



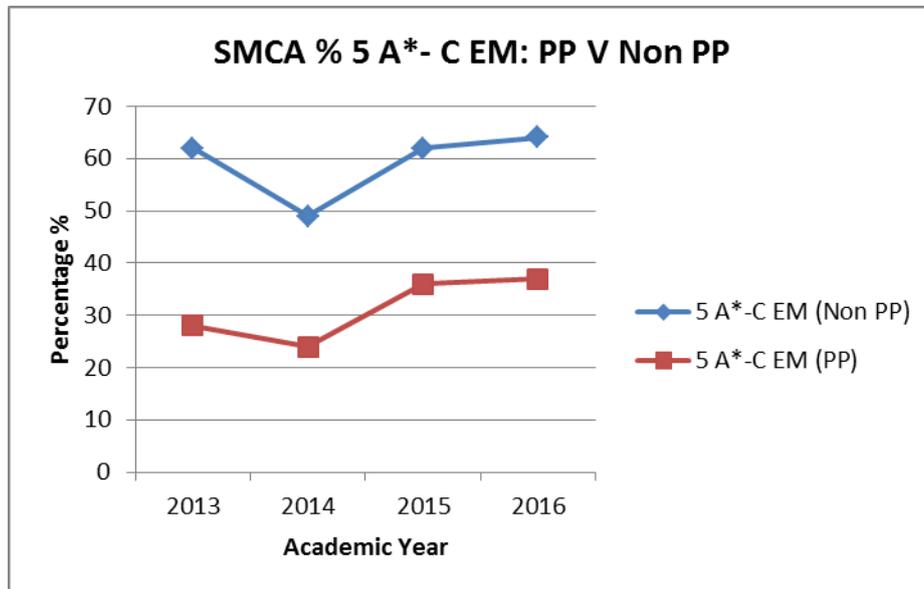
St Marys Catholic Academy Pupil Premium Plan Review 2015/16

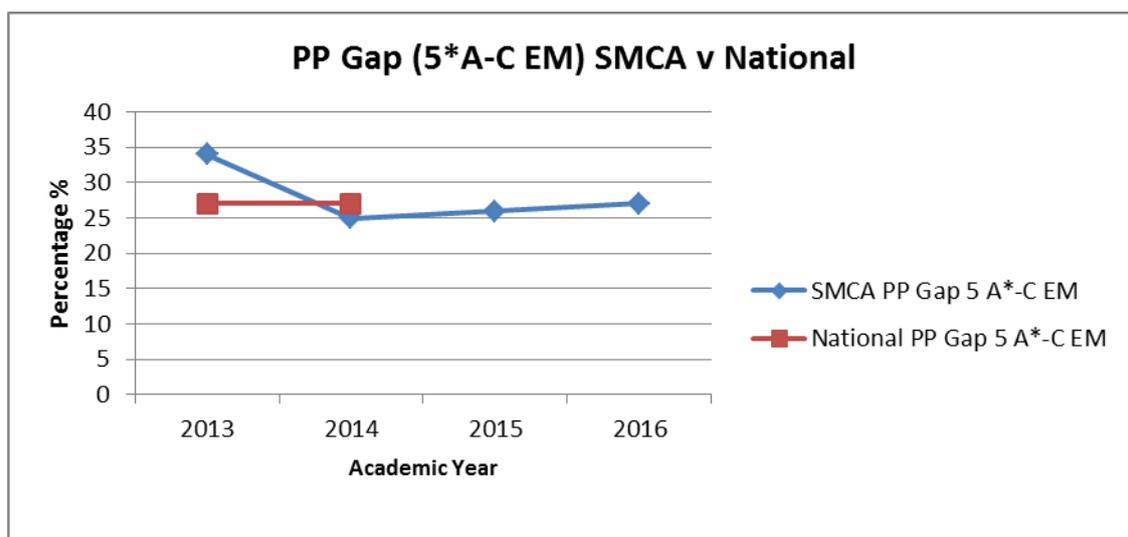


This document provides a breakdown of both academic and pastoral headline figures. In addition there is a review and recommendation for each area within the Pupil Premium Plan 2015/16.

