



Pupil Premium Strategy

2018-19

INGLEBY MANOR FREE SCHOOL & SIXTH FORM

The context of the School

Ingleby Manor Free School & Sixth Form draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its six main feeder primary schools. The school has grown year on year from opening in 2014 and now has all year groups on roll from Year 7 to Year 11, with our first cohort sitting their GCSEs this academic year.

The school is part of Delta Academies Trust. There are 582 pupils on roll. 19.97% of pupils are eligible for disadvantaged funding, 22.22% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and English that are having a positive impact and are well supported by the trust (Delta).

In May 2017, the school received an OFSTED Section 5 Inspection and was graded as 'good' in all categories. Our primary focus has been on improving behaviour, developing leadership and securing success through improved quality first wave 1 teaching. The appointment of our Principal at Easter 2018, followed by the appointment of three Associate Assistant Principals from September 2018, has brought capacity and strength to the School's Leadership Team. Alongside the SLT and the MLT there is strong weekly support from Delta Subject Directors, driving forward high standards of success for all year groups, with special focus on the Year 11 students.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the school on improvement priorities on a regular basis.

The school is a smaller than average school. The proportion of pupils eligible for free school meals is above the national average at 8.19%. Pupils within the school are mainly White British with the numbers of pupils who speak English as an additional language is below the national average but increasing at 1.02%.

There are a considerably higher number of pupils with SEND, at Ingleby Manor, than in most other local mainstream secondary schools. We currently have 22 students with EHCPs at Ingleby Manor, which is 3.8% of our school cohort, (the national average is 1.9%). 19% of the school is on the SEND register and this includes 35% of the year 7 cohort.

Under the leadership of both the SLT and MLT, the School has shown that we have the capacity to bring about significant and sustained positive change.

	Prior Attainment Data Average Points Score on Entry				
School	School	National	Difference	pp Students	Difference
Year 11	29.17	28.7	0.47	29.04	0.34
Year 10	29.22	29	0.22	27.02	-1.98
Year 9 Reading	102.94	102.6	0.34	101.33	-1.27
Year 9 Maths	103.03	103	0.03	102.48	-0.52
Year 8 Reading	104.07	104	0.07	100.56	-3.44
Year 8 Maths	104.86	104	0.86	103.41	-0.59
Year 7 Reading	105.38	105	0.38	101.95	-3.05
Year 7 Maths	104.85	104	0.85	101.32	-2.68

The School's prior attainment data is shown in the table above for all year groups.

