**Southmoor Academy**

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**Pupil Premium Strategy**

**& Action Plan 2017-2018**

**Supporting Disadvantaged & Vulnerable Students**

**Date of most recent review: September 2018**

**Principles**

All staff and governors accept responsibility for the ‘socially disadvantaged’ students and are committed to meeting their pastoral, social and academic needs.

As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

At Southmoor we will ensure that any pupil considered to be ‘socially disadvantaged’ has the same opportunities as any other. It is our belief that no child should be held back or face additional barriers because of their ‘social disadvantage’. We will ensure these students are able to access any support necessary in order to achieve their full potential.

**Provision**

Southmoor Academy will ensure that provision is made which secures the learning and teaching opportunities that meets the needs of all students. As part of the provision made for students who belong to vulnerable groups, the Academy will ensure that the needs of socially disadvantaged students are assessed, appropriate intervention strategies implemented, and progress not only tracked, but strategies evaluated throughout the year to ensure effectiveness.

In making provision for socially disadvantaged students the Academy recognises that not all students who receive free school meals will be socially disadvantaged. The Academy also recognises that not all students who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any student or groups of students the academy has legitimately identified as being socially disadvantaged.

**Pupil Premium Funding**

**Financial year 2017 to 2018 £344,547**

In the 2017 – 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

* £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of one of the following reasons:

* adoption
* a special guardianship order
* a child arrangements order
* a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn’t go to their school; it goes to the virtual school head in the local authority that looks after the child. Virtual school heads are responsible for managing pupil premium funding for looked after children.

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| * 1. **Summary Information** | | | | | |
| **School** | **Southmoor Academy** | | | | |
| **Academic Year** | 2017-2018 | **Total PP Budget** | £344, 546 | **Date of most recent PP Review** | April 2018 |
| **Total number of pupils** | 1162 | **Number of pupils eligible for PP** | 369 | **Date for next internal review of this strategy** | September 2018 |

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| **2. Current Attainment Results for disadvantaged pupils** | | | | |
|  | **2017 Results**  **(school)** | **2018 GCSE Results**  **(school)** | **Diff between 2017 & 2018** | **National comparator for ‘other’ pupils**  **(2017)** |
| Overall Progress 8 Score | -0.48 | +0.02 | 🡩 0.50 | +0.11 |
| Attainment 8 Score | 35.5 | 41.7 | 🡩 6.2 | 49.76 |
| English Progress Score | -0.798 | +0.09 | 🡩 0.89 | +0.11 |
| Maths Progress Score | -0.91 | -0.38 | 🡩 0.53 | +0.11 |
| EBacc Progress Score\* | -0.42 | -0.12 | 🡩 0.30 | +0.13 |
| Open Progress Score\* | +0.004 | +0.37 | 🡩 0.366 | +0.09 |
| Science VA\* | -0.57 | -0.02 | 🡩 0.55 | +0.10 |
| Languages VA\* | -0.29 | -1.39 | 🡫 1.1 | +0.04 |
| Humanities VA\* | -1.209 | -0.52 | 🡩 0.69 | +0.14 |
| English and maths at Grade 5+ | 12% | 27% | 🡩 15% | 49% |
| English Grade 5+ | 34% | 53% | 🡩 19% | 67% |
| Maths Grade 5+ | 19% | 29% | 🡩 10% | 56% |
| English and maths at Grade 4+ | 22% | 54% | 🡩 32% | 71% |
| English Grade 4+ | 51% | 75% | 🡩 24% | - |
| Maths Grade 4+ | 36% | 56% | 🡩 20% | - |

\*Due to changes in grading for reformed subjects comparison between 2017 and 2018 is tenuous

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| **3. Barriers to future attainment (for pupils eligible for PP)** | |
| A | Below average KS2 prior attainment on entry |
| B | Engagement with learning due to higher rates of absence; potential behaviour issues |
| C | Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils |
| D | Low aspirations, confidence and resilience |
| E | Lack of parental engagement and support means pupils are less likely to engage with learning and/or independent study |