Academic Headlines:

		2013 (fsm)	2014 (pp)	2015 (pp)	2016 (pp)
5 A*- C EM (Versus National)	Cohort	54% (-6%)	*48% (-6%)	56% (+8%)	56%
	PP	28%	24%	36%	32%
	Non PP	62%	49%	62%	64%
	Gap	34%	25%	26%	32%
CAPS (Versus National)	Cohort	360 (+22.1)	313	316.7	319.2
	PP	347	265	274	TBV
	Non PP	364	329	337	TBV
	Gap	18	63	63	TBV
3L Progress Maths (Versus National)	Cohort	52% (-18%)	55%	58%	62%
	PP	33%	26%	44%	52%
	Non PP	58%	55%	63%	65%
	Gap	25%	29%	19%	13%
3L Progress English (Versus National)	Cohort	78% (+9%)	68%	81%	72%
	PP	60%	50%	75%	58%
	Non PP	84%	62%	84%	77%
	Gap	24%	12%	9%	19%





Summary of Academic Results:

- The PP cohort achieved 32% 5 A*-C EM. This is down from 36% in 2014/15. However, this was a weaker year group according to KS2 data, only 33% of FSM pupils were targeted 5 A*-C EM.
- The in school gap has widened between disadvantaged and non-disadvantaged to 32% from 26%. No national data is yet available for comparison.
- For new performance measures the % of PP pupils achieving EM was 39.7% compared to 68.4% non PP. No national data is yet available for comparison.
- There has been a significant increase in the percentage of disadvantaged pupils making 3L progress in maths over the last three years. Increasing from 26% (2014), 44% (2015) to 52% in 2016. The in school gap has also narrowed from 29% (2014), 19% (2015) to 13% in 2016. This trend is very pleasing as progress in mathematics has been a major focus for the academy and shows that the investment and strategies used are improving standards. This will continue to be an area of focus.
- In English 58% of PP pupils made 3 Levels of progress, with a gap of just 19%. This was down from the previous year's strong performance. No national data has been released at this point.

Pastoral Headlines:

		2013 (fsm)	2014 (pp)	2015 (pp)	2016 (pp)
% Attendance (Versus National)	Cohort	94.3% (+0.1%)	95%	95.14%	94.9% (94.9%)
	PP	91.3% (-0.4%)	92.0%	92.86%	93% (92.7%)
	Non PP	94.82	96.2%	96.15%	95.9%
	Gap	3.52%	4.2%	3.29%	2.9%
Persistent Absence	Cohort	7.6% (+1.0%)	6.22%	5.2	4.6% (13.8%)
	PP	16.7%	16.5%	9.66%	10.6%

(Versus National)		(-3.9%)			(27.9%)
	Non PP	5.12%	1.8%	1.84%	4.51% (11%)
	Gap	11.58%	14.7%	7.82%	6.09%
Exclusions (Versus National)	Cohort	19.04	9.1%	3.2%	3.2% (7.51)
	PP	44.84%	8.98%	4.9%	4.9% (20.23%)
	Non PP	10.53%	4.63%	2.4%	6.25% (4.14)
	Gap	34.31	4.35%	2.5%	-1.35%

Summary of Pastoral Headlines:

- The overall attendance of the PP group has improved slightly to 93% which is above the national average.
- PA within the PP group is 10.6% compared to 27.9% nationally. This is a gap of 17.3% and represents a fantastic performance. The in school gap for both attendance measures has also narrowed.
- Exclusions for the PP group are 4.9% with a gap of 15.33% when compared to national figures.
- All performance measure are well ahead of national figures and are very pleasing.

Review and Recommendations of PP Action Plan

Governance and Finance	
Actions	Success Criteria and Review of Impact
<p>Head teacher's report to standards board to include:</p> <ul style="list-style-type: none"> • PP plan for school info and regulations shared with directors • Attainment data for subgroup of PP shared with standards board and behaviour and attendance data for subgroup PP shared with ethos and community board. 	<ul style="list-style-type: none"> • Board members aware of PP academy data, spending and impact. <p><u>Review:</u></p> <ul style="list-style-type: none"> • Attainment data for PP cohort in Y11 was submitted within the director's report at each assessment cycle. This was shared at the relevant board meetings. • PP action plan was available to directors via the school website. <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> • To maintain the reporting system to directors on PP performance • To include new performance measures and subgroups within PP for analysis.

<p>Develop strategies to promote correct application for PP by parents. To include:</p> <ul style="list-style-type: none"> • Y6 parent information evening • Y7 information evening • Option evenings • Parents evenings • Progress day 	<ul style="list-style-type: none"> • Parent application information for FSM available and publicised at all parent events and on academy website. • Increased number of students enrolled as FSM. • PP numbers are correct. <p>Review:</p> <ul style="list-style-type: none"> • Application forms for FSM were available and publicised at each of the whole school events and additional applications submitted. The Y6 parental evening was the most effective event for this with a large number of parents submitting the forms for support. <p>Recommendation:</p> <ul style="list-style-type: none"> • Continue to publicise FSM at events and liaise with EHO regarding new approaches for the 2015/16 plan. • A number of schools belonging to the PP network ask all new parents to complete a form in case they are not aware of the entitlement. This approach will be explored.
<p>Budget analysis of PP spending and impact completed each year</p>	<ul style="list-style-type: none"> • Full analysis with reflections available for STT and standards board and published on website. <p>Review:</p> <ul style="list-style-type: none"> • This document is the analysis of spending and impact for 2015/16. <p>Recommendation:</p> <ul style="list-style-type: none"> • This is a statutory requirement • MPH to meet with academy finance team to map out spending and review auditing systems for PP. • Academy finance director involved in costing the 2015/16 plan.
<p>Fully costed PP plan produced at the start of each academic year.</p>	<p>Plan published on website before start of academic year.</p> <p>Review:</p> <ul style="list-style-type: none"> • The 2016/17 plan is in place and has been developed with the findings from 2015/16 taken into consideration. <p>Recommendation:</p> <ul style="list-style-type: none"> • This is a statutory requirement

