

Sharples School Pupil Premium Report

1. Summary information

Academic Year	17-18	Total PP budget	£259,930	Date of most recent PP Review	April 2018
Total number of pupils	835	Number of pupils eligible for PP	333 (39%)	Date for next internal review of this strategy	Sept 2018

2. Current attainment

2016-17 Results 47/164 pupils = 29% PP	Pupils eligible for PP at Sharples School	Pupils not eligible for PP nationally
% achieving grade 5+ English and mathematics	33.3%	49%
% achieving grade 4+ English and mathematics	45.5%	71%
Attainment 8 score (average of all pupils)	39.70%	50
Progress 8	-0.17	0.11
% achieving EBACC (5+ Eng/ma and C+ MFL/Hums)	20.09%	26%
% achieving EBACC (4+ Eng/ma and C+ MFL/Hums)	25.7%	28%

3. Barriers to Future Attainment (for students eligible for PP)

In-School Barriers

A	Improving attainment across a wide range of subjects including Maths and English
B	Improve literacy and Numeracy skills in Year 7
C	Accelerate the progress of all PP students across KS3 (with a focus on Most Able)
D	Improve the performance of PP boys

External Barriers

E	Improve attendance rates for PP students focusing on certain groups
F	Lack of aspiration (and parental support) for PP students
G	Lack of resilience and access to appropriate Post 16 pathways

4. Desired Outcomes

Success Criteria

A	Improving attainment across a wide range of subjects including Maths and English	No gap between PP eligible and non-PP in core subjects
B	Improve literacy and Numeracy skills in Year 7	100% PP pupils in Y7 are on target with at least 50% exceeding targets as evidenced through Accelerated Reader progress, English/Maths Mid and End of Year formal Assessments
C	Accelerate the progress of all PP students across KS3 (with a focus on Most Able)	Monitored by KS3 Coordinator (MJC), Teaching and Learning Co-Ordinator (CMX) to ensure that

		PP students are on or above target grades by end of KS4. High expectations for all through quality first teaching
D	Improve the performance of PP boys	<p>Results from formal assessments show a diminishing difference between PP and non-PP. Improvement in aspiration for boys post 16.</p> <p>PP Boys (Years 7 - 11) have seen the number of FTE fall from 17 students (2016-17) to 11 students (2017-18). This is due to earlier interventions, more effective strategies and a more in-depth monitoring system.</p>
E	Improve attendance rates for PP students focusing on certain groups	Assistant Headteacher working alongside Pastoral team to reduce amount of persistence absence among eligible PP students in each year group. PP attendance in line with rest of school
F	Lack of aspiration (and parental support) for PP students	<p>Engagement with PP parents through:</p> <ul style="list-style-type: none"> ● Parents Evenings: Non attendance chased up with additional meetings post eve ● Parent Pay: Use to target parents if students unreliable ● SMHWK: Class level teachers enforce homework, support PP, MJC monitors parental use

		<ul style="list-style-type: none"> Parental progress meetings to ensure improved parental buy in
G	Lack of resilience and access to appropriate Post 16 pathways	<p>For students to be aspirational in their approaches to Post 16 pathways.</p> <p>To be aware of the range of post 16 pathways and to develop the resilience to cope with transition into the next key stage</p>

