



The Deanery High School and 6th Form College

Pupil Premium Action Plan 2016- 2017

Focus (current gaps in our school)	Barriers to Learning (based upon discussions with pupils, parents, staff)	Desired Outcomes Improved attainment for disadvantaged pupils and gaps being closed. Increasing progress, improving attendance, reducing exclusions, improving family engagement, developing skills, developing personal qualities, extending opportunities, reducing NEETS	Success Criteria SMART and all must know them; must form part of SIP and PM	Chosen Strategy Staff training, actual ideas that we know will work; monitoring of pupils, short term and long term	£	Evaluation of Impact At key review points, ascertain current impact and what needs to change. Each update should be added onto website to show audit trail
Literacy – English (particularly writing and particularly L4s) Literacy – whole school	2015: L4 English; 35% of our disadvantaged pupils made expected progress compared to 74% Nationally <ul style="list-style-type: none"> • Reading routinely and reading for pleasure • Inference and deduction skills • Synthesis of bulk text (gaining overview) • Basic literacy skills (SPaG) • Creative thinking/ creative writing/planning thereof (a) Active literacy marking. (b) Consistency of teaching literacy across all faculties. (c) Foundation of literacy skills (SPaG). (d) Stretch and challenge KS3.	All L4 learners will make expected progress in English compared to National expectations and our own aspirational targets. All L4 learners will make expected progress in all subjects compared to National expectations and our own aspirational targets.	Y7- Y9 100% pupils on track for their pathway % 3 Levels of Progress in English 76% % 4 Levels of Progress in English 40% Monitoring books for effective literacy teaching and marking. Ensuring that literacy is embedded in SOW across all faculties. To monitor the use and impact of Accelerated Reader and STAR Test to produce more enthusiastic and robust readers.	<ul style="list-style-type: none"> • KS3 curriculum changes: topics, challenge, links to new GCSE spec, builds on KS2 learning • Literacy progress units (after school option) • Re-drafting an expectation now with staff monitoring progress • Youth Speaks/ Big Book Quiz • Targeted feedback which is responded to <ul style="list-style-type: none"> • Focus Months (eg: punctuation, homophones, PEE paragraphs) • Tip of the week. • Teaching and Learning breakfast and newsletter. • Accessible resources available on TDrive. • Regular meeting with Literacy Reps. • CPD – Inset Day and Staff Day. • Pupil and Staff voice. • Literacy Day. • Targeted intervention. • Literacy Reading Group (Thursday). • World Book Day events. • Literacy focus – Summer School. 	£40,000	
Maths – particularly L4s	From formal and informal observations and pupil voice questionnaires, there are a number of obstacles that are affecting PP	All L4 learners will make expected progress in mathematics compared to National expectations	% 3 Levels of Progress in Maths 75% % 4 Levels of Progress in	<u>Y11 immediate action:</u> All pupils in receipt of PP are now receiving some form of support in one or more of the following interventions:	£40,000	

	<p>pupils at Level 4: Equipment, revision guides, completing homework, pupils not willing to ask for help.</p> <p>2015: Level 4 maths 39% expected progress compared to 74% Nationally</p> <p>Level 4 maths 11% better than expected progress compared to 26% Nationally</p> <p>APS Maths 33.3 compared to 41.7 Deanery non-disadvantaged</p>	<p>and our own aspirational targets.</p>	<p>Maths 40%</p>	<p>Two hours of maths intervention each week in Games lesson in groups of one or two working with a pupil currently working at Grade A/A*</p> <p>A number of pupils are being withdrawn from morning registration for 30 minutes Grade A intervention every morning to work on more challenging GCSE questions</p> <p>8 pupils receiving 1:3 support with maths teacher</p> <p>All of the pupils in Set 2 took part in a peer intervention programme, which involved half of Set 2 pupils sitting next to a Set 1 pupil for 6 weeks for one-to-one support to address weaknesses identified from the January mock exam.</p> <p>Equipment and revision guides have been provided for pupils who need it .</p> <p><u>Y7-10 strategy:</u> Develop class-monitoring sheets for KS3 to monitor pupil progress closely</p> <p>Teacher Peer observations to start in the Spring term to share good practice and improve the quality of teaching and learning</p> <p>Student Peer mentoring programme to improve the attainment of identified pupils</p> <p>Develop effective differentiation across the department, with the support of the Lead Practitioner for Differentiation</p> <p>Develop the use of planning ahead for future lessons with TA's</p>		
<p>Emotional well being</p>	<p>Low self esteem</p> <p>Being ready to learn</p>	<ul style="list-style-type: none"> • 100% PP learners make progress in line with school's aspirational targets • Attendance for PP learners is in line with non-PP • Pupil voice –PP learners feel they have a purpose, are prepared for learning and are motivated to learn 	<p>Boxhall profiles, attendance and pupil voice will demonstrate improvements in learners self-esteem</p> <p>SDQ questionnaires</p>	<p><u>Nurture for vulnerable pupils:</u></p> <ul style="list-style-type: none"> • Pastoral teams/ PP champions • Peer mentoring • Group support to be led by new Chaplain) • Attendance/ punctuality monitoring by PP champions • PP year group self-esteem opportunities (currently Karate/ hair & beauty... to be further developed) 	<p>£35,000</p>	

