



Falinge Park High School

Pupil Premium Funding

Evaluation of Impact 2016-2017

Pupil premium evaluation review academic year 16/17

This document encompasses the annual evaluative reflection of the impact of our Pupil premium strategy at FPHS. The document contains a comprehensive review of Pupil Premium funding allocation in all key areas for the academic year 16/17.

Each key area is clearly defined with the desired outcomes and success criteria determined in September 2016, measured and evidenced for progress and achievements.

Stakeholders responsible for each key area have the opportunity to measure, evaluate and evidence their own areas through data, feedback, observations, case studies and reports.

The PPRT have evaluated each key area for effectiveness, efficiency and economy using financial data, evidence, case studies, impact reports, stakeholder feedback and observations.

Key pupil premium stakeholder areas identified for 16/17:

Curriculum:

Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils

Narrowing the gap in numeracy levels at KS3 in particular low and high attainers on entry

Specific need:

Narrowing the attainment gap of PP students who are identified with a specific need

Narrowing the gap in attainment and progress of high attaining PP students on entry

Student access to appropriate nutrition for their studies

Teaching and Learning:

Creative and consistent approach to teaching and learning to narrow the PP gaps in attainment across the curriculum

Cultural capital:

Access to strategic extracurricular/enrichment opportunities

Narrowing the gap in attainment of PP MFL French students compared with non PP pupils

Attendance and punctuality:

Narrowing the gap in attendance and punctuality rates between PP and Non PP students.

Analysis of groups (Extract from Falinge Park analysis of data 2017 Section E)

E1 - Disadvantaged students compared with other students:

Disadvantaged comparable performance continues to improve in relation to the previous year. Disadvantaged pupils make overall progress inline with other pupils in the school with a comparable P8 value of -0.11. The Attainment 8 gap has also reduced from -2.39 to -1.02 with the A8 for disadvantaged students being 40.93. This is further supported by the negligible gap of 0.11 in the average point score for each cohort which is 4.09 for disadvantaged and 4.2 for other as well as the same average grade of a C- which is close to the national average of a C=.

In terms of Eng/Ma basics the disadvantaged pupils have outperformed other student in high grades 7-9 achieving 7.9% compared with 5.5% in this measure demonstrating a positive gap of 2.4%. In the standard pass 9-4 basics measure the gap has narrowed compared with the previous year from 4.6% to 3.3% with disadvantaged pupils achieving 52.6% compared with other pupil's achievement of 55.9%. The gap in the performance of pupils achieving the Ebacc at standard pass has widened to 3.2% compared with 1.4% to the previous year. Looking at this in greater detail the performance of disadvantaged students in humanities and maths has had the biggest impact in this area. This combined with the overall drop in Ebacc performance signifies an area of consideration and focused for next year.

Statistical data comparisons for FPHS Year 11 achieved compared to Year 11 predicted split by PP and Non PP is displayed in the table on the following page:

E1 - Disadvantaged students compared with other students:

Category		Type	FPHS Y11 Results Achieved 2017		GAP		FPHS Y11 Predicted 2017	
<u>Disadvantaged students Cohort</u>			PP	Other	2017	2016	PP	Other
PP	Other	Progress 8	-0.113	-0.1009	0.004	+0.03		
47%(114)	53%(127)	Attainment 8	40.93	41.95	-1.02	-2.39	38.22	42.27
Average grade		Maths and English 7+	7.9%(9)	5.5%(7)	+2.4%		3.6%(4)	4%(5)
PP	Other	Maths and English 5+	34.2%(39)	37%(47)	-2.8%		23.6%(25)	34.6%(47)
C-	C-	Maths and English 4+	52.6%(60)	55.9%(70)	-3.3%	-4.6	56.6%(60)	64.7%(88)
		9-4 pass Eng	73.7%	71.7%	+2%	+3	69.3%	71.7%
		9-5 pass Eng	57.9%	54.3%	+3.6%		36.8%	43.3%
		9-7 pass Eng	15.8%	11%	+4.8%		5.3%	9.4%
		9-4 pass Ma	56.1%	63.8%	-7.7%	-7.6	64.9%	72.4%
		9-5 pass Ma	36.8%	44.1%	-7.3%		36.8%	46.3%
		9-7 pass Ma	15.8%	14.2%	+1.6%		7.9%	7.1%
		% Achieving EBacc standard pass	7%	10.2%	-3.2%	-1.4%	8.8%	11.8%
		% Achieving EBacc strong pass	6.1%	9.4%	-3.3%		6.1%	9.4%
		Total Average points	4.09	4.2	0.11		3.88	4.01
		% A*-C Fr	75%	75%	0%		75.0%	62.2%
		% A*-B Fr	41.7%	37.5%	+4.2%		41.7%	31.4%
		WBRI males 5-9 Eng/Ma	45.5%	27.3%	+18.2%			
		WBRI males 4-9 Eng/Ma	63.3%	36.4%	+27.2%			

Analysis

Looking at individual subjects and key groups where interventions have taken place: In English disadvantaged students have outperformed other students in high grades, strong and standard pass percentages with the gaps of 4.8%, 3.6% and 2% accordingly. In terms of maths, other students continue to outperform disadvantaged students in strong and standard passes with a stable gap of 7.3%, 7.7%, however disadvantaged student achieve a greater proportion of high grades in maths with 15.8% compared with 14.2% demonstrating a gap of 1.6%. This is pleasing to see that high attaining disadvantaged student are performing well in the core subjects areas at high grades. This is reflected across the majority of subjects throughout the school at A/7 and above, however the performance of high attaining disadvantage pupils on entry at 5/B and 4/C and above is lower than other pupils across the curriculum.

Looking at French where specific investment has been allocated, disadvantaged pupils have outperformed other pupils at A*-B percentages with 41.7% achieving this measure compared to 37.5% demonstrating a gap of 4.2%. SEND disadvantaged pupils with EHC plans have made less progress and have achieved overall lower attainment than other SEND EHC pupils with A8 being 10.4 compared with 25.33. It is difficult to make statistical comparisons with this cohort as there is only 5 SEND disadvantaged EHC pupils and 3 other SEND EHC pupils and is therefore not statistically significant. However SEND support disadvantaged pupils (7) have made more progress than other SEND support pupils (8) with P8 in terms of indicative P8. This demonstrates success in the performance of SEND disadvantaged students overall as both categories have made more progress than the whole school. WBRI PP males have performed well compared with other students in the school in terms of strong and standard passes in Ma and English combined with a percentage of 63.6%/36.4% in the standard pass and 45.5%/27.3% in the strong pass.

In order to achieve these improvements the school have seen this as a priority area for intervention and funding/resource allocation. The PP review team was established to better allocate, track and evaluate the PP funding that is received by the school. The team have worked closely with key parties including attendance, access and achievement, finance, T&L and literacy and numeracy intervention staff. The focus has been to reduce performance gaps by developing the following five key areas: **Curriculum** with a particular focus on literacy and numeracy, **specific need** with a particular focus on SEND pupils, high attaining pupils on entry and pupils with behavioural issues, **teaching and Learning, cultural capital, and attendance and punctuality**. The overall results demonstrate success in these areas but another key area of success is raised expectations and ownership for the performance of disadvantaged students within these areas. Staffs' understanding of how they are responsible for narrowing the gap in the performance between disadvantage and other students has improved and key staff are starting to successfully evaluate their impact using both qualitative and quantitative data as an ongoing process throughout the academic year. The use of lesson study is having a positive impact in staff relating their CPD to pupil outcomes – an area that was awarded gold in the TDT external audit.

In order to continue to close the gap, greater targeted work related to the Heads of Community (HOC) and mentors has been built into the PP review system to ensure that there is a consistent impact across the pastoral team. Continued use of provision mapping is set to take place but with a greater emphasis of evaluating impact of strategies to ensure that funding is appropriately targeted. The whole school priority of improving vocab, **specifically Tier 2 words**, will also continue to support the improvements in disadvantaged student's literacy levels. Continuation of the focus on disadvantaged student who are High attainers on entry, mobile students and SEND is needed.

Curriculum – Narrowing the gap in literacy levels in particular reading ages for disadvantaged pupils		Stakeholders: SJY
Desired outcome/success criteria	Measured by:	Evidence of Impact
Improved engagement and attainment at KS3 and KS4	<p>Observation, feedback and assessment data</p> <p>Mock data GCSE results</p>	<p>Literacy impact document - available</p> <p>Pupil attendance at morning reading has improved - registers show</p> <p>Registers and attendance tracking for tutor time and breakfast club was cross-referenced with PP, CUP and RA data to ensure students are tracked and targeted for intervention. Procedures were put into place for ensuring regular, consistent attendance, including emailing tutors, speaking to teachers, phoning home, writing in diaries, sending for students.</p> <p>This worked well with tutor time reading but not necessarily with Breakfast Club. It was very difficult to get regular attendance by the majority of the group to Breakfast Club. Only five students came consistently across the year, however their RA results improved massively:</p> <p>Student 1 7.08-9.07 Student 2 8.06-9.10 Student 3 6.08-8.04 Student 4 9.06-13.00 Student 5 10.00-11.08.</p> <p>Out of a cohort of 241 KS4 students, 47% were PP students. Due to the change to the 1-9 GCSEs in English there is no longer tiered papers or a controlled assessment element to the GCSEs. The average grade attained by PP students in English was a 4+.</p> <p>In Language PP students performed slightly better than non-PP students in attaining grades 4, 6 and 7 (22%, 18% and 5%). PP students did not perform as well as non-PP students in attaining a grade 5 (PP students 14%, non-PP students 20%).</p> <p>In Literature PP students performed slightly better than non-PP students in attaining grades 3,5,7,8 (13%, 24%, 7% and 4%). PP student's attainment of a grade 4 was broadly in line with non-PP students (PP students 17%, non-PP students 18%).</p> <p>Improved engagement at KS3 demonstrated through: Term 2 evidence shows: 43 Year 7 pupils with a reading age below 9 years invited to attend form time reading once a week. 5 pupils did not attend any sessions. Approx 30 Year 8 pupils also attended. Of the Year 7 students who attended with a Reading age below 9 54% surpassed a reading age of 9.</p> <p>KS4 attainment - Falinge Park data analysis 2017 extract. Improvement in Eng/Ma strong pass is at 36% which is above LEA average. Eng/Ma Standard pass is 54%.</p> <p>Disadvantaged pupils continue to make more progress than other pupils in the school. Performance gaps in A8, Eng/Ma basics and Ma have reduced compared to previous years. There is only a 3% performance gap in the percentage of PP pupils achieving strong passes in Eng/Ma. Disadvantaged students outperforming other students in English strong passes, English, maths and combined 7-9 measures. 3 pupils achieved a grade 9 qualification 2 from maths and 1 from English. Overall performance in English and Maths remains strong with particular strength in the proportion of pupils achieving strong pass (9-5 grades) in comparison to other years at 55% and 40.5% accordingly. Progress and attainment in English is an area of strength within the school with the gap in the performance of English LIT and LANG significantly reducing to 6%</p>

Falinge Park data analysis 2017 extract - English

Subject	Headline		A*-A / 9-7			A* - B / 9-5			A* - C / 9-4			Average Grade	
	A8	P8	2017	2016	National 2017	2017	2016	National 2017	2017	2016	National 2017	2017	2016
English	9.36	0.078	13.3%	18.2%		55.6%	42%		71.4%	74%	71%	4=	C
English (PP)	9.47	0.163	15.8%	16.6%		57.9%	36.6%		73.7%	75.5%			C
English (Non PP)	9.26	-0.001	11%	19.1%		54.3%	45.3%		71.7%	73%			C
English Lang			7.9%	11.2%	14.6%	42.1%	23.3%	48%	62.9%	52%	65%	4+	C-
English Lang(PP)			7.9%	9.2%		40.4%	19.5%		63.2%	45.9		4+	D+
English Lang (Non PP)			7.1%	12.5%		43.7%	25.7%		62.7%	55.8		4+	C-
English LIT			9.1%	14.8%	18.8%	49%	40.8%	54.8%	66%	72.4%	72%	4+	C
English LIT (PP)			10.5%	13.3%		50.9%	36.6%		66.7%	74.4%		4+	C
English LIT (Non PP)			7.9%	15.6%		47.2%	43.3%		65.4%	71%		4+	C

Key characteristics Analysis

English PP pupils have outperformed other students in strong, standard and high grade percentage passes.

