

Middleton Technology School

In Pursuit of Excellence



Pupil Premium Impact Report 2017/2018

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress. All members of Middleton Technology School staff and governors accept responsibility for those pupils recognised as disadvantaged and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be disadvantaged is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage. Pupil Premium Provides funding for Pupils:

- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a special guardianship or Residence Order (£1900 per child)
- whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£300 per child)

Middleton Technology School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

| | |
|---|-----------|
| Total number of students eligible for Pupil Premium | 453 (37%) |
| Total number of FSM ever 6 Children | 432 |
| Total number of Service Children | 2 |
| Total number of LAC or Post LAC students | 19 |

Pupil Premium 2017/2018 (approx) £ 440,620. CLA students have been removed from the total as separate individualised plans for the Pupil Premium Plus Grant awarded to CLA students are made on an individual basis with the Virtual Head and outside agencies. Remainder of funds available £404,520. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

How Pupil premium funding is received and how we allocate funds

The school believes that all pupils who are eligible for Pupil premium should be our focus, regardless of whether they have claimed funding. Pupil premium funding is based upon pupils registered on roll in school with the Department for Education at the school January census with funding being received in April the same year. This census information is collated and checked against other data sources (Local Authority, Benefits and Revenues, Service children data etc.) and an update of individual pupils is provided to school in July of each year of all those who are entitled. However, as this information is collated and funded retrospectively we are still required to identify pupil need and focus for all our pupil premium pupils throughout the whole school in each academic year. In order to do this, we have additional data capture methods that assist us in identifying those pupils who may be eligible for pupil premium before we receive the census check update information in July. This enables us to work with these pupils immediately from the start of the academic year.

School identified barriers to future attainment

| | |
|---|--|
| A | Low levels of Literacy, poor literacy of those pupils who arrive in school below national expectations, particularly boys. |
| B | Low levels of Numeracy |
| C | Poor attendance and punctuality of disadvantaged pupils |
| D | Challenging Social, Emotional and Behavioural needs |
| E | Low post 16 aspiration of students who are disadvantaged, particularly most able boys. |

Context

| | 2016 Leavers | 2017 Leavers | 2018 Leavers | Year 11 | Year 10 | Year 9 | Year 8 | Year 7 | School Average |
|----------------------------|-----------------|-----------------|-----------------|---------|---------|--------|--------|--------|-------------------|
| On Roll | 187 | 192 | 204 | 222 | 259 | 268 | 264 | 270 | 257 |
| Boys | 51% | 52% | 52% | 48% | 53% | 54% | 50% | 49% | 51% |
| Girls | 49% | 48% | 48% | 52% | 47% | 46% | 50% | 51% | 49% |
| Disadvantaged | 36% | 39% | 37% | 37% | 35% | 36% | 32% | 28% | 34% |
| EAL | 9% | 6% | 2% | 8% | 5% | 7% | 6% | 4% | 6% |
| No Prior | 5% | 4% | 5% | 6% | 3% | 3% | 2% | 1% | 3% |
| Low attainment on entry | 16% | 10% | 8% | 9% | 7% | 16% | 14% | 10% | 11% |
| Middle attainment on entry | 56% | 49% | 46% | 44% | 48% | 49% | 47% | 44% | 46% |
| High attainment on entry | 23% | 36% | 43% | 41% | 41% | 32% | 37% | 45% | 39% |

Key Objectives

| | | | |
|--------------------------------------|---------------------------|--|--------------|
| 1 | Teaching and Learning | To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds. Improving the levels of Literacy and Numeracy for Pupil Premium Students. | £179,086.82 |
| 2 | Inclusion/ Wider Outcomes | To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom. Raising aspirations of disadvantaged students. | £35,143.56 |
| 3 | Attendance | To further embed strategies to improve attendance and reduce exclusion data for Pupil Premium students. Reduce the number of days lost through poor attendance of disadvantaged pupils. | £31,459.00 |
| 4 | Behaviour | Improving the behaviour of pupil premium students with strategies to support their emotional and social needs. Reduce the number of days lost through exclusions of disadvantaged pupils. | £67,175.00 |
| 5 | Data/Intervention | To further develop the use of data systems to identify and track the progress and attainment, and to support the early intervention of Pupil Premium Students to maximise outcomes. To further develop the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non-Pupil Premium peers. | £104,152.70 |
| Total Spend | | | £417,017.08 |
| Total Premium Received | | | £404,520.00 |
| Total Additional School Contribution | | | + £12.497.08 |

| | 2018 | 2017 | 2016 |
|---------------------------------------|------|------|------|
| Progress 8 for Pupil Premium Students | 0.03 | 0.02 | 0.07 |

2018 Provisional Headline Results

| Type | Y11 Results Achieved 2018 | | PP/Other GAP | | |
|---------------------------------|---------------------------|--------|--------------|--------|------------|
| | PP | Other | 2018 | 2017 | 2016 |
| Progress 8 | 0.03 | 0 | 0.03 | 0.09 | 0.27 |
| Attainment 8 | 45.14 | 49.68 | 4.54 | 5.73 | 7.85 |
| Maths and English 7+ | 4% | 9.30% | -5.3% | -6.6% | |
| Maths and English 5+ | 33.30% | 48.80% | -15.5% | -17.1% | |
| Maths and English 4+ | 65.30% | 69.80% | -4.5% | -12.9% | 24.0% |
| 9-4 pass Eng | 82.70% | 84.50% | -1.8% | -3.1% | 23% (A*-C) |
| 9-5 pass Eng | 65.30% | 68.20% | -2.9% | -12.7% | |
| 9-7 pass Eng | 13.30% | 14.70% | -1.4% | -4.6% | |
| 9-4 pass Ma | 68.00% | 76.70% | -8.7% | -16.9% | 21% (A*-C) |
| 9-5 pass Ma | 37.30% | 58.80% | -21.5% | -18.9% | |
| 9-7 pass Ma | 6.70% | 19.40% | -12.7% | -11.8% | |
| % Achieving EBacc standard pass | 8% | 14.70% | -6.7% | 1.0% | 13.0% |
| % Achieving EBacc strong pass | 2.70% | 8.50% | -5.8% | 1.9% | |
| Total EBacc Average points | 3.56 | 4.05 | -0.4 | -0.4 | |

Key Objective 1: Teaching and Learning

To further improve teaching and learning across school and for targeted cohorts. Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds. Improving the levels of Literacy and Numeracy for Pupil Premium Students.

