

Pupil premium strategy statement

1. Summary information					
School	Hodge Hill Girls School				
Academic Year	2018-19	Total PP budget	£311,355 (confirmed July 2018)	Date of most recent PP Review	Sept. 2018
Total number of pupils	750	Number of pupils eligible for PP	Tbc	Date for next internal review of this strategy	Sept. 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			Tbc.	Tbc.	
Attainment 8 score average			Tbc.	Tbc.	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Attendance and management of learning missed through absence, including pupils joining the school after the start of Year 7				
B.	Subject-specific needs to diminish the difference based on a cohort by cohort need.				
C.	Pupils not always recognising cross-curricular links and transfer of learning.				
D.	Raising of aspirations to support realistic understanding of future education and career pathways				
E.	Maintaining upward positive P8 trend for disadvantaged pupils				
F.	Development of independent learning skills.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
A.	Attendance of some PP pupils causing them to miss out on learning and underachieve				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	

A.	Late arrivals to the school or pupils with below 96% attendance manage any learning missed through absence.	Pupils catch up on missed work and achieve at least in line with targets in GCSE outcomes.
B.	HoF and SL identify subject specific needs which enable the difference to be diminished in cohorts.	Differences in subjects are diminished so disadvantaged and non-disadvantaged make the same amount of progress.
C.	Pupil confidence in recognising and transferring skills between subjects increases.	Pupils are able to see links to different curriculum areas and benefits of transferring learning from one subject area to another.
D.	P8 for disadvantaged pupils increases from August 2018.	GCSE outcomes in August 2019 show an improvement on August 2018 for P8 for disadvantaged pupils.
E.	Disadvantaged pupils have higher targets set on entry than non-disadvantaged based on analysis on intake.	In-school difference is diminished. (NB Focus on KS3 as part of RADY+ 5-year project.)
F.	Pupils are more independent in their learning.	Less behaviour logs for homework, increased usage of online programmes to support learning which can be linked to improved pupil progress.

5. Planned expenditure

Academic year

£311, 355

The three 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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deliberate practice evident for all disadvantaged pupils.	ClassCharts to support with target group identification, individual subject staff deliberate practice strategies (eg PP questioned first, PP first books marked, seating plan)	A difference remains between the outcomes for our disadvantaged and non-disadvantaged pupils; this difference needs to be diminished.	School self-review, faculty and subject learning walks.	KC, CMi	Ongoing at all data checking points, September 2019 for Y11 P8 outcome data.
Year 7 disadvantaged pupils have higher aspirational targets than non-disadvantaged pupils.	KS2 data analysed and disadvantaged pupils uplifted beyond non-disadvantaged for all target setting.	Our difference increased rather than diminished 2016-17; we need to increase aspirations and ambitions at the start of Year 7 to support better pupil progress for disadvantaged pupils.	Data uplifted for first point of data entry so teaching staff are clear on the higher targets. CPD delivered on the RADY+ concept and why this is so pertinent to our setting. Pupil progress being monitored through newly implemented data booklets and clear subject/faculty emphasis on strategies to support disadvantaged pupils.	CMI, LG	Ongoing at all data checking points.

