

## Review of 2018-2019 Strategy

1. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Improved overall quality first teaching, drawing on pedagogical approaches and strategies that best support all students</p>	<p>Staff CPD Programme and INSET days to focus on research and development of strategies to engage all students in their own learning, ensure efficient and effective feedback and to promote meta-cognitive skills</p> <p>Further embed PIXL strategies for feedback, including Smith Pro formas and Covey Charts so students receive highly effective feedback and question level analysis</p> <p>PPG students remain a priority focus group for all teachers. PP books marked first, PP students identified on seating plans. All departments to have strategies identified in action plans to reduce PP gap – Use of 'seating plan' software to facilitate implementation of strategies</p>	<p>Significant improvement in quality of teaching and learning across the school as evidenced by internal monitoring (BFG, learning walks) and external monitoring reviews.</p> <p>Despite the use of strategies which had been successful in 2017-18, the PPG gap widened in 2018-19.  PPG P8 (provis) is -0.55 compared to 0.078 (2019)  PPG 9-4 EM 27.8% compared to 81.6% Non PPG (2019)  PPG 9-5 EM 22% compared to 58.2% Non PPG (2019)</p> <p>Seating plan software was reviewed and decided it wasn't working. Action plans did account for PP students but we need to ensure this is a top priority for 2019-20 through the use of briefings and CL meetings to drip feed information and raise the profile of PP students.</p>	<p>Continue to ensure Quality First Teaching is a priority</p> <p>These strategies led to big improvements in 2018 – will continue</p> <p>MINT Class reinstated for 2019-20 as it provides clearer ID of SEND and PPG students. Department budgets to have funds allocated for PPG sending to encourage creative and bespoke ways of improving outcomes for PPG and all other students.</p>
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<p>Reduced cross-subject variation in outcomes</p>	<p>New homework sharing platform, Ruler, will facilitate greater collaboration and communication between school and home. Checks to ensure that PPG students have access to internet.</p> <p>Raising Standards meeting cycle to ensure PPG students achieve 5+ EM &amp; positive P8 score</p>	<p>Ruler proved to not be cost effective.</p> <p>Students focused on during PPG meetings did not match those students who missed the 4/5 EM threshold. Issue with accuracy of predictions.</p>	<p>Moved to use of TEAMS for setting homework. More cost effective way of setting homework online. Will need to evaluate in 2019-20.</p> <p>Work on accuracy of predictions, particularly in English is needed for next academic year. More rigorous application of mark schemes and consistency in application of marking criteria. This has been discussed during exams analysis meetings and will be monitoring during 2019-20</p>
<p>High levels of literacy and numeracy for PPG students in year 7</p>	<p>Tutorial Programme implemented to ensure weekly focus on literacy, numeracy and silent reading. 'Guided reading' introduced to expose students to high quality texts and ensure that PPG students have access to good literature and are regularly engaging in their reading.</p> <p>Numeracy ninja programme to continue with years 7-9 to improve mental arithmetic.</p> <p>Stronger focus on transition from primary school as a transition of <b>learning</b>, including collaborative work between AHT, HODs and two feeder primary schools &amp; staff CPD.</p>	<p>All students have engaged in this as observed in learning walks/ monitoring by head of literacy. Positive feedback from tutors.</p> <p>Yr 7 89.7% PPG students made good progress across the year in 2018-19. Yr 8 85% PPG students made good progress and 70% in Year 9</p> <p>More challenging lessons observed in learning walks. CPD session arranged in Summer term.</p>	<p>Will continue but increase to every week rather than fortnightly.</p> <p>Will continue</p> <p>Will continue</p>