5. Strategy and Expenditure Academic Year 2017-18

i. High Quality Teaching and Learning for All

Desired Outcome (specific links in brackets)	Chosen Approach	Rationale	Monitoring and Implementation	Staff Lead	When will we review action/approach/ specific budget requirements
Raising of literacy levels across the school starting from Year 7 (A,B)	<p>Whole school literacy focus on reading and vocabulary</p> <p>All year 7 form tutors given CPD on delivery of accelerated reader (AR)</p> <p>(Smaller group intervention of AR identified in following section "Targeted Support")</p>	<p>Pupils will be able to better access all areas of the curriculum if basic skills are improved upon. We want to raise the profile of literacy skills in every area of the school. New GCSEs have a higher demand of literacy skills.</p> <p>Components of language have been identified as a weakness from the data.</p> <p>Research also shows that teenagers who enjoy reading achieve higher grades academically in all their subjects.</p>	<p>Literacy Co-Ordinator to lead T&L Forum, twilights and etc. to train staff on effective practice</p> <p>Greater links developed between English and other subjects to help widen student vocabulary understanding</p> <p>It is our third year running the AR programme. We have high quality resources in place and continually monitor and report on student progress.</p> <p>This year students in Year 9 and 10 have been trained to be peer mentors in tutor time, assisting Literacy Co-Ordinator to further target and track the intervention.</p> <p>HLTA coordinates the Volunteer Reader Program targeted mainly at PP students and involves 6</p>	RDA-HOD English NSM - Lit. Co-Ordinator	<p>Termly review on impact through data windows</p> <p>Progress Leaders celebrated (PP specifically 1 to 1)</p> <p>PP students failing to make progress to targets specifically discussed and HOD's held to account in KS3 RAP meetings, SENCO present to discuss specific SEND needs/issues to be raised.. (Parents notified in both cases)</p> <p>PP holiday catch up session delivered by TA on developing literacy/numeracy basics-key PP students invited</p> <p>Teacher feedback through T&L Forum (Staff Professional Development Session on developing student Oracy delivered by RPO)</p>

			community volunteers who use accelerated reader to develop literacy skills in students		JPE (HLTA for KS3) meets MJC (KS3 Coordinator) each half term to discuss progress PP are specifically discussed as part of whole school priority
Greater independence to learning away from school (A,F)	Development of Show My Homework to raise the profile of homework and to further engage parents	SMHWK platform will enable students to better access and plan effective use of time when completing homework Homework is recorded in a way more familiar to students Parental engagement with the school over homework is poor (feedback from Parents Evenings 2016/17). Without support students cannot develop the independent skills needed to secure progress.	MJC to lead and monitor the use of SMHWK by staff. Termly feedback on staff usage fed back to HOD Termly SMHWK reports on Parental Engagement HOD to increasing hold staff to account if homework is not set Each Parents Evening SMHWK stand to be set-up to actively engage specific PP parents more with the platform and use personal log in to monitor homework	MJC -Co-Ordinator	Review 3 x twilight termly sessions to train staff on effective use of SMHWK to develop better engagement Termly reviews of SMHWK usage (whole school) Actions include MJC led \year group introduction sessions during term 1 and 2 (PP targeted specifically to attend these) Staff feedback review on homework completion Review of CPOM entries logging the failure to complete homework activities SHWK costings
To continue to raise the focus of Disadvantaged students in all areas of the curriculum and keep it high on everyone's agenda throughout the year (A, B.,C,D,E,F))	Continued use of the Diminishing the Differences forum across all subjects in the curriculum	Pressure on teachers with new GCSEs and in many other areas, this is about keeping the profile high and approaches fresh with a dedicated team of PP Champions to work together, share ideas and disseminate effectively throughout the school	Regular meetings and through SiG and PP Governor for continued Accountability A clear structure for the PP strategy to keep focus on D pupils	LSA/MJC PP Governor (Christine Wild)	Termly review of data in KS3 and 4 Key PP students failing to secure progress discussed in KS3 and 4 RAPs where HOD's are held to account for student progress and best practice shared. SENCO also in attendance to identify possible need for support Monitoring and Evaluation cycle has PP at its centre with evidence

