



Chestnut Grove Academy

# **Pupil Premium**

## **2018-2019**

### **Report to the Teaching, Learning and Assessment Committee**

Chestnut Grove’s Pupil Premium Strategy..... 1

Funding of Pupil Premium 2016/17 to 2019/20..... 3

Acronyms legend:

PP- Pupil Premium

DP –disadvantaged pupil

NDP – non-disadvantaged pupil

FSM – free school meals

BEP – below expected progress

EP – expected progress

AEP – above expected progress

LAC – Looked After Children

EWO – Educational Welfare Officer

## Chestnut Grove’s Pupil Premium Strategy

The best strategy to improve the outcomes of disadvantaged students is excellent teaching. The most important prerequisite of excellent teaching is a broad and balanced curriculum. Therefore, our main strategy is simple: to ensure disadvantaged pupils make progress in line with *all pupils nationally* the priority for Chestnut Grove Academy is to consistently deliver quality first teaching and increase the cultural capital for our students. Our imperative is to provide disadvantaged students with the access to a knowledge-rich, transformational curriculum and numerous enrichment opportunities which will broaden their horizons and ignite a love of learning, turning them into life-long learners.

Nevertheless, as a community in which disadvantaged students are a minority, we are acutely aware that their needs require special attention. We understand that disadvantaged pupils have additional needs that can be complex and personal, which can make them difficult to identify and categorise. Thus, we tailor programmes that support the whole child, mobilising all available resources in order develop an understanding of disadvantaged pupils’ needs and best strategies to address them. This approach requires collaboration: we ensure that all staff are united in their unwavering determination to

remove or neutralise all barriers to learning so that social disadvantage does not hold back any child in realising their best potential. We ensure that all staff understand that Pupil Premium funding is intended to improve the outcomes of disadvantaged pupils, not fuel progress in general. United by a profound sense of moral purpose, we ensure that low achievement is not confused with low ability, that our disadvantaged students are valued members of our Creative Learning Community, and their potential and right to an excellent education is unchallengeable and protected.

To effectively remove all barriers to learning, we endeavour to deliver both whole-school and personalised strategies tailored with our disadvantaged students' educational needs in mind. Apart from benefitting from our knowledge-rich curriculum, our disadvantaged students have access to a range of academic support, enrichment programmes, mentoring, careers advice and financial support (provision of resources, uniform, counselling, etc.).

#### Whole-school strategies\*:

- All staff understand the purpose of PP funding and we are all united in our determination to close the achievement gap
- All staff understand that low achievement does not equal low ability; PP students are NOT less able – correct use of terminology which shows disadvantaged students are valued and respected
- Early identification of barriers to learning; PP intervention based on it
- Targeting the funding from the outset; success criteria set at the start
- Ensuring teaching assistants/learning mentors are trained to raise standards
- Provision of personalised support for students and families
- Assistant Head i.c. oversees the Pupil Premium programme; PP co-ordinator implements PP programme
- Effective monitoring and evaluation of the impact
- PP students are prioritised regarding intervention which targets their progress, attendance, careers, resources, parental relations, etc.
- Improving parental engagement through disposing of unconscious bias and developing positive attitudes to school

\*Please see Appendix 3 for subject-specific strategies for removing the barriers to learning of disadvantaged students

### Funding of Pupil Premium 2016/17 to 2019/20

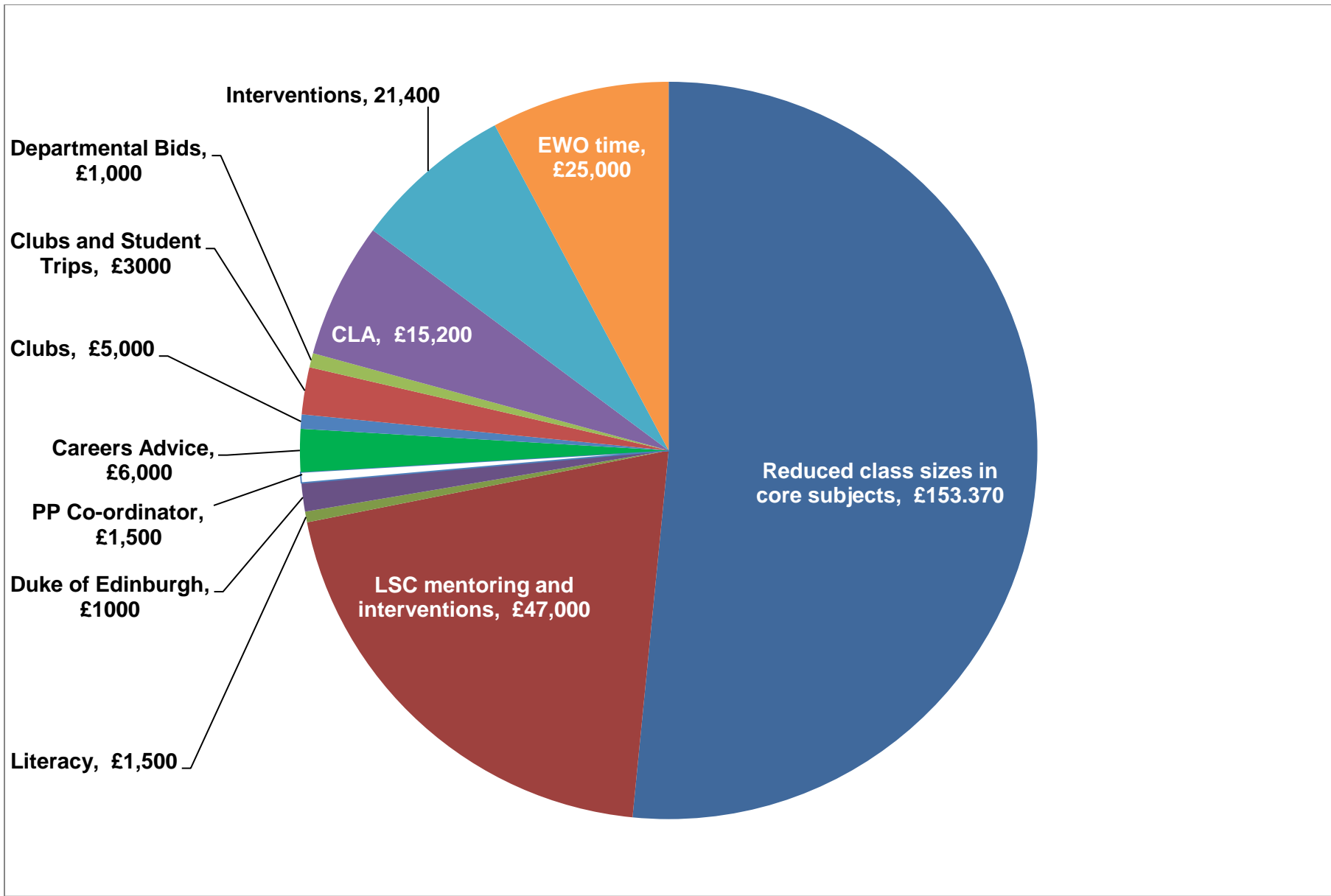
	2016-17	2017-18	2018-19	2019-20
Students on roll* (Years 7-11)	796	828	1077	1129*
Eligible students** (Ever6-FSM)	331.9	342	284	281**
% eligible for PP	42.5%	41.3%	26.4%	24.8%
Rate per student	935	935	935	953
<b>Pupil Premium Funding</b>	£310,400	£320,000	£280,970	265,000***
Children looked after**	8	10	8	8
Rate per student	£1900	£1900	£1900	£1900

<b>Total funding LAC</b>	£15200	£19000	£15200	£15200
Service children	0	0	0	0
Rate per student	£300	£300	£300	£300
<b>Total funding service children</b>	0	0	0	0
<b>Year 7 catch up</b>	£7000,00			

\*Data based on the January census the year before. This is the census on which funding is based each year. Therefore, there is an eight-month delay between data used to agree the funding and the actual funding in the year.

\*\* As measured in September 2018

\*\*\*Based on an estimate



## GCSE HEADLINE MEASURES

HEADLINE MEASURE	DISADVANTAGED	ALL
Number of pupils	53	110
Progress 8	-0.36	-0.03
Attainment 8	42.96	50.38
Pupils entered for EBacc	39.62%	58.3%
Ebacc APS	3.81	4.61
Pupils with 5+ in EBacc	16.98%	26%
Pupils achieving 5+ in English and maths	33.96%	47.24%
Pupils achieving 4+ in English and maths	TBC	69%

## KS3 PROGRESS DATA FOR DISADVANTAGED STUDENTS

	Y7 Percentages of EP+ in core subjects				Y8 Percentages of EP+ in core subjects				Y9 Percentages of EP+ in core subjects			
	Zero Core	One Core	Two Core	Three Core	Zero Core	One Core	Two Core	Three Core	Zero Core	One Core	Two Core	Three Core
<b>All Students</b>	2.1%	3.7%	18.6%	75.5%	5.0%	17.2%	25.6%	52.2%	1.9%	8.2%	25.3%	64.6%
<b>Disadvantaged</b>	3.1%	6.3%	34.4%	56.3%	10.0%	36.7%	13.3%	40.0%	0.0%	10.0%	32.5%	57.5%
<b>Non-Disadvantaged</b>	1.9%	3.2%	15.4%	79.5%	4.0%	13.3%	28.0%	54.7%	2.5%	7.6%	22.9%	66.9%
<b>High Attaining Disadvantaged</b>	0.0%	6.3%	25.0%	68.8%	8.3%	16.7%	16.7%	58.3%	0.0%	8.3%	50.0%	41.7%

