Pupil premium strategy statement: King Ecgbert School, 2017-18

1. a) Summary information KS3 and KS4

School	King Ecgbert School			Pupil premium grant per student (Y7-11)	£935
Academic Year	2017/18	Total PP budget	£182,325	Date of most recent PP Review	Apr 2017 (GC2)
Total number of pupils	981	Number of PP pupils*	199 (20.3%)	Date for next internal review	Nov 2017 (GC1)

* January 2017 census figures (paid April to March)

2. Current attainment

Y11 Cohort 2016-17.	National figures (for 2016-17)		King Ecgbert School outcomes 2016-17				Comparison with previous year
	All	Non PP	All	PPi	Non-PPi	Gap	
% achieving 5A* - C or equivalent incl. EM	63%	—	78.4%	73.9%	79.9%	-6%	Significant reduction from 30.5% gap last year
% achieving a good pass in English (level 4)	66.9%	____	83.7%	83.3%	84.8%	-1.5%	(LOP used as measure last year)
% achieving a good pass in Maths (level 4)	69%	—	84.7%	76.1%	87.5%	-14.3%	(LOP used as measure last year)
Progress 8 score average	0	0.1	0.572	0.167	0.701	-0.534	Increased gap from last year (-0.17)
Attainment 8 score average		—	50.59	46.69	51.83	-5.14	Increased gap from last year (-1.37)
Attendance	94.8%	_96.2%_	94.8	90.18	96.26	-6.08	Att of this year group improved cf Y10 %

Commentary on current attainment. This year, King Ecgbert School has successfully raised the attainment of Y11 disadvantaged students (2017 leavers) from their starting points at the end of Y10, especially in Maths and English where most of the Pupil Premium fund has been directed. Our PP students have achieved the school's highest 'good pass' rate (4+) in English (84.8%) and Maths (76.1%). **The gap between PP and non PP students achieving 5 standard passes including English and Maths has reduced from 30.5% to 6%. KES Pupil Premium P8 figures are above the national average for non Pupil Premium students (0.1 in 2015-16).**

At the end of Y10, the 2011 leavers were predicted a P8 score of -0.28. Interventions throughout the year had a positive impact, with the P8 score improving to -0.175 in the June results but below national average and the last teacher predictions (GC3) were -0.07. The current P8 figure for our PP students is +0.09

(including 3 non-attendees) which is just above national average for all students. Removing 3 non-attenders from the statistics, the PP cohort attained +0.279 i.e. significantly above national average, and reduces the 5 passes with EM gap to 3.2%. Attendance of Y11 PP students has been below 91% this year and that has had a negative impact on the attainment of those students.   It is below the national average of 93.8% for PP students (2015-16 figures) while attendance of non PP students is slightly above the national average for this cohort. Next year, we will continue to monitor attendance closely and use a range of strategies to improve Y11 attendance in particular.

Outcomes suggest students in some bands have made better progress than others. Our LA PP students have more achieved well (0.8) but only 3 students are in this group.

6 KES students achieved the maximum of 3 passes at level 9 this year and 2 of those were PP (only 2000 in the whole country achieved this) which was an excellent achievement for those HA PP students. However, more widely, our MA (22 students) and HA (19 students) have made less progress compared with their peers (gaps of 0.394 and 0.557 respectively, with MA PP students scoring a negative P8 figure of -0.082): their progress will receive a special focus 2017-18 to ensure they are fully supported in their preparation for exams, with the aim of improving the 9-5 pass rate. In addition, there will be a continued focus on stretching high ability students from Y7 to ensure gaps do not develop in KS3.

3. Barriers to future attainment

The students facing the greatest barriers to learning in our school are the PP cohorts. 2017 outcomes suggest there are larger gaps for MA and HA PP students (compared with LA students), especially comparing attainment in English and Maths at level 5 or above. We have identified the following barriers affecting our students; our use of pupil premium funding and our action plan are targeted at helping students to overcome these.