					<p>of PP consideration expected on seating plans and learning plans. Staff held to account if not in evidence.</p> <p>Staff feedback further analyses how learning supports PP progress</p> <p>Final review July 2018</p>
<p>Ensure written feedback is incisive, consistent across the school (A,,B,C, D)</p>	<p>Feedback is part of our whole school ethos. The principles of Assessment for Learning are central to teaching and learning. Consistency is key. An agreed and shared feedback policy is in place for marking and feedback that ALL staff must adhere to.</p>	<p>Studies on feedback strategies indicate high levels of impact on learning in Secondary. With a potential gain of nine months, it provides the highest impact for lowest cost of all the approaches considered by The Sutton Trust. One study estimates that the impact of effective feedback on learning is 124 times more cost effective than reducing class sizes.</p> <p>If all staff are consistent in approach, understanding and cognitive links will support the development of numeracy and literacy skills</p>	<p>Written Feedback scrutiny is part of the Monitoring and Evaluation Calendar (WF occurs every 4 weeks)</p> <p>Pupil Premium students are identified as a school priority and are therefore targeted termly for monitoring of high quality insightful feedback by staff (monitored by HOD) with causes for concern shared with DHT (TLC) and action taken to improve</p> <p>Learning Walks specifically target PP students and the written feedback they receive when compared to non-PP. Causes for concern as above</p>	<p>T&L lead CMX</p> <p>HOD</p>	<p>Every 4 weeks as part of the Monitoring and Evaluation Calendar</p> <p>Termly as part of Learning Walks undertaken by SLT term</p> <p>Effective written feedback is a recurring theme for Teaching and Learning Forums and Twilight sessions</p>
<p>Maintain progress when students make the transition between KS2 and 3 (A, B)</p>	<p>Incisive and successful transition programme in place that support the development of Numeracy and Literacy across the key stages beginning in Year 5. Activities include Summer School for Y6/7 to support learning, transition sessions run by specialist staff at Primary schools</p> <p>Primary PP students failing to secure progress and who are likely to attend the school are</p>	<p>Traditionally there is a drop in standards between key stages, particularly in comparisons between PP and non-PP students</p>	<p>PP students with low numeracy skills identified early through transition teachers in Maths delivery of additional Numeracy support for students with low SAT's e.g. one plus one programme In literacy this is done by literacy coordinator - Rise and Read programme is targeted at pupils below expected standard at KS2 including those PP</p> <p>Attendance to Summer School monitored - PP attendance is</p>	<p>CMX – Transition lead, T&L Co-Ordinator</p> <p>PPA- Y7 Co-Ordinator</p> <p>LKE NSM</p>	<p>Termly reviews and feedback of KS2 supportive sessions</p> <p>Yearly reflections on the raft of transition projects made and effective practice then shared and used the following year</p> <p>Review of KS2 early numeracy intervention sessions to be undertaken.</p>

	<p>monitored/targeted for interventions in literacy and numeracy</p> <p>Effective use of "Catch Up Funding" on top of the PP funding to deliver incisive and effective interventions to ensure progress between key stages not impacted upon</p>		<p>greater than non PP as a result of targeting.</p> <p>Close ties to feeder schools means that data is more easily shared</p>		
<p>Improvement of whole school literacy and numeracy through the use of specific Literacy and Numeracy Coordinators</p> <p>(A)</p>	<p>Numeracy and Literacy Coordinators in post (percentage of time committed to the development of literacy for PP students)</p>	<p>Improved literacy and numeracy improves the attainment across all subjects</p>	<p>Numeracy and Literacy leads both involved in delivering staff CPD through T&L forums, twilights and INSET days</p> <p>Specific interventions aimed at underperforming (compared to school, challenging targets) pupils - PP</p>	<p>Co-Ordinators : NMC: Numeracy NSM: Literacy</p>	<p>Each term progress and impacts are reviewed</p>
<p>Students better equipped at understanding examination process including- Examination technique Retaining information Reflecting on Success</p> <p>(A)</p>	<p>Two whole school formal assessment windows mirror that of final KS4 GCSE with examination timetables, assessments that directly mirror GCSE exam questioning and subject preparation in lead up to examination that includes effective revision</p> <p>All assessments are internally moderated and key pieces placed on shared moderation folder on google drive</p>	<p>To further develop effective transition between key stages 3 and 4</p> <p>Make the examination process familiar for students</p> <p>Further develop effective examination technique before final KS4 exams</p>	<p>PP Study Skills Evening delivered (November 2018) to PP students specifically to support independent learning and the understanding of revision technique</p> <p>Key moderated pieces uploaded onto shared folder (shared with KS3 Coordinator MJC)</p> <p>HOD write and deliver examinations</p> <p>All staff part of following Written Feedback and student reflections</p> <p>PP students with SEN need specifically targeted for additional support by SEN dept and class teachers.</p>	<p>KS3 Coordinator- MJC</p> <p>HOD's</p>	<p>Review of study skills evening positive feedback from students and parents in attendance</p> <p>Reflection undertaken after each assessment window to include the process itself, student engagement, SEN provision etc.</p>

PP Funding Allocation for Securing Quality Teaching for All: £15,430

Year 2 Moving Forward (Reviewed May 2018)