Access to wider school curriculum improves	Whole school data	<p>Whole school data shows: Through feedback and observation of pupils across the curriculum that to access the curriculum, such as reading textbooks and worksheets, students need to have a RA above 10.</p> <p>Sept 71% over RA 10. July 87% over RA 10</p> <p>Of these, in September 53 PP students had a RA above 10. In July, 70 PP students had a RA above 10.</p> <p>Impact on staffs pedagogy and practice has greatly improved the provision of guided reading in CALL, humanities and science. Not only this, the staff involved have seen the impact on the improved understanding of students' learning in their subject (Reading Impact plan evidences further). This has been so successful that each subject lead has requested that the approach is used with all Year 7 classes in each subject next year with all teachers. As such, training of all science and CALL staff was undertaken in July 17</p>
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	<p>Feedback and observation</p> <p>Reach projects</p> <p>Yr 11 Spoken language assessment</p> <p>SOL KS3 oral storytelling evaluation/Use of rhetoric Yr 9 Carnegie shadowing</p>	<p>and is planned for Geography, History, RE and Citizenship in September 17.</p> <p>Evaluation document available extract - For every job, 100 people will apply for it (British Chambers of Commerce). Zero hour contracts and increasing automation further place demands on the skills and attributes of young people to negotiate this environment. As Neil Carberry, CBI Director for People and Skills, puts it, "the right attitudes in people such as resilience, respect, enthusiasm and creativity are just as important as academic and technical skills."</p> <p>As a school we decided to trial the REACH project so we could give pupils the opportunity to develop the skills and attributes needed for success in school and for the workplace. Approximately 42% of pupils at Falinge Park High School are classified as Pupil Premium. Non-academic skills and attributes acquired through The Reach Project will have a positive impact on life changes and the pupils here at Falinge Park.</p> <p>Use of Reach projects as Yr 11 Spoken language assessment evaluated in the following results for the Spoken Language section of English Language GCSE.</p> <p>Cohort of 242 students entered, 50% passed, there are areas to improve on this as similar centres gained a 59% pass rate. 55% of students attained a Pass. 36% of students attained a Merit 7 % of students attained a Distinction.</p> <p>Ongoing numerical evaluation for the following to take place in 2017 - 2018:</p> <ul style="list-style-type: none"> ● SOL KS3 Oral storytelling ● Use of rhetoric year 9 <p>The Carnegie shadowing was particularly successful with seven, Year 8 PP students accurately predicting the overall winner. One of our student's posted reviews was printed in the magazine. Student voice shows that being part of the project has encouraged, promoted and improved reading for pleasure for the targeted students. Students were reading quality literature that they would never have read otherwise. For a couple, it encouraged making friendships-using reading to make the school inclusive. The students RAs improved significantly- especially considering that the majority were already above their chronological RA, and therefore progress is much harder. All made at least 9 months progress in 9 months, with some making 16 months progress, and one who had the lowest RA making 17 months.</p> <p>Student A 13.09-14.06 Student B 16.06-16.06 (The test does not test beyond this score) Student C 12.00-13.04 Student D 13.11-15.03 Student E 13.10-15.04 Student F 12.00-12.09 Student G 9.10-11.03</p>
<p>Gap in reading ages reduces</p>	<p>Accelerated reader data</p>	<p>Accelerated reader:</p> <p>T1 Yr 7 whole cohort 8.4 months progress in RA in four months. PP and non PP same progress.</p> <p>T2 Yr 7 cohort 12 months progress in RA in last six months. PP have made an average 14 months progress compared to 12 months by non PP.</p> <p>T3/Across the whole academic year</p> <p>RA data shows that in 9 months of teaching the students have made the following progress:</p> <p>Year 7 Whole cohort: 19 months. PP students: 20 months. Non PP students: 18 months. Only 10 of the 246 students did not make any progress. Of these 5 are already at or over their chronological age. 3 have erratic results which shows a problem with testing and two have other SEND issues.</p> <p>To access the curriculum, such as reading textbooks and worksheets, students need to have a RA above 10.</p>

	<p>Reading intervention data Guided reading CUP</p> <p>EAL project</p> <p>Tutor time reading Before school reading</p>	<p>Sept 45% of students had a RA over 10 July 74% of students had a RA over 10 Of these, in Sept 37 students were PP, by July this had nearly doubled to 68 PP students with a RA over 10. Finally, we are reducing the gap between their chronological age and their RA. Sept 21% of students had a RA over 11 July 35% of students had a RA over 12 Year 8 Progress in 9 months of teaching: Whole Cohort: 13 months, PP students: 12 months, Non-pp students: 13 months. There is no guided reading in Year 8 so this is as a result of Accelerated Reader once every other week, and the few students in Year 8 who attend tutor time reading, and their exposure to reading across the curriculum. Next Year, if the timetable allows, we will be targeting PP students with RA under 10 to conduct some guided reading with. Finally, we are reducing the gap between their chronological age and their RA. Unfortunately, we start at a lower point than where we left the students in Year 7 June as very little reading is done over the Summer. Sept 27.5% had a RA over 12. July 39.9% had a RA over 13 EAL project: T1 18 pupils have made on average 9 months progress in 4 months. 9 students have made significant gains of at least 14 months. 8 students have regressed. T2 Vast majority of the 18 pupils have made on average 14 months progress in 6 months. This is 2 months more progress than the whole Yr cohort. 7 students have made 20 months progress. Of the 8 who regressed last term, 6 have made rapid gains in their RA due the interventions in place. 2 have made gains but have not returned to the RA they were in Sept 16 T3 Pupil tracking document evidences this impact. A clear group of 8 students who have made significantly more than the average 19 months made by the whole of Year 7 and the 20 months made by other PP students. Within this group, some students have significantly narrowed the gap between their RA and their chronological age. 6 students have made more than the expected progress of 9 months in 9 months. This means 14 out of 18 students have made more than expected progress. 1 student has made the expected 9 months progress. 3 students have made less than expected progress. These students have individual learner characteristics that we were unaware of at the beginning of the project that have hindered their progress. 16 out of the 18 students now have RA which will allow them to access texts across the curriculum as they have RA near to or above 10. These students are in a much better position to cope with the demands of an increasingly challenging curriculum. Two students still have very low Reading age (RA) compared to their chronological age and there are other factors contributing to this. Student X had a very low RA of 6.5 and has made 10 months progress but the RA is nowhere near the chronological age. Student X's ethnicity is not prescribed as Roma but there are indications that this could be the case and therefore this raises questions about the level of schooling in the past. There are positives however. In September, Student X was not engaged and would stare at a computer for long periods of time. Now they are writing more, reads with others and the new RA allows them to engage more in class than previously. Student Y has made expected progress but still has a RA of 7.0. Even when hearing a text read aloud, Student Y struggles to comprehend. Other personal issues also contribute to this low RA. What is also pleasing to see is the group of students whose trajectory of progress has been steadily increasing across the year.</p>
Students access and read outside the school	Feedback and observation	<p>Staff feedback available via impact report, extracts demonstrate: Staff responses were significantly positive and many mentioned that students were learning more 'deeply' and this lead to 'deeper understanding of the topics' covered.</p>

		<p>Engagement levels within the lessons were high and the children appeared to enjoy the activities. Staff felt that students were using more subject terminology and keywords. There was a higher percentage usage of new/keywords throughout the lessons than in previous lessons.</p> <p>Staff noticed that students' skills at reading, especially those that were barriers in September, had improved. They highlighted that for some students close reading was becoming more of a habit, that inferring and deducing skills were 'much better'.</p> <p>Interestingly, Abdullah also comments on the confidence of students to 'stop me when I'm reading' and that the students have 'taken ownership of their reading and really enjoy engaging with the reading strategies.'</p> <p>Book sampling: showed that there was wide evidence that when guided reading approaches were used, written outcomes for pupils were good and that these had improved over time. Please see separate report on book sampling May 11th.</p> <p>Pupil feedback through questionnaires and questioning available via impact report, extracts demonstrate:</p> <p>Most students were able to recognise that they had been getting explicit teaching of reading in the subjects involved with the project. They were conscious of the approaches that staff were using to help them understand texts. For example, they noticed the focus on discussion in pairs around vocabulary and questions to check understanding. For example; how 'In Science, Mrs Woodhead asks us to read and then in partners to discuss what we read.' Some talked of strategies like think, pair share and shoulder partners.</p> <p>Students also noticed the variety of methods used to actually read the text in class from paired reading, re-reading, to group and teacher modelling of reading.</p> <p>Many students were also able to talk about specific reading strategies such as visualising, questioning, close reading, reading around words, re-reading, reading backwards and forwards, stopping when realising they have lost understanding and slowing down. They also mentioned strategies to understand new vocabulary such as teachers giving examples of new vocabulary by providing them with sentences featuring the new vocabulary-orally and in written form. Individual students such as mentioned being taught particular strategies such as using 'cognates' 'root words' 'charge of the word'. A few students mentioned particular strategies such as never Heard the Word grids and odd one out activities to help them discuss new vocabulary.</p> <p>Overwhelmingly, they feel more confident by the end of the project about their reading in lessons. This can be exemplified by one pupil who said, 'I'm improving all the time. At the beginning, I read really slow. Now I'm faster. I can now pronounce longer words.' When compared to the responses in September, this confidence is also seen in their willingness to ask the teacher or their peers if they are struggling to understand the text or vocabulary within it. Whereas in September, the majority of students said that they would just re-read it again on their own.</p> <p>This confidence about their own progress in reading is validated by their outcomes in the Accelerated Reader quizzes that they take in the library lessons. One pupil commented, 'I reached my target because I did before school reading. I took more than one book home so I passed my target. I understand what I read better than before. I don't skip through it now. I do it properly. Before I was getting 50-60% on the quizzes and now I get 100%.'</p>
Students feel compelled to read for pleasure	Before school breakfast reading club After school	T2 Registers taken. 43 Yr 7 pupils with a reading age determined below 9 yrs invited. 5 pupils did not attend any session. 30 Yr 8 attended form time reading. Of the Yr 7 who attended with A RA below 9 years 54% surpassed a RA of 9.

	reading club Tutor time peer reading Observation and feedback	
Students reading skills are improved through the focus on guided reading and accelerated reader programme	Reading age data measure Evaluation of guided reading programme Evaluation of accelerated reader programme	literacy Impact plan Impact strategy document for Year 7 Reading Ages evaluation for guided reading: Whole cohort: 19 months. PP students: 20 months. Non PP students: 18 months Only 10 of the 246 students did not make any progress. Of these 5 are already at or over their chronological age. 3 have erratic results which shows a problem with testing and two have other SEND issues. To access the curriculum, such as reading textbooks and worksheets, students need to have a RA above 10. Sept 45% of students had a RA over 10. July 74% of students had a RA over 10 Of these, in Sept 37 students were PP, by July this had nearly doubled to 68 PP students with a RA over 10. Finally, we are reducing the gap between their chronological age and their RA. Sept 21% of students had a RA over 11. July 35% of students had a RA over 12 At the beginning of the year 62 students who had a RA of below 9 attended tutor time reading. By the end of the Summer term, this number had reduced to 23 as RA scores had improved. Of the 23, there was still progress in RA over the year but not to move them over the 9 years threshold. For these children there were other significant factors such as EAL and SEND.
Evaluation PPRT: Director of literacy. HLTA and TA 4. English Intervention TA. Accelerated Reader CUP £3787. TOTAL SPEND £143,757. Quality Assurance check completed May 17		
Headlines: <ul style="list-style-type: none"> ● Impact strategy document for year 7 ● EAL project evaluation ● Significant improvements in reading ages through guided reading, Accelerated reader and EAL projects ● PP pupils make more progress in RA than other pupils in the school ● Falinge park analysis of data 2017 document 		
Developments 17/18: <ul style="list-style-type: none"> ● CUP information to be a separate page of information with own measurements, evidence and data ● Reallocation of CUP funding between Literacy and numeracy ● Catch up premium estimated at £27,000 exact figures not received until Feb 18 		

