

Pupil premium strategy evaluation and costs (secondary) 2018/2019

1. Summary information					
School	Thomas Deacon Academy				
Academic Year	2018-2019	Total PP budget	£566,610	Date of most recent PP Review	March 2018
Total number of pupils	1620	Number of pupils eligible for PP	624 (38%)	Date for next internal review of this strategy	March 2020

2.	3. Current attainment – Data for <u>2017 - 2018 Cohort</u>		
		Pupils eligible for PP – 107	Whole School
% achieving 4 or above incl. EM		45 % (PP NA 44%)	53%
% achieving 5 or above incl EM		33% (PP NA 24.5%)	37%
Progress 8 score average		-0.44 (PP NA -0.40)	-0.25
Attainment 8 score average		38.13 (PP NA 37.0)	41
4.	5. 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.	Poor attitude to learning resulting in higher than average removals for PP cohort		
B.	Poor punctuality resulting in higher than average late to school for PP cohort		
C.	Progress and attainment gap between PP and NPP students		
	External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement at parents evenings		

6. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	0.20 reduction in Progress 8 gap between disadvantaged and non-disadvantaged students and all disadvantaged students across all key stages to make at least expected progress (with a focus on HPA PP students achieving a positive P8 score)	2018 – 19 PP P8 score of 0.1 and 100% of PP students across all Key stages to achieve at least expected progress
B.	Improved Behaviour for Learning for KS3 PP students	10% reduction in overall removals for PP students when compared with 2017- 18 metrics
C.	Improved punctuality at the start of the day for PP students	10% reduction in overall lateness to school for PP students when compared with 2017- 18
D.	Increased parental engagement with students' academic progress	10% increase in PP parents evening attendance when compared with 2017 – 18 metrics across all year groups)

7. Planned expenditure						
Academic year		2018 – 19				
Quality of teaching for all						
Outcome – linked to outcomes A, B, C, D	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation (in year)	Impact measure (end of year)
Whole school CPD on effective feedback strategies to raise levels of attainment (A/B)	Staff training on high quality feedback and assessment	EEF Toolkit indicate high quality feedback is most effective and low cost way to enhance progress of students	Via SLT/HOD QI	Mo Ladak (AP Teaching and Learning)	April 2019 June 2019 September 2019	Progress in August 2019 All 0.03 PP -0.21
Raise levels of behaviour and punctuality for KS3 PP students (B, C)	Appointment of PP Champion	Identification of one member of staff to have overview of 20 targeted KS3 students (derived from T2 behaviour data) that will hold bi-weekly student voice sessions to address any barriers to learning and punctuality	Via weekly link meetings with VP Well-being	Bashrat Hussain (PP Champion)	March 2019 May 2019 September 2019	Term 3 and Term 6 data indicated 100% attendance of PP students attending targeted breakfast club. 48% of all lates to lessons are PP students.
Introduction of restorative Justice conversations after a student has been removed from the classroom (B)	Scripted RJ conversations to be held between student/teacher and RJ lead member of staff before students return to lesson	Pivotal Behaviour which is a behaviour consultancy group linked with PIXIL identified that the introduction of RJ conversations between staff and	Via weekly behaviour tracking of removals	Veronica Giaquinto (VP Well-being)	March 2019 May 2019 September 2019	Current Term 3 data indicates 14% decrease in PP removals when compared with Term 2 removals.