- Better target SMHWK engagement of PP students- Use of specific group meetings with PP cohort not engaging with homework, identifying key PP students at Parent Evenings and ensure Parent have access to the programme
- Maintain and develop Diminishing the Differences forum to develop and deliver key impact projects across the school. These are to be logged and budget requirements identified (trialled from June 2018).
- Y10 PP targeted cohort to form core NPQSL impact project- one theme of this being the development of examination skills, key learning to be cascaded down to KS3
- Greater use of CPOM's data to better target issues with behaviour for learning and implement earlier intervention

ii. Targeted Support

Desired Outcome (specific links in brackets)	Chosen Approach	Rationale	Monitoring and Implementation	Staff Lead	When will we review action/approach/ specific budget requirements
Better identification of pupils' individual needs for in class planning/teaching (wave 1 intervention) (A)	Better use of data tracking across school and use of KS2 SATs, CATs, Progress to Target (PTT), Departmental Progress to Targets (DPTT)	We want to offer high quality teaching (and intervention – wave 1 and 2) to all pupils to drive up results. Pupils who have not achieved 100 on entry have gaps in skills/knowledge and we need to identify these better to ensure all subjects are fully accessible to pupils.	Staff to be familiar with the use of data to target wave 1 (classroom level) interventions and for this to be the norm Interventions include targeted questioning of key students, HOD monitoring, mark first practice, more detailed written feedback, parental contact for those seen as	CMX	PP students specifically discussed during KS3 and 4 RAP meetings with HOS's being held to account for progress. SENCO in attendance to all meetings to help identify need for wider support and share good practice Termly monitoring by subject leads
The development of numeracy and literacy development in particular securing the progress of PP students whose numeracy and literacy scores are behind that of their peers (A)	Recruitment of HLTA's to support numeracy and literacy development	Use of HLTA's will enable the school to specifically target key groups for intervention at KS3 and KS4 in English and Maths Evidence suggests that low attainment in core subject's limits access to the wider curriculum.	HOD in English and Maths to monitor progress of PP in comparison to non-PP Data used and shared with KS3/4 Co-Ordinators to enable holistic approach to interventions and show students at risk of underperformance	HLTA (led by MJC- KS3/FKH- KS4) HDN- Maths HOD RDA-English HOD	Reviewed at each data point KS3/4 RAP Meetings (termly) Diminishing the Difference Forums (termly)
Specifically target those PP students whose reading ages are significantly below that of their peers across all ability ranges (A)	Small group interventions Volunteer Reader Program	Evidence suggests that low literacy rates limit access to wider curriculum in particular key EBACC subjects 1to1 reading and use of Accelerated Reader to help raise literacy levels and access to curriculum will help bring PP	HLTAs track progress of targeted students and this is discussed with Line Managers (JPE-MJC/BPA-FKH) JPE-Manages Volunteer Readers with MJC as Coordinator. Progress of students is monitored through a	MJC FKH HLTA's – JPE/BPA	Termly meetings with HLTA and line manager (KS3-MJC/KS4 FKH) show focus on PP student support Review and monitoring through ½ termly discussion of HLTA shared trackers, poor progress challenged and interventions agreed