This objective will be met by the following means:

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|-------------------|--------------------|---|---|--|----------|---|
| 1 | Curriculum Tutors | A,B,C,D, E | Additional capacity within English and Maths to support PP progress in all years. | The biggest impact on pupil progress is ensuring the quality of teaching is strong and consistency over time will have an impact. | Line Management of Middle Leaders, using data collected on Pupil Premium students progress to lead discussion. | JSi | Diminishing the progress difference of PP and non PP students in all year groups. |

Review of Actions and Impact

Total Spend: £73,219.00

The Pupil premium progress difference is diminishing following a three year trend.

| PP/Other GAP | | |
|--------------|------|------|
| 2016 | 2017 | 2018 |
| 0.27 | 0.09 | 0.03 |

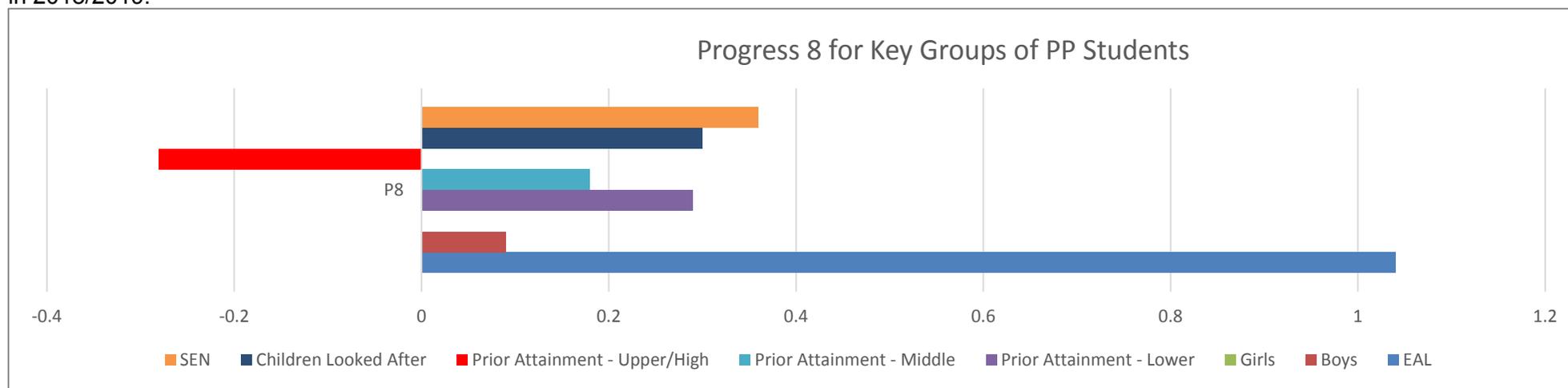
There was a positive difference for our 2018 Year 11 outcomes, with progress 8 being higher for PP students than their non PP peers, although both positive. The attainment gap is still there, which was expected with the -0.3 difference in attainment on entry. This will be a continued focus in 2018/2019.

| | | Ave Attainment 8 | Progress 8 |
|--------------|-------------------|------------------|------------|
| Leavers 2017 | All | 4.8 | 0.01 |
| | Non Pupil Premium | 4.97 | 0 |
| | Pupil Premium | 4.51 | 0.03 |
| | GAP | 0.46 | 0.03 |

Current assessments show that the difference is diminished between disadvantaged students and other students in years 7, 9 and 11 with disadvantaged students making the same or more progress than their non disadvantaged peers. In years 8 and 10 the difference is small.

| | | Average Grade | On/Above Track % |
|-----|-------------------|---------------|------------------|
| Y7 | All | 2a | 62.4 |
| | Non Pupil Premium | 2a | 62 |
| | Pupil Premium | 2b | 63.1 |
| | GAP | | 1.1 |
| Y8 | All | 3c | 70 |
| | Non Pupil Premium | 3b | 72.2 |
| | Pupil Premium | 3c | 66 |
| | GAP | | -6.2 |
| Y9 | All | 4c | 48.1 |
| | Non Pupil Premium | 4b | 48 |
| | Pupil Premium | 3b | 48.3 |
| | GAP | | 0.3 |
| Y10 | All | | 49 |
| | Non Pupil Premium | | 49.6 |
| | Pupil Premium | | 48.1 |
| | GAP | | -1.5 |

Progress was positive for almost all PP student groups. Progress was not significantly below average for pupil premium students overall, for any key group or prior attainment. For PP students with lower and middle prior attainment the difference was diminished and progress was positive (Low 0.29, Middle 0.18). For PP students with higher prior attainment the progress 8 score was – 0.28. High Prior attaining PP students will be main area of focus in 2018/2019.



| 2 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|-----------|--------------------|---|---|--|----------|--|
| | Resources | A,B,C,D, E | Provide additional resources that can have direct impact in the classroom, (text books, revision guides) and revision resources in Key Stage 4. | Sutton Document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils 'attainment and aspirations' | Pupil Premium request forms submitted with intended impact reviewed as suitable. | JSi | PP students to have specific intervention with resources bought for a specific purpose linked to the curriculum. |
| Review of Actions and Impact | | | | | Total Spend: £3066.18 | | |
| <p>Students have been supported through:</p> <ul style="list-style-type: none"> - Materials for Art projects - Ingredients for Food Technology - Product Design and Textiles Materials - Textbooks - Revision Guides at KS4 - Stationary - Calculators <p>All staff use Class Charts software to generate seating plans. All staff can identify PP students together with their target grade, prior attainment band and progress, on seating plans. The plans automatically update from SIMs, so any additions to the PP cohort are immediately updated for staff.</p> | | | | | | | |

| | | | | | | | |
|---|--|---------------------------|--|--|---|-----------------|---|
| 3 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
| | English and Maths intervention support | A,B,E | Small group intervention to remove barriers to learning, engage parents and enhance academic progress, working with students who are below expectation for English and/or Maths. Maths and English Registration groups to support students who are below national expectation of attainment of Maths or English. | EEF - small group tuition is effective. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. | Data review after each data collection cycle in line with the school assessment schedule. | JSi | Improving Literacy and Numeracy improves student outcomes overall thereby reducing the attainment and progress variation between PP and their non PP Peers. |

Review of Actions and Impact

Total Spend: £23,850.41

Curriculum leaders analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium. This includes regular data collections, analysis and action plans for pupils entitled to the Premium. Transition data and an analysis of ASP's question level analysis show that intervention is required to close existing gaps. The premium is therefore being used alongside the separate catch-up premiums to support this work including a diagnostic approach to the question level analysis and use of accelerated Maths for some pupils.

