

PP Review of Expenditure 2018/19

Desired Outcome	Chosen Actions/Approaches	Impact Expected (<i>impact achieved</i>)	Lessons Learned (<i>impact/next steps</i>)
High levels of progress in literacy and numeracy for Year 7 students eligible for PP Strong transition between Year 6 and Year 7 to support improved attainment on entry	Academic mentoring in Eng/Ma with a particular focus on students eligible for PP and for Y7 Catch-up funding Accelerated Reader programme Development of collaborative learning across school to promote learner engagement and independence Secondment to SLT for Inclusion Lead and Primary Liaison Lead	Students eligible for PP in Yr7 make at least the same progress by the end of the year than 'other' students (<i>gap closed in Maths and English</i>) Accelerated Reader scores and reading ages show improvement from data on entry to Y7. (<i>30/34 students were on or above target by the end of the intervention</i>) Bridging units completed in term 3 of Y6 (<i>work completed in Maths through SSIF Project</i>)	<i>Accelerated Reader has significant positive impact on students with low levels of literacy.</i> How can we broaden the focus on reading and vocabulary development across the curriculum for all students eligible for PP? How can the lessons learned from the SSIF project be used in other areas of the curriculum?
Improved rates of progress across KS3 and KS4 for high attaining students eligible for PP	Specific small group interventions with Academic Mentors Whole staff CPD on stretch and challenge led by ELT Disadvantaged students into HE Futures programme with Edge Hill University set up Access to University programme set up for PP students in partnership with University of Manchester	Students eligible for PP identified as high attaining from KS2/ raw scores make as much progress as 'other' students identified as high attaining, across KS3 and 4 (<i>Increase in grade 7+ for UA PP students in Year 11; Identified PP UA students outperform other students in English, Humanities and Spanish in Y7; in History in Y8 and in Science and Geography in Y9</i>)	<i>Targeted intervention and support to stretch and challenge has had a positive impact on outcomes in Y11 with increased % of UA PP students achieving grades 7+</i> Consideration to be given as to how to broaden these approaches to improve rates of progress for the most able PP students in all year groups, particularly for boys
Improved rates of progress across KS3 and KS4 for boys eligible for PP	Boys' target cohorts set up to address underperformance, barriers to learning and lack of aspiration ELT role appointed to lead on behaviour and reward systems. Alternative provision sought on an individual basis to support engagement Pilot partnership with EmBRACE (paired with NHS and Lancashire CCG and the Local Police Force) to create a school environment to become ACE aware and develop an ACE/Trauma informed culture	Boys eligible for PP make as much progress as girls and as their 'other' male peers so that the gap in performance closes and they make expected levels of progress by the end of KS4. Where they are not on target, departments are putting in place interventions monitored for impact (<i>a wide range of interventions have been tried and gaps are closing slowly, most noticeably in KS3 Science, Y9 Maths, GCSE RM, History, Separate Sciences and PE incl. BTEC</i>)	<i>Greater focus on boys' performance and significant barriers to learning has had a positive impact on boys' behaviour and their engagement with school.</i> How can this improved engagement with school be used as the foundation for improved rates of progress and PP boys' attainment? How can PP boys be inspired to want to achieve more?
Increased attendance rates for students eligible for PP	Attendance Outreach Workers employed First day response provision enhanced Attendance Tutor Groups in all Houses Catch up sessions set up for students who miss lessons. Closing the attendance gap for students eligible for PP to be a clear focus of the SFIT team Pilot partnership with EmBRACE	Overall attendance for students eligible for PP improves from 90.9% rapidly towards 95.2%, in line with national averages. Reduce the number of persistent absentees among students eligible for PP to <20% (<i>attendance of PP students increased 2017-19; Some reduction in %PA but not yet at desired rate</i>)	<i>Overall Attendance for students eligible for PP has improved</i> Interventions must have a sharper focus on key target groups within the PP cohort (year groups/gender/FSM) to ensure that the % of students disadvantaged by PA is reduced rapidly and sustained at a lower rate

<p>More students have a clear and aspirational view of their future, with or without the support of their family</p>	<p>New CEIAG lead in post Priority appointments for PP students Close liaison and involvement with families Funded transport to careers events including college open evenings Additional careers support and guidance for PP students</p>	<p>Increase % of disadvantaged students accessing, and remaining in, further education, employment or training. Reduce NEETS to 0%. <i>(In Y11 80% of PP students applied for their intended destination by the end of Term 1 rising to 95% by the end of Term 2. Remainder of students are working with the Invest in Youth Team)</i></p>	<p><i>Overall engagement with Careers has improved in PP students, particularly in Y11. How can we ensure that this focus is broadened to provide the same high quality provision and impact for students in all years?</i></p>
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