



Pupil Premium/Catch-up Strategy Statement: Ernulf Academy

To secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. We aim to ensure that all students, including those who are eligible for Pupil Premium funding, benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

SUMMARY INFORMATION					
School: Ernulf Academy					
Academic Year	2018/19	Total PP budget	<ul style="list-style-type: none"> PP funding: £138380 Catch-up funding: £7500 In addition, LAC funding (total £5400)/ impact is itemised per student and tracked separately, to preserve student anonymity 	Date of most recent PP Review	January 2018
Total number of pupils	510	Number of pupils eligible for PP	166 (Oct 2018) with 148 students eligible for PP funding	Date for next internal review of this strategy	January 2019
CURRENT ATTAINMENT (students at Ernulf Academy)					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Average Total Progress 8 (2017/18)			-0.490 (provisional)	-0.119 (provisional)	tbc
Average Total Attainment 8 (2017/18)			34.38	42.47	tbc

BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills (Reading in particular) of students entering Y7 are lower for students eligible for Pupil Premium funding than for other students, which potentially hinders their progress across the curriculum in Y7. For 2018/19, 40.0% (18 of 45) Disadvantaged students entered Y7 with a Key Stage 2 Reading Scaled Score of less than 100, compared to 26.8% (19 of 71) of non-Disadvantaged students. Overall, 31.9% (37 of 116) of Y7 students 2018/19 are eligible for Catch-up funding to support acceleration of progress in Literacy/English.	
B.	Disadvantaged students make less progress than non-Disadvantaged students from Key Stage 2 to 4 in English. (43.5% of Disadvantaged students met/exceeded their target in English Language 2018 cf. 52.0% of non-Disadvantaged students. (43.5%/26.1% of Disadvantaged students achieved Grade 4+/5+ in English Language 2018 cf. 61.0%/37.7% of non-Disadvantaged .)	
C.	Disadvantaged students make less progress than non-Disadvantaged students from Key Stage 2 to 4 in Maths. (26.1% of Disadvantaged students met/exceeded their target in Maths 2018 cf. 34.7% of non-Disadvantaged students. (43.5%/30.4% of Disadvantaged students achieved Grade 4+/5+ in Maths 2018 cf. 59.7%/44.2% of non-Disadvantaged.) 27.6% (32 of 116) of Y7 students 2018/19 are eligible for Catch-up funding to support acceleration of progress in Maths.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rate of 94.27% for Disadvantaged students 2017/18 (cf. 95.85%, non-Disadvantaged and 95.36%, all) was 1.73% below the target for all students of 96%.	
OUTCOMES		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted Y7 students, eligible for Catch-up funding (Key Stage 2 Reading Scaled Score of less than 100), accelerate their progress in Reading and English.	<ul style="list-style-type: none"> 75% of Y7 students participating in a Reading programme make at least 12 months progress pre to post intervention. Y7 Disadvantaged students, and those targeted for Catch-up intervention programmes, make at least expected progress in English in-year. (GL assessment system tbc.) Evidence: <ul style="list-style-type: none"> Reading Age assessments pre and post intervention Progress Report analysis GL measures.
B.	Disadvantaged students accelerate their progress in English.	<ul style="list-style-type: none"> Y8 and 9 Disadvantaged students, including those higher band, make at least expected progress in English in-year. (GL assessment system tbc.) Evidence: <ul style="list-style-type: none"> Progress Report analysis GL measures. <ul style="list-style-type: none"> Y10 Disadvantaged students, including those higher band, make at least expected progress in English in-year cf. their targets. Evidence: <ul style="list-style-type: none"> Progress Report analysis. <ul style="list-style-type: none"> Y11 Disadvantaged students achieve Basics 5+ of at least 30%. Evidence: <ul style="list-style-type: none"> 2019 outcomes.
C.	Disadvantaged students accelerate their progress in Maths.	<ul style="list-style-type: none"> Y7 students targeted for Catch-up intervention programmes make at least expected progress in Maths in-year. (GL assessment system tbc.) KS3 Disadvantaged students, including those higher band, make at least expected progress in Maths in-year. (GL assessment system tbc.) Evidence:

		<ul style="list-style-type: none"> ○ Progress Report analysis ○ GL measures. ● Y10 Disadvantaged students, including those higher band, make at least expected progress in Maths in-year cf. their targets. <p>Evidence:</p> <ul style="list-style-type: none"> ○ Progress Report analysis ● Y11 Disadvantaged students achieve Basics 5+ of at least 30%. <p>Evidence:</p> <ul style="list-style-type: none"> ○ 2019 outcomes.
D.	Disadvantaged students improve their attendance rates.	<ul style="list-style-type: none"> ● Overall attendance of Disadvantaged students improves to 95%, in line with all students 2017/18. <p>Evidence:</p> <ul style="list-style-type: none"> ○ On-going attendance analysis

PLANNED EXPENDITURE: (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?	Costs
<p>A. Y7 literacy skills are strengthened so that Disadvantaged students/those targeted for Catch-up intervention programmes make at least expected progress in English in-year.</p>	<ul style="list-style-type: none"> Literacy Lead and Strategy Group have a direct impact on the raising of literacy levels through quality first teaching. The Learning and Teaching school agenda (including planning for access and challenge, Quality Assurance programme, Learning and Teaching briefings and bespoke training programmes) promotes quality first teaching and raises literacy levels. Policy and practice of marking and feedback strengthens literacy skills in all subjects. 	<ul style="list-style-type: none"> Quality first teaching essential to maximising progress and attainment of all students: <ul style="list-style-type: none"> In the <i>EEF Attainment Gap 2017</i> report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. There is particularly good evidence around the potential impact of teacher professional development: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. <i>LA Performance Review Jan 2018</i>: "There is a continued rigorous focus on the quality of teaching and learning to ensure consistency across the academy." <i>EEF Toolkit</i> suggests high quality feedback is an effective way to improve attainment. Feedback studies tend to show very high effects on learning: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/. 	<ul style="list-style-type: none"> Literacy policy embraces all aspects of language development. Schemes of learning support the development of communication skills, including reading, written and verbal. Profile of literacy raised through L&T briefings. HoDs monitor the use and impact of marking and feedback policies. HoDs and SLT links ensure, via learning walks and work scrutiny (as detailed in the Quality Assurance programme) that staff are using a dialogic approach to marking and students are acting on feedback in order to accelerate their progress and strengthen literacy skills. 	<p>Literacy Lead, Vice Principal</p>	<p>As Quality Assurance programme.</p>	<p>n/a</p>

