

Annex 2d: Pupil Premium (PP) strategy statement (secondary)

1. Summary information					
School	Belper School and Sixth Form Centre				
Academic Year	2018 to 2019	Total PP budget	To be confirmed	Date of most recent PP Review	External 20.3.18 Ofsted 16.5.18 Local Authority
Total number of pupils Y7-Y13 inclusive	1204	Number of pupils eligible for PP	194	Date for next internal review of this strategy	October 2018
2. Current attainment					
			Pupils eligible for PP (your school) <i>[provisional]</i>	Pupils not eligible for PP (national average) <i>[awaiting data]</i>	
Progress 8 score average			-0.71* * please see later note section 2E		
Attainment 8 score average			35.16		
% achieving 9-5 in English and Maths			21.9%		
% achieving 9-4 in English and Maths			53.1%		
% achieving EBacc (Strong Pass)			3.1%		
% achieving EBacc (Standard Pass)			0%		
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.	Achievement of Disadvantaged students has improved in terms of 9-4 standard passes including English and Maths (2017 50%, 2018 53%). However, we want rates of academic progress for Key Stage 4 Disadvantaged students to be better. Self esteem, confidence and resilience combined with effort must increase in order for students to make expected progress. Teaching must be high quality with high expectations of students. School Wave 1 and Wave 2 interventions must be applied consistently. Driving up progress is our key focus for 2018/19.				

B.	Literacy and Numeracy skills for a proportion of disadvantaged students entering Y7 are lower on average compared to those for other students. This is evident in their Age Expected assessments at end of Key Stage 2 (Year 6). Catch Up strategies are in place. Please see “Catch Up Premium” document on our website.
C.	Referrals to the school Focus Room and external rates of exclusion are higher for Disadvantaged students than for non-disadvantaged. We seek to reduce this as much as possible whilst maintaining high behavioural expectations for all our students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rate for disadvantaged students (average Yrs7-11) was 91.4 % in 2016/17 (95.5% for non-disadvantaged). In 2017/18 this was 91.3% for Disadvantaged (95.4 for non-disadvantaged). Lower disadvantaged attendance rates reduce school hours for disadvantaged students and cause them to fall behind. We introduced Attendance Challenge projects in years 7-11 to support achievement and progress via better attendance. These were embedded in the second half of 2017/18 and were positively noted by Ofsted in March 2018. We will continue this strategy. We have increased the support staff hours available to help promote good attendance in 2018/19.
E.	A significant proportion of disadvantaged students in years 7-11 need support for behavioural and emotional issues and SEND, compared to non-disadvantaged peers. We are proud of our very inclusive ethos and strive to meet their needs. The school is active in 2 local “clusters” to support inclusion (BAMBER and Peak 11). We have a “track record” of receiving and retaining disadvantaged students excluded from other schools or transferring in- year with high need especially in Key Stage 4. We are recognised by Derbyshire Virtual School as a good practice model for Children In Care. However, these factors bring challenges in terms of progress and retention of students. We have a higher behaviour referral and exclusion rate for Disadvantaged students (especially Free School Meal) than for other students. A range of inclusion strategies, (in addition to quality teaching), are in place to address issues. Examples are; pastoral care, our ACCESS Inclusion area, academic mentoring and Behaviour Support, Learning Support, Multi Agency Teams. In 2018 Key Stage 4 outcomes we had 30 Disadvantaged Y11 students. The Progress 8 for these improves to -0.34* (compared to -0.71 in table above) when 4 very high need cases are taken into consideration.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	Progress measures for Key Stage 4 Disadvantaged students must show diminishing differences against national non-disadvantaged measures, at data collection points across 2018/19 and in external exams summer 2019. Teaching must be high quality with high expectation within an appropriate curriculum, with evidence of school Wave 1 and Wave 2 intervention as appropriate. Levels of student self-esteem, effort and resilience to improve. Measured via SISRA data tracking, student mentoring conversations and feedback, lesson observation, Quality Assurance (QA) processes, work scrutiny and Y11 outcomes.
	Success criteria Academic progress data will show diminishing differences on key measures between Disadvantage and non-disadvantaged students. Learning walks, observations, QA and work scrutiny will bear evidence of effective high- quality pedagogy and practice. Outcomes for Y11 2019 Disadvantaged students will show diminishing differences against key national performance measures when compared with non-disadvantaged students.