Raising of aspirations through all.	Stronger emphasis on careers' education in line with the Gatsby benchmarks through PSHCE curriculum, subject-specific links, quality careers' advice and progress to valuable and independently chosen Work	Aspirations are sometimes unrealistic and pupils are not aware of the required pathways for some careers. 29% of parents of disadvantaged pupils who responded to the Pupil Premium Parent Feedback Form requested more support for their daughters with regards to Careers' Interviews and preparation for university.	Partnership with Learn to Work	Learn to Work, NN, SNa, CMi	July 2019 - £25,000
Strong awareness of the importance of e-safety as part of learning for life to enable pupils to progress academically without challenges created by e-safety issues.	Internet Safety Day promoted to all pupils across the whole school. Bully 4U e-safety performance and workshops for Y7 pupils.	Previous experience of the workshop has been extremely positive (93% of pupils said that they would know where to go for help if needed following the 2017-18 performance.)	HoF Computing and ICT Strategic Lead work on co-ordination of activities in line with school needs. Evaluation completed.	SG, PS	March 2019 £1200 to include cost of theatre production
All classroom teachers have a strong awareness of underachievement amongst disadvantaged pupils and are able to use data effectively to support pupil progress.	Use of SISRA. Additional capacity in the data team to support the creation of termly data booklets, identifying patterns of underachievement to support teaching staff in strategic planning.	Patterns of underachievement amongst disadvantaged pupils need to be identified quicker so that timely intervention can take place; tracking progress and performance of disadvantaged pupils were both identified as areas for development in our Ofsted report (March 2017). BEP consultants have supported and advised on our chosen strategy.	DH Curriculum and SLT line managers will meet with subject and faculty leaders to discuss data on a termly basis so that strategies and interventions can be discussed and amended if not supporting pupil progress.	KC, SLT	Ongoing throughout the year at data checking points. £10000 (Data team)
School teaching staff are able to visit other schools in all subject areas and share ideas on good practice to support pupil progress resulting in pupils making expected or better progress.	Teaching staff visit schools in the area with a strong track record in chosen subject, or have introduced strategies which they are expecting to have a significant impact on pupil progress. This could also involve aspects and consultant support (eg RADY).	Learning from other colleagues where success has been achieved and being able to select and try strategies which will support pupil progress in our school.	Staff will evaluate the visit and identify what they will do to support pupil progress in school.	DW, CMi	Cover costs for Learning Walks, observations, visits to other schools etc. (cost will vary).

Pupils who are absent do not fall behind with learning.	Attendance and Welfare Officer role created with a specific focus on supporting pupils who have poor attendance to identify barriers to school attendance and support with catching up on missed learning.	Y7 – 58% of pupils with attendance below 95% are disadvantaged. Y8 – 54% of pupils with attendance below 95% are disadvantaged. Y9 – 48% of pupils with attendance below 95% are disadvantaged. Y10 – 50% of pupils with attendance below 95% are disadvantaged.	Attendance and Welfare Officer role monitored by DHT Pastoral. Attendance of disadvantaged pupils monitored for improvement.	SNa, CMi,	June 2019 - £17910
Development of independent learning skills in Maths to support improved progress.	Investment in MyMaths and Pinpoint Learning (subject to GDPR compliancy checks) to enable development of independence in KS3 (MyMaths) and KS4 (Pinpoint Learning). This could include promotion at relevant curriculum evenings and literature to promote parental awareness of the opportunities afforded.	47% of all negative behaviour logs in Maths are linked to homework with many of these for disadvantaged pupils; difference in progress in all year groups between disadvantaged and non-disadvantaged pupils in Maths. Alongside Maths Whizz, the Maths' staff expect that the evidence of the impact of this will be in the long-term, particularly with RADY pupils currently in KS3. (14% of parents of disadvantaged pupils who returned the Pupil Premium Parent Feedback Form requested support with IT resources or specifically identified Maths support.)	Monitoring by Maths staff with a stronger emphasis on how provision and progression in online programmes is linked to outcomes.	MA, BSi	Termly £1800
GCSE Pod is used to support gaps in pupil learning following absence, and to provide an alternative way of OOH for pupils for whom this supports their progress.	GCSE Pod is promoted to staff, pupils and parents through newsletters, weekly bulletin, posters, relevant curriculum evenings.	GCSE Pod national data demonstrates that the longer the subscription, the better the P8 of the school; we are on this trajectory path too. Total GCSE Pod usage amongst the highest performing 12 pupils in 2017-18 was 1801 pods with a lowest use of 20 pods; it was 707 amongst the lowest performing 12 pupils with three pupils either accessing 1 pod or none at all. History was the highest usage subject for Y11 in 2017-18; residual for History was 0.43. English Literature was the highest usage subject for Y10; the target average grade for the whole cohort was 5- and 5+ was achieved; for disadvantaged pupils, the target average grade was 5- with 5= achieved.	Promotion of its use and teaching staff to monitor individual group usage. Teaching staff able to identify if GCSE Pod, quality first teaching and other interventions are contributing to pupil progress.	CMi	As part of data analysis, staff may identify GCSE Pod as having a positive impact. Subscription will be up for renewal March 2022. £200