## Evaluation of Spending 2018-19

Priorities	Cost	Actions	Impact	Next Steps
<b><u>Access to Pupil Premium funding</u></b>	<b>Time</b>	<ul style="list-style-type: none"> <li>All Y7 parents have applied for FSM in Autumn 1;</li> <li>FSM ever parents contacted and prompted</li> <li>parents regularly informed about the purpose of FSM and how to apply: parents' evenings, newsletter.</li> </ul>	All children from disadvantaged backgrounds are in receipt of PP funding	<ul style="list-style-type: none"> <li>FSM admin to monitor Y7 in Autumn 1</li> <li>AH to ensure parental communication is consistent and effective</li> </ul>
<b>Reduced class size in English and Mathematics</b>	<b>£153,370</b>	<ul style="list-style-type: none"> <li>Additional English and Maths staff employed in KS4</li> <li>Class size remain below 30 in years 10-11</li> </ul>	<p><b>Please see progress data above</b></p> <ul style="list-style-type: none"> <li>In the absence of a valid like-for-like comparison of progress in KS3 and KS4 we base the evaluation of the effectiveness or reduced class sizes in KS4 on teacher and student voice as well as evidence of improved behaviour, differentiation and overall results in KS4.</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>Continue to prioritise reduced class sizes. Staff feel better able to target the needs of DP in smaller classes.</li> </ul>
<b>INTERVENTION</b>	<b>£21,400</b>	<p><b>Y7 Reading Synthetic Phonics</b></p> <ul style="list-style-type: none"> <li>Out of 8 students 1 FSM ever student targeted</li> </ul> <p><b>Y7 Reading Renaissance</b></p> <ul style="list-style-type: none"> <li>Out of 7 students 2 FSM now</li> </ul> <p><b>Y8 Reading Renaissance</b></p> <ul style="list-style-type: none"> <li>Out of 5 students 3 FSM now, 1 FSM ever</li> </ul> <p><b>Y10 Literacy support in English lessons</b></p> <ul style="list-style-type: none"> <li>20% FSM now. (1/5)</li> </ul> <p><b>Y7/8 Handwriting Club</b></p>	<p><b>Y7 Reading Synthetic Phonics</b></p> <ul style="list-style-type: none"> <li>1 FSM ever student targeted has progressed to expected reading age</li> </ul> <p><b>Y7 Reading Renaissance</b></p> <ul style="list-style-type: none"> <li>both progressed to their expected (calendar) reading age.</li> <li>English Retake: 12% of FSM students passed (1 out of 8)</li> </ul> <p><b>Y8 Reading Renaissance</b></p> <ul style="list-style-type: none"> <li>Only 1 FSM now student has reached their expected reading age;</li> <li>1 FSM now student has made significant progress;</li> </ul>	<ul style="list-style-type: none"> <li>Continue all interventions targeting students based on their reading age, handwriting ability and behaviour log.</li> <li>Target students for SPLD intervention if they have a diagnosis of dyslexia and need additional support.</li> </ul>
	<b><u>SEND intervention</u></b>			

		<ul style="list-style-type: none"> <li>• 20% FSM now. (3/15)</li> </ul> <p><b>Y7/8 SPLD intervention</b></p> <ul style="list-style-type: none"> <li>• 33% FSM now. (2/6)</li> </ul> <p><b>Y7-11 Self-Management Support</b></p> <ul style="list-style-type: none"> <li>• 48% FSM now (10/21)</li> </ul> <p><b>KS3 Behaviour Management Support</b></p> <ul style="list-style-type: none"> <li>• 20% FSM now (1/5)</li> </ul> <p><b>KS3 ASD Support</b></p> <ul style="list-style-type: none"> <li>• 38% FSM now (6/16)</li> </ul> <p><b>Y7-11 EAL Mentoring Support</b></p> <ul style="list-style-type: none"> <li>• 20% FSM now (1/5)</li> </ul> <p><b>Y7-10 Reading Club</b></p> <ul style="list-style-type: none"> <li>• 16% FSM now (3/18)</li> </ul> <p><b>KS3 Minecraft Club</b></p> <ul style="list-style-type: none"> <li>• 46% FSM now (6/13)</li> </ul> <p><b>Y7 Manga Club</b></p> <ul style="list-style-type: none"> <li>• 100% FSM now (3/3)</li> </ul> <p><b>HW club</b></p> <ul style="list-style-type: none"> <li>• 50% FSM now (2/4)</li> </ul> <p><b><u>Keyworking Scheme</u></b></p> <ul style="list-style-type: none"> <li>• All FSM now students on SEND register were assigned a key worker, an LSA who was the first port of all for all wellbeing, academic and pastoral issues and had close liaison with the families.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 FSM now and 1 FSM ever student have made no improvement</li> </ul> <p><b>Y10 Literacy support in English lessons</b></p> <ul style="list-style-type: none"> <li>• Y10 grades and behaviour have improved in English.</li> </ul> <p><b>Y7/8 Handwriting Club</b></p> <ul style="list-style-type: none"> <li>• Handwriting has improved and attendance has been good. All students have worked through handwriting book 1.</li> </ul> <p><b>Y7/8 SPLD intervention</b></p> <ul style="list-style-type: none"> <li>• Students have worked through the SNIP program and phonic skills have been targeted. Spelling of high frequency words have improved.</li> </ul> <p><b>Y7-11 Self-Management Support</b></p> <ul style="list-style-type: none"> <li>• Behaviour logs for students taking part in these sessions have decreased. Homework has been handed in on time more regularly and the intervention has allowed for peer group issues to be monitored and resolved.</li> </ul> <p><b>KS3 Behaviour Management Support</b></p> <ul style="list-style-type: none"> <li>• Behaviour logs for students taking part in these sessions have decreased.</li> </ul> <p><b>KS3 ASD Support</b></p> <ul style="list-style-type: none"> <li>• General wellbeing of these students has improved and qualitatively, students are able to engage in more prolonged conversations. These sessions have been overseen by Garratt Park autism outreach service.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic tests to be introduced and tracker sheets to be created so interventions can be tracked formally.</li> <li>• Continue targeting students with low reading age</li> <li>• Try to target students with reading age below 13</li> </ul>
--	--	---	--	--



			<p><b>Y7-11 EAL Mentoring Support</b></p> <ul style="list-style-type: none"> <li>• Students have been mentored and supported to improve their English skills and their written and spoken English has improved. Student wellbeing has been improved.</li> </ul> <p><b>Y7-10 Reading Club</b></p> <ul style="list-style-type: none"> <li>• Reading ages have increased, in some cases significantly: 7 out of 13 students have increased their reading ages by over 3 years and one over 5 years</li> </ul> <p><b>KS3 Minecraft Club</b></p> <ul style="list-style-type: none"> <li>• Students have been supported in their transition to secondary school. This has served as an opportunity for students who have autism to practice social skills and provided a safe space for unstructured time.</li> </ul> <p><b>Y7 Manga Club</b></p> <ul style="list-style-type: none"> <li>• This has served as an opportunity for students to practice their creative and social skills in a safe environment during unstructured time.</li> </ul> <p><b>HW club</b></p> <ul style="list-style-type: none"> <li>• Students have completed homework more regularly and this has decreased behavior logs relating to homework for these students. It has also had a positive impact on their overall grades. Homework continues to be a challenging area for students with SEND and there are plans to roll out this intervention and</li> </ul>	
--	--	--	---	--

			<p>make it compulsory for students across all year groups.</p> <p><b>Keyworking Scheme</b></p> <ul style="list-style-type: none"> <li>All students benefitted from developing a trusting relationship with an LSA in school. This had beneficial impact on their wellbeing, behavior, confidence level and academic outcomes.</li> </ul> <p><b>MEDIUM IMPACT</b></p>	
	<p><b><u>Year 11 Interventions</u></b></p>	<p><b>English Year 11 Intervention</b></p> <ul style="list-style-type: none"> <li>All FSM Y11 students targeted through 1h per week English intervention run by all English teachers from September</li> </ul> <p><b>Maths Academy Year 11 Intervention</b></p> <ul style="list-style-type: none"> <li>All underachieving PP Y11 students targeted through 1h per week maths intervention from November during Health</li> </ul> <p><b>Winners Academy</b></p> <ul style="list-style-type: none"> <li>2 underachieving PP students mentored by AH i.c. PP</li> </ul> <p><b>EAL/ Academic English group</b></p> <ul style="list-style-type: none"> <li>Health lessons Sep-Dec 2018</li> </ul> <p><b>Y11 Intervention other subjects</b></p>	<p>Students' outcomes as above</p> <p><b>HIGH IMPACT</b></p>	<p>Provide Y11 intervention that is more focused on specific needs/barriers of learning of PP students</p>

