

1. Summary information					
School	Kettlethorpe High School				
Academic Year	2017	Total PP budget	£329,770	Date of most recent PP Review	January 2017
Total number of pupils	1549	Number of pupils eligible for PP	Total number Pupil Premium: 384 Free school meals: 342 Service: 4 Looked after: 8 (Correct as of September 2017)	Date for next internal review of this strategy	January 2018

2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	x	Validated
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>		
Key Stage 2 Fine Point Level (Cohort size)	63	28.5		
% Attaining 9-7 in English (Best) and Maths	8	+0.12		
% Attaining 9-5 in English (Best) and Maths	15			
% Attaining 9-4 in English (Best) and Maths	34			
Progress 8 score average	-0.32			
Progress 8 English	-0.43			
Progress 8 Maths	-0.31			
Progress 8 English Baccaulaureate Slots	-0.60			
Progress 8 Open Slots	+0.04	+0.07		
Progress 8 score average for Higher Ability Pupils	+0.02			
Attainment 8 score average	34.36			

% Entering the English Bacculaureate	5	
% Attaining 9-5 in the English Bacculaureate	3	
% Attendance	94.08% (90.88)	
% Persistently Absent	10%	
% Staying in education or entering employment after Key Stage 4	100	

3. 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.	DPs have lower literacy levels than NPP peers. DPs have on average lower reading ages: only 54% of current Year 8 DPs achieved the age related expectation for reading compared with 72% of their peers. In current Year 9, only 40% of DPs came to us with a reading age of 11+. The reformed specifications for most GCSEs from September 2016 have placed greater importance on literacy skills with particular mark allocations for quality of written communication
B.	Middle and high ability DPs in all subjects made less progress than their peers in Year 10 and Year 11 last year. A particular focus is Year 11 white, British boys in English and science.
C.	DPs in Year 9,10 and 11 make slower progress throughout the year in maths than their peers.
D.	Widening participation: there is restricted access to cultural and educational opportunities for PP outside the formal curriculum.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	PP pupils are more likely to be PA than their peers. Year 11 FSM pupils are a particular focus as 57% of these pupils fall into PA category. This includes a focus on persistently late and attendance to after school interventions.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Literacy levels of DPs are in line with their NPP peers In years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils especially boys.	A higher % of DPs in Year 7, 8 and 9 have reached ARE by the end of the year. This will be done through NGRT at the end of the year. Accelerated reader scores for PP groups show progress is in line with their peers.
B.	The progress made by DPs is in line with their peers especially in English and science and particularly for Year 11 WBB.	Progress for DPs in Year 7 and 8 is in line with their peers with at least 1 step of progress made in Year 7 and 8 by at least 80% of the cohort. P8 scores for Year 9, Year 10 and 11 DP vulnerable pupils improve by at least 1.5 throughout the year across all baskets.
C.	The progress made for DPs in maths in Year 8 and 9 is in line with their peers. In Year 10 and 11 there is a diminished progress gap in maths between DPs and their peers.	Year 7 and Year 8, at least 80% of DPs will make 1 step progress Year 9, at least 50% of pupil will make 3 levels of progress. For Year 10 and 11, the gap in the average P8 scores for key vulnerable DPs and their peers is diminished.
D.	Increased participation for DPs in extracurricular clubs and activities.	There is an opportunity for all DPs to have at least one education or recreational trip through school each year. The % of DPs accessing enrichment opportunities is increased.
E.	The vast majority of DPs to have over 95% attendance.	The number of DPs, particularly FSM pupils who are PA is reduced, with a particular focus on Year 11 FSM.

