

## Pupil Premium Review of 2016 - 2017

External Year 11 data 2017 shows that the gap between disadvantaged students and others remains. School data shows progress is improved in other year groups.

Learning Walks and data analysis from External Pupil Premium Review May 2017 show:

- Year 10 – in a range of subjects DA students are making better progress than non DA. e.g. Music – financial support given to enable DA students to have instrumental lessons, Computer Science and Science – QFT, Dance & Drama – very strong teaching and support for DA students for theatre trips.
- A limited number of interventions are in place, some of which are showing good impact for DA students e.g. Accelerated Reader Programme in Year 7 where higher ability DA students made much better progress than other students; progress for year 8 DA was also better than for non-DA. A maths catch-up programme has also had positive impact for a group of year 7 DA students.
- Monitoring of these interventions is through on-going assessment and whole academy data capture.
- Seating plans identify DA students, and teaching and learning folders have information about who students eligible for PP support are. However there was little evidence in lessons that beyond staff being aware of who these students are anything was done with this information.
- In DT one teacher had a mini plan for three students identified as underachieving, one of whom was DA.
- Strategic intervention to improve attendance (led by the vice principal) has had particular success in year 7 where attendance for DA students is at national level. However attendance for DA students was still a significant concern in two year groups, and intervention to improve this is continuing.

### Next Steps:

The strategic decision of use of PPG was to focus on quality teaching for all in 2016 – 2017. The intended impact was that improved quality of teaching and learning would benefit disadvantaged students more.

In 2017 – 2018 there are specific expectations of teachers when teaching disadvantaged students in order to accelerate progress of this group.

In 2017 – 2018 a system of RAP, Raising Attainment and Progress, meetings will enable the progress of disadvantaged students to be monitored in a systematic manner with holistic target support and intervention provided. A larger proportion of the PPG is given over to targeted support this year.