		students can reduce removals by an average 50%				26% decrease in all removals in comparison to 2017/2018. 20% decrease in PP removals in comparison to 2017/2018.
Improved rates of progress across all Key stages for PP students(A,B)	Departmental and staff training on use of SISRA to track underachievement and track progress	Quality teaching for all has the greatest impact on raising level of progress and therefore teachers and subjects leaders need to be aware of how to quickly identify students who are underachieving so as to put in necessary in class interventions	HOD and SLT Learning Walks	Jenny Brassington (VP Standards)	May 2019 July 2019 September 2019	Progress in August 2019 All 0.03 PP -0.21 (-0.44 in 2017/2018) KS3 progress data: Y7 No gap in English and 4% gap in Maths Y8 8% gap in English and no gap in Maths Y9 no gap in English and 4% gap in Maths
Creation of a PP focused professional learning group to raise awareness of PP students' needs and to support development of whole school strategies to support PP students (A,B,C, D)	Termly meetings with allocated staff members	Raising awareness and barriers that PP students may face will help support teachers in developing effective strategies in addressing some of these barriers	HOD and SLT Learning Walks	Veronica Giaquinto (VP Well-being)	July 2019	100% of staff attending PLG group to have reduced gap between PP/NPP in their targeted classes by July 2019.
Develop staff understanding of barriers to learning faced by PP students and share data as to why PP are a targeted group (A,B, C, D)	Bi- termly updates on PP progress and barriers in whole staff briefings	Raising awareness and barriers that PP students may face will help support teachers in developing effective strategies in addressing some of these barriers	KS3/4 Checkpoint analysis on progress and behaviour PP students	Veronica Giaquinto (VP Well-being)	July 2019	Bi-termly updates given in whole staff briefing. 100% staff surveyed could explain why a child might be PP and suggest strategies they could use to support their learning.

Implementation of the 'Them and us' Tutor Time programme to run across whole school (A,B, C)	Targeted whole school tutor sessions to focus on respect, kindness and well-being to run x3 a week in tutor sessions	The PIXIL Them and Us programme has proved successful in raising levels of engagement and well-being of students	SLT/HofH Learning walks and student voice	Claire O'Donnell (AP Culture and Ethos)	March 2019 July 2019	Term 3 Evaluation KS3 PP students voice indicated 100% like the new style Tutor programme and feel it benefits them. Rolled out into all years for Term 4-6.
Introduction of follow up meetings with a HofH or DHofH for parents/carers who are unable to attend parents evening (D)	Follow up lists to be sent to all Houses of parents who have not attended a parents evening – contact and meetings to be arranged with all parents/carers before end of academic year	Various academic studies have identified parental engagement as key in enhancing and supporting students progress and attainment	Tracking of PP attendance at parents evening and follow up meetings	Veronica Giaquinto (VP Well-being)	July 2019	Y7 18/19 PP parents evening attendance 77%(68% 17/18) and with follow ups 90%. Y8 18/19 PP parents evening attendance 71% (79% 17/18) Y9 18/19 PP parents evening attendance 68% (60% 17/18) Y10 18/19 PP attendance 57% (74% 17/18). Y11 18/19 PP parents evening attendance 82% (73% 17/18) – Follow up parents evening on Tues 26 th March 2019 Y11 PP 82% and NPP 82%
Revision focused Y11 Tutor time and PD sessions (A)	Tutor and PD time revision booklets produced for all Y11s with targeted Tutor time sessions	Student voice taken in Term 1 indicated Y11 wanted a more focused approach to TT and PD that involved the teaching of explicit revision skills	Via weekly Y11 focused breakfast meeting	Jenny Brassington (VP Standards)	March 2019 August 2019	100% of students questioned in Y11 PP students voice stated they found resources 'helpful'.
Raise aspirations for students at KS4 (A)	Bi-weekly Y10 and Y11 assemblies	Through meeting leaders of school where PP students	Via student voice	Jenny Brassington/Veronica Giaquinto	March 2019 July 2019	56% of all Y11 stated they did not find assemblies

		had achieved well they stated this had been an effective whole schools strategy in raising levels of attainment and progress		(VP Standards and VP Well-being)		motivational or encouraging.
Support all Y11s with revision guides and strategies (A)	Purchasing of Y11 revision planners	Allows all Y11 to have a structured manner to support their revision at home	Via student voice	Veronica Giaquinto (VP Well-being)	March 2019 May 2019	53% of Y11 stated they found revision guide beneficial and they regularly used them (at least once per week)
Total budgeted cost						£254,000