A.	Lower **attendance** than peers
B.	Lower levels of **literacy** than peers, particularly in reading and writing formal academic language
C.	Impact of **tier 2/3 referrals** and social care intervention
D.	Lower levels of **engagement** with school leading to higher numbers of sanctions and less participation in extra-curricular activities
E.	**Lower attainment** on entry; success in closing those gaps has in-school variation; MA and HA PP students not making as much progress as their peers across all year groups
F.	Less support from home to complete **homework** at a frequency or standard which can develop and embed learning

4. Strategies to overcome barriers for PP students (2017-18 Action Plan)

Y11 students at risk of not meeting their potential will be prioritised, but strategies are aimed at supporting disadvantaged students from Y7-Y13 to prevent a widening of gaps at any key stage.

	Barrier to future attainment	*Success criteria*	*Actions*
A.	Lower **attendance** than peers	Improved attendance of PPi students to at least	Monitoring of attendance and interventions as needed linked with strategies to improve

		match national average (95%)	engagement of students, inclusivity of different cultures and greater parental engagement with the school (PH, SLT links, YM, JA); Offer free breakfast at breakfast club for FSM students (MBA)
B.	Lower levels of **literacy** than peers, particularly in reading and writing formal academic language	Interventions to close gaps in reading ages of EAL and PP students in KS3. Target: difference of less than 4 months' between PP/non PP students in Y7 and 8	Accelerated Reader in Y7 and Y8 (Librarian, literacy HLTA) Literacy intervention (HLTA)
		Attainment gaps across literacy based subjects reduced.	Strategic lead for literacy of key groups (EAL/PP/disadvantaged white boys) to embed strategies shared last year and to share good practice across subjects (NJ) EAL whole school strategy to develop staff confidence and ability to increase use of academic language amongst EAL students and those with low-literacy; widen focus to start in KS3 (JSM) Intervention with small groups/individuals (AC)
		Work scrutiny from ML and SLT led QA will show embedding of whole school policies	Amendment to feedback policy to emphasise role of literacy marking (JAR)
		Develop explicit teaching of academic language (developed with pilot group 2016-17)	Embed strategies developed with Challenge Partners (EAL in the classroom) with a group of lead teachers from History and Science (CBW)
C.	Impact of **tier 2/3 referrals** and social care intervention	Success criteria is personalised to each student, e.g. improved attendance, better engagement with school, successful intervention from other agencies - each contributing to better progress	Continued intervention from YM and safeguarding teams to support students in need so they can attend and achieve at school; Work of safeguarding team ongoing (JSM, IB) Pastoral support for students in school from YM YM liaison with outside agencies
D.	Lower levels of **engagement** with school leading to higher numbers of sanctions and less participation in extra-curricular activities	Data (of behaviour points and rewards collected for CBM) will show PP students are as engaged as peers (same ratio of positive points/sanctions compared with proportion of school cohort)	Strategic lead for engagement in learning of key groups (EAL/PP disadvantaged white boys) to embed strategies shared in whole school training last year; follow-up to monitor impact including student voice and analysis of behaviour data; apply for involvement with relevant EEF funded research (SD) Monitoring of Consistent Behaviour Model to ensure a positive learning environment throughout the school (PAB) Support for individuals from YM (amendments to role to allow more time for 1:1 or small group intervention; training as needed) (JSM) Engagement with parents (SLT/YM) Events in school planned to consider inclusivity and positive outcomes on school community (KEStival, KS3 and GCSE presentation evenings) (CBW) Mentoring of PP students by 6th formers, organsied by Heads of House (DF)

