

Pupil premium strategy statement

1. Summary information					
School	Hodge Hill Girls School				
Academic Year	2017-18	Total PP budget	£296,395	Date of most recent PP Review	September 2017
Total number of pupils	750	Number of pupils eligible for PP	317	Date for next internal review of this strategy	September 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)					
% achieving expected progress in English / Maths (2015-16 only)					
Progress 8 score average			0.11	0.12 (2015-16; 2016-17 tbc)	
Attainment 8 score average			47.65	52 (2015-16; 2016-17 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.	Very small difference between disadvantaged and non-disadvantaged on entry September 2017 resulting in similar flight paths.				
C.	Pupils making expected progress in English and Maths				
D.	High ability disadvantaged pupils underachieving in GCSE outcomes				
E.	Disadvantaged pupils underachieving in GCSE outcomes				
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.	The targets of disadvantaged pupils are uplifted and equalised in line with – or raised above if appropriate - non-disadvantaged pupils.	Differences on entry are not reinforced through target setting, thus raising aspirations for all stakeholders for our disadvantaged pupils.
C.	All pupils make at least 3+LOP in English and Maths.	Differences between disadvantaged and non-disadvantaged pupils in GCSE outcomes are diminished.
D.	High ability disadvantaged pupils do not underachieve.	High ability disadvantaged pupils achieve a positive P8 score in 2018.
E.	Disadvantaged pupils do not underachieve.	Disadvantaged pupils achieve a positive P8 score in 2018.

5. Planned expenditure

Academic year

£296,395

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?
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.	Revision strategies and testing built in to classroom teaching; revision ideas and examination preparation shared with pupils and parents; increased communication with parents re: importance of internal exams; continued implementation of high-profile internal exam series, including more formal 'issuing' of results. Use of MADE training for appropriate pupils where needs are identified by school staff.	Parents and pupils regularly ask about revision strategies at parents' evenings; feedback from staff on the internal exams 2016-17 identified that some progress had been made in terms of approach and performance in assessments but there was still some way to go. The reduction in the number of courses with coursework/controlled assessments and increase in exams at the end of Year 11 mean that pupils need to be fully prepared for the rigours.	Discussions with teaching staff prior to issuing literature to parents to ensure that this fits in with subject requirements; ideas for how revision and testing can be built into our classroom teaching to be shared as part of RADY+ staff INSET training. Internal exam series to reflect the formal GCSE approach so that pupils are fully prepared.	CMI	Review internal exams' series post-exams. Pupils to be asked to feedback on how they feel they have approached the exams and if there are further strategies that they would like support with. £2000 including MADE - £1195
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.	DA, CMI	Ongoing at all data checking points.

<p>Difference between disadvantaged and non-disadvantaged diminished in English and Maths.</p>	<p>Staff able to observe other practitioners both in school and in other schools. Staff able to attend relevant CPD and share with other faculty members in faculty meetings.</p>	<p>Quality first teaching with a clear emphasis on deliberate practice has been evidenced at RADY best practice sharing groups as beginning to have a positive impact on pupil progress.</p> <p><u>School figures</u> 2017 disadvantaged P8 Maths - -0.17 2017 all P8 Maths – 0.08</p> <p>2017 disadvantaged P8 English – 0.59 2017 all P8 English – 0.75</p>	<p>CPD and coaching sessions are monitored in school. Learning walks and progress tracking will enable us to see the impact on pupil progress.</p>	<p>DA, DW</p>	<p>Progress checking points throughout the year, and September 2018 in full PP Strategy review.</p> <p>£5000</p>
<p>Promotion of Literacy skills across the whole school.</p>	<p>Access to resources such as The Week Junior, display material for classrooms, The Punctuation Show.</p>	<p>SPAG marks are crucial on new GCSEs and we need to promote the importance of these from the beginning of Y7. Pupils enjoy alternative approaches, and staff felt that the Punctuation Show was very useful last year in supporting pupils.</p>	<p>Questionnaires, continuation of 'The Week Junior' quiz, staff feedback.</p>	<p>CMi</p>	<p>Summer 2018</p> <p>£1500</p>
<p>Promotion of Numeracy skills across the whole school.</p>	<p>Access to activities such as 'The Happy Puzzle Company', numeracy co-ordinator supporting staff needs in other faculties (eg Science) in order to ensure a common approach, display material for classrooms.</p>	<p>Pupil independence and confidence in numeracy needs to be increased, as well as transfer or skills across subject areas with a consistent approach to how these skills are learnt and taught.</p>	<p>Numeracy co-ordinator will evaluate and reports to SLT as part of 'Aspects' Reviews'.</p>	<p>GAK/NA</p>	<p>Summer 2018</p> <p>£1000</p>

