between Autumn and Spring, have made **0.2** progress. There has also been a percentage increase of students moving from below to at expected progress for those students who are in the 91% bracket and above.
- Year 9s students are broadly the same and again students have not moved attendance bands. More students from the 91% upwards bracket make better progress
- Yr 10 and 11 students, again little movement in DoLs data. However, year 10 students in the 96% bracket make 0.1 progress between Autumn and Spring.
- In Year 11, those students in the 96% bracket made 0.27 progress above their FFT20 target. Between the two data drops those students in the 85% bracket made 0.17 progress, 91% bracket made 0.08 progress with the overall progress 0.14. This demonstrates that interventions such as attendance and others listed are having an impact on the progress of disadvantaged students.