8. Targeted Support						
Academic year	2018 – 19					
Targeted support						
Outcome	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure and in year tracking
Improved P8 score for PP students in Maths (A)	In class support from Intervention teacher	EEF tool kit indicates although expensive targeted tuition/intervention adds around 6 months progress	Tracking of P8 score from CP1 to CP3 and via improved P scores at KS3	Tracy Hardy (HOD)	March 2019 /August 2019	Maths all 0.09 Maths PP -0.19

Improved P8 score for PP students in Maths (A)	1 -1 lunchtime sessions led by intervention teacher x3 a week for targeted Y11 students	GXR and DKE small group work and 1-1 sessions – 93% made at least 1 grade of progress from CP1 CG to actual grade. 88% made EP.	All students move at least 1 grade between November mock and GCSE result.	Tracy Hardy (HOD)	March 2019/ August 2019	Maths all 0.09 Maths PP -0.19
Improved P8 score for PP students in Maths (A)	Aim High Maths conference (grade 8-9) over the course of one morning	50% achieved a grade 9 from those who attended. (2016-17 cohort)	All students gain at least a grade 7 in their GCSE.	Tracey Hardy (HOD)	August 2019	Maths HPA -0.01 Maths HPA PP Grade 9-7 Maths 10% Grade 9-7 Maths PP 8.9%
Improved P8 score for PP students in Maths (A)	Targeting level 5, 7 and 8-9 books provided for independent learning	Allowing students to work through targeted questions at home with support via the books should enable them to help target their revision	All students move at least 1 grade between November mock and GCSE result.	Tracey Hardy (HOD)	March 2019 August 2019	Maths all 0.09 Maths PP -0.19 Grade 9-7 Maths 10% Grade 9-7 Maths PP 8.9% Grade 9-5 Maths 45% Grade 9-5 Maths PP 32.1%
Improved P8 score for PP students in Maths (A)	Targeted one to one tuition for students in Maths	From 2017 – 18 cohort 6 out of 7 students moved up by 1 grade in Maths GCSE	All students to move up by 1 grade from November to Feb mocks	Tracy Hardy (HOD)	March 2019	88% of students went up by one grade between November and March mocks. 8 students improved their grade by at least 1 from November 2018 to August 2019.
Improved P8 score for PP students in Maths (A)	Targeted Academy 21 tuition for 10 students	Additional similar intervention have on average moved	All students to move up by 1 grade from	Tracy Hardy (HOD)	March 2019	0 students moved up by 1 grade – intervention ceased

		students up by 1 grade	November to Feb mocks			
Improved P8 score for PP students in Science (A)	Purchase of 10 minute tests - revision booklets at £6 per triple students and £3 per trilogy student	Student voice indicated they wished to have targeted questions /books to support learning in science	CP2 to CP3 improvement in Y11 SPI score for PP students of 0.2	Ro Mackerel- Hey (HOD)	March 2019 August 2019	-0.27 Trilogy -0.52 Trilogy PP -0.15 Biology -0.61 Biology PP 0.30 Chemistry -0.08 Chemistry PP -0.33 Physics -0.67 Physics PP
Improved P8 score for PP students in Science (A)	All students currently predicted a 4-, 4 or 4+ provided with an in house target 5 exam preparation booklets - Approx 200 pages of A4 photocopied over 3 booklets)	Student voice indicated they wished to have targeted questions /books to support learning in science	Students to achieve a 5 in the June exams	Ro Mackerel- Hey (HOD)	March 2019 August 2019	-0.27 Trilogy -0.52 Trilogy PP -0.15 Biology -0.61 Biology PP 0.30 Chemistry -0.08 Chemistry PP -0.33 Physics -0.67 Physics PP
Improved P8 score for PP students in Science (A)	Targeted one to one tuition for students in Triple science	From 2017 – 18 cohort 4 out of 5 students moved up by 1 grade in Science GCSE	All students to move up by 1 grade from November to Feb mocks	Ro Mackerel- Hey (HOD)	March 2019 August 2019	50% of students moved up by one grade – intervention ceased March 2019.
Improved P8 score for PP students in Science (A)	Targeted Academy 21 tuition for 12 students	Additional similar intervention has on average moved students up by 1 grade	All students to move up by 1 grade from November to Feb mocks	Ro Mackerel- Hey (HOD)	March 2019 August 2019	All students attending intervention to move at least 1 grade between November mock and March mocks. 75% of students moved up by one grade

