PUPIL PREMIUM ACTION PLANS REVIEW: 1st OCTOBER 2015

The following table is a summary evaluation of all strategies initiated on 05/01/2015 for Year 11 Pupil Premium students during INSET Day. All Departments have contributed. The review will be used to plan interventions for 2015-2016.

Department	Strategy	Effectiveness	Evidence	Implement again Y/N
Business/ Economics	Peer marking of exam answers	Greater understanding of 9 mark questions	Record of improvement over 6 extended answer questions to above average	Y
	Twlights after school 1:1 support exam prep	Good outcomes for those who attended	Grade C for those who attend regularly	Y
	PixL Walking Exam Personal Feedback target sheets and indicators of what is required to improve	Not effective Working well in Year 10 – carry on to Year 11 this year	Needed to be done away from computer Greater awareness of what is required for each grade	Y
	Seating plans	Good for targeting specific groups	Peer interaction improved	Y
	Parents' Evening target appointments	Not effective for all	Those who didn't come underachieved	Y
History	PP pupils progress reviewed at all Department meetings with intervention record cards. Pen portraits of PP pupils central on Google Drive	Good – it has been developed into an audit at the beginning of every term through KS4	HOD is more aware of problems and underachievement earlier. Common intervention points are more consistent.	Y
	PP pupils to revision sessions by specific invitation. Personal letters home for parent support	Good for most BUT not for a very small minority of boys (refusal to engage)	Higher attendance of PP pupils than last year at revision sessions.	Y
	Breakfast revision and lunchtime and after school. Specific revision guides for all 3 modules and revision checklists	Well attended with links to revision books. High impact – excellent value for money	Poor attenders had access to revision which they would have missed otherwise – all received them	Y Much earlier Tweaks for low ability
	Writing frames/model answers for improved literacy	Good impact on the whole BUT not for all		
Sociology & PTE	Creation of specific differentiated resources for SOW Timetabled revision sessions in class with booklets and model answers	Improved understanding of topics from Year 9. Accessibility for all was effective.	Pupil feedback was very positive	Y
	Timetabled revision after school and lunchtimes nearer the exam	Very effective especially breakfast sessions – all teaching groups attended well.	Improved results	Y
	Breakfast revision leading up to exam week			
PE	Extraction from Core PE for GCSE coaching and support for the exam.	Not effective for all students – some expressed a great deal of dissatisfaction at missing Core PE.	Strategy least effective when Maths was twinned with GCSE PE during a double lesson.	Y but not for all – offered as an option instead
	TA support from NIK during GCSE Theory lessons	Very effective for those needing literacy support	All PP students achieved predicted target grade with 3 Grade A's out of 6.	Y
	Lunchtime drop-in sessions for personal advice	Not effective at all. Didn't happen. Not enough proactive publicity.	Non-attendance	N
Drama	Increase differentiation in lessons especially providing a technical option.	Not effective – engagement of Year 11 PP pupils did not improve. The technical option should have been offered to more students with more resourcing.	Only 3 students benefitted initially	Y Develop the technical option
	Oral language interventions - coloured key words cards - interactive discussion	Too late to use them.	Improved written elements of the course	N
	Meta-cognition and self-regulation – target sheets and 3 review points of success criteria	Not effective. Not done at the right time	No results/improvement	Y Streamline sheets
	Feedback self-assessment sheets – end of unit discussions with students who have similar needs	Too many self-assessment sheets. Not enough time devoted to focussed reviews.	Students confused by processes. Quality affected by lack of time	Y More time devoted earlier