		Increased cultural capital; higher participation rates in extra-curricular activities including trips	'Entitlement plan' to map out and put in place key cultural and extra-curricular offer for all students during Y7-11 journey (CBW)
			Funds to pay for funding of extra-curricular activities, e.g. transport, equipment; improved communication with parents of FSM students to ensure they are aware of the school's offer and how to access it (CBW)
		Raised aspirations of underperforming cohorts shown by post-16 choices: target of 70% PP students to take up 6th form places	Careers education provided throughout KS3 and KS4 with targeted intervention where needed (PF)
E.	**Lower attainment** on entry; success in closing those gaps has in-school variation	Raised attainment for all: 2018 P8 outcomes to remain higher than the national average and to improve on previous year: target of 0.4 for PP students	**Quality first teaching,** supported through QA to ensure high standards and to intervene in rare cases of staff underperformance (CBW)
			Continue focus in QA and CPD on successful mixed ability teaching, developin metacognition, teaching to the highest ability students and scaffolding learning for weaker students (JAR, NJ, CBW)
			School has applied to join a Learn Sheffield Pupil Premium Project to evaluate and improve school strategies, networking with other schools (CBW)
		Reduced in-school variation in 2018 outcomes	Good practice from high performing departments shared; mentoring of new Humanities Curriculum Leaders (NJ. SD)
			Interventions planned to support students who are below target (SLT, MLs) Particularly HA and MA students with involvement of form tutors as mentors (CBW)
			Purchasing revision guides for PP students (CBW)
			Training for staff to develop knowledge retention of students (JAR, MBA)
		Effective interventions evident in data tracking across the year	Exam meeting with CLs and HT; individual and departmental evaluations (PH)
			Analysis of data after results and each GC with use of photo booklet to identify PP students; strategies and good practice for using data to improve PP outcomes shared at MLs meetings; whole school 'data meetings' focusing on underperforming students, especially PP MA/HA (CBW, MBA/PK)
			SLT line management; targets set after each GC point with individual MA and HA PP students discussed (CBW)
			HLTAs in core subjects do targeted intervention with students who are behind their peers (small group work, in-class support) (NJ, SD, LK)
			Staff and TA redeployment and training to take place to ensure TAs are used effectively to intervene where needed and for maximum impact (JSM)
		Greater uptake of EBACC subjects amongst PP cohort	Extra advice and mentoring from SLT, YM and careers for identified students at options time (PAB)

F.	Less support from home to complete **homework** at a frequency or standard which can develop and embed learning	Improved ATL of homework rate and less detentions for missing homework across PPi cohort; attendance at homework club Focus on maintaining time spent by Y11 PP students on homework/revision/exam practice	Students identified by teachers or detention data to be targeted by YM to attend lunch time homework club; YM to monitor/support use of SMHW (Show My Homework on line software) for identified students (YM) Monitoring of PP homework/revision; students to be taught skills needed to work independently (SLT) ICT TLR holders to ensure parents are able to access SMHW; use funds to lend lap tops to students without access as needed (HC) Repeated subscription to 'Show My Homework'

5. Allocation of PP funding for 2017-2018

Description	Cost	Detail
A. Lower **attendance** than peers	13949	YM support (proportion of salary relative to time spent on PP student attendance)
	7754	Attendance officer (proportion of salary relative to time spent on PP student attendance)
	5000	Breakfast club pilot for FSM students
B. Lower levels of **literacy** than peers, particularly in reading and writing formal academic language	3013	Additional AHT capacity to lead whole school literacy
	3378	Accelerated Reader
	23364	HLTA for literacy
	10045	Librarian (proportion of salary relative to time spent delivering AR to PP students)
	150	Weak readers have a limited range of books; trials buying books which represent a wider cultural background have been successful in engaging EAL learners, especially girls
C. Impact of **tier 2/3 referrals** and social care intervention	17610	Safeguarding and inclusion manager (proportion of salary relative to time spent on PP student welfare plus LAC funding)
D. Lower levels of **engagement** with school leading to higher numbers of sanctions and less participation in extra-curricular activities	3013	Additional AHT capacity to lead improved engagement
	2000	Family services deployment to provide parent/community liaison
	2000	Funds available to subsidise extra-curricular activities including residential trips
	5000	Careers Manager (proportion of salary (TARA) rel. to time arranging careers advice for PP students)
E. **Lower attainment** on entry; success in closing those gaps has in-school variation; MA and HA PP students not making as much progress as their peers	25000	SLT salary (proportion of salary relative to time spent leading provision of quality first teaching, use of interventions, leading on PP action plan)
	27417	HLTA in Maths to give targeted interventions
	17526	Level 2 LSAs in English to give targeted interventions
	15063	HLTA in Science to give targeted interventions
	150	Cost of producing photo booklet for staff to ensure subject interventions
	2000	Revision guides; new GCSEs have wider content necessitating purchase of more revision guides
	200	Funds available to pay for transport to extra revision or curriculum based activities
F. Less support from home to complete **homework** at a frequency or standard which can develop and embed learning	2250	Cover supervisors supervise homework clubs
	2000	Lap tops/internet access at home for identified students without this