STEAM skills, including particularly numeracy, are used regularly in all curriculum areas to reduce pupil 'pigeon-holing'.	STEAM week as a vehicle for promoting all STEAM-skills across all subject areas and to prompt whole-school creativity with different ideas and approaches to support greater pupil progress.	The changing demands of KS4 courses are requiring greater problem solving and more frequent exposure to 'real-world' challenges. Greater emphasis on content is meaning less time for teaching skills so transfer of learning between subjects is crucial.	Whole-school to use Science Week (w/c 11/3/19) as a STEAM-week with a range of different activities, both in and out of school. HoF and SL to identify specific needs in their subject areas, with Maths and Science playing a pivotal role in suggesting key aspects they would expect to see addressed in all activities.	CMi, NEg	March 2019 - £5000 (it is envisaged that there will be some free activities and other grants we are able to secure to support with this)
Whole-staff consistency in approach to behaviour management and understanding of behaviour.	Behaviour consultant to lead whole-staff training.	Behaviour logs show discrepancies in interpretation of behaviour and increasingly varied needs of pupils in response to changing circumstances show the need for a more consistent approach.	Included as part of staff CPD and evaluated; analysis of behaviour post-CPD.	DW, SNa	June 2019 - £1500
All pupils receive quality first classroom teaching with appropriate class sizes to support pupil progress.	Money from PP used to support smaller class sizes where appropriate and to enable targeted team teaching in some subject areas.	Qualified teaching staff to support pupils to achieve to the best of their ability.	HoF to monitor.	KC	March 2019 - £94,612
Total budgeted cost					£155,722

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils requiring additional small group support in MFL and Science to receive targeted out of class support with a qualified teacher.	Pupils to work with a qualified teacher out of the classroom during their timetabled MFL or Science lesson on activities directed by the class teacher.	This model has run successfully in Science and MFL previously. Smaller group tuition with a qualified teacher is used in Science (one and a half days), and targeted support is specifically used to improve pupil confidence in speaking in MFL (2 days).	SISRA monitoring of pupil progress. HoFs to ensure relevant pupils receive the support required. Clear link between pupil progress and specific pupils being supported needs to be evidenced.	HoFs (MFL, Sci.)	Ongoing throughout the year with a decision made in April 2018 as to whether this model will be continued. £27,500
Pupils have the confidence and resilience to make expected or better progress even when they are faced with challenges. Parents feel more confident in supporting their daughters' needs to impact positively on pupil progress.	Work in partnership with Learning Performance on a Success Passport for targeted pupils in areas of identified need (eg anxiety, mindfulness).Parents' workshop to be held. Whole-school focus on perception for both staff and pupils.	Need to build staff and pupil resilience to cope with changing educational landscape and particularly changing assessment requirements.	Impact Report, strategic targeting of pupils using SISRA based on progress, guidance from Pastoral Managers on appropriate pupils to benefit, JP understanding of and development of growth mindset work in response to pupil needs.	CMI, Learning Performance (production of impact report), JP	Summer 2019 in order to inform planning for 2019-20. £2375
Specific pupils receive outside agency assessment to enable identification of needs so that pupils are able to make expected or better progress.	Work in partnership with PSS and school EP to ensure needs are identified and information to support pupil progress is shared with teaching staff.	PSS and EP assessments help to pinpoint specific needs and suggest strategies which are then used by teaching staff. Support also enables the relevant access arrangements to be applied for, meaning that pupils access the examinations on a level playing field.	Learning Support Manager to monitor and round-robins on pupil progress and progress checks will result in progress for the pupil.	BM	Ongoing in response to pupil need. £3000