<p>B.</p>	<p>Improved Literacy and English performance of identified Catch Up students (both disadvantaged and non-disadvantaged) in Year 7 via classroom teaching (including “Let’s Think In English” initiative and Library lessons) and Learning Support intervention to bring about Age Expected Progress by end of 2018/19. Improved Maths and Numeracy performance for Y7 Catch Up PP and non-disadvantaged pupils identified as Below Age Expected at end of KS2. Classroom teaching and targeted specialist TA intervention (Maths) to bring about Expected Progress by end of 2018/19. SISRA data and student reports will reflect improvement against targets.</p>	<p>Improved progress in English and improved Literacy scores at data input points in autumn, spring and summer, against progress targets for Age Expected Progress. Improved progress in Maths and Numeracy measured in autumn, spring and summer data input points, against targets for Age Expected Progress.</p>
<p>C.</p>	<p>Reduction in rates of internal Focus Room referral and external exclusion for PP students. Student engagement in lessons, support programmes and mentoring to bring about improvements in self-esteem and performance. Positive engagement in school mentoring service years 9-11 for particular students. Student Evaluation of mentoring benefit is positive. Academic progress data show diminishing differences on key measures compared to non-disadvantaged students</p>	<p>Records will show reduced Focus Room referrals and external exclusions for the PP cohorts. Good attendance at mentoring appointments Years 9-11 PP. Student evaluation of mentoring benefit will be positive. Academic progress data shows diminishing differences on key measures.</p>
<p>D.</p>	<p>Attendance of PP students in each cohort years 7-11 improves to come into line with national minimum target of 95%. Punctuality of PP students improves. Attendance team (with increased support hours) to work with parents, students, external agencies, our Learning and Safeguarding Mentors and pastoral teams to secure better attendance for PP students (in particular FSM) and therefore increase their hours of learning. “Roll out” of targeted Attendance Challenges in years 7-11 to secure improved attendance for Disadvantaged, especially FSM. (This was successful in a pilot in 2017/18).</p>	<p>Attendance statistics at monthly reviews reveal progress against this target. Earlier referral to EWO for persistent poor attenders and referral to DCC for prosecution if necessary. Attendance Challenge students succeed in improving attendance and receive rewards. PP student “lates” decrease (measured using register and detention data).</p>
<p>E.</p>	<p>In-year admissions KS4 are need-assessed and targeted support put in place to make transition into the school smooth (ACCESS, Head of Year and Tutor, external agencies, appropriate curriculum). Good communication with home is quickly established. Students attend well and makes expected progress with appropriate destination post- Y11. In some particular cases, (due to a very disrupted experience before entry to our KS4/high need scenario), success may be that student engages with support, and moves to the next stage of education or training, even if expected academic progress is not made by end of Y11.</p>	<p>Student makes good transition into school, settles and achieves (progress data and effort grades). Student engages with bespoke support and outcomes are good. Transition at 16-plus is to appropriate education or training and student is not NEET.</p>

5. Planned expenditure					
Academic year		2018/19			
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?
Learning and Teaching Strategy leads to higher expectations of students, great teaching and improved progress outcomes at Key Stage 4. Key Stage 3 students make age expected progress or better.	Whole school drive on CHILD (Challenge, Independent Learning, Differentiation). Quality pedagogy approach is informed by EEF materials and other educational research. Teachers have SIAD. (School Improvement And Development) period once a fortnight. Tracking and monitoring systems inform teaching and planning. Heads of Faculty and Heads of year lead teachers in driving up standards. Senior leaders cultivate culture of positive personal accountability in staff.	Review of Learning and Teaching summer 2016 led to focus on this area. Review took into account school performance data, reading on pedagogy and practice, work scrutiny, teacher and student voice, and visits to 2 secondary schools. In summer 2018 the school recorded its first positive Progress 8 figure for all students at end of KS4 and improved Y13 results. With 4 high need outlier students subtracted from the data, our Disadvantaged Progress 8 figure for 2018 would be -0.34. We have Case Studies to show how we supported these students using PP funding.	CHILD launched at INSET autumn 2017. Materials distributed to all classrooms for teacher reference. Monitored via Line Management structure, QA process, work scrutiny, observations, learning walks, Continuing Professional Development for staff. New for 2018/19-Pupil Premium KS4 Exam Reviews separate to main Exam Reviews. PP Quality Assurance system introduced 2018/19 to tackle faculty under-performance.	MAK (Learning and Teaching) FYC (Training) MJC (Headteacher, monitoring) SDD, JMH	Half- termly and through fortnightly Line Management meetings.