All classroom teachers have a strong awareness of underachievement amongst disadvantaged pupils and are able to use data effectively to support pupil progress.	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 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.	DA	Ongoing throughout the year at data checking points. £20000
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. £15000 (additional projects may be identified from these visits and discussions which we would like to be able to support).
Pupils who are absent do not fall behind with learning.	Form tutor role in supporting pupils who have been absent, along with Pastoral Managers in supporting parental and pupil awareness of learning to be covered and strategies for addressing this. (eg photocopying resources, use of laptops.	Pupil attendance is a concern for a small group of our currently underachieving disadvantaged pupils; attendance is impacting on their progress and we need to ensure that gaps in learning are quickly filled.	Form tutors and Pastoral Managers monitor attendance and will be able to check that learning is being caught up.	Form Tutors, Pastoral Managers	September 2018 - £2000
Total budgeted cost					£46,500

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?
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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>Impact mentor employed on a fixed term contract for 5 days a week and placed in classrooms by HoF to support where there is an identified need.</p>	<p>HoFs have requested full-time impact mentor support as they feel that this best enables the targeted pupils to receive the support they need. As the impact mentor works alongside the class teacher, the class teacher maintains ownership of the learning which is being carried out.</p> <p><u>In-school figures</u> 2017 Maths/English – above 2017 EBACC disadvantaged - -0.06 2017 EBACC all – 0.19</p>	<p>Regular discussions and minuted meetings with HoFs to discuss progress. SISRA data checks will highlight disadvantaged pupils who are underachieving and this will enable us to ensure that the pupils who are needing support are receiving it; if impact mentor is not resulting in progress, alternative strategies will be discussed and implemented.</p>	<p>HoFs (Eng, Ma, Sci, Hum)</p>	<p>Ongoing throughout the year with a decision made in April 2018 as to whether this model will be continued.</p> <p>£90000</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>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.</p>	<p>This model has run successfully in Science 2016-17 with improved outcomes (see review below). MFL have achieved strong GCSE outcomes and feel that this model will, particularly, enable support for pupils who find the speaking component challenging by enabling skills and confidence to be developed.</p>	<p>SISRA monitoring of pupil progress. HoFs to ensure relevant pupils receive the support required.</p>	<p>HoFs (MFL, Sci.)</p>	<p>Ongoing throughout the year with a decision made in April 2018 as to whether this model will be continued.</p> <p>£42000</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>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.</p>	<p>Learning Performance work with 4 out of the top 10 best performing schools for pupils receiving FSM; work with over half of 2015, 2016 and 2017 PP Award winners. Teaching staff feel that pupil independence and resilience is key to success in the classroom and we need to explore new strategies to try to develop this.</p>	<p>Track record of Learning Performance is very positive; we will also evaluate how this support the needs of our pupils throughout this year through student voice activities.</p>	<p>CMi, Learning Performance (production of impact report)</p>	<p>Summer 2018 in order to inform planning for 2018-19.</p> <p>£4000</p>
<p>Specific pupils receive outside agency assessment to enable identification of needs so that pupils are able to make expected or better progress.</p>	<p>Work in partnership with PSS and school EP to ensure needs are identified and information to support pupil progress is shared with teaching staff.</p>	<p>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.</p>	<p>Learning Support Manager to monitor and round-robins on pupil progress and progress checks will result in progress for the pupil.</p>	<p>BM</p>	<p>£3000</p>

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.	BM	£15000
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Total budgeted cost					£154000
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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 are able to make expected and better progress.	School counsellor available to support pupils, emphasis on mental health and well-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.	Non-academic concerns can impact negatively on pupil progress, and result in non-attendance or needing to be out of class resulting in learning 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.	Counsellor reports to AH and PMs. Pastoral AH passes on specific concerns about disadvantaged pupils to support further intervention and catch-up if required. Monitor progress data of pupils who receive counselling so early intervention can take place if impacting on academic progress. Newly introduced assessment systems in PSHCE will support pupil understanding. SL for PE to oversee house system.	HD, SNa, CMi SG (PSHCE) SW (PE)	Progress checks, June 2018 so provision leading to impact can be evaluated for September 2018. £15000
Pupils have a stronger understanding of the informal learning	Pupil experiences are audited through questionnaires to identify	Many staff have raised concerns that there are gaps in pupil awareness of the 'wider world' and P8 data would suggest	Subjects and faculties take ownership of the cultural literacy activities which they feel will support	CMi	Throughout the year following C and A Days and evaluations/reports of