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| **4. Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success Criteria* |
| A | Higher levels of attainment for pupils eligible for PP at the end of KS4   * + - *measured by key attainment and progress measures at end of KS4* | 2018 targets in section 2 |
| B | Improved engagement with learning due to a reduction in absence rates and behaviour issues   * *measured by a reduction in absence rates; a reduction in external and internal exclusions; increase in praise points* | Improved attendance of PP pupils  - Absence rate below national  - PA below national  Reduced exclusion rates for PP pupils  - Fixed term exclusions below national  - Permanent exclusions below national  Reduced number of PP pupils referred to BSU  - Internal exclusion rates reduced by 30%  % PP pupils going into sustained education, employment or training exceeds or meets national proportions (96%)  % PP pupils not in education, employment or training (0%) |
| C | Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3   * *measured by standardised reading scores; expected standards in literacy and numeracy; standards of grammar, punctuation and spelling* | Improved reading scores   * Average SAS reading scores for PP cohorts above 100   Expected Standards in reading, writing and GPS   * Proportion PP pupils meeting expected standards in reading; writing and GPS improves towards that of other pupils and the gap reduces to 15% by the end of KS3   Expected Standards in mathematics/numeracy  - proportion PP pupils meeting expected standards in numeracy/mathematics improves towards that of other pupils and the gap reduces to 15% by the end of KS3 |
| D | Higher levels of aspiration, improved confidence and resilience   * *measured by increased applications for sixth form and quality apprenticeships; results of pupil surveys and pupil focus groups* | Sixth Form   * proportion PP pupils going into sixth form increases year on year by 20%   Apprenticeships   * proportion of PP pupils going into sustained training/employment exceeds national proportions (6%) |
| E | Improved parental engagement and support with an emphasis on improved engagement with learning and/or independent study   * *measured by attendance rates at pupil/parent progress evenings; attendance at extra-curricular revision; engagement with independent revision/study; results from parent surveys* | Pupil Progress Evenings   * improve % attendance of parents attending pupil progress evenings (75%)   Revision and Independent Study   * improve attendance to revision sessions by 30% * % pupils engaging with independent study improves by 30% |