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.	

i. 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?
<p>A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9.</p> <p>There will be greater love of reading and writing for most pupil premium pupils especially boys.</p>	<p>CPD on Accelerated Reader for key staff who are delivering AR and for the UP3 lead in English.</p> <p>More emphasis on reviewing impact and developing follow up resources.</p> <p>More emphasis on quality assurance to make sure that everyone is buying in and the pupils and staff see the value of it</p>	<p>Accelerated Reader has been shown to have great impact nationally.</p> <p>Its aim is to improve students' comprehension skills, expand vocabulary, increase awareness of the writers' craft and foster a love of reading.</p> <p>It also: personalises reading for every student in year, encourages substantial amounts of reading practice based on guidelines and makes reading practice fun by facilitating successful encounters with text encourages reading</p>	<p>Support given to literacy lead through English HTLA.</p> <p>Ensure that enough time is given for effective analysis of data and resources to be created from this.</p> <p>Ensure that there is time built into meetings to discuss progress.</p> <p>Staff training</p> <p>Learning Walks</p> <p>Class data analysis</p> <p>STAR reading tests</p> <p>Pupil voice</p>	<p>ICO/ KMO/ UPS3/ JLU</p>	<p>Each half term:</p> <p>October 2017</p> <p>December 2017</p> <p>February 2018</p> <p>April 2018</p> <p>May 2018</p> <p>July 2018</p>
<p>A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9.</p> <p>There will be greater love of reading and writing for most pupil premium pupils especially boys.</p>	<p>Subject specific reading materials that aren't necessarily linked to the curriculum can be bought to encourage wider reading in certain subjects e.g. Horrible Histories comics; sports and health and fitness magazines; gaming magazines in Computing; magazine subscriptions.</p>	<p>Studies have shown that pupils who read for enjoyment have higher attainment than those pupils who do not.</p> <p>By encouraging pupils to read materials that aren't necessarily directly linked to the curriculum but have a link to the subject may encourage them to read more for pleasure, which in turn will impact on their literacy levels.</p>	<p>Implement a literacy plan.</p> <p>Invest in magazine and books within each department.</p> <p>For key pupils provide magazine subscriptions as a reward in each department.</p> <p>Start with a key group of pupils.</p> <p>Carry out pupil voice to establish what reading material they would like.</p> <p>Encourage department heads to invest in wider reading materials.</p>	<p>CHO/ PPCT</p>	<p>Each Term</p> <p>December 2017</p>

<p>A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils especially boys.</p> <p>B. The progress made by DPs is in line with their peers especially in English and science and particularly for Year 11 WBB.</p>	<p>INSET for teaching and support staff on: Literacy across the curriculum Differentiation strategies. Growth mindset, fostering independence and meta cognitions. Creativity, engagement and questioning. Marking and feedback.</p>	<p>The EEF state that, meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Lead practitioners who have experience in teaching these strategies successfully with work with the whole staff in workshop situations. These workshops will be followed up by QA through learning walks and through the sharing and celebration of good practice.</p>	<p>ICO/ATY/AGR/JRL</p>	<p>December 2017</p>
<p>E. The vast majority of DPs to have over 95% attendance.</p>	<p>Employment of Year Managers and the restructure of the attendance and behaviour team. Reinforce high expectations of all pupils. Late detentions at lunchtime. First response letter system and attendance officer phones calls home.</p>	<p>The evidence is clear from last year, that attendance for all pupils has improved by 2% overall across the whole year. Attendance of key, vulnerable pupils, although still low. This improved after year manager intervention was put into place. We therefore want to continue with this structure.</p>	<p>SLT leadership Weekly meetings with the team QA of processes Staff/ pupil voice Attendance data</p>	<p>GME/ KZE/JCL/RDO/SHF/LB E/SPA/DHA</p>	<p>The end of each term</p>