Subject Specialists deliver additional form time intervention. 44% of the disadvantaged year 11 cohort accessed this additional form time intervention, below is the progress and attainment data for this group of PP students from joining the form groups in the Autumn term to their final results.

| | A8 Pts | Average A8 Grade | Eng P8 | Mat P8 | P8 |
|--------------|--------|------------------|--------|--------|--------|
| Exam result | 49.32 | 4.93 | 0.043 | -0.118 | 0.031 |
| Autumn Mock | 34.63 | 3.46 | -1.18 | -1.662 | -1.449 |
| Difference > | 14.69 | 1.47 | 1.223 | 1.544 | 1.48 |

Provisional data from the 2018 exams shows that overall, and in English PP students have a positive progress 8 score and made more progress than their non PP peers. There is a progress gap of -0.12 in Maths.

| Pupil Premium | KS2 Prior | A8 Pts | Average A8 Grade | A8 Est | Eng P8 | Mat P8 | P8 |
|-------------------|-----------|--------|------------------|--------|--------|--------|-------|
| All | 4.82 | 48.04 | 4.8 | 47.99 | -0.071 | -0.102 | 0.014 |
| Non Pupil Premium | 4.9 | 49.71 | 4.97 | 49.63 | -0.16 | -0.06 | 0.003 |
| Pupil Premium | 4.69 | 45.17 | 4.52 | 44.93 | 0.095 | -0.18 | 0.034 |

Specific English intervention was effective (MT) and is something we will continue into 2018/2019.

| Attainment/Progress 8 Summary | | | |
|-------------------------------|--------|------------|----------|
| Measure | Result | March Mock | Feb Mock |
| Average Total Attainment 8 | 29.71 | 24 | 21 |
| Average Attainment 8 Grade | 2.97 | 2.4 | 2.1 |
| Average Total Progress 8 | -1.05 | -1.79 | -2.09 |

| 4 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|--|----------|--------------------|--|---|--|----------|---|
| | Feedback | A,B | Feedback – specific feedback for Pupil Premium students to ensure outstanding progress | Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds. | Termly data collections and analysis in SISRA in line with the school assessment schedule. | JSi | PP students know what they are doing well, how to improve and can show progress in books. |
| Review of Actions and Impact | | | | | Total Spend: £0.00 | | |
| <p>Teaching and learning is very much at the core of our strategy, with the intention being to ensure the disadvantaged students receive quality and timely feedback and also to put them to the forefront of teachers' minds. One such teaching strategy is the use of electronic seating plans (Class Charts) to allow data to inform teaching. This identifies disadvantaged students in lessons to inform the other teaching and learning strategies, and allows staff to pitch lessons so as they have an appropriate level of challenge. PP students know what they are doing well, how to improve and can show progress in books.</p> <p>To ensure consistent and targeted feedback PP students are identified by teaching staff are staff select to mark their books first to ensure that feedback is sharp.</p> | | | | | | | |

| 5 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|---|--------------------|---|--|--|----------|--|
| | Leadership support through Real Trust to support development of staff to improve outcomes | A,B,D,E | Whole school CPD and Leading Teaching and Learning Programmes | Effective Leadership is key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school. | Review course learning points after each session and incorporate into the appraisal cycle. | JSi | Improved overall headline outcomes for PP students. Pupil Premium students make progress in line with their non PP peers nationally. |
| Review of Actions and Impact | | | | | Total Spend: £6028 | | |
| <p>The most significant pieces of evidence we have engaged with relate to teaching and learning in the classroom. Whether pupils are disadvantaged or not, they attend five lessons and the quality of those lessons is going to be the biggest determining factor in each child's academic success. A Sutton Trust project in 2011 found that "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning". At Middleton Technology School we prioritise the quality of teaching and learning as our number one tool for overcoming barriers for all of our disadvantaged students.</p> <p>Using strategies from Doug Lemov's "Teach Like A Champion" staff are developed through ongoing CPD in school that enables strong academic relationships with PP students whilst ensuring there is rigour and challenge. In 2018-19 "warm./strict", "no opt out" and strategies for discussion have all been features of teaching staff training.</p> | | | | | | | |

| 6 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|----------|--------------------|--|---|---|----------|--|
| | Homework | A,B | Continue to support the roll out of Show My Homework. Provide incentives for PP students to engage with it and provide further training for staff. | "Research concludes that homework has a positive association with achievement at secondary level" (National Foundation of Educational Research) Eef research suggests that improving the quality of and completion of homework has an impact on improving progress. | Termly tracking and monitoring of online system. Department staff champions to raise the profile. | AS | All students regardless of disadvantage have access to homework raising the profile of homework across the school. |
| Review of Actions and Impact | | | | | Total Spend: £1000 | | |
| <p>Over the last academic year Show My Homework was used by students across the school except for Y11.</p> <p>The student's usage as a whole cohort was tracked and reviewed. PP students were obviously within this process but the main aim has been to cement consistent usage from all students and indeed staff and parents in order to raise the profile of homework across the school.</p> <p>The students were tracked in relation to their usage across the year, on average the results were as follows:</p> <ul style="list-style-type: none"> • Year 7 usage data was collected in each term over the academic year indicating that between 80-85% of the year group consistently used the system (a two week window at collection was used). Of the 49 non users 44% were PP students, but 75% of the Y7 PP cohort were consistently using the software. • The Year 8 data collections showed that 80% of the year group used SMH consistently including 77% of PP students, however, 44% of the non-users were PP students. • The Year 9 data showed that only 70% of the year group were using the system consistently, with 43% of the non users being PP, however, 61% of the PP cohort were engaging consistently. • Year 10 data showed that 65% of the year group were using consistently, with 43% of the non users being PP. Overall, 59% of the PP cohort were using SMH consistently. <p>With consistent teacher usage across the curriculum areas the student usage should also increase.</p> | | | | | | | |