To retain the flexibility to provide alternative provision for targeted pupils if required.	Pupils as identified by teaching staff and outside agencies to receive tutoring or alternative provision for a part-timetable.	KS4 courses may not all be appropriate to the individual needs of pupils with specific barriers to learning.	Learning Support Manager and Pastoral Managers to oversee if required.	SNa	Ongoing in response to pupil need. £15000
Disadvantaged pupils to be able to participate in educational visits and have own copies of recommended resources for work outside of school.	Financial support for visits and for recommended resources.	69% of parents of disadvantaged pupils who have returned the Pupil Premium Parent Feedback Form have requested specific support with subject-specific equipment, contribution to trips/visits, study support guides, and/or resources to support literacy skills.	Mapping of provision to pupils and link this to impact on pupil progress. Subject teachers to identify where support is needed. Regular use of bulletin/newsletter to highlight this to parents. Library to monitor usage of specific literacy resources requested by parents.	CMi	SISRA data checks, analysis of soft skill data (eg questionnaires) £12000
LAC pupils to receive all support needed to enable expected pupil progress and to access extra-curricular visits as desired.	LAC co-ordinator to manage budget.	LAC co-ordinator attends regular meetings and is aware at all times of specific pupil needs.	LAC co-ordinator to monitor pupil data.	SNa	£3000
Total budgeted cost					£64500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils to be able to manage in and out of school concerns effectively so that they	School counsellor available to support pupils, emphasis on mental health and well-	Non-academic concerns can impact negatively on pupil progress, and result in non-attendance or needing to be out of class resulting in learning	Counsellor reports back to SNa and pupil progress can be monitored from attendance list. Closing evaluations are	HD, SNa, CMi	Progress checks, June 2019 so provision leading to impact can be evaluated for September 2019.

are able to make expected and better progress.	being. Staff CPD provided on Emotional Resilience and Mental Health. Promotion of physical and mental well-being through increased range of physical activities with the school house system being introduced, and PSHCE programme. Parental awareness of pupil well-being raised at Curriculum and Parents' Evenings through display boards, and through school communications with home.	time being lost. Good physical and mental health support pupil progress both with regards to academic outcomes and soft skill development as well as promoting a healthy lifestyle. Positive closing evaluations have been received from pupils 2017-18.	completed by pupils at end of counselling.		£15000
Literacy skills continue to be developed.	Development of and importance of reading is promoted at regular opportunities.	Use of the Commonwealth Games coming to Birmingham as a theme for increasing the range of texts available in the school library, and promotion of World Book Day as an opportunity to include DEAR and target specific pupils. Current Y9 average English grade is 3+ for disadvantaged and 4- for non-disadvantaged; we need to address this difference. Continued use of The Week Junior and First News (also used by Catch-up pupils).	Promotion of wider reading opportunities provided by exploring texts from other countries will be monitored by English staff.	FMo	June 2019 - £5500
Individual subjects/faculties/aspects able to pinpoint individual pupils or groups where resources will impact positively on pupil progress.	Staff able to bid for funding Office 365 2018-19 PP Strategy Request, and are asked to outline rationale and expected impact on pupil progress. Pupils with limited access to technology highlighted by school	MFL – Workbooks for Y8 RADY, Y9 RADY; 70% Y8 RADY French, 85% Y8 RADY Spanish, 62% Y8 RADY Urdu are below track. Science – Homework resources for Y10 disad. (65% disad.Y9 Y band are below track); workbooks for Y9 RADY (54.5% RADY below track); workbooks for Y11 (45.3% of HPA	Staff members who make the bid oversee and evaluate the impact of the Learning Intervention Project.	HoF and SL	June 2019 MFL - £700 Science - £600 Drama - £2000 (including Digital Theatre Subscription to support progress in English too) Photography - £2500 to include development of projects in KS3 to develop skill base earlier in school

	<p>staff and appropriate provision made where necessary (eg laptop loaned by the school).</p>	<p>disad. – 80% in Trilogy – are underachieving.)</p> <p>Drama – 66% of Y8 disadvantaged underachieving in Drama; access to more explicit links with English texts (Digital Theatre Plus) to be trialled. Technical workshops to be developed at KS4 to support disadvantaged pupils through providing access to a wider range of skills.</p> <p>Photography – 100% of Y11 pupils currently below track; concerns with attendance (to be supported through Attendance and Welfare Officer) and independent working skills.</p> <p>Art, Craft and Design – new course being set up with 40% of cohort disadvantaged. Funding to support attendance at Leonardo da Vinci exhibition. Funding for development of portrait skills to support Fine Art aspects of course.</p> <p>Humanities – creation of a bank of homework resources and booklets which directly reflect GCSE-style questions from Y7 onwards. Disadvantaged pupils' data is very encouraging at present in KS3 but there is a disadvantaged/non-disadvantaged gap at KS4 in Geography.</p> <p>Citizenship – funding towards Law Courts' visits to ensure greater understanding for Y10 pupils of this area of the course (identified by staff as potentially an area of weakness).</p>			<p>life in Technology lessons, and to support use of cameras in Art lessons.</p> <p>Art, Craft and Design - £2300 to support development of new resources across all skill areas of the course.</p> <p>Humanities - £750.</p> <p>Citizenship - £300</p> <p>BTEC Sport - £600</p>
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		BTEC Sport – funding to enable all disadvantaged pupils across Y10 and Y11 classes to have access to revision guides and workbooks. New course has been established as a better match for pupil needs; 50% of high ability disadvantaged underachieving.			
Total budgeted cost					£30,250