	200	Pizzas/rewards for students who attend the clubs
Total	188082	

2017-18 allocation: £182,325 (See separate document for catch up funding.) Projected spend = £188, 082.

6. Review of expenditure

Previous Academic Year (2016-17)	

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact/evaluation:	Next steps	Cost (from 2016-17 PP fund)
A. Attendance				
Improved attendance of PPi students to at least match national average	Monitoring of attendance and interventions as needed (LBW, SLT links, YM, JA)	Year 11 (2017 leavers): Intervention has shown a positive impact. Attendance of Y11 PP was monitored closely because it was a concern at end of term 2 (average 89.43%) but by the end of the year, the attendance of this year group had slightly improved (90.18%); also attendance was higher at the end of Y11 than it was for the same year group when they were in Y10, therefore interventions by the attendance officer with YM, IB and SLT have had a positive impact. 3 PP students were non-attenders throughout Y11 and this has brought down the overall figure. Looking at figures across Y7-11, interventions have been successful in improving PP attendance (Terms 1-2: 92.65%, Terms 1-3: 94.05%) although attendance of non PP students slightly dipped during the same period (from 96.31 to 95.7) and both trends have contributed to the reduced gap (ending the year at -1.65%)	Strategies and a co-ordinated and consistent approach were developed throughout the year (for all student absences). Those are in place at the start of this year and should therefore have more impact. Attendance team and pastoral staff will continue with successful strategies following regular monitoring: timely meetings between the attendance team and year managers; letters sent home; external support given and health issues addressed where possible. Pay for breakfast for FSM students to encourage their attendance.	Attendance officer 7,754 YM 13,949 Safeguarding/ inclusion 8,805
	New role to be created to do home visits for absent students	Nil. Person identified for the role was unavailable. It was decided not to pursue this approach.	Extra capacity has been bought for sixth form attendance 2017-18	
B. Levels of literacy				
Interventions to close gaps in reading ages of EAL and PP students in KS3.	Accelerated Reader and Literacy intervention in Y7 and Y8	Reading ages of Y7 and 8 have improved over the year with AR, and the gap has closed between PP and non PP students. Y7 Y7 PP students have improved their RA by 8 months on average (compared with 5 months for non PP) and overall the gap has slightly closed from 8 to 7 months' difference. In Y8, PP students have improved their RA by 11 months on average (compared with 4 months for non PP) and overall the gap has closed from 17 to 10 months' difference.	AR to continue. AR staff to regularly identify students from AR tests who are not making progress and use literacy HLTA to plan interventions. Continued revision of book selection to engage EAL/weaker readers with PP funds to be used to improve choices available to EAL and weaker readers. HLTA was not used as planned to do small group intervention with	AR 3,378 HLTA Lit 23,364

