

# **Year 11 Pupil Premium Plan**

**...a review.**

**Please see impact data for attainment outcomes of plan.**

**2013-14**

### **Outcomes - To ensure that all Pupil Premium students...**

1. make 3L+ of progress in English and Maths and
2. achieve FFTD target of 55%

### **Year 11 data targets for summer 2014**

FFTB – 49%

FFTD – 55%

### **Number of students eligible for Pupil Premium Grant in Year 11**

37

### **Priorities for Y11 students**

1. Identify individual needs of Y11 Pupil Premium students
2. English, Maths support for students who are underachieving
3. Address attendance issues

## Headlines - Leadership

1. Identify the students
2. Identify the individual needs
3. Establish a performance panel to monitor progress

<b>Strategy</b>	<b>Actions</b>	<b>Outcome</b>	<b>Review</b>
Identify students in Y11 who are entitled to Pupil Premium support.	<ul style="list-style-type: none"> <li>• Analyse progress data</li> <li>• Identify students</li> <li>• Form a target group</li> <li>• Share names with staff</li> </ul>	<ul style="list-style-type: none"> <li>• All staff know who is eligible for Pupil Premium funding</li> </ul>	<i>All students eligible for Pupil Premium funding identified in SIMS and shared with teachers.</i>
Identify the individual needs of students in Y11	<ul style="list-style-type: none"> <li>• Analyse data to identify strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a clear plan for supporting Pupil Premium students in Year 11</li> </ul>	<i>HoDs are informed of Year 11 Pupil Premium Plan 2013-14 and asked to analyse the needs of their students eligible for Pupil Premium funding, in preparation for Bidding strategy. Maths and English Mentors and HoDs analysed data to identify those students in need of intervention.</i>
Establish a Pupil Premium performance panel	<ul style="list-style-type: none"> <li>• A panel is formed</li> <li>• Pupil premium students data is reviewed after progress checks</li> <li>• Resources are deployed to boost progress and achievement where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• The progress of Pupil Premium students is tracked after each progress check.</li> <li>• Resources deployed have an impact on raising attainment.</li> <li>• At least 49% of Pupil Premium students who are underachieving are secure in their progress and are on-course to make 3+ Levels of progress and achieve at least a C grade at GCSE.</li> </ul>	<i>AHT and Pupil Premium Co-ordinator in frequent contact to review data. Data reviewed at SLT meeting with regards to targeting Maths/ English Intervention. A panel of people (including T&amp;L Governor representative, Head Teacher, Deputy Head, Assistant Head Teachers and Pupil Premium Co-ordinator) came together in relation to discussing Department Bids based on the needs of the identified students eligible for Pupil Premium funding.</i>

## Headlines - Targeted Teaching & Learning Support

1. Involve staff who know students best
2. Restructure curriculum where appropriate
3. English & Maths support
4. Revision materials
5. Easter School

Strategy	Actions	Outcome	Review
Involving staff in making decisions about students' needs.	<ul style="list-style-type: none"> <li>• Set aside a capped fund for subject leaders from all departments to bid for in order to improve the achievement of Pupil Premium students.</li> </ul>	<ul style="list-style-type: none"> <li>• A highly individualised approach to support student achievement, based on rigorous use of data combined with good knowledge of students as individuals.</li> </ul>	<p><i>All departments involved in Bidding for funding in order to meet the needs of their individual Year 11 students eligible for Pupil Premium funding.</i></p> <p><i>Bids submitted, summarised and discussed with Pupil Premium Panel.</i></p> <p><i>HoDs informed by letter of successful bids and orders for purchases placed.</i></p> <p><i>HoDs and Pupil Premium Co-ordinator use data to identify the impact of the Bidding Strategy and evaluate success.</i></p>
Restructure of curriculum for students who can achieve 5+ A* - C including English and Maths but are at risk.	<ul style="list-style-type: none"> <li>• Identify those at risk of not getting 5+ A* - C including English and Maths.</li> <li>• Identify those at risk of not making 3+ Levels of progress in English and Maths.</li> <li>• Put in place extra tuition/targeted work on a Tuesday.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 49% of Pupil Premium students who are underachieving are secure in their progress in at least 6 subjects including English and Maths and are on-course to make 3+ Levels of progress and achieve at least a C grade at GCSE</li> </ul>	<p><i>List of students identified using both October 2013 Progress 1 and January 2014 Progress 2 data.</i></p> <p><i>List shared with SLT, HoDs and parents for approval.</i></p> <p><i>Maths and English intervention delivered for students who fit criteria and approved by above parties.</i></p>
	<ul style="list-style-type: none"> <li>• Y11 English teachers to identify specific skills to target with Year 11 students.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 49% of Pupil Premium students who are underachieving in English are</li> </ul>	<p><i>Students eligible for Pupil Premium funding in need of additional English support identified.</i></p>