Pupil premium strategy statement 2018-19

1. Summary information					
School	Ingleby Manor Free School & Sixth Form				
Academic Year	18/19	Total PP budget	£83276	Date of most recent PP Review	01/09/18
Total number of pupils	582	Number of pupils eligible for PP	118	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP Prediction 2019	All Pupils Prediction 2019
% achieving a pass in English / Maths (grade 4)	87%	86%
% achieving a pass in English / Maths (grade 5)	60%	58%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and Numeracy skills entering Y7 are lower on average for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.
B.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in English and Mathematics at KS4. This reduces future life choices.
C.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in the ebacc and open baskets.
D.	Low aspiration, resilience and a thirst for learning is having a detrimental effect on their academic progress.
Di.	High level of students with attachment behaviours affecting academic progress.
Dii.	High level of need of Pupil Premium students with SEN, higher than national average leading to stretched staff resources. High number of PP students with EHCP.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind.	
F.	Lack of consistent support from external agencies, including lack of support from the Local Authority for PP students with SEN.	
G.	Lack of funds available to fund Alternative Provision where needed.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy and numeracy for year 7 and year 8 pupils eligible for PP.	The reading age of Pupil Premium students will be raised for those who were below their chronological reading age on entry to Year 7. Evidence will be available via the Accelerated Reading Programme. Catch up Numeracy intervention will identify gaps in knowledge and accelerate progress of students who are functioning below age expectations..
B.	To continue improved rates of progress at KS4 English and Mathematics for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in English and mathematics at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results.
C.	Improved rates of progress at KS4 in the Ebacc and Open Baskets.	Pupils eligible for PP make as much progress as 'other' pupils in the Ebacc and Open Basket subjects at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results.
D.	Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Pupils identified through survey, behaviour data and the inclusion team as causing concern or vulnerable are able to engage more positively in learning and require less interventions either via mentoring or behaviour management. Evidence RAG, behaviour data.
Di.	To help pupils develop age appropriate skills and inner resources to express themselves and self-motivate, with support from a team of key adults	Pupils' social, emotional and learning needs are addressed and supported via the Bridge. Alternative learning space to complete classwork is provided in the PLC. 2 sessions of whole staff CPD provided by Virtual School. Bespoke training delivered by Virtual school to SEN team
Dii.	To liaise with parents and external agencies to personalise the school's robust SEN support plan for all students on the SEND register and in receipt of Pupil Premium. To work with care teams to personalise SEN provision through termly PEP meetings for children and young people in care.	Regular multi-agency meetings are arranged, attended by all invitees, minuted and actioned promptly. CPD provided to all staff around students and attachment issues, different SEN issues, support strategies and classroom strategies to aid progress. All completed PEP documents are quality assured as 'amber or green' by Virtual school.
E.	Increase in the attendance of pupils eligible for PP	Attendance figures show that the gap between PP pupils attendance is closing and in line with 'other'. Evidence through half termly attendance data.
F.	Consistent support from external agencies and Local Authority	Designated teacher attends virtual school training and networking events. DSL, SENCO, Learning Managers and Designated Teacher log and maintain all communication and documentation appropriately via CPOMs. Pastoral team to create and maintain successful working relationships with external agencies such as CAMHS, PCSO and social care. Feedback from referrals and reviews sent to external agencies are escalated to line managers if external agencies are not communicating effectively.

G.	Funding for Alternative Provision	Students identified with high numbers of behavioural incidents and many FTE's on their record. Students offered AP 2/3 days a week to achieve a vocational qualification alongside the core subjects from in school education.

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – High levels of progress in literacy and numeracy for Year 7 and 8 eligible for PP	<p>Year 7</p> <ul style="list-style-type: none"> -Reading ages assessed at the start of Y7 (NGRT online assessment) Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover,write, check -Accelerated reader - Word of the week - Nesy phonics intervention - Catch Up Literacy -Reading starters -Selecting PP students to read smaller sections of a text to build confidence in reading. -Introduction of Reading Rediscovered Collaborative learning embedded in curriculum <p>Word of the week delivered whole school</p>	<p>Differentiated material</p> <p>Demonstrate and connect activities linked to assessment will show improvement leading to all students making progress</p>	<p>Regular monitoring of progress and attainment through data tracking</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 currently being further developed)</p> <p>Literacy leaders check displays in all classrooms, weekly PowerPoint sent to tutors to deliver</p>	<p>All teachers of KS3 are responsible for tracking student progress.</p> <p>Overall checks by HoDs</p>	<p>Termly through data discussions with SLT</p>