Improved P8 score for PP students in Science (A)	Stretch and challenge booklets for potential grade 7,8 and 9 students Approx 150 pages across 3 booklets	Student voice indicated they wished to have targeted questions /books to support learning in science	5 students to move from current predicted grades of 6 to 7, 8 to move from 7 to 8 and 2 to move from 8 to 9.	Ro Mackerel-Hey (HOD)	June 2019 August 2019	-0.27 Trilogy -0.52 Trilogy PP -0.15 Biology -0.61 Biology PP 0.30 Chemistry -0.08 Chemistry PP -0.33 Physics -0.67 Physics PP
Improved P8 score for PP students in Science (A)	February half term Required Practical day	Students who attended revision school in 2017 – 18 improved on average by half a grade	Students to perform in line or above national averages in required practical questions	Ro Mackerel- Hey (HOD)	Feb 2019 August 2019	90% of PP students invited attended revision day.
Improved P8 score for PP students in Science (A)	Science chocolate challenge - motivation project to improve attitude to learning of the 40 most underperforming students in science approx cost of chocolate rewards £2 per student	Student voice indicated they would like some recognition for efforts when they improve grades	Improve performance of all students by 1.5 SPI	Ro Mackerel- Hey (HOD)	March 2019 August 2019	-0.27 Trilogy -0.52 Trilogy PP -0.15 Biology -0.61 Biology PP 0.30 Chemistry -0.08 Chemistry PP -0.33 Physics -0.67 Physics PP
Improved P8 score of PP students in English (A)	Macbeth conference (April 2019) External company brought it to go through key scenes and discuss overall text with students	68% of students achieved a 4+, almost in line with the whole cohort. The performance brings to life the play and the student voice on the workshops is positive	All students attending conference to move up by a grade	Claire Rouse/Jack Austin (HOD)	May 2019	PP student voice to indicated that they are more confident with themes of the play after seeing the live theatre performance. Eng Lit 0.15

		Grade 4+: 38% 53% Grade 5+: 21% 28%				Eng Lit PP 0.04
Improved P8 score of PP students in English (A)	Tutor group interventions- Language skills are focused on within these sessions, particularly vocab and answering set questions from the Language exams	Actual Results: EP 15.5%, EP 2% EP 18.9%, EP+ 2% Grade 4+: 38% 53% Grade 5+: 21% 28%	All students taking part in TT intervention to move up by a grade	Claire Rouse/Jack Austin (HOD)	March 2019 August 2019	Actual Results: Grade 4+: 38% 53% Grade 5+: 21% 28%
Improved P8 score of PP students in English (A)	PP booster conference. 1 conference based on Question 4 Language- from Thinking Hard PiXL strategy	Actual Results: EP: 25% Grade 4+: 62.5% Grade 5+: 50% Grade 6+: 21% Grade 7+: 7.5%	All students who attend up attain a grade 5 in GSCEs	Claire Rouse/Jack Austin (HOD)	August 2019	Eng Lang -0.07 Eng Lang PP -0.22
Improved progress of PP students in English (A)	SMART English- Reading intervention programme designed to look at comprehension	75% of students have made 6 months or more gain in reading ages	80% of students to be in line with chronological reading age	Claire Rouse/Jack Austin (HOD)	April 2019	Data pending
Improved progress of PP students in English (A)	Fresh start – reading intervention	93% of students have made 6 months or more gain in reading ages	70% of students to be in line with chronological reading age	Colm McClosky (HOD)	April 2019	Data pending
Improved P8 score of PP students in English (A)	Masterclasses in English targeting grades 7 and above (In lessons)	Additional similar intervention have on average moved students up by 1 grade	100% of targeted students to attain a grade 7 or above	Claire Rouse/Jack Austin (HOD)	March 2019 July 2019	Grade 9-7 English 11% Grade 9-7 English PP 10.7%
Improved P8 score of PP	Stretch and Challenge sessions (change termly)	Additional similar intervention have on average moved	100% of targeted students to	Claire Rouse/Jack Austin (HOD)	March 2019 August 2019	Grade 9-5 English 56% Grade 9-5 English PP 46.4%