| | | | | | | | |
|---|----------------------|---------------------------|--|---|--|-----------------|--|
| 7 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
| | Year 6 Summer School | A,B,D | Continue to provide and develop the year 6 summer school to ease transition between year 6 and year 7 and ensure that the most vulnerable students in the cohort receive additional support. | Summer Schools boost the self-esteem, aspirations and worth ethic of more vulnerable children, many of whom are on Free School Meals." TES. David Linsell 2012. | Identification of Cohort from Primary Schools. Monitoring of KS2 data and first year 7 data entry. | JSi | Students who attend summer school will maintain/improved KS2 level in Maths and English. Gap narrowed in year 7 between PP students and their peers. |

Review of Actions and Impact

Total Spend: £7485.20

Of the students that attended summer school 60% made progress in English, with 13% of these made improvements in all areas. The remainder maintained their entry level.

Of the students that attended summer school 58% made progress in Maths and 42% maintained their entry level.

Following on from the summer school, 58% of students went on to further improve their English grade into the summer term. 61% of students improved in Maths.

| | | Average Grade | Avg EAP Diff (Sub) | Above Track % | On Track % | Below Track % | >= Y7 Spring % | > Y7 Spring % |
|-------------|--------------|---------------|--------------------|---------------|------------|---------------|----------------|---------------|
| English | Y7 Summer | 2b | 0.4 | 39.3 | 25 | 35.7 | 78.6 | 58.3 |
| | Y7 Spring > | 2c | 0.7 | 36.1 | 30.1 | 33.7 | | |
| | Difference > | | -0.3 | 3.1 | -5.1 | 2 | | |
| Mathematics | Y7 Summer | 2c | -0.6 | 21.2 | 35.3 | 43.5 | 92.9 | 61.2 |
| | Y7 Spring > | 1a | -0.4 | 27.4 | 21.4 | 51.2 | | |
| | Difference > | | -0.2 | -6.2 | 13.9 | -7.7 | | |

The attainment gap between disadvantaged pupils and their non-disadvantaged peers reduced in English between the Spring and Summer Term. In Mathematics the attainment gap remained the same.

| Key Objective 2: Inclusion/ Wider Outcomes | | | | | | | |
|---|-------------------------------|---------------------------|---|---|---|-----------------|---|
| To provide a range of opportunities for students, regardless of their disadvantage to access learning opportunities outside the classroom. | | | | | | | |
| This objective will be met by the following means: | | | | | | | |
| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
| 1 | CEIAG and Raising Aspirations | D,E | To further support the CEIAG of Pupil Premium students, particularly the High Ability cohort students. Create a culture of raising aspirations through university residential visits and forging more university links. | EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success | Regular Monitoring of the High Ability Cohort. Termly data collections and analysis in SISRA in line with the school assessment schedule. | AS | Ensure early identification of potential NEET PP students to ensure aspirational strategies are in place to reduce the PP NEET gap to enable their engagement post 16 to be in line with their non PP peers and also in line with national non PP students. Higher percentage of HA PP students going on to Higher Education. |
| Review of Actions and Impact | | | | | Total Spend: £7,900 | | |
| <p>All pupil premium students receive 1 to 1 careers advice and guidance from Positive Steps, PP students are seen as first priority.</p> <p>Our CEIAG programme attained the Gold Standard IAG Award for quality in 2015 and we will aim for re- accreditation in the Autumn term 2018. Some of the PP budget has supported our programme for</p> <ul style="list-style-type: none"> • Transport for PP to attend open evening events • Event funding to ensure the PP students received outstanding CEIAG inside and outside of school e.g. apprenticeship Fair and North West Skills Fair and employment sector events. • Support our Careers Advisor L Smith | | | | | | | |

The NEET data for 2018 school leavers has not been released, but our 2017 school leavers NEET data including PP students is outstanding at 1.6% and it continues an 8 year trend of having NEET figures significantly under national average (6.6%).

Overall for October 2017 we had just 4/191 school leavers classed as NEET, whilst only 3/86 (3.4%) from the PP cohort were classed as NEET.

In relation to Participation Rates and Post 16 Destinations 96% of the 2017 school leavers are in further education, Sixth Form, Apprenticeship or employment with training, this includes 83/86 (97%) of the PP cohort. This clearly highlights the intervention and CEIAG work from Lucy Smith (Positive Steps) and Dan Gooding (school CEIAG Coordinator) is having an outstanding impact. This suggests that our young people are very keen to aspire and be successful in the world of work.

To reinforce the quality of the CEIAG given to our PP students and students in general, the same cohort's NEET figure after 12 months of their post 16 choices was only 2.4%. This supports the fact our CEIAG programme, events and advice is providing our young people with the most appropriate, aspirational and sustainable Post 16 pathways.

Lucy Smith uses a raft of support with our PP students ranging from 1-1 interviews, personal mentoring, application support and organising individual sessions at colleges and other providers. She supports PP at our parents' evenings and at our Y11 Post 16 Pathways evening. 100% of our Y11 and Y9 PP students were advised by Lucy across the year. Supporting this work with our PP students we have had Sinead Timmins who was placed in school for 2 terms by the Raise Project which was funded by the European Social fund.

| | | | | | | | |
|---|----------------|---------------------------|---|--|--|-----------------|---|
| 3 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
| | Parental Forum | C,D,E | Further marketing of the parental forum, promoting active engagement of parents in supporting their children's learning at school | EEF Toolkit - Parental involvement is consistently associated with pupils' success at school | Regular Feedback from parents who have attended the forum. | AS | Improved home/school communication resulting in improved overall outcomes for Pupil Premium students. |

Review of Actions and Impact **Total Spend: £500**

In addition to the parent's forum we also ran a parent and child revision sessions, the impact of these sessions throughout the year is shown below.

