

Pupil premium strategy statement (secondary)

1. Summary information					
School	Thomas Deacon Academy				
Academic Year	18- 19	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 2019

2.	3. Current attainment – Data for 2017 - 2018 Cohort		
		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	Impact measure
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	5% decrease in gap between PP and NPP students making progress across all subjects at KS3/4 Reviewed after each Checkpoint for impact

<p>Raise levels of behaviour and punctuality for KS PP students (B, C)</p>	<p>Appointment of PP Champion</p>	<p>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</p>	<p>Via weekly link meetings with VP Well-being</p>	<p>Bashrat Hussain (PP Champion)</p>	<p>March 2019 May 2019 September 2019</p>	<p>10% reduction in the 20 targeted KS3 students arriving late to school and a 10% reduction in the 20 targeted KS3 students receiving removals- to be reviewed aft the end of Term 4</p> <ul style="list-style-type: none"> • Term 3 data indicated 100% attendance of PP students attending targeted breakfast club
<p>Introduction of restorative Justice conversations after a student has been removed from the classroom (B)</p>	<p>Scripted RJ conversations to be held between student/teacher and RJ lead member of staff before students return to lesson</p>	<p>Pivotal Behaviour which is a behaviour consultancy group linked with PIXIL identified that the introduction of RJ conversations between staff and students can reduce removals by an average 50%</p>	<p>Via weekly behaviour tracking of removals</p>	<p>Veronica Giaquinto (VP Well-being)</p>	<p>March 2019 May 2019 September 2019</p>	<p>10% reduction in overall rate of removals to be reviewed at the end of Term 4</p> <ul style="list-style-type: none"> • Current Term 3 data indicates 14% decrease in PP removals when compared with Term 2 removals

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	5% decrease in gap between PP and NPP students making progress across all subjects at KS3/4 Reviewed after each Checkpoint for impact 100% of staff surveyed state they are aware of PP students and how to addresses barriers to under achievement
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	All staff members attending group session to have led a departmental session on PP and effective strategies to tackle barriers towards learning by July 2019 100% of staff attending PLG group to have reduced gap between PP/NPP in a targeted class 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	100% of teachers to state they are aware of PP students in class and have used at least one of the strategies highlighted in the Teach meet to addresses barriers and close the gap between PP and NPP in their classroom Evidence via Learning Walk and QI data
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	Via student voice – 100% of PP students asked to state they find the tutor sessions worthwhile and contribute to their overall positive state of well-being <ul style="list-style-type: none"> T3 KS3 PP students voice indicated 100% like the new style Tutor programme and feel it benefits them
Introduction of follow up	Follow up lists to be sent to all	Various academic studies	Tracking of PP attendance at	Veronica Giaquinto (VP Well-being)	July 2019	100% of PP parents to have attend a parents

<p>meetings with a HofH or DHofH for parents/carers who are unable to attend parents evening (D)</p>	<p>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</p>	<p>have identified parental engagement as key in enhancing and supporting students progress and attainment</p>	<p>parents evening and follow up meetings</p>			<p>evening or follow up meeting with heads of House</p> <ul style="list-style-type: none"> • 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_ Follow ups to take place in T4 • Y9 18/19 PP parents evening attendance 68% (60% 17/18) • Y10 18/19 PP attendance 57% (74% 17/18). Follow ups to take place in Term 4 • Y11 18/19 PP parents evening attendance 82% (73% 17/18) – Follow up parents evening on Tues 26th of March 2019
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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	Via student voice – 100% of PP students asked to state they find the revision guides useful and help aid their revision
Raise aspirations for students at KS4 (A)	Bi-weekly Y10 and Y11 assemblies	Through meeting leaders of school where PP students had achieved well they stated this had been an effective whole schools strategy in raising levels of attainment and progress	Via student voice	Jenny Brassington/Veronica Giaquinto (VP Standards and VP Well-being)	March 2019 July 2019	Via student voice – 100% of PP students asked to state they find the revision the assemblies useful and a good way to help focus their revision
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	100% of PP students asked to state they find the revision planners beneficial in planning their revision and that they are regular using their

						planners at least once a 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	Tracey Hardy (HOD)	March 2019 /August 2019	Improve P8 scores to GD or maintain GD or better between CP1 and CP2 for students attending intervention at KS3 All students at KS4 attending intervention move at least 1 grade between November mock and March mocks.

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	All students attending intervention to move at least 1 grade between November mock and March mocks.
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	All students attending gain at least a grade 7 in their GCSE.
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	All students to move at least 1 grade between November mock and GSCEs exams
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	Tracey Hardy (HOD)	March 2019	All students attending intervention to move at least 1 grade between November mock and March mocks.

Improved P8 score for PP students in Maths (A)	Targeted Academy 21 tuition for 10 students	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	Tracey Hardy (HOD)	March 2019	All students attending intervention to move at least 1 grade between November mock and March 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	CP2 to CP3 improvement in Yr 11 SPI score for PP students of 0.2
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	All students attending intervention to move at least 1 grade between November mock and March mocks.
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	All students attending intervention to move at least 1 grade between November mock and March mocks.