		students up in line with their peers	tracker showing progress and Reading Ages		
<p>Focused intervention to meet the needs of pupils arriving at Sharples in order to raise literacy and numeracy levels working in conjunction with SEND department</p> <p>(A)</p>	<p>Those students failing to achieve the basic standard SAT scores (score of 100 and below in Reading and Maths) placed into intervention form in Y7. These are to receive intensive support across all subjects with a focus on Literacy and Numeracy skills including the use of Accelerated Reader, Peer Readers etc.</p> <p>Those with significant need or on SEN register and with low Numeracy/Literacy placed on the Sharples STAR Pathway</p>	<p>Small group support enables more incisive use of tutor time</p> <p>Bespoke activities written for Y7 form by Numeracy and Literacy Coordinators</p> <p>STAR Pathway program specifically targeted at the development of basic Literacy and Numeracy Skills</p>	<p>Specialist staff have timetabled lessons to support a programme of 10-12 week withdrawal of small groups of pupils as per findings of the CAT testing assessments undertaken in Y7 and teacher assessment, use of trained TAs and HTLAs to deliver content</p>	<p>JPE/BPA HLTA's</p> <p>EKA-SENCO CMX</p>	<p>Termly review of progress for STAR Pathway</p> <p>Regular monitoring of progress by SENCO of PP students as compared to non-PP on SEND register</p>
<p>Improved focus on study skills to help Disadvantaged students achieve more and work smarter, especially for KS4 Disadvantaged boys achievement through engagement (pupils and parents)</p> <p>(A,D)</p>	<p>Working with small groups of high needs Disadvantaged pupils, Study packages, In-House parents and pupil revision evenings</p>	<p>Small group work appears to work well with pupils with high and complex needs where often outside issues impact negatively on engagement, behaviour and ultimately achievement, thus this provides support and encouragement.</p> <p>Using evidenced based approach to specifically target those KS4 Disadvantaged students that are underachieving</p>	<p>Delivery of bespoke Study Skills evenings for Disadvantaged students (YAR)</p> <p>PP Boys Study Skills weekend revision sessions delivered in March 2018 with following PP Girls revision session delivered in early May 2018</p>	<p>CMX-T&L</p> <p>LSA-Y11 FKH-KS4</p>	<p>Reflection of evening goals undertaken with positive student feedback delivered on all events</p> <p>Review of PP Study SKills weekends showed excellent student engagement with school hopeful of positive outcomes in the Summer</p>
<p>Raise the aspirations for Disadvantaged students</p> <p>(C,F,G)</p>	<p>Use of specific staff to coordinate and deliver bespoke programme aimed at raising aspirations for all with a particular focus on PP students</p> <p>Committed Careers Advice worker to work with small group of PP students to advise and be</p>	<p>Disadvantaged students (in particular Boys) at Sharples are statistically more likely to become NEET post 16.</p> <p>Aspirations for students still remains low despite the school securing better than national progress</p>	<p>PP Boys specifically targeted to develop leadership, resilience and self motivational skills through a range of impact projects- Y9 Bolton Wanderers Youth Enterprise, KS3 Boxing</p> <p>Aimi Higher TLR post holder to specifically target Disadvantaged</p>	<p>MJC- Lead as Y9 CO-Ordinator</p> <p>JBA- PE HOD</p>	<p>Meetings with HOD and Yr Co-Ordinators to discuss impacts of PP Boy impact projects</p> <p>Termly monitoring and review of key activities</p>

	more aspirational with career targets		students for participation in a range of activities in order to raise aspirations OBA Careers Advice worker actively engages students with advice on post 1 options and further careers advice.	JGA-Raising Aspirations worker OBA-Careers Advice	
Deliver effective support to further push Most Able students and encourage a more aspirational attitude (A,D,F)	Delivery of the Good To Great Programme specifically targeted at Most Able students aimed at developing higher order skills across all subjects. PP students are actively targeted by HOD's 1 to 1 support to raise engagement	Raise the aspirations of our highest achieving students and to help them secure the wider inter personal skills required to enter the top universities and access the best jobs	Each subject to contribute at least one piece of the Good to Great programme during the academic year. CMX to monitor engagement and impact. Specific PP students targeted for 1to1 encouragement to help raise engagement with programme	CMX	Termly Monitoring of attendance for key PP students
Decrease in fixed term exclusions - behaviour and attitudes to learning addressed, especially for pupils eligible for PP (D,E)	Target the PP students at the beginning of the academic year. Targeted PP students are monitored by AHT, PSL, Year Coordinators & Behaviour Mentor.	PP students are aware of why they are being supported and tracked. Enable the students to have the strategies that will help them to avoid any potential behavioural attitudes that could lead to further sanctions.	AHT & Pastoral Team to monitor daily, weekly & termly. Pastoral team to engage support of parents / guardians. pastoral team to look at Outside agencies that could help support the PP students.	AHT (Behaviour & Inclusion)	Daily, weekly & termly monitoring of behaviour of PP students.
Continued training of TAs to improve impact and improved use of TAs in the classroom (A,C)	Targeting of specific need in each year groups through regular dialogue between SENDO and SLT link SEND Weekly Briefing Meetings introduced on Monday evenings for all TA's and SENCO to share information, good practice and for CPD input A full offer of CPD for all SEND staff to ensure they	The gaps between disadvantaged and non disadvantaged are often compounded when crossing other key groups. PP and SEND show some of the most significant gaps in progress Ensuring a skilled TA team helps secure progress and ensure there is challenge to help diminish gaps as they arise at a classroom learning level	TA's took part in the whole school twilight "Supporting Pupils with Special Needs in the Classroom" in April 2018 - Two TAs attended "Positive Behaviour Management" in Spring term - full day course. Learning was then disseminated to the team via the SEND briefing meeting. - One TA completed the Level 3 Supporting Teaching and	EKA SENCO/Assis tant SENDCO CMX (SLT Link) TA team	The SEND Team will be involved in Post Exam analysis meetings with RSL to gain feedback on interventions put in place and to plan for the upcoming year The SENCO attends RAPs at both KS3 and 4 to gain feedback and action any issues The SEND DIP will be reviewed regularly to assess progress and any amendments to the plan