| Attainment/Progress 8 Summary | | | |
|---|--------|------------|----------|
| Measure | Result | March Mock | Feb Mock |
| Average Total Attainment 8 | 46.42 | 42.72 | 36.51 |
| Average Attainment 8 Grade | 4.64 | 4.27 | 3.65 |
| Average Total Progress 8 | -0.18 | -0.53 | -1.16 |
| Positive Progress 8 | | | |
| Measure | Result | March Mock | Feb Mock |
| % Pupils achieving a Positive Overall Progress 8 score | 39.1 | 13 | 4.3 |
| % Pupils achieving a Positive Progress 8 score in English | 39.1 | 34.8 | 21.7 |
| % Pupils achieving a Positive Progress 8 score in Maths | 52.2 | 17.4 | 4.3 |
| % Pupils achieving a Positive Progress 8 score in EBacc | 21.7 | 26.1 | 17.4 |
| % Pupils achieving a Positive Progress 8 score in Open | 56.5 | 34.8 | 4.3 |
| Basics 9-5 | | | |
| Measure | Result | March Mock | Feb Mock |
| % Students Achieving 9-5 in English and Maths | 41.7 | 20.8 | 16.7 |
| % Students Achieving 9-5 in English | 54.2 | 54.2 | 50 |
| % Students Achieving 9-5 in Maths | 54.2 | 29.2 | 16.7 |

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|--------------|--------------------|---|---|--|----------|---|
| 4 | KS4 Revision | A,B,C,D, E | Intervention schools (outside of school hours) to run with targeted cohorts in year 11. Students will be identified as those underachieving or at risk of underachieving and will run as an intensive workshop. | Schools boost the self-esteem, aspirations and worth ethic of more vulnerable children, many of whom are on Free School Meals." TES. David Linsell 2012. | Termly review of SISRA data in line with the school assessment schedule. | NC | Year 11 improve revision techniques and therefore improve their attainment. |

Review of Actions and Impact

Total Spend: £14,380.39

Pupil Premium Progress and attainment increased at each data collection throughout year 11.

| | Y11 Autumn | Y11 Autumn 2 | Y11 February | Y11 March | Results |
|---|------------|--------------|--------------|-----------|---------|
| Average Total Attainment 8 | 30.49 | 33.62 | 36.42 | 41.21 | 45.17 |
| Average Attainment 8 Grade | 3.05 | 3.36 | 3.64 | 4.12 | 4.52 |
| Average Total Progress 8 | -1.37 | -1.06 | -0.86 | -0.33 | 0.03 |
| % Pupils achieving a Positive Overall Progress 8 score | 0 | 0 | 20.6 | 39.7 | 54.4 |
| % Pupils achieving a Positive Progress 8 score in ALL 4 baskets | 0 | 0 | 4.4 | 10.3 | 17.6 |
| % Pupils achieving a Positive Progress 8 score in English | 0 | 0 | 39.7 | 42.6 | 48.5 |
| % Pupils achieving a Positive Progress 8 score in Maths | 0 | 0 | 10.3 | 22.1 | 39.7 |
| % Pupils achieving a Positive Progress 8 score in EBacc | 0 | 0 | 30.9 | 32.4 | 38.2 |
| % Pupils achieving a Positive Progress 8 score in Open | 0 | 0 | 30.9 | 70.6 | 70.6 |

| 5 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|--|--------------------|--------------------|--|---|--|----------|---|
| | Engagement Subsidy | A,B,C,D, E | Support for students to overcome barriers to school participation such as transport, educational visits and uniform. | Funding used on a "need" basis. Departments rationale for spend in academic/enrichment terms. | Cost spreadsheet maintained by Pupil Premium Lead with breakdown of all requests. Will be reviewed November 2017, January 2018, March 2018, and July 2018. | NC | All students regardless of disadvantage are able to access school activities including trips and visits. PP students are not inhibited by financial constraints, in turn raising their attainment. Attainment gap between PP and non PP reduces. PP students make progress inline with expectations across all year groups. |
| Review of Actions and Impact | | | | | Total Spend: £12,323.17 | | |
| <p>Subject related enrichment activities and visits supported include:</p> <ul style="list-style-type: none"> - Year 7 Ashworth Valley Adventure Trips - Year 8 Paris - Year 9 History London dungeon - Year 10 GCSE Drama Anglesey residential - Y10 GCSE History Poland Trip - Year 11 Revision residential - Year 11 German Markets - Y11 GCSE Geography Field Trip - Theatre trips including Blood Brothers - Duke of Edinburgh activities <p>The premium was also used to enable three pupil premium students to access the year 11 prom.</p> | | | | | | | |

Key Objective 3: Attendance

To further embed strategies to improve attendance and reduce exclusion data for Pupil Premium Students.

This objective will be met by the following means:

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|-------------------------------------|--------------------|--------------------|--|--|--|----------|--|
| 1 | Attendance Rewards | C | Improve the attendance of Pupil Premium Students through the use of strategies, rewards and incentives | National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement | Attendance reporting throughout each half term. Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's. | AS | All students with 100% attendance will have the opportunity to attend the Blackpool rewards trip, regardless of disadvantage. Attendance gap between PP and non PP students reduces. Improvement on attendance and reduced lateness to school of disadvantage students half term on half term. |
| Review of Actions and Impact | | | | | Total Spend: £609 | | |

Financial support was provided for end of year rewards trips so no qualifying students were unable to attend due to financial reasons.