6. Review of expenditure				
Previous Academic Year		2017-18		
i. 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
Pupils to be fully prepared for all formal assessments in school (internally or externally set) so that they are able to achieve outcomes at least in line with their targets in their GCSE exams.	MADE revision sessions held for targeted pupils. Post-exam questionnaires carried out with Y11 after mocks and provision put in place in direct response to pupil voice (eg further support on revision, revision guides etc.)	Final progress data to be confirmed; however, initial analysis points to an encouraging picture with 109 out of 149 pupils achieving at least one grade above track.	Pupils need to be clear on different strategies to support with their revision for different subjects and not to be overly reliant on simply 'having' revision guides. We have promoted GCSE Pod further down the school and some subject areas are building this into their teaching before KS4. We will be using an 'extra' day at the start of the academic year with term starting early for Y11; this day will be based around generic revision techniques and specific strategies to support Maths.	£12000

<p>Year 7 disadvantaged pupils have higher aspirational targets than non-disadvantaged pupils.</p>	<p>Disadvantaged targets have been uplifted beyond non-disadvantaged to support in diminishing the difference. Parents made aware of this through a letter and a workshop at Y7 Curriculum Evening.</p>	<p>62% of Y7 disadvantaged pupils are above track in at least one subject at the end of the academic year; this is an excellent demonstration of impact of deliberate practice as the uplift beyond their 'actual' targets is part of a 5-year programme to achieve in line with targets at the end of Y11; 93% of non-disadvantaged pupils are above track in at least one subject.</p>	<p>This strategy will be repeated for 2018-19. We may need to consider reminding parents throughout the academic year that the uplift has taken place so they are aware of discrepancies between current attainment and targets as the year progresses.</p>	
<p>Difference between disadvantaged and non-disadvantaged diminished in English and Maths.</p>	<p>Deliberate practice in the classroom. Additional revision sessions held by Maths and English staff.</p>	<p>Initial data would suggest that the difference has increased with disadvantaged pupils not performing as well in Maths as they did in 2016-17 and only slightly below last year's outcomes in English.</p>	<p>Progress in Maths needs to be considered more broadly across the whole school with cross-curricular and transferable skills used more frequently and highlighted more specifically. STEAM week will support this process.</p>	

<p>Promotion of Literacy skills across the whole school.</p>	<p>Range of different reading, comprehension, oral activities provided both within and beyond the curriculum. Subject staff make reference to the importance of SPAG.</p>	<p>Initial outcome data for Y11 is very encouraging; progress data throughout the school suggests that pupils are making good progress in predominantly literacy-based subjects.</p>	<p>Consideration to more reading opportunities – eg DEAR and World Book Day – to continue to highlight the importance of literacy. We will need to look closely at exams analysis to identify if there is evidence to support more specific literacy needs for specific subject areas.</p>	
<p>Promotion of Numeracy skills across the whole school.</p>	<p>Numeracy leaders in form time, and some common shared approaches to teaching numeracy shown across Maths and Science.</p>	<p>Exams analysis should enable the impact of this work to be seen. However, it is clear that further work needs to be carried out across the whole school to support the development of numeracy skills.</p>	<p>KS3 form time will feature a numeracy activity each week. Science (STEAM) Week will be used to highlight further the importance of these cross-curricular aspects.</p>	