		New choices of books have been successful in appealing to EAL students and led to rapid rates of progress.	students not making progress 2016-17, but plans are in place for this to happen 2017-18 AR will be set up differently with Y7 students this year to give more comprehensive induction and 1:1 support for students not completing homework.	
Attainment gaps across literacy based subjects reduced. Work scrutiny from ML and SLT led QA will show embedding of whole school policies	Strategic lead for literacy of key groups created; delivery of whole school training in feedback for literacy (FS) and raising literacy awareness (NJ); follow-up to monitor impact	Training sessions used effectively to focus on whole school strategies for using feedback to improve literacy plus teaching/improving reading and comprehension skills A learning walk with a focus on provision for Panjabi speakers (Mar 2017) found good practice across the school to develop literacy and build academic language	Continue with strategy to share good practice and monitor impact	NJ 3,013
Improve academic literacy of EAL students to meet new GCSE exam demands	EAL whole school strategy to develop staff confidence and ability to increase use of academic language (JSM); intervention with small groups (JC)	EAL progress measures are very positive. EAL students had a P8 of 0.398. Students who were both PP and EAL had a P8 of 0.278, compared with White British PP students of 0.15 (not including 3 students who did not attend school.)	Re structure of EAL leadership following JC's resignation of role.	
	Collaborative work with Silverdale School (EAL in the mainstream classroom) (CBW)	EAL training (EAL in the mainstream) was successfully completed with a pilot group in Y10 History. All the students in the pilot are now on their target grade or have moved a grade closer towards it. 2 of the EAL students have been moved up to a higher set. Comparable data from Science cannot be gained because of student movement out of one pilot group plus one teacher had to withdraw from the training.	Widen participation in the next phase of the pilot to include more history and science teachers (CBW)	
C. Impact of tier 2/3 referrals and social care intervention				
Success criteria is personalised to each student, e.g. improved attendance, better engagement with school, successful intervention from other agencies - each contributing to better progress	Continued intervention from YM and safeguarding teams and outside agencies to support students in need so they can attend and achieve at school (JSM, IB)	A focus group of 10 Y7-11 PP students with significant levels of need (attendance, learning needs, suffering physical, emotional and/or social deprivation) was used to monitor the impact of the safeguarding and inclusion team. The P8 of all students improved over the monitoring period. 8/10 students showed better engagement with school (less behaviour points) and 3/10 improved their attendance, showing that intervention was effective, but that attendance is the hardest to influence positively as this is largely down to the behaviour and choices made by students and their families outside school.	Focus on extra strategies to improve attendance (training, liaison with partner schools, outside agencies) (PH)	YM 13,949 Safeguarding/ inclusion 8,805