<b>ii.</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
High levels of progress in literacy and numeracy for PPG students in Year 7	<p>Literacy and numeracy intervention groups during morning tutorial sessions – Head of Maths &amp; English removed from form tutor responsibilities to facilitate this</p> <p>Numeracy Ninjas intervention group during morning tutorial for those students who did not make progress in previous cycle</p> <p>Reading mentors</p> <p>Further development of Library and role of Librarian to embed culture of reading – links with silent reading element of Tutorial Programme</p>	<p>Paired reading -According to the data ALL participants improved their reading age. 17/27 (63%) Improved to within 1 year of their chronological age. 6/27 (30%) achieved a reading age HIGHER than their chronological age (having started the reading programme below their reading age)</p> <p>10/13 Yr 7 made progress in numeracy intervention</p> <p>4/5 PPG Yr 7 made progress in numeracy intervention</p> <p>Positive improvements for 89% of Year 7 PPG</p> <p>All 8 students involved in the programme, whether mentor or mentee, improved their reading age.</p>	<p>Will continue with paired reading &amp; maths intervention</p> <p>Will continue with numeracy ninjas</p> <p>Will continue in 2019-20.</p> <p>Has increased to weekly reading slots in the tutor programme. More work to do to develop a culture of reading.</p>
Reduced cross subject variation in outcomes	<p>English and Maths intervention groups</p> <p>ELK revision &amp; intervention sessions in all subjects</p> <p>Offsite English and Maths revision/ booster session?</p>	<p>Limited impact. English intervention was very limited. Maths intervention was successful with some students.</p> <p>Although less successful in 2018-19 (see outcomes) we will adapt and try and monitor/increase PP attendance</p> <p>Not required/ not cost effective</p>	<p>Will revise how we set them up but continue.</p> <p>Will continue</p> <p>Use of 'in house' expertise i.e. Walking Talking Mock in the SH for English and Maths which ensures all students benefit.</p>

<p>Improved engagement and aspirations of PPG boys</p>	<p>Develop recognition culture, including use of Behaviour Watch 'house points', termly recognition assemblies and end of year 'Testbourne Awards Ceremony'</p> <p>Focus group and student voice strategy to determine motivators for boys (particular focus on PPG)</p> <p>Peer mentoring by prefects</p> <p>Further embed use of Behaviourwatch and tracking by HOY, Tutors</p> <p>Priority careers interviews and WEX in Year 10 to raise aspirations and prepare for future</p>	<p>House points launched, recognition assemblies taking place.</p> <p>Boys strategy meant that underachieving boys were grouped into particular cohorts. Some were in a competition group, led by ESU, JBE, KAL &amp; JLO – we had fortnightly meetings with them to discuss their effort, achievement, motivators etc. Also fortnightly prizes for the individuals with highest effort points and monthly pizza parties for the group with the highest. Another group was the mentoring group, focusing on learning styles etc. One group focused on their futures, looking at aspirational lifestyles in the future and working back to the type of career they may need to achieve this and then working back again to the qualifications they'd need. Gender gap narrowed by 0.4 from 2017-18</p> <p>Didn't take place. Was not the most suitable strategy for the students.</p> <p>All staff using behaviour watch</p> <p>All PPG students received careers interviews. All students completed WEX week.</p>	<p>Need to ensure PPG nominations are as close to proportional as possible in Prize Giving Ceremony</p> <p>Continue to use but will refine.</p> <p>Continue to use – need to use BW in a more analytical way to look at trends over time and for specific groups of students.</p> <p>Continue to ensure all PPG students receive priority interviews and complete WEX placement. Will increase engagement with employers as part of our work on the Gatsby benchmarks.</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
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Improved engagement with parents & carers	<p>Parent 1:1 invites to information evenings – bookings made on their behalf if preferred.</p> <p>Meet the tutor event for new year 7 parents to build strong relationships</p> <p>Review reporting system to ensure information provided is accessible and useful</p> <p>Run parental information evenings delivering key messages to support child's education</p>	<p>Subject teachers are able to provide more meaningful feedback. PCE moved earlier in the year.</p> <p>Too early to comment – only Year 7 reports used new format. Will need to evaluate during next academic year.</p> <p>Positive feedback but have revised content for next academic year to include more info on mental health.</p>	<p>Will continue.</p> <p>Settling report used instead and have brought forward the date for Year 7 PCE.</p> <p>Will evaluate during next academic year.</p> <p>Presentation adapted, booklet sent out to all parents so those who couldn't attend are able to have key messages.</p>
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**2. Additional detail Summary of expenditure 2018-2019 (all costs proportional to size of PPG cohort)**

<b>Curriculum Support</b>	25000
<b>Pastoral Support</b>	31000
<b>Academic Support</b>	21000
<b>Enrichment experiences</b>	3500
<b>KS2/3 Transition</b>	3000
<b>Student voice</b>	200
<b>Staff development</b>	10000
<b>Behaviour Watch</b>	500
<b>Recognising achievement</b>	700
<b>Attendance rewards</b>	600
<b>PIXL Membership</b>	235
<b>SISRA Performance &amp; Analytics subscription</b>	300
<b>Ruler homework software</b>	200
<b>Mintclass seating plan software</b>	250
<b>Revision &amp; intervention software: Sam Learning, My Maths, Mathswatch</b>	1500
<b>Total</b>	<b>97985</b>