		<p>Every day after school and Mon-Wed lunchtime</p> <p><b>English Retake Intervention</b></p> <ul style="list-style-type: none"> <li>• One Y11 FSM now student and 6 Y12 FSM ever students every Thursday morning from February</li> </ul> <p><b>February Half-term:</b></p> <ul style="list-style-type: none"> <li>• Total of 14 x 2.5h sessions offered</li> </ul> <p><b>Easter Half-term:</b></p> <ul style="list-style-type: none"> <li>• Total of 34 x 2.5h sessions offered</li> </ul> <p><b>2 Weeks before May half-term, mostly mornings before exams:</b></p> <ul style="list-style-type: none"> <li>• 34 x 1h sessions offered</li> </ul> <p><b>May Half-term:</b></p> <ul style="list-style-type: none"> <li>• 12 x 2.5h sessions offered</li> </ul> <p><b>First 2 weeks of June:</b></p> <ul style="list-style-type: none"> <li>• 52 x 1h sessions offered</li> </ul>		
	<p><b><u>1-1 Tuition</u></b></p>	<p><b>Maths 1-1</b></p> <ul style="list-style-type: none"> <li>• 2 Year 8 ‘nurture’ classes – 4 students in each – delivered by HLTA Maths. These run concurrent to timetable.</li> <li>• 2 larger Year 7 classes – up to 15 students in each for students &lt; 100 @ KS2.</li> <li>• Calculators for all PP students at each Key Stage.</li> <li>• Textbooks for KS5 students.</li> </ul> <p><b>English 121</b> <b><u>Autumn</u></b></p>	<p><b>Maths 121</b></p> <ul style="list-style-type: none"> <li>• 1/8 AEP (has been moved out of the group – success!) 3/8 making EP, 4/8 BEP. Note: <ul style="list-style-type: none"> <li>- Students in these group are there because they were falling behind; they still have LP step 2 as targets, which is ambitious for these students.</li> <li>- The effects on 8X3 and 8Y3 are amazing. There are NO students BEP in the 2 classes.</li> </ul> </li> </ul> <p><b>English 121</b> <b><u>Autumn:</u></b></p> <ul style="list-style-type: none"> <li>• English 1-1 with teachers:</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on high attaining disadvantaged students</li> <li>• Focus on SEND and high attaining students next year</li> <li>• HLTA Maths continues to work under the tutelage of KS3 i.c.</li> </ul>

		<ul style="list-style-type: none"> <li>• English 1-1 with teachers: 8 KS3 students low/middle ability FSM (4 from Y8, 4 from Y9)</li> </ul>	<p>All students valued the intervention and could identify at least 1 area they felt more confident in; most had at least 3. All students still working BEP</p> <p><b>HIGH IMPACT for maths</b></p> <p><b>LOW IMPACT for English</b> due to the discontinuation of the programme in January caused by staffing shortage</p>	
<p><b><u>Continued Professional Development (CPD)</u></b></p>		<ul style="list-style-type: none"> <li>• CPD sessions on the purpose of PP funding, identification of subject-specific barriers, profiles of disadvantaged students and their families and unconscious bias, most effective interventions according to research and evaluation of interventions; see Appendix 3 for more details on subject-specific strategies</li> <li>• All staff have annotated seating plans with individualised strategies for FSM now pupils</li> <li>• bespoke training for Literacy HLTA</li> <li>• Training on closing the vocabulary gap on 22 January</li> </ul>	<ul style="list-style-type: none"> <li>• Training evaluation and feedback: 100% of staff feel confident they understanding what PPG is for and how it is spent; 93% intend to adapt their practice to further support the needs of PP students.</li> <li>• Increased awareness of effective strategies for closing the gap: EEF’s research, Sutton trust resources, etc. used.</li> <li>• All staff are driven by a profound sense of moral purpose: all staff united in preventing social disadvantage reduce students’ future prospects</li> <li>• All staff to have annotated seating plans with individualised strategies for FSM now pupils</li> <li>• All departments identified specific barriers in their subjects and strategies to remove them (Appendix 1)</li> <li>• Staff effective in addressing DPs’ needs</li> </ul> <p><b>MEDIUM IMPACT</b></p>	<ul style="list-style-type: none"> <li>• New Literacy HLTA training ensures quality provision for PP 121 and catch up</li> <li>• LSA training is comprehensive and leads to effective support of SEND PP students</li> <li>• Work scrutiny and learning walks to focus on DPs’ progress</li> <li>• Main focus in 2019-20 is AfL: EEF’s research shows quality feedback is the most potent tool in improving DPs’ outcomes</li> </ul>

<p><b><u>Pupil Premium Co-Ordinator</u></b></p>	<p><b>£1,500</b></p>	<p>Pupil Premium Co-Ordinator appointed from Easter 2019</p> <p><b>West End Theatre Trip (£300 for 30 students)</b></p> <ul style="list-style-type: none"> <li>30 year 10 students were taken to see Hamilton in the West End. Students were given free tickets and programmes. They were also able to watch a Q&amp;A with the cast at the end.</li> </ul> <p><b>Jack Petchey Speak Out Challenge (English)</b></p> <ul style="list-style-type: none"> <li>All Y10 FSM students took part in workshops at school</li> </ul> <p><b>KS3 Focus Group</b> met with a group of KS3 students who are BEP in 1 or more of the core subjects.</p> <ul style="list-style-type: none"> <li>PP co-ordinator <b>supporting in Maths</b> CRO created a Year 9 focus group of students who are pupil premium and below in Maths, but not in their other core subjects CRO supported in these lessons as least once a week, monitoring students' attitude and also supporting the teacher. CRO documented their focus, resilience, behaviour and attitude over the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing cultural capital; students thoroughly enjoyed the experience as per student voice conducted after the show</li> <li>Jack Petchey: 2 pupil premium students won out of the classes and were praised for their commitment and dedication.</li> <li>Building up positive relationships as it seems there is a fractured feeling with teachers.</li> <li>Monitoring of Paige's lunchtime routine – support her in eating lunch.</li> <li>Positive relationships built with students.</li> <li>Maths teachers feeling supported.</li> </ul>	<ul style="list-style-type: none"> <li>Group sessions on the importance of sleep</li> <li>Group sessions on revision techniques and home learning.</li> <li>CRO to trail a “podcast” form of learning in English GCSE to help support students with homework</li> <li>CRO to be a part of the monitoring of the teaching and learning in the Maths department in 2019-2020.</li> </ul>
<p><b><u>Literacy</u></b></p>	<p><b>£1,500</b></p>	<ul style="list-style-type: none"> <li>All English books and resources provided for FSM now GCSE and A Level students</li> </ul>	<ul style="list-style-type: none"> <li>60% pass rate in English Retake</li> <li>Library stock increased by 500 books</li> </ul>	<ul style="list-style-type: none"> <li>Reading initiative: continue creating scope for reading</li> </ul>

		<ul style="list-style-type: none"> <li>• All disadvantaged Y10 students took part in Jack Petchey speak up challenge</li> <li>• All disadvantaged KS5 English Literature students given free tickets for 'Anthony and Cleopatra' performance and workshop</li> <li>• Disadvantaged 6<sup>th</sup> Form LSA worked with English retake group once per week.</li> <li>• Literacy fair trained teachers in the work targeting explicit vocabulary teaching across the school; training session ran on Alex Quigley 'Closing The Vocabulary Gap' and departments all chose strategies to support their students effectively.</li> <li>• Trip to Balham Library for Y8 and Y9 PP students</li> <li>• Created 2 additional reading spaces for KS3 students</li> <li>• Catch Up Literacy LSA worked with sts, targeting PP students as a priority.</li> <li>• SEN reading club x3 week for Y7 with reading ages below 10 years.</li> <li>• strengthening links with the Maths Hub: hosted A Level event attended by 13 HODs maths</li> </ul>	<ul style="list-style-type: none"> <li>• 63000 books borrowed – an increase of 700 compared to the previous year</li> <li>• Sts who partook in Jack Petchey Speak Up challenge achieved highly in S&amp;L Endorsement at the end of the year.</li> <li>• Y7 Catch Up Data positive – see full report – improvement in key skills and reading ages.</li> <li>• SEND reading group – each student showed improvement from 10 months to 4 years in ages in ARTi test at end of year.</li> </ul>	<p>during the school day: explore the possibility of extending tutor time to 25 min.</p> <ul style="list-style-type: none"> <li>• Bid for reading glass houses</li> <li>• Vocabulary initiative: depts to explore explicit vocabulary teaching strategies and implement the most relevant ones; vocabulary tutor time planned by departments on a rota</li> </ul>
<b><u>Departmental bids</u></b>	<b>£1,000</b>	<ul style="list-style-type: none"> <li>• English Bid 1: 3 teacher did 1-1 with Y11 students</li> <li>• English Bid 2: Jack Petchey for all FSM students in Y10</li> <li>• English Bid 3: 'Hamilton' performance for Y9 and Y10 FSM students</li> </ul>	<ul style="list-style-type: none"> <li>• English Bid: the cultural capital gained would not have been available to the students without the funding; they found the trip excellent and enjoyed it; opportunity to improve oracy and S&amp;L endorsement + overall GCSE English grade</li> </ul>	<ul style="list-style-type: none"> <li>• Continue promoting the initiative as it enables students to receive subject-specialist support</li> </ul>