<p>B/C. Disadvantaged students (Y11) accelerate their progress in English/Maths (and Science) so that they achieve Basics 5+ of at least 30% 2019.</p>	<ul style="list-style-type: none"> Weekly Core HoD/SLT Y11 focus meetings identify and review progress data and strategies to accelerate progress at student level. (Higher band, Disadvantaged key focus.) Grade 5+ Basics analysis for all students (Higher band, Disadvantaged key focus) promoted amongst English and Maths staff to secure joint approach to accelerating progress. PiXL Associate working with Core HoDs to identify appropriate PiXL resources/ approaches to accelerate and track progress of all students. 9 periods additional teaching (English) and 5 periods (Maths) per fortnight assigned to support the progress of Disadvantaged students, including those higher band and in Y11. 	<ul style="list-style-type: none"> Promotion of Core team collaborative approach to use of data and acceleration of progress. In the research paper, <i>School cultures and practices: supporting the attainment of Disadvantaged pupils: A qualitative comparison of London and non-London schools (DfE May 2018)</i>, using data effectively was found to be one of the five areas in which school culture and practices influence outcomes, in particular for Disadvantaged students, corroborating existing literature that demonstrates the effective use of data can underpin school performance (Sharples, 2011; Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015): https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils. PiXL schools' outcomes. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of Disadvantaged students: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf. 	<ul style="list-style-type: none"> SLT monitor strategy and impact through weekly Core Y11 focus meetings. Grade 5+ Basics analysis at each Progress Report. Review meetings (PiXL Associate and SLT members) to monitor impact. 	<p>Principal, Senior Assistant Principal</p>	<p>Weekly Core HoD/SLT Y11 focus meetings. Progress analysis at each calendared Progress Report. PiXL review meetings (5 in academic year).</p>	<ul style="list-style-type: none"> Staffing contributions: <ul style="list-style-type: none"> - £3216 Senior Assistant Principal - £6611 English additional periods - £3673 Maths additional periods
<p>B/C. Disadvantaged students (Y7 to 10) accelerate their progress in English/ Maths so they make at least expected progress in these subjects in-year.</p>	<ul style="list-style-type: none"> Quality first teaching of English and Maths ensures appropriate in-class intervention for Disadvantaged students. 9 periods additional teaching (English) and 5 periods (Maths) per fortnight assigned to support the progress of Disadvantaged students, including those higher band and in Y7 to 10. 	<ul style="list-style-type: none"> Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of Disadvantaged students: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf . 	<ul style="list-style-type: none"> HoD/SLT monitor the quality of teaching via learning walks and work scrutiny (as detailed in the Quality Assurance programme). HoDs monitor the quality of intervention teaching, based on identified skills and knowledge gaps, through pre and post intervention measures. 	<p>HoDs English/ Maths, SLT</p>	<p>As Quality Assurance programme. Progress analysis at each calendared Progress Report.</p>	<ul style="list-style-type: none"> £1000 Y7 English/ Maths resources (Additional English/ Maths periods allocated, according to progress, costed above)
Total budgeted cost						PP: £13500 Catch-up: £1000

PLANNED EXPENDITURE: (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?	Costs
<p>A. Y7 literacy skills are strengthened so that Disadvantaged students/those targeted for Catch-up intervention programmes make at least expected progress in English in-year. (Those participating in a Reading programme make at least 12 months progress pre to post intervention.)</p>	<p>Approaches to accelerate progress in Reading/English include:</p> <ul style="list-style-type: none"> ○ programmes using Accelerated Reader, newly purchased for use with the Y7 I2L group, a Y8 Literacy group withdrawn from French and the Y9 Entry Level group; ○ bespoke Catch-up intervention, including use of Accelerated Reader, by a Literacy TA and external tutor; ○ Reading Challenge programmes. 	<ul style="list-style-type: none"> ○ The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/. ○ <i>Ofsted Nov 2016</i>: "Additional Catch-up funding is used effectively. There have been significant improvements in how well students read." ○ For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. 	<ul style="list-style-type: none"> ○ Literacy Lead monitors implementation and impact of Accelerated Reader and Reading Challenge programmes. 	<p>Literacy Lead , Senior Assistant Principal</p>	<p>Accelerated Reader and Reading Challenge Reading Age measures pre and post intervention. Progress analysis at each calendar Progress Report.</p>	<ul style="list-style-type: none"> • Staffing contributions: <ul style="list-style-type: none"> - £2000 Senior Assistant Principal - £2000 SEND Literacy TA • £1000 Y7 external Literacy tutor • £3000 Accelerated Reading Programme • £640 Literacy novels for reluctant readers

<p>B/C. Disadvantaged students (Y11) accelerate their progress in English/Maths (and Science) so that they achieve Basics 5+ of at least 30% 2019.</p>	<ul style="list-style-type: none"> Y11 small group very focused Period 6 intervention programme (including those targeted Grade 4 and 5) by English/Maths/Science teachers. Assigned SLT mentors support participation and parental engagement. Strive for Five English/Maths PiXL conferences. 	<ul style="list-style-type: none"> In the <i>EEF Attainment Gap 2017 report</i>, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. Evidence that extending the school times makes a positive impact on academic outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Small group interventions with highly qualified staff have been shown to be effective in supporting the progress of high attainers, as discussed in reliable evidence sources such as <i>Visible Learning</i> by John Hattie and the <i>EEF Toolkit</i>. 	<ul style="list-style-type: none"> HoDs monitor the quality of Period 6 intervention teaching, based on identified skills and knowledge gaps, through pre and post intervention forecast measures. 	<p>Senior Assistant Principal, HoDs English/Maths/Science, SLT</p>	<p>Pre and post intervention progress analysis using calendared Progress Reports. Strive for Five performance analysis post results.</p>	<ul style="list-style-type: none"> Staffing contributions: <ul style="list-style-type: none"> - £4000 Senior Assistant Principal - £9000 Period 6 Eng/Ma/Sci intervention teachers £1000 Y11 external Maths tutors £1454.25 English resources, inc revision guides £2150.46 Maths resources, inc revision guides
<p>B/C. Disadvantaged students (Y7 to 10) accelerate their progress in English/Maths so they make at least expected progress in these subjects in-year. (Including those Y7 students targeted for Maths Catch-up intervention programmes and Disadvantaged higher band.)</p>	<ul style="list-style-type: none"> English/Maths TAs (Disadvantaged focus) provide bespoke support to accelerate progress. External tutor English/Maths intervention programmes provide bespoke support to accelerate progress. 	<ul style="list-style-type: none"> Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/. The EEF report, <i>Improving Mathematics in KS2 and 3</i> recommends the use of structured interventions to provide additional support: https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/. 	<ul style="list-style-type: none"> HoDs monitor the quality of intervention, based on identified skills and knowledge gaps, through pre and post intervention forecast measures. 	<p>Senior Assistant Principal, HoDs English/Maths</p>	<p>Pre and post intervention progress analysis using calendared Progress Reports.</p>	<ul style="list-style-type: none"> Staffing contributions: <ul style="list-style-type: none"> - £4000 Senior Assistant Principal - £16248 Cabin/SEND Eng/Ma TAs £2000 Y7 external Maths tutors £500 Catch-up contingency £1000 Y8 to 10 external English tutor
Total budgeted cost						PP: £43492.71 Catch-up: £6500