Data, Tracking and Impact

Actions	Success Criteria and Review of Impact
<p>Academic progress data templates produced for PP analysis at each level within the academy from class teacher through to HT.</p>	<ul style="list-style-type: none"> • Performance data available at each AC on teacher desktop. <p>Review:</p> <ul style="list-style-type: none"> • Data sec reports have been generated for staff containing PP information for analysis during the year and are located in the assessment folder. HOD and class teachers were also asked to review the performance of PP pupils in their academic monitoring meetings. <p>Recommendation:</p> <ul style="list-style-type: none"> • New life after levels assessment procedures are being embedded across the Academy for 2016/17. These systems provided the ability to allow class teachers, PP co-ordinators and line managers to identify underperformance and gaps in knowledge (DAFITAL).

		<ul style="list-style-type: none"> We must also continue to track performance in Y11 through RAP process, taking into account new performance measures. A new data manager is to be in place to help facilitate the formation of new assessment systems.
Clear cohorts of PP students created and established with staff at the start of the year.	<ul style="list-style-type: none"> All staff aware of PP pupil in their classes and LH. <p>Review:</p> <ul style="list-style-type: none"> A Pupil Premium Register has been created and located in the department folder. This is updated at least each half term using DFE data from The Key. This document is also updated by HHO as becomes aware of in year admissions or leavers. In addition PP pupils are also identifiable in SIMS and PARS. A breakdown of numbers in year groups and Learning House is also produced and circulated to staff. <p>Recommendation</p> <ul style="list-style-type: none"> To continue with this process. The cohort is much more visible to staff and now embedded within the academies systems. Further developments will be to establish tracking groups within PP (e.g. Upper, middle, lower bands) to be circulated to staff. Monitor DAFITAL meeting sheets for PP analysis 	
<p>Pastoral data for PP subgroup produced around:</p> <ul style="list-style-type: none"> - Exclusions - Attendance - Lates - Equipment - Home Learning - Uniform 	<ul style="list-style-type: none"> LH staff to have access to pastoral data at each PM. <p>Review:</p> <ul style="list-style-type: none"> PARS B4L data shared weekly with LH for identification and support. This information contains a breakdown of points lost. Attendance report specifically for PP v Non PP and in each Learning House are also produced and circulated weekly. HOLH review the pastoral factors and focus on PP in the Pastoral Review Meetings with Senior Line managers. From these meetings pastoral support is targeted to those pupils in need. Excellent pastoral data highlights the effectiveness of the tracking systems. <p>Recommendation:</p> <ul style="list-style-type: none"> The current system provides pastoral data for the Learning Houses which is clear and usable. As such this process should be continued. 	
<p>Regular analysis of PP data at:</p> <ul style="list-style-type: none"> • RAP (Y11) • Assessment monitoring meetings (AC1-4, Y7-10) • Pastoral monitoring meetings (AC1-4 Y7-10) 	<ul style="list-style-type: none"> PP cohort performance and pastoral data analysed and used to inform intervention program. <p>Review:</p> <ul style="list-style-type: none"> Progress of PP cohort was reviewed at each RAP meeting and pupils needs discussed. From this support and intervention was co-ordinated and targeted LH also reviewed PP pupils in their pastoral monitoring meetings with senior leaders. PP pupils pastoral results are pleasing. PP pupil outperform national figures. <p>Recommendation</p> <ul style="list-style-type: none"> Continue to develop this data and review at RAP and pastoral monitoring meetings. Changes to data generated will have to follow 	