	<p>Year 8</p> <ul style="list-style-type: none"> -Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover,write, check -Accelerated reader -Reading starters -Selecting PP students to read smaller sections of a text to build confidence in reading. -Introduction of Reading Rediscovered 				
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<p>B – Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP</p>	<p>Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking and PIN marking.</p> <p>Director support in the departments working closely with HoDs to improve rates of progress.</p> <p>Various interventions provided within English and Maths.</p> <p>Teacher files used to inform planning for teaching and learning, focus on PP pupils. Weekly RAG meetings to track progress and interventions.</p>	<p>Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps,</p> <p>Teacher files identify and track PP students against their peers, data used to inform planning for teaching and learning, aiding progression.</p> <p>Updated RAG sheets tracking progress and interventions.</p>	<p>Regular monitoring of progress and attainment through data tracking, weekly RAG meetings with SLT.</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies</p> <p>Director support regarding T&L and resources. Support with Assessments – Delta assessment calendar followed with robust data collection/grade boundaries provided.</p> <p>4 and 5 lens department reviews half termly.</p>	<p>HoDs. Directors of Maths and English.</p>	
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<p>C-Improved rates of progress at KS4 in the Ebacc and Open Basket Qualifications</p>	<p>Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking.</p> <p>Increased robustness of tracking and quality assurance.</p> <p>Progress RAG meetings held every 3 weeks with SLT & HoDs.</p> <p>Interventions and drop down days built into the curriculum.</p> <p>Holiday Interventions for Year 11 students.</p> <p>Teacher files used to inform planning for Teaching & Learning.</p> <p>Provide after school intervention once a week.</p> <p>Collaboration with lead schools in the trust.</p> <p>Visits to other schools to see good practice.</p> <p>50% discount educational visits for students. Provide specific revision guides appropriate to the courses</p> <p>GCSE POD and a space afterschool to access the internet used where appropriate</p>	<p>Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps,</p> <p>Teacher files identify and track PP students against their peers, data used to inform planning for teaching and learning, aiding progression.</p> <p>Updated RAG sheets tracking progress and interventions.</p> <p>Provide higher and foundation tier lessons to enable 'teach to the gaps'.</p> <p>Targeted intervention by subject Director.</p> <p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen.</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills.</p> <p>Pupils use exam specific resources on GCSE POD.</p>	<p>Regular monitoring of progress and attainment through data tracking, RAG meetings every 3 weeks with SLT.</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies</p> <p>Director support regarding T&L and resources. Support with Assessments – Delta assessment calendar followed with robust data collection/grade boundaries provided.</p> <p>4 and 5 lens department reviews half termly. Regular monitoring through RAG and other data tracking relating to PRP</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents and register of attendance</p> <p>Improvements in assessments</p>	<p>Subject teachers, Directors and SLT links.</p>	
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<p>D-Pupil Premium students with SEN have improved engagement with lessons, aiding improved progress.</p>	<p>Additional transition visits and meetings</p> <p>Quality first teaching informed by SEN information, SEN support plan and one page profile for teachers' reference.</p> <p>Daisy Chain placements applied for and secured</p> <p>Educational Psychologist assesses high need students and makes recommendations</p> <p>Visits from PCSOs to address concerning behaviour and promote good decision making</p> <p>Prisonmenoway roadshow – provided real life examples to engage students</p> <p>Online learning platforms: Edlounge, GCSE Pod, Hegarty Maths</p> <p>IBPs and risk assessments created in collaboration with student, home, school and external agencies</p>	<p>Half price educational visits offered to PP students.</p> <p>Small core class sizes</p> <p>One page profile informs staff of difficulties, impact on teaching and learning as well as useful strategies.</p> <p>Whole school scripts and key reminders sent out to staff based on 'calmer classroom' resource</p> <p>Designated teacher emails out virtual school free events and taster sessions to foster carers; such as self-defence taster days, writing competitions, and free cinema screenings</p>	<p>Close liaison with Designated Teacher / SENCO, Learning Manager, carers, virtual school, local authority and social care where necessary to ensure consistent and cohesive support is achieved with regular reviews</p>		
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A – High levels of progress in literacy and numeracy for Year 7 and 8 eligible for PP</p>	<p>Personalised and small group provision following diagnostic testing (CATS, ART, VERNON, Dyslexia screening) to include literacy program that is appropriate.</p> <p>Develop links with primary schools following last year's successful pilot to increase intervention for pupils in Y6 who are coming to Ingleby Manor School in September.</p> <p>Online access to materials for visually impaired.</p> <p>Reading trolley available for each year group</p>	<p>Diagnostic testing ensures that pupil's needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown to be effective and are used in other Academies within the chain</p> <p>Reading Reconsidered Scheme of Work implemented in Y7, Y8 and lowest Y9. Interventions up and running with weakest Y7 and Y8 in the bridge</p>	<p>Regular monitoring of progress through data tracking</p> <p>Liaison with Primary Schools as appropriate</p>	<p>SENCO Bridge Team Pastoral Team</p>	<p>Feb & July 2019</p>