<p>opportunities available to them within and beyond school through 'Cultural Literacy'.</p>	<p>possible gaps (Y7 on Induction Day, and Y8-10 in Autumn Term). Newsletters and school website to feature activities in the area and at home which pupils and parents can engage in to support learning identified by faculty and subject leaders. Profile to be raised with assemblies and communications home, along with inclusion of appropriate Cultural Literacy on school C and A Days and as part of curriculum enhancement provision.</p>	<p>that disadvantaged pupils in subjects with a traditionally strong emphasis on cultural awareness are not performing as well as non-disadvantaged pupils.</p> <p><u>In-school figures</u></p> <p>Disadvantaged open P8 – 01.5 All open P8 – 0.41</p>	<p>pupil development (eg visits to the theatre/galleries) in order to ensure that cultural literacy and curriculum content can be linked. C and A Day and curriculum enhancement monitored with a stronger emphasis on strategic involvement in activities to support individual pupil progress.</p>		<p>involvement in cultural literacy activities.</p> <p>£10000</p>
<p>GCSE Pod is used to support gaps in pupil learning following absence, and to provide an alternative way of OOHL for pupils for whom this supports their progress.</p>	<p>GCSE Pod is promoted to staff, pupils and parents through newsletters, posters, relevant curriculum evenings.</p>	<p>GCSE Pod has been well-used by History pupils and results have improved each year since its introduction; History success could be replicated in other subject areas. GCSE Pod national data demonstrates that the longer the subscription, the better the P8 of the school; we are on this trajectory path too.</p>	<p>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.</p>	<p>CMi</p>	<p>As part of data analysis, staff may identify GCSE Pod as having a positive impact. Subscription will be up for renewal March 2022.</p> <p>£11000 (5-year renewal)</p>
<p>Individual subjects/faculties/aspects able to pinpoint individual pupils or groups where resources will impact positively on pupil progress.</p>	<p>Staff able to bid for funding through Learning Intervention Project form on FROG, and are asked to outline rationale and expected impact on pupil progress. Pupils with limited access to technology highlighted by school staff and appropriate provision made where necessary</p>	<p>Subjects are able to use, eg, moderator's reports and question analysis to identify specific needs which may be only needed in one particular area to impact positively pupil progress (eg cameras to support presentation of learning for GCSE Fine Art coursework, theatre tickets to support pupils with analysis of live performance for GCSE Drama). Pastoral needs may arise which require funding for timely interventions.</p>	<p>Staff members who make the bid oversee and evaluate the impact of the Learning Intervention Project.</p>	<p>CMi</p>	<p>Ongoing; each Learning Intervention Project is dated and is evaluated accordingly.</p> <p>£59,895</p>

	(eg laptop loaned by the school).				
Total budgeted cost					£95,895

6. Review of expenditure

Previous Academic Year	2016-17 - £301,070
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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
Improve P8 for disadvantaged pupils.	Line management meetings to focus on effective teaching strategies for working with disadvantaged pupils. Data tracking by class teachers, subject leaders and HoF as part of school CPD programme using SISRA. Focus on quality of feedback.	P8 for disadvantaged pupils improved with final figures to be confirmed following checking. Data tracking showed a much stronger awareness of focus groups, and this was greatly supported by the introduction of ClassCharts. P8 for high ability disadvantaged pupils improved with final figures to be confirmed following checking. However, non-disadvantaged pupils recorded bigger improvements in P8 across the cohort and for high ability pupils (figures to be confirmed following checking).	Whilst progress has clearly been made, "deliberate practice" is required from all to ensure that disadvantaged pupils are given every single opportunity to develop their learning. The areas worked on in 2016-17 will be maintained, but there will be a greater emphasis on specific strategies to be used with disadvantaged pupils as part of our teaching and learning programme.	£10500

