

1. Review of expenditure														
Previous Academic Year		2016/2017												
i. Quality of teaching for all														
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost									
Improve P8 scores for DPs	<p>Targeted questioning of DPs in the classroom and preferential support during lessons</p> <p>DPs identified on seating planner software with associated data</p> <p>Teaching staff held to account for progress of their DPs by curriculum leaders (CL) and through PM</p> <p>DP's books are marked first and in more detail than their peers.</p> <p>Barriers to learning information for identified DPs is supplied to teachers and discussed as part of staff CPD</p>	<p>The performance of disadvantaged pupils improved drastically:</p> <table border="1"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5 A*- C inc En Ma</td> <td>41.3</td> <td>61.8</td> </tr> <tr> <td>A8</td> <td>39.6</td> <td>46.3</td> </tr> </tbody> </table> <p>P8 data is not available at the time of writing but estimates suggest this has improved for disadvantaged pupils markedly.</p> <p>The whole school results have also improved significantly.</p>			2015-16	2016-17	5 A*- C inc En Ma	41.3	61.8	A8	39.6	46.3	<p>A relentless focus on quality first teaching across the school combined with specific strategies targeted at disadvantaged pupils is now showing clear results. This focus shall be maintained and improved in the coming years.</p>	<b>£211 635</b>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Improve P8 scores for disadvantaged pupils</p> <p>Y11 and Y10 focus</p>	<p>Regular data reviews meetings are held for key year groups with a focus on DPs</p>	<p>Additional support was given to pupils in English and Maths – these sessions were targeted at disadvantaged pupils and took place during the school day by creating modified timetables for the selected pupils. All pupils made significant improvements in their English and Maths progress measured by comparing their predicted grades during the course of Y10/Y11.</p>	<p>This strategy worked well and continues.</p>	<p>£88,000</p>
<p>Improve P8 scores for disadvantaged pupils and build resilience</p> <p>Y7-Y11</p>	<p>Individual and small group mentoring from achievement leader (AL)</p>	<p>Achievement leaders targeted vulnerable disadvantaged pupils and offered a wide range of academic and pastoral support which ensured they maintained attendance at various interventions and could communicate their needs effectively to the school</p>	<p>This is an important pastoral care element which helps our disadvantaged pupils overcome many of the barriers to their success.</p>	<p>£67,500</p>
<p>Improve P8 scores for disadvantaged pupils and build resilience</p> <p>Y7 focus</p>	<p>Peer mentoring using selected pupils in Y10 and Y11</p>	<p>35 disadvantaged year 7 pupils (12 girls, 23 boys) received peer mentoring for a total of 20 hours.</p> <ul style="list-style-type: none"> <li>• Mentors worked on a range of issues including target setting, revision, homework and behavioural strategies.</li> <li>• 91% of the year 7 pupils found peer mentoring to be a positive experience. They saw it as an excellent chance for new relationships to be formed with older pupils.</li> <li>• 81% of pupils agree that mentoring motivates them to perform better in lessons.</li> <li>• 95% of pupils are now more confident when building revision plans.</li> <li>• 81% of pupils agreed that their time management skills had improved.</li> </ul>	<p>This programme continues to be successful and raises the achievement of the Y7 pupils involved.</p>	

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<p>Improve literacy skills, including closing the gap with reading ages (between actual and chronological)</p> <p>Y7 and Y8 focus (SDP L1)</p>	<p>Reading matters scheme, Y10 pupils mentoring Y7 pupils. Prioritising DPs</p>	<p>Y7 Reading buddies scheme (31 pupils):</p> <p>Most pupils made progress faster than their chronological age, This shows that as a group they were progressing twice as fast as their chronological age would suggest.</p> <p>All four PP Boys in this group made some progress and three out of four made considerable progress(+0.8/+1.4/+2.26y)</p> <p>Y8 Reading with a mentor:</p> <p>19 Pupils (12 PP) made progress faster than their chronological age.</p>	<p>This scheme is working well, there have been some technical difficulties which should abate in the coming year.</p>	<p>£29,000</p>																				
<p>Improve attendance for DPs</p> <p>Y7-Y11 (SDP B1)</p>	<p>Attendance officer monitors data for DPs closely and invites pupils and parents for interviews when attendance becomes an issue</p> <p>Short term incentives and rewards are used to encourage attendance at school</p>	<table border="1" data-bbox="864 695 1464 951"> <thead> <tr> <th></th> <th>2014 – 2015</th> <th>2015 – 2016</th> <th>2016 – 2017</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94.11 %</td> <td>95.25%</td> <td>96.37%</td> </tr> <tr> <td>Disadvantaged Boys</td> <td>91.05%</td> <td>91.84%</td> <td>93.01%</td> </tr> <tr> <td>Disadvantaged Girls</td> <td>91.29%</td> <td>91.72%</td> <td>91.15%</td> </tr> <tr> <td>Disadvantaged</td> <td>91.71%</td> <td>91.78 %</td> <td>92.01%</td> </tr> </tbody> </table> <p>While attendance is improving, we have not yet achieved our target of 95% for the disadvantaged cohort.</p>		2014 – 2015	2015 – 2016	2016 – 2017	Whole School	94.11 %	95.25%	96.37%	Disadvantaged Boys	91.05%	91.84%	93.01%	Disadvantaged Girls	91.29%	91.72%	91.15%	Disadvantaged	91.71%	91.78 %	92.01%	<p>We will continue with the strategies currently in place. The new reward system in school should encourage attendance to improve.</p>	<p>£25,500</p>
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<p>Increase uptake of extra-curricular activities</p> <p>Y7-Y11 (SDP B1)</p>	<p>Fund transport costs for DPs so that they can attend sports clubs and other activities</p> <p>Extra-curricular musical instrument tuition.</p> <p>Financial support for DPs to access extra-curricular visits and trips</p>	<p>There has been an increase in the uptake of extra-curricular activities, often transport arrangements have been a barrier to participation.</p>	<p>The monitoring of extra-curricular activities engaged in by disadvantaged pupils has been difficult to measure, the new reward system will make this easier.</p>	<p>£5,000</p>																				

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<p>Increase parental involvement in the school</p> <p>Y7-Y11 (SDP L1)</p>	<p>At all parental information evenings and parents' evenings DPs parents are now contacted prior to the event and encouraged to attend if no reply slip has been received. School group call mechanism is used numerous times to encourage attendance</p>	<p>A significant increase in the attendance of disadvantaged parents has been seen. In addition to this, 6 parents/carers have been invited in to school and have attended meetings with the achievement leader if they have missed parents' evening.</p>	<p>The contacting of DPs parents will continue.</p>	<p>£500</p>
<p>Improve aspirations of DPs (SDP L1)</p>	<p>All DPs in Y7 are given an early careers guidance session and signed up to the Leeds pathways website</p> <p>The career prospects of all DPs are carefully monitored by the careers service in school.</p> <p>Aspiration raising trips and visits are arranged and conducted throughout the school year, DPs are preferentially selected for these events</p>	<p>No recorded NEET pupils at the end of KS4. Positive feedback from pupils taking part in aspirational visits.</p>	<p>Funding will continue in these areas.</p>	<p>£10,000</p>