Improved P8 score for PP students in Science (A)	Targeted Academy 21 tuition for 10 students	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	Ro Mackerel-Hey (HOD)	March 2019 August 2019	All students attending intervention to move at least 1 grade between November mock and March mocks.
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	All students receiving a booklet to move at least 1 grade between November mock and March mocks.
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	All students that attending to move up at least 1 grade between November mock and February mock <ul style="list-style-type: none"> 90% of PP students invited attended revision day
Improved P8 score for PP	Easter pupil premium revision day	Students who attended revision school in 2017 –	CP2 to CP3 improvement in Y11 SPI	Ro Mackerel-Hey (HOD)	August 2019	All students at KS4 that attended to move at least 1 grade

students in Science (A)		18 improved on average by half a grade	score for PP students of 0.2			between March mock and GCSE exams
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	CP2 SPI for science to move up by 1.5 points when compared with CP1
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 Grade 4+: 38% 53% Grade 5+: 21% 28%	All students attending conference to move up by a grade	Claire Rouse/Jack Austin (HOD)	May 2019	PP student voice to indicate that are more confident with themes of the play after seeing the live theatre performance

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	All students that attending to move up at least 1 grade between November mock and February mock
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)	March 2019 August 2019	All students that attending to move up at least 1 grade between February mock and GSCE exam
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	10% increase of PP students at KS3 in line with chronological reading age when tested in February when compared with September reading data
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	10% increase of PP students at KS3 in line with chronological reading age when tested in February when compared with

						September reading data
Improved progress of PP students in English (A)	Y9 focused reading intervention group	Previous L+L lesson in Y7 and 8 have helped to close reading age gap between PP and NPP	100% to have an improved attitude to reading	Veronica Giaquinto (VP Well-being)	April 2019 July 2019	100% to have an improved attitude to reading when surveyed at the end of the L and L modules
Improved P8 score of PP students in English (A)	February Half term conference - Targeting HAP PP students that are aiming to secure Grades 6/7	Small group targeted intervention will help consolidate main points and student voice from previous Feb half term school indicated that 80% of students found this helped aid their understanding	100% of students attending to attain a grade 6 or 7 in English GCSE	Claire Rouse/Jack Austin (HOD)	March 2019 August 2019	80% of PP students in attendance to gain a grade 6 or above in February mocks
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	80% of PP students in attendance to gain a grade 6 or above in February mocks
Improved P8 score of PP students in English (A)	Stretch and Challenge sessions (change termly)	Additional similar intervention have on average	100% of targeted students to	Claire Rouse/Jack Austin (HOD)	March 2019 August 2019	80% of PP students in attendance to gain a grade 5 or above in February mocks

		moved 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 in 1017 – 18 improved by 1 grade		Claire Rouse/Jack Austin (HOD)	March 2019	All students that attended to move at least 1 grade between March mock and GCSE exams
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	All students that attended to move at least 1 grade between March mock and GCSE exams
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	5% decrease in gap between PP and NPP students achieving a grade 9 -4 in English between CP1 and CP2.
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	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

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	10% increase in uptake of PP students studying History at KS4
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	80% of PP students attending to achieve a 5 in His/Geo to attain a 5 or above in GSCes
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	100% of PP students attending to achieve a 5 in His/Geo to attain a 5 or above in GSCes
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	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
Improved P8 score of PP students in Humanities	Funding for an additional adult to tutor a small group	Additional similar intervention have on average	100% of PP students targeted to achieve a 5	Alex Izycky (HOD)	August 2019	100% of PP students attending to achieve a 5 in His/Geo to attain a 5 or above in GSCes

and languages (A)	of students – History/Geography	moved students up by 1 grade	in His/Geo to attain a 5 or above			
Improved P8 score of PP students in Humanities and languages (A)	External provider - GCSE Topic Focus Day	Additional similar intervention have on average moved students up by 1 grade	100% of student voice to indicate they are more confident in responding effectively to GSCE questions after the session	Alex Izycky (HOD)	August 2019	100% of student voice to indicate they are more confident in responding effectively to GSCE questions after the session
Improved P8 score of PP students in Humanities and languages (A)	Y12s to support in targeted PP students in class	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	100% of PP students targeted to achieve a 5 in His/Geo to attain a 5 or above
Improved P8 score of PP students in Humanities and languages (A)	External provider - 'Doctors show' – Geography	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	100% of PP students targeted to achieve a 5 in His/Geo to attain a 5 or above
Improved P8 score of PP students in	Additional tutoring for targeted PP students in French	Additional similar intervention have on average	100% of PP students targeted to	Alex Izycky (HOD)	August 2019	100% of PP students targeted to achieve a 5

