

**REVIEW OF EXPENDITURE AND PP IMPACT SUMMARY 2016/17**

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| **Desired outcome** | **Chosen action/approach** | **Impact: Did you meet the success criteria?** Include impact on students not eligible for PP, if appropriate. | **Lessons Learned**(Will continue with this approach) |
| **Improve teaching and earning to improve outcomes****Improve attendance of PP students****Ensure a broad and balanced curriculum for all.** | **Introduction of the Magic 3**Improve levels of literacy for disadvantaged students by using the in-house literacy ‘i’ strategies.Effective use of assessment in lessons to improve outcomes.Introduction of the Shine strategy to provide challenge and improve outcomes for the more able students. | Reading ages for pupil premium students closed the gap between their reading age and their actual age:Year 7 – 39% of students closed the gapYear 8 – 14%Year 9 – 23%Year 10 – 15%Use of iSpell ensured students spelling of common homophones and connectives are improving across the curriculum:Year 7 – 83% and 77% improvementYear 8 – 71% and 72% improvementYear 9 – 85% improvement (both sets of words)Year 10 – 74% and 77% improvementYear 11 – 75% and 96% improvementLonger writing responses improved again for PP students gaining more marks for these questions in English, History, Geography and French.Library use has increased with an increase in loans of 1307 for PP students.PP Shine – Progress of PP students improved however Shine PP students are not making enough progress in P8: PPI Shine = -0.83 and PPI Non-Shine = 0.24.PP (non PP) Attendance 2016/17Overall – 92.67% (96.28%)Year 7 - 96.07% (97.5%)Year 8 – 94.75% (97.37%)Year 9 – 90.40% (95.79%)Year 10 – 89.05% (89.05%)Year 11 – 92.03% (95.42%)GCSE Outcomes improved closing the gap between PP students and their peers:

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|  | **2015/16** | **2016/17** |
| **PP** | **Non PP**  | **PP Shine** | **Non PP Shine** | **PP** | **Non PP** | **PP Shine** | **Non PP Shine** |
| **Progress 8** | -0.92 | -0.28 | -0.15 | -0.29 | -0.25 | -0.03 | -0.55 | 0.24 |
| **Attainment 8** | 35.47 | 45.56 | 63.75 | 61 | 37.89 | 45.87 | 53.48 | 65.27 |
| **Basics C+** | 25.5% | 49.5% | 100% | 100% | New 1-9 grading |
| **Basics 4+** | Old A\*-G grading | 39.8% | 60.8% | 90.9% | 82.6% |
| **Basics 5+** | Old A\*-G grading | 19.4% | 41.8% | 63.6 | 72.5% |
| **Ebacc C+** | 5.7% | 25.8% | 75% | 66.7% | New 1-9 grading |
| **Ebacc 5 +** | Old A\*-G grading | 7.1% | 22.8% | 27.3% | 43.1% |

 | Use of the Magic 3 This strategy has proved successful. Evidence of this can be found in SMT quality assurance, department reviews and department exam analysis.**Lessons learned**Literacy – need to use reading ages more effectively to plan teaching for reading.Assessment – need to share expertise on how to use assessment to plan effectively and use in-house data systems like the DART.Shine – need to refine the use of Shine to ensure that this truly is a challenge for our more able students and not an extension task. Shine PP students are very small, however, they must be a focus for the Shine team as they are not achieving as well as their peers.Attendance Year on year improvement continues, but there is still a small number of students/families who remain the most hard to reach.**Lessons learned:**Continue to use outside agencies and APLs to raise the profile of attendance and the impact it has on students’ outcomes and life chances.Broad and Balanced CurriculumWe feel that we adapt to arising needs of our students and meet all needs well.**Lessons learned:**We will need to adapt some of our specifications to ensure they are suitable for our learners. This has already happened in Maths and will continue with Hair, Construction, Food and French. |