

Pupil premium strategy statement (secondary)

1. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improved consistency of teaching and learning</p>	<p>Internal and external CPD</p> <p>Monitoring through rigorous and effective QA processes</p>	<ul style="list-style-type: none"> - Introduction of yellow box marking policy led to tangible, visible improvements in the quality of marking and feedback in school. Internal work scrutinies showed 100% of departments were using this system with very effective use in 80% of departments ensuring that PP students benefited from effective feedback and opportunities to improve work - 95% of teachers attended CPD on yellow box marking and DIRT to share best practice across the school - 100% of teachers attended CPD on DEAR time (Drop Everything and Revise) and RET (Real Exam Time) to support PP students with revision strategies and exam technique - An audit of teaching was carried out with all staff and bespoke CPD was put in place to allow teachers to better impact on pupil progress. The quality of teaching and learning has risen from 25 to 35% <p>Revised rigorous, robust monitoring systems were put in place including the introduction of the Faculty Focus departmental review system and T&L practice was reviewed in all areas. A new Quality of Teaching matrix links pupil outcomes to the quality of teaching practice and this has allowed for better targeting of development and support to teachers</p>	<ul style="list-style-type: none"> - Good and outstanding practice exists in classrooms and departments across the school and this is having an impact on pupil progress across all year groups. This will continue to be shared to impact on pupils - Yellow box marking and DIRT have continued to evolve to ensure that EBI (Even Better If) comments and key learning questions are now more tightly focused on progress for pupils and this approach will now be embedded - DEAR and RET have begun to make an impact on students and these now need to be embedded <p>Rigorous and robust monitoring procedures will continue to be in place to ensure that the percentage of good or better teaching continues to improve. Increased use will be made of external support to quality assure the work of senior and middle leaders</p>	
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Accuracy of assessment	Assessment; gap analysis	<ul style="list-style-type: none"> • The target setting system was overhauled to ensure an appropriate level of challenge for students at all levels and to take students' prior attainment into account during the target setting process • Reporting systems were overhauled and teachers were asked to report on projected grades only to familiarise all stakeholders with the assessment process • Projected grades were inputted into SMID and this allowed for far more robust data analysis by middle and senior leaders, targeting interventions after data collections • In Y11 assessments became far more rigorous and there were two opportunities for official mock examinations which provided useful data for interventions, gap analysis and more accurate projections 	<ul style="list-style-type: none"> • Targets will continue to be robust and challenging to help students aspire meet the high expectations we have of them but SLT will look at FFT reports to ensure the appropriate level of challenge for departments • Teacher, student and parent confidence and understanding in reports has grown and students now need to interact with this data at subject level • Projected grades were analysed in depth at subject level; the introduction of the Focus 5 initiative for 2018 – 19 will help analysis and intervention at teacher / class level • Assessments and exam technique need to be rigorous and robust throughout all year groups and accompanied by tracking to allow for more targeted intervention 	
Targeted questioning	Seating plans software development to ensure data rich seating plans	Lessons did show an improvement in targeted questioning through Learning Walks. Not all staff had a seating plan available. New TLA policy has now included seating plans as a non-negotiable.	Since we have embedded a new data capture system (SMID) we have adopted its seating plan function for all staff to use. Updated policy has ensured an increase in seating plans being made available.	
Improve consistency in giving high quality feedback	Marking and Feedback policy implemented with clear guidance given to all staff	Whole school approach to marking and feedback improved through the year with QA procedures having impact. There were however pockets of good practice seen and then shared. This good practice will now feed into our new TLA policy.	Consistency is key, no matter what subject. New policy has been developed with this in mind to further develop challenge to students from observations made through marking. Please see teaching, learning and assessment policy.	