		new national measures.
	PP extra-curricular register maintained for trips and experiences.	<ul style="list-style-type: none"> Complete register of the PP pupils that have had extra-curricular and aspirational experiences <p>Review:</p> <ul style="list-style-type: none"> Provision map is in place although this is still a time consuming process and due to the high number of trips and experiences each week easily becomes obsolete. Access to academy extra remains strong and funding for trips such as Castlerigg and the theatre have had a positive impact on pupils attending <p>Recommendation</p> <ul style="list-style-type: none"> To review this aspect of the plan to develop a more time effective method
	Review case studies for PP pupils	<ul style="list-style-type: none"> Case studies are produced showing journey of PP pupils at SMCA. <p>Review:</p> <ul style="list-style-type: none"> Case studies are in place for PP pupils <p>Recommendation</p> <ul style="list-style-type: none"> To ensure that the case studies are updated each academic year
Removing Barriers to Learning (Attendance, Behaviour, Engagement and Support)		
	Actions	Success Criteria and Review of Impact
	Form tutor mentoring program targeting PP pupils in the first term to identify barriers to learning from which support can be targeted.	<ul style="list-style-type: none"> All pp pupils to have had mentoring session recorded. Staff to be made aware of barriers and support to be targeted. <p>Review:</p> <ul style="list-style-type: none"> Mentor Program google doc was created and all PP pupils prioritised for mentoring with FT within the first term. From this a number of barriers to learning and pastoral issues were raised and appropriate support provided. <p>Recommendation</p> <ul style="list-style-type: none"> To continue the expectation that every PP pupil will be mentored within the first term. A short review of the google docs form and guidance should be carried out and new teachers provided with training.
	Attendance bus pick-up service for PP pupils at risk of PA.	<ul style="list-style-type: none"> Reduction in the percentage of PA within the PP cohort. <p>Review:</p> <ul style="list-style-type: none"> PP pupils who were categorised as PA pupils were recommended for the attendance bus. This did have an impact on improving the attendance of those pupils. 11 pupils were nominated with 6 improving their attendance of their own accord and 5 being placed on the pickup bus. This program was costly in terms of finances and staff time.

		<p>Furthermore the routes used cannot always collect every child that requires the service because pupils live all around the town.</p> <ul style="list-style-type: none"> • PA remains well below national average and this remains one part of the overall strategy <p><u>Recommendation</u></p> <ul style="list-style-type: none"> • This is a scheme which has been successful but this is at a cost. The recommendation is to continue with the attendance bus in 2016/17 as the national threshold for PA has now been raised. The attendance bus continues to provide both support and a focus for PA for PP pupils.
	<p>PWO to support pupils and families of PP PA students.</p>	<ul style="list-style-type: none"> • PP pupils who require provision identified through mentoring / pastoral data receive support. • Reduction in PP PA • Evidence of PWO support <p><u>Review:</u></p> <ul style="list-style-type: none"> • A number of PP pupils received target support from the PWO who makes home visits and provides support around attendance, uniform etc. to our families. PP attendance remains below NPP however; the work of the PWO does certainly have apposite impact on improving this group's attendance. • All attendance measure are better than national. <p><u>Recommendation</u></p> <ul style="list-style-type: none"> • To continue to support this program.
	<p>Behaviour support group created. Run by inclusion room manager to work with PP target group.</p>	<ul style="list-style-type: none"> • PP pupils who require behaviour support receive a bespoke behaviour support package. <p><u>Review:</u></p> <ul style="list-style-type: none"> • ALA – has worked with a number of PP pupils throughout the year providing individual support as part of PSP or PIP programs. This is being further embedded in 2016/17. More focus is being given to supporting, reintegrating and reconciling. • Behaviour data is better than national with fixed term exclusions down to 4.9% for the cohort. <p><u>Recommendation</u></p> <ul style="list-style-type: none"> • To continue with this programme in order to provided additional support around behaviours to PP pupils who are identified through behaviour data.
	<p>NLP counselling service used to support targeted PP pupils.</p>	<ul style="list-style-type: none"> • PP pupils who require counselling as identified through mentoring / pastoral data receive support. <p><u>Review:</u></p> <ul style="list-style-type: none"> • Roy Blake employed has worked with PP pupils who require additional pastoral support. Feedback from pupils has been very positive and Roy has also been able to provide the school with feedback from which additional support has been targeted to specific PP pupils. • Pastoral data better than national. • Roy has also worked with a small group of Y11 PP regarding academic mentoring. Feedback form this group via questionnaires was overwhelmingly positive. <p><u>Recommendation</u></p>