Child Development	CATs analysis to identify grade potential with OCR grade boundaries.	Effective as it boosted motivation to reach targets.	Improved results of last short task	Y
	Differentiation of specific SOW and modules.	Effective during coursework prep.	Engaged weaker ability pupils in class more effectively	Y
	Improvement in presentation of child study and aesthetic improvement using computer/fineliners/extra research books	Not effective – time scale limiting started too late	No evidence of effectiveness	Y If able to schedule earlier
	Regular essay style homework - model answers - exam mark schemes for students - peer assessment	Not effective for all students. Weaker students (PP students included) did not manage to complete coursework and therefore essay writing for homework was counter productive	Increased capability in essay style answers only for top students	N
Mulberry	Focussed support for 8 pupils in Maths and English lessons	Effective ongoing support in nurture Year 11 groups for behaviour intervention.	Students were kept in school much longer than in previous years in relation to early study leave	Y
	1:1 / group discussions in Mulberry leading up to exam leave for a small number of students with behaviour challenges	Mental health issues whilst not significantly addressed were managed out of class so that students were more willing to stay in class.	No qualitative or quantitative evidence	Y
	Lunchtime revision sessions in Mulberry for targeted individuals – English exam (SAS expertise).	Great response – calm atmosphere good positive attitudes	Good attendance from the most vulnerable students	Y
Maths	PE groups (extraction from PE to do Maths) Twilight sessions	Effective! Especially when groups became optional.	Good attendance	Y
	Motivational assembly led by JK	Well received with a heightened positive impact for all	Increased motivation was visible in class to complete tasks and attend extra classes	Y
	Mastery learning including exam analyser, target sheets half termly past paper tests, mock exam in the Hall	**ALL** strategies under mastery learning effective due to <u>direct</u> targeting of individual analysis of topics and which weaknesses needed more work	Pupil feedback – very encouraging on grade boundaries being accurate	Y
	Peer assessment – focus on GCSE exam papers		No specific evidence of success	N
	Home/School liaison – increased contact with parents	Not effective – accommodation issues for private meetings	Not done	N
	Targeted small group tuition in Maths tutor group and twilight sessions	Tutor Group <u>very</u> effective and popular. Twilights more popular than lunch clubs. Not all tutors happy that students missed key messages and tutor support.	Attendance at tutor group/twilights good. Helped a range of students to succeed.	Y
	Individual action plan for each pupil premium child	The planned new member of staff from Easter to support those 1:1 feedback sessions did not work	New teacher could <u>not</u> be found therefore HLTA worked with C/D borderline class	
MFL	Provision of a personalised teacher mentor from within the team for each pupil premium student	Had mixed successes. Worked well with some students, but others failed to turn up for appointments and needed chasing. Effect of aspirations was also mixed.	(Student/teacher pairing needs more careful consideration to ensure that the best relationship can be built).	Y as long as conditions mentioned are satisfied.
	Targeted objectives for individual learning activities	The Edexcel mark schemes for both speaking and reading do not easily allow for this to happen	It is a very good idea, but will need further consideration.	Y as above
	Further develop provision of booster/homework support clubs	These had an impact when students attended. Pressure from other curriculum areas often meant that some students failed to attend. We will need to consider other ways of encouraging our key students to attend. Overall the strategies had mixed impact. The students who did well were always going to do well. We were hampered by the fact that a number of our students embarked on a language thinking that it would give them an Ebacc certificate	Some students failed to attend	Y but with more focus on securing attendance

		until the Government withdrew the scheme. This had a detrimental impact on their motivation.		
Science	Fortnightly intervention sessions for 10 PP students: focus on exam technique, numeracy and extended writing	The students selected were all working at least 2 grades below target, based on KS2 data, although largely in line with performance at KS3. 10 students attended, 2 refused to attend further sessions after the first and were replaced by 2 other students. Students engaged positively in the sessions with teaching staff reporting improved attitudes to learning in lessons.	4/10 students achieved or exceeded target grade, 6/10 exceeded Core grade.	<mark>All these strategies worked and will be used again.</mark>
	Revision App for mobile devices subscription purchased for 40 PP students	42 students selected, 35/42 working below target grade and 32/42 with Core grade below target	Students reported the app (learner cloud) was useful, being used, and they enjoyed being able to use it on their phones rather than a laptop. 16/42 achieved or exceeded target grade and 17/42 exceeded their Core grade.	
	VLE Skills support materials extended. Focus on exam technique, numeracy and extended writing.	Time constraints prevented VLE specific resources being created	Development focussed on extending existing Extended Writing Task (from long answer Exam Questions) and Numeracy resources (from ISA Case Studies): these were overhauled, rewritten and doubled in number for use in lessons and paper based homework.	
	In lesson prioritisation of PP students for teacher and TA support, intervention and assessment.	Teachers and TAs undertook to prioritise PP students in lessons for extra individual attention and more detailed marking. Teachers reported mixed results: some PP students already received TA support, some responded negatively if they perceived themselves to be 'singled out'.	Overall, given the continuing demands of the whole class for teacher time, students given extra attention showed increased attainment in assessments.	
	Congratulatory emails to parents for improved engagement and progress by PP students	Most students responded positively and some parents expressed appreciation.		
	Priority invitations to weekly revision sessions with parental contact in case of non-response.	These emailed out prior to the late Spring Term weekly and post Easter twice weekly sessions. Attendance averaged 80%, peaking at almost 100% in the last two weeks. Parental responses, where received were mostly positive. Some students reported feeling obliged to attend sessions for other subjects, despite attempts by departments to avoid clashes.	100% attendance 2 weeks prior to exam leave	
English	To increase differentiation in lessons by creating specific resources or modules and SOW	Plan so that we are explicit about how PP students are targeted differently. Not enough clarity here last year. Plan for differentiation for engagement and resilience in a more targeted way next time.	Gap increased by over 5%	Y with adjustments
	Peer assessment Collaborative learning	Need to ensure that PP students are identified on seating plans. Not clear if they are fully contributing to peer assessment and collaborative working	Gap increased by 5% is evidence for all strategies	Y Y
	All teachers offer and invite learners to additional workshops for skills and exam prep. DJ offers additional workshops.	Not always taken up by those learners in greater need. Workshops were successful for those who attended		Y This should continue for this year with research and development to refine and extend take up
	Preparing students for exam writing question 'walking, talking mock'	This was well received by all students.	Evidence in effective pupil feedback	Y Continue and develop Spring 2016