students in English (A)		students up by 1 grade	attain a grade 5 or above			
Improved P8 score of PP students in English (A)	1:1 tuition for English targeting students to gain a 4 or 5 in English	6 students who received tuition in 2017 – 18 improved by 1 grade		Claire Rouse/Jack Austin (HOD)	March 2019	60% of students moved up by 1 grade from November to March mock 0 students increased their grade by 1 or more from CP1 to August 2019
Improved P8 score of PP students in English (A)	Academy 21 intervention targeting students to gain a grade 5 or above in English	Additional similar intervention have on average moved students up by 1 grade	All students to move up by 1 grade from November to Feb mocks	Claire Rouse/Jack Austin (HOD)	March 2019	57% of students moved up by one grade between November and March mocks- intervention ceased March 2019
Improved P8 score of PP students in English (A)	Class Intervention sheets- conducted by the classroom teachers - identifying all PP students within their lessons	Raises profile of PP students to class teachers so that they can target students in lessons	Reduction in attainment gap in English between PP/NPP students from CP1 – CP4	Claire Rouse/Jack Austin (HOD)	March 2019 August 2019	August Eng Lang -0.07 Eng Lang PP -0.22 Eng Lit 0.15 Eng Lit PP 0.04
Improved P8 score of PP students in Humanities and languages (A)	Purchasing of study History guides at 4.50 per student – targeting a grade 5	Additional similar intervention have on average moved students up by 1 grade	100% of PP students targeted to achieve a 5 in His/Geo to attain a 5 or above	Alex Izycky (HOD)	March 2019 August 2019	March 0.11 increase for PP SPI for History from CP1 to CP2 and increase of 0.34 for PP SPI for Geo for CP1 to CP2 August History -0.18 History PP -0.40 Geography 0.52 Geography PP -0.42

Improved P8 score of PP students in Humanities and languages (A)	Aspiring Historians' day at Cambridge University	Aid in raising the profile about History GCSE with PP students	10% increase in uptake of PP students studying History at KS4	Alex Izycky (HOD)	September 2019	History -0.18 History PP -0.40
Improved P8 score of PP students in Humanities and languages (A)	Supporting Easter School – History	Additional similar intervention have on average moved students up by 1 grade	100% of PP students targeted to achieve a 5 in His to attain a 5 or above	Alex Izycky (HOD)	August 2019	History -0.18 History PP -0.40 Geography 0.52 Geography PP -0.42
Improved P8 score of PP students in Humanities and languages (A)	Supporting May 1/2 term revision day His/Geo	Additional similar intervention have on average moved students up by 1 grade	100% of PP students targeted to achieve a 5 in His/Geo to attain a 5 or above	Alex Izycky (HOD)	August 2019	History -0.18 History PP -0.40 Geography 0.52 Geography PP -0.42
Improved P8 score of PP students in Humanities and languages (A)	Purchasing of Target 5/9 workbooks – History	Additional similar intervention have on average moved students up by 1 grade	100% of PP students targeted to achieve a 5 in His/Geo to attain a 5 or above	Alex Izycky (HOD)	August 2019	<u>March</u> 0.11 increase for PP SPI for History from CP1 to CP2 <u>August</u> History -0.18 History PP -0.40
Improved P8 score of PP students in Humanities and languages (A)	Additional tutoring for targeted PP students in French	Additional similar intervention have on average moved students up by 1 grade	100% of PP students targeted to achieve a 5 in French to attain a 5 or above	Alex Izycky (HOD)	August 2019	French 0.45 French PP -0.26