<p>C. The progress made for DPs in maths in Year 8 and 9 is in line with their peers. In Year 10 and 11 there is a diminished progress gap in maths between DPs and their peers</p>	<p>Further HTLA employed and further capacity in maths leadership by appointing another lead teacher in maths.</p>	<p>EEF found that there is moderate impact on progress and attainment when pupils are taken out of their regular class to work with HTLA support in small groups before being reintegrated. Creating further capacity in the leadership of the maths department will ensure that new strategies around the HTLAs are well deployed</p> <p>Add in capacity to the maths department will allow more flexibility for targeted intervention.</p>	<p>Clear tracking systems in the maths department are used to deploy HTLAs.</p> <p>Pupil voice and staff voice within the department, team reviews and book scrutiny to identify where the areas of development are.</p>	<p>GLI/CDO/SNO/JKO</p>	<p>Dec 2017</p>
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: center;">These costs have been worked out using a percentage of the total cost allocated from the DP budget</p>					<p>Approx. Accelerated Reader: £5,184 Comics/magazines: £3,400 INSET: £1620 Year managers: £61,000 Recruitment in maths: £15,000</p>

ii. 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?
A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils especially boys.	Reading matters. Adults from the KHS community volunteer to read and discuss books with pupils in Year 7 and 8.	<p>There is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews.</p> <p>The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments.</p> <p>Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit. The reading and discussion of well-pitched material can light a spark and a love of reading.</p>	<p>Support is given to literacy lead. The Disadvantaged Pupil Change Team have advertised in the local community for suitable volunteers and time has been given to the HTLA who lead the program to train the “readers”.</p> <p>The reading ages of the pupils involved in this intervention are monitored to ensure that progress is being made.</p>	ICO/KMO/UPS3 /JLU	<p>Each half term:</p> <p>October 2017</p> <p>December 2017</p> <p>February 2018</p> <p>April 2018</p> <p>May 2018</p> <p>July 2018</p>

Existing	New
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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?
<p>A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils especially boys.</p>	<p>Lexia reading skills software. Small group take part in 15 minutes sessions on the software in order to close the reading gap between low level readers and their peers. These sessions are run by the HTLA during morning tutorials times.</p>	<p>The program features a focused and intensive method for helping pupils maximize learning time for key reading skills there is with on-going assessment and data to continually make intuitive changes to the exercises that the pupil undertakes. The national picture shows that there is a significant impact on the literacy skills of pupils who undertake Lexia. We have had success within our own school to support this.</p>	<p>Support is given to literacy lead and the HTLA in English to run this intervention. We have a bespoke suite of computers so that pupils know exactly where to go and the hardware and software is reliable We review this at the end of each term to discuss the impact. We make more of a celebration of the pupils once they have successfully completed the program.</p>	<p>KMO/UPS3 lead/JLU</p>	<p>At the end of each term Dec 2017 March 2018 July 2018 Funding using Catch up</p>
<p>A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils especially boys.</p>	<p>Reading club for boys. Small group who meet at lunchtime. Magazine and comics available. Male role model to run this. Some drinks and snacks available. In addition we will offer key pupils magazine subscriptions for their homes</p>	<p>Government research shows that boys enjoy read less than girls and that there is a direct link to reading and attainment. Research also shows that boys prefer to read newspapers, magazines and comics more than books. We want to break down the barriers to reading for boys and using comics and magazines that might interest them is as a hook into reading.</p>	<p>Resources are well pitched and we ask for recommendation from English teacher to target the right pupils. Have incentives for reading and benchmark the results against attitude Pupil voice in undertaken</p>	<p>AGR/DHO/CHO</p>	<p>At the end of each term Dec 2017 March 2018 July 2018</p>