<p>All classroom teachers have a strong awareness of underachievement amongst disadvantaged pupils and are able to use data effectively to support pupil progress.</p>	<p>ClassCharts and SISRA analysis at all levels have been heavily promoted. School self-review has focused on deliberate practice for disadvantaged pupils. Data booklets have enabled much more user-friendly identification of patterns of achievement to be monitored and strategies employed to support these.</p>	<p>Initial data suggests that the difference between disadvantaged and non-disadvantaged pupils in Year 11 has been diminished. RADY is working extremely positively in KS3 and we expect the impact of this uplift and focus on pupils to be seen in the future.</p>	<p>Staff need to be clearer on what they are doing specifically to support underachieving disadvantaged pupils. In order to address this, we introduced a further monitoring tool in Summer 2018 where staff specifically identify what they are doing to support underachieving pupils. Where there are patterns of underachievement across a number of subjects, parents are invited into school to discuss possible strategies. All HoF and SL have been asked to identify specific concerns linked to their subjects and PP funding allocated to strategies which are evidence-based to link to likely impact.</p>	
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<p>School teaching staff are able to visit other schools in all subject areas and share ideas on good practice to support pupil progress resulting in pupils making expected or better progress.</p>	<p>Staff encouraged to meet with other schools and share good practice. Some HoF have visited others settings and shared ideas.</p>	<p>It is too early to measure the impact of this and we expect to see the impact of this in future years.</p>	<p>2017-18 outcomes need to be used to clearly identify the key areas for professional development to impact positively on pupil progress in the short, medium and long term.</p>	
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<p>Pupils who are absent do not fall behind with learning.</p>	<p>A range of resources – eg Maths Whizz, GCSE Pod, individual subject catch-up resources – are made available to pupils to catch up on missed learning.</p>	<p>There were 49 GCSE grades below track for Y11 pupils who had attendance less than 90% in 2017-18.</p>	<p>A dedicated member of staff has been employed for 2018-19 to specifically monitor pupil attendance to provide support in improving attendance and managing work following absence.</p>	
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ii. 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
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<p>Pupils requiring additional support in Maths, English, Science and Humanities receive in-class mentor support under the guidance of their classroom teacher in order to progress further towards targets.</p>	<p>Academic Impact Mentors were appointed for 2017-18 to work under the leadership of the HoF and guidance of classroom teachers to provide specific support for underachieving pupils.</p>	<p>It is extremely difficult to measure the impact of this work as the Impact Mentor was one of a number of interventions/support strategies provided for specific pupils; anecdotal evidence of increased confidence/engagement for pupils. The Maths and English Impact Mentors left during the Autumn Term, and Humanities in the early Summer term. In 3 Year 8 Science sets, 52% of RADY pupils were on or above target where they had Impact Mentor support; in 1 Year 8 History set with Impact Mentor support, 11 out of 12 RADY pupils were on or above track.</p>	<p>Staff retention proved a real challenge as Impact Mentors were highly employable elsewhere given their skill sets. This is not a model we feel is sustainable for us at this stage and will not be continued in 2018-19.</p>	
<p>Pupils requiring additional small group support in MFL and Science to receive targeted out of class support with a qualified teacher.</p>	<p>Additional qualified teacher support was provided in Science, French and Spanish to support pupil progress where needed under the guidance of the class teacher.</p>	<p>It is difficult to measure the impact of this work as it was one of a range of strategies to support specific pupils. However, one pupil was targeted a 5 in GCSE French and achieved a grade 8; another was targeted 3-3 in Science Trilogy and achieved 5-4. Individual studies such as this demonstrate what an important role this additional support played for some pupils. There is also anecdotal evidence to support the benefit to substantive staff of having additional capacity to discuss strategies with.</p>	<p>We will continue with this model in 2018-19.</p>	