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| **5. Planned expenditure** | | | | | | |
| **Academic year** | | **2017-2018** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Revision Programme**  Structured revision programme in place to support and encourage pupils with independent study skills. | | To support independent learning  Independent learning is known to improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; | Vice Principal to review impact of revision programme on a termly basis through dialogue with Year 11 teaching staff. | Vice Principal Achievement | Dec 2017  April 2018  June 2018 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Revision Passport**  To encourage and reward pupils to develop independent study skills | | To promote and support independent learning  Independent learning is known to improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; | Through careful tracking and monitoring the number of passports completed by each pupil. | Assistant Principal Behaviour, Welfare and Safety | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **CPD Training**  Numeracy and literacy Catch-up training for LSAs to deliver 1:1 numeracy and literacy | | Some students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Programmes involving teaching assistants have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by teaching assistants there is evidence that training and the use of a structured programme is beneficial. EEF | SENDCO to lead termly review meetings with LSAs to review impact | Vice Principal  Achievement | Dec 17  April 18  June 18 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4  Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **CPD Training**  CPD on high quality marking and feedback to improve literacy skills across the curriculum | | High quality feedback is an effective method of improving achievement which can be embedded across the school and impact achievement for all pupils. Feedback studies tend to show very high effects on learning. Evidence from EEF Toolkit suggests that research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback | Through regular work scrutiny by Subject Leaders and SLT. | Assistant Principal for T&L  Assistant Principal for English and Literacy | Jan 18  April 18  July 18 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **KS3 Standards**  Develop KS3 expected standards in Year 7 and Year 8 for reading, writing, GPS and numeracy based on the new reformed GCSEs and building upon the new KS2 expected standards. | | To develop assessment systems which raise achievement we need to focus on the specifics of key areas of the curriculum, and ensure deep, secure knowledge and understanding in these specifics. | Data for reading, writing and GPS is analysed by the Assistant Principal English and KS3 English Co-ordinator to identify areas of underachievement and plan appropriate intervention where necessary. | Assistant Principal for English&KS3  Assistant Principal Maths | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **KS3 Assessment**  Develop high quality summative and milestone assessments to accurately assess pupil progress in KS3. | | As above | KS3 Assessments are quality assured by Assistant Principal English & KS3.  Standardisation meetings are carried out before summative assessments are marked.  There is a moderation process in place to ensure accuracy of grading for summative assessments. | Assistant Principal for English & KS3 | Dec 2017  April 2018  June 2018 |
| **Total budgeted cost** | | | | | | **£150,000** |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Year 11 Intervention**  Year 11 intervention in English and maths during personal development time. | |  | Through weekly monitoring visits by SLT.  Scrutiny and analysis of data on a ½ termly basis.  Termly review meetings with subject leads. | Vice Principal  Achievement | Dec 2017  April 2018  June 2018 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **High Five**  Focus intervention groups in maths and English for Year 11 to move pupils from Grade 4 to 5 and Grade 3 to 5. | | Focussed intervention is much more effective | Through weekly monitoring visits by SLT.  Scrutiny and analysis of data on a ½ termly basis.  Review meetings with subject leads and lead practitioners in maths. | Lead Practitioners for maths  KS4 English  Co-ordinator | March 2018  May 2018  August 2018 |
| Higher levels of attainment for pupils eligible for PP at the end of KS4 | **Revision Support**  English and maths revision guides for PP pupils in Year 11 to provide support with independent study. | | To support independent learning  Independent learning is known to improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; | All pupils to have the minimum revision guides for English and maths. | Vice Principal Achievement | Jan 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Early Morning Reading**  Early Morning Reading support for Y7 and 8 pupils who did not achieve standard in reading at the end of KS2 | | To support and improve reading comprehension and fluency of pupils who did not achieve the standard expected at the end of KS2  Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). | Regular monitoring visits to Early Morning Reading.  Listening to pupils read.  Analysis of results from the New Group Reading Test  Analysis of results from termly summative assessments in reading and teacher assessment information | SENDCO  Communication Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Literacy Catch-up**  1:1 Catch-up Literacy intervention for weakest 20 pupils with a trained LSA two times per week. | | Some students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.  Catch Up® Literacy helps struggling learners achieve more than double the progress of typically developing learners; is twice as effective as other individual literacy support; the impact of Catch Up® Literacy is long lasting | 1:1 Catch-up literacy intervention for weakest pupils with a trained LSA two 20-25min sessions per week  Regular monitoring visits to Early Morning Reading.  Listening to pupils read.  Analysis of results from the New Group Reading Test  Analysis of results from termly summative assessments in reading and teacher assessment information  Books given to pupils as rewards to read every holiday | SENDCO  Communication Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Reading for pleasure**  Books given to pupils on a ½ termly basis for reading over the holidays. | | Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).  Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). | Regular monitoring visits to Early Morning Reading.  Listening to pupils read.  Analysis of results from the New Group Reading Test  Analysis of results from termly summative assessments in reading and teacher assessment information  Results from pupil surveys/discussion | Communication Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Literacy Lessons**  Bespoke timetabled literacy lesson once per week. | | To focus on mastery of skills | Lesson observations.  Analysis of results from termly summative assessments in reading, writing and GPS and teacher assessment information  Analysis of results from the New Group Reading Test | KS3 English  Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Early Morning Numeracy**  Early morning numeracy intervention for 20 weakest pupils in Year 7 and 8 | | To support numeracy of pupils who did not achieve the standard expected at the end of KS2 | Lesson observations.  Analysis of results from termly summative assessments in maths and teacher assessment information  Analysis of results from the catch up programme | Numeracy  Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Numeracy Catch-up**  Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.  Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy: | | Some students need targeted numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress as long as the 1:1 tutor is trained in a particular method of intervention. | 1:1 Catch-up numeracy intervention for weakest pupils with a trained LSA two 20-25min sessions per week.  Analysis of results from termly summative assessments in maths and teacher assessment information  Analysis of results from the catch up programme  Pupil voice surveys | Numeracy  Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of progress in literacy and numeracy for pupils eligible for PP in KS3 | **Numeracy Lessons**  Bespoke timetabled numeracy lesson once per week | | To focus on mastery of skills | Lesson observations.  Analysis of results from termly summative assessments in maths and teacher assessment information | KS3 Maths  Co-ordinator | Dec 2017  April 2018  June 2018 |
| **Total budgeted cost** | | | | | | **£150,000** |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved engagement with learning | **Reducing Absence Strategy**  Implement Reducing Absence Strategy for pupil premium pupils. | | Pupils in receipt of PP have higher rates of absence than other pupils. Pupils eligible for Free School Meals (FSM) have over twice the odds of being a persistent absentee as similar pupils who are not eligible for FSM.  The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. DfE Research Report March 2016 | Weekly review meetings with CEO/Principal and Vice Principal to monitor attendance of whole school with a specific focus on pupils in receipt of PP. | Assistant Principal for Behaviour, Welfare and Safety. | Weekly review meeting |
| Improved engagement with learning | **Behaviour Mentoring**  Implement behaviour mentoring system to prevent/support pupils who are in danger of disengagement. | | A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.  Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues. | Weekly review meetings with Behaviour Manager.  Analysis of behaviour points to identify early intervention requirements | Assistant Principal for Behaviour, Welfare and Safety. | Dec 2017  April 2018  June 2018 |
| Improved engagement with learning | **KS2 Transition**  Ensure effective transition from KS2 to KS3 for PP pupils | |  | Analysis of parent and pupils surveys to provide feedback on impact of transition programme. | Assistant Principal for Behaviour, Welfare and Safety. | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **OxNet Programme**  An access initiative which places universities into the heart of local communities, to engage in activity which is intensive, academic and sustained. | | Higher education has the power to transform the lives of talented young people from every background. The University of Oxford offers a range of widening access and participation programmes, working with the undergraduate admissions office to ensure that the best pupils from every kind of background can benefit from studying at Oxford. | Termly review meetings with Principal and Oxnet | Assistant Principal  Director of Sixth Form | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **Insight** | | Supporting primary schools with higher aspirations and improving teaching and learning strategies. | Termly review meetings with Principal and Headteachers of the link schools. | Assistant Principal  Director of Sixth Form  Assistant Principal T&L | June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **High Achievers and Honours Programme**  Next Steps in Education  Increase proportion of pupils enrolling at 6th form on A level studies. | | Supporting high ability disadvantaged students into post 16 and post 18 higher education | Termly review meeting with Vice principal | Assistant Principal  Director of Sixth Form | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **CEIAG Programme**  Provide a quality careers education, information and guidance programme for pupils to raise aspirations and support progression and next steps. | | Educational advice from home and school impacts on young people’s opinions while still at school. Advice about training opportunities seems to have a positive influence on participation in work and training, among those who expect to leave school at 16. | Termly review meetings with Vice Principal and Careers Co-ordinator  Pupil and staff surveys on quality of CEIAG programme  Annual review of CEIAG provision and report to Governor’s.  Destinations data showing above national rates for staying in sustained education, employment or training for post-16 and post-18. | Careers  Co-ordinator  Vice Principal  Achievement | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **Apprenticeship Programme**  Provide a focus group of Y11 pupils with skills and resources for a successful application into apprenticeship. | | Focus is to raise achievement through the apprenticeship programme for pupils not wanting to attend 6th form post-16. | Termly review meetings with Vice Principal and Apprenticeship Champion  Destinations data showing above national rates for entering into apprenticeship training | Apprenticeship Champion | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **Sunderland Community Action Group**  Provide enrichment activities to improve engagement, attendance and behaviour. | | The aim is to reduce instances of behaviour problems during lunchtime. The focus is on engaging PP pupils are at risk of disengagement to be informally mentored by members of the team. | Termly review meetings with Sunderland Community Action Group with Assistant Principal  Annual review meeting with Assistant Principal and Principal. | Assistant Principal Behaviour, Welfare and Safety | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **Duke of Edinburgh Award**  Increase participation levels of pupil premium pupils in the Duke of Edinburgh Award through a financial support scheme for pupil premium pupils. | | We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.  Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. | DoE promoted to all pupils  PP pupils actively encouraged to participate  Monitor proportion PP pupils engaged in DoE and ensure it matches school proportions  Termly review meetings with DoE Co-ordinator and Principal  Participation levels match proportion of PP pupils across the school | DoE & Visits  Co-ordinator | Dec 2017  April 2018  June 2018 |
| Higher levels of aspiration, improved confidence and resilience | **Educational Visits**  Support pupil premium pupils to access educational visits to increase opportunities for pupils to broaden their experiences. | | We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. | Termly review meetings with DoE / Visits Co-ordinator and Principal  Participation levels match proportion of PP pupils across the school | DoE & Visits  Co-ordinator | Dec 2017  April 2018  June 2018 |
| Improved parental engagement and support | **Parental Engagement**  Improve parental engagement and attendance at parent evenings and whole school events | | Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. | Use of electronic booking system to make appointments for parents’ evenings  Use of booking system to track bookings of PP pupils before the event  Texting and contacting parents each day if they have not made appointments  Analysis of attendance of parents of pupils eligible for PP  Participation rates at Pupil Progress Evenings to exceed 70%  Texting parents about upcoming events  Follow up evenings for parents who do not attend on the actual evening | Assistant Principal Behaviour, Welfare and Safety | Dec 2017  April 2018  June 2018 |
| **Total budgeted cost** | | | | | | **£44,546** |