		<ul style="list-style-type: none"> This has been very well received by pupils and ensured pupils receive regular contact, guidance and support.
	Subsidy of Academy Extra places for PP pupils.	<ul style="list-style-type: none"> Increase in the number of PP pupils attending Academy Extra. <p>Review:</p> <ul style="list-style-type: none"> PP pupils offered free and subsidised places during the academy extra program. This has provided pupils with a broader range of experiences, helped them develop self-confidence and new skills as well as developing closer links with the school and staff. Many pupils have maintained their involvement throughout the year and at the end of the free sessions. 40% of all pupils attending academy extra did so through our funding. <p>Recommendation</p> <ul style="list-style-type: none"> To continue to provide subsidy for PP pupils to experience Academy Extra.
	Super Maths and English program created in academy xtra with subsidised places for PP pupils.	<ul style="list-style-type: none"> Targeted cohort of PP pupils to complete Super Maths and English program. Pupils to achieve Maths and/or English target grade. <p>Review:</p> <ul style="list-style-type: none"> 5 Saturday super sessions were arranged. The ended up with a Maths Focus and over 60 pupils attended them. The target groups also attended the outdoor super maths sessions at the Eric Wright Centre and Borwick hall. Maths attainment and progress improved for this group. <p>Recommendation</p> <ul style="list-style-type: none"> To continue to offer weekend provision at key times. Particularly before mock exams and the exams in the summer. Both in school and out of school sessions proved beneficial as Math results improved.
	PP students supported for extra-curricular trips and wonderful week.	<ul style="list-style-type: none"> Each PP pupil to have had an extra-curricular experience <p>Review:</p> <ul style="list-style-type: none"> All PP pupils were given the opportunity to experience an extra-curricular activity during wonderful wk. Many of the activities provided were free to pupils who had a full week's worth of extra-curricular. All PP pupils took part. Year 7 camp was a large success with over 95% of PP pupils in Y7 attending <p>Recommendation</p> <ul style="list-style-type: none"> Wonderful Week allows all PP pupils to receive a guaranteed extra-curricular experience.
	Uniform subsidies for PP pupils	<ul style="list-style-type: none"> No PP pupil without basic uniform <p>Review:</p> <ul style="list-style-type: none"> Support was provided to all new starters and additional items such as shoes, bags purchased during the year. <p>Recommendation</p> <ul style="list-style-type: none"> This does not ensure improved academic outcomes, but does help to improve the self-confidence of pupils.

		<ul style="list-style-type: none"> I recommend that we scale back the spending in this area and provide support to those in need identified via pastoral teams and those who apply directly.
Targeted support PP pupils without basic equipment	<ul style="list-style-type: none"> Each PP pupil without equipment identified and provided with necessary items <p>Review:</p> <ul style="list-style-type: none"> At the beginning of the year PP pupils were provided with basic equipment if required. Pupils were highlighted through Pastoral Managers and Form Teachers. However, basic equipment was regularly lost throughout the year. Support was provided for some pupils with PE kit. All PP pupils in Y11 were provided with a stationary kit and a scientific calculator for exams <p>Recommendation:</p> <ul style="list-style-type: none"> Pupils still need to be provided with the basics in order to support their learning. A move towards supporting pupils with specialist equipment (such as art supplies, photography equipment etc.) and not purely focussing on basics such as pens, pencils which are easily sourced in class via departments. However, ensuring pupils have the basics for exams remains important 	
Laptop subsidies for PP and LAC	<ul style="list-style-type: none"> Each PP pupil to have access to own device for use in school and at home. <p>Review:</p> <ul style="list-style-type: none"> Subsidies are available (Half Price) for PP pupils and all LAC pupils provided with a free device which is currently a chrome-book. The uptake from PP pupils is not currently all but is in line with the NPP population. <p>Recommendation:</p> <ul style="list-style-type: none"> The scheme is popular and supports the schools vision of every child having a portable device in school to support learning. As such it is recommended to continue this provision. 	
Breakfast provided for PP pupils.	<ul style="list-style-type: none"> Each PP pupil to be provided with additional funds for breakfast in school. <p>Review:</p> <ul style="list-style-type: none"> Breakfast automatically added to PP pupils accounts each day. So that pupils can purchase a free breakfast. <p>Recommendation:</p> <ul style="list-style-type: none"> This is a provision which ensures that PP pupils get a good start to their day and are ready to learn. 	
PP pupils to receive priority and additional follow up for CEIAG.	<ul style="list-style-type: none"> All Y11 pupils to have had two CEIAG interviews 0 NEATS from PP cohort <p>Review:</p> <ul style="list-style-type: none"> PP pupils were prioritised for interviews with our careers advisor so that they were well informed in time for 6th form open evenings and the application process. As a school we had 0 neat's from the pp cohort. <p>Recommendation:</p>	