	<p>Robust reading and spelling testing, data shared across the academy and used in planning (class profiles)</p> <p>Implementation of New Reading Strategy to Ks3 students within English. Reading Reconsidered'</p>	<p>To enable all teachers to differentiate appropriately so that all pupils can access reading material. Data has shown a significant number of pupils eligible for PP have a reading age lower than their chronological age.</p> <p>To improve the Chronological Reading ages of students.</p>	<p>QA process</p>	<p>AP data & interventions LL</p>	<p>Class profile checking LL Drop ins</p>
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<p>B – Continued Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP</p>	<p>Deliver targeted interventions to and revision to small groups of Year 11 delivered by directors, TA's, subject teachers.</p> <p>Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only. Specific students are targeted through letters and phone calls home.</p> <p>Provide specific revision guides appropriate to the mathematics and English examinations. Discounted rates for Pupil Premium students</p> <p>Provide passwords to GCSE POD and a space afterschool to access the internet</p> <p>Teachers to have active knowledge of who their PP students are. Targeted questioning in lessons, use of orange pen to help guide students in lessons.</p> <p>Hegarty maths used whole school with rewards and positive competition around usage and time spent on Hegarty</p>	<p>Students are able to focus on individualised targets. Teacher has more time to be able to support the individual needs of the pupils and help them to make rapid progress.</p> <p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen.</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills.</p> <p>Pupils are given feedback on the questions issued on GCSE Pod. Teacher can monitor how many off the pods students are watching. Pupils use exam specific resources on GCSE POD. Digital technology, +4 months moderate impact for moderate cost.</p> <p>Teachers are familiar with their class and students. Students are given extra support in an unobtrusive way.</p> <p>Homework set weekly on Hegarty maths and leadership board updated weekly for Hegarty maths leaders</p>	<p>Regular monitoring through RAG and other data tracking relating to PRP</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents</p> <p>Improvements in assessments</p> <p>QA in 4/5 Lens in exercise books/lesson observations</p>	<p>Class teachers HoDs Subject Directors</p>	<p>Weekly Maths/English RAG with SLT and HoDs.</p> <p>4/5 LENS Monitoring</p>
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C-Improved rates of progress at KS4 in the Ebacc and Open basket qualifications.	Deliver targeted interventions and revision to small groups delivered by science staff, directors, TA's, subject teachers.	Working in small groups with ownership from one member of staff as had a good impact on a number of pupils from student voice and staff feedback. The next set of mocks will be a good indication of this.	Regular monitoring through RAG and other data tracking.	RW	RAG meetings as per the school calendar
	Extend the school day into P7 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11	Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen.	Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses using QLAs	RW	QLAs to be used from Feb 2019, Intervention has been in place since Sept Regular RAG
	Provide specific revision guides appropriate to the courses	Pupils use revision guides at home for revision using information sent out from Science Department	Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses	RW	RAG
	GCSEpod to be used at home	Pupils use exam specific resources on GCSE POD.	Letters home to parents, prizes given out. Improvements in assessments	RW RW	RAG Summer Term 1
	Revision information sent to parents prior to exams.	Folder going home to parents with revision materials, specifications, intervention timetable etc. all included.	Improvements in assessments and RAG data	RW	
	Morning drop in sessions available for all students from Spring 2	To give opportunity for pupils to do some intervention on a morning if they are in school early	Regular monitoring through RAG and other data tracking.	CR	RAG meetings as per the school calendar
	Students are identified within the class group and this is recognised in planning through seating plans and there has been discussion over particular questioning 1	Differentiation were necessary engaging all students Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within		CR	QLAs to be used from Feb 2019, Intervention has been in place since Sept