Improved spelling, grammar, punctuation and improved vocabulary	Whole school spelling of the fortnight; spelling competitions; fortnightly differentiated spelling tests and spelling activities. Whole school word and punctuation of the fortnight focus. Use of packages to support literacy / numeracy development (Accelerated reader, numeracy ninjas...	Literacy focus through QFT had impact where used well. Many staff embedded it into their marking and feedback procedures but this was not consistent in all areas. Enrichment groups and students within SEN interventions made good progress with regards to spelling. Spelling screening was run through Year 7 of which informed the targeting of students for interventions. Accelerated Reader was embedded into English provision alongside dedicated reading times for all students in KS3. Numeracy Ninjas developed the basic numeracy of students in KS3 and showed progress when used consistently and regularly.	Consistency in marking and feedback is required to enhance literacy corrections Ensure that a literacy focus surrounding key words and specific command words within curriculum areas are promoted and understood. Humanities to become involved in literacy project to develop use of command words following the new specification at KS4 Accelerated Reader to continue	
Improved numeracy skills				

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for Y11 PP students in Maths	Y11 Maths: identified groups to address gaps in knowledge, understanding and misconceptions Intervention lessons for PP students and their peers	Impact of Focus 101 sessions: <ul style="list-style-type: none"> +0.23 P8 improvement in PP year 11 cohort from 2017 +0.13 P8 reduction in the gap between PP and NPP year 11 cohort from 2017 11a1 GPE class – PP students outperformed NPP students by + 0.32 (+0.65 PP v's +0.33 NPP) 11a2 GTA class – PP students outperformed NPP students by + 0.12 (+0.22 PP v's +0.1 NPP) Individual student successes of note (where students fully and actively engaged with the program and had high attendance): <ul style="list-style-type: none"> CB: P8 +0.21 KC: P8 +1.7 	<ul style="list-style-type: none"> Focus # approach to be implemented again Students to be categorised into priorities set by data (as per previous years) Reduction in the number of students involved in the program from 2017-2018 (numbers to be closer to 2016-2017 numbers) Rooms to be dual-staffed and dual-taught where possible Use of admin support for phonecalls whilst sessions are underway to return students from home who have not attended Please note <ul style="list-style-type: none"> Attendance figures declined from 2016-2017 due to number of students involved (101 v's 44) and the ability 	

		<ul style="list-style-type: none"> ○ EC: P8 +0.6 ○ SD: P8 +0.6 ○ DH: P8 +0.11 ○ RM: P8 +0.7 ○ DR: P8 +0.5 ○ AA: P8 +0.37 • Increase in the number of students involved in the program (101 v's 44 from 2016-2017 year) • Increase in the individual student success rate of those students fully engaged with the program • Improvement in the impact of the program from 2016-2017 due to dual-staffed and taught sessions – larger groups but more staff 	<p>to follow up with immediate phonecalls to all parents of those not attended whilst sessions were underway to send them back. Students were also not escorted to the classes unlike 2016-2017 year.</p>	
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<p>Improved outcomes for Y11 PP students in English</p>	<p>Y11 English: identified groups to address gaps in knowledge, understanding and misconceptions Intervention lessons for PP students and their peers</p>	<p>The impact on PP students was not significant and overall the impact of this intervention was more positive for the peers of PP students. (Avg PP P8 score: -1.12; Avg non-PP P8 score: -0.53) PP students were given revision text books and copies of the text. This allowed for annotation suitable for revision purposes. PP students' books are marked first and last. Some teachers in some cases will re-mark PP students' books after the rest of the class.</p> <p>Only 22.97% of PP students achieved their targets in English Lang; 27.4% in literature.</p> <p>PP students are questioned first and last in each lesson.</p> <p>Staff are all aware of the PP students in their classes and focus on any requirement they may have in order to develop their learning.</p> <p>Seating plans are devised with PP students in mind. Use of SMID to support where possible.