

PP Action Plan (Reviewed 9th April 2019)

1. Statutory requirements	RAG
Strategy documentation is clearly referenced on the website and evaluations have been sharpened to reference impact (1.1)	Green
PP Strategy 2018/9 identifies the key barriers (internal and external) faced by students at the school (1.2)	Green
There is a range of strategies being adopted to address these barriers, with a rationale given for the strategies (1.2)	Yellow
The impact of the spending focuses on the role of the leader as well as academic and wider student outcomes (1.2)	Yellow
The strategy indicates how it is to be reviewed and the date of the review (1.2)	Green
2. Achievement	RAG
Assessment data is analysed in greater depth (DISADV/LAC/SEND*/EAL/gender*) to enable PP gaps to be identified across any groups. The number of data entry points has been reduced to enable a more forensic analysis of the data to support effective intervention (2.1)	Green
Staff are receiving greater detail regarding the relative performance of High/Middle and Low PP students against Non PP to support their planning in making precise improvements in T & L (2.1)	Green
All PP students have undertaken standardised WRATT testing of skill proficiency in Literacy and Numeracy. This has been used to inform strategic decisions on intervention priorities and shared with teaching staff to assist with T&L planning.	Green
More Able profiling and year group picture grids have been explicitly added to address the largest PP/Non PP gap in progress (2.1)	Green
PP profiling using Mintclass and year group PP picture grids for all year groups, means that all staff have information on the relative ability profiles of their PP students and strategies to overcome barriers to learning (2.1)	Yellow
Progress KS1 to KS2 has been more forensically analysed using GL assessments as well as SATs papers, to ensure students are on track to reach ARE (2.1)	Yellow
PP progress is now directly compared to the progress of Non PP (High/Middle/Low) at all data entry points (2.2)	Green
3. L & M	RAG
Staff are clear that the emphasis for sustained improvement for PP students has to be on the quality of wave one T & L , underpinned by a clear understanding of the barriers facing PP students and strategies which can be effective in helping to overcome these barriers (3.1)	Yellow
The alignment of two faculties with each of the three DHTs and using a common Progress Plan format and Impact Logs has enabled the DHTs to provide much more effective support for HOFs in responding quickly to progress data in formulating and implementing strategies to address any areas of relative underperformance	Yellow
An AHT is now the “PP Champion” and is leading with PP achievement and working with the DHT Progress and Standards. Both attended external PP Training led by the External Reviewer of PP, which improved their ability to evaluate the effectiveness of additional funding, as well as their ability to support HOFs in their monitoring of classroom practice. Further external reviews have indicated that funding is being more effectively allocated.	Green
Teaching Schools/Babcock PP Self-evaluation documentation and Action Plan (Called SSIF) were written specifically targeting the underperformance of PP students	Green
PP Strategic documentation has been rationalised with spending now RAG rated. This has enabled governors to have a much greater understanding of how money has been spent and its effectiveness. As a result, governors have	Yellow

been able to not only challenge the impact of previous spending with much greater confidence, but also support a much greater rigour and collaborative approach in the allocation of spending going forward (3.2)	
The use of a faculty bid system for additional funding has increased the robustness of spending and will ease the evaluation of the effectiveness of spend for governors going forward (3.2)	
Amalgamating T & L, Inclusion and Progress into a new School Improvement Committee has enabled governors to achieve a much greater understanding of how leaders are triangulating their targeting of PP achievement. Faculty and other reviews have been fed back to governors as well as used to continually share best practice and highlight where inconsistencies in provision still remain. These are best evidenced through Faculty Progress Plans (3.2)	
There is now a designated governor chair and deputy for PP , both have a greater understanding of the need to link the additional funding directly with improvements in outcomes. The PP Chair has attended external training and provided active support for the new Progress Plans in Project Board meetings. The Governing Body receive regular updates against the PP Action Plan (3.3)	
DHT/HOF line management structures and the use of Progress Plans/Impact Logs has enabled HOFs to become much more proficient in their articulation of how achievement gaps are being addressed (3.4)	
HOFs are beginning to provide greater evaluative information regarding the quality of T & L and the impact of their interventions in raising the quality of provision. This has been further supported by targeted T & L questions used by SLT Line Managers linking then back to the Progress Plans (3.4)	
Interventions are beginning to be mapped more effectively to enable their impact on progress to be evaluated (3.5); Case Studies indicate that some interventions have been very effective in improving the progress for PP/DISADV students. These are currently written by HOL/SITs and the strategy is being extended to HOFs to be evidenced in the Progress Plans (3.5)	
PX/KIP time supports professional development with staff strongly encouraged to seek out best practice in the implementation of PP strategies. Teachers have collectively contributed to PP teaching strategy documents; providing a range of t&l strategies to support learning for all PP students(3.5)	
4. T & L	RAG
The explicit scheduling of learning walks and work scrutiny has enabled HOFs greater accountability for improvements in T & L and to maintain the momentum on improvements. HOFs have been able to verify that teachers are, typically, making greater use of the PP strategies received in training sessions (4.1)	
There is no doubt that staff have a much greater understanding of the importance of building relationships and the personalisation of strategies to support learning. The creation of shared success criteria regarding what “high expectations of what all students can achieve” actually looks like, has helped focus our efforts to improve provision (4.1)	
There has been an improvement in behaviour and continual staff training throughout the Autumn term and specialist input from an educational psychologist in January 2018 is beginning to have an impact on the progress of PP students with additional needs (4.1)	
Faculty and other reviews have verified the direction of travel. Learning has become more active and there have been increased opportunities for pair talk/reasoning , enabling students to explain their thinking to deepen their learning (4.2)	
Reviews have evidenced that the quality of explanation of tasks has improved and levels of independence are rising (4.3)	
There has been an improvement in the use of seating plans and subject PP individual personalised strategies and staff are typically adapting their planning on a day to day basis to more effectively meet the needs of their PP learners. For example with more scaffolding (4.3)	
Whole staff CPD has focussed on improving outcomes for PP and specifically Most Able PP , with teachers’ most effective T&L strategies collated and shared with faculty teams. A ‘Getting the Best Out of Me’ survey is available to help students identify their preferred learning strategies (4.3)	