Improved P8 score of PP students in Humanities and languages (A)	Joint revision session with QKA for PP students in French	Additional similar intervention have on average moved students up by 1 grade	100% of PP students targeted to achieve a 5 in French to attain a 5 or above	Alex Izycky (HOD)	August 2019	French 0.45 French PP -0.26
Improved P8 and progress score of PP students at KS3 and KS4 (A)	Targeted groups of HPA students in Y7,8, 9 to take part in the Brilliant Club	Funded by Cambridge university to help raise aspirations of PP students- 100% of students in 20170- 18 successfully completed the course	Via student voice and 100% successful completion of Cambridge assessments	Emma Baker (Achievement Coordinator)	August 2019	Via student voice and 100% successful completion of Cambridge assessments
Improved P8 and progress score of PP students KS4 (A)	All PP students in KS4 to have at least x2 meetings with careers advisor	Ensure we are complaint with Gatsby benchmarks in giving appropriate carriers guidance and support	Via tracking of PP post 16 applications on a weekly basis- 100% of PP students to have secured a post 16 placement by May 2019	Hilary Faulkner (AP Community)	March 2019 August 2019	Term 3 data return indicated 90% of PP have made an application a post 16 provider August 2019 – 98% all students have post 16 placement secured.
Improved P8 and progress score of PP students KS4 in Food Technology (A)	Purchasing of ingredients for Food Practical	No quantative data as Food and Nutrition has only been reintroduced into KS3 since 2017/18	Via student voice and data tracking	100	March 2019 August 2019	Food 0.53 Food PP 0.54
Improved P8 and progress score of PP students KS4 in Engineering (A)	Trip to Jaguar - To engage students and to enhance their cultural capital. Visit subsidised for PP students.	Develop cultural capital of student	Via student voice	20	August 2019	GCSE Engineering 0.86 GCSE Engineering PP 0.11

Improved P8 and progress score of PP students KS4 in Engineering BTEC Engineering (A)	Purchase of revision guides	Enhance subject knowledge of students	Via data tracking	12	August 2019	BTEC Engineering 0.24 BTEC Engineering PP 0.37
Improved P8 and progress score of PP students KS4 in Engineering BTEC Engineering (A)	Purchase of revision guides and targeted catch up sessions	Enhance subject knowledge of students	Via data tracking	10	August 2019	GCSE Engineering 0.86 GCSE Engineering PP 0.11 BTEC Engineering 0.24 BTEC Engineering PP 0.37
Improved P8 and progress score of PP students KS4 in Art (A)	Corby Totems Project with Jason Mills a local artist and photographer. Students had a trip to Corby for the unveiling of their work and a 4 hour workshop session with the local artist.			10	August 2019	GCSE Art -0.03 GCSE Art PP -0.97
Improved P8 and progress score of PP students KS4 in Textiles (A)	Purchasing of materials	CP1 results have shown a significant improvement from 2017/18 results.	All years - Where applicable	50	August 2019	GCSE Textiles 0.72 GCSE Textiles PP 0.34
Improved P8 and progress score of PP students KS4 in Art (A)	Corby Totems Project with Jason Mills a local artist and photographer. Students had a trip to Corby for the unveiling of their work and a 4 hour workshop session with the local artist. Visit subsidised for PP students.	N/a	10	10	March 2019	100% of students surveyed stated the trip had broadened their cultural horizons