<p>English – Support</p>	<ul style="list-style-type: none"> <li>• High quality teaching targets areas in need of improvement.</li> <li>• Target Learning Mentor time on Pupil Premium students if option subjects are dropped.</li> <li>• 1:1/ Small group work taking place</li> <li>• Time limited 10x1h sessions which are; linked to day to day teaching, have clear success criteria, frequently evaluated and do not have a negative impact on other curriculum areas.</li> <li>• Plan for time to release teaching staff to give high quality feedback to Pupil Premium students following the December mock exams.</li> <li>• Review individual needs after December mocks.</li> </ul>	<p>secure in their progress and are on-course to make 3+ Levels of progress and achieve at least a C grade at GCSE</p>	<p><i>Learning Mentor and English teacher liaise to discuss learning needs of individual students. Please refer to Year 11 Record of Impact Report for list of students.</i></p> <p><i>Learning Mentor provides 1:1/small group tuition throughout the year, including those students with reduced curriculum. Impact details of this provision can be found in the Year 11 Record of Impact Report.</i></p> <p><i>English Teaching staff attend appointments with Pupil Premium students to offer feedback following English mock examinations. Cover Supervisor used to cover English Teachers during this time. Impact details of this provision can be found in the Year 11 Record of Impact Report.</i></p>
	<ul style="list-style-type: none"> <li>• Y11 Maths teachers to identify specific skills to target through use of KS4 Alfie Soft</li> </ul>	<ul style="list-style-type: none"> <li>• At least 49% of Pupil Premium students who are underachieving in Maths are secure in their progress and are on-course to make 3+ Levels of</li> </ul>	<p><i>Students eligible for Pupil Premium funding in need of additional Maths support identified.</i></p> <p><i>Learning Mentor and English teacher liaise to discuss learning needs of</i></p>

<p>Maths – Support Strategies</p>	<ul style="list-style-type: none"> <li>• High quality teaching targets areas in need of improvement.</li> <li>• Target Learning Mentor time on Pupil Premium students if option subjects are dropped.</li> <li>• 1:1/ Small group work taking place</li> <li>• Time limited 10x1h sessions which are; linked to day to day teaching, have clear success criteria, frequently evaluated and do not have a negative impact on other curriculum areas.</li> </ul>	<p>progress and achieve at least a C grade at GCSE</p>	<p><i>individual students. Please refer to Year 11 Record of Impact Report for list of students.</i></p> <p><i>Learning Mentor provides 1:1/small group tuition throughout the year, including those students with reduced curriculum. Impact details of this provision can be found in the Year 11 Record of Impact Report.</i></p>
<p>Provide high quality revision materials to students for all their subjects to ensure they are fully prepared for examinations</p>	<ul style="list-style-type: none"> <li>• All HOD's identify the revision materials that students will need for their subject.</li> <li>• They issue these resources free of charge to Pupil Premium students and keep an audit trail to pass on to the Finance Office.</li> <li>• Students rate the quality and usefulness of revision materials</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students complete an on-line survey about the quality of resources they receive.</li> <li>• At least 49% of Pupil Premium students who are underachieving are secure in their progress and are on-course to make 3+ Levels of progress and achieve at least a C grade at GCSE</li> </ul>	<p><i>Letter sent to parents of the students eligible for Pupil Premium funding to inform them of revision material entitlement. HoD and teachers distribute revision material to these students (no cost).</i></p> <p><i>Revision material survey not completed but will be considered for the future. Pupil Premium Co-ordinator collected from staff a summary of the revision material distributed.</i></p>

<p>To develop an Easter Holiday School and Weekend revision programme for students to ensure they are fully prepared for examinations</p>	<ul style="list-style-type: none"> <li>• Staff to be informed of strategy and asked to express an interest in running revision sessions that are targeted at students eligible for Pupil Premium funding.</li> <li>• Sessions to be targeted specifically at Pupil Premium students based on individual learning needs.</li> <li>• Pupil Premium Co-ordinator to record and manage sessions delivered to maximise the number of students attending.</li> <li>• Staff evidence the impact of this strategy</li> </ul>	<ul style="list-style-type: none"> <li>• At least 49% of Pupil Premium students who are underachieving are secure in their progress and are on-course to make 3+ Levels of progress and achieve at least a C grade at GCSE</li> </ul>	<p><i>Teachers identified the Pupil Premium students which require the most support and identify their needs. Various departments delivered revision sessions during the February half term holiday and the Easter Holiday. These can be found in the Year 11 Record of Impact Report.</i></p> <p><i>Pupil Premium Co-ordinator managed these to avoid any clashes between sessions targeting the same students. Record of students kept by departments and sent to PPC in order for staff to receive payment.</i></p> <p><i>Impact details of this provision can be found in the Year 11 Record of Impact Report.</i></p>
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## Headlines – Barriers to learning

### 1. Attendance

Strategy	Actions	Outcome	Review
Attendance	<ul style="list-style-type: none"> <li>• Follow the normal school process for addressing poor attendance.</li> <li>• Identify Pupil Premium students with attendance below 95%</li> <li>• Complete a questionnaire with these students to identify root cause for attendance issues.</li> <li>• Identify strategies for improving attendance. Strategies could include:               <ol style="list-style-type: none"> <li>1. School Bus,</li> <li>2. On-line learning platform,</li> <li>3. Late School</li> <li>4. Mobile tutor</li> <li>5. Rewards for improved attendance</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium Students' attendance at school is at least 95% from the point that intervention commenced.</li> <li>• At least 49% of Pupil Premium students who are poor attenders are secure in their progress and are on-course to make 3+ Levels of progress and achieve at least a C grade at GCSE in English and Maths</li> </ul>	<p><i>Attendance Pastoral Worker supports Pupil Premium students with low attendance through normal school and Local Authority systems.</i></p> <p><i>New celebration and reward strategies introduced through Year Co-ordinators.</i></p> <p><i>On-line learning platform trialled with Maths class. Impact of this to be analysed and used to decide on future use of the TUTE programme.</i></p>