HOLs and Faculties have compiled an ongoing inventory of interventions for all PP students to create an holistic overview of interventions and levels of engagement (4.3)	
The monitoring of TA support by the SENCO and as part of reviews has indicated that TA support is typically strong in supporting PP students with additional needs, in particular with the development of independence (4.4 and 4.5)	
EEF T & L Toolkit has been explored by PP Champion and leaders and has informed staff training, in particular the importance of feedback and sessions on metacognition are planned (4.6)	
Work Scrutinies have been explicitly included in reviews as well as being conducted by HOFs. This, together with ongoing training sessions and the appointment of a senior middle leadership position to drive work scrutiny, has led to greater consistency in staff understanding that work in books must demonstrate progress over time and how to achieve that goal. Improvement has been supported by additional training on extended writing across the curriculum. This is still very much an ongoing key improvement priority (4.7)	
Marking and feedback in books has improved and is typically strong in English and Drama. Cross faculty workshops have raised the consistency of marking and feedback across the school as a whole and core faculties have visited Bishop Perowne and are trialling a new system (4.8) The effectiveness of homework has been the focus of staff training with staff sharing exemplars to improve the quality and impact of homework on learning. This is still very much an ongoing key improvement priority (4.9)	
There has been an improvement in transparency between the First Schools and TDMS , which is starting to enable a greater sharing of relative areas for improvement across KS2. Reciprocal visits and shared workshops have reinforced the importance of team work and the sharing of relative weaknesses in provision and expertise to resolve these together (4.10) The school has looked to further develop the enrichment opportunities for PP students who have achieved well academically through targeted aspirational visits to top universities (4.11)	

5. Personal Development, Behaviour and Welfare	RAG
A tutor review is being used to evaluate the quality of provision and tutor time has been moved to the beginning of the school day from September 2018, a move which has been positively evaluated (5.1)	
Improving attendance and reducing exclusions remain key school improvement priorities (5.2) Exclusions have improved significantly for all students including disadvantaged, and the gap between disadvantaged and non-disadvantaged has reduced compared to 2016/17 Attendance figures remain stubbornly low, however, but are being relentlessly addressed through targeted interventions and direct Babcock support and advice using the SSIF (Strategic Schools Improvement Fund), leading to some positive improvements in some year groups (5.2)	
Senior Intervention Tutors produce a termly evaluative summary of the impact of their work in relation to attendance and the attitudes towards learning for the key groups of students they are supporting (5.3)	
Leaders are tracking the welfare of PP students much more forensically to ensure that interventions are effective and timely (5.4)	
Leaders have extended the support identified to support social, emotional and mental health difficulties through the development of an extensive pastoral management system. This has been further supported by external training from MHFA. This has ensured that pastoral leaders and support staff can identify specific student need, enabling the most appropriate strategy to be used to support that need. (5.4)	
The numbers of PP students accessing extra-curricular provision has increased significantly and is audited termly to evaluate the quality of inclusion for Disadvantaged students (5.5)	
Student Voice has been integrally linked with reviews and a whole school survey is undertaken in the Autumn Term. Results indicate that teachers' expectations for behaviour and learning are improving. (5.6)	