		<ul style="list-style-type: none"> <li>Science bid: Free revision guides for FSM students in year 9 (and new y10 &amp; 11 students); Free revision guides for FSM students in year 7 (and new y8 students)</li> </ul>	<ul style="list-style-type: none"> <li>Science Bid: teachers and students reported increased engagement in lessons and improved metacognition</li> </ul> <p><b>MEDIUM IMPACT</b></p>																																							
<b><u>EWO and attendance officer time</u></b>	<b>£25,000</b>	<ul style="list-style-type: none"> <li>43/459 referrals to EWO were FSM</li> <li>34/459 referrals to EWO were FSM ever</li> <li>Parents of PP students contacted if student absent or late</li> <li>PP students' attendance closely monitored and strategies in place for reducing absences</li> </ul>	<ul style="list-style-type: none"> <li>Personalized support of students' wellbeing: student, teacher and parent voice indicates that EWO's support was indispensable.</li> <li>1 out of 5 permanent exclusions was a disadvantaged pupil</li> <li>30.6% (15 out of 49) fixed term exclusions were for disadvantaged pupils</li> <li>Although the attendance of FSM6 students in years 7-11 is above the national average at 92.19%, this is a slight drop from 2017-2018 figures</li> </ul> <table border="1" data-bbox="1059 751 1503 1230"> <thead> <tr> <th>Year Group</th> <th>PP attendance compared to others</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>-2.86</td> </tr> <tr> <td>Year 8</td> <td>-4.33</td> </tr> <tr> <td>Year 9</td> <td>-1.55</td> </tr> <tr> <td>Year 10</td> <td>-5.87</td> </tr> <tr> <td>Year 11</td> <td>-3.93</td> </tr> <tr> <td><b>Overall Total</b></td> <td><b>-3.82</b></td> </tr> <tr> <td>Year 12</td> <td>-1.88</td> </tr> <tr> <td>Year 13</td> <td>-0.52</td> </tr> <tr> <td><b>Overall Total</b></td> <td><b>-1.36</b></td> </tr> </tbody> </table> <table border="1" data-bbox="1048 1262 1697 1369"> <thead> <tr> <th rowspan="3">Indicator</th> <th colspan="4">2018/19</th> </tr> <tr> <th colspan="2">School</th> <th colspan="2">National</th> </tr> <tr> <th>ALL</th> <th>FSM</th> <th>ALL</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year Group	PP attendance compared to others	Year 7	-2.86	Year 8	-4.33	Year 9	-1.55	Year 10	-5.87	Year 11	-3.93	<b>Overall Total</b>	<b>-3.82</b>	Year 12	-1.88	Year 13	-0.52	<b>Overall Total</b>	<b>-1.36</b>	Indicator	2018/19				School		National		ALL	FSM	ALL	FSM						<ul style="list-style-type: none"> <li>Whole school training to all staff on the attendance and punctuality policy. Focus staff interventions at all levels on FSM students</li> <li>Focus first panel meeting on Year 11, students with SEND and those who are in receipt of FSM as they have the highest absence rate.</li> <li>To improve parental engagement to attendance meetings through clear systems of administration involving development of follow-ups which are implemented systematically throughout the year.</li> <li>New SENCO appointed with attendance as a focus.</li> </ul>
Year Group	PP attendance compared to others																																									
Year 7	-2.86																																									
Year 8	-4.33																																									
Year 9	-1.55																																									
Year 10	-5.87																																									
Year 11	-3.93																																									
<b>Overall Total</b>	<b>-3.82</b>																																									
Year 12	-1.88																																									
Year 13	-0.52																																									
<b>Overall Total</b>	<b>-1.36</b>																																									
Indicator	2018/19																																									
	School		National																																							
	ALL	FSM	ALL	FSM																																						

			<table border="1"> <tr> <td><b>Absence % (year 7-11)</b></td> <td>4.82</td> <td>7.81</td> <td></td> <td></td> </tr> <tr> <td><b>Persistent Absence % (year 7-11)</b></td> <td>10.9</td> <td>18.56</td> <td></td> <td></td> </tr> </table>	<b>Absence % (year 7-11)</b>	4.82	7.81			<b>Persistent Absence % (year 7-11)</b>	10.9	18.56			<ul style="list-style-type: none"> <li>Disadvantage coordinator to attend attendance panel meetings</li> </ul>																																								
<b>Absence % (year 7-11)</b>	4.82	7.81																																																				
<b>Persistent Absence % (year 7-11)</b>	10.9	18.56																																																				
			<b>MEDIUM IMPACT</b>																																																			
<b><u>Parental Engagement</u></b>		<ul style="list-style-type: none"> <li>Ensure high rates of attendance of FSM students' parents/guardians by contacting them prior to the event</li> </ul>	<table border="1"> <thead> <tr> <th>Year</th> <th>Group</th> <th>No of students</th> <th>No of parents attending</th> <th>Percentage attending</th> </tr> </thead> <tbody> <tr> <td rowspan="2">7</td> <td>All students</td> <td>190</td> <td>171</td> <td>90%</td> </tr> <tr> <td>FSM</td> <td>20</td> <td>13</td> <td>65%</td> </tr> <tr> <td rowspan="2">8</td> <td>All students</td> <td>180</td> <td>155</td> <td>86%</td> </tr> <tr> <td>FSM</td> <td>22</td> <td>15</td> <td>68%</td> </tr> <tr> <td rowspan="2">9</td> <td>All students</td> <td>162</td> <td>150</td> <td>93%</td> </tr> <tr> <td>FSM</td> <td>29</td> <td>26</td> <td>90%</td> </tr> <tr> <td rowspan="2">10</td> <td>All students</td> <td>160</td> <td>114</td> <td>72%</td> </tr> <tr> <td>FSM</td> <td>21</td> <td>6</td> <td>29%</td> </tr> <tr> <td rowspan="2">11</td> <td>All students</td> <td>163</td> <td>132</td> <td>81%</td> </tr> <tr> <td>FSM</td> <td>16</td> <td>13</td> <td>81%</td> </tr> </tbody> </table>	Year	Group	No of students	No of parents attending	Percentage attending	7	All students	190	171	90%	FSM	20	13	65%	8	All students	180	155	86%	FSM	22	15	68%	9	All students	162	150	93%	FSM	29	26	90%	10	All students	160	114	72%	FSM	21	6	29%	11	All students	163	132	81%	FSM	16	13	81%	<ul style="list-style-type: none"> <li>Continue the initiative; aim to improve next year's Y10 attendance to parents' evening</li> </ul>
Year	Group	No of students	No of parents attending	Percentage attending																																																		
7	All students	190	171	90%																																																		
	FSM	20	13	65%																																																		
8	All students	180	155	86%																																																		
	FSM	22	15	68%																																																		
9	All students	162	150	93%																																																		
	FSM	29	26	90%																																																		
10	All students	160	114	72%																																																		
	FSM	21	6	29%																																																		
11	All students	163	132	81%																																																		
	FSM	16	13	81%																																																		
			<b>MEDIUM IMPACT</b>																																																			
<b><u>Mentoring for Pastoral Support</u></b>	<b>£47,000</b>	<b>PSP</b> <ul style="list-style-type: none"> <li>30% of students FSM (10% Ever, 20% Now)</li> </ul>	<ul style="list-style-type: none"> <li>25% of disadvantaged students on PSP show marked improvement in behavior</li> </ul>	<b>PSP</b> <ul style="list-style-type: none"> <li>LS to continue to monitor behaviour,</li> </ul>																																																		



<p><b><u>Programme (PSP) students at risk of exclusion</u></b></p>	<ul style="list-style-type: none"> <li>Students' progress including attainment and behaviour monitored at 6 weekly intervals.</li> <li>Targets and support individualised to target specific needs of student.</li> <li>Measurable targets; weekly PSP daily report scores, Proud Points, CISS data, Bromcom behaviour log.</li> <li>Range of support offered: 121 mentoring, referral to external agencies (where appropriate), rewards offered on successfully exiting PSP process, parent support service, ECHP applications, Alternative provisions sought and managed moves to different educational settings, personalised timetable</li> </ul> <p><b>After school club (Boxing)</b></p> <ul style="list-style-type: none"> <li>27% are disadvantaged students</li> <li>Professional boxer provides training and practice in the sport</li> </ul> <p><b>Y9 Boys Group</b></p> <ul style="list-style-type: none"> <li>60% are disadvantaged students (16% FSM, 33% FSM ever)</li> <li>A weekly session in which the boys evaluate their current abilities to manage their behaviour and explore strategies for self- improvement.</li> </ul> <p><b>Darren's Group (External mentor) BAME group</b></p>	<p>(July data/ including CISS data/ Bromcom logs)</p> <ul style="list-style-type: none"> <li>Year 11 PSP (fsm) attainment in box below</li> <li>All PSP outcomes in box below (RAG)</li> </ul> <p><b>After school club (Boxing)</b></p> <ul style="list-style-type: none"> <li>27% are disadvantaged students</li> <li>Professional boxer provides training and practice in the sport</li> </ul> <p><b>Y9 Boys Group</b></p> <ul style="list-style-type: none"> <li>60% are disadvantaged students (16% FSM, 33% FSM ever)</li> <li>A weekly session in which the boys evaluate their current abilities to manage their behaviour and explore strategies for self- improvement.</li> </ul> <p><b>Darren's Group (External mentor) BAME group</b></p>	<p>rewards, attendance, and punctuality data – increased focus on rewards. (Ensure that LSC PP are issued weekly for green RAG weeks)</p> <ul style="list-style-type: none"> <li>Provide more targeted support for FSM/ FSM ever students in terms of additional resources to support attainment via the launch of SWITCH programme and greater emphasis placed on academic progress at KS3 PSP meetings (book looks/ updating current PSP review sheet to include progress grades)</li> <li>More extensive work on supporting PSP students to exit programme as this is a clear area for improvement</li> <li>SWITCH programme includes built in academic monitoring weekly sessions with mentor</li> </ul> <p><b>Y9 Boys Group</b></p>
--	---	--	--

- 20% are disadvantaged students (10% FSM, 10% FSM ever)
- This group explores several characteristics of the self and identity for young people, including factors that contribute to positive and negative self-attributes through group discussions, role play and written work.