Curriculum – Narrowing the gap in numeracy levels at KS3 in particular low and high attainers on entry		Stakeholders: SG
Desired outcome/success criteria	Measured by:	Evidence of Impact
Improved engagement and attainment at KS3 and KS4	KS4 data maths google doc KS3 data Case studies GCSE and mock results	<p>KS4 244 KS4 pupils recorded. 47% PP. KS2 data and assessment information utilised to determine targeted interventions with specific staff. QS 20 pupils 35% PP, RK 30 pupils 47% PP, TW 36 pupils 55% PP, PH 21 pupils 95% PP.</p> <p>Pupil Foundation and higher paper abilities re-evaluated with 2 PP/5 non PP pupils moving to a higher paper and 14 PP/8 non PP to Foundation</p> <p>GCSE results</p> <p>KS4 attainment - Falinge Park data analysis 2017 extract – Maths:</p> <p>Improvement in Eng/Ma strong pass is at 36% which is above LEA average.</p> <p>Eng/Ma Standard pass is 54%. Disadvantaged pupils continue to make more progress than other pupils in the school. Performance gaps in A8, Eng/Ma basics and Ma have reduced compared to previous years. There is only a 3% performance gap in the percentage of PP pupils achieving strong passes in Eng/Ma. Disadvantaged students outperforming other students in English strong passes, English, maths and combined 7-9 measures. 3 pupils achieved a grade 9 qualification 2 from Maths and 1 from English. Overall performance in English and Maths remains strong with particular strength in the proportion of pupils achieving strong pass (9-5 grades) in comparison to other years at 55% and 40.5% accordingly.</p> <p>KS3 Maths tracking document evidence available</p> <p><u>Student 1:</u> Achieved grade 3 in his first mock exam. He was provided with additional support by TW, PH and RK and in his final exam he achieved grade 5.</p> <p><u>Student 2:</u> Achieved U in her first mock exam. Intervention provided by TW and PH helped her to achieve 4.</p> <p><u>Student 3:</u> Achieved grade 3 in his first mock exam. He was supported by RK in his final exam he achieved grade 5.</p> <p>48% PP students achieved at least one grade higher than mock 1. 40% of above were supported by additional lessons and after school revision sessions delivered by all member of department.</p>

Falinge Park data analysis 2017 extract - Maths:

Subject	Headline		A*-A / 9-7			A*- B / 9-5			A*- C / 9-4			Average Grade	
	A8	P8	2017	2016	National 2017	2017	2016	National 2017	2017	2016	National 2017	2017	2016
Maths	8.12	0.042	14.9%	15.3%	19.3%	40.7%	35.5%	48.1%	60.2%	68.8%	68.9%	4=	C
Maths (PP)	7.88	-0.025	15.8%	8.9%		36.8%	25.5%		56.1%	61.1%		4=	D+
Maths (Non PP)	8.35	0.104	14.2%	19.1%		44.1%	41.2%		63.8%	72.3%		4+	C

Key characteristics Analysis

In terms of PP pupils, Maths have a higher percentage of pupils achieving 9-7 in maths compared to other pupils with a percentage of 15.8% compared to 14.2%.

Access to wider school curriculum improves with students being able to transfer skills	Feedback, observation and data	<p>Maths faculty leadership and support including the application of numeracy throughout the curriculum. Overall students were very positive about introducing mixed ability classes (questionnaire) in year 7. The main aim of introducing it was to make sure every student has the same opportunity and chance to develop mathematically.</p> <p>Several observations and drops off showed that teachers consider planning to make sure every students is challenge.</p>
Student functional maths ability improves	<p>Feedback, observation and data</p> <p>Revision classes - all year groups. Introduces pupils to a range of maths teachers and support staff for a cohesive faculty approach to learning, engagement and the creation of a compelling learning experience.</p>	<p>Revision class At the beginning the number attending revision classes was significant but over the time (due to other exams) the number decreased. Next step: Introducing revision classes for year 10.</p> <p>Maths club TW The Faculty set up after school revision/homework help sessions for all year groups on different days, these sessions were run by TW. These sessions had limited attendance so we decided to introduce the sessions as a games club alongside the revision and homework help.</p> <p>Maths club RK NA Attendance started of good but gradually declined partly because some sessions were cancelled due to parents' evenings and various other after school meetings. Also I think perhaps after school pupil less likely to attend because they do not want to give up their time.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Can be remedied by holding the sessions at lunch times and possibly providing a lunch for pupils. • Giving incentives could encourage attendance.
Students feel compelled and empowered to problem solve using maths skills	<p>Feedback, observation and data</p> <p>Maths club Yr 7</p> <p>Cuisenaire rods for Yr 7 to address fractions</p> <p>Games club- Provides</p>	<p>Maths club, breakfast club, revision classes, games club and other mathematical resources have all contributed to supporting students to feel compelled to learn and empowered to problem solve using Maths skills. Evaluation in these areas undertaken and noted.</p> <p>Parental support obtained to further engage students and families.</p> <p>The assessment results for Year 7 students who were supported by TW have improved slightly but the biggest improvements were noticeable in their confidence.</p>

	puzzles to challenge pupils learning and introduce mathematical terminology, language, improve functional skills and application of mathematical concepts.	<p>Teachers have made the following comments:</p> <ul style="list-style-type: none"> ● 'He/she puts their hand up more often now'. ● 'He/she will start the work now, whereas they were reluctant before' ● 'He/she understands some of the starter questions and can give clear answers' ● He/she is much more confident now' <p>Cuisenaire rods Evaluation of learning resource undertaken for low ability students shows that the level of enjoyment using manipulatives increased. Due to its success this PP assisted funded resource will be expanded next year for all Year 7 groups with further support from CUP/PP</p>
Students have the resilience to not give up on challenging mathematical problems	<p>Feedback, observation and data</p> <p>Revision classes</p> <p>Maths club Yr 7</p>	<p>Games club Well attended every Tuesday with increasing numbers. Evaluation shows that the pupils involved have enjoyed their after school sessions and have found a new confidence in mathematics and their ability to problem solve and willingness to attempt new tasks or more challenging games has increased. This is evidenced by staff observation and feedback on pupil resilience. At first the pupils chose games that appeared to have minimal mathematics involved such as: memory games but now they are not afraid of trying more challenging and mathematical games like: Maths Dice, Ice Cubed, Mobi, equivalent fractions snap.</p> <p>Next we would like to promote the mathematics club further in order to engage more pupils throughout the different year groups to promote confidence in mathematics. This will require better promotion both in the Faculty and looking out across the tutor groups. It may also include looking at the days that maths club is offered, either to increase the day's/lunches that the club is on or select the days to avoid clashes with other activities and work areas. We would also like to try out some competitions throughout the year to engage pupils.</p> <p>Cuisenaire rods</p> <p>Evaluation of learning resource undertaken for low ability students shows that the level of enjoyment using manipulatives increased.</p>

Additional successes:

Breakfast club Pupil premium funded breakfast Maths revision club for Yr 11 from April 17 - June 17

Evaluation PPRT: Maths Intervention TA CUP. UPS 1, UPS 2, UPS 3. UPS not charged. **TOTAL £36,170.** Quality Assurance check May 17

Headlines:

- Purchase, introduction and use of Cuisenaire rods
- TW supporting all of the PP students across KS3 and KS4 to make sure no student is left behind
- Lunch club for year 7 and 8 students run by TW
- Homework club after school run by TW
- Lunch club - University Challenge run by GM to support PP higher attainers

Developments 17/18

- Allocation of catch up premium funding to be redistributed to meet student need. Agreement with stakeholder to allocate intervention TA % and resource for Year 7 Cuisenaire rods. % and figures to be agreed
- CUP information to be a separate page of information with own measurements, evidence and data
- Improvements to clubs and promotion of availability
- Introduction of Mathematics faculty google doc for all Maths faculty staff to enter baseline, evaluation and ongoing data relating to group activities undertaken within the faculty for evidence and quality assurance. PP/CUP to be determined for extraction of information.
- Case study evidence to support evaluation of impact

Specific need – Narrowing the attainment gap of PP students who are identified with a specific need		Stakeholders: JT
Desired outcome/success criteria	Measured by:	Evidence of Impact
Students with needs are identified by SLT and HOC's and targeted by mentors	Provision mapping Referrals to the Mentoring programme Progress and tracking documents Referrals and participation in mentor activities Mentor group work google doc	Comprehensive provision map available via google doc for 16/17 SIMS provision recording update training on interventions planned for 17/18 introduction. HC arranging. Mentoring programme Evaluation of individual progress and tracking for mentor cohort 121 Mentor Google doc for extra activities and group work Mentor activities Whole year mentor data from provision map and individual progress and tracking documents collated for cohort demonstrate: Total one to one cohort mentored pupils 97 35 PP = 36%. AS 18 mentored pupils 11 PP, CB 27 mentored pupils 8 PP, JM 28 mentored pupils 16 PP (JM higher % PP due to LAC/C4C mentor PP+ included), SC 24 mentored pupils 8 PP. All pupils have an individual progress and tracking document. Collation of cohort data shows: Access and Achievement supported 247 pupils 97 PP = 39%

Students engage in school – behaviour, achievement and/or attendance and punctuality data improves	Reflection data	<p>Reflection data T1 Full report and analysis available. T2 Full report and analysis available. T3 Conducted Sept 17</p> <p>Exclusions Monitoring and tracking via google doc introduced June 17 for HOC and Pastoral support completion.</p> <p>Pastoral team review of exclusions INSET, minutes, notes and plans available. Compelling behaviour and exclusion policy introduced Sept 17</p> <p>Achievements Achievement point review undertaken Sept 16 by HOC. New areas added and achievable measures introduced. Staff encouraged to award points. Healthy competition encouraged. Senior Pastoral team meetings review cohorts, trends and individual pupil’s minutes held. Achievements and reward review due academic year 17/18.</p> <p>Attendance See data in ‘specific need’ and also ‘attendance and punctuality’. Punctuality and attendance is monitored for mentor cohort 121 students using the progress trackers. HOC monitor and review attendance on a Community basis with the Attendance team fortnightly. Attendance pyramid introduced and fully used throughout the school. Mentors monitor attendance through progress and tracking of each individual cohort pupil.</p> <p>Punctuality See data in ‘specific need’ and also ‘attendance and punctuality’. Development of punctuality pyramid June 2017</p> <p>Behaviour Compelling behaviour policy launch Sept 17</p>
	Exclusions	
	Achievements	
	Attendance	
	Punctuality	
Behaviour		

Fixed term exclusions data June SIMS Discover data source

Yr	7 (PP)	8 (PP)	9 (PP)	10 (PP)	11 (PP)
2 years ago	8(6)75%PP	41(19)46%PP	18(5)28%PP	48(29)60%PP	34(18)53%PP
Last yr	13(2)15%PP	21(16)76%PP	49(22)45%PP	25(12)48%PP	24(14)58%PP
Current	11 (TBC)	14(5)36%PP	21(15)71%PP	25(10)40%PP	14(7)50%PP
	Decrease of 60%	Decrease of 10% 2 yrs to current after a 30% increase last year	Increase of 17% year2 to last and a further 26% increase last to current	Decrease of 20% over 2 years and decrease of 8% on last year	Decrease of 3% over 2 yrs to current. Increase by 5% 2 yrs to last. Decrease of 8% last year to this year

Permanent exclusions data June SIMS Discover data source

2 years ago 1 Yr 10 (1 PP) 100%

Last year 1 Yr 9 (0 PP) 0%

This year 2 Yr 8 (2 PP) 100% Decision adjournment for Sept 17

Progress and attainment data for these students demonstrates academic improvement

Mentor progress and tracking documents
HOC tracking of Community pupils and individuals

Academic improvements

Mentor cohort Mentor meeting May 17 review academic progress measure for mentor cohort pupils to ensure consistency of approach. Minutes available.

Mentor individual progress and tracking document clearly shows academic, social and emotional progress for all 121 mentored pupils. For many of these very vulnerable young people the support of a mentor is what enables them to attend, remain and learn in school. All stored electronically. Developments in systems for evaluating progress of mentor cohort as a whole to be undertaken next year.

HOC tracking monitored through google docs and senior pastoral team feedback.

LAC cohort Tracking through academic data, provision map and PP+ funding, Personal Education plans completed by Safeguarding officer, All about me, Our big day and LAC awards evidence to support. Pupils who are LAC have made increasing academic progress across 2016-17. The Average Progress of cohort (8 students) in terms of teacher judgements of them making expected progress and above is as follows:

Autumn 2016:82.4%, Spring 2017:84.3%, Summer 2017:85.5%

LAC/CfC Governor review available.

SEND cohort See below

Whole SEND Cohort (E and K) – Not Pupil Premium compared with Pupil Premium

Tracking through academic data, provision map, ECHP, annual reviews, TA reports, pupils and parental feedback, P2P participation, Pupil passports.

Analysis of 2017 GCSE results indicate that PP pupils formed 52.2% of the total SEND cohort. They did not achieve as well as the Non PP pupils with SEND across any of the measures and had a lower Progress 8 score (see table). This is a reversal of the case for leavers in 2016 where PP SEND pupils' achievement was better than Non PP pupils with SEND across the majority of measures. In 2016 however PP SEND pupils had a higher starting-point on entry at KS2 than Non PP SEND pupils whereas in 2017 PP pupils with SEND had a lower starting-point than Non PP SEND pupils. Pleasing however is the fact that a greater percentage of the SEN Support cohort (PP and Non PP) achieved a Positive Progress 8 score (57.1%) than the Non SEND cohort (41.7%). SEND Governors report review available.