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?
A: Literacy levels of DPs are in line with their NPP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils especially boys.	After school small group writing led by English teachers	<p>To improve the writing skills of DPs.</p> <p>To increase the level of engagement that these pupils have in their lessons.</p> <p>To improve attainment levels in English and in other subjects.</p>	<p>Teachers are given time to analyse data and select the correct pupils</p> <p>Teachers are given time to prepare and assess effective resources.</p> <p>Support is given from Year Team and SLT to make sure pupils attend.</p> <p>These sessions are given a high profile by teachers so that pupils see the value in them.</p>	English KS3 Literacy Lead English HTLA	Jan 18 June 18
B. The progress made by DPs is in line with their peers especially in English and science and particularly for Year 11 WBB.	Enrichment lessons for Year 11 are available in most subjects. These are used to target vulnerable DPs in English and maths and teachers go through DTT in order to set PLCs for each pupil.	To improve the progress and attainment of vulnerable learners in English and maths in Year 11.	<p>QA through learning walks and the use of PLCs will help to quickly identified where progress has been made and where further support is needed.</p> <p>This will also be review at the weekly Year 11 RAP meeting with core curriculum leads and Head of Key Stage 4.</p>	DHO/GLI/RDO/CDO/ ATY/ICO/MWA	Each half term October 2017
B. The progress made by DPs is in line with their peers especially in English and science and particularly for Year 11 WBB.	After school support sessions are available in all subjects on a VIP invitation only basis. These sessions will be small and focussed with a refreshing of pupils every half term to ensure that we have the correct pupils attending	<p>Through staff and pupil voice we realised that pupils preferred revision input to short and focussed.</p> <p>Teachers also felt that running and yearlong weekly intervention was less productive and they felt that they often didn't see the pupils that they needed to.</p>	<p>QA of after school interventions.</p> <p>Clearly communicated message home to parent survey early on in the year. Follow up for absence to intervention.</p> <p>Use of PLCs to make progress visible over the weeks of the intervention.</p>	CDO/STY/SLT/MWA	Each half term

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?
<p>C. The progress made for DPs in maths in Year 8 and 9 is in line with their peers. In Year 10 and 11 there is a diminished progress gap in maths between DPs and their peers</p>	<p>Bucket 3 intensive support sessions run by subject specialists. This is to enable key pupils to make gains in their controlled assessment.</p>	<p>Because the emphasis is being place on numeracy and literacy, we need to make sure that we are giving the pupils the best chance to succeed in their option qualifications. We would like to run workshops at two points throughout the year to enable vulnerable learners to catch up with controlled assessment.</p>	<p>Data tracking to identify key pupils Effective communication with parents, teachers and pupils. Adequate time and resources put into the scheduling of this intervention Use of PLCs to measure impact.</p>	<p>DHO/ Tls</p>	<p>December 2017 and February 2018 Including numeracy catch-up funding</p>
<p>D. Increased participation for DPs in extracurricular clubs and activities.</p>	<p>We are raising the profile in every department of ensuring that registers to intervention are taken and that there are more groups offered that are specific for pupils premium pupils. Also those parents are involved in enrichment opportunities. Example the "Fit for Fun" club in Year 7. Introduce family maths and English.</p>	<p>NFER state that poorer children and families often have high aspirations, but lack social capital. They, therefore need access to better information about the options open to them, and appropriate support and advice.</p>	<p>This will be driven through the DP change team where each department is represented. Good practice of enrichment will be shared amongst departments. Attendance registers and pupil voice will allow us to see if it has had impact.</p>	<p>DPCT</p>	<p>December 2017</p>

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?
D. Increased participation for DPs in extracurricular clubs and activities.	Have a dedicated lead on careers and family learning who has strong links with providers of training in our local community. Our careers offer should include a range of visits to colleges and universities. We are going to involve parents and carers more in targeted enrichment and visits and use PIXL approaches to engaging parents.	Partnership working between ranges of local services offers more opportunities to reach the most vulnerable families, as any service with which they are in contact can refer those families to supportive interventions.	Regular meetings with the career link and the UPS3 lead for hard to reach families. Involvement of maths and English departments. Parent Voice Pupil voice	JSH/DHO/ELE	December 2017
E. The vast majority of DPs to have over 95% attendance.	Breakfast Passes and awards to encourage attendance and punctuality	Evidence shows that having a breakfast can set a learner up for the day. Providing this will encourage them to come into school and feel good about their learning and feel rewarded.	Data tracking Pupil voice feedback	GME/DHO/RDO/SHF	Termly
E. The vast majority of DPs to have over 95% attendance	Diamonds Nurture Group	Diamonds Nurture Group helps to secure the best life chances for our young people, by enabling them to feel ready to learn in the main stream classroom.	QA Data tracking to identify pupils Boxhall profiles	GME/JTU/EDE	Termly