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|----------------------|--------------------|---|--|--|----------|---|
| 2 | Persistent Absentees | C | 1 to 1 mentoring for repeat PA students, zero tolerance on all absence and having medical evidence from all PA students | PP students are three times as likely to be persistent absentees than their non PP peers. DFE document "Pupil absence in schools in England: 2015 to 2016" SFR 14/2017 | Member of SLT responsible for Attendance to monitor as per Line Management schedule. Year Group and Sub group KPI's. Focus groups set up within SISRA and SIMs to analysis PA's and those students who were once PA's. | AS | Reduction in the number of PP students who are persistent absentees |
| Review of Actions and Impact | | | | | Total Spend: £5850.00 | | |
| <p>The last academic year continued our trend of being the only Rochdale High school with 95%+ attendance for the last 5 years. In addition the percentage of our Persistent Absentees, 9.12% (July 2018) is again significantly under the national average of 12.4%. This is impressive as our PAN, now set at 270, means that our student body has increased within this 5 year time frame.</p> <p>The interventions below, over the last year, have aimed to improve the attendance of the PA students in general which include PP students:</p> <ul style="list-style-type: none"> • Y7-11 Form Tutor monitoring Card • Y7-11 LPM 1-1 mentoring for repeat PA students – target student under each PA threshold • SEND Team mentoring KS3 PA students • MU Foundation hub Officer (NP) PA Attendance Leagues KS3 &4 • Attendance Panels every half term with EWO support • Consistent Home -School correspondence • EWO Intervention including Home visits and legal pathways | | | | | | | |

- Rewards for attendance improvements included certificates, letters home , cinema tickets and big breakfasts

These interventions were implemented from September 2017, but the main mentoring began in December 2017 after reviewing the data from the Autumn Term. There were 135 Persistent Absentees (PA) students in December 2017 of which 71 (52%) were PP students. This is a 6% reduction in PP students from December 2016.

After the above interventions and rewards were completed in July 2018 the number of PA students' dropped by 25% from 135 to 101. In addition, the cohort of PP students decreased from 71 to 60 a 15% improvement.

In addition, the number of PA boys who were PP in October 2017 plateaued during the year remaining at 22 in July 2108. However, the number of PA girls who were PP has increased from 18 to 38 in the same time frame. The main area of concern is KS4 girls, which bucks the national trend, with 20/38 being from those two year groups.

The PP vs Non PP attendance gap for the school has reduced from 2.21% in October 2017 to 2.09% in July 2018 (Nat Ave 3.1%). In fact as a result of the intervention work in the spring and summer terms last academic year the average attendance of the PA students who are PP is 2.88% better than the PA students who are Non PP.

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|--|---|--------------------|---|--|---|----------|---|
| 3 | Manchester United Foundation Hub Attendance Mentoring | C | Specific Mentoring Programme lead by Manchester United Foundation Hub Officer | The specific mentoring programme implemented by NP (MUF Hub Officer) was trialled last year and the results were very encouraging. An average improvement of 8.1% for the 38 students on the programme was achieved. | Regular Review of attendance for those involved. Monitor attendance and attainment of students before and after involvement to gauge effectiveness. | AS | Increase in the attendance of the mentored students, bringing them back =in line with their non PP peers. |
| Review of Actions and Impact | | | | | Total Spend: £25,000 | | |
| <p>Some of the PP financial budget has been used to support our drive to further reduce the PP vs Non PP attendance gap and drive the overall attendance across the school up to 96%.</p> <p>The last academic year continued our trend of being the only Rochdale High school with 95%+ attendance for the last 5 years. In addition the percentage of our Persistent Absentees, 9.12% (July 2018) is again significantly under the national average of 12.4%. This is impressive as our PAN, now set at 270, means that our student body has increased within this 5 year time frame.</p> <p>Over the last academic year our PP cohorts' absence rates across the school (in grey) are under the National Averages (figures in blue) including the difference between the Non PP and PP cohorts. (See below the figures in green). This means that the gap between these two cohorts is significantly under the national average once again.</p> | | | | | | | |

| Cohort6 | National | Whole School | Y7 | Y8 | Y9 | Y10 | Y11 |
|----------------|----------|--------------|------|------|------|------|------|
| PP | 7.2 | 6.22 | 5.74 | 5.42 | 6.85 | 6.59 | 6.61 |
| Non PP | 4.1 | 4.13 | 3.17 | 4.27 | 4.65 | 4.49 | 4.10 |
| PP% Difference | 3.1 | 2.09 | 2.57 | 1.15 | 2.20 | 2.10 | 2.51 |

Key Objective 4: Behaviour

Improving the behaviour of pupil premium students with strategies to support their emotional and social needs.

This objective will be met by the following means:

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|---------------------|--------------------|---|---|--|----------|--|
| 1 | Behaviour Mentoring | A,B,C,D, E | Continue to have an allocated KS4 behaviour lead and recruit 1 additional .One to one and group mentoring by Key Stage 4 Behaviour Support Staff. Named Pastoral Staff in every year group. | EEF evidence suggests that behaviour mentoring has some impact and this is used for smaller numbers of students where clear gaps in knowledge have been identified. | The learning of the majority of learners should not be disrupted by low level disruption from a small minority. Qualitative evidence from external inspections and SLT learning walks evidences the effectiveness of the strategy. | AS | A reduction in the number of PP students with behaviour incidents. A reduction in the number of Pupil Premium students being permanently excluded. |
| | Inclusion support | D | To continue to support the inclusion facility. Personalised support will reduce fixed term exclusions and improve attendance, providing greater | Sutton Trust Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5) | Reviewed during inclusion staff line management. | AH | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | opportunity for positive experience of school. | | | | |
|--|--|--|--|--|--|--|

Review of Actions and Impact

Total Spend: £53,175

Students identified at risk of fixed term exclusion provided support in the LSU which contributed significantly to the reduction in FTEs. In 2016/17 49% of all Fixed Term Exclusions were disadvantaged students, this has reduced to 28% in 2017/18.

Key Objective 5: Data and Intervention

To further develop the use of data systems to identify and track the progress and attainment, and to support the early intervention of Pupil Premium Students to maximise outcomes. To further develop the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non-Pupil Premium peers.

This objective will be met by the following means:

| | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|-------|--------------------|---|---|---|----------|--|
| 1 | SISRA | A,B,C,D, E | Continue to develop the use of SISRA to track the progress and attainment of PP students. | Pupil Premium Innovative Practice Report example of high impact rigorous monitoring of pupil data and closely 'tracked' student achievement with 'quick' intervention when students are not making expected progress. | Quality Reports and annual Healthchecks from SISRA Consultant | NC | The progress and attainment of Pupil Premium students is rigorously monitored with timely intervention when students are not making expected progress and attainment. Therefore improving the progress and attainment of Pupil Premium Students across the school. |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Review of Actions and Impact

Total Spend: £2,300

Over this academic year we have continued to develop our monitoring of PP students through SISRA. We have been able to set up specific groups for FSM, FSM Ever 6, Service children and cared for children. SISRA allows us to use these groups to dig deeper into the data and find specific sub groups within these groups to plan intervention. At a classroom level all staff can identify PP students together with their target grade, prior attainment band and progress.

| 2 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|-------------------------------|--------------------|--|---|--|----------|---|
| | Specific Mentoring programmes | A,B,C,D, E | Introduce intervention and mentoring groups in key stage 4 to raise aspirations. Activities will vary from programme | EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve | Regular review of intervention groups at each data collection in line with the school assessment calendar. | NC | Each year 11 child has a named mentor and targeted intervention to suit their specific need therefore improving outcomes for PP students. |

to programme, sometimes including direct academic support with homework or other school tasks.

the steps necessary for later success.