<p>Y7 RADY+ to support journey towards equal attainment for PP pupils at the end of Year 11.</p>	<p>RADY+ to uplift and equalise differences between disadvantaged and non-disadvantaged pupils to ensure that differences are not inadvertently being 'planned for'.</p>	<p>Targets have been uplifted and, whilst it is too early to identify a link to attainment in Year 11, evidence at present is positive. Disadvantaged pupils following the uplift have a higher target average grade of 7D at the end of Year 7, with 7E being the average achievement; non-disadvantaged pupils have both a target and achievement average grade of 7E across all subjects.</p>	<p>All parents of disadvantaged pupils have been written to to explain the RADY+ model, but our attempt at 'launching' this to parents at Y7 Parents' Evening was unsuccessful with just two parents attending. We had hoped to repeat the success of our Catch-up parents' briefing which we had held at the Y7 Curriculum Evening with very high levels of parental attendance; we will need to look at the timing of the launch of RADY+ to parents. Staff are fully aware of the aims of our 5-year project; we plan to ensure that the uplift and equalise is carried out much earlier in 2017-18 to reduce any potential confusion for any stakeholders.</p>	
<p>Improve outcomes in Science.</p>	<p>Consultancy support for the faculty. Additional qualified teacher support for 1:1 and small group interventions.</p>	<p>There have been changes in courses with Cambridge Nationals no longer being delivered. There were improvements in all courses delivered from 2016 to 2017 in terms of A*-A outcomes; Biology improved from 17.6% to 52.6%, Chemistry from 30% to 50% and Physics from 20% to 47.6%. Additional Science progressed from 62% A*-C to 84.7%. (Figures are provisional at this stage and will be confirmed following checking). Whilst there were some fluctuations with above and below targets, outcomes have clearly improved and the work of the newly appointed faculty leader alongside the consultancy and staff input is clearly resulting in rapid progress being made.</p>	<p>We do not envisage requiring further consultancy support throughout 2017-18 unless a specific need is identified, but will be continuing with the additional support of an extremely experienced qualified teacher who works under the guidance of the faculty leader to deliver 1:1 and small group sessions, as well as providing good practice advice to many colleagues.</p>	<p>£6000 (plus targeted support additional teacher cost)</p>

<p>Increased knowledge of good practice from a range of other schools.</p>	<p>Subscription to The Key.</p>	<p>SLT were able to quickly access relevant information and identify appropriate strategies and ideas for our school setting.</p>	<p>We will maintain this subscription.</p>	<p>£980</p>
<p>Ability to respond quickly to pupil need for curriculum needs.</p>	<p>Teachers able to apply for funding through Learning Intervention Projects, or areas identified and agreed as likely to impact positively on pupil progress.</p>	<p>Support has been provided for a variety of different projects and activities across the school. Impact is often anecdotal and difficult to quantify (eg The Week Junior).</p>	<p>We need to identify methods in which the impact can be measured beyond academic outcomes as often these are areas developing soft skills. We plan to build this into a wider 'Cultural Literacy' project across the school for 2071-18.</p>	<p>£6000</p>

Smaller class sizes where need is greatest.	Smaller teaching groups for Maths and English where necessary, and for small Y3 teaching classes.	Outcomes for Y11 GCSE Y3 groups in both Maths and English were below target; this may reflect the changing demands of the exams and the uncertainty around the new qualifications. The creation of an additional group in Maths did see A*/A grades above target in X4.	We have planned significant changes for 2017-18 with Year 7 to be taught in mixed ability groups in English and all other subjects apart from Maths and Science. Existing strong practice in mixed ability teaching – evidenced in many options’ group outcomes - can be shared. It will take time for the impact of this to be measured, particularly with regards to final GCSE progress and outcomes. However, we will be maintaining the small group approach for our SEND pupils in Year 7 on the advice of our SENCo and external agencies who work alongside these pupils.	£40180
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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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Y11 PP pupils make expected progress in Maths and English.	Extra interventions with PP pupils with 1:1 and small group learning. Increased focus on quality of feedback on exam technique in Maths.	Figures to be confirmed following the checking process.	Following a full review of this approach, we are making significant changes for 2017-18. Impact mentors will be employed full-time for the academic year and will be placed in classrooms to work alongside class teachers to help to ensure teacher ownership of the progress pupils are making.	£78000
Improve P8 for high ability disadvantaged and disadvantaged pupils.	Targeted support staff monitored data checks and led discussions with pupils and teaching staff for disadvantaged pupils. Further staff worked with high ability disadvantaged pupils.	Figures to be confirmed following the checking process; however, initial data suggests that this strategy worked well and resulted in progress from earlier data checking points in the academic year.	Clearly progress has been made and P8 for our disadvantaged pupils has improved; however, the progress made for the disadvantaged high ability pupils has not been as rapid as for the non-disadvantaged high ability; as part of our review of results we will be analysing outcomes and progress forensically and ensuring that the profile of these pupils is even greater through a focus on "Deliberate Practice".	£30000
iii. Other approaches				
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