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?
E. The vast majority of DPs to have over 95% attendance	The Learning Hub. A place where pupils have been away from school or who are finding it difficult to integrate with other in a classroom setting, can go to work and catch up with specialised support	We know that positive behaviour is linked to rapid progress. We know that the majority of planner concerns, link referrals, removal to offsite provisions and FTEs are mainly DP pupils. By strengthening the behaviour and support for vulnerable pupils support team, we are adding capacity to personalise support for DP pupils who are vulnerable. We understand that a strong relationship between school and parents is key in ensuring successful academic progress.	Clear roles and responsibilities are identified. Time is given for the DPAHT to meet with the behaviour team and review progress of DP pupils. Clear appraisal objectives are agreed linked to DP pupils and evidence that these objectives are being actioned is checked regularly throughout the year.	DHO/GME	Termly
Total budgeted cost					Reading Matters £1,920 Lexia (catchup) £12,000 After school literacy £30,000 Enrichment: £10,500 Learning Hub £20,790 Breakfast passes £3,000 Diamonds £58,400
iii. 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?
A-E: all desired outcomes	Uniform, equipment, trips and visits, books and online access both hardware and software	We want DP pupils to come to school ready to learn. We want them to feel part of our school community and we want them to have the same opportunities to learn both inside and outside the classroom as their peers.	Tracking the provision put into place Pupils voice We can't always link everything to attainment, however we can gain qualitative feedback	ALL STAFF	July 2018

A-E: all desired outcomes	SLT DP coordinator in post, Kooth counselling for key DP pupils, Inspire programme to help boost build confidence/resilience skills and coursework support, Barnsley College small group visit with DP pupils, college application/work experience and whole school administration support, weekly workshop to help with college application and CV writing, laptops and USB pens provided to key DP pupils along with mentoring support.	The majority of pupils said that they found mentoring useful in helping them to get themselves organised and talk through any issues they had around exams. It offered them an interface with their teachers. They appreciated the laptop access and find this helped them to prepare for exams. The attendance of mentored pupils last year was significantly improved after just a few weeks of mentoring. Furthermore, by supporting them in their choices beyond Kettlethorpe, we are ensuring that they have the chance to become successful, even if they don't achieve their targets at our school, we need to make sure that they have the foundations to build on.	Further work needs to be done with support around organisation and resources for DP pupils. DP coordinator to ensure that all DP pupils have the right resources to access learning. Careers and building aspirations need to be more targeted to DP. Mentoring needs to be more personalised and needs to involve parents with updates of progress. Some pupils said they didn't need and would rather seek support elsewhere. There should be more laptops loaned to pupils as pupil voice suggested that these were really useful for revision and completing homework. This will follow an IT audit.	DHO/SLT	Termly
Total budgeted cost					Uniform: £1,200 Rewards Trips:£3,180 Rewards other:£1,177 Maths camps: £3,440 Inspire maths/science£1,440 English residential £1,591