	D. Levels of engagement			
Data (of behaviour points and rewards collected for CBM) will show PP students are as engaged as peers	Monitoring of Consistent Behaviour Model to ensure a positive learning environment throughout the school (PAB) YM support for students; student voice Participation in university research exercise to better understand PP students and their families if at risk of exclusion (CBW and JSM)	(NB – first year of CBM so no comparable data.) The data suggests that the gap is widening between PP and non-PP students with respect to low level disruption (final warnings and on call.) This infers that while non-PP students are modifying their low level disruptive behaviour as a result of the new system, PP students are less likely to do so. SLT reviewed first year of CBM, informed by learning walk with CBM focus (27-28 June) and student voice. We concluded that CBM helps all students to reach their potential where used consistently, but will continue to find strategies to support PP students, especially Asian boys, who are most likely to be sanctioned. In terms of more challenging behaviour, 37 students (Y7-11) were excluded/placed on a managed move, or had enough points at the end of last year to make them at risk of exclusion/considered for a managed move. Out of these, the proportion of students who were PP was close to their proportion in school. However, 29/27 were boys, and 31/37 were of BME origin. 22/37 were BME boys and therefore this will be the focus of SLT analysis and further strategies. Diana Mentoring (started March '17) was introduced after school for targeted disaffected PP students in Y8 and Y9 although it had little impact on behaviour. (Some students selected for this have chosen not to take part, mostly because it involves an after school commitment.) Heads of house have received training (CBW) on PP students; begun mentoring of Y7 PP students. This has not had time to have an impact yet. JSM and CBW worked with a researcher from Sheffield University to explore the barriers faced by students and their families when the students were at risk of exclusion.	CBM year 2 to focus on increased consistency; strategies to further support PP students to be explored (PAB) Mentoring pilot (HoH) to be expanded to include more form tutors; appointment of Senior Head of House to increase capacity (DF) HOH to develop capacity further by training sixth formers to provide mentoring JSM and CBW to share findings from research with relevant staff	SLT role 5,000 YM 13,949 (Family services 9,750 – not spent)
	Strategic lead for engagement in learning of key groups (EAL/PP disadvantaged white boys) to be created; delivery of whole school training in successful strategies	SD appointed and led whole school training followed by departmental planning. This led to our first KEStival – a very successful cultural evening planned by CEX involving a large number of parents and students from across the KES community. Greater awareness of PP students and their needs raised through PP training for all staff and launch of photo booklets, following PP event at HGCSC (CBW) Criteria for awards and means of collecting nominations for KS3 presentation evening changed to ensure a more inclusive event. (CBW)	SD to follow up departmental plans KEStival and more inclusive KS3 presentation evening to be repeated; strategies to be employed to make GCSE presentation evenings etc similarly more inclusive	SD role 3,013
Provide opportunities for students to improve their	Funds to pay for funding of extra-	11 PP families requested funding for participation on residential trips: all were supported. (£1345 given in total – no family turned down.)	Map out an 'extra curriculum entitlement for each student Y7-11' and	4,500

cultural capital; higher participation rates, reduced sanctions and increased attainment	curricular activities, e.g. transport, equipment	Funding made available to PP students for day trips involving whole year groups or education visits as part of the curriculum (e.g. Y7 Castleton, Y8 YWP, Y10 History). Transport and equipment provided for PP students so they could attend extra curricular clubs (drama, PE) and individual lessons for PP Music GCSE students (who both achieved B grades, above their targets)	plan with YM and Depts to deliver it (CBW) Have a separate budget for CBW to oversee to manage requests for support with trips.	
Raised aspirations of underperforming cohorts shown by post-16 choices	Careers education provided throughout KS3 and KS4 with targeted intervention where needed (PF)	Progression rates for Y11: 59% of PP students have taken up sixth form places compared with 70% of Non PP students. A slightly higher proportion of PP students (compared with non PP peers) are attending a college or training provider or UTC. There are no NEETS. There are no figures kept from last year to complete a comparison, but we will continue to advise students to aim high and put in relevant education and support so all students have high aspirations. Careers assemblies and activities during house afternoons took place (PF and YMs); Trips/events funded to help students feel included/raise aspirations: PPI Y8 trip to Criminology event at Sheffield Hallam University; FS ran an English/Media experience for Y9/10 PP students; 12 HA students from each of Y7-10 selected for University outreach workshop in March Y9 options: extra time given for interviews with PPi students Appointments made for targeted students for individual career advice and support (Ruth Mellors)	Continue with successful policies. This year, PP students will be monitored as a cohort within careers plans. (PF) Involve more departments in planning career events (PF) Involvement of form tutors with mentoring (CBW)	Careers Manager 5,000
E. Lower attainment				
Raised attainment for all: 2017 P8 outcomes to remain higher than the national average and to improve on previous year	Quality first teaching, supported through QA to ensure high standards (CBW) Plus relevant CPD (JAR) e.g. for successful mixed ability teaching in English Purchasing revision guides for PP students	QA of teaching and learning suggests standards are consistently high. Department reviews conducted where learning walks or outcomes suggested concerns. Focus on mixed ability teaching in KS3 English showed that the department is laying excellent foundations for KS4 for all abilities (CBW). Student voice suggested more able students preferred being in 'top sets' but there is no evidence that their progress is being impeded. Training has taken place on stretching HA students. Y11 outcomes suggest that this needs further embedding. Revision guides bought for all PP students in Y11.	More peer observations arranged to spread good practice, including mixed ability teaching and strategies to stretch the most able. Cost of revision booklets to be offered next year if possible (will be more expensive as 2015-16 depts could give away books for last year of specs plus new GCSEs have more courses to cover) and bought earlier in the year to ensure usefulness	SLT role 5,000 YM 13,949 Revision guides 818
Reduced in-school variation in 2017 outcomes	Good practice shared at MLs (JAR, CBW)	Gap has been closing Y8-10, with a progress of all students improving. Gap has slightly widened in Y11, but P8 score has improved over the year for all.	New CLs in History and Geography Sept 2017 will be mentored by SD and NJ to help reduce in school variation	HLTA Maths 27,417