| **Objective 1: Raise achievement of all PP pupils (with a specific focus on KS4)** | | | | | |
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| **Action(s)** | **Outcomes and success criteria** | **Who** | **Milestones**  **(RAG)** | **When** | **Review comments** |
| **Progress Monitor**  Track and monitor progress of pupil premium pupils in Y11 |  | TG | Identify pupils and review progress from previous year | Week 1 | Pupils identified in Year 11 and all teaching staff aware of who these pupils are. Leading diminishing differences group have identified lists. |
| **KS4 Intervention**  Provide targeted intervention in English, Maths; Science; Humanities and MFL at KS4 to ensure pupils make expected progress. |  | CM/LM | Revision assembly – rewards and incentives for attending revision and intervention. | Week 2 | Revision passports issued for Year 11 pupils in lead up to mock exams. Revision sessions well attended to date. |
| TG | Timetable for revision for Ebacc subjects issued to all Year 11 pupils. | Week 2 |  |
| EBacc subject leads  & TG | Ensure underachieving PP pupils are allocated to key teaching groups in KS4 | Week 1 |  |
| High ability pupils identified for additional intervention and allocated intervention during personal development time. | Week 1 |  |
| TG | All Y11 PP pupils to be provided with relevant revision guides for EBacc subjects | Week 16 | All pupils have been provided with relevant revision material to support independent learning. The vast majority of pupils have also been provided with commercial revision guides to further support their learning in English and maths. |
| EBacc subject leads | All PP pupils to receive revision materials and work packs to complete every ½ term holiday. | Week 7 | All pupils received relevant revision packs. |
| Week 15 | All pupils received relevant revision packs. |
| Week 20 | All pupils received relevant revision packs. |
| Week 26 |  |
| TG | Regular progress reports to be issued to pupils and parents.  Data progress reports from mock exams to have additional comment from subject staff to support pupil **progress**. | Week 11 | November mock exam reports issued in November 2018 followed by parent/pupil progress evening. Over 80% attendance for PP pupils. |
| Week 16 | Interim data reports issued |
| Week 28 | Full written mock exam reports to be issued to pupils on the 12th March followed by a parent/pupil progress evening. |
| Subject leaders | All subject areas to provide a timetable of revision sessions for all mock exam sessions and GCSE exams. | Week 1 | Revision timetables issued to pupils and posted on school website for parents. |
| Week 16 | Revision timetables issued to pupils and posted on school website for parents. |
| JGill | Test all eligible PP pupils to identify suitable access arrangements for exams. | July 2017 | All pupils tested for appropriate access arrangements |
| JG | Apply to exam board for access arrangements to meet needs of each pupil | Week 16 | All pupils tested. |
| **KS4 English and Maths Intervention Revision**  Use of personal development time to provide Y11 PP pupils with interventions in English and maths | *Improved outcomes for PP pupils in English and maths* | JAr/NH | Identify pupils for intervention and allocate key teaching staff | Week 3 |  |
| **Study Support Programme**  Provide Y11/13 pupils with resources and study skills to support achievement in exams. | *Improved outcomes for pupils in a range of subjects* | Subject Leads | All pupils to receive relevant revision guides for each subject. | Week 16 | In place |
| Subject Leads | Deliver study skills sessions during personal development time. | Week 5, 6, 7 | Study skills sessions delivered after school in preparation for November mock exams |
| JMC | Provide suitable revision materials and resource packs to all pupils for English, maths and science in preparation for Feb mock exams. | Week 16 | All pupils received revision packs |
| **KS4 Revision and Rewards Scheme** | *Improved attendance at extra-curricular intervention and revision sessions in EBacc subject areas* | TG/LM | To provide an intervention subsidy to enable EBacc subject areas to provide rewards and incentives to support pupils attending intervention and revision sessions. | Week 4 | In place for various subject areas that have requested |
| Week 16 | In place for various subject areas that have requested  Revision Passports and rewards launched and in place for November mock exams; this will continue for remainder of year  Independent Study Passports to be launched March 2018 to promote independent revision. |