PLANNED EXPENDITURE: (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?	Costs
D. Disadvantaged students improve their attendance rates so the overall attendance of Disadvantaged students improves to 95%.	<ul style="list-style-type: none"> Attendance procedures communicated/rewards systems in place. Lesson Monitor system supports tutor monitoring of attendance and attitude to learning. Continuation of Breakfast Club to encourage students into school. Ensure that all Disadvantaged students are supported to access extra-curricular events and visits. (Costs considered on an individual basis, with some curriculum visits, such as the Y7/8 able mathematicians' day, fully funded.) Bespoke counselling supports the removal of barriers to learning and improves attendance. Learning Performance programme 2018/19, Disadvantaged focus, to raise achievement, improve learning skills and inspire a love of learning. 	<ul style="list-style-type: none"> Good attendance is listed in the top ten approaches for Disadvantaged students in: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. LA Performance Review Jan 2018: "Continue and sustain the strong programme of actions, mentoring and support, including actions in place to improve attendance figures, in order to narrow the gaps in attainment and progress between Disadvantaged students and non-Disadvantaged students." Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of Disadvantaged students, particularly in Y7, that this will also be beneficial at secondary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav. Providing students with access to a full range of educational experiences can decrease outcome gaps: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Research from the EEF suggests that outdoor adventure learning and outdoor experiences consistently show positive benefits on academic learning. On average students who participate in adventure learning interventions make approximately four additional months' progress over a year: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/. Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress): https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/. Learning Performance evidence-based approach: <ul style="list-style-type: none"> Meta-cognition and self-regulation approaches have consistently high levels of impact, with students making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older students: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/. The EEF has researched the positive benefits of improving parental engagement on learning https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/. 	<ul style="list-style-type: none"> Assemblies re attendance procedures and rewards systems. Attendance procedures closely monitored by Assistant Principal. Breakfast Club publicity and monitoring of attendance. Trip Leader communication/trip letters ensure parents/carers are fully aware of the financial support offered in order for their child to participate. Monitoring of attendance and progress of students receiving counselling. Impact of Learning Performance events through student voice, engagement and progress. 	Senior Assistant Principal, Assistant Principal, Breakfast Club Supervisor	Attendance figures reviewed half-termly. Breakfast club attendance reviewed half-termly. Educational visits attendance figures monitored on an on-going basis. Impact of counselling reviewed on a bespoke basis. Learning Performance events reviewed as calendared.	<ul style="list-style-type: none"> Staffing contributions: <ul style="list-style-type: none"> - £5000 Senior Assistant Principal - £3500 EWO buy back - £4787 Attendance Officer - £12890 Student Progress Officers - £500 Admin support - £4500 Breakfast Club £4000 Breakfast Club goods £5500 Educational visits £500 Student transport £1500 Counsellor £8100 Learning Performance
Total budgeted cost						PP: £50777

OTHER PLANNED EXPENDITURE

The above (**PP total** £107769.71 and **Catch-up total** £7500) leaves **PP £30610.29** to accommodate curriculum area response/other initiatives supporting the progress and attainment of Disadvantaged students as outlined below. Much of the support is offered on a bespoke basis and impact will be assessed in the 2018/19 review of expenditure. The following will be funded from the Pupil Premium to support the progress of Disadvantaged students:

Planned expenditure	Costs
Home Learning Club (staffing and consumables) <ul style="list-style-type: none"> Extending the school times makes a positive impact on academic outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit. Research shows that providing before and after school provision to enable supported self-study (computer equipment, teaching support and meals on hand) has proved to be one of the most effective mechanisms for helping disadvantaged pupils to achieve more: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. 	£6800
Y10 work experience <ul style="list-style-type: none"> Strong careers information, advice and guidance as well as educational experiences are also listed in the top ten approaches for Disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. 	£1100
Direct financial support including uniform, Y11 prom, hoodies, year book	£1100
Exam resit fees	£2000
Equipment for learning	£300
PP Contingency	£3857.91
Art KS3 and 4 equipment packs <ul style="list-style-type: none"> The Education Endowment Foundation has researched the positive benefits of Art Participation: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/. 	£1500
Business Studies revision resources, including revision guides and memory sticks	£400
Computer Studies/IT resources, tbc	£500
Drama lighting board contribution to support technical performance of GCSE Disadvantaged students	£100
Engineering memory sticks to facilitate independent learning at home	£175
Food Technology ingredients to support Disadvantaged students with class and extra-curricular activities	£1750
Humanities revision and intervention resources, including revision guides, History and Geography PiXL apps	£1118.38
Media Studies KS4 niche magazines collections/reprographics contribution to support representation of media terminology	£130
Music instrumental Lessons (keyboard, vocals, guitar, drums), IEM workshop to support Y11 BTEC <ul style="list-style-type: none"> Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help Disadvantaged students improve their reading skills: http://www.bbc.co.uk/news/health-28703013 In line with the research, providing students with access to a full range of educational experiences can decrease outcome gaps: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. 	£7614
PE revision guides, intervention resources, contribution to equipment (iPads for use with My Coach and Hudl apps, table tennis table used for table cricket with professional coach in preparation for county competitions) <ul style="list-style-type: none"> Sport boosts confidence - the benefit of Sport on wider learning is outlined at: https://www.sportengland.org/research/benefits-of-sport/. 	£660
Science KS3 and 4 revision resources, Y11 past papers and booster books, contribution to lab books and reprographics for Disadvantaged students	£1505

IMPACT/REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR: 2017/18

Total PP Budget:

- **£167721** (including **£9706** Catch-up funding).
- In addition, the impact/expenditure relating to LAC funding (£4200 total allocation 2017/18) is itemised per student and tracked separately, to preserve student anonymity.

A review of impact data/expenditure for 2017/18 is detailed below. The three areas/codes relate to the three priorities for planned Pupil Premium expenditure in the 2017/18 Pupil Premium Strategy Statement: quality of teaching, targeted support and attendance. Also detailed is an impact/expenditure review of other curriculum and bespoke Pupil Premium funding 2017/18 used to support the progress and attainment of Disadvantaged students.