	SEND 2017 Not PP		SEND 2017 PP		GAP
	No.	%	No.	%	
Cohort	11	47.8	12	52.2	
Average Total Att 8	28.20		16.56		11.64
Average Att 8 Grade	2.82		1.66		1.16
Average KS2 Prior Attainment	3.63		3.23		

<p>activities ongoing Mentor group work google doc Termly updates</p>	<p>managed to do a presentation to the group. Student 2 was able to make a major decision about her future education. Student 3 has not needed to access her Mentor as often as she previously did.</p> <p>Pyramid club CB Questionnaires given out gave the following responses. More confidence in class 75%. Able to work better with others-88%. Made new friends 88%. More confidence when speaking with school staff 63%. Had fun enjoying new things 100%</p> <p>Girls self-esteem JM End April 2017. WEMWBS completed as group not individuals during session 1, 8 members of the group, average score = 40.5. PP pupils = 4. WEMWBS follow-up to be completed during session 6 and score compared and evaluated. Follow-up WEBWBS score : Two of the group did not complete the questionnaire as they had 'dropped out' of the group - one due to frequent absence, and the other due to having an immature attitude within the group (it was jointly felt by the pupil concerned, HOC and myself that this individual would not continue in the group beyond session 3). The average score for the remaining 6 members of the group during session 6 = 55.1. This shows that although less questionnaires were completed, that overall the group work was very successful regarding improving the self-esteem and confidence of the remaining members of the group.</p> <p>Highly personalised girls group SC Last group of the year. All the girls wrote a little statement as to how they felt about the group. Student 1 - everyone can express their feelings and no one judges you for it. Student 2 - I have learnt a lot of things that i need and will need in the future. Student 3 - it has been really fun and i have gotten a stronger bond with people. Student 4 - I have made loads more friends and we have fun. Student 5 - I have enjoyed the group work because it's helped me be more social and it's fun. All the girls agreed that - I would really, really, really like it to carry on. We then had a Talk about Aspergers/Autism as Student 1 has also recently been diagnosed and had some questions so it was a great opportunity to discuss it with the group, which they was quite happy to do. It was interesting that Student 2 who has also recently been diagnosed but whose parents did not want her to know identified herself in a lot of the situations we discussed.</p> <p>Clubs and activities Evaluation available via mentor tracking google doc. Include: Homework club all years, Year 7 homework club, Breakfast club, break and lunchtime in the KEY.</p> <p>Study support in the KEY -Reasons students attend study support in the key. Short term medical need. Long term medical need. EHCP study support intervention. Study support provides those students with EHCPs the benefit of dedicated time for them and the Learning Support Records compiled by TA support supports this. The overall progress as discussed in individual student Annual Reviews confirms this support is valued. Often it provides the time for the interventions required on their EHCP and other agencies are happy with this. For some without EHCPs but who have ASD, it provides them with vital "down time". Whilst students may not appear to be doing much in terms of work production, they require study time for emotional, social well-being and time to be able to engage in their learning in other lessons or simply to survive the rest of the day / week.</p> <p>Students with medical issues study support allows them to catch up with learning they may have missed due to appointments / absences while they are not attending PE / Dance etc.</p> <p>All pupils on study support undertake this intervention with the support of the SENCO and HOC. Each is an individual package of intervention based on specific student need for a designated period of time and with additional support from mentors, teacher and TA's. Regular reviews take place to ensure study support is relevant and for effective.</p>
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	<p>Student council feedback</p> <p>Peer mediators</p> <p>HOC tracking and evaluation</p> <p>Student voice</p> <p>Feedback and observation</p>	<p>Individual student SIMS records show study support evidence, plus mentor google doc and study support review sheet maintained by Mentor JM. Extract shows:</p> <p>March 2017 data Yr7=4 Yr8=4 Yr9=2 Yr10=3 Yr11=12 Total=25 Community C=6 G=4 L=3 O=7 P=5 n/a=1 Total=25 SEND S/E=4 16% K=6 24% N=16 PP=13 PP+=2 N =10 PP&PP+=58%</p> <p>April 17 - May 17 Total pupils = yr 7=5 yr 8=7 yr9=9 yr10=5 yr11=9 Total community = C=3 G=5 L=6 O=7 P=14 Send S/E=6 = 2.1% K=13 = 4.6% PP=20 PP+=7 N= 16 PP&PP+ = 77.14%</p> <p>June 17 - July 17 -Total pupils = yr 7=5 yr 8=7 yr9=9 yr10=5 yr11=9 Total community = C=3 G=5 L=6 O=7 P=14 Send S/E=6 = 2.1% K=13 = 4.6% PP=20 PP+=7 N= 16 PP&PP+ = 77.14%</p> <p>The percentage of PP&PP+ study support students has risen by 19.14% between March and July 17</p> <p>Managed moves Student 1 (10) October to December 2016- Requested to go back to EBD school. Student 2 Dec (8) 2016 to January 2017 -Returned to previous school because of behaviour. Student 3 (8) Jan 2017 to present-Successful placement at FPHS. Student 4 June 2017-Final review Sept 2017 Successful so far 4 in total. 50% successful placement at FPHS. 2 PP 50% of Managed move cohort.</p> <p>Led by HOC RR – Documented</p> <p>Led by HOC HH - Documented</p> <p>Evidence supports: Parental and Pupil questionnaires for mentor 121 programme. Mentor feedback on progress and Introduction from Sept 17 with new structure and organisation tracking documents. Pupil and mentor questionnaires relating to breakfast club.</p> <p>Summer assembly rota extract demonstrates commitment to wellbeing.</p>
<p>Students' independent thinking, resilience, stability develop with a can do attitude, growth mind set and engagement in compelling learning experiences</p>	<p>Mentor 121 cohort</p> <p>Mentor supported homework club</p> <p>Mentor duties before school, break, lunchtime and after school</p> <p>Mentor group work sessions (see above)</p>	<p>All supporting evidence available to promote, Students' independent thinking, resilience, stability develop with a can do attitude, growth mind set and engagement in compelling learning experiences through:</p> <p>One to one cohort mentored pupils 97 43 PP = 44%. AS 18 mentored pupils 11 PP (61%), CB 27 mentored pupils 8 PP (30%), JM 28 mentored pupils 16 PP (57%), SC 24 mentored pupils 8 PP (33%). All pupils have an individual progress and tracking document held confidentially.</p> <p>Break and lunchtime in the KEY (CB) 17 Pupils 10 PP 59%. At the start many year 7s stayed in the Key during break and lunchtimes but as the year has gone on they have found it much easier to cope with the noise etc outside of the key and so now just pop in every so often to touch base with staff. This goes for our older pupils and those with SEND also. Our goal is always to get pupils to eventually transition to joining in with the wider school community but all are allowed to at their own pace.</p> <p>Homework club in the KEY (SC) - 33% SEND, 25% PP, average per club 6 pupils, 5 males and 7 females.</p> <p>Yr 7 homework club (SC) - 33% SEND, 0 PP, average of 3 per club, 3 females and 0 males. As usually happens in the last term this homework club has gradually wound down to a core group of 2/3 students. These are all female and none are PP and one that is SEND</p> <p>Mentor group work sessions (see above) full evidence available through Mentor google doc</p>

	<p>Mentor and TA clubs (see above) Mentor supported breakfast club</p> <p>Pastoral projects</p>	<p>Mentor and TA clubs (see above) full evidence available through Teaching Assistant google doc</p> <p>Breakfast club (AS) There is on average approximately 200 pupils per day attend breakfast club. The kitchen staff serve an average of 1700 pieces of toast per month. As mentors we see the affect breakfast club has on the pupils. I am on door duty from 8.00am and let the children in, I always greet them with a smile and good morning. Most of the pupils want to have a chat, tell you what they did the previous evening. Some of the pupils just want reassurance and a familiar face. Breakfast club definitely has a positive impact on pupils and some of the ones that attend are able to have breakfast where normally they probably wouldn't. Two of the mentors sit with the pupils and are available to chat and for some of our more vulnerable pupils this is a necessity to start their day off in a positive way.</p> <p>Pastoral projects HOC's evaluation of projects through HOC tracking docs discussed and available via senior pastoral team meetings. Examples of minutes and evidence. Summer assembly rota extract demonstrates wellbeing.</p>
<p>Additional successes: Inclusion of Mentors in Hub activities. Mentor allocation of roles parent champions, Transition</p>		
<p>Evaluation PPRT: 4 Mentors. Pastoral Officer. TOTAL SPEND £129,631 Financial year 16/17. HOC 40% allocation from April 17. TOTAL SPEND £199,621. Financial Year 17/18. Quality Assurance check May 17</p>		
<p>Headlines:</p> <ul style="list-style-type: none"> ● 247 students clear focussed support from the Access and Achievement Faculty 39% PP ● 97 pupils 121 Mentor support 36% PP all with individual targets and progress and tracking documents ● Successful programme of mentor activities throughout the year to support specific need eg: Managed moves, Bereavement support, highly personalised girls group, girls self-esteem group, Resilience, British values, Pyramid club ● Successful introduction and completion of Mentor progress and tracking documents for all mentored pupils ● Successful introduction and completion of Mentor group activity google doc ● Mentor ownership of specific specialisms AS behaviour, SC access arrangements, JM LAC Mentor, CB Managed moves and bereavement. ● Mentor responsibility for key areas of recording AS breakfast club, SC homework activities, JM Study support, CB breaks and lunchtime in the key together with their own specialism ● Mentor additional areas of involvement such as: academic Hub work, transition, parental champion, PP/FSM hub. 		
<p>Developments 17/18:</p> <ul style="list-style-type: none"> ● 17/18 split Inclusion (SEND/LAC/TA) from Pastoral (HOC/Mentors). ● Mentors and HOC together in the same line management structure of Pupil development and welfare lead by Assistant Head ● Mentor and HOC projects and intervention planning for 17/18 ● Study support in the key monitoring and tracking more robust not just noted but effectiveness of measures for these pupils. EHCP via annual review - others? ● HOC pastoral projects PP ● Managed move tracking ● Whole Mentor cohort evaluation, clear process and timeframes ● TA tracking 		

- SEND budget spending and allocation with provision mapping,
- LAC provision mapping
- More robust reflection recording and data analysis for trends and patterns/repeats
- Pastoral team exclusions INSET improvements and behaviour policy input to improve this process for Sept 17.
- How do we improve PP participation in homework club activities?
- Improved return rates of parental engagement activities
- Changes to pastoral structure and planned whole school focus for 17/18

Specific need – Narrowing the gap in attainment and progress of high attaining PP students on entry		Stakeholders: SWa, MM																																																																							
Desired outcome/success criteria	Measured by:	Evidence of Impact																																																																							
NEET figures improve for high attaining PP pupils on entry	Comparison of HA PP on entry data to leavers NEET information over the last 3 years	<p>Pupils now being tracked, figures available end October 2017. NEET for Year 12/13 Central Rochdale May 16 6.2%, May 17 3.9%</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% in F/T Education</th> <th>% in Full-time Training</th> <th>Apprenticeships or job with training</th> <th>No training</th> <th>% NEET</th> <th>% Other</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>89.4%</td> <td>0.0%</td> <td>2.6%</td> <td>1.6%</td> <td>4.3%</td> <td>2.1%</td> </tr> <tr> <td>2009</td> <td>92.3%</td> <td>2.6%</td> <td>1.3%</td> <td>0.8%</td> <td>1.3%</td> <td>1.7%</td> </tr> <tr> <td>2010</td> <td>90.9%</td> <td>2.1%</td> <td>2.5%</td> <td>0.4%</td> <td>2.9%</td> <td>1.2%</td> </tr> <tr> <td>2011</td> <td>87.4%</td> <td>1.7%</td> <td>3.8%</td> <td>0.0%</td> <td>3.8%</td> <td>3.4%</td> </tr> <tr> <td>2012</td> <td>97.9%</td> <td>0.4%</td> <td>0.0%</td> <td>0.4%</td> <td>1.3%</td> <td>0.0%</td> </tr> <tr> <td>2013</td> <td>95.9%</td> <td>0.8%</td> <td>1.6%</td> <td>0.0%</td> <td>1.2%</td> <td>0.4%</td> </tr> <tr> <td>2014</td> <td>97.0%</td> <td>1.7%</td> <td>1.7%</td> <td>0.4%</td> <td>1.3%</td> <td>0.8%</td> </tr> <tr> <td>2015</td> <td>94.0%</td> <td>0.0%</td> <td>3.9%</td> <td>0.0%</td> <td>2.2%</td> <td>0.0%</td> </tr> <tr> <td>2016</td> <td>97.0%</td> <td>0.0%</td> <td>0.8%</td> <td>0.8%</td> <td>1.3%</td> <td>0.0%</td> </tr> </tbody> </table> <p>NEET from Year 12 by school Year 11 FPHS 2.5% total for Rochdale borough 3.6%. FPHS NEET figure 1.1% lower than borough average. NEET from Year 13 by school Year 11 FPHS 1.2% total for Rochdale borough 3.6%. FPHS NEET figure 2.4% lower than borough average. Full NEET documentation available</p>		Year	% in F/T Education	% in Full-time Training	Apprenticeships or job with training	No training	% NEET	% Other	2008	89.4%	0.0%	2.6%	1.6%	4.3%	2.1%	2009	92.3%	2.6%	1.3%	0.8%	1.3%	1.7%	2010	90.9%	2.1%	2.5%	0.4%	2.9%	1.2%	2011	87.4%	1.7%	3.8%	0.0%	3.8%	3.4%	2012	97.9%	0.4%	0.0%	0.4%	1.3%	0.0%	2013	95.9%	0.8%	1.6%	0.0%	1.2%	0.4%	2014	97.0%	1.7%	1.7%	0.4%	1.3%	0.8%	2015	94.0%	0.0%	3.9%	0.0%	2.2%	0.0%	2016	97.0%	0.0%	0.8%	0.8%	1.3%	0.0%
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A*-A grades (or equivalent 8/9 grades) proportion is in line with cohort expectations	GCSE predicted, expected grade and actual grades compared and reviewed following GCSE results August 17	August 17 data shows, see below:
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Falinge Park data analysis 2017 extract - Banding on entry: High Attainers focus