Review of Actions and Impact

Total Spend: £54,193.38

Disadvantaged pupils are put into carefully researched intervention programmes to help close their gaps in knowledge, and give them the skills to make rapid progress as they move through the school. All of the pupils in these interventions have their progress tracked and monitored so that we can be sure they are having measurable impact. Below are the impact reports for some of the main interventions.

Exam Seating and Coaching

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|--------|
| Average Total Attainment 8 | 23.25 | 25.47 | 33.88 | 39.44 |
| Average Attainment 8 Grade | 2.33 | 2.55 | 3.39 | 3.94 |
| Average Total Progress 8 | -2.67 | -2.448 | -1.553 | -1.034 |
| Pupils Included | 8 | 8 | 8 | 8 |

Exceptional Mocks

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|-------|
| Average Total Attainment 8 | 45.88 | 56.88 | 57.75 | 59.25 |
| Average Attainment 8 Grade | 4.59 | 5.69 | 5.78 | 5.93 |
| Average Total Progress 8 | 0.344 | 1.361 | 1.565 | 1.707 |
| Pupils Included | 3 | 3 | 3 | 3 |

Marginal Gains

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|-------|
| Average Total Attainment 8 | 28.39 | 36.96 | 40.07 | 43.64 |
| Average Attainment 8 Grade | 2.84 | 3.7 | 4.01 | 4.36 |
| Average Total Progress 8 | -1.058 | -0.268 | 0.263 | 0.536 |
| Pupils Included | 5 | 5 | 5 | 5 |

Mentoring 4

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|--------|
| Average Total Attainment 8 | 25.4 | 32.02 | 38.35 | 42.77 |
| Average Attainment 8 Grade | 2.54 | 3.2 | 3.84 | 4.28 |
| Average Total Progress 8 | -2.397 | -1.929 | -1.224 | -0.867 |
| Pupils Included | 12 | 13 | 13 | 13 |

Mentoring 5

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|--------|
| Average Total Attainment 8 | 21.04 | 21.04 | 29.08 | 31.5 |
| Average Attainment 8 Grade | 2.1 | 2.1 | 2.91 | 3.15 |
| Average Total Progress 8 | -2.395 | -2.395 | -1.525 | -1.313 |
| Pupils Included | 6 | 6 | 6 | 6 |

Pushing Excellence

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|-------|
| Average Total Attainment 8 | 41.15 | 47.69 | 50.77 | 54.54 |
| Average Attainment 8 Grade | 4.12 | 4.77 | 5.08 | 5.45 |
| Average Total Progress 8 | -0.381 | 0.244 | 0.565 | 0.921 |
| Pupils Included | 12 | 12 | 12 | 12 |

Raise the Bar

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|-------|
| Average Total Attainment 8 | 31.69 | 34.69 | 40.94 | 44.78 |
| Average Attainment 8 Grade | 3.17 | 3.47 | 4.09 | 4.48 |
| Average Total Progress 8 | -1.473 | -1.173 | -0.509 | -0.15 |
| Pupils Included | 9 | 9 | 9 | 9 |

SJH Intervention

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|-------|
| Average Total Attainment 8 | 34.4 | 36.8 | 41.7 | 47.3 |
| Average Attainment 8 Grade | 3.44 | 3.68 | 4.17 | 4.73 |
| Average Total Progress 8 | -0.406 | -0.166 | 0.345 | 0.907 |
| Pupils Included | 5 | 5 | 5 | 5 |

Effort Report

| | Y11 Autumn | Y11 February | Y11 March | Exams |
|----------------------------|------------|--------------|-----------|--------|
| Average Total Attainment 8 | 39 | 46.88 | 53.08 | 56.42 |
| Average Attainment 8 Grade | 3.9 | 4.69 | 5.31 | 5.64 |
| Average Total Progress 8 | -2.925 | -2.138 | -1.401 | -1.161 |
| Pupils Included | 6 | 6 | 6 | 6 |

| 3 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|------------------------------|--------------------|--|---|---|----------|---|
| | Year 7 Intervention Sessions | A,B | Lowest prior attaining Students in year 7 (78% Pupil Premium) to attend local Primary School for intervention lessons. | EEF - School programmes that support and encourage children academically while providing stimulating environments and activities are more | Feedback after each session between Lead Teachers. Data analysis after each data collection in line with the school assessment schedule | NC | Closing the gap in maths between Lower prior attaining PP Students and their peers. |

likely to have an impact on attainment.

Review of Actions and Impact

Total Spend: £14,207.88

Lowest prior attaining Students in year 7 (78% Pupil Premium) to attend local Primary School for intervention lessons. We work closely with our KS2 partners, in order to ensure successful transition for our disadvantaged pupils. We have led Joint Practice Development Groups with Primary and colleagues to share expertise and practice. We also have a rigorous transition programme for our students entering KS3, where we can ensure disadvantaged pupils are able to start making rapid progress the moment they join us.

Students who enter the school with low literacy scores access additional literacy lessons. The impact of this is seen in the strong performance of LA students in English. We are strengthening the effectiveness of our Numeracy curriculum by linking with Alkington Primary School, whose progress score in Maths were Excellent. Students whose scores were below expected progress, have been taught by their Lead Teacher, with our own Lead Teacher supporting with a view to leading within school next year. This has had an immediate impact (See progress report from Alkington Primary School).