- 100% of students achieved a Merit or above in Speaking and Listening practice
- Attendance to sessions consistent. Positive relationships formed and students participating regular exercise

**MEDIUM IMPACT**

- Conduct academic monitoring with students termly to ensure they are achieving targets and reintroduce mentoring support if they are not
  - Ensure that before and after sessions data is collected to be able to measure impact more accurately
  - Complete student voice questionnaires
  - Help student complete their English speeches with confidence and pride. Reinforce targets and mentoring support if they are not.

Student	English Lang	English Lit	Maths	Science	Grades 7-9	Grades 4-6	Grades 1-3	BTE C	No mark/ U
HM	3	1	2	2-1			6	P1	
MT	1	1	1	2-1			6		1
L G-S	2	X	3	3-2			3		3
B M-C	3	3	4	3-2		2	5	P2	
DW	7	5	3	4-4	1	3	3	P2	

Year Group	Total FSM	ECHP	Dual Reg	Managed Move In	Managed Move Out	Exited from PSP	Retained on PSP	Excluded
Year 11	5	1 request-rejected	1 (Francis Barber)	1 'hard to place'	0	None	5	2 early study

					student in								
		Year 10	4	0		in (1 failed)	1	1	3				
		Year 9	4	0	0	0	2	0	4	1			
		Year 8	1	1	1	0	0	1	0	0			
		Year 7	0	0	0	0	0	0	0	0			
<b><u>Football Beyond Borders (FBB)</u></b>	<b>£6,000</b>	<ul style="list-style-type: none"> <li>Regular weekly lessons and football sessions</li> <li>Fortnightly football matches arranged to incentivise positive behavior</li> <li>Frequent trips outside of school, contingent on positive behavior</li> <li>End of year tour being organized for Scotland</li> <li>Youth Voices offered after school to help develop skills</li> <li>Tuesday sessions held in Camden, targeted at PSP students at risk of exclusion</li> </ul>					<ul style="list-style-type: none"> <li>7 Y11, 2 Y10 students, 3 Y9 students &amp; 2 Y8 students are FSM. There is an additional 5 SEN students from Year 9 &amp; 11.</li> <li>Students not meeting school and FBB ethos are barred from attending a range of activities mentioned, from sessions to end of year tour, this has helped with tackling challenging behavior and encouraging resolutions with members of staff.</li> </ul>					<ul style="list-style-type: none"> <li>SM to continue to monitor behaviour, attendance, punctuality, homework data and pupil/parent voice half termly</li> </ul>	
<b><u>Duke of Edinburgh</u></b>	<b>£1000</b>	<ul style="list-style-type: none"> <li>Year 9 BRONZE: 7 students were FSM now</li> <li>Year 10 SILVER: 2 Students were FSM now</li> </ul>					<ul style="list-style-type: none"> <li>RSLs Y9 and Y10 reported significant improvement in their behavior; bromcom shows a small reduction in A2 and A3 incidents</li> </ul> <p><b>HIGH IMPACT</b></p>					<ul style="list-style-type: none"> <li>We are bidding for a grant to involve another member of staff on weekly basis so we can engage more FSM students</li> </ul>	
<b><u>G&amp;T disadvantaged High attaining disadvantaged</u></b>		<b>Y7 Percentages of EP+ in core subjects</b>				<b>Y8 Percentages of EP+ in core subjects</b>				<b>Y9 Percentages of EP+ in core subjects</b>			
		Zer o Cor e	One Cor e	Two Core	Thre e Core	Zer o Cor e	One Core	Two Core	Thre e Core	Zer o Cor e	One Cor e	Two Core	Thre e Core

<b>All Students</b>	2.1 %	3.7 %	18.6 %	75.5 %	5.0 %	17.2 %	25.6 %	52.2 %	1.9 %	8.2 %	25.3 %	64.6 %
<b>High Achievers</b>	0.0 %	1.0 %	13.6 %	85.4 %	2.0 %	8.9% %	20.8 %	68.3 %	0.0 %	8.3 %	25.0 %	66.7 %
<b>High Attaining Disadvantaged</b>	0.0 %	6.3 %	25.0 %	68.8 %	8.3 %	16.7 %	16.7 %	58.3 %	0.0 %	8.3 %	50.0 %	41.7 %

- Disadvantaged pupils identified in G&T cohort. All FSM G&T mentored by G & T coordinator and have been on G&T report from January.
- Curiosity Club reward trip – all FSM students fees
- Jack Petchey for all Y10 FSM students
- All disadvantaged FSM students mentored by a deputy head, G&T Co-ordinator, Assistant Head i.c. PP and a number of tutors/ class teachers
- G&T parents' evening attended by all FSM G&T parents

- 10/21 High Prior Attainers had negative Progress 8
- 13 out of 21 Disadvantaged High Prior Attainers in Year 11 had Attainment 8 below 60
- Both G&T FSM students had A8 scores above 70 (79, 73)
- 11% of KS3 (Year 7, 8 and 9) G&T PP attend curiosity club, with 100% attendance
- 3/14 students completed Y7 Chestnut Challenge designed to develop learner autonomy and intellectual curiosity
- 3/25 G&T/high attaining students attended the reward trip to DNA Virtual Reality in Kentish Town
- 2 underperforming FSM G&T student attended Study Incentive Club regularly
- 2 Disadvantaged G&T students have completed the first year of GCSE Classical Civilisations
- 2 disadvantaged G&T students completed their Brilliant Club thesis and were awarded 2.2 and 2.1

- Monitoring and quality assurance of the G&T / HA curriculum
- Subject Stars: introduce a subject-based register for the most able so that we are catering for the needs of both gifted and talented students
- Brilliant Club for FSM G&T/high attaining Y8 and 9 students
- Continue with other initiatives

			<b>MEDIUM IMPACT</b>																												
<b><u>Additional careers advice</u></b>	<b>£6,000</b>	<ul style="list-style-type: none"> <li>Disadvantaged students are prioritised (along with EHCP and SEN K students) to have a careers appointment in Year 10 or Year 11. In cases where there are concerns about a student making choices over their next steps the student may be re-referred for an impartial careers appointment with the careers advisor.</li> <li>Careers Fair in October attended by all FSM students</li> </ul>	<ul style="list-style-type: none"> <li>Y11: All FSM students received careers advice</li> </ul> <p><b>MEDIUM IMPACT</b></p>	<ul style="list-style-type: none"> <li>Continue to provide careers advice ensuring DPs are attending their meetings with the careers advisor and attending relevant events</li> </ul>																											
<b><u>Breakfast club</u></b>	<b>£2,000</b>	<ul style="list-style-type: none"> <li>Out of 44 students 35 were FSM now and 9 were FSM ever</li> <li>Students are provided with breakfast and meet and greet from LSC staff before school</li> <li>PJL encourages teachers to interact with students during breakfast, i.e. incident resolutions</li> </ul>	<ul style="list-style-type: none"> <li>All students are able to access a healthy meal and opportunity to speak with LSC staff informally to discuss any concerns</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>PJL to continue to track attendance</li> <li>To give regular breakfast club attendees a 'role'; this will provide them with work skills – preparation of food, ordering and serving</li> </ul>																											
<b><u>After School Clubs</u></b>	<b>£3,000</b>	<ul style="list-style-type: none"> <li>59 enrichment clubs offered in 2018-19</li> <li>Updated website and timetable circulated in red folders. Tutors in Y7-Y9 encouraging PP students to attend extra-curricular clubs and including in academic monitoring discussions.</li> <li>Attendance of PP students tracked for more effective intervention from pastoral team</li> </ul>	<ul style="list-style-type: none"> <li>Total attendance to clubs – regular attendees: FSMever6 56%</li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>Total</th> <th>FSMe6</th> </tr> </thead> <tbody> <tr> <td><b>7</b></td> <td>84% (188)</td> <td>78% (32)</td> </tr> <tr> <td><b>8</b></td> <td>84% (180)</td> <td>77% (30)</td> </tr> <tr> <td><b>9</b></td> <td>56% (158)</td> <td>54% (39)</td> </tr> <tr> <td><b>10</b></td> <td>62% (156)</td> <td>56% (41)</td> </tr> <tr> <td><b>11</b></td> <td>41% (163)</td> <td>52% (48)</td> </tr> <tr> <td><b>12</b></td> <td>31% (128)</td> <td>48% (29)</td> </tr> <tr> <td><b>13</b></td> <td>35% (88)</td> <td>23% (22)</td> </tr> <tr> <td><b>School</b></td> <td><b>59% (1061)</b></td> <td><b>56% (241)</b></td> </tr> </tbody> </table> <p><b>MEDIUM IMPACT</b></p>	Year	Total	FSMe6	<b>7</b>	84% (188)	78% (32)	<b>8</b>	84% (180)	77% (30)	<b>9</b>	56% (158)	54% (39)	<b>10</b>	62% (156)	56% (41)	<b>11</b>	41% (163)	52% (48)	<b>12</b>	31% (128)	48% (29)	<b>13</b>	35% (88)	23% (22)	<b>School</b>	<b>59% (1061)</b>	<b>56% (241)</b>	<ul style="list-style-type: none"> <li>Use Academic Monitoring meetings between tutors/RSL and DPs to encourage each student to attend at least one extra-curricular club.</li> <li>Use parents' evenings to encourage extra-curricular participation.</li> <li>SIC, FBB and reading clubs targeting FSM pupils to increase</li> </ul>
Year	Total	FSMe6																													
<b>7</b>	84% (188)	78% (32)																													
<b>8</b>	84% (180)	77% (30)																													
<b>9</b>	56% (158)	54% (39)																													
<b>10</b>	62% (156)	56% (41)																													
<b>11</b>	41% (163)	52% (48)																													
<b>12</b>	31% (128)	48% (29)																													
<b>13</b>	35% (88)	23% (22)																													
<b>School</b>	<b>59% (1061)</b>	<b>56% (241)</b>																													