</p> <p>Kagan groups are used to enhance PP students' learning – heterogeneous groupings to scaffold both PP & G&T</p> <p>Reading is expected to take place at the beginning of lessons in order to develop the reading confidence of all students. This is necessary in KS3 and done where possible in KS4.</p> <p>Trips have been organised to the theatre and PP students have reduced tickets.</p>	<p>We are continuing to provide text books free to PP students. Intervention will in some cases now uses SAM Learning, this will allow a far larger number of students to have access to intervention focused on exam style questions and responses. RET is used every fortnight in all year 9, 10 and 11 classes. Work is marked by the teacher and standardised/moderated by FNO. This allows for the students to have exam practice on all types of questions at GCSE. Students will have the opportunity to hone their exam technique.</p> <p>Each year 11 teacher will have dedicated time after school each week where students can revise topics or have misconceptions ironed out.</p> <p>Some students are no longer in core PE and take extra English lessons, which are specifically planned around English paper one and two.</p> <p>Y9 – Support pathway students in extra English lessons. Sessions are planned by MBL in the first instance with responsibility being passed on to teachers as we go along. Focus on exam technique and skills. Some intervention groups now using SAM Learning</p> <p>Y10 - Support pathway students in extra English lessons. Sessions are planned by MBL in more detail than year 9 but with responsibility being passed on as teachers get to know their classes. Focus on exam technique and skills. SAM Learning being deployed in classes to allow more targeted homework.</p> <p>Y11 – FNO & DCA running SAM Learning sessions before school for selected groups (underachievers according to Year 10 Mock results)</p> <ul style="list-style-type: none"> – FNO running revision sessions for her classes after school (focus currently on literature revision) - JBn to move from working within 11b4 to selected students from FNO's class (all red/grey, 3 PP students within the group) - JDA and KTH to be deployed with sub-classes in years 10 & 11 (at MBL/FNO discretion based on AUT1 Data) 	
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<p>Improved progress in English and Maths for Year 7, 8 and 9 students to secure success at GCSE</p>	<p>All PP students entering the school sig below national in English or maths to have a bespoke enriched literacy/numeracy curriculum Metacognition</p>		<p>This is a new initiative and will be monitored closely as part of regular data analysis.</p> <p>A number of year 9 & 10 students have been included in Additional sessions as part of the options process. These are often smaller groups and allow for more personalised teaching.</p>																																																							
<p>Improved behaviour for learning and reduced disruption to learning</p>	<p>Development of new inclusion area to help support students and remove barriers to learning</p> <p>Appointment of lead Pastoral Support Officer</p>	<p>Students gained CEFE qualification, anxious students were able to access curriculum.</p> <p>BSO team supported challenging students and enabled them to access One Point.</p>	<p>To engage students fully, a more interactive style of learning is needed.</p> <p>Continue with CEFE.</p> <p>Use subject specific staff to deliver curriculum. Develop more supportive Alternative Provision for our most disaffected students and clearer boundaries and systems to support lesson removal.</p>																																																							
<p>Improved outcomes for Year 7 and 8 PP students who have SEN to secure good progress in literacy</p>	<p>Learning support intervention 1:1 and small group.</p> <p>Corrective Reading Decoding Strategies</p> <p>RWI – Spelling</p> <p>Dockside Reading Scheme.