Humanities and languages (A)		moved students up by 1 grade	achieve a 5 in French to attain a 5 or above			in French to attain a 5 or above
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	100% of PP students targeted to achieve a 5 in French to attain a 5 or above
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	Hilary Faulkner (AP Community)	March 2019 August 2019	CP3 all Y11 PP students to have a post 16 placement secured <ul style="list-style-type: none"> Term 3 data return indicated 90% of PP have made an

			a post 16 placement by May 2019			application a post 16 provider
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	Via student voice to assess impact and weekly tracking of attendance to sessions	Kate Booth (Teacher Well-being)	March 2019 August 2019	Termly reports on student targeted student cohort to show an overall decrease in negatives/removals students accessing FOREST school are receiving

		student voice to assess impact and weekly tracking of attendance to sessions				<ul style="list-style-type: none"> • Term 3 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 to indicate that the enrichment class has helped improve their social skills and 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 July 2019	<p>3% decrease in % of PP students at KS3 receiving removals when compared with NPP students at KS3</p> <ul style="list-style-type: none"> • 14% decrease in T3 PP student removals when compared with T2 removals

						<ul style="list-style-type: none"> T3 gap between PP and NPP students has reduced by 6%
<p>Ensure students are fully equipped and ready to learn (A, B, C, D)</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Veronica Giaquinto (VP Well-being)</p>	<p>April 2019</p>	<p>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</p> <ul style="list-style-type: none"> KS3 PP students voice conducted stated 100% of students find the monies sin school shop useful (9? Pp 10% NPP) T3 Non equipment lists shows PP students have less removed no equipment entries than NPP students T3 returns from shop state 100% of Y7, 10, 11 PP

						students have accessed monies form school shop
Enhance cultural capital of PP students (A.B)	Subsides trips to ensure all PP students are able attend to trips	By exposing PP students to learning outside of the classroom their cultural capital is developed along with their vocabulary skills	100% of PP students at KS3 to have attended an offsite trip	Veronica Giaquinto (VP Well-being)	July 2019	100% of PP students at KS3 to have attended an offsite trip
Enhance cultural capital of PP students	Subsided music lesson for all PP students	Individual talented being nurtured has ensured students have developed their music abilities to their full potential	All students to successfully complete grading in music	Veronica Giaquinto (VP Well-being)	March 2019 July 2019	10% increase in PP students taking Music in Yr9 and Yr10.
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	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	0.05 increase in PP P8 score from CP1 to CP2 and 0.05 increase in PP P8 score from CP2 to CP3

		able 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	0.05 increase in PP P8 score from CP1 to CP2 and 0.05 increase in PP P8 score from CP2 to CP3 and PP P8 score to be in line with NA of 0 for 2018 – 19 results
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 August 2019	100% of students who attended a meeting to improve P8 score by 0.05 from CP1 to CP2
Support in developing PP strategies and QI of TDA	PP trust advisor to support work of VP Well-being to QI current PP	QI of strategic leadership for PP in previous years has helped to	PP review to be undertaken by PP Trust Lead in March 2019 outlining areas	Emily Gaunt (Principal)	March 2019	0.05 increase in PP P8 score from CP1 to CP2 and 0.05 increase in PP P8

PP strategy (A,B,C,D)	provision and website	improve systems surrounding PP	of strength and improvements moving forward			score from CP2 to CP3 and PP P8 score to be in line with NA of 0 for 2018 – 19 results
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 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 <ul style="list-style-type: none"> 100% of PP that had completed elation (10) questionnaires stated session had helped them with their well-being and behaviour
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	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

		targeted at PP students to help support their emotional and social needs				
Enhance cultural capital of 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	Via tracking of PP attendance to events (30% of all attendees to be PP)
Enhance aspirations for PP students	Insight Peterborough link with Cambridge University (30 students)	Develop aspiration of HPA PP students and expose them to university life	Via 100% completion of University Modules	Ruth Ferenbach (AP Transition)	March 2019 July 2019	100% of KS3 students on Insight course to have attended university visit and to have completed University assignment <ul style="list-style-type: none"> 100% Y8/9 PP students on course have attended a university visits and have completed and passed the university based assignment

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 additional progress –(EEF toolkit)	Via student voice and tracking of Progress data at KS3	Colm McCloskey (HOD Well-being)	July 2019	% decrease in PP students at KS3 receiving removals from Term 2 to Term 4
Improve punctuality of school of PP students at KS3 (C)	Football breakfast club to run for targeted KS3 PP students who are late to lessons	By giving students a reason for attending school early in the form of a football club this will hopefully reduce the number of lates they receive on a termly basis	Via termly tracking of targeted KS3 PP group who are taking part in Breakfast club	Bashrat Hussain (PP Champion)	June 2019	10 % decrease in targeted PP students at KS3 receiving lates from Term 2 to Term 4
Improve punctuality of school of PP students at KS3 (C)	Targeted communication to go out via home language letters and text messages to PP parents	60% of PP students have an additional language and therefore communicating in to parents in their home language	Via termly tracking of lates to school data	Bashrat Hussain (PP Champion)	September 2019	10 % decrease in targeted PP students at KS3 receiving lates from Term 2 to Term 4

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	<p>Termly attendance tracking to ensure that PP attendance remains above NA and PP PA remains below NA.</p> <p>Termly exclusion tracking to ensure that PP FTE remains below NA</p> <ul style="list-style-type: none"> • T3 data indicates PP attendance is above NA when compared with NA PP and below PA when compared with NA PP. • FTE are also below National Average
Total budgeted cost						£255,000