	have the appropriate skillset to improve outcomes for Disadvantaged pupils		<p>Learning Course with Bolton College in May 2018 - A further TA has been fully funded to complete the Level 3 Supporting Teaching and Learning over the course of this academic</p> <p>All TA's have had a full appraisal process with many having the opportunity to shadow other roles for their own CPD e.g. observing lessons in History as has an interest in teaching, shadowing the health care worker to learn about children with medical needs</p>		
Continue the improvement in Maths and English with focussed revision for Disadvantaged pupils (A,C)	<p>PP revision evening run by English</p> <p>Library extended hours offered to all (targeted at PP participation)</p>	Students are aware of the importance of revision environment, effective planning and developing effective revision resources	Delivery of revision sessions supporting active revision, feedback form Student Revision Evening	<p>YAR - Delivered</p> <p>Extended Library hours supported by SLT</p>	Regular review of participation and student feedback
Develop an awareness in the PP cohort of the post 16 pathways and which are appropriate whilst at the same time encouraging aspirational goals (G)	<p>Provide personalised advice on careers options for Post 16.</p> <p>College visits within school as well as visits to a range of different colleges in the area depending on need</p>	<p>To develop an awareness of how different post 16 courses are</p> <p>To develop the resilience needed for education outside of school</p>	<p>Delivery of aspirational talks with targeted PP groups by SLT link for Y11</p> <p>Careers Advisor for the school to prioritise PP students for time and initial appointments</p>	<p>OBA-Careers Advisor</p> <p>LSA/FKH careers and Y11 SLT links</p>	Termly with final review

PP Funding Allocation for Targeted Support: £156,076

Year 2 Moving Forward (Reviewed May 2018)

- Volunteer and Peer Reader Programme to be expanded to support literacy development across KS3 as a whole with a more overt focus on the development of literacy for PP students
- Good to Great Programme to log PP participation to help monitor MA PP engagement

- A new TLR post to be started in September linked explicitly to improving Careers access

iii. Other Approaches

Desired Outcome (specific links in brackets)	Chosen Approach	Rationale	Monitoring and Implementation	Staff Lead	When will we review action/approach/ specific budget requirements
Deliver regular access arrangements to secure progress for Disadvantaged students that also have wider educational needs and that this becomes “normal practice” for them (A)	Exam Preparation All PP students are tested for exam access arrangements Providing food and water before exams	Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Provision of food and equipment for examinations ensures that pupils are able to access examinations and work to the best of their ability	SENCO oversees all testing and recording. A list of students for whom concessions are allowed is produced annually and shared with all staff. Staff are also encouraged to refer any students that they feel deserve to be tested to enable them to access support if applicable. This occurs throughout all formal assessment windows across both Key Stages	SENCO	On Going
To improve the attendance for all students but with specific focus on the Disadvantaged cohort (A, E)	Attendance officer compiles late list every morning as soon as tutor time registers are done. Repeat offenders are monitored on a daily basis. Phone calls are made immediately. Information is shared with AHT to follow up with home visit if necessary. First day response provision. Pastoral Managers provide pastoral and family support for some of our more vulnerable families.	Attainment can only improve if students attend school. Improved attendance is linked to academic improvements.	Use of staff briefings to ensure all staff (form tutors) are working collaboratively to improve / tackle poor attendance. Assistant Headteacher holds Year Coordinators to account for chasing up lates; weekly 100% attendance rewards given out. Attendance is monitored daily. Home visits for persistent offenders and parental meetings with SLT. If attendance and punctuality is an issue key PP (and others) are picked up by the school minibus by Yr Coordinators	FKH Yr Co-Ordinators :BST PPA LHA	Weekly. Google docs are updated daily with late figures and weekly with attendance figures. All issues with punctuality dealt with on that day during lunchtime detentions
Appropriate and effective support received by vulnerable	Deliver support programmes for vulnerable PP students (to support those with behavioural,	Offer the support for our vulnerable PP students so they are able to meet the daily	AHT & Pastoral Team to monitor daily, weekly & termly. Pastoral team to engage support of parents	AHT (Behaviour & Inclusion)	Daily, weekly & termly monitoring of vulnerable students.