Effective interventions evident in data tracking across the year	Interventions planned to support students who are below target (SLT, MLs) CPD on PPi strategies based on EEF research (e.g. use of feedback, metacognition, collaborative strategies, reading strategies) (CBW)	In school variations have not all been removed: Humanities and Science have performed less well than English and Maths (but difficulties in comparing 1-9 subjects with A*-G). New leadership in MFL has reduced in school variation there. Some cohorts perform better than others. White British PP students (16) had a P8 of -0.33. 3 of those did not attend school: the 13 who did attend had an average of +0.15 but this remains a group to monitor and target with interventions when needed. All students under target, especially those in Y11, have had intervention through subject teacher/head of department/pastoral team CPD started but did not continue because whole school PP training undertaken. Some participants still continued with action research, e.g. Y10 YM used mentoring strategies to improve engagement of a targeted group of disadvantaged students and 5/8 showed a decreasing accrual of behaviour points after mentoring began.	Focus intervention on MA and HA PP students for mentoring. After pilot of photo booklet, produce at start of year for all years Y7-13 and ensure regular use. (CBW)	English LSAs 17,526 HLTA Science 15,063
	Greater uptake of EBACC subjects amongst PP cohort (current Y9, spring term 2017)	Research and student voice to better understand barriers faced by PP/EAL/BME students in EBACC subjects and to put in place strategies to overcome them. Extra advice and mentoring from SLT, YM and careers for identified students at options time.	New leadership in MFL has raised engagement in the subject. Further impact expected this year, plus new leadership in History and Geography. To repeat intervention of extra time/advice and mentoring	(SLT – as above)
F. Homework				
Improved ATL of homework rate and less detentions for missing homework across PPi cohort; attendance at homework club	Students identified by teachers or detention data to be targeted by YM to attend lunch time homework club Repeated subscription to 'Show My Homework' YM to monitor/support use of SMH for identified students	In term 1, PP students in all year groups received more detentions per head than their non PP peers. This gap widened in term 2 and was evidenced in a lower average ATL for homeworks recorded by PP students. In response, the homework club was set up again: by the end of term 3, the gap in detentions had been reduced again, and the ATL of PP students in homework had improved, showing this intervention (run by year managers) to be effective. SLT have considered a variety of strategies to trial next year to improve quality and quantity of homeworks done by all students. Mentoring of individual PP students helps them to learn the necessary habits and improve their homework ATL (5/6 in mentoring trial with Y8, CBW); this will be rolled out by form tutors next year SD and NJ ran an 'S7 homework/revision club' for Y11 run by SD and NJ and this helped the positive English and Maths PP outcomes.	Facilitate time for staff to develop on line homeworks which students prefer. Separate homework completion from other sanctions. Involve form tutors in encouraging good learning habits and mentoring students with low Homework ATL. Support separate homework clubs for different years; reward students who attend. Monitor consistent setting/collection of homework	YM 13,949 SMHW 2,500

2016-17 allocation: £174,845 + LAC funding £5700 = £180,545. (See separate document for catch up funding.) Amount spent = £179, 906. Small underspend is due to Family Services not being employed as expected.