Improved P8 and progress score of PP students KS4 in Art (A)	Rivers of the World project, a visit from the artist and project manager from Morocco working with Peterborough schools.	To raise the standard/ outcomes for HAPS students	10	5	March 2019	100% of students surveyed stated the trip had broaden their cultural horizons.
Total budgeted cost						£197,000

9. Other approaches						
Academic year		2018 – 19				
Other approaches						
Outcome	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure
Improved behaviour for learning for PP students at KS3 (B)	New lesson/enrichment session - targeting life skills and enrichment awards for PP students in Year 9	Develop confidence and cultural capital of vulnerable students by exposing them to learning outside the classroom	Via student voice to assess impact and weekly tracking of attendance to sessions	Kate Booth (Teacher Well-being)	March 2019 July 2019	100% of PP students accessing the enrichment to indicate that the enrichment class has helped improve their social skills and confidence.
Improved behaviour for learning for PP students at KS3 (B)	Forest school- working with PP students at KS3 to develop learning outside the classroom (35 PP students over the academic year	In 2017 - 18 95% of students reduced negatives number of received while undertaking intervention Via student voice to assess impact and weekly tracking of attendance to sessions	Via student voice to assess impact and weekly tracking of attendance to sessions	Kate Booth (Teacher Well-being)	March 2019 August 2019	Term 3 and 6 data indicates 100% of students on course have improved attitude towards school.

Improved behaviour for learning for PP students at KS3 (B)	Nature Club for Y7 PP students to develop science understanding outside of classroom (20 PP students)	Develop confidence and cultural capital of vulnerable students by exposing them to learning outside the classroom	Via student voice to assess impact and weekly tracking of attendance to sessions	Emma Grimmwood (Stem Lead)	March 2019 August 2019	100% of PP students accessing the enrichment indicated that the enrichment class has helped improve their confidence as well as deepening their understanding of the natural environment.
Improved behaviour for learning for PP students at KS3 (B)	Human Utopia to work with all students in KS3 to develop social and emotional skills	Human Utopia presented at PP conference in 2017 that demonstrated it had been used successfully to target behaviour of PP students in other schools	Via student voice and monitoring of removals and seclusion rates for KS3 PP students	Veronica Giaquinto (VP Well-being)	March 2019	14% decrease in T3 PP student removals when compared with T2 removals. T3 gap between PP and NPP students has reduced by 6%.
Ensure students are fully equipped and ready to learn (A, B, C, D)	All PP students to have monies available in the school shop to ensure they have all equipment and revision guides to help support their learning	Research suggest that some PP students require additional financial assistance to ensure they are fully equipped and therefore we proved funding in the school shop for all our PP students	Termly tracking of monies in the shop to ensure all Pp students are accessing their money and follow ups via House Teams for any students not using their money	Veronica Giaquinto (VP Well-being)	April 2019	100% of students in Y7, 10 and 11 to have accessed monies in school shop by April 2019 and 100% of PP students questioned to state that having monies in the school shop helps support their learning as they are regularly fully equipped for lessons.
Develop Y11 PP students aspirations and gather regular student voice feedback (A)	PP working lunches held with KS4 PP students on a bi-weekly basis	Previous evidence which as helped improve outcomes for PP students has derived from the regular meetings held with VP Well-being where Pp students were able	Via improved P8 score from CP1 – CP4 and PP P8 score to be in line with national average P8 of)	Veronica Giaquinto (VP Well-being)	March 2019 August 2019	Progress in August 2019 All 0.03 PP -0.21