	<p>to 1 support were necessary and possible.</p> <p>Intervention is provided for students at half term these are provided for both PP and other students. Intervention is provided at holiday time s as well.</p> <p>Provide Revision Guides at Y10 /11 These are provide Free Of Charge</p> <p>GCSE pod to be used at home</p> <p>Revision information sent to parents prior to exams. Sent alongside all Delta Recommendations</p> <p>Parent Communication at the end of half term to ensure on going engagement of students</p> <p>Engagement of Humanities Directors and raising awareness of PP students within group</p>	<p>the holiday period with otherwise not happen.</p> <p>Pupils use revision guides at home for revision using information sent out from Humanities Department alongside Delta resources</p> <p>Pupils use exam specific resources on GCSE POD.</p> <p>Folder going home to parents with revision materials, specifications, intervention timetable etc all included.</p> <p>Further develop links with parents that may be disengaged</p>	<p>Alongside everyday classroom practice students are engaged in activities developing Learning – Communication to parents on a termly basis</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses identifying and comparing data alongside other students</p> <p>Letters home to parents , prizes given out. Alongside all students</p> <p>Improvements in assessments and monitored alongside identified Delta Assessment techniques</p> <p>Improvements in assessments and RAG data</p>	<p>CR</p> <p>CR</p> <p>CR</p>	<p>Regular RAG</p> <p>RAG</p> <p>RAG</p> <p>Summer Term 1</p>
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D - Aspiration, Resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.</p> <p>Vulnerable pupils are supported academically, emotionally and socially.</p> <p>Pupils with attachment behaviours supported in their learning.</p> <p>PP students with SEN supported in their learning and progress.</p>	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>Pupils make use of the PLC to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term, part time or full time.</p> <p>Addition transition sessions organised for Y6 students, which includes small group visits to work with SENCO and peer mentors, Y7 Learning Manager and SENCO meet with carers and primary schools to ensure smooth transition.</p> <p>Pupils make use of the PLC to be supported on a personalised curriculum, if they cannot access some or all of their mainstream lessons.</p> <p>Open plan SEN space in school called the Bridge provides 1:1 and small group interventions.</p> <p>Wide variety of interventions led by Bridge staff: from dyslexia strategy groups to social stories and anger management.</p> <p>Pupils are supported emotionally through emotion coaching, 1:1 time with key staff and 1:1 SEMH intervention with Pastoral Officer.</p> <p>Students presenting with attachment behaviours are observed on 2</p>	<p>The EEF Toolkit suggests that targeted interventions matched to the needs of pupils with particular needs or behavioural needs can be effective especially for older pupils.</p> <p>Behaviour interventions +3 months, moderate impact for moderate cost. Metacognition and self-regulation +7 months. Social and Emotional learning +4 months.</p> <p>All students complete SDQ and triggers list to inform interventions in the Bridge</p> <p>SDQs used to measure impact at the end of interventions.</p> <p>Boxall profiles created by SENCO and Pastoral Officer to inform strategies and support plans.</p> <p>Educational Psychologist reports provide recommendations to meet specific needs within school.</p> <p>Outreach team support SEN team through 1:1 and small group sessions and observations.</p> <p>Designated Maths & Science TA to provide enhanced small group support.</p>	<p>Phase Leaders engage with parents prior to the start of an intervention.</p> <p>Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar</p> <p>Phase Leaders and PLC Lead engage with parents before and during placements.</p> <p>Termly review of SEN support plans in collaboration with student and parent</p> <p>Pastoral staff attend specific training informed by needs of current cohort.</p> <p>SENCO and Pastoral team work directly with Inclusion Director to ensure quality, consistency and appropriateness of provision.</p>	<p>AP Inclusion</p>	<p>Feb 19, July 19</p>

Occasions by SENCO, which informs an bespoke action plan of personalised targets – agreed with pupil and carers to promote positive engagement and feedback, through realistic target setting.

Vulnerable students identify key staff to be part of a team around them in school, to build up trusting relationships with adults.

Safe space is identified for individual students who struggle to self-regulate (usually the Bridge or sensory room)

SENCO applies for funding for highest need students.