E2 - Banding on entry: High Attainers focus

Category		Type	FPHS Results Achieved 2017	FPHS Y11 Predicted
<u>HA on entry Cohort</u>		Progress 8	-0.17	
HA on entry	Non HA on entry	Attainment 8	56.32	53.49
32%(77)	69%(166)	Maths and English 7+	18.2%(14)	10.4%(8)
Average grade/points		Maths and English 5+	72.7%(56)	66.2%(51)
5.63, Eng 5+(5+/5+), Ma 6-	3.42, Eng 4=/+, Ma 4=	Maths and English 4+	89.6%(69)	93.5%(72)
<u>MA on entry Cohort</u>		Progress 8	-0.038	
MA on entry	Non MA on entry	Attainment 8	39.23	39.07
43%(104)	58%(139)	Maths and English 7+	1.0%(1)	0%(0)
Average grade/points		Maths and English 5+	23.1%(24)	15.4%(16)
3.92, Eng 4=(4=/4=), Ma 4-	4.37, Eng 4=/+, Ma 4=	Maths and English 4+	52%(54)	63.5%(66)
<u>LA on entry Cohort</u>		Progress 8	-0.177	
LA on entry	Non LA on entry	Attainment 8	23.12	24.14
20%(47)	812%(196)	Maths and English 7+	0%(0)	0%(0)

Average grade/points		Maths and English 5+	4.3%(2)	2.2%(1)
2.31, Eng 3-(3-/3-), Ma 2=	4.65, Eng 4=+/, Ma 4=	Maths and English 4+	6.4%(3)	10.9%(5)
Aspiration of HA PP pupils on entry improves HA PP pupils feel challenged but build confidence and resilience	Careers 121 discussions show improved aspirations KS4 girls leadership Yr 10 supporting Yr 7 Yr 7 and Yr 8 cultural capital project	121 careers interviews documented and shared with pupils for action planning. Cambridge trip July 17 PP funded £60. Evaluation available. Extract shows: 100% of participant pupils enjoyed the residential trip. 100% of pupils felt the visit helped in some way for them to think about their future plans. 58% lots, 33% a bit and 8% not much. Pupils feedback on their enjoyment included: 'Seeing Cambridge and to see the things Cambridge teach', 'I enjoyed learning about life at university', 'Exploring the college and the city', 'Cambridge tour and the academic sessions'. 'The punting as it was at sunset and we also learnt the history of the city'. 'Talking to students' 92% of pupils responded they would like to go to University in the future. Pupils were also given the opportunity to determine any improvements that could be made. Responses included: 'Academic session', 'More free time', 'Wider range of food', 'More engaging activities', 'Make it longer', 'Meet more professors' Mock interviews: Full evaluation report available extract shows: Total number of evaluations returned : 189 When the students were asked if they were able to complete the application form: Examples of explanations: With help from my parents, During lessons, I left out some blanks, I completed every section, It was simple, I didn't get one, I missed out some parts. When asked how well they thought they did in the interview, some student comments were: I spoke a lot, I was really confident, I needed to be more confident, I explained things well and was confident, I went blank at times but explained some well, I did my best, It was easy, I made little mistakes however I think I did everything else right. When asked if they had any other comments, some of the responses were: Enjoyed it!, The lady was really nice, Thank you for the opportunity, It was amazing, It was a pleasure, thank you for the interview, More time, It was amazing, my interviewer was understanding and perfect, Thank you, Very good practice for the future Development stage		
HA PP pupils have access to high quality CIAG and colleagues	Availability and accessibility of CIAG and colleagues Highly skilled professionals in CIAG Careers Fair -All Yr 11 attended and Yr 10	Drop in, appointments, scheduled activities. Recorded and maintained by Careers MM. MM CIAG officer. Professional development of CIAG and colleagues. Promotion of CIAG through professional discussions and upskilling of additional staff including Admin staff in planning, organisation and delivery of careers networking event. Careers fair. Evaluation completed. Sample provider feedback - Event rating 100% excellent or good, 100% organisation, Student engagement 99.5% excellent or good. Student feedback - enjoyed 63%, Helped with future career planning 51% lots, activities and providers easy to understand 64%, overall rating of event 58% excellent. Careers week - Evaluation available. Stem fair - Evaluation available		

	<p>invited. Careers week Stem Fair. Careers Networking event Apprenticeship Interviews. After school club Parents evening Statement review meetings. University gateways visits Rochdale 6th form interviews in school Mock interviews Priority students visits to FE providers. Skills event</p>	<p>Careers networking event-All Yr 11. Evaluation shows: Sample comments from pupils: ‘gave a good overview of work’, ‘helped me decide my future’, ‘met lots of new people’, ‘I became more confident’, ‘made me think about my grades’, ‘Fantastic idea please repeat’. Apprenticeship Interviews. ALL Yr 11’s invited. Evaluation available After school club - Information and evaluation available Parents evening - All year groups including EAL supported parents evening and presentation Statement review meetings All year groups University gateways visits 36% of attendees PP Yr 11, 15% of attendees PP Yr 8, 55% of all attendees PP Yr 9, 50% of attendees PP Yr 7, 27% of attendees PP Yr 10 All pupils invited. Year 10 Mock Interviews - all year 10 students complete an application form and are offered a ‘mock’ interview’ with an interviewer from the wider world of work - evaluation completed. Student’s response: this event helped me improve my skills, 96% agreed, 3.5% don’t know, 0.5% didn’t agree. Was it useful to meet people from the world or work, 96% agreed, 2% don’t know, 2% disagreed. Taster Days year 10 Hopwood Hall taster day for Year 10. 85 students attended 37 PP. Representing 44% PP in Year 10 were participant. (Year 10 total PP 44%) Rochdale sixth form taster day Year 10. 163 students attended 68 PP. Representing 42% PP in Year 10 were participant. (Year 10 total PP 44%)</p>
<p>HA students achieve the highest grades because the challenge of teaching and expectations are explicitly high</p>	<p>PSHE careers lessons Assemblies</p>	<p>Teaching and learning whole school commitment to compelling learning experience and growth mind-set. CIAG promotion of aspirations through PSHE careers lessons curriculum planning throughout all year groups. Example of PSHE lesson plans for Year 11 CIAG assemblies delivered by MM, internal and external professionals. Example of assembly programme of activities. Falinge Park analysis of data 2017 extract – High attainers: High attaining pupils on entry: HA on entry pupils continue to make the least amount of progress with this gap widening between them and MA/LA in comparison to the previous year in non-core subjects only. A point to note is that HA on entry in maths outperform HA in English with an average grade of 6- compared to 5+. High attainers on entry, whilst improving, are still not making the progress expected of them when compared with other starting points, although there is less reliance on BTECs now. Key Actions: High Attainers on entry have not yet had the benefit of the challenging curriculum nor the benefit of 5 years of improved pedagogy. From a low start in September 2015 their performance still requires some improvement in the non-core subjects. 73% achieved strong passes in E/M which is not as high as we would like it to be. However, of the 77 pupils, 39 were High Attaining PP pupils on entry with an APS of 5.27 @ KS2. 72% of these achieved strong passes in E/M compared to 74% High Attaining non PP pupils (APS on entry 5.3). This will be an interesting measure to compare with national as in 2016 high attaining PP pupils outperformed others in the basics and P8.</p>
<p>Evaluation PPRT: Careers 40% allocated March 17. UPS 1, UPS 2, UPS 3. UPS not charged. Estimated spend £14,882. Quality Assurance check May 17.</p>		
<p>Headlines:</p> <ul style="list-style-type: none"> ● Successful programme of events and activities planned and delivered throughout the year with evaluation undertaken 		

- Introduction of a skills event. Facilitation by MM, DH and JW with positive pupil, parent and guest professionals feedback.
- Comprehensive and professional careers guidance provided to all pupils relevant to age, aspiration and ability
- Clear and concise careers action plans for students
- Case studies produced

Developments 17/18:

- Google doc tracking for all planned activities into one comprehensive table held and maintained by MM
- Set format for case studies to ensure key areas of evaluation of impact
- Data to be kept for PP as a group comparatively to Non PP.

Specific need – Students access to appropriate nutrition for their studies		Stakeholders: JT, EB, PPRT
Desired outcome/success criteria	Measured by:	Evidence of Impact
Large student uptake to fully funded and supported breakfast club daily	<p>Compared data in relation to student numbers attending breakfast club (confirmed attendance) and spend (cost of club supplies) over the last 2-3 years.</p> <p>Attendance via mentors Half termly check commenced HT ending May 17 recorded on mentor tracking google doc</p> <p>Spend via Business Director</p> <p>Mentor observations and feedback</p> <p>Breakfast club questionnaire Jan 17</p>	<p>Cost information in last 3 financial years: April 14 - April 15 £1381.65. April 15 - April 16 £1668.30 (Increase of £286.65 on last year). April 16 - April 17 £2438.40 (Increase of £770.10 on last year and £1056.75 on 2 years ago). Spend for academic year 16/17 was on average £200 per month</p> <p>Attendance Attendance data not held for Sept 16 - April 17</p> <p>HT ending May 17 = 250 pupils per day (Other breakfast clubs offered for specific revision classes including maths, English and MFL). HT ending July 17 = 200 pupils per day (Year 11 leavers reduced attendance)</p> <p>Mentor observations: There is on average approximately 200 pupils per day attend breakfast club. The kitchen staff serve an average of 1700 pieces of toast per month. As mentors we see the affect breakfast club has on the pupils. I am on door duty from 8.00am and let the children in, I always greet them with a smile and good morning. Most of the pupils want to have a chat, tell you what they did the previous evening. Some of the pupils just want reassurance and a familiar face. Breakfast club definitely has a positive impact on pupils and some of the ones that attend are able to have breakfast where normally they probably wouldn't. Two of the mentors sit with the pupils and are available to chat and for some of our more vulnerable pupils this is a necessity to start their day off in a positive way.</p> <p>Pupil questionnaire feedback 84% of attendee students to breakfast club do so every day, 44% of students attend just to eat breakfast, 70% think there is enough breakfast choices, 60% of attendees are male, 40% of attendees are in Year 8, 56% offered reasons why breakfast club helps them to start the day with 14% of these commenting breakfast is the most important meal of the day, 42% of school are Pupil premium.</p>
Uptake of FSM improves	FSM Spend via Business	Cost £75,828 Financial year 15/16. £76,550 Financial year 16/17 (Increase of £722.00). £80,000 Allocation

	Director Comparison of data via SIMS discover of FSM figures over the last 3 years Development of FSM/PP hub group	for 17/18 (increase projected spend of £3450 on last year and £4172 on 2 years ago) FSM Ever 6 (Data SIMS Discover) Sept 2014 479 pupils. Sept 2015 471 pupils (decrease of 8 on last year). Sept 2016 485 pupils (Increase of 14 on last year and 6 on 2 years ago) FSM/PP hub Evaluation of impact, achievements and minutes 16/17 and Action plan for 17/18. Business Director figures held
Supply of healthy choices for a range of dietary needs to support the physical growth and cognitive development of students	Catering manager dietary controlled choices for breakfast club, lunch and break time Feedback from FSM/PP hub group with healthy schools lead PM identified	Catering manager fortnightly diet sheet review. School website displays menus Signage purchased via PP £172 to introduce RAG rating for healthy choices (healthy schools). FSM/PP hub action plan and minutes. Hub evaluation document for 16/17 and planning for 17/18 Use of research and shared best practices from Healthy schools links Sue Astin with Rochdale LA, contacts with 5 ways to wellbeing, food4thought, the key for school leaders nutritional support Falings Park data analysis 2017 extract - Healthy lifestyles: There has been a change in the leadership of PE at the end of the autumn term 2016. The new leadership worked hard to improve results for this cohort with intervention around the practical units. A greater focus on effectively preparing pupils for their theory paper as well as further enhancing the extracurricular offer throughout the school to encourage pupils to gain experience in a number of sports so that they can maximise their skills within the number of practical elements needed. It is difficult to compare the performance in H&S with the previous year as the choice was made by leadership to move from BTEC to GCSE.