		to articulate what was going well and what needed to be improved to help further support progress				
Raise levels of attainment and progress for PP students (A, B, C, D)	Vice Principal well-being to have strategic leadership of PP	Closing the gap in previous years has demonstrated that a strategic lead is important in determining the allocation of resources and the evaluation of subsequent impact	100% of students to improve P8 score from CP1 – CP4 and KPI for PP students to remain better than National Average	Veronica Giaquinto (VP Well-being)	March 2019 August 2019	Progress in August 2019 All 0.03 PP -0.21
Increase engagement with PP parents (A, D)	Parental meetings with Vice Well-being and targeted Y11 PP students (20 PP students with a HPA focus)	Previous evidence has shown that students who have meetings with parents improve overall P8 score	100% of students who attend meeting to improve P8 score from CP2 to CP3	Veronica Giaquinto (VP Well-being)	March 2019	100% of students who attended a meeting to improve P8 score by 0.05 from CP1 to CP2 CP1 to CP2 improvement of PP P8 score from -0.19 to -0.10
Support in developing PP strategies and QI of TDA PP strategy (A,B,C,D)	PP trust advisor to support work of VP Well-being to QI current PP provision and website	QI of strategic leadership for PP in previous years has helped to improve systems surrounding PP	PP review to be undertaken by PP Trust Lead in March 2019 outlining areas of strength and improvements moving forward	Emily Gaunt (Principal)	March 2019	Progress in August 2019 All 0.03 PP -0.21
Improved behaviour for learning for PP students at KS3 (B)	Counsellor employed for 1 day a week to work with PP students (40 students over academic year)	Behaviour data indicates that PP students are overrepresented in behaviour statics and therefore a	Via student voice and monitoring of removals and seclusion rates for KS3 PP students	Veronica Giaquinto (VP Well-being)	July 2019	100% of PP students accessing the support to indicate that it has impacted positively on their behaviour and a % decrease in PP students at

		therapeutic intervention has been put in place targeted at PP students to help support their emotional and social needs				<p>KS3 receiving removals from Term 2 to Term 4</p> <p>100% of PP that had completed elation (10) questionnaires stated session had helped them with their well-being and behaviour</p>
Improved behaviour for learning for PP students at KS3 (B)	Learning mentors to target working with PP students (60 students over academic year)	Behaviour data indicates that PP students are overrepresented in behaviour statics and therefore a therapeutic intervention has been put in place targeted at PP students to help support their emotional and social needs	Via student voice and monitoring of removals and seclusion rates for KS3 PP students	Veronica Giaquinto (VP Well-being)	July 2019	100% of PP students accessing the support to indicate that it has impacted positively on their behaviour and a % decrease in PP students at KS3 receiving removals from Term 2 to Term 4
Enhance cultural capital pf PP students (A.B)	Subsiding of enrichment opportunities like CCF, D of E and Police Cadets (Approximately 90 students)	Develop confidence and cultural capital of vulnerable students by exposing them to learning outside the classroom	Via tracking of PP attendance to events (30% of all attendees to be PP)	Veronica Giaquinto (VP Well-being)	July 2019	Data pending
Improved behaviour for learning for PP students at KS3 (B,C)	Growth mind-set assemblies targeted at Y8	Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making on average 8 months	Via student voice and tracking of Progress data at KS3	Colm McCloskey (HOD Well-being)	March 2019	14% decrease in T3 PP student removals when compared with T2 removals. T3 gap between PP and NPP students has reduced by 6%.

		additional progress – (EEF toolkit)				
Support pastoral well-being of PP students (A,B,C,D)	Pastoral House Team to track and monitor progress and behaviour of PP students and provide targeted well-being interventions to support students	Trends indicate that due to high level of pastoral care at TDA attendance rates for PP students remain above national average and Exclusion rates remain below national average	Via student voice and monitoring of removals/attendance and seclusion rates for KS3 //4 PP students	Claire O'Donnell (AP Culture + Ethos)	September 2019	48% decrease in FTE, only 4% of PP students (reduced from 7% in 2017/2018) received a FTE.
Total budgeted cost						£255,000
Total cost in 2018/2019						£706,000