<p>Pupils have the confidence and resilience to make expected or better progress even when they are faced with challenges. Parents feel more confident in supporting their daughters' needs to impact positively on pupil progress.</p>	<p>Learning Performance have delivered bespoke mindset workshops for targeted pupils.</p>	<p>Year 7 – 90% of participants said they found the workshop extremely or very helpful. Year 8 – 15 out of disadvantaged 18 pupils who attended are above target in at least one subject; 11 out of 18 are on or above target in 23% or more subjects. (Targets for Y8 disadvantaged pupils have been uplifted so this represents an excellent achievement.) Y9 and 10 – 93% of pupils found the workshop extremely or very helpful.</p>	<p>We did not hold stand-alone parents' workshops based around mindset and took the decision to use Curriculum Evenings as an opportunity to provide parents with further ideas on supporting their daughter's progress; for example, Cultural Literacy and use of the pupil planner were highlighted at Year 7 Curriculum Evening. We will continue our partnership with Learning Performance next year; the same pupils will work alongside Learning Performance staff with a change of focus from growth mindset to revision strategies including managing anxiety.</p>	
<p>Specific pupils receive outside agency assessment to enable identification of needs so that pupils are able to make expected or better progress. To retain the flexibility to provide alternative provision for targeted pupils if required.</p>	<p>EP and PSS have worked alongside school staff to further support specific needs.</p>	<p>Pupils who were unable to access the curriculum or at risk of not achieving any GCSE grades have been further assessed, supported and school guided on appropriate alternative provision.</p>	<p>We will continue with this model to support the changing needs of our pupils.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Pupils to be able to manage in and out of school concerns effectively so that they are able to make expected and better progress.</p>	<p>School counsellor has been employed for two days a week. Pastoral staff are able to refer pupils for support. Training on mental health has been provided to all school staff.</p>	<p>Closing forms following counselling have been very positive.</p>	<p>We will continue with this model as the demand for pupil support with mental health needs continues to grow.</p>	
<p>Pupils have a stronger understanding of the informal learning opportunities available to them within and beyond school through 'Cultural Literacy'.</p>	<p>Cultural Literacy opportunities have been highlighted in newsletters and on the school website. Y6 complete Cultural Literacy questionnaires on Induction Day to support planning of enhancement opportunities for them. Financial support is provided for visits which includes increased 'deliberate practice' with reports to voluntary contributions. Pupil voice and strategic placing of pupils used.</p>	<p>It is very difficult to put a precise measure on the impact of these projects as they are often developing soft skills. Pupils score C and A Days activity at 6 or more out of 10 for their average 'enjoyment' and 'learning' scores.</p>	<p>We have seen a trend of pupils not being able to spot transferable skills across subjects and from enhancement activities into subjects. We have, therefore, decided to redevelop our existing enhancement programme to focus on Aspirations, STEAM and 'Something Different'. We hope that pupils will be able to more clearly identify and use the skills developed on these days more explicitly in their academic subjects.</p>	
<p>Individual subjects/faculties/aspects able to pinpoint individual pupils or groups where resources will impact positively on pupil progress.</p>	<p>Financial support has been provided for a range of visits (eg French trip, Big Bang, Colomendy, Urdu visit, Jekyll and Hyde, Chatsworth). Additional resources (eg cameras) have been provided, and additional provision (eg Urdu OOHL, Onatti Spanish play, Bully 4U eSafety play) amongst a range of projects. Funding was also provided for Learn to Work to develop our Careers and Work Experience programme</p>	<p>Anecdotal feedback is often very positive, even though it is very difficult to put a precise measure on the impact of these activities; eg Y8 disadvantaged pupil following Colomendy residential said 'I feel more confident than I was before the trip.' Many Y10 pupils showed great independence and resilience in organising their work experience placements and returned to school with great confidence.</p>	<p>We will continue to enable this provision to be made, and for faculties to evaluate the success. Deliberate practice will continue to be used with visit voluntary contributions being subsidised for disadvantaged pupils.</p>	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our involvement in RADY+ has really sharpened our focus in preparation for 2018-19 on ensuring that classroom teachers are making deliberate provision for our disadvantaged pupils; whilst we expect our P8 for disadvantaged pupils to have improved in 2018 (tbc following national data), it is still below our non-disadvantaged pupils. However, the difference has diminished since 2017, demonstrating the impact of the work carried out.

The checking process will be undertaken before adding final data to this document; any data included at present is provisional and subject to confirmation.

Not all of the allocated funding for 2018-19 has been specifically accounted for in the strategy; this is to enable flexibility to address areas as they arise in the academic year. Inevitably, there exists some overlap between approaches. £60,883 has been retained for contingency at this point in time.