Aspirations	Low aspirations Encouraging our PP learners to set aspirational targets for their future and ensuring they can be met by aspirational targets, expectations and high quality teaching and learning	100% of PP learners are ready for their next steps	Destinations data shows that PP learners are not NEET and move onto the right post 16 provision	<ul style="list-style-type: none"> • ARG group working on raising the challenge • ARG group working on metacognition and self-regulation (growth mind-set) • Review of the role of prefect/ Head boy & Head girl role • Visiting speakers – past successful pupils • Rewards system • Parent support for aspirational learning • 6th form buddying scheme 	£8000	
Mindsets	Learner's general resilience and ability to persist when work gets difficult	To sustain the high achievement of non-PP pupils whilst reducing the gap by approx. 10% to be in line with the National gap (5A*-CEM measure)	Learners are resilient and have a growth mindset	<p>Teaching & learning focus on mindsets and resilience:</p> <ul style="list-style-type: none"> - feedback - flipped learning) - growth mindset - independent learning - challenging targets - aspirational learning - rewarding effort - persisting in obstacles - embracing challenges - learning from criticism - inspiration of others <p><u>Quality First teaching principles:</u></p> <ul style="list-style-type: none"> • directing and telling • demonstrating • explaining and illustrating • questioning and discussing • exploring and investigating • consolidating and embedding • reflecting on and talking through a process • reflecting and evaluating • summarising and reminding • guided learning 	£140,000	

Issues identified by PP champions and other data

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		reducing NEETS				website to show audit trail
Homework/ organisation	Being ready to learn	<p>More understanding of the subject (all HMK links to the lesson theme).</p> <p>Understanding & organisation provides confidence in the pupil.</p> <p>Progress grades/flight path increase due to greater understanding/reinstate learning of the subject.</p>	Pupils in our PP focus groups will be making good progress within their pathways. Detentions for behaviour/ homework/ equipment will be negligible.	<p>HMK club.</p> <p>Monitoring of attendance.</p> <p>Liaise with staff.</p> <p>Progress Report</p> <p>Letters/ phone calls/ engagement with parents.</p> <p>Expectation that pupils will be here til 4 at least 3 days per week – link to points & awards?</p>	£5,000	
Engagement in the life of the school/ enhancement of interests	Extra-curricular attendance	<p>Boosting attainment in disadvantaged pupils.</p> <p>Increased self-esteem noted through boxhall monitoring / student voice/ attendance & punctuality</p>	Pupils in our PP focus groups will be making good progress within their pathways. Detentions for behaviour/ homework/ equipment will be negligible.	<p>Distribute available activities to all PP Yr. groups and encourage participation.</p> <p>Expectation that all faculties will offer extra-curricular activities.</p> <p>Expectation that pupils will be here til 4 at least 3 days per week – link to points & awards?</p>	£5,000	
Parental engagement	Support required for organisation/ aspiration/ behaviour. Teamwork needed between pupil, parent and school	Parents to work with & support the school.		<p>Planner, texts, phone calls home, postcards home & Star of the week certificates. Recording information on Sims.</p> <p>Groups/activities for parents & grandparents. Development of FDHS</p> <p>Development of specific parent/ grandparent coffee mornings</p>	£10,000	

Total

£283,000