(i) Quality of teaching for all

Desired outcome	Chosen action/approach	Impact/future approach	Planned spending	Actual costs																					
<p>A/B/C. Improved Y7 Literacy progress/ Disadvantaged students accelerate their progress in English/Maths.</p>	<ul style="list-style-type: none"> ○ Learning and Teaching school agenda (including Quality Assurance programme, Learning and Teaching briefings and training programmes) promotes quality first teaching ○ Review of Marking and Feedback Department policy and practice 	<p>Key Stage 3 English Progress:</p> <table border="1" data-bbox="871 536 1509 708"> <thead> <tr> <th>Year</th> <th>% achieved/ exceeded target (Disadvantaged)</th> <th>% achieved/ exceeded target (non-Disadvantaged)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>76.9</td> <td>91.5</td> </tr> <tr> <td>8</td> <td>84.8</td> <td>82.4</td> </tr> <tr> <td>9</td> <td>40.7</td> <td>29.1</td> </tr> </tbody> </table> <p>Outcome B achieved: 50+% of Disadvantaged students achieve/exceed their English target (Y7 and 8).</p> <p>Y10 English Progress:</p> <table border="1" data-bbox="871 820 1509 963"> <thead> <tr> <th></th> <th>% on/above track to achieve KS4 target (Disadvantaged)</th> <th>% on/above track to achieve KS4 target (non-Disadvantaged)</th> </tr> </thead> <tbody> <tr> <td>Lang</td> <td>59.3</td> <td>53.6</td> </tr> <tr> <td>Lit</td> <td>44.4</td> <td>40.5</td> </tr> </tbody> </table> <p>Outcome B achieved: 50+% of Disadvantaged students forecast to achieve/exceed their English target (Y10 English Language).</p> <p>Y7 to 10 Maths Progress: See (i) C.</p> <p>Learning, Teaching and Assessment:</p> <ul style="list-style-type: none"> • Feedback evaluated through Department Reviews, booklooks, learning sweeps and SLT link meetings indicate an improvement in the consistency of quality teaching, learning and assessment. • QA analysis and discussion with learners indicate that the practice of students regularly having an opportunity to reflect on their learning is emerging and is not yet consistent across the academy. • The quality of teaching, learning and assessment remains intrinsically linked to the progress of all student groups. <i>Ensuring greater consistency in the quality of teaching and planning for learning is a key area of</i> 	Year	% achieved/ exceeded target (Disadvantaged)	% achieved/ exceeded target (non-Disadvantaged)	7	76.9	91.5	8	84.8	82.4	9	40.7	29.1		% on/above track to achieve KS4 target (Disadvantaged)	% on/above track to achieve KS4 target (non-Disadvantaged)	Lang	59.3	53.6	Lit	44.4	40.5	<p>n/a</p>	<p>n/a</p>
Year	% achieved/ exceeded target (Disadvantaged)	% achieved/ exceeded target (non-Disadvantaged)																							
7	76.9	91.5																							
8	84.8	82.4																							
9	40.7	29.1																							
	% on/above track to achieve KS4 target (Disadvantaged)	% on/above track to achieve KS4 target (non-Disadvantaged)																							
Lang	59.3	53.6																							
Lit	44.4	40.5																							

		<p><i>focus in school and Department improvement plans 2018/19: curriculum and assessment, access and challenge, raising Literacy levels, effective marking and feedback.</i></p>																															
<p>B/C. Disadvantaged students (Y11) accelerate their progress in English/Maths (and Science).</p>	<ul style="list-style-type: none"> ○ Weekly Core HoD/SLT Y11 focus meetings ○ PiXL Associate working with Core HoDs to identify appropriate PiXL resources/approaches to accelerate and track progress of all students ○ Grade 4 Basics analysis for all students promoted amongst English and Maths staff to secure joint approach to accelerating progress 	<p>Basics Outcomes:</p> <table border="1" data-bbox="871 248 1507 445"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Basics 4+</th> <th colspan="2">Basics 5+</th> </tr> <tr> <th>Disad</th> <th>Non-Disad</th> <th>Disad</th> <th>Non-Disad</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>39.1</td> <td>55.8</td> <td>17.4</td> <td>35.1</td> </tr> <tr> <td>Forecast</td> <td>56.5</td> <td>57.1</td> <td>26.1</td> <td>32.5</td> </tr> <tr> <td>Target</td> <td>60.9</td> <td>70.1</td> <td>26.1</td> <td>46.8</td> </tr> <tr> <td>Nat</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Y11 English/Maths progress/outcomes: See (ii) B and (ii) C.</p> <p>Impact of Science interventions: See Other Approaches.</p> <p>Tracking progress:</p> <ul style="list-style-type: none"> • Weekly Y11 focus meetings held throughout 2017/18 forensically monitored and tracked progress in order to determine appropriate action to improve outcomes. Disadvantaged students' progress was the sole focus of several meetings, as observed by LA visitor, January 2018. <i>Focus of meetings shifted to Y10 June 2018 and to continue 2018/19.</i> • PiXL Wave (English/Maths) and Ripple (Science), along with other subject resources, used to improve accuracy of forecasting. <i>PiXL subscription for 2018/19 renewed.</i> 		Basics 4+		Basics 5+		Disad	Non-Disad	Disad	Non-Disad	2018	39.1	55.8	17.4	35.1	Forecast	56.5	57.1	26.1	32.5	Target	60.9	70.1	26.1	46.8	Nat					<ul style="list-style-type: none"> • £7500 (SLT/Maths staffing) 	<ul style="list-style-type: none"> • £7500.00 (Total)
	Basics 4+			Basics 5+																													
	Disad	Non-Disad	Disad	Non-Disad																													
2018	39.1	55.8	17.4	35.1																													
Forecast	56.5	57.1	26.1	32.5																													
Target	60.9	70.1	26.1	46.8																													
Nat																																	