English …. continued	After school/lunchtime revision sessions and breakfast clubs leading up the exam	DJ hosts workshops Thursday and Friday lunchtime		
	Due to lack of progress with exam results and closing the gap these are discussion points for English: DJ to identify all Yr 11 PP students at risk of falling below 3 LOP. Through discussion with English teachers, DJ to identify specific targets for skills, create an individual action plan for student. Targets to be reviewed termly. Further research is needed to identify how differentiation for PP students can be more targeted and specific to individual need. DJ to discuss with each English teacher to gather feedback on how this could be more effectively facilitated. As a Dept it might be useful to carry out more thorough analysis of traits that PP students demonstrate, the barriers they face and strategies to develop engagement, aspiration and resilience as well as academic strength. It is likely that IJ would be willing to lead and share her expertise.			
Art	Twilight provision for existing Year 10 and 11 students	All twilight sessions were well attended with the exception of the 7.30 am session.	Very pleasing positive residuals for all PP students in Art option. See data attached	Y
	Teaching Assistant Support in class with targeting to school trips seating plans and identification on registers	Effective in raising visual awareness amongst staff in Art Department	Knowledge of teachers is much more acute	Y
	Provision of Year 11 exam resources and specialised materials such as specialised sketchbooks and canvasses.	More individualised approach to the exam was made possible	Qualitative evidence in the confident approach of students to the exam.	Y – with specific bids possible.
D and T	Individual Action Planning sheets	Effective for focussed work with targeted students who needed more structure	Time management improvement	Y
	Targeted 1:4 TA support	Effective for those with behavioural challenges and poor attendance	Behaviour improved	Y
	Parents' Evening requests for appts. Past papers on VLE	Patchy attendance No evidence of effectiveness	Only effective when appts made No measure available	N Y because it can be done
	Letters to parents identifying revision sessions	Poor effectiveness	Students attending other subjects instead	Y because it can be done BUT competition with other priority subjects
	Exam revision guide -Food	Effective as a "last resort" for those who had poor organisation and poor engagement	Gap of 20% in 3 levels of progress	Y
	Twilight CAT catch up and revisions sessions	Twilights hugely popular and successful Revision sessions NOT effective at all once leaving date had passed.	Time Management was much better when last two weeks of concentrated effort went into the CAT	Y twilights
	Targeted exam prep from pre-release materials	Not as effective as it could have been – need to do more targeted exam analysis.	Exam analysis shows weaknesses in approach to some exam answers	N
	Product Design collaborative learning and peer tutoring	Did not take place		Y with apt of JN.
	Additional access to PCs	Supported the completion of CAT for EG and gave flexibility to lessons.		Y
	Revision booklet	Gave a starting point for revision sessions		Y with further revisions
Fortescue House	Use of academic mentoring to address lack of academic progress and underlying confidence issues	Beneficial but duplication was a problem	Some overlap with other initiatives – needs to be more rigorous	Y with specific information about all mentoring
	Tutor/student relationship identification of pastoral issues via tutor	Helped identify deeper issues eg. a students struggling with specific subjects and then referred to Care	Eg. Student with languages problem – Care Meeting intervention	Y
Drake House	Analysis of monitoring and use of BfL report as well as contact with home.	Worked well with those whose parents engaged as well	See data attached	Y
	Provision of a" loan pack" of equipment and revision packs from subject areas	Creative revision guides produced by LS were engaging for Year 11 Drake students		Y
	Proactive communication by email/phone to parents to attend parents evening before and after	Worked well	Needs to be done much sooner	Y
Learning Mentors	See data list Questionnaire on stress Mindfulness speaker for assemblies and for staff after school (2 sessions) Quiet relaxing space for Year 11 Year 11 Mindfulness group Meeting with Year 11 tutors to discuss techniques of relaxation.	All of the actions were beneficial to individual students to some degree:	Difficult to measure except for hard data.	Y
Kingsley House	Access to TA support within Tutor	Improved engagement of disillusioned PP's 1on 1 time in Tutor and PSHEE Improved attendance and punctuality	Wherever present they have been and will continue to be an invaluable resource for Students and Teaching Staff in all roles 01.10.15	

Kingsley House cont …	Meta-cognition learning to learn	Tutors developed successfully, appropriate areas in PSHEE programme to encompass exam technique and strategies to overcome stress 01.10.15		
Raleigh House	1:1 Meetings with tutors during registrations or small groups/pairs Revision activities focusing on numeracy and literacy. Resources provided for 3 mornings a week	Used by GM & KR in Summer Term successfully	Weekly Meetings with tutor Improved engagement Kept on task due to frequent meetings No evidence of success	Y