<p>Improve attendance of some PP pupils.</p>	<p>Funding to support with travel costs and City Year staff to mentor relevant pupils.</p>	<p>We switched our focus here more to ensuring that work was caught up following absence; anecdotally it would appear that this worked.</p>	<p>There were some challenges here with the attendance of some members of the City Year being low which meant that consistency was not always achieved; we will not be continuing with City Year for 2017-18. However, the importance of pupils catching up on work missed through absence will continue to be reinforced across the school; increasing the independence of the pupils is very important here and we will be looking at the development of this further in 2017-18.</p>	<p>£36600</p>
<p>Address issues of anxiety and worry amongst pupils.</p>	<p>School counsellor</p>	<p>Pupils were able to talk to a professional who was able to support personal well-being. Entitlement staff were able to quickly refer pupils who needed additional support.</p>	<p>There is a real growth in mental health issues affecting pupil's academic progress. We will continue with this approach and increase the profile of mental health across the school through the development of the 'whole child', developing further the provision we have in place in PSHCE and assemblies.</p>	<p>£10000</p>
<p>Increased range of curriculum enhancement opportunities to promote development of wider learning.</p>	<p>Use existing opportunities such as C and A Days and OOHL and seek to increase the number of Ed. Visits offered.</p>	<p>GCSE Art pupils have accessed a portrait workshop and PP pupils have participated in visits and residentials at a subsidised level. Pupils have been able to gain skills in BSL.</p>	<p>Judging the individual impact of each activity is difficult to quantify, but feedback is gathered from C and A Days and visits; formalising the collation of this is an area we need to look at as part of improving the evaluation of funding and this will be developed further in 2017-18. Our involvement in RADY+ has highlighted further the need to increase the 'Cultural Literacy' of our pupils; this will be informed for new Year 7s through a questionnaire completed in the summer.</p>	<p>£2000+ (supported through other funding)</p>

Reduction in low-level behaviour (eg organisation, homework)	City Year to work with pupils identified by Pastoral Managers. AH to support pupils with additional needs.	There was a slight decrease in low-level behaviour from targeted pupils and we hope to see the continued benefit of this next year.	We plan to look at more 'whole child' and independence in 2017-18 through working with 'Learning Performance'; we feel that this will enable more pupils to be supported at a lower cost and result in greater impact.	City Year (cost previously accounted for)
Increase in STEM opportunities to support with raising aspirations.	STEM has been taught as part of the Technology carousel and there has been an increased range of STEM enhancement opportunities.	Pupils have a greater understanding of STEM and have taken part in a range of opportunities, including activities delivered by EON, British Army and the RAF.	Projects delivered in-class were a little 'ad-hoc' as this was our first year. Planning for 2017-18 will remain class teacher-led, but we have asked the HoF and SL in all STEAM-related subjects to identify the skills they would like to see pupils working on to support subject-specific progress; we envisage that STEAM lessons will have a greater impact on pupil progress in 2017-18. We have also had successful external bids approved to support with providing further Cultural Literacy opportunities and in-class resources (LEGO).	£300
Increase elearning opportunities and independent learning through a range of additional schemes.	Renaissance Reading, Maths Whizz, The Week Junior, GCSE Pod, Macbeth workshop and performance (GCSE Drama plus other pupils)	Maths Whizz demonstrates that 10523 progressions were made during the academic year by pupils in Y7-9; particularly pleasing was the 0.48 Maths' age progression made by Year 8 Pupil Premium pupils. GCSE Pod has been used by many pupils with particularly high levels of usage in History; GCSE History A/A* outcomes were 29% against a target of 27.1% based on provisional data which will be confirmed following checking.	We have already committed to Maths Whizz for a further year, but will need to look very closely at its use and how this can be increased. Our commitment to GCSE Pod comes to an end during 2017-18 but we have already begun exploring its impact and potential for greater impact in the future; beyond History, its use is fairly limited at present and its profile needs to be increased.	£17,100