Outreach support informs strategies and approaches to better support students in school

External agencies and charities provide educational placements and/or

Vulnerable students are supported where appropriate via the hardship fund so that they fit into school and have the appropriate uniform/equipment etc to be comfortable and learn in school.

PP pupils are provided with a free breakfast to ensure that they are warm and fuelled for the day so good learning can take place

PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities

<p>E - Increase in the attendance of pupils eligible for PP</p>	<p>Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school.</p> <p>The Inclusion manager and attendance officer will employ a variety of preventative strategies to work with families and ensure that they are aware and pupils attend school regularly.</p> <p>Attendance reward scheme on a weekly basis</p> <p>Attendance rewards over a term</p>	<p>A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils</p> <p>Parental meetings and contracts</p> <p>Students are identified in assemblies for good attendance Students are selected to attend a school trip at reduced cost</p>	<p>Tracking of pupils' attendance on a daily basis attendance officer. Regular pastoral meetings where attendance/inclusion identify and discuss pupils at risk of PA and those already PA</p> <p>Tracking of group attendance data on a half termly basis</p> <p>Targeted interventions are in place to improve attendance and to reengage pupils to ensure progress across the curriculum. These include referrals to external agencies where appropriate.</p> <p>Monitored weekly by the attendance/pastoral team. Monitored termly by attendance/pastoral team.</p>	<p>AP Inclusion Attendance officer, pastoral team</p>	<p>Half termly data track</p>
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6. Review of expenditure			
Previous Academic Year		2018-19	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	<p>Whole school CPD on Embedding literacy across school curriculum. Word of the Week initiative</p> <p>Reading Reconsidered introduced to KS3 English lessons</p> <p>English Dept: CPD on Accelerated Reader and its effective use and developing key questioning/reading strategies to target key disadvantaged pupils.</p> <p>Significantly reduced class size in KS3 set 5. Reduced delivery pace for KS3 set 5 and set 4 to improve retention of information and learner outcomes, (whilst maintaining aspire and challenge tasks)</p> <p>Literacy leaders to promote reading throughout the school. This includes leading small group of 'shared reading' weekly.</p> <p>Weekly reading session timetabled into registration time to embed reading into every aspect of school curriculum.</p>	<p>Pupils had intervention for spelling and reading as well as an increase in literacy focus across the curriculum (Including word of the week).</p> <p>SENCO delivered training on how access the SEN information on individual pupils as well as help-sheets and additional information on specific needs within school.</p> <p>All Y7s were assessed using online NGRT reading assessment within the first half term to identify reading ages.</p> <p>Students with a low reading ages were identified upon entry and timetabled for a reading intervention within the Bridge to improve their access to the whole school curriculum. Bridge Managers observe students in class to ensure they are using the strategies learned in the intervention effectively.</p>	<p>We will continue to ensure staff have access to up to date information on individual students, to inform Quality First Teaching in the classroom.</p> <p>Significant cohort benefit from additional literacy support – PLC is to be utilised as an additional specialist intervention space in 2019/20.</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>B – Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP</p>	<p>Increased directed differentiation within classroom teaching as measured in lesson observation (5 lens).</p> <p>Weekly small group interventions</p> <p>Collaborative learning to improve PP students' engagement and participation in learning.</p> <p>Access arrangements are used in the classroom to ensure students have maximum opportunities to practices their 'normal way of working' in preparation for their GCSE exams</p>	<p>Reader pens were applied for and provided by a grant from Ingleby Manor Foundation Trust (IMFT), for students to develop independence and reduce barriers to their learning in class and in assessments.</p> <p>2018-19: Percentage of pupil premium students achieving grade 4 and 5 in English and Maths in GCSE exams is lower than non-PP students.</p> <p>2019-2020: projected scores for pupil premium students are positive.</p>	<p>Classroom relationship measured through 5 Lens observation structure improved from 80% to 97% from Autumn 2018 to Summer 2019.</p> <p>Teaching files were well used and staff knew their classes well. There was increase in the quality of question level analysis from 60% to 85%</p> <p>Bespoke interventions for students was frequent and evolved to meet needs.</p> <p>English Dept: Director led 'Walking Talking Mock exams' were a notable success in terms of GCSE grades.</p> <p>Maths Dept: Director led interventions and specialist TA support (1:1 and small group) improved student outcomes.</p> <p>Studying KS4 options from the start of Y9 supported students to consolidate core content at the end of Y11.</p>