<p>The curriculum at Key Stages 3 and 4 is appropriate for students and supports them in academic progress and in transition to next stage of education/training.</p>	<p>Review of curriculum offer and careful management of Options at 14 and 16 Plus. Led by Assistant Head in charge of Curriculum and Headteacher, plus Head of Sixth Form. Input from Deputy Head with responsibility for Pupil Premium lead, and also from Inclusion Manager and SENCO.</p>	<p>An engaging and appropriate curriculum is key to student success at academic and personal level. All students will benefit educationally and potentially economically by following a curriculum that includes acquisitions of knowledge, skills and qualifications in balance. Please see Amanda Spielman's article https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework</p>	<p>Monitored via Leadership Group Meetings, Faculty Meetings, School Improvement and Development Meetings, Line Management meeting structure, Teacher Performance Appraisal, Quality Assurance process, work scrutiny, lesson observations, learning walks, exam and curriculum review structures, student and parent/carer annual surveys.</p>	<p>Headteacher, Leadership Group, including Assistant Head lead on Curriculum</p>	<p>Meeting cycle as per timetables and school calendar</p>
<p>Whole School Literacy initiative, delivered in stages, will lead to better standards of written and verbal expression for students across subjects. This includes continuation of critical thinking tool "Let's think in English". ARTi reading tests are used in Y7. Learning Support run bespoke Literacy and Spelling sessions. Library lessons for Year 7 and Year 8 encourage private and shared reading.</p>	<p>Briefing and INSET training as appropriate for staff. Academic vocabulary is displayed in rooms, audit has been undertaken. Library and Let's Think In English lessons are timetabled for Y7 and Y8. ARTi tests take place mid-September for Y7. SENCO organises support groups in Spelling and Literacy using student data. School participates in World Book Day and Carnegie initiatives.</p>	<p>Better literacy/thinking skills will equip students to make more progress across the range of subjects. The accurate and appropriate use of language, better extended writing skills, and improved articulacy can only enhance learning and outcomes at all key stages. We want our students to be successful in assessments, and have great communication skills for school, work and life.</p>	<p>Year- by year- plan devised and third year is under way. Regular review and evaluation.</p>	<p>MJC</p>	<p>Half- termly and regular meetings.</p>

	Staff are reading role models (Library and Science area displays).				
Total budgeted cost					
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?
Improve Y7 PP/Catch Up Premium Numeracy and Maths Progress to meet Age Expected standards	Interrogation of Y7 entry data by Deputy Head. Liaison with Maths Faculty. Maths TA Intervention KS3 (for some) and quality class teaching	Catch Up Premium data shows that progress is secured (100% by Y8). We have invested in high quality TA training and resources and TA works closely with Leaders in Maths faculty. (Although EEF rates TA effectiveness as low, our TA is specifically trained and we have had success with this strategy, evidenced by data).	Catch Up TA sessions organised by Head of Maths and monitored by same. Quality of teaching monitored via observation, learning walks, work scrutiny, progress data etc.	JMH SDD APD	Termly by JMH, (also fortnightly Line Management Meetings, Assistant Headteacher and Head of Maths)
Improve Y7 PP/ Catch Up Premium Literacy and English Progress to meet Age Expected standards	“Let’s Think In English” programme English lessons Whole School Literacy Strategy SENCO intervention (groups for Spelling and Literacy) Bespoke Testing (ARTi) WRAT assessments in spelling (annual spelling benchmarking)	“Let’s Think In English” is highly-rated and recommended by Local Education Authority Literacy Adviser because of the positive impact on progress in other schools. We invested in training for the entire faculty during Summer 2016, working in collaboration with another secondary school. We are running it for a third year because we have evidence that it made a difference last year. 98% of Catch Up Premium students caught up by Y8.	“Let’s Think In English” managed by the Head of English Faculty, monitored by his Line Manager, an Assistant Headteacher. Year 7 classes have a timetabled discreet “Let’s Think In English” lesson each fortnight and timetabled Library lessons. Teachers are provided with resources and are able to discuss at Faculty meetings. Line management structures and meeting structures enable monitoring for SENCO work, as	JMH SDS	Half- termly (and fortnightly Line Management Meetings). English Faculty meetings as per calendar. Learning Support faculty meetings.