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>B. Literacy levels of DPs are in line with their NPP peers. A higher % of PP pupil have a RA of 11+ age which is closer to that of their NPP peers thus improving progress, attainment and enjoyment in all lessons.</p>	<p>Improving progress and attainment in literacy for DPs: The staff development to deliver this program. Accelerated Reader program is designed to improve students' comprehension skills, expand vocabulary, increase awareness of the writers' craft and foster a love of reading.</p>	<p>In Year 7 55% of PP students tested made greater gains in reading age than the amount of time spent on the programme. This equates to between 10 months and 3 years gains made.</p> <p>In Year 8 of 36% PP students tested made greater gains in reading age than the amount of time spent on the programme. This equates to between 6 months and just over 3 years gains made.</p> <p>Year 7 PP made greater progress than their NPP peers compared with Year 8 DPs and NPP Year 8.</p>	<p>We have extended this programme from Year 7 into Year 8. We realise that there needs to be more rigorous QA processes and regular updates and intervention put into place after the STAR tests. This QA could simply be around the BFL in a particular group or it might be that we can identify where some of the more targeted interventions would be more beneficial for a particular pupil.</p> <p>We have identified where staff delivered the sessions well and used this member of staff to deliver training to the non-specialist. Furthermore there will be learning walks to target these groups.</p>	<p>£3,000 for resources Approx. £45,000 in teaching resources.</p>

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>B. Literacy levels of PP pupils are in line with their NPP peers. A higher % of PP pupil have a RA of 11+ age which is closer to that of their NPP peers thus improving progress, attainment and enjoyment in all lessons.</p>	<p>CPD in growth mindset for all teaching staff CPD opportunity to undertake further training in growth mindset.</p>	<p>Positive referrals given for independence and resilience have increased for DPs. Pupils have a greater awareness of the importance of having a growth mindset and how this can help them in their learning.</p>	<p>Overall the feedback from the work that teacher have done with pupils on growth mindset has been very positive. We did have discreet lesson for Year 8 in GM but we quickly realised that these weren't really having the impact that we wanted. We realised that GM has a greater impact if it is incorporated into every subject and delivered by every teacher.</p>	<p>£1,600</p>
<p>C: DPs make rapid and sustained progress in maths, particularly high achievers.</p>	<p>Recruitment of new HTLAs in Maths to add capacity to existing HTLA in the maths department</p>	<p>Groups with high numbers of disadvantaged pupils were given support from the HTLA. There were individual success stories, particularly from pupil who were low achievers in Year 11, however the progress and attainment of mid/ high DPs was not in line with their peers. The HTLA worked with a key group of Year 7 DPs with the Successmaker package and the DPs in Year 7 made more progress on average across the whole year group than their peers.</p>	<p>More specific therapy and use of PLCS will determine the use of the HTLA for Year 11. QA processes will ensure that these support sessions are effective and that HTLAs are used for targeted support.</p>	<p>£50,000</p>

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>B. Literacy levels of DPs are in line with their NDP peers.</p> <p>A higher % of PP pupil have a RA of 11+ age which is closer to that of their NPP peers thus improving progress, attainment and enjoyment in all lessons.</p>	<p>Lexia reading skills software. Small group take part in 15 minutes sessions on the software in order to close the reading gap between low level readers and their peers.</p> <p>These sessions are run by the HTLA during morning tutorials times.</p>	<p>PP: 67.1 units completed NPP: 62.2 units completed</p> <p>We have met the success criteria for last year in that pupil made better progress with this package than their peers.</p> <p>Pupil voice reveals that the pupils have enjoyed the intervention and there has been evidence from our English teacher that the pupils who have undertaken Lexia have improved on narrative work.</p> <p>Pupil A: Y8 PP student who has completed far more than the average – 92 units. Her attendance is excellent and she has enjoyed this intervention.</p> <p>Pupil B: Y10 PP student who has attended all year. He has completed far more units than the average – 119 units. His recent narrative mark suggests an improvement on his EoY target of a 1A.</p>	<p>We are continuing to run Lexia with targeted groups this year. Pupil voice has shown the following:</p> <ul style="list-style-type: none"> ● Pupils enjoy the intervention and feel that it helps them when they go back to their English lesson. Only one pupils of the 20 interviewed felt that it wasn't useful. ● Pupils felt that they needed more recognition and a little more explanation as to why they had been chosen and what improvement they had made. ● This year we are introducing an entry and exit meeting with the pupils to allow them to fully understand why they have been chosen and what progress they have made. ● We now have a permanent IT base from which to run this intervention which has made a huge difference. 	<p>£3,000 software £12,000 staffing throughout the year</p>