<p>A – High levels of progress in literacy for Year 7 and 8 eligible for PP</p>	<p>Personalised and small group provision following diagnostic testing (CATS, Dyslexia Screening,) to include literacy program that is appropriate.</p>	<p>All students in Y7 will be assessed on their reading ages in the first half term following entry. From that, those students who are identified as being below chronological reading age will access accelerated reader with a view to boosting reading age.</p> <p>Pupils had intervention for spelling and reading as well as an increase in literacy focus across the curriculum.</p>	<p>Accelerated reader boosted reading age and therefore improved access to curriculum across all subjects. Accelerated Reader will be used as part of the inter house competition in 2019-20.</p> <p>Personalisation of interventions to continue with increased support wherever possible for PP/SEND pupils via additional adults.</p> <p>Streamline Bridge Provision and changes to PLC reduced students out of lesson.</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
C - Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>A cohort of pupils have been identified for the</p>	<p>Vulnerable students are supported on a daily basis by Learning Managers and other key staff. This may be to support physical needs, social and emotional needs or academic needs. Pupils have access to after school clubs and resources to support their homework.</p> <p>Improved Careers monitoring within school and final destination careers paperwork introduced on GCSE results day, ensuring all PP students have guaranteed final destination.</p>	<p>Continue weekly inclusion meetings and increase Learning Manager presence on the corridors.</p> <p>Continue Careers Inc collaboration within school</p> <p>All departments provided PP leader with outline of departmental strategy to include PP students.</p>
Vulnerable pupils are supported academically, emotionally and socially.	Pupils make use of the Pastoral Officer (TH) and Pastoral support to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term.	<p>PSHE curriculum (in line with new government expectations) delivers inclusive programme of lifestyle choices and careers.</p> <p>All students received free breakfast prior to their GCSE exams and a quiet space with Pastoral support to help reduce anxiety.</p>	<p>Enhanced PSHE format by Registration Teachers teaching having their registration group timetable for PSHE class. This increases the contact time each student receives from a key adult each week.</p> <p>Newly appointed Inclusion Manager will be in role for 2019-20 to oversee provision for our most vulnerable students Y11 Exam Breakfasts</p> <p>Inclusion Manager</p>
Increase in the attendance of pupils eligible for PP	Attendance team work closely with Pastoral team to prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school.	<p>Home visits, reward events and trips and pastoral support have all supported the improvement in the specified areas.</p> <p>Alternative provision was sought (part time) for our most vulnerable students who struggled to engage with their education. This increased motivation and developed vocational experience in preparation for post 16 choices.</p>	<p>Home visits have been successful in improving relationships between school and parents, thus, better communication effective support packages can be implemented.</p> <p>However, to promote improvements to attendance and safety, home visits need to be conducted on day 1 for PP students, as a priority as soon as possible after AM registration closes.</p> <p>Where necessary, the introduction of targeted reward schemes for pupils entitled to pupil premium funding, who have been identified as persistent absentees. Each child will be provided with individual bespoke attendance targets, applicable to their needs to ensure progress can be achieved. This will be overseen by the Inclusion Manager.</p>

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 - SEND OVERVIEW and ADDITIONAL INFO – This Maintained and overviewed by CR

- BRIDGE – This information is maintained and with CR
- PP STRATEGY – Now on Website
- DEPARTMENTAL STRATEGIES ON PUPIL PREMIUM MAINTIANED IN SCHOOL BY CR
- DATA TO EVIDENCE PROGRESS OF PP STUDENTS (ACADEMIC AND ATTENDANCE)
- DESTINATION QUESTIONNAIRES – Currently Maintained by Careers Inc and overviewed by CR