		<ul style="list-style-type: none"> This was a very successful initiative with strong outcomes as such this will be carried forward for 2016.
Additional CEIAG support for Y11 PP pupils following needs assessment.		<ul style="list-style-type: none"> 0 NEATS from PP cohort <p>Review:</p> <ul style="list-style-type: none"> A number of PP pupils provided with extra CEIAG sessions when required (See above for recommendation)
Explore different strategies to engage parents and guardians of PP pupils.		<p>Review:</p> <ul style="list-style-type: none"> This is an area which still requires greater development. Successes included our revision evening and our parents evenings were generally well attended by PP parents. However there was still a gap between attendances when compared to NPP. We invited parents of our aim higher cohort to an information evening which was reasonably well attended and specifically aimed at PP pupils. There was greater communication with parents as each pupil was provided a staff mentor who could liaise with parents specifically around academic progress. <p>Recommendation:</p> <ul style="list-style-type: none"> This is an area which needs to stay on the plan in order to develop further approaches.
LH Hwk clubs to prioritise PP pupils who fail to complete hwk regularly.		<ul style="list-style-type: none"> Reduction in number of lost hwk points for target pupils. <p>Review:</p> <ul style="list-style-type: none"> PP pupils were tracked via the BFL system and placed in homework clubs by the learning houses. Pupils attending the homework clubs did see a reduction in lost points. However, the capacity to place all those who required this provision in catch was not in place. <p>Recommendation:</p> <ul style="list-style-type: none"> This remains an important intervention. It proved particularly effective with supporting Y11 PP pupils and Y7 who have found the introduction of home learning challenging. LH should prioritise PP pupils when capacity becomes an issue.

Academic Progress and Teaching and Learning

	Actions	Success Criteria and Review of Impact
	PP revision program in place including: <ul style="list-style-type: none"> Guest speakers Full set of revision guides for each Y11 PP pupil Revision planner contribution 	<p>Review:</p> <ul style="list-style-type: none"> A review of the revision planner needs to be carried out via student voice from the 6th form. The planner was useful in school to structure revision in form time. Revision techniques seminar was delivered by an outside company. Although useful it was felt that this is something that could be done in house equally as well. Revision guides were purchased for each Y11 PP pupil prior to mock exams. <p>Recommendation:</p> <ul style="list-style-type: none"> To review revision planner with 6th form To develop in house revision skills seminars Revision guides were well used by pupils both in school and at home.

		This should be funded again.
	Numeracy PP intervention teacher to support PP pupils in Maths.	<ul style="list-style-type: none"> Targeted PP pupils to make 3L progress <p>Review:</p> <ul style="list-style-type: none"> CPO provided intervention to Y11 PP pupils in maths. Results for PP pupils have increased in terms of attainment and progress. Recommendation: This provision made a measurable difference to outcomes evidenced through department tracking following assessments. The recommendation is to continue this provision.
	Literacy intervention supervisor to support PP pupils in English	<ul style="list-style-type: none"> Targeted PP pupils to make 3L progress <p>Review:</p> <ul style="list-style-type: none"> RMO worked with 31 Y7, 24 Y8, 43 Y9 PP pupils in KS3 working in small groups on the gaps identified following assessments. The data from follow up assessments show that the vast majority made improvements on their original scores. (See NPR report) <p>Recommendation:</p> <ul style="list-style-type: none"> RMO has left her post. The English department will explore alternative provision.
	<p>National Maths Partnership support including:</p> <ul style="list-style-type: none"> Method Maths program (ks4 PP) Passport Maths program (Y7 PP catch up) 	<ul style="list-style-type: none"> Narrowing of the achievement gap in maths for PP pupils in Y11. <p>Review:</p> <ul style="list-style-type: none"> Method maths was used extensively in KS4 this academic year. The average number of logins was over 700. This formed the basis for filling in gaps from assessments and was often used as a home learning task. Data showed that pupils who logged in above average outperformed their peers. <p>Recommendation:</p> <ul style="list-style-type: none"> Method Maths continues to be an important tool for supplementing the work in class. This will be further embedded in routines in 2016/17. Additionally Dr Barton maths will be used in conjunction to provide video explanations. The success of this program remains in the monitoring of its use by pupils. Pupils in Passport maths group to become secondary ready in maths by the end of the course <p>Review:</p> <ul style="list-style-type: none"> Passport maths was used as part of the catch up premium and was targeted at pupils who were below a level 4 on entry. JHU worked with Y7 predominantly but this was extended to pupils in Y8 and Y9 to address basic numeracy gap. In Y7 the following certificates were awarded Gold (21+); Silver (16+); Bronze (11+). Recommendation: LHA is working with HMA to fill gaps from KS2 assessments. Analysis of pupil's individual results has been used to create individual pupil profiles. LHA and HMA are to identify the best approaches to filling gaps following curriculum changes. Passport maths is therefore under review.
	Core subjects to have named person to co-	To have three representatives from Maths, English and Science to work within the PP network and trail new approaches to T&L