pupils (social, emotional and mental health needs) (A,E)	social, physical & mental health issues). Use internal support (PSL, YCO & behaviour Mentor) alongside outside agencies (Kooth & CAMHS amongst others). YCO to support PP students from their Year Group, offering 1:1 support.	routines of school and life outside school. To help these students to develop the life skills to help them in their school career and beyond.	/ guardians. pastoral team to look at Outside agencies that could help support the vulnerable students. AHT to monitor engagement of students & parents / guardians and to intervene with alternative strategies where appropriate.		
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PP Funding Allocation for Other Approaches: £89,473

Year 2 Moving Forward (Reviewed May 2018)

- PP to be better targeted to engage with wider curriculum. In KS3 the use of Sharples Bacc will specifically target PP engagement. At KS4 PP to be identified in Y10 for the Duke of Edinburgh Award scheme to help build resilience, community participation and leadership skills.
- Attendance remains a priority for PP
- New behaviour manager to come into post September 2018 onwards

Overall PP Budget Total: £260,979 (from a budget of £259,930)

6. Overall Reflection on 2017-18 Allocation		Impact																												
A	Improving attainment across a wide range of subjects including Maths and English	<p>KS3 English and Maths: The majority of PP students are at or above their target grades by the end of the year. However the gaps between Disadvantaged and Non Disadvantaged get wider the further up through KS3 they go.</p> <table border="1"> <thead> <tr> <th></th> <th>Below</th> <th>On</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Disadvantaged</td> <td>16.3%</td> <td>52.2%</td> <td>31.5%</td> </tr> <tr> <td>Non Disadvantaged</td> <td>13.3%</td> <td>55.8%</td> <td>30.8%</td> </tr> <tr> <td>Y8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Disadvantaged</td> <td>18.1%</td> <td>62.5%</td> <td>19.4%</td> </tr> <tr> <td>Non Disadvantaged</td> <td>15.2%</td> <td>56.2%</td> <td>28.6%</td> </tr> </tbody> </table>		Below	On	Above	Y7				Disadvantaged	16.3%	52.2%	31.5%	Non Disadvantaged	13.3%	55.8%	30.8%	Y8				Disadvantaged	18.1%	62.5%	19.4%	Non Disadvantaged	15.2%	56.2%	28.6%
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Disadvantaged	31.1%	59.5%	9.5%							
Non Disadvantaged	28.9%	63.2%	7.9%							
B	Improve Literacy and Numeracy skills in Year 7	<p>100% PP pupils in Y7 are on target with at least 50% exceeding targets. Impact has been evidenced through Accelerated Reader progress, English/Maths Mid and End of Year formal Assessments.</p> <p>Catch Up funding used to target key students and the formation of intervention forms has helped focus targeted support for key groups in Y7.</p> <p>All Y7 students involved in the Volunteer Reader Program showed progress of at least two years towards making their reading age on parity with age.</p>								
C	Accelerate the progress of all PP students across KS3 (with a focus on Most Able)	<p>81% of all students who are PP and classed as MA by the school failed to reach their targets in English and Maths, 36% of MA PP</p>								