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>Literacy levels of DPs are in line with their NDP peers.</p> <p>A higher % of DP pupil have a RA of 11+ age which is closer to that of their NDP peers thus improving progress, attainment and enjoyment in all lessons.</p>	<p>Successmaker intuitive online intervention package aimed is to support pupils with low level literacy.</p>	<p>This software package had impact for pupils with low literacy and pupil voice showed that the pupils felt that the interface was easy to use. They felt that they felt more confident in their English lessons through using this intervention.</p> <p>We also found it useful for EAL pupils.</p>	<p>Unfortunately, the software provided has had to be withdrawn. We are currently in the process of looking for another system. We need to ensure that it is fits for purpose and that we take advantage of any trials offered.</p>	<p>£1,650 software Approx. £5, 000 in teaching time</p>
<p>Attendance and behaviour of DP pupils is significantly improved.</p>	<p>Identify a target group in all year groups who have behavioural issues with a view to gathering pupil voice. Working closely with parents. Planner scheme and rewards trips.</p>	<p>FTEs: significantly reduced Number of DP pupils involved in the rewards trips has increased by 35% this year. We did not have as many issues this year with high tariff pupils. The pupils responded well to rewards.</p>	<p>We need to continue to promote positive behaviour. Pupil voice tells us that the pupils don't feel as though they get on-going rewards and praise as much as their peers so this is an area that we need to focus on through our pupil reward change team.</p> <p>The BFL team will continue to involve parents/carers in their child's learning as much as possible.</p>	<p>Approx. £4,000 Inc. end of year trips</p>

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Diamonds	Diamonds Nurture Group helps to secure the best life chances for our young people, by enabling them to feel ready to learn in the main stream classroom.	<p>Diamond's provision continued to provide a positive support to our vulnerable pupils. The impact statement from the Diamond's coordinator gives a more detailed evaluation of last year's progress made by Diamond pupils.</p> <p>Pupil voice suggests that the pupils found Diamonds really useful and all of the pupils asked said that they would have found school hard cope with if they didn't have access to this provision. They felt as though Diamonds helped them when they needed "time out" because they were finding their emotions difficult to cope with. They found the counselling aspect of Diamonds very supportive. They felt the staff were very understanding and could help them.</p>	<p>We will continue to run the Diamonds provision using the lead SEN rather than suing qualified teacher.</p> <p>We will review the impact on each pupil through Boxhall profiles and through pupil voice.</p>	Approx. £58,000 staffing and premises

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
D. The majority of PP pupils have above 97% attendance	New attendance officer employed to monitor pupils and follow up quickly on truancies and put appropriate support t into place. Breakfast pass and minibus pickup for lates and PA pupils. Diamonds and Mind matters for counselling where needed.	This target is seen to be very ambitious. Although our attendance is well above national at 97% for all pupils. The attendance of DPs last year improved from the previous year however is remained at 90%. Attendance for key pupils did improve after intervention was put into place however this was done in January 2017. Mentoring helped with key issues: Out of the 22 mentored pupils last year 18 of them improved their attendance over the period from January to July. The attendance office developed a first response system which had impact on the attendance of these pupils and the breakfast pass was popular with pupil who said that having something to eat before school helped them to concentrate.	Identify key pupils earlier. Have meeting with parents/careers early on. Continue with first response. Get mentoring started in September. Update on a weekly basis the interventions in place with the inclusion manager and KS4 manager. Ensure that the EWO is challenging parents/carers.	Approx. £30,000