<p>C. Disadvantaged students accelerate their progress in Maths.</p>	<ul style="list-style-type: none"> Programmes of small group teaching in Maths delivered by Maths staff Key lessons taught to whole classes by HoD to release Maths staff for small group teaching 	<p>Y7 and 8 Maths Progress:</p> <table border="1" data-bbox="869 119 1507 263"> <thead> <tr> <th>Year</th> <th>% achieved/ exceeded target (Disadvantaged)</th> <th>% achieved/ exceeded target (non-Disadvantaged)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>61.5</td> <td>66.7</td> </tr> <tr> <td>8</td> <td>56.3</td> <td>73.5</td> </tr> </tbody> </table> <p>Outcome C achieved: 50+% of Disadvantaged students achieve/exceed their Maths target (Y7 and 8).</p> <p>Y9 and 10 Maths Progress:</p> <table border="1" data-bbox="869 375 1507 518"> <thead> <tr> <th></th> <th>% on/above track to achieve KS4 target (Disadvantaged)</th> <th>% on/above track to achieve KS4 target (non-Disadvantaged)</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>42.3</td> <td>40.7</td> </tr> <tr> <td>10</td> <td>59.3</td> <td>47.6</td> </tr> </tbody> </table> <p>Outcome C achieved: 50+% of Disadvantaged students forecast to achieve/exceed their Maths target (Y10).</p> <ul style="list-style-type: none"> In-house Maths intervention, for all, including Disadvantaged students, needed to be more structured in terms of content and targeting the “right students at the right time”. <i>A more cohesive intervention programme is already planned for Y11, September 2018, utilising student-level Y10 exam outcomes.</i> <i>In 2018/19, Maths staff will be assigned to support the progress of Disadvantaged students in a particular year group through small group teaching. (5 periods intervention per fortnight allocated plus 8 periods Y11.)</i> 	Year	% achieved/ exceeded target (Disadvantaged)	% achieved/ exceeded target (non-Disadvantaged)	7	61.5	66.7	8	56.3	73.5		% on/above track to achieve KS4 target (Disadvantaged)	% on/above track to achieve KS4 target (non-Disadvantaged)	9	42.3	40.7	10	59.3	47.6	<ul style="list-style-type: none"> £2500 (Y7 Maths intervention staffing/resources) 	<ul style="list-style-type: none"> £2500.00 (Total)
Year	% achieved/ exceeded target (Disadvantaged)	% achieved/ exceeded target (non-Disadvantaged)																				
7	61.5	66.7																				
8	56.3	73.5																				
	% on/above track to achieve KS4 target (Disadvantaged)	% on/above track to achieve KS4 target (non-Disadvantaged)																				
9	42.3	40.7																				
10	59.3	47.6																				
			<p>£10000 (including £2500 Catch-up funding)</p>	<p>£10000 Total (i) (including £2500 Catch-up funding)</p>																		

(ii) Targeted support				
Desired outcome	Chosen action/approach	Impact/future approach	Planned spending	Actual costs
<p>A. Y7 students (Key Stage 2 Reading Scaled Score of less than 100) participating in a Reading programme accelerate progress in Reading and English.</p>	<ul style="list-style-type: none"> KS3 SRA Reading Programmes Reading Challenge Programmes Catch-up Reading Programme (external tutor) 	<p>Y7 SRA Reading Interventions: 4 out of 5 students, all eligible for Catch-up funding, improved their reading age by at least 12 months pre to post intervention, lasting 8 months. (Average reading age progression of the 5 students eligible for Catch-up funding was +17.4 months, cf. +32 months for 1 student not eligible for Catch-up funding.) Outcome A achieved: 75+% of Y7 students participating in a Reading programme make 12+ months progress pre to post intervention.</p> <p>Y7 Reading Challenge: 5 out of 7 students, all eligible for Catch-up funding (including 3 Disadvantaged students) and with a reading age of below 9.10, improved their reading age by at least 12</p>	<ul style="list-style-type: none"> £27604.50 (Staffing, including Literacy TAs, Literacy resources) £1750 (Y7 external Literacy tutor) 	<ul style="list-style-type: none"> 27181.00 (Staffing) £757.87 (Literacy resources) £1500 (Y7 Literacy tutor) £29438.87 (Total inc £1500 Catch-up funding)

months pre to post intervention, lasting 9 months. (Average reading age progression of the 7 students was +17 months.) 3 of the 12 Y10 Reading Leaders were Disadvantaged. *To run September to February 2018/19. **Outcome A achieved: 75+% of Y7 students participating in a Reading programme make 12+ months progress pre to post intervention.***

Y8 SRA Reading Intervention:

4 out of 6 Disadvantaged students improved their reading age by at least 12 months pre to post intervention, lasting 8 months. (Average reading age progression of the 6 Disadvantaged students was +17 months, cf. +8.8 months for 5 non-Disadvantaged students.)

Y8 Reading Challenge:

2 out of 3 Disadvantaged students, with a reading age of below 9.10, improved their reading age by at least 12 months pre to post intervention, lasting 9 months. (Average reading age progression of the 3 students was +15.3 months.) *To run Sep to Feb 2018/19.*

Y9 Literacy Plus Intervention:

Both Disadvantaged students improved their reading age by at least 12 months pre to post intervention, lasting 8 months. (Average reading age progression of the 2 Disadvantaged students was +17.5 months, cf. -6 months for 1 non-Disadvantaged student.)

Key Stage 3 Small Group Literacy Intervention:

25 Y7 students all eligible for Catch-up funding (including 12 Disadvantaged students), 1 Disadvantaged Y8 student and 1 Disadvantaged Y9 student participated in a small group Literacy intervention programme, delivered by an external tutor. 9 out of the 27 students improved their currently Working At level by at least 1 sub-Level pre to post intervention.

Outcomes of these successful interventions will inform interventions 2018/19. Accelerated Reader has been purchased for use with the Y7 I2L group, Y9 Entry Level group, Y8 Literacy group and possibly Reading Challenge students. The external tutor will be deployed on a bespoke basis 2018/19, in the context of other Literacy interventions.

B. Disadvantaged students (Y11) accelerate their progress in English.

- Y11 small group very focused intervention (3 ability bands) by English teachers during Period 6
- Rolling programme approach for maximum impact
- Assigned mentors support participation and parental engagement

English Language Outcomes:

	4+		5+	
	Disad	Non-Disad	Disad	Non-Disad
2018	43.5	59.7	26.1	37.7
Forecast	60.9	66.2	26.1	39.0
Target	78.3	81.3	34.8	53.3
Nat				

43.5% of Disadvantaged students achieved/exceeded their English Language target cf. 52.0% of non-Disadvantaged students. **Outcome B not quite achieved: 50+% of Disadvantaged students achieve/exceed their English target (Y11 English Language).**

English Literature Outcomes:

	4+		5+	
	Disad	Non-Disad	Disad	Non-Disad
2018	47.8	71.4	21.7	45.5
Forecast	60.9	64.9	30.4	28.6
Target	78.3	77.3	39.1	54.7
Nat				

43.5% of Disadvantaged students achieved/exceeded their English Literature target cf. 46.7% of non-Disadvantaged students. **Outcome B not quite achieved: 50+% of Disadvantaged students achieve/exceed their English target (Y11 English Literature).**

English Interventions:

- Y11 Disadvantaged students making less than expected progress in English courses were targeted through extra-curricular subject intervention programmes delivered by subject staff and as appropriate, in-school revision sessions:
 - Disadvantaged students improved their English Language forecast grade by at least 1 sub-grade pre to post intervention in 10 out of 24 intervention programmes
 - 8 out of the 18 participants achieved or bettered their target grade. *A targeted in-house intervention programme, with foci Grade 3 to 4 and 4 to 5 to be planned 2018/19.*
- 10 Disadvantaged students participated in the PiXL Strive for Five English conference. 5 of these students achieved/bettered their English Language target grade. *PiXL English student conferences will be considered for 2018/19 to improve Grade 4/5 outcomes.*
- See Other Approaches for impact of **English TAs (Disadvantaged focus).**

- £3176 (English intervention staffing)
- £1750 (External English tutor)
- £3270 (English resources)

- £3176.00 (Staffing)
- £2836.31 (Resources)
- **£6012.31 (Total)**

<p>C. Disadvantaged students accelerate their progress in Maths.</p>	<ul style="list-style-type: none"> • Maths staff identified as year-based Disadvantaged students champions • Champions to track the progress of the Disadvantaged cohort, monitor and share in-class intervention strategies and deliver intervention programmes where appropriate ○ External tutor intervention programmes (appropriate year-based Champion to oversee) 	<p>See (i) C for Maths Y7 to 10 progress.</p> <p>KS3 Small Group Maths Intervention: 13 Y7 students all eligible for Catch-up funding (including 6 Disadvantaged students), 8 Disadvantaged Y8 students and 2 Disadvantaged Y9 students participated in a small group Maths intervention programme, delivered, in the main, by an external tutor. 10 out of the 23 students improved their currently Working At level by at least 1 sub-Level pre to post intervention. <i>The external tutors will be deployed on a bespoke basis 2018/19, in the context of other Maths interventions. A dedicated Maths TA will also be deployed to accelerate the progress of targeted Disadvantaged students.</i></p> <p>Y10 Small Group Maths Intervention: 7 Disadvantaged Y10 students making less than expected progress participated in a small group Maths intervention programme, delivered, in the main, by an external tutor. 1 student, post intervention, was forecast to meet their target grade whilst 4 of the remaining 6 students were forecast 1 grade below their target grade. <i>The effectiveness of this provision will be reviewed 2018/19 and external tutors deployed, where appropriate, in the context of other Maths interventions.</i></p> <p>Online Resources:</p> <ul style="list-style-type: none"> • The KS3 Athletics programme promoted independence and built confidence in lower attaining students through activities in topic areas not yet taught. • Continued use of online MyMaths and MathsWatch programmes has provided support and challenge for Disadvantaged students, through home learning and self-teaching (monitored online for use and impact). <p><i>Allocation to fund Maths online resources to continue 2018/19.</i></p>	<ul style="list-style-type: none"> • £4906 (SLT staffing) • £3500 (Maths intervention staffing) • £1750 (External Maths tutor) • £6760 (Maths TA support) • £1162.20 (Maths intervention resources) • £3706 (Y7 Maths intervention staffing/resources) • £1750 (Y7 external Maths tutor) 	<ul style="list-style-type: none"> • £15166.00 (Staffing) • £628.86 (Maths tutor) • £743.67 (Maths resources) • £3706 (Y7 Maths intervention staffing/resources) • £1500 (Y7 external Maths tutor) • £21744.53 (Total inc £5206 Catch-up funding)
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<p>C. Disadvantaged students (Y11) accelerate their progress in Maths.</p>	<ul style="list-style-type: none"> Y11 small group very focused intervention by Maths teachers (targeted Level 4 and 5) during registration and P6 Rolling programme approach for maximum impact Assigned mentors support participation and parental engagement 	<p>Maths Outcomes:</p> <table border="1" data-bbox="862 119 1512 319"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">4+</th> <th colspan="2">5+</th> </tr> <tr> <th>Disad</th> <th>Non-Disad</th> <th>Disad</th> <th>Non-Disad</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>43.5</td> <td>59.7</td> <td>30.4</td> <td>44.2</td> </tr> <tr> <td>Forecast</td> <td>56.5</td> <td>62.3</td> <td>39.1</td> <td>50.6</td> </tr> <tr> <td>Target</td> <td>60.9</td> <td>76.0</td> <td>47.8</td> <td>56.0</td> </tr> <tr> <td>Nat</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>26.1% of Disadvantaged students achieved/exceeded their Maths target cf. 34.7% of non-Disadvantaged students. Outcome C not achieved: 50+% of Disadvantaged students achieve/exceed their Maths target (Y11).</p> <p>Maths Interventions:</p> <ul style="list-style-type: none"> Y11 Disadvantaged students making less than expected progress in Maths were targeted through extra-curricular subject intervention programmes delivered by subject staff and external tutors and as appropriate, in-school revision sessions: <ul style="list-style-type: none"> Disadvantaged students improved their Maths forecast grade by at least 1 sub-grade pre to post intervention in 12 out of 22 intervention programmes 4 of the 12 participants achieved or bettered their target grade. <i>A targeted in-house intervention programme, with foci Grade 3 to 4 and 4 to 5 to be planned 2018/19.</i> 4 Disadvantaged students participated in the PiXL Strive for Five Maths conference. 2 of these students achieved or bettered their target grade. <i>PiXL Maths student conferences will be considered to for 2018/19 to improve Grade 4 and 5 outcomes.</i> 		4+		5+		Disad	Non-Disad	Disad	Non-Disad	2018	43.5	59.7	30.4	44.2	Forecast	56.5	62.3	39.1	50.6	Target	60.9	76.0	47.8	56.0	Nat					<ul style="list-style-type: none"> £4601 (Maths intervention staffing) 	<ul style="list-style-type: none"> £4601 (Total)
	4+			5+																													
	Disad	Non-Disad	Disad	Non-Disad																													
2018	43.5	59.7	30.4	44.2																													
Forecast	56.5	62.3	39.1	50.6																													
Target	60.9	76.0	47.8	56.0																													
Nat																																	
				<p>£65685.70 (including £7206 Catch-up funding)</p>	<p>Total (ii) £61796.71 (including £6706 Catch-up funding)</p>																												