				<p>engagement and interest</p> <ul style="list-style-type: none"> <li>• Increase participation in academic clubs</li> <li>• Amend requirements for G&amp;T to encourage participation amongst more able disadvantaged students</li> </ul>
<b><u>Financial support for Disadvantaged pupils (trips, uniform, equipment, etc.)</u></b>	<b>£3,000</b>	<ul style="list-style-type: none"> <li>• Uniform purchased for a Y10 student</li> <li>• A school bag purchased for a Y10 student</li> <li>• All English/History/Geography texts given to KS4/KS5 disadvantaged students</li> <li>• KS5 Geography field trips: FSM students receives financial support with the fee</li> <li>• RSL reward trips</li> <li>• reward trip for SIC club attendees</li> </ul> <p>Disadvantaged students accessed all enrichment free of charge: For the comprehensive list of trips, please see Appendix 2</p>	<ul style="list-style-type: none"> <li>• All children to be able to access subsidised school uniform, equipment, texts, ICT, trips etc. when required</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>• SW to track use of financial support funds</li> </ul>
<b><u>LAC</u></b>	<b>£15,200</b>	<ul style="list-style-type: none"> <li>• Mentoring for all LAC students (as of February 2018)</li> <li>• PEP meetings conducted (or in process for all LAC).</li> <li>• Interventions agreed at PEP and implemented by CGA including; 1:1 tuition in English and Maths (accessed by 2 students), music lessons and textbooks.</li> <li>• Support from the LAC champion by way of 1:1 sessions and in-class</li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to the LAC report for details</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reports from the LAC mentor</li> <li>• Next round of PEP meetings to evaluate progress and propose next level of intervention.</li> <li>• Tuition to target English and Maths as priority subjects.</li> <li>• Music lessons to provide extra-curricular</li> </ul>

		<p>support continued to end of academic year.</p> <ul style="list-style-type: none"> <li>• LAC Champion has provided an additional layer of emotional and therapeutic support in managing behaviour and having an advocate in difficult conversations</li> </ul>		<p>opportunities for students, development of additional skills and increase cultural capital.</p> <ul style="list-style-type: none"> <li>• Textbooks to ensure that LAC students have access to learning and additional support in and outside of the classroom.</li> <li>• The full report is in Appendix 2</li> </ul>
--	--	--	--	--

## Priorities for 2019-20

1. Improve disadvantaged students' outcomes in Mathematics and Science
2. Improve Ebacc % for disadvantaged students by boosting the uptake of MFL
3. Improve attendance of disadvantaged students
4. Improve HW completion and quality
5. Improve outcomes of disadvantaged students through embedded formative assessment

## Appendices

### Appendix 1: Literacy Impact Report 2018-19

#### Main focus:

- Developing whole-school strategies for teaching subject-specific vocabulary explicitly;
- Developing reading across the Academy: boosting reading skills to enable all to access the curriculum, developing the love of reading, reading the classics esp. pre-1900 texts, stretch and challenge for High achievers – 16 classics before 16, boosting reading non-fiction;
- Accelerating progress of students with weak literacy to ensure they can fully access the curriculum;

Objectives	Actions	Impact	Next steps
Teaching and Learning: Develop and embed subject-specific literacy and ensure there is a consistent approach to teaching literacy across the Academy	<p><b>Vocabulary focus</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary CPD delivered in January 2019: focus on Quigley, Willingham and Lemov's research and recommendations. Onus on sharing good practice; CPD session delivered on 22/1/19</li> <li><input type="checkbox"/> Departments identify 1-5 strategies for teaching vocabulary explicitly that will be seen in all lessons in their subject</li> <li><input type="checkbox"/> Every week one tutor time dedicated to teaching vocabulary explicitly; departments plan activities on a rota</li> </ul> <p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Training for PA teachers on expected levels in writing in Year 6 and KS3</li> <li><input type="checkbox"/> CPD session on Writing levels in KS3 on 22/1/19</li> </ul> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All staff to promote reading: posters and display on what teachers read.</li> <li><input type="checkbox"/> Arti Reading tests completed in Y7; low reading ages annotated on seating plans across entire school.</li> </ul>	TBC: Significant increase in students' outcomes, esp. PP/SEND/EAL, who will benefit from this most	<p>Whole-school work scrutiny; learning walks to show the application of subjects' strategies</p> <p>Stay attuned to staff's literacy training needs and provide relevant training</p> <p>Ensure all staff promote reading (displays, initiative for reading comes from non-English staff as well)</p>



<p>Promoting wider reading across the Academy</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 extra reading spaces created in DT and HB;</li> <li><input type="checkbox"/> Shortened SLT and RSL detentions for those who read;</li> <li><input type="checkbox"/> Tutors to ensure all students have a book in the bag at all times;</li> <li><input type="checkbox"/> Reading Project at the end of Autumn abandoned because staff concerned over covering own curricula;</li> <li><input type="checkbox"/> Chinese Calligraphy event at Balham library for Diversity month;</li> <li><input type="checkbox"/> Book fair in October: our most successful yet; we made £764, allowing £382 to be spent on new books from Scholastic;</li> <li><input type="checkbox"/> 'Romeo and Juliet' screening for all Y11 students;</li> <li><input type="checkbox"/> 'Anthony and Cleopatra' theatre visit for all Y13 students who study English Literature</li> </ul>	<p>30% of students have borrowed books since September (compared to 48% in total last year)</p> <p>2,000 have been borrowed since September (compared to approx 6,000 books borrowed last year in total)</p>	<p>Create more reading spaces</p> <p>Explore how we can provide time for reading within the school day</p> <p>Target non-borrowers through tutors</p> <p>Explore the possibility of extending tutor time so that it can be used for reading</p>
<p>Interventions</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Age appropriate specific reading lists on website for all KS;</li> <li><input type="checkbox"/> Guided reading lessons with KS3 English;</li> <li><input type="checkbox"/> Book Bingo (November and December);</li> <li><input type="checkbox"/> Creative writing club and magazine (SG)</li> <li><input type="checkbox"/> 6<sup>th</sup> form Literacy Mentors read with KS3 students with weaker literacy and support them in lessons (SEND/PP)</li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5 Y10 students receiving in-class support with English GCSE;</li> <li><input type="checkbox"/> 13 students (7 Y7s and 5 Y8s) receiving handwriting support once per week;</li> <li><input type="checkbox"/> 18 students (8 in Y7; 6 in Y8 and 4 in Y10) receiving reading support once per week;</li> <li><input type="checkbox"/> 2 Y10 students receiving reading /comprehension support with their key worker</li> </ul> <p><b>Catch-up</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Year 7 English Catch Up intervention: 13 students with SATs below 98 targeted once per week by English HLTA:</li> </ul> <p><b>EAL</b></p>	<p>General culture of interest in wider reading developed;</p> <p>Books borrowed from the library to increase significantly;</p> <p>analysis of borrowed books to see borrowing more high quality non-fiction and fiction</p> <p>1-1 progress in at least 3 key skill areas needs to be made for each student, as well as increased resilience;</p> <p>Reading tests to show improved reading ages over time.</p>	<p>Pupil Premium Impact Report from HODs of English and Maths</p> <p>Analysis of borrowed books from library at end of year</p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Abridged books and dictionaries available for EAL students;</li> <li><input type="checkbox"/> Small group intervention for Y7 EAL students with the EAL specialist;</li> <li><input type="checkbox"/> In-class support for beginner –intermediate EAL students;</li> <li><input type="checkbox"/> EAL homework club;</li> <li><input type="checkbox"/> G&amp;T or high attainers Book List distributed across all KS3-5 (BB)</li> <li><input type="checkbox"/> Support for EAL retake students: in-class and workshops</li> </ul> <p><b>Pupil Premium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 Y10 PP students receive reading intervention with an LSA once per week;</li> <li><input type="checkbox"/> Pupil Premium 1-1 programme to raise FSM achievement with resourced SOW and data provision; Pupil Premium 1-1 students will do baseline, resilience and progress test, which are RAGed; teachers then to identify 5 key strands to work on over the programme which are again RAGed at the end.</li> <li><input type="checkbox"/> Jack Petchey competition included all Y10 PP students</li> </ul>		
Successful November and June entry for resit in Reformed GCSE	<ul style="list-style-type: none"> <li><input type="checkbox"/> EAL in-class support for 3 EAL students;</li> <li><input type="checkbox"/> Mentoring of EAL casual admission</li> <li><input type="checkbox"/> EAL and literacy intervention throughout the year.</li> <li><input type="checkbox"/> 2 extra sessions before November exam</li> </ul>	2 EAL Retake students obtained 3s in November entry  60% pass rate in Retake overall	

## Appendix 2: List of trips and excursions

Destination	Visit/focus	Year
<b>SEPTEMBER</b>		
Lambeth Academy	Basketball match	7 - 10
Burntwood School	Cooking for Tooting Street Food Party	10
Cyber Girls First Day	Cyber security education	8 + 9
<b>OCTOBER</b>		