</p>	<table border="1" data-bbox="689 794 1301 1114"> <thead> <tr> <th>Learning Support: Year 7 Spelling Intervention 2 SEND students</th> <th>Totals</th> <th>Average spelling age at start of Intervention 2 spring 2018</th> <th>Average spelling age at end of Intervention 2 summer 2018</th> <th>Average gain in months – Intervention 2 (spring 2017 – summer 2018)</th> <th>Average Ratio Gain for Intervention 2</th> </tr> </thead> <tbody> <tr> <td>Total no. students</td> <td>17 (100%)</td> <td>7.05</td> <td>8.08</td> <td>15</td> <td>6.0</td> </tr> <tr> <td>No. on PP</td> <td>18 (93%)</td> <td>7.08</td> <td>8.11</td> <td>15</td> <td>6.0</td> </tr> <tr> <td>No. not on PP</td> <td>7 (41%)</td> <td>7.02</td> <td>8.03</td> <td>13</td> <td>4.9</td> </tr> <tr> <td>No. on K (SpLD)</td> <td>12 (71%)</td> <td>7.02</td> <td>8.04</td> <td>14</td> <td>5.2</td> </tr> <tr> <td>No. on K (SLCN)</td> <td>4 (24%)</td> <td>8.00</td> <td>9.01</td> <td>13</td> <td>5.2</td> </tr> <tr> <td>No. on EAL register</td> <td>1 (5%)</td> <td>8.10</td> <td>11.01</td> <td>27</td> <td>10.8</td> </tr> <tr> <td>No. having other interventions</td> <td>8 (47%)</td> <td>7.08</td> <td>8.07</td> <td>11</td> <td>4.4</td> </tr> <tr> <td>No. on FSM</td> <td>8 (47%)</td> <td>7.08</td> <td>8.10</td> <td>14</td> <td>5.6</td> </tr> </tbody> </table> <p><i>Notes: All students started in Year 7 with exceptionally low spelling ages. Many had not been identified at primary.</i></p> <p>A ratio gain of 1.0 means that the child's skills are developing at a normal pace, but they will not be catching up. Ratio gains of less than 1.4 are of 'doubtful educational significance'. Between 1.4 and 2.0 of 'modest impact', between 2.0 and 3.0 of 'useful impact', Between 3.0 and 4.0 of 'substantial impact', Above 4.0 of 'remarkable impact' (Brooks, 2007, p. 289)</p> <p>Year 8 outcomes also show gains of substantial impact. Importantly, these gains have been seen to have impacted mainstream lesson data captures, transferring skills to the classroom.</p>	Learning Support: Year 7 Spelling Intervention 2 SEND students	Totals	Average spelling age at start of Intervention 2 spring 2018	Average spelling age at end of Intervention 2 summer 2018	Average gain in months – Intervention 2 (spring 2017 – summer 2018)	Average Ratio Gain for Intervention 2	Total no. students	17 (100%)	7.05	8.08	15	6.0	No. on PP	18 (93%)	7.08	8.11	15	6.0	No. not on PP	7 (41%)	7.02	8.03	13	4.9	No. on K (SpLD)	12 (71%)	7.02	8.04	14	5.2	No. on K (SLCN)	4 (24%)	8.00	9.01	13	5.2	No. on EAL register	1 (5%)	8.10	11.01	27	10.8	No. having other interventions	8 (47%)	7.08	8.07	11	4.4	No. on FSM	8 (47%)	7.08	8.10	14	5.6	<p>We will remain with the current interventions based on successes seen in its delivery.</p> <p>We find that students who complete intervention 2 make greater gains than just doing intervention 1.</p> <p>Notes: All students started in Year 7 with exceptionally low spelling ages. Many had not been identified at primary. They were identified at screening.</p>	
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<p>More Able PP students to improve attainment at grades 8 and 9 across the curriculum</p>	<p>The Brilliant Club – Scholars Programme for Year 11</p>	<p>20 students (8 of which are PP) finished this very demanding course. (PP/NPP) outcomes: first class (1/4), second class (3/6), third class (4/1)</p> <p>Parent and student feedback was extremely positive and all students passed the course.</p> <p>Separate impact document available on request</p>	<p>Careful selection of students is required as there should be no dropping out through the course. Staff now have a deep understanding of the requirements of the course so will be able to engage learners to take part more easily. It is a demanding course.</p> <p>Target HPA PP students alongside HPA NPP students. Include 2 groups if possible.</p>	
<p>PP students to improve engagement of learning at home to improve understanding and progress</p>	<p>Introduce GCSEpod software for all PP students, for all subjects</p>	<p>4451 total streams with the main subjects being: Eng Lit 907, Geog 760, Science Tri 507, History 481, Biology 468, Maths 341 and Text for Drama 52 (small cohort)</p> <p>Feedback has been good from students – more use better progress is the general trend. Analysis indicates that the lower ability students tend not to access it as much as the middle and upper ability prior attainers. PP is a mixed approach</p>	<p>Will be using this again for a second year. Will open it up to all KS4 year groups (9, 10 and 11) with the aim of achieving at least 7000 streams and downloads this year.</p> <p>Staff need to promote GCSEpod more with their classes in ensuring that using it becomes part of their weekly routine. Monitoring of use by PP and LPA students is key.</p>	