Subject	Banding on Entry (%)			A*-A			A*- B			A*- C			Average Grade	
	LA	MA	HA	2017	2016	National 2017	2017	2016	National 2017	2017	2016	National 2017	2017	2016
PE	5%	58%	34%	0%	0%	18%	0%	4.8%	40.6%	26.3%	38.1%	68%	D=	D
PE (PP)	50%	50%	0%	0%	0%		0%	9.1%		25%	45.5%		D+	D-
Pe (Non PP)	23%	64%	9%	0%	0%		0%	0%		27.3%	40%		D=	D+
H&S care	27%	48%	17%	5%	8%	10.8%	13.3%	60%	28.6%	41.7%	84%	53.7%	D+	B+
H&S care (PP)	27%	52%	15%	3%	0%		15.2%	57.1%		42.4%	92.8%		D+	B-

H&S care (Non PP)	26%	44%	19%	7.4%	18.2%		11.1%	63.7%		40.7%	72.8%		D=	C+
Improvements to punctuality and attendance	Breakfast club questionnaire Jan 17 Attendance team data		<p>Questionnaire 9% of students in the breakfast club questionnaire made voluntary reference to breakfast club assisting with their timekeeping, attendance and punctuality. 30% when asked specifically felt breakfast club motivates them/they don't have to worry about being late/it calms them down ready for lessons and helps to get them organised.</p> <p>Attendance team data (Data source SIMS Discover June 17) 2 years ago whole school attendance 94.37 (PP 43%) PP attendance 93.36 (PP 1.01% lower). Last year whole school attendance 90.98 (PP 41%) PP attendance 90.21 (PP 0.77% lower). This year whole school attendance 94.54 (PP 41%) PP attendance 93.39 (PP 1.15% lower). Last year average attendance data at this point in time (June) included religious festival absence period resulting in low figures. This year compared to 2 years ago shows whole school attendance has increased by 0.17% and PP by 0.03%.</p>											
SIMS Discover attendance data June capture														
Variable start to school day enables preparation time	Breakfast club questionnaire Jan 17 Mentor feedback June 17		<p>Pupil feedback: 56% of pupils commented they attended breakfast club to enable them to prepare for the school day, meet friend and do homework. Full questionnaire available.</p> <p>Mentor feedback: An earlier starting time for the school day enables pupils to be punctual and attend in readiness for Tutor time commencement. This additional preparation time with mentor support, peer interaction and breakfast food and drink provides a welcoming start to the school day.</p>											
Wellbeing and social interaction with peers before start of school day in readiness for learning	Breakfast club questionnaire Jan 17 Mentor feedback June 17		<p>Pupil feedback: 56% of pupils commented they attended breakfast club in order to interact with peers, prepare for school and do homework before the start of the school day. Full questionnaire available.</p> <p>Mentor feedback: There is on average approximately 200 pupils per day attend breakfast club. The kitchen staff serve an average of 1700 pieces of toast per month. As mentors we see the affect breakfast club has on the pupils. I am on door duty from 8.00am and let the children in, I always greet them with a smile and good morning. Breakfast club definitely has a positive impact on pupils and some of the ones that attend are able to have breakfast where normally they probably wouldn't.</p>											
Breakfast club Mentor	Breakfast club questionnaire		<p>Pupil feedback: 30% of students felt breakfast club motivates them/they don't have to worry about being</p>											

supported enabling students to seek assistance, ask questions, feel supported prior to lesson commencement in readiness for learning	Jan 17 Mentor feedback June 17	late/it calms them down ready for lessons and helps to get them organised. Full questionnaire available. Mentor feedback: Most of the pupils want to have a chat, tell you what they did the previous evening. Some of the pupils just want reassurance and a familiar face. Two of the mentors sit with the pupils and are available to chat and for some of our more vulnerable pupils this is a necessity to start their day off in a positive way.
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Additional successes:

- PPRT identified need to combine PP and FSM via a hub, established with key staff and action plan developed. Successful hub with clear evidence of impact, supportive, engaged and fully participant members each with own area of responsibility and specialism. Links to internal contacts including healthy schools, transition and external partners via LA healthy schools team and link4life forged and maintained.
- Broadening of 'Nutrition' to encompass healthy schools, creating internal and external links and identification and successful completion of food policy, healthy schools review and enhanced status healthy schools review.

Evaluation PPRT: Cost Breakfast club £4000 allocation: FSM £80,000 allocation. Combined spend for 16/17 £76,550.00. FSM/PP HUB no cost charged (PPRT Pastoral support charge in specific need). Quality Assurance check completed May 17

Headlines:

- Successful development of PP/FSM hub and associated stakeholders and external links
- Completion of Food policy within agreed deadlines using Rochdale Healthy schools template and best practice advice
- Completion of Healthy schools review and submission to Healthy schools team within agreed deadlines in required format
- Enhanced status review undertaken for Enhanced status accreditation within required time frames and submitted to healthy schools team
- Increased number of pupils attending breakfast club
- Increased investment of funds and dedicated staffing utilising mentors to support breakfast club
- Effective use of questionnaires for pupil voice
- Positive and constructive staff feedback received
- Mentor ownership of breakfast club
- Promotion of a compelling learning experience from first contact
- Preparation for the school day and learning environment with nourishment, support and a flexible start time achieved

Developments 17/18:

- Continuation of Pupil premium fully funded breakfast club
- Breakfast club questionnaire for pupils conducted by Mentor team September 17 and repeated for comparison. Seek punctuality/attendance data in relation to breakfast club attendees
- Continuation of FSM/PP hub work Sept 17 to set objectives for 17/18. Evaluation completed for 16/17 and successes shared

- Involvement of pupil voice via Student council/student groups
- Exit poll from diners to determine success of healthy schools signage
- Consider broadening from Nutrition with a Breakfast club focus to 'healthy schools'

Cultural capital – Narrowing the gap in attainment of PP MFL French students compared with non PP pupils		Stakeholders: HC
Desired outcome/success criteria	Measured by:	Evidence
Continuation of improved attainment and progress in French for PP students compared with non PP students	<p>Data</p> <p>Lunchtime support sessions - optional involvement</p> <p>Spelling bee.</p> <p>Established Term 1</p> <p>MFL/FLA</p>	<p>Data KS3: Student voice and case studies show significant improvement in pupils' attainment, progress, mindset and attitudes towards MFL and working with the FLA.</p> <p>KS4: Attainment in French GCSE was very good with 75% achieving A*-C (75% of PP pupils achieved A*-C (same as non-PP)</p> <p>Average grade of PP pupils C+ (average of whole cohort is C+; non-PP is B-)</p> <p>Improvement in attainment on last year's results by 12% A*-C measure and 9.4% on A*-A. FLA intervention has been focused more this year on the HA pupils so it is pleasing that this has had an impact.</p> <p>For PP students, French GCSEs: out of 9 students, one student got grade A, 3 students got grade B, 3 students got C and 2 students got D.</p> <p>Lunchtime support sessions</p> <p>Evaluation T1 shows: Yr 9 and Yr 11 main attenders. 15 pupils on average 7 are PP</p> <p>Spelling bee - Evaluation T1 shows: Yr 7 14 pupils across 4 classes, Yr 8 17 pupils across 3 classes, Yr 9 3 pupils, Yr 10 3 pupils. Evidence of improved engagement, participation and outcomes. T2 17 Yr 7 PP students and 10 have shown improvements = 59%. T3 4 Winners of spelling bee. None are PP. However significant gains for PP pupils some winning award for most improved. Case studies available, samples of work and observations</p> <p>AL's PP tracking document has now been shared with all MFL staff, in order for them to make use of it to inform their planning and update it themselves with observations or strategies. AL has also been involved in the production or lesson plans and resources to promote the study of MFL, which will be used by all staff from September 2017.</p> <p>Falings park data analysis 2017 extract - MFL:</p> <p>The performance of MFL is an area of strength with the proportion of pupils achieving 1 A*-C in MFL increasing from</p>

		62% to 72.9% between 2017 and 16. The performance in the both French and Urdu has significantly improved with French achieving an overall average grade of C+ (4.73) with 75% A*- C and 39.3% A*-B while Urdu achieved an overall average grade of B- (5.05) with 81.6% A*- C and 47.4% A*-B. This improvement is expected in French due to their above average cohort on entry with 7% LA, 39% MA and 46% HA. However Urdu cohort entry is 24% LA, 39% MA and 26% HA. The Head teacher has researched in detail the problems facing bilingual pupils, particularly pupils in poverty and can point to various research supporting this including a commission she undertook at her previous school. Also comparing this to the previous year where French achieved an overall average grade of C- with 62.9% A*- C and 31.5% A*-B while Urdu achieved an overall average grade of C= with 52.2% A*- C and 40% A*-B the improved performance can be seen.
Students engagement and cultural capital improves	Observation, feedback, student questionnaires for pupil voice	<p>Case studies Available evidence, samples of work and observations (Case studies were updated in HT5 following feedback from PPRT to include more numerical data).</p> <p>Student voice questionnaires Completed twice during this academic year. Full document and evaluation available. Extract shows: Comparing the two surveys undertaken during Term 1 and Term 3 an increase in the number of pupils who thought that learning a foreign language was important and a strong increase in pupil's response to the importance of working with MFL FLA support to their learning and improvement of skills.</p> <p>Follow-up student voice surveys were distributed to all PP pupils with whom FLA works. Results from both show significant improvement in pupils' attainment, progress, mind-set and attitudes towards MFL and working with the FLA. Re-advertisement of the MFL club has showed an increase in pupil attendance and pupils from all languages (French, Spanish and Urdu) now benefit.</p>
Improve pupils' metacognitive and memory skills	Observation, feedback and assessment data	Case studies available; samples of work; observations; improved GCSE results in French

Evaluation PPRT: MFL FLA. Quality Assurance check May 17. Total cost £11,194

Headlines:

- Continued development of MFL/FLA role
- Comprehensive case studies, extracts of work and evaluation activities undertaken to evidence impact
- Spelling Bee successful winners and PP students included in 'most improved'
- MFL/FLA tracking document progressed and shared with MFL team

Developments 17/18:

- September 2017 all year 7 pupils will again take part in the Spelling Bee
- Year 9s will take part in a Translation Bee (internal) and both of these will be overseen by AL.
- AL to re-launch MFL club in September.
- AL tracking document shared with staff to be ongoing

- AL to begin to complete Spanish qualification and work in year 7 Spanish lessons

Cultural Capital: Access to strategic extra-curricular/enrichment opportunities		Stakeholders: PPRT, EB
Desired outcome/success criteria	Measured by:	Evidence of Impact
Students have access to all trips and equipment regardless of social and economic situation	Promotion of PP funding opportunities to all staff, pupils and parents through a variety of communication methods	Clear pupil premium funding availability to support students in all aspects of FPHS regardless of their social and economic situation we achieve this by: Staff bulletin, Funding applications, FSM/PP hub minutes, Leaflets to parents, Website information, Parent evening promotion, Transition promotion, Pupils via assembly and tutor time. All Faculties/staff have the opportunity to apply for PP funding each request is considered individually by the PPRT. Updates to the school trips blue form for Sept 17 will enable staff to be mindful of PP when arranging and planning trips and to consider the cost, availability of students including PP students to attend and participate.
Increased number of PP students accessing extra-curricular opportunities	Comparison of spend and number of PP pupils accessing opportunities	Funding Data relating to number of pupils involved in extra-curricular opportunities unavailable for 15/16. Spend £3315. Data for 16/17 is available by Year group and number of pupils involved as part of funding request and evaluation process. Spend £13,365 Improvements for 16/17 to processes and administration demonstrate more PP funding is spent and by definition more PP students access this funding. Allocation £15,000. PP student figures over last 3 years (Data source SIMS Discover) PP Sep 2014 403 43% PP Sep 2015 478 41% PP Sep 2016 492 42%
Increased funding requests from staff for further PP student opportunities	Comparison of PP applications and spend in relation to student opportunities over the last 2 years	Funding applications over the last 2 financial years 15/16 £3315 (PP evaluation document 15/16 refers) this is made up of 12 staff requests 5 for resources and 7 for trips. 16/17 £13,365 @ June 17 this consists of 29 requests. 23 for resources and 6 for trips Full PP funding spend document available and all evaluations for academic year 16/17 Budget for PP funding extra-curricular financial year 16/17 £14,000 allocation. 17/18 £15,000 allocation Increase of £1000 allocated to this area in financial year review April 17 SWa, EB and JH. Funding request system supported by PPRT and robust measures in place for 16/17 for promotion, funding availability, criteria, process, application, consideration and evaluation. Clear processes demonstrating impact of evaluation and supported by evidence.