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. The majority of PP pupils have above 97% attendance	<p>The Learning Hub is a safe learning environment where vulnerable learners can go if they are having problems accessing whole school life. It is staffed by two/three learning mentors who support the pupils with their learning.</p> <p>We also have a link unit which is staffed by members of the BFL team as well as some senior teaching staff. This unit is where pupils go if they have not behaved appropriately and need “time out” away from other pupils and their normal lessons.</p> <p>The Pupil support area is where pupils can go if they are having issues within a class and need to work quietly away from others or discuss the matter and return to their lessons asap. PSA is also where restorative practice can take place.</p>	<p>Attendance for previously PA pupils has improved.</p> <p>There is a good sense of purpose for pupils in the Learning Hub with professional, working atmosphere with personalised resources and staff working with pupils.</p> <p>For these pupils there is more focussed support for them to learn independently, allowing pupils to progress at their own pace.</p> <p>Excellent organisation and record keeping to show progress.</p> <p>Communications with staff is more effective Pupil voice tells us that the pupils value the space and say it has helped them feel more confident about coming into school.</p> <p>Pupils like to work in the space and found that the staff in there are kind and really help them to make progress with their learning. Pupils said that they could not be in school if they didn’t have the support that they have.</p> <p>Staff voice says that working alongside the Learning Hub has kept them more informed about pupils when they are PA from their lessons. Work it is completed to a good standard and they are able to give feedback and see progress.</p>	<p>We need to introduce more learning platforms so that the pupils can continue to work independently at home.</p> <p>We need to ensure that the technology in these rooms is fit for purpose. QA needs to be done e.g. pupil voice to ensure that we are meeting the needs of the pupils.</p>	<p>Approx. £50,000 staffing and £5,000 premises</p>

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
D. The majority of PP pupils have above 97% attendance	Mentoring	<p>From the 22 pupils who were given an individual learning mentor 18 of them improved their attendance and attitude the learning. The final P8 scores for our most vulnerable Year 11 pupils who received mentoring, increase for all except 2 of the pupils.</p> <p>Pupil voice suggests that the majority of pupils really valued the help and support that the learning mentors gave them.</p> <p>95% of mentors felt that they had had a positive impact on their mentees.</p>	<p>We need to have less emphasis on filling in paperwork for mentors and allow the meetings between mentee and mentor to be flexible.</p> <p>We need to acknowledge the time given by mentors.</p> <p>We also need to have laptop provision up and running for those who need it.</p>	Approx. £30,000 in staff time and resources
D. The majority of PP pupils have above 97% attendance	Breakfast Pass	<p>Pupil voice suggests that the pupils enjoyed the breakfast and 87% said that having breakfast helped them to concentrate in lesson.</p> <p>57% of pupils in receipt of a breakfast pass managed to improve their punctuality.</p> <p>64% of pupils in receipt of a breakfast pass managed to improve their attendance.</p>	<p>We need to review the pupils who receive this and if it having little impact and perhaps discuss why this is.</p> <p>Perhaps we need to extend it to all FSM especially Year 11 around mock exams and summer exam time</p>	Approx. £2,000

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
D. The majority of PP pupils have above 97% attendance	Restructure of behaviour support team, to include two new Year Managers. Link support staff and a parent liaison office plus the launch of the Learning Hub.	We know that positive behaviour is linked to rapid progress. We know that the majority of planner concerns, link referrals, removal to offsite provisions and FTEs are mainly PP pupils. By strengthening the behaviour support team, we are adding capacity to personalise support for PP pupils who are vulnerable and prone to lose lesson time due to poor behaviour. We understand that a strong relationship between school and parents is key in ensuring successful academic progress.	We need to add further capacity by introducing Key Stage leaders. Add further capacity by adding another Year Manager.	Approx. £150,000 staffing and premises costs

7. Additional detail

For the full impact statements, Pupil Premium review, attendance, ME Zone, Learning Hub and Diamonds review contact our Pupil Premium Coordinator, Deb Howell, on dhowell@kettlethorpe.wakefield.sch.uk