	ASPI group (self-named support group for Aspergers students)		do lesson observations, work scrutiny, QA process.		
Reduce Focus Room behaviour referrals and exclusions for disadvantaged students Y7-11 via targeted additional internal and external Behaviour Support and intervention and consistent application of Behaviour policy.	Y7 Summer School for Disadvantaged, Mentoring by Learning and Safeguarding Mentors, ACCESS Inclusion base, work of specialist Behaviour Inclusion Manager. Behaviour Support intervention from Local Authority. Nurture Group work led by SENCO. Heads of Year have daily Focus Room meeting with Inclusion Manager at end of school. Training for staff in referral protocol and non-escalation where possible. Bespoke curriculum for some students.	Focus Room data, Exclusion data, outcomes, next destinations (Y11) plus student feedback. Reading and EEF findings inform us that creating calm and stable conditions for learning with consistent routines and clear rewards and sanctions improves learning and outcomes. Good behaviour management leads to reduction in exclusions and increase in learning time. Some students referred to work with Inclusion Manager/ Local Authority Behaviour Support. Some students are on ACCESS inclusion plans.	Managed by Inclusion Manager and Line- managed by Deputy Head. Clear roles and responsibilities. Exclusion data regularly reported to Governor Student Matters and Equalities Committee (SMEC). Heads of Year meet daily after school with Inclusion Manager to review FR referrals and any exclusion decisions and follow-up. Heads of Year Meeting with Deputy Head and Inclusion Manager is timetabled fortnightly. Regular Multi Agency Team (MAT) meetings held at school.	RSM, JMH	Leadership Group termly. Fortnightly Line Management meetings JMH/RSM. Fortnightly meeting Headteacher and JMH. Reporting to Governors Student Matters and Equalities Committee. Fortnightly Heads of Year meeting.
Improve attendance of PP and other students Years 7-11 to meet or exceed government target minimum of 95%. Reduce persistent absence, so increasing time in	Attendance team (Manager TJR, Officer Jill, time from HR and FL, Learning Mentors). TJR has increased time in 2018/19. Heads of Year Attendance	Good attendance leads to more time in class and prevents gaps in learning. The attendance of PP students is worse than their non-disadvantaged peers in all years from Y7-11. FSM students' attendance is the lowest and is a particular focus. Pupil Premium (PP) persistent	Led by TJR with clear role descriptions for the team and clear targets for improvement. TJR is Line Managed by Deputy Headteacher, JMH JMH works with Learning and Safeguarding Mentors and HOYs to run Attendance	TJR JMH	Fortnightly Line Management Meetings, Reports to Governors SMEC. Termly attendance data reviews. Regular and frequent Attendance group meetings

lessons and creating conditions for progress.	Challenges in Years 7-11.	absence decreased in relation to non-PP persistent absence in 2017/18.	Challenges. Ofsted 20.3.18 recognised early success of these.		including Local authority attendance worker.
Use Learning and Safeguarding Mentoring to support and challenge targeted students in Years 9, 10 and 11, to help bring about better progress for Disadvantaged students by tackling barriers to learning.	Two highly trained support staff provide academic mentoring with clear targets for selected students. Provision of either 1:1 sessions or group work as appropriate. Close liaison with Heads of Year and subject staff.	The Year 11 Leavers in summer 2018 had experienced mentoring since Year 9, and this had worked well (Case Study evidence). Student evaluations are positive. Mentoring is supportive but challenging. Mentoring cohorts may also access subsidised Duke of Edinburgh Scheme Bronze taster expedition in Year 9.	Led by deputy Head JMH and run by two Learning and Safeguarding Mentors. Fortnightly team meetings and daily informal communication ensure clarity of purpose and focus.	JMH LC, RB	Fortnightly Line management Meetings JMH, RB, LC. In turn, JMH has fortnightly Line Management meetings with MJC. Reporting to Governors SMEC
Total budgeted cost					
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?
Increase uptake of PP students in enrichment/trips	Funding of trip costs for PP students	Students can be full participants in out of school learning. They feel equal to peers. Student voice and good uptake tells us this funding is valued.	Overseen by JMH, Deputy Headteacher. Clear system for parents/carers to apply for funding.	JMH	Termly and at Governor SMEC Committee. Also fortnightly Line Management MJC/JMH.
Increase uptake of PP students in Duke Of Edinburgh (DofE) Bronze Award	Learning Mentors, DofE leader and JMH take students on 2 day overnight camp in summer term.	We have run this since initiative in summer 2014. The uptake to the "real" Duke of Edinburgh Scheme has been good, with about 50% take-up. Students completed the walks and the camp, learned and demonstrated new skills and spoke of their enjoyment and sense of achievement and confidence.	Overseen by DofE leaders and JMH Deputy Headteacher.	JMH/DofE leader	Each year after camp is completed. DofE Leader/JMH/Learning Mentors