| **Objective 2: Improve engagement with learning** | | | | | | | | | |
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| **Action(s)** | **Outcomes and success criteria** | | **Who** | | **Milestones**  **(RAG)** | | **When** | **Review Comments** | |
| **Reducing Absence Strategy**  Implement Reducing Absence Strategy for pupil premium pupils. | *Improved attendance of PP pupils* | | NM | | Identify PP pupils and allocate weekly home visits with a focus on Y11 PP pupils. | | Week 1 | Pupils identified and persistent absentees or at risk allocated a reducing absence mentor | |
| LM/NM/CM | | Implement reducing absence strategy | | Week 1 | In place | |
| LM/CM/NM  TG/SG | | Review overall absence rates and PA rates of FSM pupils with specific focus on Y11 | | Weekly monitoring  meeting | Weekly meeting to discuss absence rates of PP pupils with specific focus on Year 11 | |
| Absence rate to date for PP (7%)  PA rate | |
| CM/LM | | Assign reducing absence mentor to each identified PP pupils at risk of PA and put tracking system in place | | Week 1 |  | |
| LM/CM | | Implement attendance panel meetings for PA pupils | | Weeks 1-39 |  | |
| **Behaviour Strategy**  Reduce number of pupils referred to BSU | | *Reduced number of PP pupils referred to BSU*   * *Internal exclusion rates to* | CM | Audit referrals to BSU for PP and non PP for previous academic year | | Week 1 | |  |
| CM | Identify PP pupils at risk of multiple referrals to BSU and assign a behaviour mentor. | | Week 4 | |  |
|  | |  | Monitor number of referrals to BSU on a termly basis | | Week 15 | |  |
| Reduce number of pupils receiving fixed term exclusions | | *Reduced number of pupils receiving fixed term and/ permanent exclusions* | LM/CM | Refer to actions in school improvement plan | | Week 1 | |  |
| **CEIAG Programme**  Increase the percentage of pupils staying in sustained education, employment or training. | | *% PP pupils going into sustained education, employment or training exceeds or meets national proportions*  *% PP pupils securing an apprenticeship meets or exceeds national proportions*  *% PP pupils enrolling at school sixth form meets or exceeds that of other pupils (45%)*  *% PP pupils in NEET category is (0%)* | LH/AL | Provide all Y11 and 13 pupils with CEIAG and post 16/post 18 options at key points in the year. | | Weeks 8-15 | | Delivered through assemblies by careers co-ordinator, apprenticeship lead and head of sixth form. |
| LH | Organise 1:1 careers guidance interviews with a professional careers adviser. | | Week 11 | | To commence week beginning 6th November  All 1:1 independent careers guidance interviews completed for PP pupils in Year 11 by Term 1. |
| AL  LH/AL | Organise visits to apprenticeship providers  Organise apprenticeship provider carousel afternoon | | Weeks 16-21  TBC | | Visits to Leibherr; SETA training; and Nissan for Year 11 pupils |
| Careers Fair organised and implemented in term 2 for all Year 11 |
| LH | Assign external mentor for pupils through North East LEP for most vulnerable PP pupils in Year 11 | | 16 | | Unable to make successful links with external providers for Term 1 |
| LH | Arrange follow up 1:1 careers interview with identified PP pupils who are at risk of not securing a place in education, training or employment | | 30 | |  |