(iii) Attendance

Desired outcome	Chosen action/approach	Impact/future approach	Planned spending	Actual costs
<p>D. Disadvantaged students improve their attendance rates.</p>	<ul style="list-style-type: none"> Attendance procedures communicated/ rewards systems in place. New Lesson Monitor system supports tutor monitoring of attendance and attitude to learning Continuation of Breakfast Club to encourage students into 	<ul style="list-style-type: none"> 94.27% 2017/18 attendance (Disadvantaged), cf. 95.85% (non-Disadvantaged) and 95.36% (all). Outcome D not quite achieved: Attendance of Disadvantaged students improves to 95%. For 2017/18, 52.3% Lesson Monitor 1s awarded (Disadvantaged) cf. 56.4% (non- Disadvantaged). The Disadvantaged/Non-Disadvantaged rewards gap is significantly smaller than in previous years. Breakfast Club attendance: 	<ul style="list-style-type: none"> £12250 (Attendance) £7940 (Breakfast Club) £2000 (Trips) £1500 (Student transport) £24920 (Attendance staffing) 	<ul style="list-style-type: none"> £36880 (Attendance) £4513.72 (Breakfast Club staffing) £10420.36 (Breakfast Club goods) £5446.75 (Trips) £248.16 (Student Transport) 57508.99 (Total)

	<p>school</p> <ul style="list-style-type: none"> Ensure that all Disadvantaged students are supported to access extra-curricular events and trips (costs considered on an individual basis, with some curriculum trips fully funded for Disadvantaged students) 	<table border="1" data-bbox="918 108 1451 306"> <thead> <tr> <th>Total Mean Attendance per Day</th> <th>Term 1 (1)</th> <th>Term 1 (2)</th> <th>Term 2 (1)</th> <th>Term 2 (2)</th> <th>Term 3 (1)</th> </tr> </thead> <tbody> <tr> <td>Disad</td> <td>29.1</td> <td>29.3</td> <td>25.4</td> <td>24.9</td> <td>20.4</td> </tr> <tr> <td>non Disad</td> <td>39.0</td> <td>46.1</td> <td>41.3</td> <td>40.5</td> <td>36.8</td> </tr> <tr> <td>All</td> <td>68.1</td> <td>75.5</td> <td>66.8</td> <td>65.4</td> <td>57.2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Support for Disadvantaged students to participate in educational trips and visits has significantly increased this year (£5446.75), with some curriculum trips, including Able Writers, Poetry Live, and Sports Leaders, fully funded from the Pupil Premium budget. 	Total Mean Attendance per Day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2)	Term 3 (1)	Disad	29.1	29.3	25.4	24.9	20.4	non Disad	39.0	46.1	41.3	40.5	36.8	All	68.1	75.5	66.8	65.4	57.2		
Total Mean Attendance per Day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2)	Term 3 (1)																							
Disad	29.1	29.3	25.4	24.9	20.4																							
non Disad	39.0	46.1	41.3	40.5	36.8																							
All	68.1	75.5	66.8	65.4	57.2																							
				£48610	£57508.99 Total (iii)																							

(iv) Other approaches																																	
Chosen action/approach	Impact/future approach	Planned spending	Actual costs																														
Appointment of 2 specialist English TAs from January 2018 (in-class and withdrawal teaching across KS3 and 4)	<p>When both TAs were employed, up to Progress Report 4:</p> <ul style="list-style-type: none"> average grade of Y7 Disadvantaged students PR2 to PR4 improved from 4c to 4a; likewise Y8 4a to 5c; likewise Y9 5b to 5b. <p>Examples of progress of individual students, supported by highly effective TA through in-class and small group intervention, up to Progress Report 5 are:</p> <ul style="list-style-type: none"> Student A: 4c to 4a to 5c; Student B: 5a to 6b to 6a; Student C: 3b to 4a to 5c; Student D: 3b to 5b to 6c. <p><i>In 2018/19, English staff will be assigned to support the progress of Disadvantaged students in a particular year group through small group teaching. (9 periods intervention per fortnight allocated plus 8 periods Y11.)</i></p>	£17702	£13276.50 (Total)																														
Science small group intervention	<p>Science Combined Outcomes:</p> <table border="1" data-bbox="860 1241 1478 1433"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">4+</th> <th colspan="2">5+</th> </tr> <tr> <th>Disad</th> <th>Non-Disad</th> <th>Disad</th> <th>Non-Disad</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>16.7</td> <td>44.2</td> <td>6.7</td> <td>12.8</td> </tr> <tr> <td>Forecast</td> <td>20.0</td> <td>43.0</td> <td>10.0</td> <td>29.1</td> </tr> <tr> <td>Target</td> <td>46.7</td> <td>50.0</td> <td>13.3</td> <td>19.0</td> </tr> <tr> <td>Nat</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>40.0% of Disadvantaged students achieved/exceeded their Science target cf. 40.5% of non-Disadvantaged students.</p>		4+		5+		Disad	Non-Disad	Disad	Non-Disad	2018	16.7	44.2	6.7	12.8	Forecast	20.0	43.0	10.0	29.1	Target	46.7	50.0	13.3	19.0	Nat					£3176	£3176 (Total)	
	4+		5+																														
	Disad	Non-Disad	Disad	Non-Disad																													
2018	16.7	44.2	6.7	12.8																													
Forecast	20.0	43.0	10.0	29.1																													
Target	46.7	50.0	13.3	19.0																													
Nat																																	

Biology Outcomes:

	4+		5+	
	Disad	Non-Disad	Disad	Non-Disad
2018	62.5	82.4	50.0	61.8
Forecast	87.5	100.0	75.0	67.6
Target	100.0	97.0	87.5	90.9
Nat				

25.0% of Disadvantaged students achieved/exceeded their Biology target cf. 51.5% of non-Disadvantaged students.

Chemistry Outcomes:

	4+		5+	
	Disad	Non-Disad	Disad	Non-Disad
2018	50.0	64.7	25.0	41.2
Forecast	87.5	88.2	62.5	58.8
Target	100.0	97.0	87.5	90.9
Nat				

0.0% of Disadvantaged students achieved/exceeded their Chemistry target cf. 27.3% of non-Disadvantaged students.

Physics Outcomes:

	4+		5+	
	Disad	Non-Disad	Disad	Non-Disad
2018	62.5	73.5	12.5	44.1
Forecast	75.0	94.1	50.0	88.2
Target	100.0	97.0	87.5	90.9
Nat				

0.0% of Disadvantaged students achieved/exceeded their Physics target cf. 30.3% of non-Disadvantaged students.