<p>ordinate PP provision and intervention.</p> <p>BDR – Maths</p> <p>NPR – English</p> <p>SKE – Science</p> <p>JCL - RS</p>	<p>Review:</p> <ul style="list-style-type: none"> • NRI represented SMCA at the PP network meetings alongside the PP co-ordinators • This has been very useful for sharing practice and expertise. • Recommendation: • The network has proved successful due to the close links between key staff from SMCA and our partner schools. Many of the strategies and approaches which have been successful elsewhere have been developed within this plan. • Each PP co-ordinator ran their own small scale projects within departments. This will be further developed in 2016 and will include greater collaboration.
<p>Marking monitoring and book scrutiny to be carried out for PP pupils each cycle.</p>	<ul style="list-style-type: none"> • Marking monitoring documents to show PP pupils have been checked. <p>Review:</p> <ul style="list-style-type: none"> • PP books checked in each marking sample to ensure that pupils received quality feedback. This can be evidenced in the marking sample records. <p>Recommendation:</p> <ul style="list-style-type: none"> • To continue to insist that PP samples are taken in book scrutiny
<p>Y11 PP cohort provided with extra intervention identified through AC1-4</p>	<ul style="list-style-type: none"> • All PP pupils identified in AC1 -4 to make additional progress towards target grade. <p>Review:</p> <ul style="list-style-type: none"> • A Full program of intervention for PP pupils across the full range of courses was provided following each assessment cycle. This included afterschool sessions, weekend activities, holiday intervention sessions and support targeted at an individual level. <p>Recommendation:</p> <ul style="list-style-type: none"> • PP results improved significantly and are now in line with national. This targeted support was a contributing factor to this success. In 2016/17 we will aim to focus more support in class via DAFITAL. However, extra intervention and support will continue to be targeted following each RAP as required
<p>Curriculum offer to be reviewed for Y11 PP underachieving in core subjects</p>	<p>Review:</p> <p>Curriculum was reviewed for the cohort during RAP meeting with some minor changes being made during the year to support pupils.</p> <p>Recommendation:</p> <p>In exceptional circumstances this support will continue to be provided in order to manage workload and ensure positive outcomes overall for individual students.</p>
<p>Breakfast maths program established to work with PP cohort.</p>	<ul style="list-style-type: none"> • Targeted pupils to make 3L progress <p>Review:</p> <ul style="list-style-type: none"> • Breakfast maths was mainly used for PP pupils in the lower ability band. This was well received by most pupils although this particular group remain a priority for the maths department <p>Recommendation:</p> <ul style="list-style-type: none"> • I recommend a full program of breakfast maths provided to pupil requiring additional support
<p>Maths and English booster trip</p>	<ul style="list-style-type: none"> • Targeted pupils to make 3L progress <p>Review:</p> <ul style="list-style-type: none"> • Booster trips to the Eric Wright Centre were provided for PP pupils in

		<p>maths and science at the C/D and A*/A boundaries. Academic outcomes improved for the cohort. In science PP pupils outperformed the NPP pupils and in maths both progress and attainment increased. However I am not sure this is down to this provision exclusively as pupils who attended these trips also received support via breakfast maths or our intervention tutor.</p> <ul style="list-style-type: none"> • However, pupils became more engaged with maths and had more positive relationships with staff as a result which I feel did have a significant impact. <p>Recommendation:</p> <ul style="list-style-type: none"> • I recommend extending this provision to other core subjects earlier on in the academic year.
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Transition		
	Actions	Success Criteria and Review of Impact
	Summer school to target PP pupils who will be moving to SMCA	<ul style="list-style-type: none"> • Summer school funding was removed from funding by the government. <p>Recommendation:</p> <ul style="list-style-type: none"> • Alternative provision to be investigated. Partner schools in the PP network where trailing alternatives over the summer. Feedback with be gathered at the first PP network meeting.
	Passport Maths used in Y7 to boost numeracy skills of pupils entering below a 4b in maths	<ul style="list-style-type: none"> • Targeted cohort to move beyond 4b by end of the program <p>Review: See previous review in academic progress section</p> <p>Recommendation:</p>
	Complete visits to feeder primary schools to discuss PP pupils	<ul style="list-style-type: none"> • SMCA staff to have performance and pastoral information regarding PP making transition. <p>Review:</p> <ul style="list-style-type: none"> • All feeder primaries were contacted and visited by members of the SLT and academic and pastoral data collated and distributed following the face to face meetings with Y6 teachers. <p>Recommendation:</p> <ul style="list-style-type: none"> • This process must continue in order to ensure a smooth transition.
	FT prioritise Y7 PP students for mentoring in the first term	<ul style="list-style-type: none"> • All Y7 PP pupils to have had at least one mentoring session by the end of the first term. <p>Review: See previous review in removing barriers section</p>