| **Objective 3: Improve literacy and numeracy of PP pupils in KS3** | | | | | |
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| **Action(s)** | **Outcomes and success criteria** | **Who** | **Milestones**  **(RAG)** | **When** | **Review Comments** |
| **KS3 Reading Programme**  Implement Early Morning Reading Intervention and  1:1 Reading Intervention Programme | *Improved engagement and reading levels of Y7 & 8 PP pupils who did not achieve age related expectations in reading at KS2*  *Gap between reading levels of PP and non PP pupils reduces to 10%*  *% PP pupils achieving expected standard in NGRT improves by 20%*  *Average reading SAS score for PP pupils is above 100* | TG | Identify new Y7 pupils who did not achieve age related expectations in reading at end KS2 from KS2 scores | Week 1 | 21/77 PP pupils (27%) in Year 7 did not meet the expected standard in reading at the end of KS2 compared to 11% for non PP |
| PS/OM | Implement timetable for staff to deliver 1:1 catch up for literacy to weakest readers in Y7 | Week 2 |  |
| EC/PS | Implement EMR for pupils who did not meet expected standards at end KS2 | Week 3 |  |
| EC/PS | Identify new Year 8 pupils who will require further support from the early morning reading programme | Week 1 |  |
| PS/OM | Identify Y8 pupils who will require further 1:1 literacy catch up and implement timetable | Week 2 |  |
| JAr | Year 7 & 8 Reading Tests | Weeks 11/12 | Results show that the cohorts in both Year 7 and Year 8 have reading scores significantly above national including those pupils in receipt of pupil premium |
| Weeks 24/25 |  |
| Weeks 36/37 |  |
| JAr/PS | Analyse and monitor improvements in reading using the NGRT and milestone assessments for reading | Week 14 | Reading scores significantly above national for PP pupils in Years 7 and 8 |
| Week 27 | Reading scores significantly above national for PP pupils in Years 7 and 8 |
| Week 39 |  |
| EC | Implement a rewards system to reward pupils who attend EMR. | Week 2 |  |
| ‘Reading for Pleasure’  Promote reading for pleasure in transition from Y6 to Y7   * Appendix 1 | *Improved engagement and reading scores of pupils in Year 7*  *% PP pupils achieving age related expectations meets national* | EC | Provide suitable reading age related ‘reading for pleasure’ books to 1:1 pupils at the end of each ½ term to read over the holidays. | Week 7 | All pupils received relevant resources to support their reading over the holidays. |
| Week 15 | All pupils received relevant resources to support their reading over the holidays. |
| Week 20 | Short term of 5 weeks – will resume at Easter |
| Week 26 |  |
| Week 32 |  |
| Week 39 | Limited funding available |
| **KS3 Numeracy Programme**  Implement KS3 Numeracy Catch-up Programme | *Improved scores in numeracy exams and milestone assessments*  *% PP pupils achieving expected standards in maths improves by 20%* | TG | Identify new Y7 pupils who did not achieve age related expectations in mathematics  at end KS2 from KS2 scores | Week 1 | 19/77 (25%) PP pupils did not achieve the expected standard in maths at the end of KS2 compared to 4% for non PP pupils |
| NH/ATh | Implement Year 7 Numeracy 1:1 Catch-up Programme in maths for weakest pupils | Week 2 |  |
| MB | Implement Y7 Numeracy Catch-up Programme in Personal Dev Time | Week 2 |  |
| NH/MB | Numeracy catch-up Progress Reviews | Week 14 | Data analysis shows pupils are making good progress |
| Week 27 |  |
| Week 38 |  |