<p>Evaluation of impact related to allocated funding improves</p>	<p>Quality Assurance check Term 2 by PPRT Evaluation reports from all stakeholders at year end. All funding requests are evaluated for impact</p>	<p>Quality assurance feedback reports from PPRT to stakeholders May 17 Evaluation reports for end of academic year by all stakeholders against desired outcomes Financial review at end of financial year April 17 SWa, EB and JH Resource allocation for PP/CUP reassessed for September 17 for academic year PP Funding requests, evaluations and allocation of funds clearly documented, individual funding requests and evaluations, funding summary and allocation electronically and clerically with examples in PP evidence of impact file PP evidence of impact file held clerically and electronically for QA and scrutiny.</p>
<p>Funding is directed/advised based on research related to reducing barriers</p>	<p>Barriers to learning identified at the start of the academic year and reviewed throughout for each stakeholder key focus area.</p>	<p>Pupil premium google doc explicit barrier to learning section for each key focus area. Data sources EEF and Sutton trust utilised for Rationale Consistent research undertaken by PPRT throughout the year for latest updates, best practice sharing, Gov.uk, PP awards, the key for school leaders FPHS values and ethos clear to promote a compelling learning experience and growth mindset for all pupils</p>
<p>Students are given the opportunities to grow, develop and see opportunities beyond their experience</p>	<p>Promotion of PP funding opportunities to all staff, pupils and parents through a variety of communication methods. Encouragement of staff to make applications for additional funding for extracurricular activities</p>	<p>Promotional materials through bulletin, word of mouth, observation and involvement by PPRT team in whole school activities, via tutor groups and assemblies to pupils, transition meetings, leaflets, letters, face to face contact with parents Examples and evidence of specific PP funded projects: RIBA trip DT, Art Gallery trip CALL, Clothes show trip DT, Cambridge trip, Full PP funding request document available and all evaluations for academic year 16/17</p>
<p>Improvement of student opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and student potential is realised</p>	<p>Promotion of PP funding opportunities to all staff, pupils and parents through a variety of communication methods</p>	<p>Encouragement of staff to make applications for PP funding. Examples and evidence of specific PP funded activities: Resilience resource mentors, Pyramid club mentors, INSPIRE group Pastoral, MUSCLE UP group Projects, PP Funding request evaluations and allocation of funds available</p>
<p>Students to develop own ideas for funding opportunities via student council, pupil</p>	<p>Promotion of funding through lead professionals to student council, pupil voice opportunities and</p>	<p>PP funding promoted throughout the school to all staff, pupils and parents. All funding requests considered. Professionals working directly with student groups to promote funding availability and break down financial barriers to creative thinking and development of ideas. Pupil voice encouraged through evaluations for effectiveness of resources, trips, interventions and projects.</p>

voice, student feedback	student feedback	Feedback contained within evaluation documents for each activity.
Student self-developed projects i.e peer mentoring	Establishment and success of groups	PP funding of MUSCLE UP group project related to peer mentoring. PP Funding considered for all projects and promoted to staff and students via lead professionals.

Evaluation PPRT: £14,000 allocated Financial year 16/17. £15,000 allocated Financial year 17/18. Quality Assurance check May 17

Headlines:

- Successful relaunch of PP funding applications to all staff and ease of administration
- Funding requests robustly administered, with clear feedback to requester, monitoring of spend, evaluation of events and activities
- Spend increased to meet the needs of the pupils £10,050 additionally spent from 15/16 - 16/17 based on June 17 figures
- 29 made in 16/17 an increase of 12 in 15/16 of 18.
- Promotion and encouragement of available PP funds by PPRT to ALL staff for widespread use to target under achievement through attainment, aspirations, wellbeing, barriers to learning
- Promotion of FPHS ethos and values in creation of a compelling learning environment and growth mind-set through additional PP support activities

Developments 17/18:

- Review of funding application for 17/18 to break down more clearly requirements for data analysis and extraction
- Continuation of funding process, administration and evaluation
- Seek more ways to promote PP funding availability and staff uptake including the reduction in cost for all participants not just funded PP
- Involvement of student voice through links to student groups ie student council. Listen and respond to our pupils
- PP funding for the promotion and encouragement of a compelling learning experience for staff and pupils together with growth mind-set principles and opportunities
- 17/18 review processes for applications and evaluation and promotion.
- How do we ensure fair and equitable distribution of funds across all year groups to meet pupil need in key areas of development.

Teaching and learning – Creative and consistent approach to teaching and learning to narrow the PP gaps in attainment across the curriculum		Stakeholders: SWa, PJ
Desired outcome/success criteria	Measured by:	Evidence
Better understanding of barriers due to review of action research	Action research in HUBs develops Training in data areas for local, regional and national information	Enquiry questions confirm most staff focussing on at least 1 PP MIDYis training for all middle and senior leaders. RAISE online training Use of data by and with faculties and members of staff
Staff track, monitor and intervene upon the PP students related to their responsibilities	Tracking systems Hub reviews	Tracking documents these are up to date and we have evaluations from hub leads and an overall evaluation of the whole project Intervention and initiative activities Lesson study examples available
Action research in Hubs develops strategies/pedagogy and practice across the curriculum to support PP and non PP	Hubs established and lesson study model being used Support of PP students	Minutes from hubs and actions available PP student performance available for Yr 9 for 5 key measures of overall, verbal, non-verbal, skills and maths.
Staff alignment training takes place	Induction processes	All new staff follow a detailed induction to make it clear how lesson study is used and how this can be used to target PP pupils.
New staff induction has PP training built in	Established for all new staff related to PP and T & L link	Completed as part of Induction evidence to support through INSET arrangements.
T&L Briefing used to develop quality teaching (Teach like a Champion)	Briefing communication Learning reviews and PD interim reviews 3 students one must be PP	Briefing session notes available: The T & L briefing is used to share strategies for effective teaching which in turn develops quality first teaching across the school Learning reviews Professional development reviews evidence held by SWa confidentially example of PD review as evidence: Associate staff and teaching staff

Extract from **Falinge Park analysis of Data 2017:**

What made a positive difference?

- Quality first teaching - curriculum delivery and commitment to developing pedagogy and practice
- Professional development of teachers – awarded Silver by Teacher Development Trust
- Knowing your students - including mocks and targeted interventions from internal tracking
- Correct course selection and examination entry – GCSE, VCERT, BTEC
- Curriculum balance – time associated to coursework and examination preparation – excellence understood - skills and knowledge given the appropriate time to develop
- Commitment from staff – personal development through hubs, extracurricular revision sessions and effective feedback
- Relationships with students - strong relationships make students feel valued and respected and make a real difference
- Targeted intervention work and responsive planning following assessment or evaluation of impact
- Culture in school – one of high aspirations and high expectations
- Improvements in attendance and reduction in PA
- Improved behaviour and attitude in Year 11 – there were 39 Fixed Term Exclusions in Year 11 in 2014-2015; 23 Fixed Term Exclusions in Year 11 in 2015-2016; 13 Fixed Term Exclusions in 2016-2017.
- Change in strategy to alternative provision from September 2015 with the principle that we needed to reduce the number of pupils on alternative provision. We reduced this to 2 pupils in 2016-2017 from a figure of 10+ in 2014-2015.

Within these results, it is important to note that the focus of the Leadership Team has been on Key Stage 3 and improving the diet received in Key Stage 3. Key Stage 4 have not been neglected since September 2015 as the two year positive trend demonstrates but it is the performance of current pupils in the school which demonstrates the positive impact in our drive to improve teaching and learning and in creating a compelling learning experience.

Evaluation PPRT: No charge to PP. Quality Assurance check May 17

Headlines:

- Introduction and development of learning reviews
- Reviews of hubs from T&L lead, Hub leads and lesson study evaluations done by all-POR read each stud, commented and returned to staff
- Hubs have had an impact on developing strategies to support the learning for all pupils. With the focus of PP pupil in each cohort for the lesson study particular care and consideration has taken place to ensure that the effectiveness of strategies for disadvantaged has been evaluated
- 85% of the lesson studies showed a positive impact on pupils and since all staff focused on at least 1 PP pupil in the study this has a direct impact on these pupils.
- Quality first teaching is evident across the school

Developments 17/18. Consider:

- More focus and evidence and inclusion ie growth mind-set, compelling learning experience, culture creation projects
- Samples of work as evidence for PP document on a regular basis
- Desired outcomes/success criteria expectations of QFT with examples/evidence. Highly trained professionals to support ie new structure. Leadership roles etc to support staff to deliver T&L and inclusion of associate staff in Professional development to support T&L?

Attendance and punctuality - Narrowing the gap in attendance and punctuality rates between PP and Non PP students. Supported extended curriculum		Stakeholders: SWa, KB
Desired outcome/success criteria	Measured by:	Evidence of Impact
Gap reduced in overall attendance of PP students	Comparison of attendance data over the last 3 years	Cumulative attendance for academic year HT 6: 15/16 91%, PA 31.5%. 16/17 93.8%, PA 14.1% Continuation of the use of google docs to show the impact of different or various intervention strategies, usually for PA pupils. As of 11 July we have 199 pupils on the google docs spreadsheet. 110 of them are pupil premium children. Of the 110 PP, only 23 did not improve or their attendance deteriorated which means 87 pupils improved. Towards the end of this term we are working with the HOC's on a new punctuality project. We have selected 25 pupils who are regularly late to school or late to lesson. Due to leavers or holidays we were left with 22. Of the 22 pupils 12 of them are PP. The pupils are issued with a punctuality card and their timekeeping for every lesson is recorded and checked at the end of the day. Sanctions are put in place for pupils who fail to improve are have their card checked. This project is still in its pilot stage and we will check the impact at the end of term.
PP pupils attendance is in line with national figure of 94%	Consistent measurement of attendance figures to ensure in line with national figure. Attendance pyramid introduced with responsibility for attendance collectively distributed	Attendance Data: T1 Average attendance for non PP is 94.45% for PP 93.34% 1.11% lower than non PP and 0.6% below national figure of 94%. T2 Average attendance non PP is 94.98% for PP 93.83% 1.15% lower than non PP and 0.2% below national figure of 94%. T3 Average attendance non PP is 91.1% taking into account year 11's study leave after May half term, for PP 89.5%, 1.6% lower than non PP and below national figure of 94%, however as year 11 had the highest number of PP this is a smaller gap than expected Robust recording, monitoring and analysis steps introduced during latter part of 16/17 to address this area including: google doc individual pupil tracking and progress, improved use of SIMS discover through EDIT team technical support, improvements to data collection, interventions with students, assemblies, professional conversations with staff, links with EWO, home visits, Attendance pyramid introduced by attendance team in conjunction with HOC, SLT and tutors to target whole school issues. PP pupil attendance improved throughout the year to HT6 with attendance of 94% and PA at 14.8%. Overall attendance for PP pupils was higher than the previous year at 92.1% with PA's also reducing from 22.8%.
Persistent absence rate reduces for PP	Consistent and constant	Persistent absence (PA's) data: T1 averaged at : 107 PP from 200 total = 53.5% of PAs were PP. T2 averaged at : 91 PP from 165 total = 55% of PAs were PP. T3 averaged at : 201 PP from 428 total = 46.9% of PAs were PP