73% of the PP students who started our school below expectation in Maths had caught up and were achieving their end of year target grade by the end of year 7. 4% of these students were making more than expected progress.

| | Average Grade | Avg EAP Diff (Sub) | On/Above Track % | Above Track % | On Track % | Below Track % |
|-------------|---------------|--------------------|------------------|---------------|------------|---------------|
| Mathematics | 1a | 0.6 | 73.8 | 35.7 | 38.1 | 26.2 |

80% of the PP students who started our school below expectation in Reading had caught up and were achieving their end of year target grade by the end of year 7. 5% of these students were making more than expected progress.

| | Average Grade | Avg EAP Diff (Sub) | On/Above Track % | Above Track % | On Track % | Below Track % |
|---------|---------------|--------------------|------------------|---------------|------------|---------------|
| English | 2c | 0.8 | 80 | 49.1 | 30.9 | 20 |

| 4 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|------|--------------------|--------|---------------------------------------|---|----------|-----------------|
|---|------|--------------------|--------|---------------------------------------|---|----------|-----------------|

| | | | | | | |
|------------------|-----|---|---|---|----|--|
| Reading Recharge | A,B | Ensure that students in KS3 with a reading age below their chronological age, or those that did not meet the expected standard at KS2 are supported with additional reading intervention. | EEF stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices. EEF research shows online books and electronic readers increased reading ages and comprehension. | Regular Review. Records of sessions to be kept, students will be retested to check if knowledge and skill gap has been addressed. Key groups monitored at each data collection in line with the school assessment schedule. | DC | Students achieve their chronological reading age. Students have a wider knowledge of vocabulary and are able to infer the meaning of words, enabling them to access the wider curriculum |
|------------------|-----|---|---|---|----|--|

Review of Actions and Impact

Total Spend: £18,694.11

75% of students in the Reading Recharge cohort have improved their reading age.

| Last Name | End Autumn | | | | End Spring | | | | Difference? |
|-----------|-------------|-------------|-----------|-----------|-------------|-------------|-----------|-----------|--------------|
| | Chron Age Y | Chron Age M | Rdg Age Y | Rdg Age M | Chron Age Y | Chron Age M | Rdg Age Y | Rdg Age M | |
| Student 1 | 11 | 5 | 9 | 7 | 11 | 7 | 10 | 7 | +1Yr |
| Student 2 | 11 | 10 | 8 | 6 | 12 | 1 | 8 | 2 | SAME |
| Student 3 | 11 | 8 | 7 | 0 | 12 | 2 | 6 | 7 | -1YR |
| Student 4 | 11 | 11 | 9 | 11 | 12 | 2 | 12 | 0 | +2YRS 1MNT |
| Student 5 | 11 | 4 | 7 | 0 | 11 | 9 | 9 | 11 | +2YRS 11MNTS |
| Student 6 | 11 | 10 | 7 | 2 | 12 | 4 | 10 | 11 | +3YRS 9MNTS |
| Student 7 | 11 | 2 | 7 | 6 | 11 | 8 | 10 | 3 | +2YRS 9MNTS |
| Student 8 | 11 | 1 | 7 | 10 | 11 | 7 | 9 | 11 | +2YRS 1MNT |

| | | | | | | | |
|---|-------------|---------------------------|---------------|--|--|-----------------|------------------------|
| 5 | Area | Identified Barrier | Action | What is the evidence for this choice? | How will we ensure it is implemented well | SLT Lead | Desired outcome |
|---|-------------|---------------------------|---------------|--|--|-----------------|------------------------|

| | | | | | | |
|-----------------------------|---|--|--|---|-----|--|
| Speech and Language Therapy | A | Continue to provide targeted level and group level speech and language therapy for identified students in all year groups. | Previous years SaLT Impact reports have proven very effective. | SALT Annual Impact Report. Reviewed in SENCO Line Management. | JSi | Students identified speech and language will improve, as a result they will improve in confidence and be able to access the curriculum more effectively. |
|-----------------------------|---|--|--|---|-----|--|

Review of Actions and Impact

Total Spend: £25,478.35

Training delivered for all SEND staff on Blanks Questioning – a language strategy to support students to access the language of the curriculum both in their lessons and in extractions.

Group Interventions – Narrative

This group of students were targeted following discussion with Curriculum Tutor (CT) Jemma Latham. It was agreed that SaLT would provide a targeted group intervention to support the students with their wider understanding of the narrative of the book 'Holes'.

Outcomes

- Students engaged consistently with the sessions and enjoyed carrying out the activities that were related to the Narrative Therapy approach
- Students developed in their ability to discuss their ideas and the sessions provided the opportunity to use their spoken language to negotiate ideas and opinions in discussions.
- 5/5 students achieved the targets of the intervention

Group Intervention - Social Communication

There are 3 male PP students in Year 7 who were identified by SaLT (in a classroom observation) as those who would benefit from a group intervention to support understanding of social communication, maintaining appropriate friendships and social use of language. The group was set up as an opportunity to practice skills with the view that this would generalise into the classroom.

Outcomes

- 1 student's attendance at the group was poor; he was often in the Inclusion centre
- Students enjoyed the practical nature of the tasks. The students created a "town" and were asked to create aspects of the town as a group.
- All 3 students achieved their targets in the group

Group Intervention - Lego Therapy

This was used as a trial intervention to support a group of female students in Year 9 to provide opportunities to use both expressive and receptive language in a quiet, distraction free environment. Lego Therapy is an opportunity to use language to negotiate, seek clarification from another student, and to work as a team.

Outcomes

- One student left school during the group sessions and was no longer able to attend
- The remaining 2 students achieved all of their targets
- One student significantly increased in her confidence in accessing the group and producing accurate verbal instructions
- Both students were confident in their use of concept words in instructions (which was an unforeseen aspect of language that was also targeted)

Group Intervention - Vocabulary Voyage

This is another new intervention for the SaLT service in school which was identified following the release of the research paper 'Bridging the word gap' highlighting that children in secondary school are not equipped with the vocabulary required to access the curriculum or their GCSEs. There were initially 3 male Year 9 students however 1 student left school part way through the sessions.

Outcomes

- Both students achieved the first 2 targets.
- Both students' vocabulary knowledge increased significantly
- Initially the students were unable to define any of the 20 words, or to put them into context accurately. At the end of the intervention, they were able to confidently demonstrate an excellent depth of understanding of all 20 words.

Strategy was successful and will be used again

Strategy will be used again with refinements

Strategy will not be used again