| **Objective 4: To improve aspirations, building confidence and resilience of PP pupils** | | | | | |
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| **Action(s)** | **Outcomes and success criteria** | **Who** | **Milestones**  **(RAG)** | **When** | **Review Comments** |
| **Apprenticeship Programme**  Provide a group of Y11 pupils with skills and resources for a successful application into apprenticeship. | *All pupils successfully placed in suitable apprenticeships to meet their needs.*  *% PP pupils in a sustained destination exceeds national for all pupils (94%)* | AL/LH | Identify suitable pupils to be included in programme | Week 3 | Pupils identified using sector surveys |
| **CEIAG Programme**  Provide a quality careers education, information and guidance programme for pupils | *All PP pupils successfully placed in suitable employment, training or education post 16/18.*   * *0% NEET* * *- % uptake at school 6th form meets or exceeds national for other pupils* * *% uptake for apprenticeships meets or exceeds national for all pupils* * *% pupils in sustained education or employment meets or exceeds national (94%)* | LH/TG | CEIAG timeline and action plan in place. | Week 1 |  |
| LH | Work Experience (Summer 2017) survey completed | Week 2 | Results analysed |
| LH | Careers Programme in place for personal development time | Week 2 |  |
| LH | Careers Guidance Assemblies timeline in place. | Week 3 |  |
| LH | 1:1 CEIAG interviews with Connexions in place for Y11 PP pupils. | Weeks 11-15 | Follow up interviews will be available for pupils after the mock exams in February |
| **KS2 Transition**  Ensure effective transition from KS2 to KS3 for PP pupils | *Improved behaviour, attendance, engagement and achievement of PP pupils in Year 7*  *Parent survey shows that over 85% parents find the information provided at parent evenings to be useful*  *Absence rate below national*  *Parental engagement at parent evenings is above 70%* | SW/HM | Implement Insight Programme for KS2 pupils in local primary schools | Week 20  Week 26 & 27 | Two primary schools have been identified and 60 Year 5 pupils from each primary school will spend a day at Southmoor (Weeks 26 and 27) as part of the raising aspirations outreach programme. |
| TG | Improved attendance of parents and pupils at pupil progress evenings | Week 6 | Over 85% attendance at Year 7 Parent Evening |
| Week 28 | Over 85% attendance |
| JAr/TG | New style data reports to parents to provide more incisive information for parents on how to help their child to improve | Week 6 | Data reports now have a brief progress comment which identify areas of strengths and areas for further development.  Assessment information for EBacc subjects is reported as test outcome and teacher assessment which has generated meaningful discussions with parents where there is a difference in achievement from assessments in class and summative exams. Parent survey shows that over 85% parents find the information provided useful |
| LM | Transition activities in place | Week 39  Week 1 |  |
| LM | Absence rates for Year 7 PP pupils | Term 1 | 5.1% |
| Term 2 | TBC |
| Term 3 |  |
| **Sunderland Community Action Group**  Provide enrichment activities to improve engagement, attendance and behaviour. | *Improved behaviour and engagement of pupils during lunchtime and after school.*   * *Increase in number of pupils engaged in activities during lunchtime and after school including summer programme.* | SCAG group  CM | Impact Report to SLT | Week 26 |  |
| **Duke of Edinburgh Award**  Increase participation levels of pupil premium pupils in the Duke of Edinburgh Award through a financial support scheme for pupil premium pupils. | *Increased participation levels which reflect the school’s profile*   * *40% participation* | AL | Impact report to SLT | Week 36 |  |
| **Educational Visits**  Support pupil premium pupils to access educational visits to increase opportunities for pupils to broaden their experiences. | *Increased participation levels which reflect the school’s profile*   * *40% participation* | AL  SO/SW | Impact report to SLT | Week 36 |  |
| **High Achievers Programme**  Next Steps in Education  Increase proportion of pupils enrolling at 6th form on A level studies. | *Increased proportion of pupil premium pupils enrol at 6th form and HE*  *Increase enrolment of PP pupils at sixth form by 10%*  *Increased applications to HE institutions for PP pupils by 10%* | SW | Y10 High Achievers Summer school | Week 1 | 60 pupils identified for 2016-17 cohort attended the event |
| Week 39 |  |
| SW | Y10 and Y11 Honours Programme implemented | Week 4 | Pupils identified and attended all events |
| SW | NeCOP Mentor programme in place for identified PP pupils | Week 7 | Pupils identified and assigned a mentor |
| SW | Oxnet programme implemented for disadvantaged high ability students in 6th form | Week 7 | Pupils identified and enrolled onto the Oxnet Programme |
| Building confidence and resilience of PP high achievers to succeed in exams at KS4 | PP pupils have improved confidence and skills to support success in exams | English/Maths Dept | Revision skills weekend for Year 11 GCSE English and maths – top grades | 24 | No uptake from pupils – preferred to attend in school revision and intervention for 7+ |