<p>Peer reading program to target PP students who are behind chronological age in terms of reading.</p>	<ul style="list-style-type: none"> • Students to have improved in line with chronological age in terms of reading. <p>Review:</p> <ul style="list-style-type: none"> • Peer reading program was delivered by Y11 and some 6th form students to targeted Y7 pupils who were identified via their RAG tests. Improvements were seen in the reading ability but also the confidence of the pupils when reading and in a greater love of books. • This also promoted a greater sense of community as older pupils looked after younger students. <p>Recommendation:</p> <ul style="list-style-type: none"> • This is well evidenced by the Sutton Trust as an effective intervention and has proved popular in the school.
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Staffing and CPD	
Actions	Success Criteria and Review of Impact
<p>TA training to meet the needs of PP pupils in numeracy and Literacy.</p>	<ul style="list-style-type: none"> • PP pupils attached to TA's to reach target grade <p>Review:</p> <ul style="list-style-type: none"> • Progress of SEND pupils was -0.12 (non-validated)we believe this to be better than national but await the release of national data for the new performance measures. <p>Recommendation:</p> <ul style="list-style-type: none"> • To continue to look at the best ways of supporting TA's. • To fund the training of middle leaders in the use of coaching for DAFITAL meetings and collaborative planning may have a more significant impact on pupil outcomes. This is an aspect of CPD that should be explored.
<p>AHT appointed to co-ordinate numeracy across KS2 & KS3 targeted at the needs of PP students.</p>	<ul style="list-style-type: none"> • Improvement in AC data for PP students across the year in KS3. <p>Review:</p> <ul style="list-style-type: none"> • The work of the AHT is multi- faceted and across key stages. There have been significant developments in an all-through curriculum, the development of pedagogy from key stage to key stage. Support in writing assessment and testing. This work is adding to the quality of teaching received by our PP pupils. In addition HMA has supported staff implementing passport maths and worked alongside NQTs in developing their teaching skills. <p>Recommendation:</p> <ul style="list-style-type: none"> • A significant amount of progress has been made across the trust. This work will continue to develop overtime and standards in KS3 are beginning to improve.
<p>Staff under allocation to act as a Learning Mentor for targeted pupils</p>	<ul style="list-style-type: none"> • Evidence of allocated lessons and support for students. <p>Review:</p> <p>A number of Y11 pupils following the RAP meetings were supported by EKE and other staff to co-ordinate coursework catch up and exam prep.</p>

		<p>Recommendation: This proved useful in managing the work of key identified pupils. Particularly in coursework management and structured exam revision. This intervention is very much dependent on staffing levels within the academy. If available this support should be utilised at key points.</p>
	Numeracy intervention supervisor appointed	No suitable candidates during first round of interviews. A suitable person has now been appointed for 15/16
	Over staffing in the first term English	<ul style="list-style-type: none"> • PP pupils to receive additional intervention. <p>Review: This support allowed greater in-class support for PP pupils in class. This was particularly useful with KS4 coursework in the first term.</p> <p>Recommendation: There is some capacity within English with the HOD deploying staff appropriately to work with pupils.</p>
	Overstaffing in Maths in the first term	<ul style="list-style-type: none"> • PP pupils to receive additional intervention. <p>Review: The over staffing in Maths allowed us to provide greater intervention and create extra groups when required.</p> <p>Recommendation: This is currently possible due to teach first and this also allows us to grow our own staff. This is having a positive impact on results</p>

Additional in year spending was allocated to the following activities:

- Music lessons for PP pupils (£750): Research suggests that learning to play a musical instrument benefits academic performance. In addition a number of pupils supported have been involved in school productions.
- Reading books for PP pupil's literacy programme (£300): This continues to be successful and is popular with pupils.
- Revision Guides for all PP pupils (£2500): Revision guides were well used both in lessons to support learning and at home for study.
- Equipment for exams (£500): To provide PP pupils with the basics such as a scientific calculator
- Support for PP photography students (£500): There are a number of PP pupils in the newly formed course that lacked the necessary equipment. This is a subject which forms a personalised curriculum offer for some PP pupils.
- University PP trip to Leeds university (£500): Aspirational trip to Leeds university as less than 50% of our pupils have considered university.

- Year 9 aim higher workshops (£1500): This was trailed at the end of the year and focussed on mind-set. Initial results were mixed and the lead teacher is exploring this further with the schools work on mental toughness. It is unlikely that we will use this particular approach again.
- Y11 Study Skills workshops (£570): External company brought into work with PP pupils on study skills. It was felt that this was something that could be done in house just as effectively.