		<p>students failed to hit their targets in 7 or more subjects across <u>every data point</u>.</p> <p>Y7: (7 students) 57% were 2 or more sub grades below target in English and Maths. No students hit their target grades in English and Maths. Callum Robson, Braden Morris, Caden Atkinson were Progress Challenges after each data point</p> <p>Y8:(3 students) Only 1 (Ramy Abaker) hit their end of year target. Jonathan Breward was a Progress Challenge all year</p> <p>Y9: (1 student) Reached target in English and Maths KS3 data shared with Subject Leads and discussed key progress challenges (evidenced in meeting notes 11th July). <i>This key group will be the main target for interventions next year.</i></p>
D	Improve the performance of PP boys	<p>In year 7 PP boys are still failing to secure progress (1 sub grade below on average) in line with non PP across all subjects with the greatest disparity occurring in English.</p> <p>In year 8 the greatest disparity is in Maths with PP students progressing on average a full grades worth of progress when compared to Non-PP Boys.</p> <p>In year 9 the differences declines with Boys as a cohort significantly underachieving to targets.</p> <p>Year 10 data shows that the Average Total Progress 8 for PP Boys is 0.103 compared to -0.143 for Non PP Boys</p> <p>Most Effective Interventions included PP study Evening and the PP Weekend Study both of which developed an understanding and support for out of school learning and revision.</p>

		<i>Progress for KS3 PP Boys will be another target for priority interventions next year</i>																
E	Improve attendance rates for PP students focusing on certain groups	<p>Attendance of PP across academic year:</p> <table border="1"> <thead> <tr> <th></th> <th>Sharples</th> <th>Nat. Average</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>All NPP Pupils</td> <td>4.1</td> <td>5.4</td> <td>+1.3</td> </tr> <tr> <td>PP at Sharples</td> <td>5.9</td> <td>7.8</td> <td>+1.8</td> </tr> <tr> <td>NPP vs PP at Sharples</td> <td>2.9/5.9</td> <td>NA</td> <td>-3</td> </tr> </tbody> </table> <p>Key groups to be better monitored by Year Coordinators and SLT link. Late year interventions such as attendance morning visits and meetings with MMO showed impact though too late in the year for significant changes. Interventions started towards end of 2017-18 academic year to continue therefore into 2018-19 academic year.</p> <p>Most effective strategies included:</p> <ul style="list-style-type: none"> • First day contact/3rd day welfare calls • Attendance letters (staged) • Below 96% – request for medical information • Individual parental meetings • Parental meetings with Attendance Officer. • Use of reward schemes to incentivise at risk students 		Sharples	Nat. Average	Diff	All NPP Pupils	4.1	5.4	+1.3	PP at Sharples	5.9	7.8	+1.8	NPP vs PP at Sharples	2.9/5.9	NA	-3
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F	Lack of aspiration (and parental support) for PP students	<p>Engagement with PP parents through:</p> <ul style="list-style-type: none"> • Parents Evenings: 																

	<p>Improving the engagement of parents/carers with the education and progress of their child was a key area of focus which demonstrated impact in a positive manner</p> <table border="1" data-bbox="1198 347 2094 614"> <thead> <tr> <th></th> <th>All Non-PP</th> <th>Sharples PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>92%</td> <td>91%</td> <td>-1</td> </tr> <tr> <td>Y8</td> <td>91%</td> <td>82%</td> <td>-9</td> </tr> <tr> <td>Y9</td> <td>71%</td> <td>78%</td> <td>+7</td> </tr> <tr> <td>Y10</td> <td>78%</td> <td>84%</td> <td>+6</td> </tr> <tr> <td>Y11</td> <td>78%</td> <td>76%</td> <td>-2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● SMHWK: Class level teachers enforce homework, support PP, MJC monitors parental use. Feedback on homework to Subject Leads evidenced through ATL meeting logs. MJC to continue to monitor into next year with specific arranged meetings with key PP students in 2018-19 academic year to discuss at home learning strategies for PP. ● Parental Progress Evening of KS4 Y11 students 		All Non-PP	Sharples PP	Difference	Y7	92%	91%	-1	Y8	91%	82%	-9	Y9	71%	78%	+7	Y10	78%	84%	+6	Y11	78%	76%	-2
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G	<p>Lack of resilience and access to appropriate Post 16 pathways</p> <p>Though prioritising PP for Careers advice has meant more students are better informed on the correct courses there is still an issue with self motivation, resilience and understanding of how demands change post GCSE.</p> <p>The development of resilience in students still identified as an issue with a 6% difference between PP students continuing to access a Post 16 pathway and National Non PP students accessing.</p>																								

		A new TLR post to be started in September linked explicitly to improving Careers access
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