Science Interventions:

Y11 Disadvantaged students making less than expected progress in Science courses were targeted through extra-curricular subject intervention programmes delivered by subject staff and as appropriate, in-school revision sessions:

- 7 out of 9 Science Combined Disadvantaged students improved their forecast grade by at least 1 pre to post intervention. 3 of these students achieved or bettered their target grade.
- Likewise, as above for Biology, 2 out of 8 students. 2 of these students achieved or bettered their target grade.
- Likewise, as above for Chemistry, 2 out of 8 students. None of these students achieved or

	<p>bettered their target grade.</p> <ul style="list-style-type: none"> As above for Physics, 2 out of 7 students. None of these students achieved or bettered their target grade. <p><i>A targeted in-house intervention programme for all Science subjects, with foci Grade 3 to 4 and 4 to 5 to be planned 2018/19.</i></p>																														
Home Learning Club (staffing and consumables)	<table border="1"> <thead> <tr> <th>Total Mean Attendance per Day</th> <th>Term 1 (1)</th> <th>Term 1 (2)</th> <th>Term 2 (1)</th> <th>Term 2 (2)</th> <th>Term 3 (1)</th> <th>Term 3 (2)</th> </tr> </thead> <tbody> <tr> <td>Disad</td> <td>2.4</td> <td>2.9</td> <td>2.9</td> <td>4.0</td> <td>3.8</td> <td>2.2</td> </tr> <tr> <td>non Disad</td> <td>8.9</td> <td>8.8</td> <td>9.9</td> <td>7.0</td> <td>7.5</td> <td>5.7</td> </tr> <tr> <td>All</td> <td>11.3</td> <td>11.7</td> <td>12.8</td> <td>11.0</td> <td>11.3</td> <td>7.9</td> </tr> </tbody> </table> <p><i>To continue 2018-19. To be promoted, in particular, to Y7 Disadvantaged students and those eligible for Catch-up funding.</i></p>	Total Mean Attendance per Day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2)	Term 3 (1)	Term 3 (2)	Disad	2.4	2.9	2.9	4.0	3.8	2.2	non Disad	8.9	8.8	9.9	7.0	7.5	5.7	All	11.3	11.7	12.8	11.0	11.3	7.9	£3650	<ul style="list-style-type: none"> £6548.82 (Staffing) £408.26 (Goods) £6957.08 (Total)
Total Mean Attendance per Day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2)	Term 3 (1)	Term 3 (2)																									
Disad	2.4	2.9	2.9	4.0	3.8	2.2																									
non Disad	8.9	8.8	9.9	7.0	7.5	5.7																									
All	11.3	11.7	12.8	11.0	11.3	7.9																									
Revision resources for Science, Geography, History and RE, including online packages	<ul style="list-style-type: none"> Science: Purchased past papers/Grade 5 booster books enabled Y11 Disadvantaged students to practise exam technique. Student voice survey analysis indicated revision books were used and found useful. Most Disadvantaged students, having used the resources, were forecast to achieve their target Grade 5 at PR4. Humanities: Purchased revision guides/intervention resources improved the engagement and forecast performance at PR4 of Disadvantaged Y11 cohort in comparison to previous year. <p><i>Departments to bid for curriculum resources 2018-19.</i></p>	£1495	<ul style="list-style-type: none"> £1286.40 (Science) £108.25 (Humanities) £1394.65 (Total) 																												
Art KS3 and 4 equipment packs	<p>Disadvantaged students displayed increased motivation/engagement in lessons. Equipment packs were used to support home learning tasks, with improved rate of completion. <i>Packs to be renewed 2018/19; in particular enabling GCSE standard Art work to be completed at home.</i></p>	£1500	<ul style="list-style-type: none"> 1243.63 (Total) 																												
Music tuition, workshops and therapy	<ul style="list-style-type: none"> Instrumental tuition: Opportunity given for KS3 Disadvantaged students, including new Y7, to start musical instrument tuition preparing them to be able to opt for KS4 Music and to achieve higher performance standard. Improved confidence & self-esteem were witnessed at KS3; a Y9 student has opted to take KS4 Music. The KS4 guitarist has excelled at playing more complex pieces, in time and with style, and has increased in confidence preparing for BTEC performance. Full engagement from drumming students who are now preparing for their Grade 1 examination. Y7 students have used their drumming skills in curriculum practical work and have significantly increased their attainment. Keyboard Lessons: Disadvantaged students 	£3770	<ul style="list-style-type: none"> £5207.00 (Total) 																												

	<p>improved technique and started to achieve fluency. Their choice of music improved as did their commitment to collaborative working with other students. Increased enjoyment was witnessed. KS3 attainment at PR5 increased. KS4 keyboard Student D has extended skills to singing and playing and is now working confidently with others.</p> <ul style="list-style-type: none"> • KS4 vocal lessons: Disadvantaged students improved their quality of performance, confidence and independence. Tutor focused on specific improvements to technique and singers improved pitch and projection. Student A improved significantly to gain a Merit for both performance units and Student B achieved a Distinction with more accomplished stylistic vocal technique and control of expression. The increased confidence of Student C was witnessed in a vocal showcase July 2018. • Two IEM KS4 workshops: Targeted intervention/support for Disadvantaged students in their BTEC Composition and Performance units and exam (The Music Industry). Greatly assisted students with preparation, confidence and quality of performance. <p><i>Allocation to continue 2018/19.</i></p>		
Food Technology ingredients	<p>Disadvantaged students were able to access and enjoy practical aspect of curriculum without funding constraints. <i>Funding to be provided 2018/19, including greater allocation to Y9 and extra-curricular activities.</i></p>	£1200	• £1538.73 (Total)
Engineering memory sticks	<p>Improved practical work was observed as students were able to complete further independent learning at home. <i>Allocation to continue 2018/19.</i></p>	£50	• £0.00 (Total)
Exam resit fees	<p><i>Allocation to continue 2018/19.</i></p>	£2500	• £2500.00 (Total)
Pencil cases, calculators Year 6/7	<p>Stock allocated to Heads of Year for essential use on a bespoke basis. <i>Allocation to continue 2018/19.</i></p>	£680	• £380.14 (Total)
Y10 work experience	<p>Funding allowed all Disadvantaged students to participate in the programme. <i>Allocation to continue 2018/19.</i></p>	£1020	• £1041.00 (Total)
Direct financial support including uniform, Y11 prom, hoodies, year book, DofE equipment	<p>Funding allocated on a bespoke basis. <i>Allocation to continue 2018/19.</i></p>	£1100	<ul style="list-style-type: none"> • £437.86 (Uniform) • £646.38 (Other support) • 1084.24 (Total)
Counsellor/mentor	<p>Counselling arranged on a bespoke basis, including:</p> <ul style="list-style-type: none"> • support for management of Student A's serious mental health issues, pending additional external agency support; • support for Student B's successful integration into curriculum following work with Inclusion Co-ordinator; • behaviour support for Students C and D, pending external agency support; • support for addressing of Student E's barriers to learning, on-going, on becoming LAC. <p><i>Allocation to continue 2018/19.</i></p>	£3000	• 1305.00 (Total)
Contingency		£2582.30	

	£43425.30	£ 39103.97 Total (iv)
TOTAL EXPENDITURE	£167721 (inc £9706 Catch-up)	£168409.67 (inc £9206 Catch-up)