| **Objective 5: Improve parental engagement and support** | | | | | |
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| **Action(s)** | **Outcomes and success criteria** | **Who** | **Milestones**  **(RAG)** | **When** | **Review Comments** |
| Improve parental engagement and attendance at parent evenings and events | Attendance to of PP pupils to meet/exceed that of other pupils with a gap of no more than 15% | LM/TG | Year7 Parent/Tutor Evening | 9th October |  |
| LM/TG | Year 11 Invited Parents Afternoon | Week 5 |  |
| LM/TG | Year 11 Mock Exam Progress Evening November | Week 11 |  |
| LM/TG | Year 11 Mock Exam Progress Evening 12th March | Week 23 |  |
| LM/TG | Year 8 Pathways Evening | Week 17 |  |
| LM/TG | Year 10 Progress Evening | Week 18 |  |
| LM/TG | Year 9 Progress Evening | Week 29 |  |
| LM/TG | Year 7 Progress Evening | Week 28 |  |
| Provide parents with resources and guidance to support their children with revision and exam preparation at KS3 and KS4 | All Year 11 parents are provided with a parent revision guide  All KS3 parents are provided with a support guide | TG | Year 11 parents are provided with a booklet that provides tips and ideas for supporting their child through their exams | Week 5 |  |
| TG | Year 7 parents to be provided with Smart Study Skills booklets to support their child with managing homework and revision at Y7 Parent/Tutor evening | Week 7 |  |