<p>Improve outcomes for Year 11 PP students through bespoke learning programmes</p>	<p>1 to1 tuition in place to focus on gaps of knowledge and securing essential skills</p>	<p>Trilogy: 21 PP students accessed small group intervention. 71% (15) of these students achieved positive outcomes Biology: 7 PP students accessed small group intervention. 100% achieved positive outcomes Physics: 4 PP students accessed small group intervention. 100% achieved positive outcomes.</p> <p>English PP students – 74 in total (avg. p8 -1.12) Non-PP – 126 (avg. p8 -0.52) 54 PP students attended sessions that were put on by staff in addition to normal lessons and homework (74% in</p>	<p>1 to1 and small group interventions showed success and will continue this academic year dependent on staffing availability. There is still some way to go within English however with targeted student selection progress can be improved.</p> <p>Use of HLTA/teaching staff as per last year – targeted students to be carefully selected using SMID after our first data capture Autumn 1</p>	

		<p>total attendance)</p> <p>Of those who actually attended sessions:</p> <p>7 Blue (9%) 2 Green (2.7%) 3 Orange (4%) 10 Red (13.9%) 32 Grey (44%)</p> <p>Within grey students, there was still progress made at a more rapid rate than those who did not attend sessions.</p> <p>Students who attended sessions gained an average P8 of -0.85. Those who did not attend had an average score of -1.64.</p>		
iii. Other approaches				

<p>Improved attendance of PP students</p>	<p>Dedicated attendance team to track, support and intervene with PP students' attendance.</p> <p>Targeted support and increased incentives used to encourage improved attendance</p>	<p>Phone calls and parent contact is prioritised for PP first before other absent students</p> <p>Majority of ESW case load are PP students – daily collection of pupils</p> <p>Gap between PP/NPP reduced for those on roll at the end of term – not evident in school figures as all students who have been on the school roll are included.</p> <p>Rewards introduced for attendance through the launch of stamps after easter, large number of PP students engaged in the school trips</p>	<p>Plan to continue with the ESW support and phone calls, to improve the attendance of PP student's further rewards for 100% attendance will be increased and more frequent.</p> <p>HOY will be given more time to monitor and support non-attendance in school, time taken to put a family through fast track is lengthy and requires many meetings and target setting. Giving more time to HOY allows us to improve the attendance of more students.</p>	
<p>Greater engagement and enthusiasm for learning</p>	<p>Character strengths</p>	<p>Use of reward stamps improved as the year went on as it became linked to the big reward trips in the summer term. There was limited impact due to inconsistent approach from teaching staff and the planner did not allow space for collecting as the year went on.</p>	<p>The reward process relating to stamps remains the same however the planner has a dedicated, daily area for stamps of which holds teachers to account. This area can also be viewed by parents and form tutors to help encourage and praise.</p>	
<p>Improved Parental Engagement to include learning conversations at home leading to improved student attainment</p>	<p>Introduction of Free Flow Info, a research based intervention.</p>	<p>Limited impact across school seen with FFi however this is mainly down to poor staff engagement and irregular use.</p> <p>When used correctly and regularly, it has shown an increase in parental response and students are proud that their work is being sent home hence developing pride and a better work ethic.</p>	<p>Staff had many different initiatives to deal with last year. FFI seemed to be put on the back burner by many. To improve its use, this year we will develop department leads (DOLS) to monitor use in their areas. It is email based, so we have had a push on getting all families email addresses so that as many of our students can have positive work sent home.</p>	

Increase PP student academic performance through engagement in extra curricular activities (inc DofE, Garden Project...)	Development of a comprehensive extra curricular provision	More than twice as many opportunities were created for PP students this academic year compared to last. These were all educational based with many surrounding the focus of HE and educational progression. Tracking data is available at request	Approach will be similar to last year however tracking will updated to include events and activities held within school and not just the off site provisions. This is because last years detailed tracking was a pilot to ensure that the system worked and that it was effective and user friendly.	