FSM students have free breakfast to help them be ready for learning and to encourage positive socialising.	Free breakfast available to FSM students in addition to their lunch allowance, daily	Take up has steadily increased and students enjoy a social breakfast in school. They have voiced their appreciation. We know that students who are well fed and have a good start to the day are more likely to achieve well.	Overseen by School Catering Manager and School Accountant (HCS), in contact with Deputy Head (JMH).	HCS, Catering Manager (JMH)	Regular Line Management meetings. Student Voice.
Ensure a very positive start to Y7 by PP students, by providing a Y6 Transition "Summer School" with a skills focus. Students buy- in to school ethos and expectations and get to know JMH and Learning Mentors.	Transition Summer School for Y6 PP joining Y7 (Since 2012)	We have increased take up year on year. 2018 summer was our biggest take up. Primary schools support this well and collaborate with us to secure attendance. Student evaluation and feedback from tutors, staff and parents convince us that this initiative helps students settle in, in addition to the usual induction days enjoyed by the whole Y7 cohort. Students learn new skills and demonstrate them- tangible learning gains. In summer 2018 34/36 eligible students attended.	Planned and overseen by Deputy Headteacher (JMH), with input from other teachers, Learning and Safeguarding Mentors and external provider QUAD Arts Centre, Derby.	JMH	JMH and Headteacher discuss at Line Management Meetings. JMH evaluates after Summer School. External provider QUAD also evaluates activities. Primary Head teachers discuss with our own Headteacher at termly meeting for Family of Schools.
Total budgeted cost					

6. Review of expenditure (* Please see note at end of section for actual figure).

Previous Academic Year		2017/2018			
i. Quality of teaching for all					
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
Learning and Teaching Strategy leads to improved	Whole school drive on CHILD arising from Learning and	We used INSET (Training Days), staff meetings, a desk poster campaign, our Mentoring service and student assemblies. We implemented the	We have learned that a consistent approach across all faculties, communicated clearly to Faculty Leaders, staff		

<p>levels of effort and resilience in students, and consequently to improved student progress.</p>	<p>Teaching review JM/MJC summer 2017. Informed by EEF materials and other educational research. Teachers have a fortnightly period for personal School Improvement And Development (SIAD). Head of Faculty Away Day July 2017 and 2018. Tracking and monitoring systems support teaching and progress. School has 2 ITT (initial teacher training) partners and this positively informs our practices.</p>	<p>strategy across the school in classrooms and re-visited in staff briefings to sustain awareness. The Key Stage 4 Progress 8 Measure for All pupils improved from -0.05 in 2017 to +0.03 in summer 2018, a school record. Disadvantaged Progress 8 Measure was -0.69 in 2017 and -0.71 in 2018. However, when taking into account data outliers (4 case-studied students) the 2018 figure reduces to -0.34. There is still a way to go, but we believe that our L and T strategies and CPD are having a positive effect for most students. Catch Up Premium students are doing well (please see separate website document).</p>	<p>and students, has led to greater clarity about standards and expectations. We will continue this approach for 2018/19.</p>	
<p>Co-coaching initiative continued for a third year in 2017/18, building the skills of teachers and allowing them to grow and innovate as practitioners, with positive impact on quality of teaching and learning.</p>	<p>Training for Co-coaching (for the third year) in November 2017, delivered by JM/M and SCJ. Volunteers (teachers) signed up and worked in pairs to complete the programme. We also trained 29 Primary school colleagues at their</p>	<p>The scheme was rolled out and training was delivered by JM/M/SCJ. Evaluations were positive and tangible skills gains were made, for example, trying out new ICT skills such as Google Classroom. Some colleagues saw significant improvement in exam results at KS4/5, which may be partly due to the programme. Students benefitted from staff who tried new pedagogies</p>	<p>We know that when we keep it focused and supply time for teachers to meet, observe and review, it works well. They value this as good CPD. However, we feel that many teachers have completed the coaching programme and we will now move away from it. We have learned that we could offer a more tailored approach in 2018/19 on a bespoke basis. We have the skills from Co-coaching to use going forward and have acquired training skills on the way, which will still be utilised on a bespoke case basis.</p>	