Pevensey Castle and Battle Abbey	GCSE History Trip – Anglo Saxon and Norman England	11
Tooting Common	Cross country running	7 - 11
Burntwood School	Cooking for Tooting Street Food Party	10
Ernest Bevin School	Basketball match	8 - 11
Wandsworth Common	Science practical sampling	11
Southfields Academy	Basketball tournament	7 - 9
Streatham Youth Centre	Mental Health Day	7 - 10
Crystal Palace Museum and Park	Performing Arts composition stimulus for GCSE – site exploration	10
Balham Library	Chinese calligraphy (G+T students)	8 - 10
<b>NOVEMBER</b>		
High Ashurst	Team building/outdoor activities	12
Royal Holloway	Launch of the Brilliant Club	9
Tower of London	History lesson and tower tour	10
Borough	Borough football competition	7 + 8
Kettering	Frisbee tournament	8
Brixton Market	Purchasing food for international evening	10
Openview Sports Ground	Football match	8
The Royal Opera House	Live performance for GCSE spec	9 - 11
Tooting Leisure Centre	Indoor Athletics	7 + 8
Wandsworth Common	Football match	8
Ashcroft playing fields	Inter borough football match	10
MAD/Fest – East London	Media industry talks and workshops	12 + 13
<b>DECEMBER</b>		
National Theatre, Southbank	Antony and Cleopatra performance	13
Tate Britain	Art specialist enrichment – Turner Prize exhibition	7
Balham Nandos	Jack Petchey Rewards trip	9
Wandsworth Common	Football match for BTEC coursework	11 + 12

Destination	Visit/focus	Year
-------------	-------------	------

<b>JANUARY</b>		
<b>St Cecilia's School</b>	<b>Netball fixture</b>	<b>7, 8</b>
<b>Wandsworth Common</b>	<b>Football match</b>	<b>8</b>
<b>St George's University Hospital</b>	<b>Leanne's Amazing Medics hospital visit</b>	<b>9</b>
<b>FEBRUARY</b>		
<b>Victoria Apollo Theatre</b>	<b>Creative writing workshop</b>	<b>7</b>
<b>Wormwood Scrubbs Park</b>	<b>London Schools Cross Country Championships</b>	<b>7,8,10</b>
<b>Oxford University</b>	<b>Brilliant Club Graduation Ceremony</b>	<b>9</b>
<b>Pizza Express</b>	<b>Study Incentive Club reward</b>	<b>7, 8, 9, 10</b>
<b>Southfields Academy</b>	<b>Wandsworth Dance Competition</b>	<b>7, 10</b>
<b>Cineworld</b>	<b>Jack Petchey Awards Trip</b>	<b>8</b>
<b>Balham Library</b>	<b>Author talk and writing workshop</b>	<b>7, 8, 9</b>
<b>MARCH</b>		
<b>Wandsworth Common</b>	<b>Football match</b>	<b>10</b>
<b>Cirencester and Avebury World Heritage Site</b>	<b>Archaeology club from Jack Petchey Reward money</b>	<b>9, 10</b>
<b>Battersea Park</b>	<b>Football match</b>	<b>8</b>
<b>Paris</b>	<b>Languages trip</b>	<b>7</b>
<b>Globe Theatre</b>	<b>Watch Romeo and Juliet performance</b>	<b>7</b>
<b>Olympic Park</b>	<b>London Youth Games</b>	<b>7, 10</b>
<b>Balham Nursery</b>	<b>Careers Trip for Early years and Childcare</b>	<b>10</b>
<b>Southfields Academy</b>	<b>Football match</b>	<b>10</b>
<b>Balham Library</b>	<b>Working with Book Aid Charity</b>	<b>7, 8</b>
<b>Aldwych Theatre</b>	<b>GCSE/BTEC drama</b>	<b>11, 12, 13</b>
<b>Streatham and Clapham High School</b>	<b>Netball competition</b>	<b>7</b>
<b>Southfields Academy</b>	<b>Football tournament</b>	<b>8</b>
<b>Barcelona</b>	<b>Art Specialist Trip</b>	<b>7, 8, 9</b>
<b>Burntwood School</b>	<b>Wandsworth Young Chef of the Year competition</b>	<b>9</b>

<b>Burntwood School</b>	<b>Author visits and student presentations</b>	<b>7, 8, 9</b>
<b>South London Theatre</b>	<b>Period costume workshop</b>	<b>13</b>
<b>High Ashurst Activity Centre</b>	<b>Duke of Edinburgh Bronze</b>	<b>9</b>
<b>APRIL</b>		
<b>Go Ape</b>	<b>Study incentive Club reward trip</b>	<b>7, 8, 9, 10</b>
<b>Destination</b>	<b>Visit/focus</b>	<b>Year</b>
<b>APRIL</b>		
Go Ape, Battersea	Study Incentive club rewards trip	7 – 10
Dulwich College	Literary quiz and author talks	7, 8
Houses of Parliament	Round table slavery discussion	10
Stratford East Theatre	Noughts and Crosses Festival (performance exploring inequality)	9, 10
Millennium Stadium, Battersea Park	Wandsworth Borough Athletics Championships	9, 10, 11
<b>MAY</b>		
Llangenny	Silver Duke of Edinburgh	10
Millennium Stadium, Battersea Park	Wandsworth Borough Athletics Championships	7, 8
Peacock Theatre, Holborn	Dance production	7, 8, 9, 10, 12
Cinema	Jack Petchey Rewards Trip	9
Leith Hill	Bronze Duke of Edinburgh	9
Rome	Language specialist students cultural/language trip	8, 9
Chickenshed, Southgate	Watch performance of 'Crime of a Century'	9, 10
<b>JUNE</b>		
Lee Valley Athletics Centre	London Schools Athletics Championships	8
National Theatre	Performance of a text being studied for A Level English	12
Burntwood School	Carnegie book award trip	7, 8
Game Store	Jack Petchey Rewards Trip	11
Sadlers' Wells Theatre	Ballet performance	8, 10
Fort William	Gold Duke of Edinburgh	12

JULY		
London Dungeon	Study Incentive Rewards Trip	7, 8, 9, 10
Canary Wharf and Docklands	Geography fieldtrip	10
Switzerland	Gold Duke of Edinburgh	13
The Somme	History trip	8, 12
Isle of Purbeck	Silver Duke of Edinburgh	10
Queen Mary University	University campus tour	12
University of Sussex	University campus tour	12
Chessington World of Adventures	Year 7 Rewards Trip	7
Thorpe Park	Year 8 and 9 Rewards Trip	8, 9
Tooting Bec Athletics Track	Sports Day	7, 8, 9, 10
Nettlecombe Court Field Centre	A Level Biology fieldtrip	12
Thames River Cruise	Y11 Graduation Boat Trip	11
Clapham Picture House	Jack Petchey Rewards Trip	7
Virtual Reality DNA VR	Curiosity Club Rewards Trip	7, 8
Kew Gardens	Jack Petchey Rewards Trip	7, 8, 9

### Appendix 3: 2018-19 Subject-Specific Barriers to Learning with Strategies

Subject	PP Barriers	PP Strategies
<b>Business and Computing</b>	<ol style="list-style-type: none"> <li>1. The application of subject specific terminology and contextualising the theoretical aspect.</li> <li>2. As practical subjects, students who have access to resources, professionals in these fields or related work experience perform better, which is often not the case with PP students.</li> <li>3. Apathetic approach towards the subject area is also a barrier for some as they have not seen the relevance to their lives nor have the motivation to study the subject beyond compulsory education.</li> <li>4. BTEC offer: students can have the misconception that they don't need to work as hard to gain high grades when compared to pure exam courses. To gain higher marks in the GCSE and BTEC</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of data to inform planning Indicate PP students in seating plans using coded symbols (this should help teachers in differentiating lesson materials)</li> <li>2. Trips, visits and events Expose PP students to a wide range of activities including visits to organisations where they are able to see the practical aspects of topics learnt in lessons. Where prior contextual knowledge will require paid services, parents will be notified at least a term in advance.</li> <li>3. Resource audit At the beginning of academic year complete an audit of students' resources to determine which of the following need to be provided: <ul style="list-style-type: none"> <li>• revision packs</li> <li>• online subscription to Teach-ICT resources</li> <li>• access internet during lunch, break, after school</li> </ul> </li> </ol>