<p>Enable all disadvantaged pupils to participate in the full range of Education Visits available.</p>	<p>Big Bang, Geography fieldwork, Tate Modern, Colomendy Residential, French Residential, Young Voices</p>	<p>Costs for disadvantaged pupils have either been subsidised or covered completely; the Big Bang visit, which links to our STEM and Careers' provision, is completely covered by the school.</p>	<p>Increasing the range of Education Visits available to our pupils is a key priority. Having offered a number of visits as part of our end of year C and A Days, places went very quickly and many pupils have requested further opportunities to participate in visits. We have surveyed all new Year 7 pupils for 2017-18 so that we have a clear idea of the sorts of visits they have taken part in whilst at primary school and with their families so that we can provision which does not duplicate; HoF and SL have been asked to identify the sorts of visits that they feel will have a beneficial impact on pupil outcomes so that we are matching provision to expected impact.</p>	<p>£2000+ Big Bang - £920</p>
<p>Support Y6-7 Transition</p>	<p>Summer School, Year 6 questionnaire, transition visits to primary schools</p>	<p>New pupils can become more familiar with the school environment and some key staff so that they are more confident. A greater awareness of pupil expectations and needs will enable us to plan more effectively for their needs through Year 7.</p>	<p>It is too early to evaluate the impact of this yet, but we do, for example, have a clear idea now of pupils who may not have Internet access or workspace at home. We can then intervene with support – eg laptop provision – more quickly than previously.</p>	<p>£1500</p>

<p>Contingency for additional needs as the year progresses, including possible revision workshops and holiday revision sessions.</p>	<p>Staff able to request additional funding in response to pupil needs.</p>	<p>Holiday revision sessions were delivered in a number of subjects in response to staff requests; an after-school revision skills' session was run by Learning Performance for targeted pupils. MyMaths renewal was covered from here, and further equipment to enable all pupils to access the new experiment requirements of the new Science GCSE courses.</p>	<p>Administrative support was provided for the holiday revision sessions to ensure pupil attendance. The after-school revision session was well-attended but the numbers were probably too high for it to be as effective as we had hoped; limited feedback was received from pupils and this was not all positive. The session may have been too close to the exams to provide the impact we had hoped for; we have reviewed and will be working with Learning Performance in the future on a more holistic approach and will look very carefully at the timing of the sessions. Laptops have been purchased for pupils where a need was identified, and textbooks and revision guides as requested. MyMaths will be evaluated December 2017.</p>	<p>£46,916</p>
<p>Admin. support as needs arise.</p>	<p>Administrations specific to disadvantaged pupils such as RADY+, parental requests was provided.</p>	<p>This has certainly been very useful in terms of demonstrating provision, but it has not always had the impact we had hoped for. For example, very low levels of attendance at the RADY+ briefing.</p>	<p>We will consider the use of GroupCall and more effective information collection – perhaps using Parents' and Curriculum Evenings which are generally very well-attended – to ensure that messages are getting to parents in a user-friendly fashion. As 2016-17 progressed, we made more use of the school newsletter to communicate ideas such as 'Cultural Literacy' and we plan to increase the frequency of communication with home in 2017-18. Admin. support will be used to support data input and RADY+ analysis for the uplift and equalise.</p>	

ECDL Registration	Pupils were able to complete and achieve a formal ICT qualification.	75% of disadvantaged pupils completing ECDL achieved an A/A* pass, with 80% of non-disadvantaged achieving the same; 100% of both groups achieved A*-C passes. A/A* targets for both groups had been 0% so huge impact is shown here with the pupil outcomes. NB ECDL did not count in the 2017 P8 measure following a decision in March 2017; we continued with this provision for our pupils in order to enable them to achieve the qualification.	ECDL is no longer being counted in the performance tables, and we do not plan to deliver this course in 2017-18.	
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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 2017-18 on ensuring that classroom teachers are making deliberate provision for our disadvantaged pupils; whilst our P8 for disadvantaged pupils has increased in 2017, it is still below our non-disadvantaged pupils. This difference needs addressing with a different approach to the one which we have used previously in order to support greater impact on the progress of our pupils.

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