	joint INSET in October 2017.			
Whole School Literacy initiative will lead to better standards of written and verbal expression for students across subjects. An audit and a focus on subject specific academic vocabulary will respectively help identify priorities for action and will improve student work.	Launched at INSET September 2016 by HJB/MJC and refreshed and re-launched in autumn 2017. Academic vocabulary displayed in rooms, audit undertaken. Approach in several stages over time. Refresher staff briefings during the year.	This initiative continued as planned and the audit, training and displays were completed. A staged plan was devised and executed by MJC and HJB. They met regularly to monitor and review. We are pleased with the progress so far, and we continue work on literacy in 2018/19. Exam results at KS4 in 2018 indicate better progress (positive progress 8). Disadvantaged students attained better in 9-4 Including English and Maths in 2018 (53% compared to 51% 2017). English results for Disadvantaged students were better in 2018 than 2017. English exam outcomes, work samples, lesson observations and lesson visits during the year evidenced good and improving practice.	We will continue with this strategy as we strive for improved literacy and articulation across all subjects.	
ii. Targeted support				
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
Run Summer School for Y6 PP July 2018 to aid transition into Y7 Autumn 2018. Good take up and students make learning gains	Despite withdrawal of DfE funding 2 yrs ago, we have continued to provide extra Summer School transition days for	We were delighted that 34/36 invited did attend. This was our most successful uptake for "Summer School." We delivered a transition project that encouraged literacy/ teamwork. We went on a trip to QUAD (Arts Centre) in Derby. Students learned new skills in Digital Photography and iPad animation, whilst team-	Back in 2016 we departed from the previous holiday Summer School format and instead invited our Disadvantaged new Y7s into school for a 4 day Induction instead of the usual 2 day experience. We worked effectively with Head teachers from 6 Primary Schools to ensure good take up.	

	Disadvantaged Y6 as they join Y7. They spend 4 days with us in July, working on Literacy, relationships and getting to know staff and systems. We invited all new Y7 PP students.	working and getting to know our key staff. The student products and their feedback were very pleasing. Parents were very positive about the experience.	We have learned that our new format attracts students, is more cost-effective than our previous 2012-2015 model. We also know that parents engage with the new offer and that outcomes are tangible and give the students a real sense of pride (as well as some Literacy coaching!) We will continue in summer 2019.	
Improve Y7 PP/Catch Up Premium Numeracy and Maths Progress	Maths TA Intervention KS3 and quality class teaching	We have had a good success rate for Catch Up Premium as evidenced by data. We have invested in TA training and resources and are confident in this strategy. Although EEF rates TA effectiveness as low, our TA is specifically trained, working closely with Maths Faculty teachers.	Catch Up TA sessions organised by Head of Maths and monitored by same and Assistant Headteacher. Overview maintained by Deputy Headteacher, reporting to Headteacher. We will continue this strategy. Quality of teaching monitored via observation, learning walks, work scrutiny, progress data etc.	
Improve Y7 PP/ Catch Up Premium Literacy/Thinking Skills and English Progress via new programme.	“Let’s Think In English” Programme	Highly rated and recommended by Local Education Authority Literacy Adviser because of the positive impact on progress in other schools. Implemented in 2016/17 and continued since. The lesson material is very good and the lessons work well.	We learned that collaboration with another school’s English department was a rich and fruitful CPD experience for our staff. We will continue this strategy and have incorporated it into Key Stage 3 Library lessons for 2018/19. It is for all students, not just disadvantaged, and we think that it addresses some of our CHILD agenda.	
Reduce Focus Room behaviour referrals and exclusions for disadvantaged students Y7-11 via targeted additional support and intervention and consistent application of Behaviour policy.	Mentoring by Learning and Safeguarding Mentors, ACCESS, Behaviour Support intervention, Nurture Group work, emotional resilience focus, Heads of Year have daily Focus Room meeting with Head of Inclusion.	Focus Room data and programme outcomes including next destinations tell us that this was effective for some students, but we have a group of students who are frequently referred. Reading and EEF findings inform us that creating calm and stable conditions for learning with consistent routines and clear rewards and sanctions improves learning and outcomes. Good behaviour management leads to reduction in exclusions and increase in learning time.	We have reviewed ACCESS provision (Alternative Curriculum) for students (including Disadvantaged) and have decided that in the majority of cases we are more effective when we keep students on-site with bespoke courses rather than send out to external providers, with a few exceptions. We have refreshed our in-house ACCESS curriculum and have updated the room to support teaching of courses for small numbers of students. We have decided not to use certain former external providers. Our focus in 2018/19 is particularly, but not exclusively, on students who are frequent visitors to our Focus Room	