	<p>assessment students are required to use evaluative skills and to link their learning to real world setting; this can sometimes be a challenge for students who have a limited exposure to different social and cultural experiences.</p> <p>5. Internet access</p>	<ul style="list-style-type: none"> <li>• Where there is no access to a computer, a computer will be built by KS5 IT</li> </ul> <p>Support students by recycling parts from school stock.</p> <p>4. High aspirations Invite university student from underprivileged background (preferably ex-students) to give talk to all students; use of 'All about me' theme as an opportunity for teachers to highlight the challenges they faced throughout education and the social privileges higher education has provided them</p>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Lack of cultural capital, life experiences, political literacy, geographic literacy</li> <li>2. Parents' negative experience of history at school: 'We never learnt anything this interesting when I was at school'.</li> <li>3. Reluctance to undertake independent study and lack of metacognitive skills, especially lack of appreciation of the importance of information retention and knowledge acquisition.</li> <li>4. Lack of aspiration and self-belief.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using our PP money and our time and energy to bridge the gap in cultural capital and experiences: numerous workshops (BAC) and trips.</li> <li>2. We also include home work that involves parent voice, for example year 8 had to research the story of slave rebel Nat Turner and then share this with a parent/carer, the parent/carer then had to fill in a series of questions about their experience of learning this history.</li> <li>3. Revision techniques are embedded into our lessons and we continue to improve this, we aim to explicitly state that each task we do models revision techniques. CSS has also worked hard to develop resources which we can use to model revision and use with the students eg: flash card packs, timeline examples etc.</li> <li>4. A curriculum that is engaging and as representative as possible which does not just rely on the cultural capital of the white student, but enables students with cultural capital from other cultures to flourish (eg: Nanny of the Maroons series of lessons on Jamaica). QFT is key, with personal relationship with the students being paramount.</li> </ol>
<b>English</b>	<ol style="list-style-type: none"> <li>1. Vocabulary gap</li> <li>2. Non-readers</li> <li>3. Comprehension gap</li> <li>4. Limited cultural capital</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching vocabulary explicitly; regular low-stakes vocabulary quizzes</li> <li>2. Promoting reading; guided reading in KS3; regular reading sessions; monitoring and encouraging non-borrowers</li> <li>3. Teaching reading strategies explicitly</li> <li>4. Theatre trips, literacy workshops, focus on explicit teaching of contexts.</li> </ol> <p>General:</p> <ol style="list-style-type: none"> <li>1. targeted intervention</li> <li>2. teachers being in charge of their own data and being able to show what they are doing to be accountable for student progress</li> </ol>
<b>Geography</b>	<ol style="list-style-type: none"> <li>1. Cultural capital: knowledge of places and locations within Britain and World</li> <li>2. Accessing trips due to final implications or (lack of) parental support</li> <li>3. Appreciation of geography</li> <li>4. Revision strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 8 unit on UK Landscapes; curriculum taught through global locations at KS3 and 4</li> <li>2. Trips subsidised for FSM students; meetings with parents regarding trips</li> <li>3. Engaging and relevant KS3 curriculum that generates love of the subject</li> <li>4. Free revision guide created and printed for GCSE students; access to discounted CGP revision guide</li> </ol>

<b>MFL</b>	<ol style="list-style-type: none"> <li>1. Lower levels of literacy in English; grammatical and vocabulary gap</li> <li>2. Lack of appreciation of MFL</li> <li>3. Lack of experience of different cultures</li> </ol>	<ol style="list-style-type: none"> <li>1. From year 7 time is spent in class focusing on how to learn vocabulary and grammar</li> <li>2. At parents evening and target the disadvantaged students to ensure that they are choosing languages</li> <li>3. Trips to other countries; introducing and celebrating different cultures in lessons</li> </ol> <p>General:</p> <ol style="list-style-type: none"> <li>1. All seating plans are annotated and disadvantaged students are highlighted so that all staff are aware of them</li> <li>2. Differentiated tasks are provided for struggling students</li> </ol>
<b>PA</b>	<ol style="list-style-type: none"> <li>1. cost of lessons</li> <li>2. lack of equipment, kit</li> <li>3. lack of cultural capital, which limits understanding in PA</li> </ol>	<ol style="list-style-type: none"> <li>1. free per lessons for FSM, multiple clubs (free),</li> <li>2. when we get the new keyboards we will release current ones on loan to FSM students who learn piano</li> <li>3. free trips for PP students</li> </ol>
<b>ART</b>	<ol style="list-style-type: none"> <li>1. Lack of appreciation of Art; reducing Art to drawing</li> <li>2. Literacy. Using Art vocabulary to question, understand and analyzing Art work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring Art work/Artists is relevant and interesting to students; trips to galleries to increase experience of viewing/appreciating Art; ensuring creative tasks are engaging, exciting and accessible. Lots of experimental work in year 7. Encourage students to become Art Specialists. Having a creative mind and a genuine enjoyment of Art is valued and deemed just as important as being 'good' at drawing. Starter activities has introduce students to a multitude of different Art disciplines.</li> <li>2. Supporting literacy pack (Traffic light key word worksheet, glossaries, key words in each lesson, artist analysis and annotation writing frames)</li> </ol> <p>General:</p> <ol style="list-style-type: none"> <li>1. Positive relationships/praise and rewards.</li> <li>2. Annotated seating plans.</li> <li>3. A broad and balanced curriculum.</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. metacognition / retention</li> <li>2. vocabulary gap</li> <li>3. Look at whether pupil premium students are clustered in sets? Is this a barrier to learning in science?</li> <li>4. Are there things that can be done in earlier years to accelerate pupil premium students?</li> </ol>	<ol style="list-style-type: none"> <li>1. Metacognition, retention and vocabulary: <ul style="list-style-type: none"> <li>- Weekly intervention quiz – send all parents an email</li> <li>- If students get below grade 4 they come for intervention with HOL</li> </ul> </li> </ol> <p>General;</p> <ol style="list-style-type: none"> <li>1. Building positive relationships, having high expectations for pupil premium</li> <li>2. Being aware of who our PP students are – annotated on seating plan</li> </ol>
<b>Maths</b>	<ol style="list-style-type: none"> <li>1. Lack of homework, or rushed homework, leading to less fluency and mastery of topics.</li> <li>2. Less likely to be independent learners; the most successful at surpassing targets are those who self-start.</li> </ol>	<p>QFT and 1-1 intervention</p> <ol style="list-style-type: none"> <li>1. HoD to teach Year 11 intervention group during Health Sessions - Students selected from set 2 and set 3: PP (16 students) and HPA Low attainers in Oct Assessment,</li> <li>2. KST extra session for 11X4 (inc. 5 PP students) and</li> </ol>



	<ol style="list-style-type: none"> <li>3. Literacy can be an issue which affects students' ability to navigate their way around a tricky, wordy mathematical problem. Also less likely to be creative in solving.</li> <li>4. Lack of calculator/equipment.</li> </ol>	<ol style="list-style-type: none"> <li>3. P extra session for set 5 (11 PP students) – Total 2/3 PP coverage. Interventions enable pupil premium students to make progress at faster rate than others.</li> <li>4. EKV – Friday evening slot for HPA – some PP students use this session to support their learning.</li> </ol>
<b>PE</b>	<ol style="list-style-type: none"> <li>1. Lower achievement in KS3</li> <li>2. Lack of PE kit</li> <li>3. Academic component in GCSE weaker</li> <li>4. All GCSE specs require competitive sport and prolonged participation, which can be an obstacle to PP students who get fewer opportunities for this outside school</li> <li>5. Leadership and coaching unit links with increasing opportunities in a different field of sport study which may not have been thought of for many PP students</li> </ol>	<ol style="list-style-type: none"> <li>1. Changes to the Curriculum to allow PP students to achieve KS 3 – good offer of activities based on current facilities and timetabling. – problems arise when 4 groups on as choice is limited. (wet weather, exams, dance using sports hall) Targeted PP students to clubs for extra practice.</li> <li>2. Have experimented with PE Kit to borrow just for PP, slight conflict with developing resilience and organisation. To review.</li> <li>3. KS 4- Yr. 10 examination moved to new spec, felt that Sport studies was best make up for PP students in particular over sports science. We increased practical component. Also, established links with psychology and science where there are crossovers.</li> <li>4. Using activities that we can control within school and provide competitive opportunities for.</li> <li>5. Links to DofE volunteering: Outdoor education unit – has links to DofE expedition as well as increased practical content.</li> </ol>
<b>PBE</b>	<ol style="list-style-type: none"> <li>1. Low levels of literacy</li> <li>2. Mental health and resilience</li> <li>3. Lack of independence</li> <li>4. Cultural capital</li> <li>5. Poor engagement with the curriculum: lack of respect for the subject; white-washing of curriculum; lack of relevance and interest e.g. in new theology modules; focus on core subjects instead</li> </ol>	<ol style="list-style-type: none"> <li>1. Detailed marking of SPAG at A level and re-writing work; MRI for 6<sup>th</sup> form with grammar activities; 'Fake sheets' to make the point about clarity; Peer assessment of clarity before submission; Jack Petchey money spent on library and reading list for all year groups; development 'chains' to encourage students to develop points much more</li> <li>2. Scaffolding exams for resilience <ol style="list-style-type: none"> <li>1: Mark over shoulder, key concept map, handy hints</li> <li>2: Recap of key concepts at the start, mark half way over shoulder</li> <li>3: Recap of concepts, no marking</li> </ol> Mindfulness club – identify and target students who are struggling with anxiety  FBB Modules on Masculinity &amp; Mental Health </li> <li>3. Flip classroom homework e.g. posting response on Edmodo; refusal to re-print ANY work including work missed from absence – use of Edmodo and 'study buddies'; ban on 6<sup>th</sup> form intervention – analysis shows NO IMPROVEMENT; activities focused on NUANCE and SIGNIFICANCE SENTENCES; students given 'jobs' in lessons</li> <li>4. Timelines and context for A Level and Year 11 students; key concepts they need to know at A Level and Year 11 mapped across younger year</li> </ol>

		<p>groups; research homeworks given which are relatable, accessible and easily achieved; scholars from outside of the specification used to address underrepresentation and explore wider issues</p> <p>5. Lack of women and ethnic minorities – adding in role models and scholars; adding topics to ensure relevance, even if it is not part of the exam; explanation of relevance in each lesson; student Voice: future planning informed by student feedback e.g. Year 8 lessons on colonialism and capitalism; check on teacher bias including blind marking and frequent consultation</p>
--	--	---