students	measurement of PA for PP and non PP compared to previous data captures	<p>PP PA's have reduced over this academic year from 53.5% to 46.9% a decrease of 6.6%. 182 pupils made measurable improvements over a 12 week intervention period - Full attendance report evidences progress and success. After 4 weeks 57 no longer PA following a further 4 weeks this reduced by another 32.</p> <p>Progress and attainment gap between PA and non PA pupils: Progress 8 gap reducing from 1.17 to 0.992 A8 gap reducing from 16.19 to 12.04. Ma/Eng 9-4 basics reducing from 32.1% to 23.9%. Overall impact of PA performance on whole school headlines is less significant than in previous year: Average points 3.19, Eng 3+, Ma 3= compared with 4.05, Eng 4+, Ma 4+</p> <p>Falinge park data analysis 2017 Persistent absentee extract:</p> <p>The development in the attendance team has had two measurable impacts on outcomes: the first is the reduction in the number of persistently absent pupils which has reduced from 45 to 33 students from 2016 to 2015. This is particularly significant as this cohort of student significantly underperforms in comparison to non-persistently absent pupils. The second is the progress and attainment gap between persistent and non-persistent absent pupils has reduced compared to the previous year. This can be demonstrated by the Progress 8 gap reducing from 1.17 to 0.97, Attainment 8 gap reducing from 16.19 to 11.37 and Ma/Eng 9-4 basics reducing from 32.1% to 24%. Although there still remains a significant difference in the performance of non-persistent absent pupils compared with persistently absent students (average points 3.15, Eng 3+ (4-/3=) Ma 3= compared with 4.29, Eng 4+ (4+/4+) Ma 4+) the overall impact on whole school headlines is less significant than in the previous year because even with those pupils who were PA, the no. of sessions they were absent was lower than the previous year.</p> <p>The improvements in attendance and PA has taken place through the development of the strategic leadership of the attendance team during 2016/17. Through the effective evaluation and planning of tracking, monitoring and allocation of resources and time, the impact of the team has been maximised in order to improve persistent absenteeism and overall attendance across the school. This has enabled laser sharp targeting of pupils as well as providing the team with the tools to monitor the measurable impact of their work so that they can evaluate which strategies have had the desired impact and adapt accordingly. This has also been combined with a whole school drive for every member of staff to be accountable and responsible for improving attendance at all levels which has meant that the attendance team has been able to allocate a greater resource to the persistently absent pupils meaning that they may remain in this category but their attendance is still improving. This ensures that the pupils have a greater access to the intervention that causes the greatest impact, that of quality first teaching. This is further supported by regular support/mentoring meeting by either the attendance team or pastoral leads with the pupils and parents. The impact has been significant as all stakeholder across the school have a shared professional responsibility for improving attendance and now value the impact of poor attendance as a key barrier to success and maximising the progress of any pupil.</p> <p>The creative and consistent approach to developing attendance and punctuality throughout the school remains a key priority area for leadership in order for these improvements to continue. The ongoing develop and implementation of the updated attendance and punctuality policy is a priority for the leadership of attendance. Action plans for this are in development with a focus on ensuring consistency and collaboration across all stakeholders and challenging/knowing thy</p>
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		<p>impact through the effective use of data. We are determined that we will reach National Average and across the whole school, PA was below 10% for the first time in May 2017 (cumulative). The impact of Eid on attendance figures in July does reduce our attendance and there have been two Eids that have fallen in the academic year 2016-2017.</p> <p>There are two points to note regarding attendance and PA at FPHS:</p> <ol style="list-style-type: none">1. We do not close school for Eid and use it as a professional development day as we believe that all teachers, regardless of their religion, have the right to high quality professional development and should not be disadvantaged by their right to religious observance.2. We are unusual in that we provide study leave for pupils from May half term with voluntary sessions for pupils and provision for those pupils who do not wish to take it. We do this because we believe that pupils should be prepared for college and that they are self-motivated to succeed. We take this decision as we have the highest number of pupils in education across the authority in Year 12 and due to the support we provide for pupils. <p>https://www.oneeducation.co.uk/one-editorial/attendance/year-11-study-leave/</p>
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Falinge park data analysis 2017 Persistent Absenteeism:

Category		Type	FPHS Achieved 2017		GAP 2017	GAP 2016	FPHS Y11 Predicted	
<u>Attendance</u>			Persistent absentee	Non Persistent absentee	PA/non PA Gap	PA/non PA Gap	Persistent absentee	Non Persistent absentee
Persistent absentee	Non Persistent absentee	Progress 8	-0.964	0.013	0.977	1.17		
13.7%(33)	86.3%(208)	Progress 8 (PP)	-1.053	0.079	1.132			
Persistent absentee(PP)	Non Persistent absentee(PP)	Progress 8 (Non PP)	-0.686	-0.079	0.607			
9.1%(22)	38.1%(92)	Attainment 8	31.52	42.89	11.37	16.19	30.75	41.98
Persistent absentee (Non PP)	Non Persistent absentee (Non PP)	Attainment 8 (PP)	28.93	43.85	14.92	16.92	27.95	41.73
3.3%(8)	49%(121)	Attainment 8 (Non PP)	38.63	42.51	3.88	14.99	37.78	41.70
Average grade/point		Maths and English 7+	3.3%(1)	7.1%(15)	3.8		0%(0)	4.3%(9)
Persistent absentee	Non Persistent absentee	Maths and English 7+ (PP)	0%	11.4%	11.4		0%	4.3%
3.15 Eng 3+ (4-/3=) Ma 3=	4.29 Eng 4+ (4+/4+) Ma 4+	Maths and English 7+ (Non PP)	12.5%	4.0%	8.5		0%	4.2%
Persistent absentee(PP)	Non Persistent absentee(PP)	Maths and English 5+	20%(6)	37.9%(80)	17.9		15.6%(5)	31.9%(67)
2.89 Eng 3+(3+/3=), Ma 3-	4.38 Eng 5-(5-/4+)Ma 4=	Maths and English 5+(PP)	13.6%	38.6%	25		9.1%	30.4%
Persistent absentee (Non PP)	Non Persistent absentee (Non PP)	Maths and English 5+ (Non PP)	37.5%	39%	1.5		37.5%	32.4%
3.86 Eng 4=(4=/4=), Ma 4=	4.25 Eng 4+ (4+/4+), Ma 4+	Maths and English 4+	33.3%(11)	57.7%(119)	24.4%	32.1%	31.3%(10)	65.7%(13)
		Maths and English 4+(PP)	27.3%	58.6%	31.3	35.3%	22.7%	69.6%
		Maths and English 4+ (Non PP)	50%	57.1%	7.1	28.8%	50%	63%

<p>Punctuality improves with a reduced number of students attending punctuality detentions</p>	<p>Punctuality tracked Punctuality project undertaken June 17 Detentions : tighter control over detentions issued for punctuality issues</p>	<p>Punctuality data T1 2988 late marks recorded lessons and sessions (no report at that time). T2 2486 late marks recorded lessons and sessions 1131 marks PP: 45% of this cohort. T3 2798 late marks recorded lessons and sessions 1348 marks PP: 48% of this cohort.</p> <p>Punctuality pyramid in progress of completion by attendance team in conjunction with HOC, SLT and tutors New punctuality project developed the last 3 weeks of term- 25 were identified for the cohort. 14 of these are PP. Of the 14 9 improved. Numbers attending punctuality although detentions are slowly decreasing there are still large numbers being given late detentions, this is work in progress and we are looking at whether this is the best way forward in our attempts to encourage excellent punctuality. PP pupil punctuality varied with 89 late marks and 69 pupils being late during w/c 30/06/17 this reduced from 115 late marks and 86 pupils at its peak during HT6. 203 late marks and 123 pupils during its peak in HT 5. Repeat offender data shows pupils arriving late twice reduced to 22 and more than twice 8 pupils during w/c 30/06 17 and from 42 and 30 at the start of HT 6 and 51 and 30 during HT 5.</p>
<p>Targeted mentoring/group work has a positive impact on absence levels, attendance figures and punctuality</p>	<p>Attendance tracking for effectiveness, efficiency and economical review of 121 targeted and group work activities with pupils</p>	<p>Attendance tracking google doc. Case studies available for specific cases. Examples of group work evaluations are available. Attendance analysis report available. A new style assembly has been introduced to promote the Attendance Pyramid and to celebrate attendance. Certificates and rewards are issued during the assemblies. Assemblies are held the second week back after a half term and two assemblies were held in T3.</p>
<p>Parental engagement strategies to target barriers, understanding and impact of absence on student learning</p>	<p>SEAP Attendance panels Fixed penalty notices Attendance 121 parental contact and support for families Liaison with external organisations and EWO Professional discussions with HOC's to ensure clear strategies for parents and pupils Attendance pyramid introduced</p>	<p>Documented meetings The Attendance Team Education welfare officer (EWO) Panel meeting in Term 3. Penalty Notice fines have been re-introduced as of w/c 19th June for holidays taken in term time. All parents have been notified of this via a letter sent with the school newsletter. The wording on the website has been amended slightly to reflect this change and the new term time absence form is now available as a download. Draft letters are available on the SIMS letter template. Sample letters are available to be used for the wide range of issues around attendance. The attendance team use these template letters and if new situations arise a new letter is devised and approved by the Head teacher. Attendance/punctuality standard letters are posted out usually in batches rather than individually. Shared with pupils, parents/carers and staff. Weekly colour coded attendance/punctuality data sent out to whole school every Monday morning - tutors go through with their pupils.</p> <p>Kirkland Rowell Attendance analysis shows: Staff view Pupil punctuality: Outstanding. Staff view truancy control: good. Student view: good. Parental view: good</p>

Reward systems for 100% attendance and improved attendance is effective in motivating students	Systems in place for monitoring 100% attendance and celebrating success through tutor groups, communities and assemblies.	100% attendance data held and details of rewards Pupils and parents comment that they are wearing their attendance badges and they are proud to be awarded a certificate in assemblies. We see higher numbers of pupils asking about their attendance figures at our reception and also querying their attendance if it is not as good as they think it should be. Form tutors enjoy the rivalry between forms trying to get the highest attendance and they engage pupils in the competition. Staff like to see their pupils receiving badges and certificates and they are encouraged to communicate with our team about how they can support pupils to raise their attendance.
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Evaluation PPRT: Attendance team cost £74,472. Quality Assurance check May 17

Headlines:

- A successful introduction of new attendance line management and team members.
- Clear attendance focus, team and whole school objectives with determined and communicated targets for achievement levels measured against national data.
- Collaborative working to develop attendance pyramid with tutors, HOC's and attendance team
- Attendance team introduction of google doc for evaluation of impact regarding PAs
- EDIT team support to define available data capture methods for attendance, punctuality and group characteristics for more sophisticated analysis of groups
- Introduction of robust late processes and punctuality detentions
- SEAP panels
- Government decision to reintroduce instant fines for term time holidays
- Attendance overall has improved from last year overall by 2.8% from 91% 2015/16 to 93.8% 2016/17. 2015/16 PP attendance was 90.4% and 2016/17 92.1, improved by 1.7% (partly due to incorrect marking of year 11 students at the end of 2015/16)
- PA has reduced on a large scale whole school 2015/16 31.5% with PP at 33.8%. 2016/17 whole school PA 14.1% with PP 22.8% (partly due to incorrect marking of year 11 students at the end of 2015/16)
- 194 pupils closely PA monitored during 16/17 1-06 PP and 88 Non PP at the end of the project 109 remained PA for Yr7-Yr10
- 182 pupils made measurable improvements in attendance over a 12 week intervention period, during the first 4 weeks of monitoring 57 were no longer PA and a further 4 weeks reduced this number by another 32 PA students
- Parental engagement activities such as: Phone calls, meetings, home visits, letters, reward postcards

Developments 17/18:

- Operational and strategic direction of resource from the attendance team
- Creative and consistent approach to developing attendance and punctuality throughout the school
- Ongoing development and implementation of the updated attendance and punctuality policy is a priority for the leadership of attendance
- Action planning: establishing an effective plan for the implementation of the policy that is monitored and evaluated throughout the year with timely response to findings by the attendance team
- Challenging/knowing thy impact through the effective use of data during professional dialogue and meetings
- Termly PP updates with numerical data for: Attendance whole school PP and non PP, Attendance compared to national %, Punctuality and punctuality strategies and detentions
- Desired outcomes/ success criteria consider extended curriculum

- Wider school responsibility for attendance and punctuality via assemblies, staff bulletin, email communication, pyramid introduction and progress, HoC's meetings, senior pastoral team input, working with tutors mentors to support
- Evaluation of 121 activities, group work, SEAP panels and interventions to determine next steps for 17/18 for efficient use of attendance team resources

Summary and next steps

This evaluation will now be used to strategically influence the Pupil Premium strategy for the next academic year. Key Pupil Premium stakeholders will meet, discuss and agree the areas of focus for 17/18 in September 2017 and include any areas of development identified from the evaluation of impact document 16/17. It is important to note that through evaluation the strategies used are having an impact on reducing the gap between the performance and outcomes of disadvantaged pupils within the school and nationally. This means that although adaptations and improvements will take place the macro areas of focus will remain.

Pupil Premium Review Team: Simon Ward and Julie Hilton with the support of key Pupil Premium stakeholders