	Bespoke Alternative Curriculum (mainly internal).		because of behaviour referrals. We are aiming to reduce referrals for these students and are working on strategies in autumn 2018/19.	
Improve attendance of PP and other students years 7-11 so that it meets or exceeds government target of 95% in each year group. Reduce persistent absence, so increasing time in lessons and creating conditions for progress.	Continue with attendance team (Manager TJR, Officer Jill, time from HR and FL, Learning Mentors), with new role and increased Attendance hours for TJR. Introduction of Attendance Panels. Attendance Challenges (Heads of Year)	Good attendance leads to more time in class and prevents gaps in learning. The attendance of PP students (especially FSM) is worse than their non-disadvantaged peers in all years from Y7-11. PP attendance in 2017/18 held at 91%, similar to 2016/17. Led by TJR with clear role descriptions for the Attendance Team and clear targets for improvement. TJR is Line Managed by Deputy Headteacher, JMH. We successfully trialled Attendance Challenges , in the second half of the year. These were run by Heads of year and recognised by Ofsted as successful in March 2018.	We learned that tighter systems, regular attendance data reviews and money spent on good administrative support have led to a better handle on attendance. We learned that the targeted Attendance Challenges motivated students. We will repeat, and roll out in Y7-11 for targeted students during 2018/19. We continue to run an established system of sanctions for lateness.	
Increase uptake of PP students in enrichment/trips	Funding of trip costs for PP students	Students accessed this help and used it to participate in out of school learning during 2017/18. They felt equal to peers in accessing trips and visits. Student voice tells us this funding is valued.	We will continue to fund/subsidise Disadvantaged for trips and visits in 2018/19. It is an important part of our Equalities agenda. Whole staff training on Disadvantaged, delivered by Derby City School Improvement Officer on 16 June 2017 confirmed the importance of such provision.	
ii. Targeted support continued				
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
Increase uptake of PP students in Duke Of Edinburgh Bronze Award	Learning Mentor, RIM, JB and JMH took students on 2-day camp in Peak District.	We have run this initiative so far from 2014 to 2018 inclusive. The uptake to the “real” Duke of Edinburgh Scheme was 50% in 2018. Students learned and demonstrated new skills and spoke of their enjoyment and sense of achievement. They	We will continue with the same approach. Before this initiative, few PP students signed up for DofE. It is a rich experience in itself. We could advertise earlier to try and attract more students.	

	Duke Of Edinburgh Expedition Bronze Taster.	said that without the taster and full funding they would not have tried DofE. Students demonstrated real grit and resilience in the rainy conditions. Also great for staff/student relationships. It is a rich experience in itself. Students walk, navigate, plan, cook, make and break camp and socialise.		
FSM students have free breakfast to help them be ready for learning and to encourage positive socialising.	Free breakfast available to FSM students in addition to their lunch allowance, daily	Take up has increased in 2017/18. Students enjoy a social breakfast in school. They have voiced their appreciation. We know that students who are well fed and have a good start to the day are more likely to achieve well. This club also attracts them to school early, improving punctuality for some.	We will continue in 2018/19. A well-nourished student is more likely to concentrate well in class. On a welfare basis alone, we feel this is very worthwhile. We have learned that seeing the students around the school early in the morning has led to good relationships with senior staff and catering staff who are in early too.	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- * The review of expenditure in 2017/18 is based on detailed accounting records. **The total expenditure was (to be confirmed).**