Increased engagement through transition methods using peer supporters	Summer school running over 3 days in the first week of the summer holidays for Year 6 students alongside PP peer supporters	Summer school actually ran over 5 days in the first week and was attended by 80 students (41% of cohort) This was around 45 students more than last year 2017. Feedback was extremely positive (parents FB and students Q) and year 7 students are better prepared for September having become familiar with their surroundings and having developed relationships with staff already.	We plan to run a similar 5 day-long event next year in the first week of the holidays. This year we would like to include an enrichment trip out of Scarborough as many of our deprived families do not leave the Scarborough area during their school age years. This would	
Increase participation of PP accessing additional music tuition	All years: identify talent and supply instrument and access to peripatetic lessons	3 students accessed additional funding to allow them to access instruments and lessons in rapidly developing their skills in this field. Learning an instrument is proven to help with focus and concentration in learning.	We will continue to support students in accessing this curriculum area and will promote it further with our current staffing in that area.	
All PP have access to uniform, transport, school activities and additional tuition where applicable	Make suitable funding available for those who are most in need	Hardship applications were used appropriately by Pastoral Leads in supporting our most disadvantaged students and their families. Uniform, transport, interventions and tuition all contributed towards the allocated funding.	Slight over spend occurred in the budget year April to April however not by much. All hardship applications were successful. We will be reviewing the historic need for hardship access and adjusting our budget allocation accordingly.	

Increased support for emotional needs through mentoring or counselling	Mentoring and counselling to cover 4 days a week allowing up to 40 students to be supported each week	Mentoring was in place 2 days a week with in-house mentor and 2 days a week through Sidewalk, a local charity. Mentoring was accessed 50% PP 50% NPP	We are reviewing our current provision due to staff retiring and/or relocating jobs. Mindfulness provision is also being developed in 18 to 19	
Ensure motivation and learner engagement is high in the build up to exams	High impact motivational sessions delivered to Year 11 in advance of the GCSE exams using external providers	PETXi delivered core subject intensive workshops to targeted Year 11 students. Progress and confidence was very positive in all sessions. Please request PETXi impact reports for detailed analysis.	Timings of the workshops could have been slightly earlier in the year however for the most impact need to be after Easter. Use SMID data to focus on students who are not making the desired progress and ensure all targeted students attend and engage.	
Revision Guides for all PP students for all GCSE subjects	Improved access to revision materials to encourage independent study	Students who received revision guides and used them to support learning improved progress. These were not made accessible to all in all subjects.	Need to ensure that departments are ordering suitable materials that allow for bulk buying and that include questions that the student can attempt to be marked by the teacher. These are more effective and encourage the student to use the guides effectively. Ensure that all PP students have access to such materials for all their subjects.	
Mental Health Champions in school	Training offered through Compass Buzz in school	30+ staff trained in mental health issues in school	Look at how these trained individuals can be used to deliver bespoke sessions in supporting student mental health in school and how they can feed into our newly developed Philosophy and Ethics curriculum.	

<p>Learning Mentor/Academic mentor</p>	<p>Learning discussions and target setting for identified underachieving students. Also to be use with MAS who need extending.</p>	<p>Attempted to appoint twice.</p>	<p>Look to appoint earlier in the year or train existing staff member to become a learning mentor</p> <p>Plan to review the role to staff from in-house given difficulties in recruiting outside</p>	
<p>PP enhanced careers interviews</p>	<p>PP students have additional/extended career meetings to discuss post 16 pathways and beyond</p>	<p>All PP offered enhanced (some offered 3) career interviews alongside families. We had some success with the attendance and engagement from students to interviews</p> <p>Yr 11 64 interviews plus 1 Mum</p> <p>Yr.10 79 interviews plus 1 grandad and 3 mums (one came twice</p> <p>Yr.9 8 interviews no parent.</p>	<p>Our problem is engaging the parents to attend the career interviews. This lack of parental engagement is similar to NPP families.</p> <p>Improved communication is required in order to encourage more parental engagement and a prominent careers stand at all evening events alongside the invitation of FE and HE establishments.</p>	

